

Roche Community Primary School

Inspection report

Unique Reference Number	111887
Local Authority	Cornwall
Inspection number	356995
Inspection dates	9–10 February 2011
Reporting inspector	Denise Morris

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	200
Appropriate authority	The governing body
Chair	M. Tippet
Headteacher	Jeremy Walden
Date of previous school inspection	12 September 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 12 lessons taught by seven different teachers. Discussions were held with staff, senior managers, governors and pupils. Inspectors observed the school's work and looked at planning information, safeguarding policies, pupil's work and the minutes of recent meetings of the governing body. The inspection questionnaires were answered by 102 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas:

- whether standards in English and mathematics had risen since the last inspection
- how well the more-able pupils achieve in their lessons
- how well the assessment and tracking procedures are used to check progress.

Information about the school

This is an average-size school with pupils drawn from the immediate village and surrounding area. The proportion of pupils known to be eligible for free school meals is higher than the national average. A similar proportion to that found in most other schools have learning difficulties and/or disabilities. Most pupils come from White British backgrounds. The headteacher took up his post after the last inspection. The school has achieved the 'Healthy School' award.

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 is a good school. It has improved since the last inspection and provides a warm and caring ethos and a vibrant environment in which pupils thrive. 'I feel the school has progressed in leaps and bounds since the headteacher arrived,' commented a parent/carer. Another wrote 'My children are happy at Roche, they love their teachers and the headteacher has time for every child.' Parents and carers are right when they say that their children are safe and secure at school and that they lead healthy lives. This is because the good quality of care, guidance and support leads to pupils' positive attitudes and good personal development and well-being. The pupils' good behaviour is reflected in their respectful attitudes and the polite and courteous way that they work together. Pupils know the importance of healthy eating and keeping fit. Although good overall, pupils' spiritual, moral and social development is relatively stronger than their cultural awareness. Pupils say that they enjoy school and parents and carers agree; however, attendance is only average because a few pupils do not come to school as often as they should.

All groups of pupils, including those in the Early Years Foundation Stage, achieve well during their time at the school and standards have risen since the last inspection. As a result, pupils attain at least average standards in English and broadly average in mathematics by Year 6, from low starting points. Pupils make the best progress in reading and writing. The school has had significant success in improving pupils' literacy skills through a wide range of intervention strategies. Effective assessment and tracking data which target any pupils who are deemed to be underachieving ensure they catch up quickly. Pupils with special educational needs also achieve well because of carefully focused targets and high levels of support. In mathematics, progress, though improving, is more limited than in English because there is not always sufficient emphasis placed on pupils taking part actively in lessons. In a very few numeracy lessons, pupils do not do enough because they sit for too long listening to explanations rather than trying things out for themselves. As a result, the pace of learning dips, particularly for the more-able pupils, who are not always extended by more challenging activities.

Effective leadership and management is the key to the school's success. The headteacher provides clear leadership and direction and is supported well by senior leaders and staff. A common sense of purpose and accurate self-evaluation through a rigorous monitoring programme have resulted in a clear understanding of the school's strengths and areas for improvement. The governing body supports and challenges leaders appropriately and meets its statutory duties although it does not regularly challenge leaders about decisions. There has been good improvement since the last inspection. The school has met challenging targets for improving pupils' progress, particularly in reading and writing; consequently attainment has risen securely over time and, as a result, the school has a good capacity to continue improving.

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What does the school need to do to improve further?

- Improve achievement in mathematics by:
 - providing enough different activities to engage all groups of pupils
 - enabling all pupils to take part actively in practical mathematics activities
 - increasing the level of expectation so that the pace of learning improves and helping more-able pupils to achieve their full potential.
- Work with pupils and parents and carers to ensure that pupils come to school as regularly as possible.
- Develop the roles of the governing body so that it challenges leaders more regularly about decisions.

