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Mr I Bruce
The Headteacher
Rosemellin Community Primary School
Cliff View Road
Camborne
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TR14 8PG

Dear Mr Bruce

Ofsted monitoring of Grade 3 schools: monitoring inspection of Rosemellin Community Primary School

Thank you for the help which you and your staff gave when I inspected your school on 25 May 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. I would be grateful if you would thank the members of staff, governors, the School Improvement Partner and the group of pupils who met with me.

The school's circumstances are largely unchanged from those at the time of the last inspection. The literacy coordinator took up her responsibilities in March 2010.

As a result of the inspection on 8 February 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

Observation of a sample of lessons and work in books and the school's most recent assessment information confirm that pupils' achievement is improving steadily across the school. The school's assessment information for 2010 shows that pupils' attainment at the end of Key Stage 2 was well below average for English and was average for mathematics. Consequently, attainment overall was low. However, the school's predictions for 2011 indicate that the attainment of the current Year 6 is rising strongly and will be closer to the national average. Nevertheless, the proportion of pupils who reach the expected levels in both subjects is not as high as it should be. This is because achievement is stronger in mathematics than in English and recent changes are not yet sufficiently established for all pupils to regain lost



ground. The school has recognised this and raised the expectations of progress across Key Stage 1 and other year groups.

Pupils are achieving better because the quality of teaching has improved. The school has made a concerted effort to improve consistency through staff training and a rigorous programme of monitoring. Leaders provide detailed feedback following lesson observations, but it is not always sufficiently focused on the contribution that teaching makes to pupils' progress. Assessment information is increasingly well used to ensure that tasks provide sufficient challenge and are accurately matched to pupils' needs and abilities. In most lessons seen during the inspection, there was an even balance of direct teaching and pupil discussions so that learning proceeded at a brisk pace. However, some pupils were not sufficiently clear about what they were expected to achieve in the time available. Knowledgeable support staff ensure that pupils are well supported in lessons, individually and in small groups. These staff talk positively about their increased involvement in improving pupils' achievement and how the improvements in teaching are beginning to reduce the need for intervention programmes.

Pupils' work supports the school's view that attainment in science is rising quickly and securely. This is particularly evident in the way pupils apply their knowledge and understanding of the subject. The structured curriculum provides a common and progressive format for investigations. Books are well presented and show a good range of work covered. Whilst teachers thoroughly assess the progress pupils make towards learning objectives, their written comments do not always provide sufficient guidance on how to improve. Lessons often exploit the school grounds and new technologies to develop pupils' understanding and investigative skills. A noticeable example was seen in a Year 3 lesson where pupils collaborated in groups to record the temperature of different 'minibeast' habitats. A number of pupils spoken to during the inspection talked enthusiastically about the opportunities to learn outdoors. Strong links with a local secondary school enable older pupils to learn in a laboratory environment.

The school has drawn effectively on external support to successfully raise attainment in writing. Pupils' writing and key literacy skills are celebrated and given a high profile through displays around the school. Pupils have weekly opportunities for sustained writing and increasingly write for a broader range of purposes. In many lessons, pupils have opportunities to assess their own work and that of others. They talk confidently of how 'target ladders' identify the small steps they need to take to achieve their target and how they have a better understanding of what is required. Teachers' marking in books often poses questions and suggests ways to improve the work. However, pupils are not given regular opportunities to respond to the comments. Writing skills are frequently developed through other subjects. For example, in the Early Years Foundation Stage, children's observation of nesting birds led to some valuable early writing experiences. On occasions, teachers do not grasp every opportunity to address misconceptions and model key literacy skills. Whilst attainment in writing is rising strongly, the school recognises that there is more to do.



The headteacher has distributed leadership responsibilities well. Leaders and managers at all levels have worked industriously and effectively to play their part in raising expectations and driving improvements. Ambition is high and teachers understand they are accountable for the progress their pupils make. Monitoring and evaluation processes are comprehensive. Whilst systems to track the attainment and progress of pupils are detailed and well maintained, the school recognises that the current systems do not provide easy access to some key strategic information. As a result, leaders do not always have a clear overview of current rates of progress and the emerging picture of end-of-year attainment.

The governing body knows the school well and is increasingly involved in supporting improvement and providing robust challenge. Governors who were new at the time of the previous inspection have been appropriately trained and are confidently taking on their roles. The school's capacity has increased substantially and is reflected in the improving picture of achievement. Leaders and managers clearly understand the task ahead and are working effectively together to resolve the remaining issues.

The school values the support provided by the School Improvement Partner. This support has been particularly helpful in focusing the attention of leaders and managers on addressing the areas for improvement identified at the previous inspection. The school has made effective use of external support, including that available through the local authority, to assist subject leaders in identifying and securing the necessary changes.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Ian Hancock
Her Majesty's Inspector



Annex

The areas for improvement identified during the inspection which took place in February 2010

- Improve teaching from satisfactory to good so that pupils make consistently good progress in all classes by:
 - using assessment information more consistently to match tasks to pupils' abilities and needs
 - providing challenging extension work for the more able
 - ensuring learning and lessons proceed at a good pace
 - sharing the best teaching practice more widely across the school.
- Accelerate pupils' progress in science and raise their attainment to at least average levels by the end of Year 6 by:
 - devising a clear plan of action to improve provision and pupils' performance in science
 - increasing opportunities for pupils to plan and carry out investigations
 - monitoring the effectiveness of the actions to improve provision and pupils' attainment and progress in science.
- Strengthen the school's drive to improve pupils' progress and attainment in writing by:
 - providing more opportunities for pupils to write extended pieces in a range of subjects
 - displaying and celebrating pupils' written work more widely.

