

Roughlee Church of England Primary School

Inspection report

Unique Reference Number	119383
Local Authority	Lancashire
Inspection number	339427
Inspection dates	25–26 May 2010
Reporting inspector	Melvyn Hemmings

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	26
Appropriate authority	The governing body
Chair	Mr Geoffrey Cole
Headteacher	Mrs Carolyn Potts
Date of previous school inspection	12 September 2006
School address	Blacko Bar Road Roughlee Nelson BB9 6NX
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Introduction

This inspection was carried out by one additional inspector who visited 11 lessons or parts of lessons. The inspector observed three teachers and held discussions with governors, staff, groups of pupils and the School Improvement Partner. He observed the school's work and looked at school policies, records of meetings, assessment information and curriculum planning. In addition, 12 responses to parents' and carers' questionnaires were received and analysed.

The inspector reviewed many aspects of the school's work and looked in detail at the following:

- the impact of action to raise standards, particularly in writing and mathematics
- the extent to which pupils are involved in assessing their own work
- how successfully the school integrates pupils who join during the year, particularly those with special educational needs and/or disabilities
- how effectively the school works in partnership with others to promote pupils' learning and development.

Information about the school

This much smaller-than-average size school has gained a number of national awards, including the Activemark and Healthy School status. Pupils are taught in two mixed-year classes. The percentage of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is below average. The proportion of pupils known to be eligible for free school meals is below average. A substantial number of pupils join or leave the school other than at the normal times. Most pupils are White British

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This school provides a good quality of education, firmly based on Christian principles. It has some outstanding features, including involvement in partnerships to promote pupils' learning and development. The headteacher's focused leadership has been central to the school consolidating and making improvement on its good performance at the time of the last inspection. Accurate self-evaluation means that leaders have a good understanding of the school's strengths and weaknesses. They plan effectively what the school needs to do to improve further and successfully sustain improvements. The evaluation of the impact of action taken to bring about improvement tends to be informal and lacks sufficient rigour. This makes it difficult for leaders to measure precisely how successful the action has been. Nonetheless, there is good capacity to ensure the school continues to move forward.

National comparative data indicates that standards at the end of Year 6 are broadly average in English, mathematics and science. This data must be treated with caution because of the exceptionally small cohorts, sometimes involving only two pupils, and the high mobility rate. Importantly, the school's own data show clearly that pupils make good progress and achieve well throughout the school. Consistently good teaching in both classes contributes to this. Strategies introduced to improve pupils' skills in writing and mathematics have improved their ability to write correctly constructed sentences and to use their calculation skills to solve real-life number problems. Leaders are not complacent. They rightly acknowledge there is more to do to raise standards further in writing, such as improving pupils' endings to their stories and providing more opportunities for them to use a variety of styles in their non-fiction writing.

Pupils show a great deal of enjoyment in coming to school, which is reflected in their high rate of attendance. Their good behaviour and positive attitudes to learning contribute well to the good progress they make. Pupils are adopting healthy lifestyles in an outstanding manner and have a strong understanding of the importance of eating a balanced diet and taking regular exercise. The curriculum is planned well to build systematically on pupils' skills and to meet their individual needs. An extensive range of enrichment activities adds interest and variety to the curriculum. Children in the Early Years Foundation Stage have access to the outdoor area throughout the day, but its use does not fully support their development and learning. The care and well-being of pupils is at the heart of the school's work and this is much appreciated by parents and carers.

What does the school need to do to improve further?

- Raise standards in writing by:

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- improving pupils' skills in bringing resolution to their stories by writing interesting endings
- providing more opportunities for pupils to use a range of styles in their non-fiction writing.
- Develop the use of the outdoor area for children in the Early Years Foundation Stage to better support their development and learning.
- Evaluate more rigorously the impact of action taken to bring about improvement.

Outcomes for individuals and groups of pupils**2**

Pupils are keen to learn and carry out their activities enthusiastically. They work well together in pairs and small groups, and are willing to persevere when faced with difficulties. Pupils are competent in using information and communication technology (ICT) to support their learning. This was evident when pupils in the junior class were using the internet to research information on the burial traditions of the ancient Egyptians. Pupils have secure reading skills and enjoy books. They take care with their written presentation and construct sentences accurately. They are less adept at using a variety of styles, including letter and instructional formats, in their non-fiction writing. The endings to their stories tend to be abrupt, lacking interest and imagination. Pupils confidently use their calculation skills to solve number problems in a variety of contexts. There is no significant difference between the achievement, or the quality of learning, of different groups. Pupils with special educational needs and/or disabilities make similar progress to other pupils because of the well-targeted extra support they receive.

Pupils are polite, considerate and show respect for different people's feelings and values. They willingly take on responsibilities, such as being a play leader or looking after younger pupils at break times and on educational visits. Pupils contribute well to the local community, including by establishing garden areas in the village and helping maintain them in conjunction with Roughlee Parish Council. Pupils' understanding of cultures in other countries is enhanced by work in geography and the opportunity to take part in themed events such as a multi-cultural week. Pupils say they feel safe and secure in school. Their high attendance and the way they are making good progress in gaining basic skills means they are well prepared for the next stage of education and their future lives.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers have secure subject knowledge and are able to explain new ideas clearly and confidently. They manage lessons well so that pupils are engaged in their work and little time is lost. The involvement of pupils in assessing their own progress has been improved since the last inspection when it was identified as an area for development. Pupils are now confident in evaluating how well they are doing and deciding what they need to do next to improve. Occasionally, there is too much teacher direction and not enough opportunity for pupils to find things out for themselves. Teaching assistants are deployed well to support all pupils. Staff work diligently to ensure that pupils who join classes during the year are integrated and supported well to ensure their progress is the same as other pupils'.