Outcomes for individuals and groups of pupils

2

Pupils achieve particularly well in English. They share their learning regularly through the very effective use of 'learning walls' where they post answers to questions that can be used by others. This strategy is helping them to improve the accuracy and content of their work. All groups of pupils make good progress from their starting points because of effective provision and some exciting tasks. In a literacy lesson in Year 4, for example, pupils listened well and responded thoughtfully to questions about a short video based on a play script, which gave them good ideas and enthusiasm for writing. As a result, they settled quickly to their tasks and were clear about what was expected of them. Similarly, in a science lesson in Year 6, pupils achieved well as they investigated how solids dissolve in liquids. Because the teacher made sure that they understood their tasks fully before they began, they drew conclusions and hypotheses quickly about the best ways of dissolving sweeteners, for example. Though pupils often make equally good progress in mathematics lessons, the pace of learning dips occasionally because pupils do not have enough opportunities to do practical tasks, find things out for themselves and extend their numeracy skills. In one of the younger classes, for example, pupils worked with numbers to ten very well, but the more-able group, in particular, found their task too easy and were not challenged to achieve more. In another lesson, pupils sat for too long on the carpet, listening to the teacher explaining what their tasks were, but then they lacked the time to complete them. An example of particularly good learning in mathematics was evident in Year 2, when pupils were learning about symmetry. Pupils were excited by the use of mirrors and eagerly set about using these to illustrate their own symmetrical shapes. Most pupils achieve particularly well in art and this is evident in the vibrant displays of their work around the school.

Pupils are proud of their school. They take care of it and are polite to each other and to visitors. The School Council plays an active role in the life of the school and has many responsibilities, though these are not always shared with other pupils. Regular fundraising activities, most recently for Children In Need, show that pupils care about others. The school promotes and supports pupils to be proactive in their response to local and global issues where they can make a difference, particularly evident in their recent good response to the earthquake in Haiti. Pupils adhere to the school's ethos well so that there is a harmonious atmosphere in all lessons. They say that they feel extremely safe and secure at school and that there is always someone that they can talk to. Their enjoyment

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of everything that the school offers is evident in their enthusiasm and willingness to take part, though attendance remains stubbornly average. Pupils' good understanding of healthy eating was evident at lunchtime as they made healthy choices. Most brought a piece of fruit in their lunchboxes. Workplace skills, though satisfactory, are improving because standards are rising.

These are the grades for pupils' outcomes

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	2
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	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

The rich and varied curriculum in all parts of the school is having a good impact on pupils' enjoyment and on their achievement. Enrichment through visits, sports, music activities and visitors is good and helps to keep pupils excited about their learning. There is a high emphasis on literacy and numeracy and the use of these in other subjects is improving. Information and communication technology is used well to support areas of learning. For example, pupils' work shows that they develop data bases in mathematics, create animated film and record film scripts in literacy and create PowerPoint presentations in a range of subjects. The curriculum promotes healthy lifestyles well. 'Skip to be fit' is a particular favourite with pupils of all ages, who join in with enthusiasm, and older pupils learn to swim.

In most lessons, resources are used well to engage pupils' interest and enjoyment. Good-quality teaching results in strong relationships and enjoyment, helping to extend pupils' self-esteem. In a small minority of lessons, too little is planned for or expected from the

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more-able pupils, including in the Reception classes, and tasks are occasionally too hard for some groups and too easy for others. Assessment is accurate and marking is helpful and supportive, ensuring that pupils know their targets and understand what they need to do next to improve their work. Teaching assistants make a good contribution to the learning of all groups.

Staff work exceptionally well to support pupils, drawing on a wide range of other professionals to involve and engage families and support those who are potentially vulnerable. Procedures to improve attendance are good, but as yet are having limited impact. Induction and transition are planned very well so that pupils transfer smoothly into the school and on to junior school.

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?

The headteacher's clear vision is evident in all aspects of the school's work. He has embedded his ambition and desire for improvement by reviewing all aspects of the school's work rigorously and by working closely in partnership with other senior leaders. Since the last inspection, leaders have successfully embedded a new assessment and tracking system that is highlighting strengths or weaknesses in pupils' performance clearly. Teaching has improved, so that the majority of teaching is now good and standards are rising. Leaders have set a clear agenda and direction for the future and are supported ably by staff. Good links with parents and carers have been forged through regular contact and local links are having a positive impact on provision. Leaders value equality and are rigorous in eliminating any discrimination caused by differences in the progress of different group of pupils.

The governing body is both supportive and helpful but, many members are new to their roles and are not yet as challenging to leaders as they could be. Safeguarding procedures meet current government guidelines and the site is secure. Staff are trained appropriately in child protection procedures and there are appropriate links with outside agencies when required. The school's satisfactory community cohesion strategy has resulted in good extended links locally. Pupils' understanding of the different cultures and lifestyles that make up modern Britain is more limited, although links with a school in London and one in Rwanda are helping them to gain greater awareness.

