

# Roche Community Primary School

Fore Street, St Austell, PL26 8EP

**Inspection dates** 23 September – 24 September 2014

<b>Overall effectiveness</b>	Previous inspection:	Select	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The Early Years Foundation Stage is a strength of the school. Good use is made of pre-school links and home visits and, as a result, children make good levels of progress from their starting points.
- The quality of teaching is good. The best teaching provides high levels of challenge and stimulating activities that allow pupils to apply what they know and can do to new learning. The teaching of mathematics is now a strength of the school.
- Good use is made of additional funding so that groups of pupils, including those eligible for the pupil premium, achieve as well as other pupils and often better.
- The headteacher has created an environment where good teaching can flourish because of the effective professional development available for all staff. This results in a skilled and passionate team who work well to provide a high level of care and support for all pupils.
- Behaviour is good. Pupils treat adults and each other with courtesy and respect. They adhere to the school's uniform policy and come to school smart and ready to learn.
- Governors know their school well and challenge the school where necessary to ensure an unrelenting drive for improvement.

### It is not yet an outstanding school because:

- Not all teachers make the best use of what they know pupils can do and understand to set activities that challenge the more able pupils to make the rapid progress they are capable of making, particularly in writing.
- The presentation of pupils' work is not of a consistently high standard.
- Pupils' standards at the end of Year 6 in spelling, punctuation and grammar are below the national average.

## Information about this inspection

- Inspectors observed two assemblies, play and lunchtime behaviour and made visits to 15 lessons or parts of lessons, four of which were carried out jointly with the headteacher.
- Meetings were held with pupils, senior and middle leaders and two members of the governing body.
- The inspection team scrutinised a range of documentation related to school improvement including safeguarding information.
- Inspectors held informal discussions with parents and carers as well as taking account of the 26 responses to the online questionnaire, Parent View.
- Questionnaire responses from 20 members of staff were also analysed.

## Inspection team

Tracy Hannon, Lead inspector

Seconded Inspector

Ian Clod, Team inspector

Additional Inspector

## Full report

### Information about this school

- Roche Primary School is an averaged-sized primary school and is currently oversubscribed.
- In September 2012, it formed a Cooperative Trust with six other local schools.
- Most pupils come from White British backgrounds.
- The proportion of pupils eligible for the pupil premium funding is broadly in line with the national average. This is additional government funding for pupils known to be eligible free school meals and looked after children.
- The proportion of disabled pupils and those with special educational needs identified as eligible for special educational needs support is larger than the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Raise pupils' achievement further by ensuring that teachers:
  - set tasks with increased levels of challenge for more-able pupils in particular, especially in writing
  - ensure that pupils are taught the necessary strategies to spell and punctuate correctly and that there are sufficient opportunities for these skills to be practised and consistently applied
  - have the highest expectations of pupils' presentation of their work.

## Inspection judgements

### The leadership and management are good

- The school's leadership and management are good because leaders have taken effective action to address previous weaknesses. This is making a positive difference to pupils' achievements. Mathematics was identified as a weakness in the previous inspection and is now a strength of the school.
- Staff are proud to work at Roche Primary School. The headteacher is highly respected and valued by staff, pupils and parents alike. Most parents and carers who responded to the inspection questionnaires were overwhelmingly positive about all aspects of the school and would recommend the school to other families.
- The headteacher is accomplished in developing highly skilled teachers. There have been significant changes in staffing since the last inspection. Three senior leaders have been promoted to headship positions in other schools. The headteacher has promoted staff from within and these leaders are having a positive impact on standards in the school. For example, senior and middle leaders have clear action plans and check up regularly on the progress and achievement of pupils. They work with link governors and regularly present updates of their action plans to the full governing body. The school's capacity for further improvement is good.
- Leaders provide clear guidance and effective support for teachers and regularly check on progress towards challenging targets. Rigorous 'Pupil Progress Meetings' take place termly and, as a result, rates of progress have improved for most groups of pupils and the attainment gap at the end of Year 6 is closing.
- Assemblies and lessons provide pupils with regular opportunities to learn about other people and places, to reflect and consider the beliefs of others. Religious education is broadly Christian but children also learn about other faiths such as Sikhism and Hinduism. The school welcomes visitors of other faiths into the school to support pupils' understanding of the multicultural nature of society beyond the school. For example, a topic on Ancient Greece resulted in a visit to London where pupils visited the House of Commons and took part in a democracy workshop. These activities prepare pupils for life in modern Britain.
- Pupils enjoy representing the school and relish the many opportunities to take on responsibilities such as being school council members and sports and play leaders. They benefit from broad and well-planned opportunities to learn in a number of subjects. The school has embraced the new 2014 National Curriculum. Computing is a strength of the school and pupils are developing good computer programming skills.
- Government sports funding is used effectively to provide specialist coaches to work alongside teachers to deliver high-quality physical education. The school provides a full and varied sports programme with 16 clubs and engages in many local sports festivals, which are helping pupils to learn new skills and increase their understanding of healthy lifestyles. Inspectors witnessed pupils performing high-quality gymnastics in lessons led by class teachers.
- Additional government funding is used effectively to support pupils eligible for the pupil premium. Leaders track pupils' progress meticulously and ensure that their needs are met. By the end of Year 6, a higher proportion of these pupils achieved the expected standards than those pupils not eligible for additional support. The 2013 information shows that the gap in achievement has now been eliminated in this school for pupils eligible for the pupil premium.
- The school's arrangements for keeping children safe meet statutory requirements. Staff keep meticulous records when concerns are raised. The school works effectively with external agencies to ensure that families get the support that is needed. Leaders carry out a thorough audit of internet safety and the leader for information technology keeps a close check on progress. As a result, pupils are well informed about internet safety and the school's website provides useful information for parents and carers.
- The local authority has confidence in the leadership of the school and was able to speak knowledgeably about the positive impact of the governors on holding leaders to account.
- **The governance of the school:**
  - Governors were proactive in forming a Trust with other local schools in 2012. This has supported school improvement and provided opportunities for high-quality staff development. The outcome has been higher standards of achievement for all pupils.
  - Governors have a thorough and in-depth knowledge of the school's strengths and weaknesses. They know where the best teaching is in the school and are developing systems to reward it.
  - The governing body is well-led and organised. Good-quality minutes of meetings clearly reflect the challenge offered to senior leaders. Two governors are currently attending 'National College' training on good governance. This has supported them in improving the level and regularity of challenge offered to

