

# 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>	337759
<b>Inspection dates</b>	8–9 February 2010
<b>Reporting inspector</b>	Derek Watts

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 of pupils on the school roll</b>	299
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nick Lake
<b>Headteacher</b>	Ian Bruce
<b>Date of previous school inspection</b>	6 April 2007
<b>School address</b>	Cliff View Road Camborne Cornwall TR14 8PG
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## Introduction

This inspection was carried out by three additional inspectors. About two thirds of the inspection time was spent looking at pupils' learning. Inspectors observed 16 lessons or part lessons and 11 teachers were seen. The inspection team observed the school's work and examined its policies, pupils' assessments, teachers' plans and school improvement planning. Discussions were held with the headteacher, staff, governors and parents and carers. The inspectors analysed 100 questionnaires from parents and carers, and others from staff and pupils.

Inspectors reviewed many aspects of the school's work. They looked in detail at the following:

- improvements to the Early Years Foundation Stage
- the effectiveness of actions to improve writing and science in Years 3 to 6
- how well assessment information is used to plan teaching and meet pupils' different needs
- the monitoring and evaluation of the school's performance by senior staff.

## Information about the school

This is a larger-than-average primary school. Almost all pupils are from a White British background. The proportion of pupils with special educational needs and/or disabilities is above average. The nature of these difficulties lies mainly in the areas of moderate learning, emotional, and speech, language and communication difficulties. There is Early Years Foundation Stage provision for children in Reception.

An on-site Gooseberry Bush Day Nursery and Children's Centre, and before- and after-school care are managed by a private company in partnership with the school. These areas are inspected separately.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Rosemellin Community Primary is an improving school. Its overall effectiveness is satisfactory. There are some good features to its work. Children's attendance at nurseries and pre-school sessions during the last few years means that children now enter Reception with the knowledge and skills typically expected for their age. The Early Years Foundation Stage has been a real success story since the last inspection. Highly effective leadership has led to vast improvements to provision and children are now making good progress in Reception in most areas. They make outstanding progress in their personal and social skills.

Care, guidance and support and pupils' personal outcomes are other strong areas. Pupils reported, 'This is a caring, warm and enjoyable school.' Vulnerable children and their families are successfully supported through nurture groups and strong links with other agencies. Across the school, pupils are considerate, friendly and relate well to adults and their peers. Behaviour is consistently good in lessons and around the school. Pupils adopt healthy lifestyles by choosing healthy foods and participating in regular exercise. They make a good contribution to the school and to the wider community, for example by serving on the school council and raising funds for a variety of national and international charities.

Pupils' progress is satisfactory overall, and by the end Year 6, attainment is below average in English and science and average in mathematics. Not enough pupils are attaining the higher levels in writing and science. Pupils make satisfactory progress in English and science and good progress in mathematics. Positive action is being taken to improve provision and to raise pupils' achievement in writing and this is beginning to bear fruit. However, opportunities to write extended pieces in other subjects and to celebrate pupils' writing are sometimes missed. Although there are some recent signs of better progress in science, pupils have insufficient opportunities to plan, carry out and report investigations.

There are examples of good and outstanding teaching in Key Stages 1 and 2 but this practice is not consistent. Teachers establish good relationships with their pupils and manage them well. Explanations and questioning effectively promote learning. In some lessons, assessment information is not used well enough to plan teaching and to match tasks to pupils' abilities and needs. In particular, tasks are not always challenging enough to extend the more able. The pace of learning slows when it takes too long to move pupils on to the main task.

The headteacher, with his staff, has created a positive and welcoming atmosphere for pupils to learn in. There are good partnerships with parents, carers and other agencies.

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Parents and carers are pleased with the care and education provided for their children. Self-evaluation is satisfactory and there are clear plans to improve pupils' performance in writing. Senior leaders are focused on improving assessment, teaching and raising achievement. They are keen to share and extend good practice. However, planning, action and monitoring to improve science have received less emphasis. There is a satisfactory capacity for further improvements.

**What does the school need to do to improve further?**

- Improve teaching from satisfactory to good so that pupils make consistently good progress in all classes by:
  - using assessment information more consistently to match tasks to pupils' abilities and needs
  - providing challenging extension work for the more able
  - ensuring learning and lessons proceed at a good pace
  - sharing the best teaching practice more widely across the school.
- Accelerate pupils' progress in science and raise their attainment to at least average levels by the end of Year 6 by:
  - devising a clear plan of action to improve provision and pupils' performance in science
  - increasing opportunities for pupils to plan and carry out investigations
  - monitoring the effectiveness of the actions to improve provision and pupils' attainment and progress in science.
- Strengthen the school's drive to improve pupils' progress and attainment in writing by:
  - providing more opportunities for pupils to write extended pieces in a range of subjects
  - displaying and celebrating pupils' written work more widely.

