



# Roche Community Primary School

Inspection Report

Better  
education  
and care

**Unique Reference Number** 111887  
**LEA** Cornwall  
**Inspection number** 278804  
**Inspection dates** 6 July 2006 to 7 July 2006  
**Reporting inspector** Stephen Lake AI

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

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<b>Type of school</b>	Primary	<b>School address</b>	Fore Street
<b>School category</b>	Community		Roche
<b>Age range of pupils</b>	4 to 11		St Austell, Cornwall PL26 8EP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01726 890323
<b>Number on roll</b>	199	<b>Fax number</b>	01726 890323
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Mel Hussey
<b>Date of previous inspection</b>	5 June 2000	<b>Headteacher</b>	Mrs Jacquie Long

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is an average size school serving a large village, set in an area of rural deprivation. The proportion of pupils entitled to free school meals and the proportion with learning difficulties or disabilities are above average. The percentage of pupils with English as an additional language is below average. In the current Year 6 more children than average have joined or left the school during their school career. Children starting school in Reception have skills that are generally well below the level expected for their age.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 4

In accordance with Section 13(3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to standards attained at age seven and 11, the quality of teaching particularly in Years 2, 3 and 4, achievement in Key Stage 1, and achievement in mathematics from Year 2 to Year 5.

The overall effectiveness of the school is inadequate. Achievement and standards are inadequate due to unsatisfactory progress in Key Stage 1 and in mathematics from Year 2 to Year 5, together with the very low attainment at the end of Years 2 and 6 in national tests. The good leadership of the new headteacher and the effective senior management team together with good support from the local authority are beginning to reverse the decline of the last four years. The quality of the Foundation Stage is satisfactory and children make sound progress although skills are below average as they enter Year 1. Pupils in Year 6 are also now achieving satisfactorily in relation to their prior attainment as a result of recent initiatives. This has influenced the school in judging its effectiveness to be satisfactory but it is not yet as effective as that because good quality initiatives have not yet been in place long enough to take full effect and therefore some significant weaknesses remain. The quality of teaching in the Foundation Stage and Years 1, 5 and 6 is at least satisfactory and sometimes good, but teaching overall is inadequate due to inconsistencies across the school and inadequate progress in other classes. Assessment information is not used well enough to plan lessons that meet the needs of all pupils, marking does not make it clear enough to pupils how they can improve their work and, in some classes, teaching in mathematics is inadequate.

Leadership and management are satisfactory and improving. The new headteacher has empowered the senior management team and together they are introducing appropriate initiatives to improve the school, for example the new behaviour policy which has already had an impact. Governance is satisfactory and governors work closely with the new headteacher, but currently the school does not give value for money.

Although standards have fallen significantly since the last inspection, the recent improvements have dealt satisfactorily with the key issues of that inspection and halted the decline of the last few years demonstrating a satisfactory capacity to improve.

### What the school should do to improve further

- Raise standards in national tests at the end of Years 2 and 6.
- Improve standards of teaching and teachers' knowledge of how to teach mathematics.
- Ensure that teachers use assessment information effectively to plan work that challenges all pupils.

- Ensure that marking always makes it clear to pupils what they need to do to improve.

## **Achievement and standards**

### **Grade: 4**

Children enter school with well below average skills. They make satisfactory progress in the Foundation Stage but start Year 1 with below average skills. Although pupils make satisfactory progress in Year 1, progress across the whole of Key Stage 1 is inadequate and standards at end of Year 2 are very low. Progress across the school varies due to inconsistencies in teaching and is inadequate overall. As a result of the recent initiatives and the support provided by the local authority, achievement of all pupils in Year 6 is satisfactory compared to their prior attainment. This is due to the good progress made in Years 5 and 6 where teaching is stronger. However standards remain very low in mathematics and science and achievement in mathematics from Year 2 to Year 5 is inadequate. Although pupils with learning difficulties or disabilities make good progress in Years, 5 and 6 and in lessons where good support is provided, their progress and achievement overall matches that of other pupils.

Targets set for pupils in English this year are not particularly challenging and pupils exceeded them, but failed to meet the suitable targets set in mathematics. The inspection agrees with the school judgement that achievement and standards are inadequate for all groups of pupils.

## **Personal development and well-being**

### **Grade: 3**

Pupils' personal development is satisfactory. Their spiritual, moral and social development is good. Pupils show respect for others' views and applaud their achievements. They willingly take on duties, such as being school councillors, that involve them in the life of the school and local community. Pupils increasingly enjoy school and join in all activities provided.

The systems introduced to improve behaviour have made a significant difference and pupils themselves think it has 'got way better'. This is helping to improve learning. In lessons, pupils generally cooperate with others and they understand the fairness of the school's behaviour system. Behaviour is satisfactory overall despite much good behaviour resulting from the improvements because of the unsatisfactory behaviour occurring where lessons lack challenge.

Pupils' cultural development is satisfactory. Pupils are developing a sound economic understanding through raising funds for their adventure playground and other charities, though progress in learning basic skills is not always good enough. They behave safely and have an adequate understanding of the importance of a healthy lifestyle. Whilst attendance is broadly average there has been a slight dip this year. The school has put in place robust systems to tackle this and bring to parents' attention the effect holidays during term time can have on their children's progress.

