

# Roos Church of England Voluntary Controlled Primary School

## Inspection report

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<b>Unique Reference Number</b>	117989
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	326731
<b>Inspection dates</b>	19–20 May 2009
<b>Reporting inspector</b>	Linda Murphy

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	95
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr J Brian Rannard
<b>Headteacher</b>	Mrs Penny Farey
<b>Date of previous school inspection</b>	1 May 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Main Street Roos Hull East Yorkshire HU12 0HB

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<b>Age group</b>	4–11
<b>Inspection dates</b>	19–20 May 2009
<b>Inspection number</b>	326731

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## Introduction

The inspection was carried out by one additional inspector.

## Description of the school

This small primary school serves a rural area and pupils attend from the local village and surrounding hamlets. Most pupils are White British. The proportion that claims a free school meal is low and the proportion with learning difficulties and/or disabilities is average. Higher proportions of pupils than usual join the school late in their primary education. Provision for the Early Years Foundation Stage is in a joint Year 1 and Reception class. Since the previous inspection, the number of pupils on roll has increased. The school is undergoing major building works to extend the accommodation. As a result, one class was working in the school hall during the inspection. The school holds the Healthy Schools Award, the Activemark and the Financial Management Standard in Schools.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. Pupils' personal development is outstanding. It contributes very well to their learning and reflects the emphasis the school places on encouraging pupils' first-rate approach to others. Pupils' behaviour is excellent and they gain outstanding insights into how to stay safe and healthy. Pupils are exceedingly confident and happy in their learning. The school meets its aims to enthuse and challenge its pupils within an ethos supported by Christian values. The school is held in high regard by parents.

From the Early Years Foundation Stage through to Year 6 pupils achieve well at each stage. By Year 2, standards over the past three years have been above the national average in reading, writing and mathematics. Work in books and data held by the school shows that at Key Stage 2 achievement continues to be good, although the pattern in relation to standards changes. This is because of the high proportion of pupils joining the school, particularly in Years 5 and 6. For example, of the present Year 6, almost 20% have not spent all their primary education at this school; of the Year 6 group in 2008, almost 40% joined late in their primary education. The school sometimes attracts pupils because of the good reputation it has for helping pupils with learning difficulties and/or disabilities. As a result, although they make good progress, fewer pupils than average attain highly and this adversely affects the school's overall standards. By Year 6, standards are broadly average in English, mathematics and science. The school's well-chosen priorities, such as the teaching of letter sounds across the whole school linked to a focus on writing, contribute well to pupils' achievement.

The curriculum is of good quality and ensures that pupils get a good grounding in basic skills. Historically, themed weeks enhance pupils' understanding of the world and other nationalities, increase their enjoyment in learning and provide opportunities to apply their skills across a range of subjects. The school is at an early stage of integrating a more permanent themed approach to build even more on pupils' interests and preferred ways of learning.

The quality of teaching and learning is good. Pupils work diligently in lessons and are proud of their achievements. The stimulating tasks and very positive relationships lead to pupils valuing and enjoying their learning. Occasionally, there are some inconsistencies in the quality of teaching, for example, the tasks set for higher attainers are not always challenging enough, particularly at Key Stage 2.

The good leadership and management provide a strong steer to the school. Team work is very effective and administrative staff provide good support. The leadership ensures that pupils' welfare, including health and safety, is of good quality. Because of the size of the school the headteacher inevitably has a teaching commitment and this at times constrains the time available for other things. Although there are good systems in place to monitor the school's work, including the tracking of standards, the skills of all staff and their involvement in this are underdeveloped. Governance is good and provides timely support and challenge. The strengths in the leadership and management and the success since its last inspection provide the school with good capacity to continue to improve.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

