

Rosemellin Community Primary School

Cliff View Road, Camborne, Cornwall, TR14 8PG

Inspection dates

6–7 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Rosemellin is a very welcoming school, where pupils achieve well and learn very happily.
- Pupils across the range of abilities and needs respond positively to typically good teaching and make good progress.
- Strengths include the pupils' excellent relationships and increasing self-confidence, nurtured by the staff's outstanding care and safeguarding of pupils' welfare.
- Pupils behave well, and greatly enjoy school, as seen in their consistently above-average attendance, which also reflects the school's very supportive partnership with parents.
- One parent emphasised these aspects by saying, 'I am very happy with the school, especially how easy it is to talk to the staff.'
- The very experienced and respected headteacher provides wise leadership and, by promoting a team approach to leadership and management, receives strong support from senior leaders and governors.
- Leaders and governors have sustained an impressive drive for improvement since the previous inspection and share a strong capacity to bring further improvement in the future.
- As a result of good leadership, teaching continues to improve and an increasing number of pupils are making excellent progress in reading and mathematics. Standards continue to rise throughout the school.

It is not yet an outstanding school because

- At times, having promoted pupils' confidence, teachers do not always expect enough of them or encourage them to think about and undertake their own learning activities.
- Occasionally, writing tasks in Key Stage 2 are not well matched to pupils' individual skills.

Information about this inspection

- The inspectors visited 21 lessons and the lead inspector was accompanied by the headteacher during seven of these observations.
- The inspectors observed morning playtime and lunch breaks and also attended three assemblies.
- Meetings were held with members of the school council and many other pupils were spoken to during lessons and breaktimes. The inspectors met with governors and the lead inspector had a telephone conversation and a meeting with representatives of the local authority.
- The inspectors held meetings with school staff, including senior leaders.
- The inspectors took account of 22 staff questionnaires.
- The inspectors also took account of 19 parents' responses to the online questionnaire (Parent View) in planning and undertaking the inspection. One of the inspectors also spoke informally with a number of parents.
- The inspectors observed the school's work, and looked at a number of documents, including the school's own data on pupils' progress, school improvement planning, leaders' checks on the quality of teaching, records relating to behaviour and attendance and documents relating to safeguarding.

Inspection team

Alex Baxter, Lead inspector

Additional Inspector

Julie Jayne

Additional Inspector

Linda Rafferty

Additional Inspector

Full report

Information about this school

- This primary school is above average in size.
- Most pupils attending the school are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported through school action is close to the national average. The proportion supported by school action plus or with a statement of special educational needs is broadly average.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of service families) is broadly average. Currently no children looked after by the local authority attend the school.
- Children in the Early Years Foundation Stage are taught in a Reception unit.
- The school runs an Early Years Foundation Stage/Key Stage 1 Nurture Unit for three afternoons each week that caters for pupils who need additional support to help them adapt to school life.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise the quality of teaching and learning from good to outstanding by:
 - building on pupils' strengthened confidence by raising expectations and encouraging them to take learning forward for themselves
 - providing more opportunities for pupils in Key Stage 2 to reshape writing tasks for themselves so they more sharply focus on the skills and next steps they need to take to quicken their progress.

Inspection judgements

The achievement of pupils

is good

- Children's skills on entry into the Reception classes vary from year to year and are occasionally lower than those usually found in language and emotional development. In recent years, due to strengthened links with pre-school providers and parents, skills on entry have mostly matched those normally expected of children of this age.
- Observations of pupils' responses in lessons and an examination of their work in books show that pupils make good progress as they move through the school and achieve well by the time they leave.
- In last year's national tests, pupils at the end of Year 6 attained levels that broadly matched national averages. Pupils currently in Year 6 are on course to improve on these levels and achieve above-average reading and mathematical skills. For example, in a mathematics lesson in Year 6, pupils rose to the teacher's call to be 'Top Mathematicians Today' and very capably squared and cubed numbers in their heads.
- Pupils' scientific enquiry skills, and standards, generally, across the school, also show considerable improvement since the previous inspection and continue to improve at a rapid pace. The school's detailed checks of pupils' progress show that an increasing number of pupils are making excellent progress, especially in reading and mathematics. Although also improving, and now at a broadly average level of attainment, pupils' writing skills, particularly spelling and handwriting, are less developed.
- The school's strong promotion of equal opportunity is evident in the way disabled pupils and those with special educational needs are sensitively supported by a range of skilled learning assistants. This helps them to make progress that is as good as that of other pupils.
- Those pupils in receipt of pupil premium – currently, in this school, pupils known to be eligible for free school meals and pupils from service families – are equally well supported, often by one-to-one adult assistance. This extra help enables them to attain as well as other pupils in the school in both English and mathematics, as measured by their average points scores at the end of Key Stage 2.
- As they move through Reception and Years 1 and 2 classes, pupils respond very positively to the strong teaching of phonics (sounds that letters make.) Encouraged by good links with the school, many pupils also benefit from regularly reading at home. As a result, pupils grow in confidence, become increasingly competent readers and make good progress in reading for enjoyment and learning as they move through the school.

The quality of teaching

is good

- Teaching is typically good. It continues to improve throughout the school and, at times, it is outstanding. The school's own checks of teaching also show that the number of lessons where teaching was judged to be good or outstanding has risen steadily over the last three years.
- Teachers check very effectively on pupils' progress and make sure that their differing personal and academic needs are supported, often on an individual basis. For example, pastoral care, including in the Nurture Unit and from learning mentors and other support staff, are consistent strengths.
- In some literacy lessons, while standards are improving, teachers and other adults sometimes present writing tasks that are too specific. This limits the pupils' ability to re-structure the work to more sharply take the particular steps needed to improve their individual skills and sometimes to implement their own ideas and move into activities that would enable them to progress more quickly.
- Teachers are particularly skilled in developing the pupils' self-evaluation skills through discussion.

