

# The Roseland Community College

Tregony, Cornwall, TR2 5SE

## Inspection dates

11–12 February 2014

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- Students make good progress from their average starting points. The proportion attaining at least five GCSE passes at grades A\* to C, including English and mathematics, has been consistently above average for the last three years and has risen.
- Achievement is consistently good in all subjects. Science and religious education (taught as ethics and philosophy) are areas of particular strength, with a high proportion of students gaining grades A\* or A in GCSE in both subjects.
- Students with special educational needs or who are eligible for the pupil premium achieve well, in line with other students.
- Teaching is consistently good. Teachers have good subject knowledge which they use well to motivate students. Questioning is a particular strength of the teaching.
- Students are extremely keen to learn and behave exceptionally well, both in and out of lessons. They enjoy taking responsibility and hold polite, mature conversations with adults.
- Students say they feel very safe and that there is little bullying. They are aware of the dangers of misuse of electronic media.
- Senior leaders have an excellent understanding of the college's strengths and weaknesses. Effective action has led to improvements in students' achievement in a number of subjects.
- Teachers' performance is managed very effectively and has led to improvements in the quality of teaching. Resources such as the pupil premium are used very well to ensure that all students make good progress.
- The governing body has a very good understanding of the college's performance and challenges senior leaders to make improvements.

### It is not yet an outstanding school because

- Marking of work in a few subjects, notably English, is too variable and does not always enable students to make rapid and sustained progress.
- In mathematics lessons, progress sometimes slows because teachers do not have extra tasks available to further challenge those students who complete the work quickly.

## Information about this inspection

- Inspectors observed the teaching of 39 teachers in 41 lessons. Eight of these observations were carried out jointly with senior leaders.
- Inspectors reviewed college documents, including those relating to students' attainment and progress, behaviour and safeguarding. They also reviewed reports from an external consultant.
- Meetings were held with staff, groups of students and members of the governing body.
- The views of 83 parents and carers who submitted them on the Ofsted online Parent View website, and of staff who completed a questionnaire, were analysed and taken into account. A small number of letters from parents were also considered.

## Inspection team

Paul Sadler, Lead inspector	Additional Inspector
Paul Jacobs	Additional Inspector
Marian Marks	Additional Inspector
Howard Dodd	Additional Inspector

## Full report

### Information about this school

- The college is smaller than the average-sized secondary school. It serves villages and other dwellings on the rural Roseland Peninsula.
- The Roseland Community College converted to become an academy school on 1 April 2011. When its predecessor school, also called The Roseland Community College, was last inspected by Ofsted it was judged to be outstanding.
- The proportions of students who are disabled or have special educational needs, both those supported through school action and those who are supported through school action plus or who have statements of special educational needs, are a little above average. The proportion of students known to be eligible for the pupil premium is below average. The pupil premium provides additional funding for children in local authority care, students known to be eligible for free school meals and children of service families.
- The college meets the government's current floor standards, which set the minimum expectations for students' attainment and progress in English and mathematics.
- There is a small farm in the college grounds which is used for educational purposes.
- The college was formerly a music specialist college.
- A small number of students in Years 10 and 11 pursue vocational courses at Truro College. Most students transfer to Truro or Cornwall Colleges on leaving Year 11.
- The headteacher was appointed to his post in September 2012. A number of other members of staff, including some middle leaders, have been appointed in the last year.

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

- Improve the quality and consistency of marking in English, so that all students understand how to improve their work and enhance their progress.
- In mathematics lessons, ensure that additional, demanding tasks are available so that those students who complete work faster than teachers had anticipated continue to make rapid progress.