A warm and welcoming atmosphere pervades the Reception class. When children enter, their skills are mostly below what is typical for their age. They achieve well as a result of good teaching

and learning. By the end of the Reception Year, children's skills are broadly average. The weaker element is writing, reflecting the national pattern. Good improvements to provision have been led well by the very effective leadership and management. Children are happy and confident to try new activities, indoors and outdoors, and to talk with each other and with adults about their learning. They enjoy the exciting curriculum, which pays good attention to developing their personal skills as well as basic skills in literacy and mathematics. Of particular note, is the children's imaginative response to inspirational activities, for example, in their work and play about pirates. They made good gains in counting and following directions using a large grid of an island. Such themes thread through their work and play. The school is increasingly integrating children's personal interests into their learning. Staff work very well with parents to secure an accurate view of children's skills when they start school. Assessments of progress are carefully checked and used to match tasks to children's needs. Excellent relationships underpin the good quality of teaching and learning. Children's well-being and welfare is fostered well and children are encouraged to become increasingly independent in their learning. Although pupils have ease of access to the outside, the school halts activities for a formal playtime each morning which sometimes unnecessarily interrupts the natural flow of their learning.

### **What the school should do to improve further**

- Raise standards, by providing more challenge for higher attainers, especially at Key Stage 2.
- Integrate the teaching of subjects so that the curriculum further engages pupils' interest, enhances their enjoyment and provides increased opportunities for them to apply their learning in different situations.
- Develop the skills of all staff to use national assessment data to rigorously check pupils' progress.

## **Achievement and standards**

### **Grade: 2**

Achievement is good and pupils attain above average standards by Year 2 in reading, writing and mathematics. At Key Stage 2, pupils' recorded work and the school's data shows that pupils continue to achieve well. As the groups of pupils change radically over time because of a large influx into the upper part of the school, standards are usually average in English, mathematics and science by Year 6. The school's performance data requires to be treated with caution given also the small numbers in most year groups. As a result, fewer pupils than average attain highly at Year 6. Tracking, however, shows that pupils who attained highly at this school in Year 2 do so at Year 6. The gap between higher levels gained in reading compared with those in writing is closing well because of staff training, the implementation of a range of strategies and greater expertise in teaching literacy. This is a good improvement since the last inspection and aids pupils' work in other subjects. Pupils with learning difficulties and/or disabilities make good progress, as do the few minority ethnic pupils. This is because extra support is carefully planned to meet pupils' needs.

## **Personal development and well-being**

### **Grade: 1**

Pupils' spiritual, moral, social and cultural development is a key strength. Pupils enjoy school and as Year 6 explained 'there is something to look forward to at school every day'. Relationships are first-rate and pupils make fast gains in confidence and maturity. Pupils' behaviour is generally

excellent. Pupils take their responsibilities very seriously and willingly and have tremendously positive attitudes to their work

At play times older pupils care for younger ones through their roles as play leaders. Pupils have an excellent understanding of their role in the school and local community, for example, through their voice on the school council, work in the school garden, the performances of the large choir and links with other schools. Pupils have an excellent understanding of the importance of keeping safe and of the benefits of a balanced diet and taking regular exercise. They say they very much enjoy the healthy school dinners. These attributes reflect the school's external awards. Pupils show great respect and are well prepared for their future life. Their attendance is good.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The good quality learning reflects the very effective teaching. Strong relationships, the use of well-directed praise which lights up pupils' eyes and pupils' excellent attitudes make good starting points for their learning. Teachers build effectively upon pupils' increasing independence. For example, in lessons in mathematics they are treated as mathematicians with high expectations of independence from staff of what can be achieved. A range of resources are used well from the interactive whiteboards through to displays on the wall which provide reinforce learning points for pupils in literacy and numeracy. Learning intentions are made clear from the start and a brisk pace means that pupils cover a lot of ground in each lesson. Work is neatly presented and this adds to pupils' pride in their efforts, the ease at which they can refer to previous work and the accuracy of calculation in mathematics. Teaching assistants are well versed in their roles and add greatly to pupils' learning, in particular, to the learning of pupils who need extra help. Some variations in the quality of teaching within and between classes, have yet to be fully addressed, for example, differences in the use of worksheets and the quality and depth of questioning which at times are not well matched to the needs of the higher attainers. Homework is used well to support learning.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum for teaching basic skills is good. The themed weeks, mostly based on different countries, significantly enhance pupils' learning, particularly their creative development and enjoyment in learning. For example, when pupils learnt about the Caribbean, they had 'tasters' of Caribbean food and dance and explored literature related to the topic. Through such activities pupils gain a good awareness of people who have different experiences to themselves. The school is working towards making far more extended use of a themed approach to further motivate the pupils and better help them transfer skills between subjects. Arrangements for pupils' personal, social, health and citizenship education are good. The school provides a satisfactory range of out-of-school activities: a minority of parents say they would like to see more sports opportunities outside of the formal school day. The limited accommodation is managed very well to ensue the least disruption possible during the building works.

