

# Rosemellin Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	111858
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	289076
<b>Inspection dates</b>	26–27 April 2007
<b>Reporting inspector</b>	David Curtis

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	307
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nick Lake
<b>Headteacher</b>	Gordon Fenn
<b>Date of previous school inspection</b>	1 January 2002
<b>School address</b>	Cliff View Road Camborne TR14 8PG
<b>Telephone number</b>	01209 712313
<b>Fax number</b>	01209 717260

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school is larger than the average primary school. Currently, it is part of the local authority's intensive support programme (ISP). The school has a 'nurture group' for vulnerable children in the Foundation Stage. Nearly all pupils are of White British heritage. The proportion of pupils with learning difficulties and disabilities is above the national average. The headteacher and deputy headteacher have been in post for 18 months. Attainment on entry is well below average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Currently, the school's effectiveness is satisfactory. There is clear evidence that it is an improving school. Leadership and management are satisfactory. There are strengths in the effective way that the headteacher and deputy headteacher, with the ISP programme, have worked successfully to raise standards and achievement. In 2004, standards at the end of Year 6 were exceptionally low. Standards are now above average in English, broadly average in science, but below average in mathematics. Pupils' achievement is satisfactory. Much still remains to be done, especially in improving the Foundation Stage where provision and standards are inadequate. Children are not making expected levels of progress in all six areas of learning. Similarly, greater efforts are needed to improve the teaching and assessment of guided reading in Year 1.

Teaching and learning are satisfactory, with an increasing proportion of good teaching. The school's new system for tracking pupils' progress shows a significant increase in the proportion of pupils on course to meet their learning targets than was the case at the start of the current school year. Teaching assistants are used effectively to support pupils' learning. Teachers' planning remains inconsistent in that it is not successfully meeting the needs of all pupils. As a result, there are times when work is too easy and undemanding. The curriculum is satisfactory, with improvements in Years 2 to 6 clearly leading to improved achievement for pupils. In the Foundation Stage, the curriculum is inadequate. In particular, children do not have enough time to choose activities for themselves. The transition to Year 1 currently means that children meet a curriculum which is too formal and not adapted to their needs.

Satisfactory care, guidance and support contribute to pupils' satisfactory personal development and well-being. The support for the 'nurture group' is outstanding. The very good work of the learning mentor is appreciated and valued by pupils. Teachers do not consistently tell pupils how to improve their work. Pupils' understanding of their targets for literacy and numeracy is insecure.

Behaviour is good. Pupils report that there is very little bullying and if it does happen, it is dealt with immediately and effectively. Pupils' relationships are good. In Year 6, pupils say that they will miss their friends most when they go to secondary school. Pupils know the importance of keeping fit and healthy, with many taking part regularly in sporting activities. They feel safe in school and are confident that there are adults to whom they can turn with worries or concerns. Pupils are polite and very well mannered. One pupil, without hesitation, offered to show an inspector the way to a classroom. Pupils' preparation for future life in society is satisfactory.

Parents who returned the questionnaire were in the main very supportive of the school.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

### What the school should do to improve further

- Improve provision and raise standards in the Foundation Stage, including the transition to Year 1 in adapting the curriculum to meet the needs of younger pupils.
- Improve the teaching of guided reading in Year 1 and, across the school, the consistency of teachers' planning to meet the needs of all pupils.
- Improve pupils' understanding of how they can improve their work and develop a greater awareness amongst pupils of their own learning targets.

## **Achievement and standards**

### **Grade: 3**

By the end of Year 6, standards are broadly average and pupils' achievement is satisfactory. Standards are improving year on year, having been exceptionally low in 2004. Currently, standards in mathematics are below average because of significant gaps in pupils' prior learning. After three years of being exceptionally low, standards in reading, writing and mathematics are improving in Year 2 and pupils' achievement is satisfactory. It is inadequate in Year 1 in reading because the teaching and assessment of guided reading are weak.

In the Foundation Stage, achievement is inadequate. Too few children make the progress expected in all six areas of learning. There are weaknesses in assessing accurately children's progress against the 'stepping stones' of the Foundation Stage curriculum. Children have too few opportunities to plan and choose their own activities. On the other hand, those in the 'nurture group' make very good progress in their personal, social and emotional development.

Across the school, pupils with learning difficulties and disabilities make satisfactory progress against the targets in their individual education plans.

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

### **Grade: 3**

Pupils' spiritual, moral, social and cultural development is satisfactory. They sing with great enthusiasm as was heard during the inspection. Pupils have very good relationships with each other and genuinely value their friends. Whilst they enjoy celebrating their own culture, pupils do not have a strong enough awareness of life in multicultural Britain.

