



Roughlee CofE Primary School

Inspection Report

Unique Reference Number 119383
Local Authority Lancashire
Inspection number 291404
Inspection date 12 September 2006
Reporting inspector Carole Cressey

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

Type of school	Primary	School address	Blacko Bar Road
School category	Voluntary controlled		Roughlee, Nelson
Age range of pupils	4-11		Lancashire, BB9 6NX
Gender of pupils	Mixed	Telephone number	01282 613613
Number on roll (school)	13	Fax number	01282 613613
Appropriate authority	The governing body	Chair	Mr Geoffrey Cole
		Headteacher	Mrs Carolyn Potts
Date of previous school inspection	Not previously inspected		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This very small Church of England school is set in a remote rural area of Lancashire. Most children come from White British backgrounds and a very few are from other faiths and backgrounds and have English as an additional language. No pupil is from the village of Roughlee and most travel some distance each day from neighbouring towns. The school has a declining population and numbers fluctuate throughout the year with significant numbers leaving and others arriving. Overall numbers have dropped by 60% in the last two years due to families emigrating or moving house and difficulties with transport arrangements. At the time of the inspection, there were no pupils in Reception or Year 4. The proportion of pupils who are entitled to free school meals is above average as is the percentage who have learning difficulties and/or disabilities.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Roughlee is a good school. It gives good value for money and has a good capacity to improve further. Although its own evaluation makes too cautious a judgement about the school's overall effectiveness, it provides many accurate insights into the quality and impact of its provision. The school's success is due to the good leadership and management of the headteacher who promotes a Christian ethos where the care, safety, well-being, enjoyment and achievement of every individual pupil are at the centre of its work. No matter what standards of attainment pupils enter the school with, they leave having worked hard, done their best and achieved the standards of which they are capable. Pupils achieve well because teaching is consistently good and provides pupils with the personal and academic skills they need to be successful learners. Staff know the pupils well and assessment and recording systems provide them with a wealth of information on the progress of each pupil. However, these are in danger of becoming unmanageable especially when time for managing such a small school is at a premium. Every pupil in Roughlee is treated as an individual and the teaching is matched to their needs. For example, as soon as it is apparent that a pupil is particularly gifted or talented they are provided with challenging work appropriate for their abilities. If pupils are seen to be struggling, additional support is provided immediately either by the school or by the appropriate agencies. One pupil who was working well below Level 1 at the end of Year 2 achieved a Level 4 because the teachers at Roughlee did not give up on him.

Pupils believe in themselves because the teachers convince them that they can do well. They respond well to the high expectations their teachers have for them no matter what their starting point might be and they are eager to learn more and move on to the next stage in their learning. They particularly benefit from knowing exactly what they need to do to improve in English but are not as clear about their success in mathematics and science. Teachers carefully tailor the personal, social and health education programme to the needs of the pupils and, as a result, pupils have a good understanding of how to stay safe, healthy and form good relationships. The good range of extra-curricular activities and visits provide very good opportunities for pupils to extend their enjoyment and discover new skills and talents as well as compensating for the lack of space for regular physical education lessons. Governors, staff and the local authority have worked together to refurbish the Victorian building to create a more spacious and modern school.

What the school should do to improve further

- Enable pupils to know what they need to do to reach the next level in mathematics and science in the same way as they do in English.
- Rationalise assessment and tracking systems so that they are more manageable.

Achievement and standards

Grade: 2

The pupils achieve well and attain the standards expected for their ages. The exceptionally small number of pupils on roll makes any comparison with data from national test results unreliable and paints an inaccurate picture of the standards and achievement each child makes whilst in Roughlee School.

Standards on entry to the school vary from year to year. In most years they are considerably below those expected, especially in the basic skills of reading and writing. However, there are occasional years when standards are broadly average. Whatever attainment pupils have on entry to the Foundation Stage, they make good progress towards the early learning goals expected for pupils of this age. Pupils who have recently moved from the Reception into Year 1 made rapid progress and well before the end of their Reception year they were confident readers and writers working appropriately on National Curriculum levels. This good start is built on very effectively throughout the school and pupils achieve well by the end of Year 2 and Year 6. The school's own information on individual pupils' progress shows that all make at least good and sometimes exceptional progress. Pupils with learning difficulties and/or disabilities especially related to literacy skills and those who arrive from other schools, often with complex needs, are very well supported. As a result, these pupils are often able to reach the expected standards for their age, especially in English. Standards for these pupils in mathematics and science are not usually as high as they are for English because they do not have the same confidence that they can succeed in these subjects.

Pupils in Year 6 who have been in the school since the Reception, including those with English as an additional language, achieve well and usually meet the ambitious targets set for them and achieve the expected standard for their age at the end of Year 2 and Year 6. Higher attainers do very well and reach the higher levels of which they are capable.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils enjoy coming to school and most are regular attenders with a number of pupils having 100% attendance records. Pupils' love of learning is self-evident as they proudly show their work, talk about what they need to do to improve, especially in English, and share their aspirations for their end-of-year tests. They are well behaved, polite, and friendly. They get on well with each other and eagerly accept help from their teachers and each other. They show a mature tolerance, respect and understanding of other faiths and cultures. Pupils are aware of the benefits of healthy eating and know how to keep themselves and others safe. They choose healthy snacks at break time and most have a certificate in road safety and in riding a bike. They are aware of the importance of handling equipment in a safe way. Pupils understand the importance of exercise and value their weekly visits to a local sports centre and their swimming lessons. Older pupils use their initiative well to organise

