

Rosley C of E School

Inspection report

Unique Reference Number	112306
Local Authority	Cumbria
Inspection number	310846
Inspection date	21 June 2007
Reporting inspector	John Heap

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 on roll	
School	67
Appropriate authority	The governing body
Chair	Mrs Lorraine Huntington
Headteacher	Mrs Patricia Jackson
Date of previous school inspection	1 June 2003
School address	Rosley Wigton Cumbria CA7 8AU
Telephone number	01697 342776
Fax number	01697 345350

Age group	4–11
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This small school serves rural residential areas that have few signs of disadvantage and a well below average proportion of pupils are entitled to a free school meal. All pupils are of White British heritage. An average proportion of pupils has learning difficulties and/or disabilities. Children's skills when they start school in the Reception year are typical for most children of their age. The school has achieved a range of external awards, such as Healthy School, ActiveMark, ArtsMark and Eco School status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The inspector agrees with the school that it is good and it gives good value for money. It has some outstanding features. Effective self-evaluation means that the school's judgements are mostly accurate. Parents and pupils are rightly proud of the school and it benefits from their support in many ways. The views of one parent echoed several others: 'We are particularly appreciative of the warm and 'family' atmosphere of Rosley School ... Rosley children have confidence in themselves, and in their school.' The school seeks successfully to be at the centre of the community.

Pupils' personal development is outstanding because of the excellent care and superb elements of an otherwise good curriculum. Exemplary behaviour and well above average attendance are very strong indicators of pupils thoroughly enjoying school. Pupils are clear about the school being a safe and secure environment and they know that there is always someone to turn to if there is a problem or an emergency. In this and other ways, pupils make an excellent contribution to the community, such as the way that they help newcomers to settle in. Pupils understand very clearly that they need to lead healthy and safe lifestyles and parents recognise the school's important influence on this. As one parent put it: 'The teachers always encourage healthy eating and fitness.' The school ensures that pupils have a good knowledge and understanding of the different cultures within Britain. This prepares them well for their future life.

Pupils' achievement is good. Standards, by the end of Year 6, are significantly above average. Children enter the Foundation Stage (Reception) with a range of skills and abilities that are broadly typical for their age. Pupils make good and sometimes outstanding progress. Teaching in the Foundation Stage and Key Stage 1 is satisfactory and from a sound start in Reception, children enter Year 1 with standards at the expected level, although the small cohorts mean that their results vary year on year. By the end of Year 2, standards and results are broadly average. There has been some inconsistency in the national test results in recent years, which is because the small groups have varying levels of pupils with learning difficulties and/or disabilities amongst them. In the 2006 national tests for Year 2 pupils, although one third of pupils were slightly above average in reading and mathematics, none of them reached the higher Level 3 because expectations of them were not high enough. Nevertheless, pupils have a firm basis for their future learning. They respond willingly to the good teaching in Years 3 to 6 and make very strong progress. Pupils with learning difficulties and/or disabilities and those identified as gifted and talented make good progress towards the targets set for them. The high standards achieved by Year 6 pupils and their excellent attitudes to school mean that they are thoroughly prepared for future schooling and life in general.

Leadership and management are good. The headteacher continues to provide first-class leadership, particularly in matters of pupils' personal development, pastoral care and in promoting teamwork. This latter point is recognised by some parents as a strength of the school. Staff and governors support the headteacher well and this is most important given the very full teaching commitment that the headteacher fulfils. The school has made good improvements since the last inspection and is well placed to improve further.

What the school should do to improve further

- Improve the consistency of good teaching, particularly in the Foundation Stage and Key Stage 1.

- Raise teachers' expectations of the more able Year 2 pupils and ensure that work consistently matches their abilities.

Achievement and standards

Grade: 2

Pupils achieve well. Standards are significantly above average by the time pupils leave Year 6 which represents good progress since they started school. Since the previous inspection, good improvement has been made in results and standards at Year 6 and national data show pupils making very strong progress in Years 3 to 6. Children in Reception make satisfactory progress and enter Year 1 with expected levels of attainment. Pupils make satisfactory progress by the end of Year 2. Trends in the national test results for Year 2 pupils have been inconsistent over the past few years and were around average in 2006. This is largely a reflection of small pupil numbers and differences in numbers of pupils with learning difficulties and/or disabilities. In the data kept by the school, standards fully reflect the outcomes of national tests, but higher attaining pupils do not always reach above average levels. Good support ensures that pupils with learning difficulties and/or disabilities and those identified as gifted and talented make good progress. There is no significant difference between boys' and girls' attainment.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural development is outstanding. Moral and social development are particular strengths and foster behaviour that is extremely polite, friendly, courteous and welcoming to visitors. Preparation for the future is very strong because of high levels of academic skills, exemplary attitudes to work and the opportunities for many to be leaders. Examples of these are the good work of the school council and the playground 'buddies' who are mentors for the youngsters and help them settle and enjoy school. Pupils play well and safely together. They know that there are children and adults they can turn to if there is a problem and they say they feel secure. Pupils thoroughly enjoy school and show it clearly in their high level of involvement, motivation and embracing of the school's traditional values. This plays a big part in the accelerated progress they make, particularly in Years 3 to 6. Awards gained by the school are ample evidence of the way that pupils know and understand the importance of leading healthy and active lifestyles. Pupils take full advantage of the wide range of activities open to them, such as physical education and after-school clubs.

