



Roose School

Inspection Report

Unique Reference Number 112207
LEA Cumbria
Inspection number 278877
Inspection dates 28 February 2006 to 1 March 2006
Reporting inspector Mr Gordon Alston

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

Type of school	Primary	School address	North Row
School category	Community		Barrow-in-Furness
Age range of pupils	4 to 11		Cumbria, LA13 0HF
Gender of pupils	Mixed	Telephone number	01229 894608
Number on roll	172	Fax number	01229 894609
Appropriate authority	The governing body	Chair of governors	Mr Allan Rollinson
Date of previous inspection	1 October 1999	Headteacher	Mrs Wendy Jacobs

Age group 4 to 11	Inspection dates 28 February 2006 - 1 March 2006	Inspection number 278877
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Roose serves an area near to Barrow in Furness, in Cumbria. The 172 pupils cover the full range of abilities and children enter with skills that are expected for their age. All pupils speak English as a first language. The number who receive free school meals and the proportion with learning difficulties and/or disabilities are below average. The school has gained a Healthy School Award and an Active Mark Sports Award. The headteacher has been in post for just over a year and two newly qualified teachers took up post this school year.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Inspectors agree with the school's self-evaluation. The school is good and as a result is greatly valued by parents, pupils and the local community. Children in reception achieve well, reaching expected levels on entry to Year 1. Standards at the age of 7 are above average in reading, writing and mathematics and at 11 are well above average in English and above average in mathematics. Pupils make good progress and achieve well. The school is working hard at raising standards in pupils' writing and mathematical problem-solving skills. Pupils of all abilities are given every opportunity to succeed, but opportunities to use Information and Communication Technology (ICT) across subjects are limited. The good quality of care, guidance and support provided by the school, good teaching and the many enrichment activities provided lead to pupils' good personal development. This is reflected in their excellent relationships, good attitudes and responsible behaviour. They enjoy school, and are positively encouraged to think for themselves and to have their say. The school's support for vulnerable pupils is well thought out and effective. Leadership and management are good. The headteacher's leadership is outstanding in its relentless drive for improvement. For example, the school is exploring opportunities to develop a creative curriculum and as a result is successfully promoting enjoyment through learning, particularly in years 3 to 6. The leadership and management of subjects are variable but are outstanding for special needs provision. Governors discharge their responsibilities conscientiously. The school has improved markedly recently, especially the accommodation, and gives good value for money. It is well placed to improve further.

What the school should do to improve further

- Improve pupils' writing and mathematical problem-solving skills.
- Make leadership and management in all areas and subjects as successful as it is in special needs provision.
- Extend the current plans to promote enjoyment through learning across the whole school.
- Extend the use pupils make of their ICT skills into all subjects.

Achievement and standards

Grade: 2

Pupils achieve well not only academically but also in their personal development. Children make good progress in reception and by the end most reach the level expected for their age and a number beyond it. Continued good progress ensures standards at age 7 are above average in reading, writing and in mathematics. Furthermore at age 11, standards are well above average in English and above average in mathematics. In the 2005 tests, results were above average at age 7 but better in reading and mathematics than in writing. Results at age 11 were above average in English and about average in mathematics but trends are better in English than in mathematics.

The school has identified this and has introduced several initiatives aimed at raising standards, which are improving.

The school sets challenging individual and group targets in English and Mathematics that encourage pupils to work hard and make good progress. Targets are checked termly to ensure pupils make the progress they should. This has helped more pupils to attain higher levels.

No group is significantly underachieving. The small numbers of pupils with learning difficulties and/or disabilities make good progress and receive good support from a conscientious and caring team of assistants.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Pupils enjoy coming to school, have positive attitudes to their work and are proud of their achievements. Comprehensive systems are in place for promoting good attendance, and most recent figures are above average. Spiritual, moral, social and cultural development are good. The school has a caring ethos in which all are valued and respected and pupils feel secure and safe. They clearly understand the difference between right and wrong and often take the initiative in helping to raise funds for those less fortunate than themselves.

Pupils have many opportunities to help with the smooth running of the school. Ideas from the school council, for example, strongly influenced the quality of school lunches. The school ensures that pupils understand about keeping safe and healthy. There are many opportunities for sport and exercise, in and out of school, and pupils are encouraged to eat wisely.

The importance placed by the school on increasing skills in literacy and numeracy and on showing respect and consideration for others helps to develop skills and attitudes, which will stand the pupils in good stead in later life.

Quality of provision

Teaching and learning

Grade: 2

Teaching is consistently good across the school and has outstanding features. The most effective teaching is in years 3 to 6 where expectations are high. The tasks set are exciting and demanding and lead to good achievement.

In all classes, the planning is good for pupils of different abilities. In reception, the teacher does particularly well in developing children's literacy and numeracy skills, sometimes at the expense of creative development.