**Outcomes for individuals and groups of pupils****3**

Achievement is satisfactory and pupils enjoy their time at school. Until recently, most year groups entered the Reception class with knowledge and skills below those expected for their age. National test results in Year 6 in 2009 were below average in English and science and broadly average in mathematics. Attainment for last year's and this year's Year 6 is adversely affected by a legacy of underperformance in Key Stage 1, particularly in writing. Strategies to improve pupils' writing have been implemented and there are signs that attainment and progress are improving.

In a high quality Year 4 English lesson, pupils made outstanding progress in writing poems about the Second World War. They were stimulated by interesting photographs and very skilful questioning by the teacher who successfully explored their feelings and

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emotions. This lesson was a fine example of linking writing to history. However, opportunities for pupils to apply and develop their writing skills in other areas are not always capitalised on.

The school has worked hard to improve pupils' performance in mathematics and most pupils are making good progress in this subject. Tasks and pupils' support tend to be more effectively matched to pupils' needs in this subject. In a Year 2 lesson, pupils made good progress in estimating and weighing. They recorded their results using standard units and symbols correctly. Pupils applied their knowledge and skills well to solve practical problems. In science in Years 3 to 6, opportunities for pupils to plan and carry out their own investigations and decide how to present their findings are limited. Pupils with special educational needs and/or disabilities receive sound support from teaching assistants and make satisfactory gains in their learning. Across the school, both boys and girls are making satisfactory progress. Assessments and lesson observations reveal that differences in their attainment are not significantly different from the national picture.

Pupils feel safe and well cared for. They are confident that there are always trusted adults they can turn to if they are upset. Pupils readily take on additional responsibilities. Older pupils take on monitor roles across the school and the choir sings at day centres for senior citizens at Christmas. Pupils are adequately prepared for their future economic well-being. Their personal and social skills are well developed as shown by the way they work collaboratively in pairs or groups and they make satisfactory progress in applying their literacy skills. Attendance levels are steadily improving and are closer to the national average than in the past.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>3</b>
	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Pupils have positive attitudes to learning and respond well to their teachers' clear instructions and explanations. Questioning is used well to check pupils' understanding. Pupils have good opportunities to discuss their work in pairs and groups. In a few lessons, pupils are sitting and listening to the teacher for too long when they are eager and ready to move on to the main task. Teaching assistants are generally used well to support learning, particularly for those pupils with special educational needs and/or disabilities. Assistants are used less effectively when there are overly-long introductions to lessons. In the marking of pupils' work, teachers provide praise for good work but do not always indicate how pupils can improve.

The curriculum promotes satisfactory progress for pupils and makes a good contribution to their personal outcomes. Much emphasis is rightly being placed on improving provision and pupils' progress in writing. The mathematics curriculum meets pupils' needs well. However, pupils do not have enough opportunities to acquire and apply scientific skills through investigative work. Links between subjects, which add relevance and meaning to learning, are developing. Healthy lifestyles and safe practices are promoted well. A good range of additional activities such as clubs and visits are offered. These are much enjoyed by the pupils and appreciated by parents and carers. Popular clubs include art, basketball, choir, film, gymnastics and netball.

Effective quality care, support and guidance are at the heart of the school's ethos and contribute well to pupils' personal outcomes. The work of the learning mentor, the nurture groups and positive links with outside agencies make a valuable contribution to the provision. Good support is given to pupils and their families where they have social difficulties. The special education needs managers have rightly identified that some parents and carers could be more fully involved in their children's individual educational plans. The school works hard to monitor and promote good attendance but a small core of parents and carers is not fully supporting these efforts.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>3</b>
	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

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## How effective are leadership and management?

The headteacher, with his staff, has developed a welcoming school climate and has established good partnerships with parents and carers, Gooseberry Bush Nursery and outside agencies. Leaders and managers are effectively promoting good care and good personal outcomes for pupils. There is a clear focus on teaching and pupils' achievement and an ambition to improve these to consistently good.

Senior and subject leaders are more involved in monitoring and evaluation than at the time of the last inspection. Senior staff have a clear overview of what the school does well and the areas in need of improvement. Assessment systems have improved and provide a clear picture of how well pupils are performing. Highly effective action has been taken to improve the Early Years Foundation Stage. There are clear plans to improve pupils' writing and community cohesion. However, a sharply-focused action plan to show how provision and pupils' performance in science will be tackled is lacking. In evaluating some areas of its performance, the school is not always focusing sufficiently on the outcomes for pupils. As a result, leaders believe that aspects of the school's performance are better than they are.

Governors are supportive and have a clear understanding of the school's strengths, but are not sufficiently informed about aspects where the school is performing less well. Statutory requirements are met. There are satisfactory procedures to protect and safeguard pupils. However, the headteacher and governors do not always have a sharp enough understanding of changes to safeguarding requirements. Equality is promoted satisfactorily and discrimination is tackled effectively.