There is a strong emphasis on pupils explaining their ideas and checking their own and each other's work. For example, during a successful lesson in a Years 1 and 2 class, one pupil exclaimed in response to a teacher's question, 'I find the success criteria (aspects to consider when checking work) really useful. It helps me to know what I have to achieve.'

- Pupils respond well to teachers' marking and try to put things right, but they do not always have enough opportunity to use their own evaluations to set up investigations and ways of improving for themselves.
- Teaching assistants also make important contributions in improving pupils' progress, for example in providing one-to-one support to accelerate the progress of disabled pupils and those with special educational needs and those aided by the pupil premium.
- The school has reviewed the curriculum to interest pupils through stimulating topics such as 'Iron Age Cornwall'. When interviewed, pupils say that they learn a lot in lessons. On a few occasions, inspectors' observations in lessons show that a few pupils could work harder and respond more during practical work.
- Teaching of phonics and problem-solving activities in mathematics are particularly effective in engaging pupils because the work is practical. For example, pupils eagerly responded to practical measuring opportunities provided during mathematics lessons in Years 4, 5 and 6 classes and made good progress finding things out for themselves.
- Similarly in Reception, children are very effectively taught how to continue their learning by choosing their own activities, for example, building their 'Dragon's Den.'

The behaviour and safety of pupils are good

- The pupils' good behaviour and highly supportive relationships reflect the very positive impact of the staff's excellent care and management of pupils' behaviour.
- Staff, including the parent support adviser, learning mentor and those in charge of the Nurture Unit, liaise very supportively with parents and outside agencies. These supportive links promote the confidence of those pupils who need extra support to engage in learning in lessons.
- Inspectors' discussions with pupils, staff, governors and parents and the school's own frequent surveys of pupils and parents all show that pupils feel safe in school and have a positive attitude to learning.
- Pupils are very knowledgeable about bullying and the different forms that it can take. They understand the dangers of cyber bullying, reflecting the beneficial impact of the steps being taken to achieve the e-safety mark.
- Pupils state that there is no bullying at Rosemellin because, 'The staff take notice of our concerns and teach us how to stay safe.' The school's records confirm this view and show that there have been no bullying incidents over the past two years.
- Pupils are keen to take on extra responsibility. For example, pupils in Year 6 work hard to achieve 'super six' status and take pride in being role models for other pupils. Members of the school council suggested having 'worry boxes' in which pupils can post any concerns and 'buddy benches' where pupils can find friends at playtimes. These have been provided by the school.
- Attendance has improved year on year and continues to be above average. This reflects pupils' enjoyment of school and rigorous efforts by the headteacher to work with parents and to promote good attendance, for example by rewarding high levels of attendance with certificates displayed on the school's 'attendance tree'.

The leadership and management are good

- The headteacher sets high aspirations and is a dedicated and fair leader. He is strongly supported by senior staff and governors. The headteacher is also particularly skilful in

developing the leadership skills of senior colleagues and inviting them, as a team, to share in the day-to-day management and future direction of the school.

- Efficient financial management, including of additional funds to help disabled pupils, those with special educational needs and those in receipt of pupil premium support, ensures that pupils benefit equally from all that the school has to offer.
- The safeguarding of pupils' welfare and the pastoral support for pupils and, increasingly of families whose circumstances make them vulnerable, are exemplary.
- Leaders and managers at all levels implement well-established procedures for checking the quality of teaching and the resulting impact on pupils' progress. These ensure that self-evaluation identifies the right priorities for improvement.
- Leaders have enabled the school to improve well since the previous inspection, especially in securing consistently good teaching and, for example, improving pupils' problem-solving skills in mathematics and science. The continuing determination of staff in working together to help pupils achieve even more shows the school's strong capacity for further improvement.
- Pupils' interest in learning and their spiritual, moral, social and cultural development are promoted well across the full range of subjects. For example, pupils measure the distance travelled by their rockets and write about Ancient Greece. Assembly topics such as 'St Piran' promote reflection and enjoyable outdoor-learning activities, for example in the Reception 'building site', further enhance pupils' joy in learning.
- The local authority now offers 'light-touch' and 'bought-in' support for this good, improving school.

■ **The governance of the school:**

- Governors take a close interest and undertake regular visits to the school to check the quality of teaching and talk to staff and pupils. The governing body receives succinct and well-evaluated reports from the headteacher and the governors' well-directed questioning of staff means they have a good knowledge of the school's strengths and weaknesses. Governors also take full advantage of training opportunities, for example in safeguarding pupils' welfare and school self-evaluation. This training has enabled them to fully support the drive to sustain improvement since the previous inspection. As with other leaders, governors have benefited from the school's much improved use of data about pupils' progress to check that provision supports the differing learning needs of all abilities and improves their achievement. As a result, governors know that the achievement of pupils in this school now compares well with other schools and that standards continue to rise. The headteacher's very skilful reporting of how evaluation of the work of the staff is used to improve performance helps governors to check that salary progression supports the continued improvement of teaching and learning. Similarly, detailed accounting of how additional staffing funded by the pupil premium is used enables governors to check that pupils eligible for this support achieve as well as other pupils.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	111858
Local authority	Cornwall
Inspection number	401208

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	299
Appropriate authority	The governing body
Chair	Nick Lake
Headteacher	Ian Bruce
Date of previous school inspection	8–9 February 2010
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