school leaders and is followed up with visits to the school. Presentations by staff enable governors to challenge and hold leaders to account effectively. Minutes also reflect the governors' strong commitment to safeguarding pupils.

- Governors are knowledgeable about how additional funding is being spent and they check carefully that it is making a positive difference to pupils' progress. They speak knowledgeably about the school's performance against national averages and are resolute in their determination to provide an outstanding environment in which pupils thrive and become responsible citizens.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good. The consistent approach to standards of behaviour ensures that most pupils demonstrate good attitudes to learning. Pupils are enthusiastic learners who are proud of their school. Where individual pupils have specific behavioural needs, the school provides effective strategies to ensure that minimal learning time is lost due to low-level disruption. Behaviour and safety are not yet outstanding because on occasions, the work set by teachers does not sufficiently challenge the most-able learners to make the rapid progress they are expected to make.
- Pupils enjoy school and arrive promptly each day. It is very evident that parents and carers support the school's high expectations of uniform. Pupils come to school looking smart, proud and ready to learn.
- Attendance has improved this year and is now broadly in line with the national average as a result of leaders having worked closely with families and external agencies.
- The school's work to keep pupils safe is good. Pupils who spoke with inspectors say that they feel safe in the school at all times and that incidents of bullying are rare. Pupils, parents and carers report that if they have concerns about bullying, the headteacher deals with issues promptly and effectively. Inspectors also found this to be the case.
- Leaders have effective systems in place to check that the school building is secure. Great pride is taken in the school and pupils use the building respectfully. This results in an immaculate learning environment. Governors ensure that the school buildings are maintained to a high standard and regularly check that the school buildings are secure and comply to health and safety standards. As a result, leaders provide a safe learning environment for all.

### **The quality of teaching** is good

- The quality of teaching throughout the school is good. Improving progress over time for some groups of pupils demonstrates that there is a growing proportion of teaching that is outstanding.
- Teaching is typified by strong and caring relationships between all staff and pupils. This creates a learning climate where pupils are respectful to others. They are keen to share their ideas and apply themselves willingly in lessons. Teachers ensure that all pupils have the opportunity to share and discuss their learning and as a result, all groups of pupils make securely good progress in lessons.
- Teachers' strong subject knowledge enables them to use high-quality questioning techniques to judge how much pupils know, understand and can do. As a result, they adjust their teaching effectively to tackle any misconceptions pupils may have and make good use of praise to reinforce good learning behaviour. In some classes, expectations are not always high enough for some most-able pupils. They have limited opportunities to take responsibility for their learning and to apply and fully extend their knowledge and skills, particularly in writing.
- Support staff are well deployed across the school. They are highly effective because of the investment in their training and time given to them to plan alongside class teachers. They work closely with the class teacher and make a valuable contribution to pupils' learning.
- Mathematics was an area identified for improvement in the previous inspection and is now a particular strength of the school. This is a result of effective leadership and teachers' secure subject knowledge. Effective staff training, a clear calculations policy that is understood by all, together with a systematic approach to checking on how well pupils are learning further supports pupils' good outcomes.
- Teachers mark pupils' work regularly and pupils are given time to respond appropriately. However, teachers' comments do not always make clear to pupils exactly what they need to do to improve. Not all teachers insist on the highest standards of presentation, spelling and punctuation.