Community cohesion is promoted satisfactorily. The school has a clear understanding of the community it serves and uses this information to positive advantage. Strong partnerships with other agencies contribute well to community cohesion and to pupils' well-being. Different cultures and faiths are effectively planned into the curriculum. The school has plans to extend partnerships overseas and extend pupils' knowledge and understanding of the global world.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>



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<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The Early Years Foundation Stage was inadequate at the last inspection. Dynamic and enthusiastic leadership has brought about outstanding improvements. Provision is now good with outstanding features. Highly effective induction procedures and the good partnerships with parents and carers, nurseries and pre-school sessions enable children to settle quickly. Children make outstanding progress in their personal and social development because of the high quality relationships between staff and children. They feel very safe, secure and well cared for because of the good attention given to care and welfare. Children's behaviour is often exemplary. A parent commented, 'I am really pleased with progress so far and the way my child has settled.'

An interesting range of learning activities is provided around exciting themes such as Jack and the Beanstalk. Children thoroughly enjoy their learning. Systems to assess and record children's attainment are highly effective and assessment information is used well to plan teaching and learning. Children's progress is communicated very well to parents and carers. Children receive good teaching and there is an effective blend of adult-led activities and those chosen by the children. Children have good opportunities to explore, be creative and to work independently. Just occasionally, tasks are not fully effective in extending children's knowledge and skills. The outdoor learning areas are spacious and well used, but apparatus and equipment to develop balancing and climbing skills are limited. By the end of Reception, attainment is now above average in all areas of learning.

### *These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Around a third of parents and carers responded to the questionnaire. The vast majority of parents and carers who returned one are happy with their child's experience at the school. They are particularly pleased with care in the school and the sense of

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enjoyment. The inspection team agrees with the parents' and carers' positive views. A very small minority of parents and carers who responded to the questionnaire do not believe that the school deals effectively with unacceptable behaviour. A similar number of parents and carers commented that more able children were not challenged enough. Most pupils are well behaved because of the clear expectations and good relationships established by staff. The school has effective systems to manage and to support pupils who display challenging behaviour. One parent wrote, 'The school staff are particularly helpful and effective when dealing with unacceptable behaviour and support.' The inspection team agrees that more able pupils are not always sufficiently challenged and extended.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rosemellin Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 100 completed questionnaires by the end of the on-site inspection. In total, there are 299 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	63	35	35	2	2	0	0
The school keeps my child safe	57	57	41	41	0	0	0	0
The school informs me about my child's progress	51	51	41	41	6	6	0	0
My child is making enough progress at this school	44	44	49	49	6	6	0	0
The teaching is good at this school	53	53	45	45	1	1	0	0
The school helps me to support my child's learning	47	47	49	49	3	3	0	0
The school helps my child to have a healthy lifestyle	48	48	47	47	3	3	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	33	33	55	55	1	1	0	0
The school meets my child's particular needs	39	39	53	53	6	6	0	0
The school deals effectively with unacceptable behaviour	42	42	47	47	8	8	1	1
The school takes account of my suggestions and concerns	35	35	52	52	8	8	0	0
The school is led and managed effectively	54	54	39	39	6	6	0	0
Overall, I am happy with my child's experience at this school	61	61	32	32	4	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



10 February 2010

Dear Pupils

Inspection of Rosemellin Community Primary School, Camborne, TR14 8PG

Thank you so much for welcoming us into your school and showing us your work. We thoroughly enjoyed our visit and would like to tell you what we found. Yours is a satisfactory school. It has some good features.

These are the school's main strengths.

- You really enjoy school.
- The school is a welcoming and pleasant place to learn in.
- Children in Reception get off to a great start.
- You are making good progress in mathematics.
- You get on well with each other and behave well.
- You have a good understanding of how to keep healthy and fit.
- You feel safe at school because the teachers and other adults take good care of you and provide good support and guidance.
- Pupils and families receive good support.
- You make good contributions to the school and to the wider community.

We have asked the headteacher and teachers to do a few things to make the school even better.

- Some of you could make more progress in lessons by:
  - being given harder work, especially those of you who find learning easy
  - being moved on to the main learning tasks more quickly.
- Pupils in Years 3 to 6 could make more progress in science by:
  - having more opportunities to plan, carry out and report on investigations
  - senior staff checking how well you are doing in science.
- Your improvements to writing could be further supported by:
  - giving you more opportunities to apply your writing skills in other subjects
  - displaying and celebrating your written work more widely.

You can help by working hard on your writing and science. Finally, thank you once again for all your help. We wish you all the very best for the future.

Yours sincerely

Derek Watts

Lead inspector

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