## Care, guidance and support

### Grade: 2

The school takes good care of its pupils. All statutory requirements are met including those in relation to child protection and safeguarding. Pastoral care is of a high calibre and, as a result, pupils say they feel safe and can go to adults in school with any problems. Good links with other agencies provide support as required. The individual targets for pupils with learning difficulties and/or disabilities are reviewed regularly and this group have good support so that they achieve as well as their classmates. They are fully included in what the school provides. Most pupils understand their overall targets. While pupils receive good guidance orally in lessons the quality of marking is inconsistent and not always followed up. Where it is particularly effective it confirms what has been achieved and what pupils need to do next to improve their work.

## Leadership and management

### Grade: 2

The good leadership and management are reflective and nurture a clear sense of a united school community. As the headteacher explains, it works with the understanding that 'a successful team is a group of many hands but of one mind'. This is the crux of the school's success. The school is over-reliant on the headteacher for handling data on standards and achievement. As a result there is some inconsistency in the outcomes. A start has been made in broadening the understanding of all staff in this respect so that all teachers are involved in promoting high quality learning and rigorously checking pupils' progress. However, this remains underdeveloped. Community cohesion is good. The school ensures that pupils gain a deepening understanding of citizenship and a good awareness of major world faiths as well as different national and international communities. This is of particular importance given the school's rural location. Governors support and challenge the school well, for example, in being proactive concerning the building project. Challenging targets are regularly reviewed and mostly met. The school has a good understanding of its strengths and areas to develop. Overall leadership, including governance, impacts well on pupils' good achievement and excellent personal development.



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## Annex A

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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/or disabilities make progress	2

<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

21 May 2009

Dear Pupils

Inspection of Roos Church of England Voluntary Controlled Primary School, East Riding of Yorkshire, HU12 0HB

Thank you all for the welcome you extended to me when I inspected your school. Please thank your parents and carers for the letters they sent giving their view of the school. Thank you also for sharing your views with me.

Yours is a good school. Your personal development is outstanding. This means your behaviour is excellent and the way you learn to live a healthy and safe lifestyle is first-rate. Your contributions to your school and local village are very strong. Well done!

You receive good teaching and so learn at a good rate. Your outstanding enjoyment in school makes your good teaching and learning pleasurable. You are given interesting work to do and in the themed weeks the tasks are particularly exciting and you learn a great deal from them about other countries and other people. The Caribbean cooking and dance were very interesting and raised lots of questions and answers to help you understand more about life on the islands of the Caribbean. The school looks after you well. Good leadership and management ensure you receive great personal care and makes sure that you work hard and meet your targets.

It is usual after an inspection to ask schools to improve some things. To make things even better, I have asked your school to help those of you who learn quickly at Key Stage 2 to make even faster progress and to plan activities for everyone more like those planned in the themed weeks which you enjoy so much. I have also asked the school leaders to make sure that all the teachers are involved in checking how well you are doing and how you can do even better.

You can help by always doing your best. I wish you all well in the future.

Yours faithfully

Linda Murphy

Lead inspector