## Inspection judgements

### The achievement of pupils is good

- Having started at the college in Year 7 with average attainment in English and mathematics, students leave at the end of Year 11 with a portfolio of GCSE passes that are well above average in terms of the grades they have achieved.
- The proportions of students leaving Year 11 in 2013 having made good progress were above average in both English and mathematics. The proportions making outstanding progress were also above average in English, but were lower than this in mathematics, in part because extension work is not always provided by teachers to enable all students to learn quickly.
- Students make very good progress in science and achieve highly. For example, students in Year 7 discovered the pattern of chemical elements in the periodic table due to highly effective teaching. In almost all subjects, the most able students achieve well, with the proportion attaining grades A\* or A being above or in line with national averages for the subject. This is because teachers usually engage their interest and attention by giving them sufficiently challenging work.
- GCSE results in 2013 revealed relative weaknesses in a few subjects, including history, French and aspects of design and technology. However, students are now achieving well in all these subjects, due to effective action taken by senior and middle leaders.
- Students develop good communication skills, especially in their reading. In writing, a few make slower progress because they are not always shown how to improve their work. Students have good numerical skills, as shown in design and technology where Year 8 students drew accurate three-dimensional diagrams of their 'bug house'.
- The college is rightly proud of its work in the performing arts, and high achievement was seen in music and drama. Students and parents greatly enjoy the many productions and musical performances in which students are involved. This aspect of the college's work makes a strong contribution to students' excellent spiritual, moral, social and cultural development.
- Any gaps in the performance of students eligible for the pupil premium when compared with other students are very small. In 2012, these students outperformed others at the end of Year 11, and the college's reliable data show that this is likely also to be the case with the current Year 10. This is because college leaders ensure that each student receives the most effective support to enhance his or her achievement.
- College leaders have identified that, in recent years, girls have made relatively better progress than boys. They have taken action to rectify this, such as by adopting new GCSE courses that are well suited to boys as well as girls. The college's tracking of students' progress shows that boys are now catching up with girls in terms of the progress they make. This demonstrates the college's success in promoting equality of opportunity.
- Students who are disabled, or with special educational needs, also achieve well. Their literacy and numerical skills develop rapidly and they are successful in a range of subjects, including those studied at Truro College. The college's own farm enhances their education, with care of animals contributing well to their spiritual and emotional development.

### The quality of teaching is good

- Teachers use their good subject knowledge well, ensuring that teaching is routinely good, and is in some cases outstanding. Questioning is a particular strength, which enables students to develop their thinking. An example was seen in history, where Year 7 students were analysing the reasons for the Norman victory at Hastings. Students were able to give extended, thoughtful answers, while the rest of the class listened attentively.
- Teachers respect students' opinions and challenge the students to think and reason clearly. In a Year 7 ethics and philosophy lesson, students were excited to learn about Islam, challenging

their own and others' prior misconceptions in a mature and thoughtful way. All made outstanding progress during this lesson.

- Teaching is well matched to students' needs, especially for those with special educational needs. For example, Year 7 students investigated facts about the number 14 in a way that enabled each to build on his or her understanding of number, enabling them to move to more complex operations such as division.
- Homework is used effectively to boost progress. Most students say they receive regular, useful homework in most subjects and scrutiny of their personal planners confirms this.
- Students' progress is regularly assessed in all subjects and the results are shared with students and their parents. This information is used to set challenging targets. Many students in Years 10 and 11 said that their target grades were A\* or A, for example in mathematics or geography, and the quality of their current work shows that these targets were realistic.
- In most subjects, work is marked well with helpful comments that show students how to improve it. In a few subjects, including English, this is not always so. Leaders recognise that this is the case and rightly have made the improvement of marking a high priority.
- The college is part of a pilot scheme for GCSE mathematics which leads to two awards for each student. Most teachers have adapted well to teaching this course but in a few cases, especially with more-able students, they have insufficient additional material available to ensure that quick workers are making good progress throughout the lesson.

