

# The Roseland Community College

## Inspection report

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<b>Unique Reference Number</b>	112056
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	357036
<b>Inspection dates</b>	8–9 March 2011
<b>Reporting inspector</b>	Brian Evans

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

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<b>Type of school</b>	Comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	630
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Penny Mergler
<b>Headteacher</b>	Jane Black
<b>Date of previous school inspection</b>	20 February 2008
<b>School address</b>	Tregony Truro Cornwall TR2 5SE
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors saw 34 lessons and parts of lessons and observed 34 teachers. Meetings took place with members and the Chair of the Governing Body, staff, parents and carers and groups of students. The inspection team observed the college's work and looked at documentation which included the college development plan, subject development plans, assessment information, safeguarding documentation, curriculum planning and samples of students' work. Inspectors analysed the results of 128 questionnaires completed by parents and carers, and took account of the views expressed in student questionnaires.

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

- The effectiveness of interventions on attainment and progress for middle-ability students in 2010/11.
- The impact of the college's music specialism on students' personal development.
- The impact of greater pace, better students' review of their own learning and more effective plenaries on learning.
- The effectiveness of subject leaders in monitoring and ensuring rigorous quality assurance of assessment data and input.

## Information about the school

The Roseland Community College draws from a wide rural area; 92% of students travel to college by coach. The proportion of students known to be eligible for free college meals is below average. The proportion of students from minority-ethnic heritages is well below average, although there are a few students with a first language other than English. The college has had a specialism in music since 2006. The proportion of students with special educational needs and/or disabilities is average but the number with statements of educational need is above average. The nature of special educational needs and/or disabilities is related to dyslexia and emotional needs. The college works in partnership with other local secondary schools to provide vocational education. There is a farm in the college grounds. The college has the full International 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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

The Roseland is an outstanding college. Since the last inspection when it was deemed good, it has made excellent progress under the very strong leadership of the headteacher and her senior leaders and managers. Self-evaluation procedures are rigorous. Their full focus is on providing equal opportunities for individual students. The college equips students with the best possible social and academic skills necessary for them to meet the challenges of life after college. Partnerships with external agencies are outstanding. The range of expertise on the governing body has supported the rise in the college's achievement. A parent wrote, 'I love the welcoming atmosphere in the college and the diverse ways it challenges students through extended learning tasks.' The success of present interventions on learning shows the college has outstanding capacity for sustained improvement.

Attainment, except for middle-ability students in 2010, is consistently above average. Current achievement is good throughout the college for all groups of students. Subject leaders manage the college's assessment and tracking systems well and monitor individual performance of all students carefully. These systems enable effective intervention programmes to be put in place if a student does not fulfil his or her potential. A high proportion of good and outstanding teaching promotes students' learning effectively. Pace in lessons and student and peer review are good but not all teachers allow enough time to review and reinforce learning. The personal development of students is outstanding and is a key element in supporting good achievement. Students feel safe, behaviour is excellent and all students make a very strong contribution to all aspects of college community life. Spiritual, moral, social and cultural responses from students are excellent and their attendance is above average. The college undertakes its wider responsibilities as a music specialist college exceptionally well. Students especially like music lessons and their singing assembly once a week. The college has an outstanding involvement in its local community, has very strong links with an orphanage in Uganda and good links with a multicultural school in Derby.

## What does the school need to do to improve further?

- Reinforce students' learning through even more effective review and consolidation in lessons.

**Outcomes for individuals and groups of pupils**

**1**

Over the past four years, there has been an overall upward trend in attainment apart from a dip in the achievement of middle-ability students in 2010. Targets are being met or exceeded this year, most especially in the core subjects of English and mathematics.

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Teachers have high expectations of all students and monitor their progress rigorously and students enjoy the challenging tasks set, resulting in ♦ good achievement and progress.

Those with special educational needs and/or disabilities make good progress as a result of the caring and targeted encouragement they receive from teachers and learning and support staff. The few whose first language is not English make good progress. The college quickly implements intervention measures when necessary to good effect.

Learning in lessons is at least good and in many is excellent. In an outstanding Year 10 science lesson, all students were encouraged to aim high on each individual task. They continuously evaluated their learning and were looking for improvement with the support of the teacher and teaching assistant. In another outstanding lesson, students were learning about food in Spanish and the students noted that food items in Spanish raise awareness of healthy eating. An innovation in the college is the role of 'learning detective' whereby students report back to teachers on how well they are encouraging learning in their lessons. One student commented, 'I have gained a new-found respect for teachers.' Students apply information and communication technology skills very effectively in their lessons.

Students speak highly of the college's pastoral system. Students eagerly take on student responsibilities and spoke very favourably on the influence of the student voice. The college raises significant sums for local and international charities. Spiritual, moral, social and cultural development is outstanding and promoted by well-planned citizenship and personal and social education courses throughout the college. Students have well-developed skills in literacy, numeracy and information and communication technology which prepare them very effectively for adult life.

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

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> 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?

Well-planned lessons with clear learning objectives are strengths of teaching. Good subject knowledge and good questioning underpinned by good relationships and excellent behaviour support learning effectively. Assessment procedures to track students are good, with regular collection of progress data. Where teaching is outstanding, excellent relationships and skilful questioning techniques and learning routines established by teachers ensure that students are given opportunities to focus on purposeful student-centred learning. As a result, they have an excellent knowledge of how they are performing. The college's focus on reviewing and consolidating learning during lessons has not been as successful as its priorities on a good pace to teaching and on student and peer group self-review. Teachers do not always allow enough time to reflect on learning at the end of lessons.