Attendance is satisfactory. Pupils have responded very well to the school's drive to improve attendance. Through the school council, pupils learn about the democratic process. They feel that the school council listens to their views and improvements to the school grounds are testimony to its good work. Pupils take part in fund raising for charity, including 'Red Nose Day'. They are safe in school and know how to handle equipment safely and sensibly. Pupils' current key skills in literacy and numeracy mean that preparation for their future economic well-being is only satisfactory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teachers have good relationships with pupils. They manage pupils' behaviour well in most lessons. Teachers are mainly confident in using interactive whiteboards to teach new skills and knowledge. Demonstrations and explanations by teachers are good. Teaching assistants are used effectively, especially to support pupils with learning difficulties or disabilities. Inconsistencies remain in the quality of teachers' planning. In some lessons, work is too easy and therefore is not meeting the needs of all pupils. Lesson introductions can be too long. Teachers sometimes miss opportunities to work with small groups of pupils to reinforce or extend learning. In the Foundation Stage, planning does not give children enough time to plan and choose their own activities.

The school has now introduced an effective system to monitor and track pupils' progress. It is being used successfully to identify and address areas of underachievement, with the exception

of reading in Year 1. Teachers' marking tells pupils how well they are doing but does not consistently tell them what they need to do to improve. Similarly, teachers do not regularly refer pupils to their targets for literacy and numeracy which have been introduced through the ISP programme.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum in the Foundation Stage is inadequate because it is not meeting the needs of young children. Equally the transition from the Foundation Stage to Year 1 is unsatisfactory because younger pupils in Year 1 do not have enough opportunities to choose and select activities for themselves, including role play and outdoor activities. In Year 1, the organisation of guided reading is unsatisfactory and not developing pupils' key skills. In contrast, in Years 2 to 6, improvements to the curriculum, especially the organisation of teaching groups, has contributed to far more pupils now being on track to meet their targets.

The school provides a good range of extra-curricular activities which are well attended. Pupils talk enthusiastically about their enjoyment of going on educational visits and how it helps their learning.

## **Care, guidance and support**

### **Grade: 3**

The school complies fully with all statutory responsibilities for child protection and safeguarding pupils. The quality of support for children in the 'nurture group' is outstanding. It makes a very strong contribution to helping more vulnerable children settle successfully into school life and routines. There are strengths in the way pupils with learning difficulties and disabilities discuss and review their individual education plans on a one-to-one basis with teachers or teaching assistants.

Teachers do not consistently give pupils enough guidance as to how they can improve their work. Targets given to pupils in literacy and numeracy as part of the ISP programme are not referred to frequently enough. As a result, pupils do not really understand them or put them to good use.

## **Leadership and management**

### **Grade: 3**

Since their appointment, the headteacher and deputy headteacher, with the support of the ISP programme, have worked successfully to address significant areas needing improvement. Attendance has improved and the rate of permanent and fixed-term exclusions has declined. Standards are improving and pupils' achievement in most areas of the school is now satisfactory. Subject leaders are now more confident in their roles. They monitor standards and achievement in their subjects more rigorously and now ask the question, 'Why are standards where they are?' Whilst much has been achieved, much still remains to be done. Currently, there is insufficient rigour and challenge in addressing the weaknesses in the Foundation Stage and transition to Year 1.

Governors are hard working and very supportive of the school. They have worked closely with the senior leadership team and the ISP programme to address the issues and to raise standards

and achievement. Governors are prepared to ask challenging questions in order to ensure leadership and management are focused on the right issues for the school.





## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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>	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	4
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

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

### The quality of provision

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

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

**Annex A****Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

28 April 2007

Dear Pupils

Inspection of Rosemellin Primary School, Camborne, TR14 8PG

Thank you very much for making us feel so welcome when we visited your school. We enjoyed meeting you. I would like to say a special thank you to the school council and those of you from Year 6 who gave up part of your lunchtime in order to meet us. At the moment we think that your school is satisfactory, but we can see that it is getting better and you play an important part in that, especially through your much better attendance. These are the things that we think the school does well:

- The work you are doing is improving all the time.
- You behave well in school and are very polite and well mannered.
- You have good relationships with your teachers.
- You enjoy taking part in extra-curricular activities.
- In school, you feel safe and know there are people to whom you can turn with worries or concerns.
- The leaders of your school are working hard to make it an even better school for you.

There are a number of important things that your school needs to do to help it get even better for you. We have asked your headteacher, teachers and governors to do the following:

- Ensure that those of you in Reception and Year 1 make better progress and that you have more time to choose things that you would like to do for yourselves; in Year 1 you need help to improve your reading.
- Make sure that when teachers plan work for you, it is not too easy.
- Give you more advice on how to improve your work and to help you really understand your targets in literacy and numeracy.

Yours faithfully

David Curtis Lead Inspector