events, such as the leavers' concert and in deciding which charities the school should support. These experiences along with their links with other countries, such as France and Japan, are developing in pupils a feeling of being a responsible member of a whole world community.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are consistently good. The teachers and assistants are very skilled at planning lessons that meet the needs of a wide range of abilities and ages. They are very clear about what pupils can achieve and ensure that the pupils know the standard at which they are working. In English, this is taken a step further; pupils are in charge of their own targets and know precisely what they need to do to move on to the next level. They discuss their progress with their teacher and proudly mark off when they feel secure about the new learning and have reached the target. One pupil, recently arrived at the school, was able to show how much progress he had made in his handwriting since coming to Roughlee and how this had launched him well on the road to gaining the nationally expected Level 4. This system is not used in mathematics or science and, as a result, pupils are not as informed as they could be on what they need to do to reach higher standards. Challenging questions continually keep the higher attainers on their toes. Follow-up tasks stretch their thinking and provide them with lots of opportunities to work independently, either alone or with other pupils. Comments, clear instructions, explanations and considerable sensitive encouragement help those pupils with learning difficulties to develop confidence in tackling new learning. They are prepared to 'have a go' because they know the teacher is there to help when they are unsure or confused. The significant number of pupils who arrive from other schools are quickly assessed by the teacher and where additional help is required to enable them to make progress with their learning, this is quickly provided.

Curriculum and other activities

Grade: 2

The curriculum is good and is underpinned by the school's Christian faith and values. It is well planned to meet the needs of pupils in a very small school and ensure they enjoy learning and achieve well. Pupils say 'learning is fun and there is always something new to do every day'. A good programme of social and health education provides the pupils with the tools necessary to develop personal safety, care and healthy living. Healthy lifestyles are a priority and the school works very hard to compensate for the limited space for sporting facilities. Rock climbing and potholing, at an indoor pursuits centre, provide pupils with exciting and challenging experiences to promote their physical and personal skills. Community links are used very effectively to enable pupils to benefit from sporting activities at other venues. However, the school's own playground does not have enough challenging activities for pupils to further develop

their physical interests and skills during break times. After school clubs, visitors and well-planned visits deepen pupils' learning, spark their curiosity and help them develop an understanding of how other faiths and cultures live. All pupils learn French and have the opportunity to learn to play the recorder and violin. This adds a breadth to their learning which the pupils and their parents value. Almost all of the parents feel that the work the pupils do is interesting and that they learn a lot and make good progress. The inspection agrees with them.

Care, guidance and support

Grade: 2

Pupils achieve well because of the good care, guidance and support the school provides for its pupils. Pupils feel safe and secure and know there is always someone to help and encourage them. Child protection procedures and all other checks to ensure children's welfare, health and safety are in place. Vulnerable pupils and their families receive a particularly high level of care and support and, as a result, become confident and successful learners. Pupils' academic progress is carefully tracked, enabling teachers to pick up on any extra support or challenge needed. Teachers track each pupil's academic progress and set ambitious targets to help pupils achieve as well as they can. In English, pupils are given particularly good support and guidance about what they need to do to improve but this is not as effective in other subjects.

Leadership and management

Grade: 2

Leadership and management are good. The school has made good progress since the last inspection. The headteacher balances her heavy teaching responsibilities well with those of being a leader and manager. Her knowledge of each individual child and their families is very good and is pivotal to the successes that pupils achieve. This is particularly valued by parents, who are prepared to travel considerable distances so that their children can benefit from small classes and individual attention. The governors share the headteacher's vision to do the best for all pupils and allocate financial resources to bring about improvements. One example of this is the excellent way part time staff and teaching assistants and timetabling arrangements have been employed and organised to provide additional support to pupils and to provide the headteacher with valuable management time. The recently implemented assessment and recording arrangements provide considerable information of pupils' attainment and progress and these are used effectively to direct resources and ensure that children achieve as well as they can. However, these systems are in danger of becoming unmanageable and are not always as clear as they could be in relating pupils' progress to National Curriculum levels.

The parents' confidence in the leadership and management of the school is rightly placed.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Roughlee CofE Primary School

Blacko Bar Road

Roughlee

Nelson

Lancashire

BB9 6NX

12 September 2006

Dear Pupils

Thank you so much for being so friendly and welcoming when I visited your school a short while ago. I so enjoyed talking with you and your teachers. I could see that you enjoy your lessons and work hard. I was pleased to see how well you behaved and how very proud you are when you reach your targets in English. I was particularly pleased to hear Year 6 pupils tell me how well they expect to do in their tests next year. I am sure if you keep up the good work you will achieve those Level 5s.

It was good to hear that you know lots about healthy food, the importance of regular exercise and how to keep yourselves safe. Congratulations on getting your road safety and cycling certificates!

I think you are very lucky to go to such a good school where your headteacher and teachers work so hard to help you learn. Next time you email your friends in France and Japan perhaps you can tell them about my visit and how hard I think you all work.

There are only a few things I have asked your teachers to do to make the school even better:

- * to tell you how you can improve your work in mathematics and science in the same way as they do in English, and

- * simplify the records kept of your progress.

I hope you will always enjoy school and that it will help you to become happy, sensible and successful adults.

Carole Cressey

Lead inspector