Extra-curricular activities enrich the curriculum. They are well attended and include sports, cheerleading and gardening clubs. Visits to places of educational interest, including Cuerden Hall for a Victorian experience, and opportunities to work with a variety of visitors, extend pupils' skills and widen their horizons. Planning builds methodically on previous work but there are limited opportunities for pupils to use a variety of styles in their non-fiction writing. The school's involvement in a wide range of partnerships very effectively develops pupils' learning and development, particularly in ICT, sport and the arts. The curriculum places strong emphasis on encouraging pupils to make informed choices to adopt healthy lifestyles. This has been recognised by the school gaining the Activemark and achieving Lancashire Healthy School Flagship status. Well organised arrangements for the care of all pupils contribute to their good development and well-being and support their learning. Rigorous child protection

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procedures and risk assessments are in place. Staff are clear of the steps to take if they have any concerns about the well-being of a pupil. Clearly targeted support for potentially vulnerable pupils plays an important role in fostering their learning and development. Established links with outside agencies, including the school's educational psychologist and healthcare professionals, ensure extra support for individual pupils is available when required. Transition arrangements are good, which is important taking into account the high mobility rate of pupils. The school has been successful in improving attendance since the last inspection; it is now high.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders establish ambition and drive improvement well by focusing the school on priorities. They motivate staff by communicating high expectations about securing improvement. The school promotes equal opportunity and tackles discrimination well. Leaders have detailed information about individual pupils and regularly check their performance and their contribution to school life. All safeguarding requirements are met and arrangements are regularly reviewed. Training of staff in safeguarding, particularly child protection, is of good quality. Governors know the strengths and weaknesses of the school and are fully involved in evaluating its performance and influencing its development. Nonetheless, the evaluation by leaders of action to bring about improvement is not rigorous enough to identify if further refinement is required.

Leaders promote community cohesion well in school and this leads to it being a harmonious community, with pupils from different backgrounds getting on well together. There is good engagement with a range of community groups beyond the school and its immediate community. The school is highly committed to working in partnership with others, including the Pendle Network Learning Cluster, and often takes a leading role in activities. As a result, pupils' learning and development are enhanced, for example in ICT and sport, in ways that the school could not provide on its own. The school has a good relationship with parents and carers who receive frequent information about their children's progress.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress and achieve well from levels on entry that vary but are generally below those expected, because teaching and learning are consistently good. Adults work well together to plan activities that are practical and often linked to children's personal experiences. As a result, children are interested and engaged in all that they do. They are encouraged to make decisions for themselves and this contributes positively to their development as independent learners. Children play happily together, willingly sharing resources and also taking turns fairly. Relationships between adults and children are good, which has a positive impact on the progress children make. The curriculum is enhanced by an interesting range of enrichment activities, such as seasonal walks around the school environment and visits to places such as Nelson Town Hall to learn about the role of the Mayor.

Children are cared for well in this calm and happy setting and support for those with special educational needs and/or disabilities is good. Good leadership ensures that children's progress is checked well and that their individual needs are met. The outdoor area is bleak and does not fully support children's learning and development. For example, there is a lack of large scale equipment outside to foster the full range of physical development. Parents and carers say that staff are approachable and keep them informed of their child's progress and how they can support learning at home.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The very large majority of parents and carers who completed questionnaires were positive about the school's work and the efforts of all staff. Two comments were typical: 'I chose Roughlee School for its family atmosphere, friendly staff and for all the opportunities my son has had' and 'This is a lovely school for my children.' Only one questionnaire had negative comments, including that the school did not meet their child's particular needs. Inspection evidence shows that the school works hard to ensure pupils' individual needs are met.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Roughlee Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 12 completed questionnaires by the end of the on-site inspection. In total, there are 26 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	7	58	4	33	1	8	0	0
The school keeps my child safe	8	67	2	17	1	8	0	0
The school informs me about my child's progress	5	42	5	42	1	8	0	0
My child is making enough progress at this school	6	50	4	33	1	8	0	0
The teaching is good at this school	7	58	3	25	0	0	0	0
The school helps me to support my child's learning	8	67	2	17	1	8	0	0
The school helps my child to have a healthy lifestyle	9	75	1	8	1	8	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	7	58	3	25	1	8	0	0
The school meets my child's particular needs	7	58	3	25	1	8	0	0
The school deals effectively with unacceptable behaviour	6	50	4	33	1	8	0	0
The school takes account of my suggestions and concerns	7	58	5	42	0	0	0	0
The school is led and managed effectively	7	58	3	25	0	0	0	0
Overall, I am happy with my child's experience at this school	11	92	0	0	1	8	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



27 May 2010

Dear Pupils

Inspection of Roughlee Church of England Primary School, Nelson,
BB9 6NX

Thank you for the friendly welcome you gave me when I inspected your school. I enjoyed meeting you and seeing the many interesting things you do.

I found that:

- you go to a good school that helps you to make good progress and achieve well
- the adults look after you well and make sure you are safe
- you behave well and enjoy taking on responsibilities, such as being a play leader
- your attendance is high and you are adopting healthy lifestyles in an outstanding way
- in your questionnaires you said you enjoy school and learn a lot in lessons
- the headteacher, staff and governors are working hard to help you do better.

I have asked your school to:

- help you write more interesting endings to your stories and improve your non-fiction writing skills
- make better use of the outdoor area for children in Reception to support their learning
- check the school more carefully after action is taken to improve things.

All of you are a credit to your school and can help it improve further by continuing to try your best in your activities.

Yours sincerely

Melvyn Hemmings

Lead inspector

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