

# The Roseland Community School

## Inspection report

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<b>Unique Reference Number</b>	112056
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	310777
<b>Inspection date</b>	20 February 2008
<b>Reporting inspector</b>	Marcia Headon HMI

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>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	615
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Colin Denley
<b>Headteacher</b>	Jane Black
<b>Date of previous school inspection</b>	1 March 2004
<b>School address</b>	Tregony Truro TR2 5SE
<b>Telephone number</b>	01872 530675
<b>Fax number</b>	01872 530498

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors. During a one-day visit, the inspector evaluated the overall effectiveness of the school and investigated the following issues: standards and achievement at Key Stage 4, especially in mathematics; the impact of the specialist status; and the curriculum offered in vocational areas and how far it suits the needs of learners. Evidence was gathered from the school's self-evaluation form (SEF), national published assessment data and the school's own assessment records, curriculum and planning documents, observation of the school at work, interviews with staff and students, and the parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

## Description of the school

The Roseland Community College is a small comprehensive school. It achieved Specialist Music status in September 2006, with English as a supporting subject. The school is located in a village setting but most students come from a very widespread and entirely rural area. The proportion of students who are eligible for free school meals is well below average. There are very few students from minority ethnic groups and currently there are no students who do not speak English as their first language. The percentage of students with learning difficulties and/or disabilities is below average, although the proportion with a statement of educational need is in line with national averages. The college provides a range of extended services on site and has gained the following awards: Healthy School, Arts Mark Gold, the Dyslexia and Inclusion Award and the Financial Management in Schools Award. It is a partner in the Cornwall School Centred Initial Teacher Training scheme.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The Roseland Community College is a good school which is continuing to improve at a fast pace. It has some excellent features. The personal development of the students is outstanding, as are the care, guidance and support offered to them. Parents are overwhelmingly positive about the school and as one wrote, 'The Roseland is a school that combines the pursuit of excellence and innovative thinking with an extremely effective and proactive pastoral system'. The success of the school is due to the outstanding leadership provided by the headteacher and senior management team. Teachers know their students well and are relentless in their desire to provide the best, while at the same time not losing the 'family feel' of a small school.

Students enter the school with standards that are above average. They make good progress, and results in the national tests in English, mathematics and science taken at the end of Year 9 are well above national averages. The proportion of students achieving five A\*-C GCSE grades in 2007 was above the national average at 64%. This is not as high as in previous years, but a number of students who transferred in to the school late in Year 11 adversely affected the results. Whilst these students gained valuable experience in social and work-based skills, they did not achieve GCSE passes. High-achieving pupils did well especially in subjects such as mathematics for which there was early entry to GCSE. The current Year 11 is on track to gain results which will return the school to its previous high levels of achievement. The school has worked hard to close the gender gap in achievement. Up to 2007, it had considerable success in ensuring that boys did as well as girls at GCSE. In 2007, this trend was reversed. Current predictions indicate the gap for 2008 will be much smaller. Students with learning difficulties and/or disabilities make especially good progress because of the high levels of intervention and support which they receive.

Good achievement is a direct result of the high quality of teaching which students receive. Teachers have good subject knowledge and plan lessons that are interesting, relevant and include practical activities. For example, Year 9 students learned about the economic and humanitarian consequences of the slave trade through a sensitive role-play and Year 7 students were busily investigating the effects of the infiltration of water by looking at different surfaces around the school site. Teachers have established very good relationships with their students, who know they can ask for help, confident that they will receive it. The school has placed a strong emphasis on improving the quality of teaching and learning, and an innovative project involving students as 'learning detectives' has had a significant impact. Tasks are well matched to students' abilities and the pace of lessons is brisk. Most students know how to improve their work, although not all departments use the whole range of assessment procedures.

The curriculum offers students courses that are appropriate to their needs. The recent curriculum review has meant the breadth of courses on offer has increased. The vocational curriculum is developing well, particularly with the creation of the farm for the land-based qualification, which is a timely response to local demand. The range of the curriculum is good, motivates students, and provides pathways to further education, training and employment. This is supported by generally good careers advice, which allows students a clear view of the opportunities open to them. The acquisition of music specialist status has had a very positive effect upon the music department. The numbers of students studying music in Key Stage 4 has increased and there are enhanced opportunities for all students to become involved in performances and celebrations that incorporate music. There have been a number of particularly successful projects, including a performance at the Royal Opera House and a combined music

and sports festival. The English department has benefited from the 'Geevor Project' which has improved students' independent learning skills. However, the impact of the specialism is not yet evident across the curriculum and it does not permeate all areas of the school.

