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30 December 2008

Mr Ian Bruce  
The Headteacher  
Rosemellin Community Primary School  
Cliff View Road  
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Cornwall  
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Dear Mr Bruce

### Ofsted monitoring of Grade 3 schools

Thank you for the help which you, your staff, governors, parents and pupils gave when I inspected your school on 14 May 2008, for the time you gave to our phone discussions, and for the information which you provided before and during my visit.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection on 26 and 27 April 2007, the school was asked to:

- improve provision and raise standards in the Foundation Stage, including the transition to Year 1 in adapting the curriculum to meet the needs of all 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.

Having considered all the evidence, I am of the opinion that at this time the school is making good progress in addressing the issues for improvement and in raising the pupils' achievement.

In the Foundation Stage, children now engage in exciting, diverse and stimulating activities. These are as varied as observing new-born chicks, building their own 'assault course' involving appropriate and well supervised risk taking, observing the melting of a large ball of ice and, an activity I especially enjoyed, singing mathematical songs. As a result, the children are confident and articulate, with well developed social skills demonstrated by their very good behaviour. My observations confirm the school's assessments that many children have attained higher standards than those expected for their age and have made very good progress. These improvements have been achieved through dynamic leadership and management of the Foundation Stage.

Parents have noted improvements both in the Foundation Stage and in the transition to Year 1, where the 'nurture group' and more activities run jointly with the Foundation Stage have led to smoother transfer, especially for those pupils yet to achieve fully the goals set for five-year-olds. However, for some pupils the change from the highly stimulating Foundation Stage environment to the much more formal Year 1 classrooms does not promote steady progress.

There is now a planned programme of guided reading across the school, using an appropriate common format to record pupils' progress. In Year 6, groups of pupils engaged in lively and sophisticated discussion about their reading. These sessions were led very well by teaching assistants. Some staff make additional records on the progress of individual pupils and, whilst this may be necessary especially for pupils with learning difficulties, care is needed to ensure that staff are not required to undertake unproductive additional work. The school has adopted a common format for curriculum planning which is beginning to improve its quality, although there is variation in the quality of the plans of individual teachers. There is now a better match of work to the needs of individual pupils, although some report that work is sometimes too easy, or that work is repeated. These issues arise mainly for the older pupils in the mixed-age classes. Subject leaders are effective and have begun to identify and tackle these issues through more effective monitoring and evaluation.

Pupils now have a very good understanding of their targets, and of how they can use them to improve their work. All have 'target ladders' in their literacy and numeracy books. These are related to the levels of the National Curriculum, so all pupils have some understanding of how their progress relates to national standards. Progress on achieving the targets is monitored regularly by both teachers and pupils. There is some variation in how this is carried out from class to class, so that some pupils feel greater ownership of their targets than others. Pupils especially enjoy techniques of self and peer assessment that have been introduced, such as when they read their work to the class who then make constructive suggestions for improvement. This type of work is having a positive impact on raising standards for all pupils. The quality of marking, although often good, is variable across the school. The school has recognised this and is, rightly, about to introduce a revised policy for the marking of work. Parents report that they get good feedback on their children's progress, including progress on achieving their targets.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely



Paul Sadler  
Additional Inspector