The school uses a wide range of teaching initiatives to challenge more able pupils, including through sessions for the gifted and talented with other schools. Skilled teaching assistants play an important role in lessons, particularly in helping pupils with

learning and behavioural difficulties to make good progress. All teachers confidently explain new learning through good questioning and the imaginative use of whiteboards. Pupils are keen to learn because relationships are excellent and teachers encourage pupils to plan some of their own learning.

Assessment is good and used well to match work correctly to all pupils. Together with well planned plenary sessions, helpful marking and individual targets for pupils, this careful planning enables pupils to be involved in their own learning.

Curriculum and other activities

Grade: 2

The curriculum is good, with outstanding provision for extra-curricular activities.

Numerous clubs are well supported by pupils and greatly enjoyed. Resources for ICT have significantly improved but links with other subjects are only just beginning. Time is used well for literacy, numeracy and science, resulting in good achievement.

There is very good provision for pupils with learning difficulties and/or disabilities, likewise for gifted and talented pupils. Linking subjects has established a more creative curriculum. This has improved teaching in years 3 to 6 and is beginning to support teaching in infant classes. The curriculum in reception provides children with a good range of activities, but creative development is restricted by the current lack of outdoor provision. This is currently being addressed by the school.

A good range of visits and visitors enriches the curriculum as does the good programme for personal, social and health education. A Healthy School Award and an Active Mark Sports Award enhances provision and helps pupils to understand healthy living.

Care, guidance and support

Grade: 2

The good provision is valued highly by pupils and parents who especially welcome the support provided by the school. Detailed assessment is used to identify the different needs of pupils and to provide support. The school has good links with outside agencies that play an important role in providing specialist support for those needing it most. For example, a group of boys are being helped by an advanced skills teacher to bring their writing skills to the same levels as their reading. Equal attention is given to those with emotional difficulties through a programme of support focusing on pupils' feelings.

Rigorous procedures for child protection and safety enable everyone to feel safe. Pupils review their own progress through target setting and know how well they are doing. The teaching also encourages pupils to plan some of their own learning. The newly reinstated school council gives pupils good opportunities to contribute to school developments.

Leadership and management

Grade: 2

Leadership and management are good and the school has a good capacity to improve. The leadership of the headteacher is outstanding. She has successfully created a learning environment where there is a strong belief that all pupils should enjoy learning and do well both academically and personally. This is the driving force in a school, where pupils make good progress on all fronts. The school has a dedicated and caring team of staff. However, the management of subjects varies in quality. The leadership of special needs is outstanding and supports pupils very effectively. The leadership of other subjects is less effective.

The school evaluates its own performance successfully. For example, it has identified the need to develop ICT and is carrying out clear action plans. Remaining issues from the last inspection are now beginning to be dealt with well. The school conscientiously seeks the views of parents and pupils and takes account of their views. The good use of all resources and pupils' good achievement secures good value for money.

The governance of the school is satisfactory. Many governors are new. They are keen to learn what their roles are, and conscientiously ensure statutory duties are met. They are regular visitors, getting to know pupils and staff and good use is made of their skills. For example, the chair has supported the school in safety issues concerned with the accommodation.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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Mrs Wendy Jacobs

Roose School

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2 March 2006

Dear Pupils

I am writing this letter after thinking about the two enjoyable days we spent in your school. We came to see how good your school was and you had a very important role in this just as much as your teachers had. You did not let the school down in any way. Your friendliness, good behaviour and the way you get on with one another are a credit to you all. They helped us to judge just how good your school is in helping you to grow and learn.

Well, what did we think after these two days? I know your teachers were a little worried about inspectors coming, but our report should help them feel good about all the hard work they do. I always ask pupils their views of the school and one girl replied 'lessons are fun and everyone is important'. She was right; your school is a good, caring school. You have a good team of adults led by a hard-working head teacher and everyone wants you to do as well as you can. Your teachers make learning interesting, make sure you work hard, and as a result you make good progress in lessons. They also arrange lots of visits for you to go on and visitors to talk to you. We were pleased to see how very hard you worked but equally important was how very well everyone got on. We saw lots of pupils who had responsibilities and jobs to do, who did them very well. We were also very pleased to see all the clubs you can go to and the good attendance by you to take regular exercise and that sport is important to you.

I'm sure your teachers always say 'this work is good but you could make it even better if you...'
Well, this is what we are telling your school – to get even better it needs to concentrate on these things:

try to get standards even higher in writing and mathematics, and give you more chances to use computers to help you learn in all the subjects you do. (I'm sure you like the second one best, I would!)

we also felt that all teachers need to develop the subject they are responsible for as well as the support for pupils with special needs has been developed

we want your teachers to continue to develop lots of learning opportunities that will help make life at school even more enjoyable.

Finally, we would like to thank you again and I am sure if you and your teachers work as hard as you did when we were in school your school will continue to do well.

Best wishes

Gordon Alston

(Lead inspector)