Students are very appreciative of all the school has to offer and of the care they receive. As one commented, 'no-one tries to hold you back and the opportunities are endless'. They particularly value the importance attributed to the 'student voice' and, as a result, have very positive attitudes to their learning which are reflected in their good attendance figures. They understand their rights and responsibilities. They enthusiastically welcomed the opportunity to apply to be 'headteacher or deputy for the day' and, as a result, the successful candidates gained valuable insights into management and enhanced their leadership skills. Students have a very strong sense of community, both locally and globally. They have raised large sums of money for charity, buying boats for a village in Thailand affected by the tsunami. Student care for each other is epitomised by their creation of the memorial garden and by the bereavement group. They feel safe in school and report that bullying is rare but, when encountered, is dealt with quickly and effectively. The school is a calm and orderly environment and behaviour around the site is excellent. Students' cultural development is particularly strong, with high levels of participation in the many musical events which involve the local community, and in visits abroad. The Roseland Community Sports Centre is used enthusiastically by the students who fully understand the importance of a healthy lifestyle. The take-up of food from the canteen has increased since it provided healthier options.

The care, guidance and support which the school provides for its students are outstanding. The school successfully uses a very wide range of specialist agencies to provide support for students who are in need and is constantly seeking alternative ways to provide additional help. Over the past twelve months, some very innovative and helpful strategies have been introduced to provide support for students who transferred from other schools. The school has a highly efficient learning support centre and teaching assistants have been deployed to very good effect. Parents speak enthusiastically of the support provided by the special needs department and of the 'fantastic work they do'. The school youth worker has been very effective in working with students, parents and other outside agencies. The school is a highly inclusive community. It has a very low rate of fixed term exclusions and there have been no permanent exclusions for the past two years. Academic support and guidance is also strong. Target setting is well embedded; students know the levels at which they are working and reports to parents are informative. Parents appreciate the curriculum evenings which have been provided to guide them as to how they can help their children even further.

The headteacher is highly respected by students, staff and parents who welcome her strong and positive leadership and her visible presence around the school. Her senior leadership team supports her very well and together they have created an ethos where every individual matters. The use of challenging targets for standards, specialist status, attendance and exclusions has kept the school well focused upon its priorities. Partnership working is actively fostered and very effective and the school is involved in a large number of networks with other schools, colleges and employers that aid the students' learning and give wider opportunities for their development. There are very good systems in place for monitoring and evaluating the work of departments: data is used very wisely and, as a result, the school has a very accurate view of its strengths and weaknesses. The middle managers share the priorities and vision for the school. They value the opportunities that have been given to them through the well-targeted professional development programmes that have helped to develop their skills. Systems for the safeguarding of students are thorough, reviewed very regularly, and meet current

government requirements. The governors are supportive of the school and, through their very regular contact with staff and students and parents, understand its strengths and weaknesses well and hold it to account with rigour. The school possesses an excellent capacity for improvement.

**What the school should do to improve further**

- ensure that the impact of the specialist status is felt across all areas of the curriculum
- share the good practice which already exists in the school so that different methods of assessment are consistently used across all departments.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

<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>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

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

22 February 2008

Dear Students

Inspection of The Roseland Community School, Truro TR2 5SE

Thank you for the very warm welcome, which you gave me when I visited your school recently. I enjoyed meeting you and hearing your views. I particularly liked working in the e-learning centre, where I feel your choice of decoration and colour scheme is superb.

My inspection has confirmed your view, and that of your parents, that you attend a good school that has some excellent features. The care, guidance and support given to you by the staff are outstanding, as is your personal development. You have a very strong sense of community and the way in which you support one another and others in need in the world is very much to your credit. You clearly enjoy coming to school, as is evident by your good attendance and behaviour. You make good progress in your learning and the standards that you reach are above average because of the good teaching that you receive. Your headteacher and the senior management team provide excellent leadership and I know how much a few of you enjoyed being able to be headteacher or deputy for the day.

There are two areas where the school could do things even better. Although the specialist college status has brought many benefits to the music department and there have been some wonderful musical opportunities for you, its influence now needs to extend across the whole curriculum. I have asked the school to:

- ensure that the impact of the specialist status is felt across all areas of the curriculum.

The students to whom I spoke told me they knew how well they were doing but I have asked the school to:

- share the good practice which already exists in the school so that different methods of assessment are consistently used across all departments.

I hope that your production of 'Annie' is highly successful and I wish you all the best for the future.

Marcia Headon Her Majesty's Inspector