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These are the grades for leadership and management

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	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children settle happily in the Reception class, obviously enjoying coming to school and showing enthusiasm for their tasks. They benefit from good accommodation and resources both in the classroom and outdoors. In their personal, social and emotional development, they learn to make healthy choices of fruit at break-times and play happily with their peers. Careful support and attention to safety ensures that the effective welfare arrangements keep children safe and secure. Many children enter the Reception class with skills that are well below expected levels, particularly in communication, language and literacy and in mathematical development. They begin to catch up quickly because of some well-planned and exciting activities that help them to develop their skills in all areas of learning. However, children enter Year 1 still below average in mathematical development and communication, language and literacy, but having made good progress. This was evident in communication, language and literacy when good questioning helped children to learn about objects such as wheels. They made good progress as they wrote labels for their objects. Children show high levels of confidence and feel safe and secure. This is evident from the way they enter the classroom eagerly and chatter to adults. They show good imagination in their play. They select activities quickly and persevere with their tasks. In the outdoor area, a group of boys and girls were playing happily in their 'builders yard'. They enjoyed 'buying' items such as wood and bricks to build their structures and had lots of good ideas about what to build. Their numeracy skills were used well in their task, but the use of plastic coins rather than real ones limited their understanding of money.

Leadership is good. Children's achievements are recorded regularly in photographic and note form and their 'Learning Journeys' identify their next steps clearly and show how much progress children make over time.

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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:	2
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

Parents and carers are confident that their children are safe and happy at school and all of those who responded feel that the school helps their children to be healthy. Many parents and carers feel that the school has improved over the past few years. 'My child's education has improved within the last few years, which reflects how well the school has improved' was a typical comment. 'My child is very happy with Roche School and I feel she is making superb progress', commented another parent. A few parents and carers did not feel that their children were making enough progress, while a few others commented that the school does not deal effectively with poor behaviour. Inspection evidence shows that progress is improving and is now mainly good and that positive behaviour is now evident in all areas. There was a good response to the inspection questionnaire compared with that normally received in other primary schools nationally.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Roche Community 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 inspection team received 102 completed questionnaires by the end of the on-site inspection. In total, there are 200 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	58	41	40	2	2	0	0
The school keeps my child safe	65	64	35	34	0	0	1	1
My school informs me about my child's progress	38	37	62	61	2	2	0	0
My child is making enough progress at this school	44	43	47	46	9	9	0	0
The teaching is good at this school	49	48	43	42	6	6	0	0
The school helps me to support my child's learning	44	43	54	53	2	2	0	0
The school helps my child to have a healthy lifestyle	39	38	63	62	0	0	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)	38	37	55	54	4	4	0	0
The school meets my child's particular needs	37	36	56	55	7	7	0	0
The school deals effectively with unacceptable behaviour	38	37	47	46	9	9	1	1
The school takes account of my suggestions and concerns	34	33	55	54	6	6	1	1
The school is led and managed effectively	56	55	42	41	3	3	0	0
Overall, I am happy with my child's experience at this school	48	47	46	45	7	7	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



11 February 2011

Dear Pupils

Inspection of Roche Community Primary School, St. Austell PL26 8EP

Thank you for your help in our recent visit to your school. We enjoyed talking with you and your teachers. This letter is to tell you what we found out about your school.

The school provides you with a good education and here are some of the things your school does well.

- You behave well and get on well with all your friends at school.
- You understand how important it is to keep fit and healthy and how to stay safe.
- Most of you achieve well and make good progress in your lessons.
- Those of you who find learning difficult are trying hard to improve and you achieve well.
- Your teachers give you lots of exciting things to do and you really enjoy your learning.
- Your parents and carers are pleased with the school.
- You are achieving well in art.

We are asking your school to do three things to help you do better by:

- improving your learning in mathematics so that you do even better than you do already
- working closely with you and your parents and carers to make sure that you all come to school as often as you can
- helping the governing body to be more involved in asking questions about the school.

You can help by continuing to work hard in all your lessons and by coming to school every day.

Yours sincerely

Denise Morris

Lead inspector (on behalf of the inspection team)

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