

Rosley C of E School

Rosley, Wigton, Cumbria, CA7 8AU

Inspection dates 24–25 June 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Rosley is a good school where pupils' behaviour makes a significant contribution to their learning and personal development.
- Pupils achieve well across the school and make good progress from their individual starting points. Most pupils leave school with standards that are above average in reading, writing and mathematics.
- The overall effectiveness of the Early Years Foundation Stage is good. Children settle quickly and acquire a good level of development in their first year.
- Teaching is good and ensures that pupils make good progress. Tasks are varied and engaging and pupils enjoy their learning hugely.
- Teaching assistants play an important and effective part in ensuring that pupils who have additional needs make good progress.
- Pupils' behaviour is outstanding. They love learning and helping each other to learn. They respect their teachers greatly, describing them as 'fair but firm'.
- They feel extremely safe and say that everybody looks after each other very well.
- School leaders, including governors, pursue excellence in every part of the school's work. Their actions are improving the quality of teaching and raising pupils' achievement.
- Members of staff are overwhelming positive about all aspects of the school.
- Pupils appreciate the many opportunities on offer to them, including residential visits and a wide array of after-school clubs.
- One pupil echoed the views of others in describing the school as, 'A kind school, where everybody works together to make good things happen'.

It is not yet an outstanding school because

- Teachers do not always stretch pupils to maximise their learning, particularly the most able pupils.
- Marking is variable in quality. It does not always tell pupils clearly how to improve their work.
- Currently, staff who are in charge of subjects do not take sufficient account of the quality of work and progress in pupils' books when checking how well pupils are achieving.

Information about this inspection

- The inspector observed 11 lessons, taught by five teachers, one of which was a joint observation with the headteacher. In addition, the inspector made additional short visits to lessons and listened to pupils in Year 1 and Year 2 read.
- The inspector examined information about current pupils' learning and progress as well as learning and progress over time. The inspector also looked at work in pupils' books.
- Meetings were held with the headteacher, teachers, three governors, the school council and other pupils in Years 4, 5 and 6. The inspector had a telephone conversation with a representative from the local authority.
- The inspector looked at a range of documents, including those relating to safeguarding and child protection, the school development plans, minutes of the governing body and an external review of the school.
- The inspector scrutinised records on attendance and behaviour, as well as information about the quality of teaching and the performance of staff.
- The inspector took account of the 15 responses to the on-line questionnaire (Parent View) and responses from eight members of staff.

Inspection team

Alison Thomson, Lead inspector

Additional Inspector

Full report

Information about this school

- Rosley C of E is a much smaller than average-sized primary school.
- Almost all pupils are from a White British background.
- The proportion of pupils eligible for support through the pupil premium is below average. The pupil premium is additional funding provided to support those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportions of pupils who are supported at school action, school action plus or with a statement of special educational needs are below average.
- Pupils are taught in three classes. Class one comprises children from the Early Years Foundation Stage and pupils from Year 1 and Year 2. Class 2 comprises Years 3 and 4. Class 3 comprises Years 5 and 6.
- The school meets the government's floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school provides a breakfast club and a variety of after-school clubs.

What does the school need to do to improve further?

- Further raise achievement by:
 - always stretching pupils, particularly the most able, to maximise their learning
 - improving the consistency of marking so that pupils always know clearly how to improve their work
 - staff in charge of subjects giving more attention to the work in pupils' books when assessing how well they are achieving.

Inspection judgements

The achievement of pupils is good

- The number of pupils in each year group is very small and, therefore, data related to pupils' attainment need to be treated with caution when comparing with national figures. In addition, in 2013, Year 6 had some pupils who had not spent all of their time in Key Stage 2 at this school.
- Children make consistently good progress in the Early Years Foundation Stage. Children start school in Reception with knowledge and skills that are broadly typical for their age, although some enter with a lower than expected level of development in personal, social and emotional skills. They settle quickly and become confident learners. By the end of the year, they generally have a good level of development for their age.
- Standards at the end of Year 1 are consistently above average in reading, writing and mathematics. The school's data, confirmed by inspection evidence, indicate that progress continues to be good for all groups at this key stage. Pupils use their good knowledge of linking letters to sounds to become proficient readers. Time is set aside for reading in all classes and pupils show a great enthusiasm for reading.
- By the end of Year 6, standards in reading, writing and mathematics are usually above average or well above average. There was a dip in attainment last year, but this has been addressed well. Pupils have gained in confidence greatly from the reinforcement of concepts to prepare them thoroughly for the national tests. The school's data and inspection evidence confirm that standards this year are once again likely to be above average. Progress of all groups of pupils is good.
- Pupils who are supported by the pupil premium funding make good progress. In 2013, the attainment of those pupils was equal to their peers in mathematics and half a term ahead in English. The school's data and inspection evidence show that pupils supported by the pupil premium funding continue to make good progress.
- The progress of pupils who have special educational needs is good. This is because the work they receive generally stretches them appropriately and they are well supported in class.
- The most able pupils throughout the school make good progress. Most of the work they do challenges them to think deeply, but occasionally work does not stretch them enough. This means that their learning is not always maximised.
- The school uses the primary school sport funding to enhance the provision on offer, through paying for training of staff as coaches and also travel to matches. As a result, physical education has a high profile within the school. There is a high level of participation in sport and this promotes the pupils good physical well-being. The school wins many local competitions and has an archery club after school, which is enjoyed greatly by pupils of all ages.