**The achievement of pupils****is good**

- The achievement of pupils is good. A significant proportion of children arrive with skills and knowledge below the levels typical for their age. Children, including those with special educational needs, make good and some rapid progress in the Early Years Foundation Stage. This is because their needs are identified early on and good quality support is quickly put into place.
- The proportion of Year 1 pupils meeting the expected standard in their knowledge of letters and the sounds they make (phonics) has continued to increase over the last three years. The gap between standards of pupils at this school and those nationally is closing. All pupils who achieved a good level of development at the end of the Early Years Foundation Stage achieved the expected level in phonics at the end of Year 1.
- A large majority of children during their time in the Early Years Foundations Stage reached a good level of development with many making better than expected progress. In Year 2 pupils' attainment in reading, writing and mathematics was below national expectations, especially for reading. However, the progress pupils made in 2014 in all three areas improved significantly so their achievement is now good.
- Most recent (as yet unvalidated) information about the achievement and progress of Year 6 pupils shows that their attainment was above the national average in reading, broadly in line in writing and mathematics, but below in spelling, punctuation and grammar. There is little evidence from work in books that the weekly spellings pupils learn are improving the quality of spellings in daily writing.
- Pupils make good progress from their starting points. In reading and mathematics a higher proportion of the Year 6 pupils made better progress than their national counterparts in reading and mathematics.
- In 2013, all pupils who achieved above the national average at Year 2 made at least the expected progress by Year 6. Improvements in teaching have resulted in a higher proportion of these most-able pupils being identified. Currently, books show that pupils that are most able achieve better in mathematics than in writing. These pupils do not always make or sustain rapid progress.
- The school has rightly identified lower-attaining pupils as a vulnerable group. Well-targeted support and intervention from skilled staff are having a positive effect on progress for these pupils and the gap between them and their national counterparts is closing.
- The progress of pupils known to be eligible for additional funding is good. By the end of Year 6, they outperform their classmates and similar pupils nationally. There is no gap in achievement or progress. This is because leaders and governors have deployed funds effectively and regularly check on how well pupils are doing.
- Disabled pupils and those who have special educational needs or are supported by a statement of special educational needs are well provided for. Their needs are identified quickly and detailed plans are put in place for support. Pupils make swift progress against their individual targets.

**The early years provision****is good**

- All adults in the Early Years Foundation Stage have a good knowledge of the children. They model language effectively and every opportunity is seized to reinforce letters and the sounds they make. The team work together effectively in sharing their knowledge of children's achievements and planning their next steps.
- Records of children's learning show predominantly good achievement over time. There has been great investment in the outdoor learning environment in particular and this provision has enabled children to achieve higher standards in many aspects including moving and handling and health and self-care. Risk assessments are thorough and children have exciting opportunities to explore and be imaginative in the stimulating outdoor surroundings.
- Teaching and planned activities motivate and excite the children who are keen to talk about what they are doing. Adults take time to listen and respond to the children's interests and ideas. Children behave well, sharing equipment and taking turns when speaking. They generally listen carefully to adults.
- The proportion of children making good progress in the Early Years Foundation Stage is good and improving. Many children join the school with a level of skills below those typical for their age. By the time they leave the Early Years Foundation Stage, most children have made good progress. In 2014, the children made good progress from their starting points. Many entered Year 1 with above average skills and ready for the next stage in their education.
- The school has quite rightly identified speaking, personal and social aspects of learning as key areas to

develop in the early stages. Home visits, good links with pre-schools and a well-planned induction over a six-week period in the summer term have all been effective in ensuring children have a smooth start to the school year. The teacher has a good understanding of children's interests and abilities and this knowledge is used well to plan activities that build on what the children already know, and what they need to do next to progress.

- The early years leader has worked closely with the leader of mathematics to improve children's achievement in number. This work has been very successful and outcomes at the end of the Early Years Foundation Stage show that last year, for the first time, the proportion of children achieving at least the expected level in number was above the national average.
- Parents and carers speak very positively about the information they receive from the school about how their child is doing and the school has gone to great lengths to involve parents and carers in 'superstar' moments. Family literacy sessions have been well attended and have had a positive impact on children's achievements.
- Safeguarding in the Early Years Foundation Stage is good. Staff receive regular training updates about keeping children safe. They speak knowledgeably about the procedures they follow in reporting concerns and school records support this good practice. For example, when preparing for lunch children knew that it was important to wash their hands before eating so they 'didn't get poorly tummies' when they ate.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	111887
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	444149

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

<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	202
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Martin Tippett
<b>Headteacher</b>	Mr Jeremy Walden
<b>Date of previous school inspection</b>	9 February 2011
<b>Telephone number</b>	01726 890323
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