## Quality of provision

### Teaching and learning

#### Grade: 4

Teaching and learning are generally satisfactory and sometimes better in the Reception and Year 1 classes and in Years 5 and 6. However teaching remains inadequate overall because a significant number of pupils are making unsatisfactory progress especially in Years 2, 3 and 4. The school has worked hard to eradicate inconsistencies in teaching, identified through its own monitoring, resulting in some improvements.

There are some strengths in the teaching. Pupils have good relationships with staff and behaviour is increasingly well managed across the school. In good lessons, teachers know exactly what they expect pupils to learn and provide them with suitable support, and effective questioning stretches and challenges pupils appropriately reinforcing what they are learning. Resources, and increasingly interactive whiteboards, are used to motivate and engage pupils in these lessons.

There are some common weaknesses. The pace of learning is too slow in too many lessons and tasks are not always well matched to pupils' needs, so pupils are not always supported or challenged effectively. This limits the progress that pupils make and often behaviour is affected because pupils are not motivated or interested. Teaching assistants do not always have clear enough guidance on how to support pupils or help them work independently. Appropriate strategies have recently been introduced to improve the accuracy of assessments and check pupils' progress. However, teachers' marking ranges from inadequate to examples of good practice in Year 1. This inconsistency means that marking does not always give pupils clear guidance on what they have done well and how they need to improve.

### Curriculum and other activities

#### Grade: 3

Curricular provision is satisfactory. Work planned in Reception is good, with all areas of learning addressed and the outdoor learning environment used well to provide additional quality opportunities to learn through play. Throughout the school whilst there is an emphasis on literacy and numeracy to address falling standards some teachers' own subject knowledge in mathematics is not always good enough to plan appropriately challenging lessons. The use of information and communication technology to underpin learning in other subjects is satisfactory and improving following the recent updating of resources.

There is good range of activities, including clubs, French lessons, special projects such as designing and creating the class gardens and regular visits out of school to enrich the curriculum. Pupils enjoy these and say they help to make learning 'fun'. The personal, social and health education programme supports pupils' overall development and helps them to learn about staying healthy and safe.

## Care, guidance and support

### Grade: 3

Pupils and parents recognise this is a caring school which welcomes all children, whatever their needs. Child protection and health and safety procedures are well understood and any pupils who are at risk are identified and supported well. Pupils say that they feel safe and know who to turn to if necessary. Support for pupils with learning and behavioural difficulties as well as those at the early stages of learning English is good and outside agencies and parents are involved effectively.

Recent improvements include better assessment procedures. The information from these is used appropriately by the headteacher to set targets for individuals and check on their progress. Whilst there is evidence that these systems are used well in some classes, the use of this information by teachers to guide and support pupils' learning is inconsistent and at times inadequate.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory and improving rapidly with some significant areas of strength. The new headteacher has a good understanding of what needs to be done to raise standards and has high expectations of what pupils can achieve. Her clear vision is shared with staff and the governors. The new headteacher has empowered the senior management team (SMT) and together they are providing strong leadership. With the help of the local authority a suitable action plan to raise attainment is in place. As a result the decline of the last four years has been halted. Although strategies to improve behaviour are already having a good effect it is too early to see the full effect of strategies to improve the quality of teaching and raise standards.

There is a very strong determination on the part of the SMT to build upon an improving picture in some respects. The headteacher is monitoring the quality of teaching regularly and other members of the senior management team are starting to share in this task in order to deal with the significant inconsistencies in the quality of teaching. Performance management is used effectively to set clear targets for teachers aimed at raising standards throughout the school.

The governance of the school is satisfactory. The chair of governors works very closely with the headteacher, and governors have a clear picture of the strengths and weaknesses of the school through the satisfactory self-evaluation. Parents and pupils are consulted regularly and their views taken into account.

Although standards have fallen since the last inspection, the improvement taking place since the appointment of the new headteacher clearly demonstrates that the school has the capacity to improve further.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	4	NA
The standards <sup>1</sup> reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	4	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	3	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	4	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

We really enjoyed coming to your school and talking to you. Thank you for making us welcome. You told us a lot about your school.

We think that your behaviour is satisfactory. We agree with you that it has improved and that this is making it easier to learn in lessons.

Your new headteacher is making a big difference to your school and leading it well. The school is managed satisfactorily. The school looks after you satisfactorily and you have a good range of activities to make school more interesting.

We agree with you that your school has improved a lot recently and in some classes you are learning better, but we think that a lot more improvement is needed and your school is not as good as it should be.

Some of your teachers are doing a good job and helping you learn well but over the whole school, teaching is not good enough. You are still not learning as well as pupils in most other schools and as a result you are not doing well enough in your tests at the end of Year 2 and Year 6. You are not doing well enough in mathematics in Years 2, 3 and 4. To help you get better we have asked your school to:

- help teachers use the information they have better to plan lessons that help you to learn faster;
- help your teachers to learn how to teach mathematics better so that they can help you learn more quickly;
- use marking in your books to explain to you how you can improve your work.

We think that you will help your teachers with this and work hard to get better. We wish you all the best as you work at this.