The quality of teaching is good

- Teaching is good. Teachers are enthusiastic, have good subject knowledge and high expectations. They set tasks that are interesting and generally matched well to the needs of their pupils. This enables pupils to learn effectively and develop their skills.
- Teachers capitalise well on the pupils' eagerness to learn both individually and also together in groups. Often they set tasks that are challenging and stretch pupils well, such as sharing out food for Busybee's birthday party in Reception or working out permutations of triangles from different lengths of sides in Year 6. Pupils relish those opportunities to work out things for themselves and this supports their good and sometimes outstanding progress.
- Teaching assistants work well with groups of pupils, some of whom have additional needs. They are highly skilled at asking just the right questions to enable these pupils to access their work. This enables pupils with additional needs to make good progress in line with their peers.
- High expectations and work matched well to the needs of all pupils are not consistently evident

in all teaching. Occasionally, work does not stretch all pupils well enough, particularly the most able and this limits the progress that they make.

- Pupils' spiritual, moral, social and cultural development is promoted well, for example in helping pupils to know how to respond if they come across someone who is unconscious or learning about the religions of other cultures.
- Pupils' work is marked regularly and accurately, but the quality of marking is not of a consistently high quality. Some marking informs pupils well how they can improve their work, but some is more superficial.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Behaviour is typically exemplary and school records indicate that it has been so for some time. This view is echoed strongly by parents, staff and governors. The pupils set high standards for themselves. They rate behaviour as nine out of 10 rather than higher, as they say that there is always room for improvement.
- Pupils are extremely courteous and welcoming. They take a pride in their school, which is very tidy and litter-free. Around the school, pupils are respectful and mindful of others so a calm and positive ethos prevails. This is despite enjoying some strenuous physical activity in the playground.
- Pupils' outstanding behaviour and attitudes have a highly positive impact on their learning. They are enthusiastic and keen to do well in lessons and thrive when given problems to solve, such as testing out their hypotheses about which container has the largest capacity. They thrive on group work, eagerly listening to other's points of view and entering into some very mature discussions, for example the extent to which the character Fagan in *Oliver Twist* was a villain.
- The school's work to keep pupils safe and secure is outstanding. Pupils say that they feel extremely safe. They have a very keen awareness of different forms of bullying, including the different types of prejudiced bullying, although they were very quick to point out that nothing like that ever happens at their school. They say that pupils rarely fall out.
- There are many opportunities for pupils to take on responsibility and they do so willingly, from mentors to younger students, to serving at lunchtimes, to acting as sports' leaders.
- The school council represents pupils very well and takes its role very seriously. They are conscious of the need to look after the planet and are proud the school has a new tree in its grounds as a result of their suggestion.
- Attendance is generally above average for all groups. Pupils are very keen to come to school and eager to get to their lessons on time. One parent remarked that their child is disappointed when it is the weekend as there is no school then.

The leadership and management are good

- Leadership and management are good because the actions of leaders, including governors, have ensured that the quality of teaching is good and that pupils achieve well. They have reacted very purposefully and successfully to the dip in standards last year in Year 6.
- The performance management of teaching is good. There are clear and effective systems in place to check on the quality of teaching, mainly through lesson observations. Staff are given very clear guidance about how to improve their teaching and they take on board any advice well. This has resulted in improved achievement.
- Teachers in charge of subjects are involved in lesson observations and play a part in checking how well pupils are progressing in their areas across the school. However, at the present time, they do not take into account sufficiently the work in pupils' books when making these checks.
- Pupils' progress is tracked closely to make sure they are doing as well as possible. All staff know

individual pupils well. Teachers and teaching assistants work very well together to make sure that any pupil at risk of falling behind is helped to catch up. This reflects the school's inclusiveness and ensures that the equality of opportunity is good.

- Staff work extremely well together and their expertise is used well, for example the headteacher teaches music to the whole school.
- The school promotes pupils' spiritual, moral, social and cultural activities well, through daily assemblies and collective worship. Residential visits are much appreciated by the pupils who say that they gain greatly in confidence through gorge walking and rock climbing with their classmates.
- All statutory requirements relating to safeguarding are met. The school places a high emphasis on keeping its pupils safe and risk assessments for activities out of school are extremely thorough.
- The local authority provides a light-touch support, through brokering peer support from another headteacher. This has helped the school to improve, for example in the way it evaluates its work.

■ **The governance of the school:**

- Governors are highly committed to the school and play a very active role. For example, governors visit school regularly and go into lessons. The reports of their visits are shared at governors' meetings and any points are put into action. They keep a close check on the progress that pupils make and also on the quality of teaching, linking it well to teachers' pay. They also check the use of additional funding provided for pupils eligible for support through the pupil premium and for the school's provision for sport and its impact. They receive training, including that to understand data about the pupils' performance. This enabled them to question the school thoroughly when there was a dip in standards last year. They carry out their own surveys of the views of parents and this has allowed them to corroborate independently just how highly the parents rate the work of the school.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	112306
Local authority	Cumbria
Inspection number	444120

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	57
Appropriate authority	The governing body
Chair	Louise Giles
Headteacher	Stephanie Wilson
Date of previous school inspection	15 November 2010
Telephone number	01697 342776
Fax number	01697 45350
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