The sheer breadth and depth of the curriculum in meeting the individual and often complex needs of all groups of students is outstanding. The farm is especially appropriate for providing first-hand information on land-based activities. The impact both within the college and through partnership with other colleges and schools on its music specialism has been immense and supports much of the work in other departments. For example the drama, history, English and science departments have had background music related to areas of study. Primary schools have been very well supported by The Roseland music staff and there are local community links and contacts with many national music

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producers. The Pearl of Africa choir from Uganda stays with host families in the area each year and students get a chance to sing with them. Extra-curricular activities are well organised and offer a wide range of sporting and other opportunities.

The parent and student support group focus with excellent effect on an early identification of students with issues affecting academic performance or attitude. Learning mentors make an excellent contribution to the culture of promoting well-being. Students receive outstanding guidance about the next stages of their education, entering the sixth form or gaining employment. Contacts and communication with parents and carers are mostly strong. However, parent and carer questionnaires highlight a minority who would like more help to support their children's learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Staff and students speak very well of the direct involvement of the headteacher and her senior leaders and managers in the life of the college. They are viewed as a powerful motivating force. The impact of their leadership can be seen in the high quality education provided by the college, the good progress made by students and the creation of a college ethos that is friendly, welcoming and mutually supportive. They work closely with good subject leaders who are actively involved in the leadership and management of the college. Monitoring and evaluation of teaching and learning are good.

The introduction of the virtual learning environment and direct email contact with the headteacher are successful elements but communication is still the criticism of a very small minority of parents and carers. Effective safeguarding procedures are in place over a difficult site with so many buildings. Policies and their impact are updated annually to ensure that they reflect the best practice. Professional support and in-service days are regularly used to raise awareness of child protection and teaching and learning issues.

The expertise of members of the governing body gives excellent support to the headteacher and senior staff on areas such as challenging questioning on learning and on community cohesion. The college's involvement in the local and wider community is outstanding. The college sponsors a Ugandan orphanage. Its music specialism has given very good opportunities for students to sing at Truro Cathedral and in London at Covent Garden Opera House. Philharmonic Orchestras from Bath and Bournemouth give performances at the college. Year 8 are linked by Internet to a school in China. The effective promotion of equal opportunities leads to harmony across all ethnic groups, with no incidents of discrimination, and has improved the performance of students needing additional support. The college has had strong links with multicultural schools in

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Wolverhampton but has now switched to a multicultural school in Derby. Partnerships with a wide range of external agencies are a great strength of the college.

*These are the grades for leadership and management*

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

## Views of parents and carers

A slightly above average proportion of parents and carers responded to the questionnaire. The majority of them were positive about the college and its impact on their child's enjoyment of college. They are pleased that their child is safe at college and that the teaching and leadership and management are good. A minority of parents and carers expressed concern about behaviour, healthy lifestyles and insufficient information for them to support their child's learning. Inspectors found behaviour during the inspection to be excellent, noted that there was a good range of healthy options available in the dining room and that there were clear procedures for parents and carers to approach the college about their children's work.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Roseland Community College to complete a questionnaire about their views of the college.

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

The inspection team received 128 completed questionnaires by the end of the on-site inspection. In total, there are 630 pupils registered at the college.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	37	72	56	5	4	2	2
The school keeps my child safe	44	34	74	58	5	4	3	2
My school informs me about my child's progress	48	38	67	52	9	7	4	3
My child is making enough progress at this school	40	31	73	57	12	9	3	2
The teaching is good at this school	31	24	84	66	7	5	3	2
The school helps me to support my child's learning	27	21	79	62	16	13	5	4
The school helps my child to have a healthy lifestyle	24	19	78	61	17	13	6	5
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)	39	30	72	56	4	3	3	2
The school meets my child's particular needs	32	25	80	63	12	9	1	1
The school deals effectively with unacceptable behaviour	26	20	84	66	6	5	8	6
The school takes account of my suggestions and concerns	25	20	77	60	12	9	7	5
The school is led and managed effectively	39	30	68	53	9	7	7	5
Overall, I am happy with my child's experience at this school	36	28	76	59	9	7	5	4

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



10 March 2011

Dear Students

**Inspection of The Roseland Community College, Tregony TR2 5SE**

We are writing to let you know how much we enjoyed our visit to your college. You will be pleased to know that we judge The Roseland Community College to be an outstanding college. We were very impressed with so much of what we saw and heard over the two days.

These are the main findings of our inspection.

- All groups of students make at least good progress and most achieve high levels of attainment.
- Behaviour is outstanding and you feel safe at school.
- Teaching is at least good and often outstanding.
- The college provides you with an excellent curriculum which is flexible, meets your needs and is underpinned by a wide choice of extra-curricular activities.
- The college's specialism in music has enhanced the curricula of all subjects. The singing in assembly was especially good.
- The high levels of support and guidance provided to you allow you to flourish.
- We were impressed with the farm and its activities.

Although the college is outstanding, it is not perfect. The inspection team has identified a particular priority for both you and the teaching staff to work together on.

- Share the good practice in reinforcing learning through reviews and contributions from teacher and students at the end of lessons.

Yours sincerely

Brian Evans

Lead inspector

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