### **The behaviour and safety of pupils are outstanding**

- The behaviour of students is outstanding. They are enthusiastic, lively and thoughtful young people who are extremely polite and helpful to adults. Behaviour in lessons and around the college is almost always exemplary. Frequently, students are excited to learn new things and to demonstrate their learning, such as a new dramatic technique.
- Many students take on responsibilities. Members of Years 10 and 11 control behaviour in the sometimes crowded dining hall. As a result, it has the atmosphere of a lively café and is a good example of the college's effective promotion of positive relationships. These students also manage behaviour on the buses which most students use to come to college, and hence complaints about behaviour on the buses are rare.
- In spite of transport difficulties, students are keen to arrive early, for example to care for the farm animals, or to stay late, to take part in the many additional activities such as in sport or the performing arts. They find the college an exciting and stimulating environment and this contributes to the college's above-average attendance figures and low levels of persistent absence.
- Exclusions have remained low for a number of years and the college's records confirm that students' views that bullying is uncommon are correct. Students are well aware of how bullying may occur and are active in preventing it. A Year 10 student said, 'I had no fears when I came in Year 7 as it is a small school and everyone looks after each other.'
- Students actively challenge any potentially racist, homophobic or other inappropriate language. This demonstrates the college's success in challenging any form of intolerance or discrimination.
- The college's work to keep students safe and secure is outstanding. The many adventurous and other outdoor activities are carefully assessed for risk and are led by staff with appropriate training.
- Students attending courses at Truro College are always accompanied by a member of staff, in order to ensure their safety and welfare.
- The college meets all requirements to ensure the safety of students. Students say that trusted adults are available to listen to any concerns they may have, and that they have access to counselling if required.

**The leadership and management are outstanding**

- The headteacher, senior leaders and managers have a clear vision for the college to promote high achievement for all students, and to further develop the existing strengths in creativity and the performing arts. They are passionately committed to ensuring that students' enthusiasm and their already outstanding behaviour, fostered by increasingly effective teaching, contribute further to the success already achieved in meeting these aims.
- Effective and accurate self-evaluation has correctly identified emerging weaknesses, for example in the performance of a few subjects, and these have very quickly been rectified. Action has led to rapid improvements in both teaching and achievement in subjects such as design and technology, French and history.
- Data are used increasingly effectively to pinpoint areas for action. The analyses of the progress of groups of students are particularly helpful in this respect and are enabling, for example, the gap between boys' and girls' achievement to be narrowed substantially.
- The quality of middle leadership is high. Newly-appointed staff have quickly identified areas of weakness and are taking appropriate actions to put things right.
- The performance management of staff is very effective and is linked appropriately to their pay. Governors and senior leaders use the reports of external consultants well to ensure that their assessments of teaching quality are in line with national standards. Training for staff is targeted well to meet the college's needs and uses the college's membership of a Teaching School Alliance to good effect. Less-experienced teachers receive particularly good support.
- These factors demonstrate the school's capacity for further improvement.
- The curriculum is a strength of the college and offers students a wide choice of high quality courses. Early entry for GCSE is used infrequently, so students are able to reach their full potential in every subject.
- Additional resources, such as the pupil premium and Year 7 catch-up funding, are used very well to raise the achievement of the students for whom they are used. The use of personal plans for these students and for those with special educational needs is very effective in ensuring that help is tailored to meet their individual needs.
- Parents are highly positive about the college and express very few concerns. Links between the college and primary schools are especially valued.
- **The governance of the school:**
  - The governing body has revised its structures and procedures since acquiring academy status. It shares senior leaders' vision for the future of the college and has good plans to achieve this, challenging college leaders to bring these about. Governors have a very good understanding of the performance of the college in relation to other schools, both locally and nationally, because they have a good understanding of the data. They know what leaders are doing to improve the quality of teaching. Governors have a good overview of teachers' performance and of how this relates to their pay and responsibilities. They have a very good understanding of the deployment and impact of additional resources such as the pupil premium.
  - Governors benefit from regular training and meet their statutory responsibilities well. They ensure that requirements to keep students and staff safe are met and that parents and students, as well as other members of the wider school community, have opportunities to express their views of the college.

## 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

<b>Unique reference number</b>	136572
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	441113

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	609
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Trish Chilton
<b>Headteacher</b>	Neil Wilkinson-McKie
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01872 530675
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