Quality of provision

Teaching and learning

Grade: 2

Teaching is strongest in Years 3 to 6 and pupils make very strong progress. These are the typical strengths.

- A productive and well-managed working atmosphere in lessons enables pupils to settle quickly and show eagerness to learn and do well.
- Teachers' good humour, lively approach and use of well-deserved praise help pupils to feel valued and build their confidence.
- Teachers know their subjects well and lessons are well planned so that pupils learn new things in manageable steps.

- Constructive and helpful marking gives pupils clear indications of what they need to do to improve their work.

Improvements in the approaches to teaching and learning in writing are leading to better work. Gifted and talented pupils are challenged to learn more from the work done with outside providers, such as mathematics with the local secondary school.

Pupils with learning difficulties and/or disabilities receive good support from teaching assistants and learn well.

Satisfactory teaching in the Reception and Years 1 and 2 class leads to pupils making satisfactory progress and most reach the standards expected of them. Expectations of more able pupils lack challenge, particularly in Year 2, so that they achieve the standards they are capable of and lead to them making good progress. The marking of pupils' work and use of assessment are sound. Many lessons pay good attention to improving pupils' basic skills in literacy, numeracy and information and communication technology (ICT) but opportunities to use these skills are not evident in all subjects.

Curriculum and other activities

Grade: 2

The curriculum is good with clear strengths in the personal development of pupils. This is promoted in a first-class way. The provision is very well structured and includes all aspects of health and safety and raising awareness of other cultures. The good work of the personal, social, health and citizenship (PSHCE) coordinator has ensured that major gains have been made recently. The curriculum is also enhanced by improvements to the premises, particularly for ICT and games. Enrichment of the curriculum is good and good links with outside providers, such as the local secondary school, have broadened provision further. Pupils value the input made by visitors, residential experiences and visits. Indian and Caribbean people have talked to pupils about life in their cultures and pupils produced some good quality personal responses in art and dance. Basic academic skills are used effectively across the range of subjects.

Care, guidance and support

Grade: 1

Child protection, safeguarding and health and safety systems are in place and ensure pupils' well-being is paramount. The monitoring of attendance and behaviour is excellent and leads to minimal disruptions and pupils feeling safe and secure. Induction arrangements are very effective from the independent Nursery and close liaison with the high school ensures good transition. Academic and personal development of pupils is tracked thoroughly. As a result, the school has a clear picture of each individual's personal and academic progress. This ensures that pupils make good overall progress. Gifted and talented pupils are identified early and are guided well, particularly in ICT, dance and mathematics.

Leadership and management

Grade: 2

The headteacher provides excellent leadership that promotes improvement, a good and secure climate for learning and strong teamwork. Staff have a common and shared vision for the school that is valued by governors, parents and pupils and they are supported in their willingness to

improve. This results in pupils liking school, enjoying learning and making good progress. The good and supportive staff know that there are areas that need further refinement, such as making consistent use of the good assessment data to challenge all pupils in every class. Subject coordinators know their subjects well and a particular strength has been the recent development of PSHCE. Planning for school improvement is detailed, challenging and realistic. Day-to-day and strategic practices are well established and monitored; they lead to pupils being safe, really well cared for and ready for the future. Governance is good. The effective governing body provides good support, but does not have a formal procedure for evaluating the work of the school. Finances are managed carefully and good strategic planning means that important projects can be funded, such as the remodelling of the building.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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	3
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	2
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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

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?	1

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.

Annex A

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

22 June 2007

Dear Pupils

Inspection of Rosley CofE School, Cumbria, CA7 8AU.

I really enjoyed being in your good school this week. I am most grateful for your warm welcome, courtesy and the help you provided. These are some of the key findings about your school.

What I really liked about your school.

- The happy atmosphere in the school and the way you support each other, particularly older pupils helping those new to the school to settle.
- The good teaching and the strong teamwork of all the adults which promotes the good progress that you make, particularly by the end of Year 6.
- I know that you like school by the excellence of your behaviour and attitudes to work and the regularity of your attendance.
- The excellent contribution that you make to a safe and caring ethos in the school.
- Your enjoyment of the good and interesting range of activities that enrich your curriculum.
- The excellent leadership of the headteacher and the contribution of the school council to day-to-day and longer-term matters, such as advising on premises and healthy eating.

I have asked your teachers to ensure that more able pupils in Year 2 make good progress. You and your friends can continue to be a great help by always doing your best work and by following the advice and guidance from your teachers.

Good luck for the future and best wishes.

Yours sincerely

John Heap

Lead Inspector