



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
ROSELYON PREPARATORY SCHOOL**

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Roselyon Preparatory School

Full Name of School	Roselyon Preparatory School
DfE Number	908/6056
EYFS Number	EY473385
Registered Charity Number	306583
Address	Roselyon Preparatory School St Blazey School Par Cornwall PL24 2HZ
Telephone Number	01726 812110
Email Address	secretary@roselyonschool.com
Head	Mrs Hilary Mann
Chair of Governors	Mr Brian Smith
Age Range	2½ to 11
Total Number of Pupils	99
Gender of Pupils	Mixed (53 boys; 46 girls)
Numbers by Age	0-2 (EYFS): 3 5-11: 59 3-5 (EYFS): 37
Head of EYFS Setting	Mr Kelvin Simms
EYFS Gender	Mixed
Inspection Dates	09 Jun 2015 to 12 Jun 2015

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in May 2009.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014. The range of these Regulations can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.**

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mr Richard Johnson	Reporting Inspector
Mr Umeshchandra Raja	Team Inspector (Head, ISA school)
Mrs Ros Ford	Co-ordinating Inspector for Early Years

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 THE SUCCESS OF THE SCHOOL	2
(a) Main findings	2
(b) Action points	3
(i) Compliance with regulatory requirements	3
(ii) Recommendations for further improvement	3
3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS	4
(a) The quality of the pupils' achievements and learning	4
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	5
(c) The contribution of teaching	6
4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	8
(a) The spiritual, moral, social and cultural development of the pupils	8
(b) The contribution of arrangements for pastoral care	9
(c) The contribution of arrangements for welfare, health and safety	10
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	11
(a) The quality of governance	11
(b) The quality of leadership and management, including links with parents, carers and guardians	11
6 THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE	14
(a) How well the early years provision meets the needs of the range of children who attend	14
(b) The contribution of the early years provision to children's well-being	14
(c) The leadership and management of the early years provision	15
(d) The overall quality and standards of the early years provision	15

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Roselyon Preparatory School is a co-educational day school, established as a charitable trust and overseen by a board of governors. It provides an education to pupils between the ages of two and a half and eleven. It is formally recognised as a Church of England school. The current head was appointed in 2011.
- 1.2 The school aims to nurture the natural talents of every child, and to promote in pupils core values of decency, kindness and consideration for others and the world around them. It seeks for its pupils to become high achievers, to acquire a sense of right and wrong, and to be thoroughly prepared to move on to their next school and for success in later life.
- 1.3 The school occupies a large Victorian house and adjacent buildings, set in five acres of wooded grounds in the village of Par, in Cornwall. Its facilities include a multi-use hall, a library, and specialist teaching facilities for music, information and communication technology (ICT) and art. The Early Years Foundation Stage (EYFS) setting is located adjacent to the area for the older pupils, and they share many facilities, including the school grounds. The school makes use of nearby venues for sports provision, including athletics and swimming. Recent developments have included the introduction of subject specialist teaching from Year 3 upwards, and a revised assessment system. Curriculum planning has been reviewed, with the aim of providing additional opportunities for the most able pupils and establishing greater links between subjects.
- 1.4 At the time of the inspection there were 99 pupils on roll: 46 girls and 53 boys. In the EYFS there are 40 children, almost all of whom attend part-time; of these 37 receive nursery funding. There are no pupils for whom English is an additional language. Thirty-three pupils require and receive support for special educational needs and/or disabilities (SEND); two pupils have an education, health and care (EHC) plan.
- 1.5 The ability profile of the pupils is in line with the national average, with a wide spread of abilities represented. Pupils travel to the school from an extensive area. They mostly come from business and professional families, and reflect the predominantly white British cultural heritage of the locality. Almost all leave at the age of 11, and transfer to a wide range of independent and maintained senior schools.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The school is successful in meeting its aims. The achievements of its pupils are excellent. They attain notably high standards of literacy and numeracy, and have outstanding attitudes towards learning. Pupils also benefit from an excellent curriculum, which has recently evolved to provide a wider range of learning experiences, many of which are linked to their local heritage and environment. The standard of teaching is good, and improving. Teachers have strong specialist subject knowledge and are adept at engaging their pupils during lessons, ensuring that they learn effectively. In a small number of lessons, teachers do not follow the school's teaching and marking policies.
- 2.2 The spiritual, moral, social and cultural development of the pupils, and the pastoral care they receive, are both excellent. Pupils show very high levels of care and respect for each other and there are outstanding relationships throughout the school community. Pupils' cultural awareness has increased, in line with a recommendation of the previous inspection. The arrangements for welfare, health and safety in the school are sound. The site is well maintained, and there is a good level of medical care. Recruitment procedures for new staff do not meet regulatory requirements, and other policies in this area needed strengthening during the course of the inspection.
- 2.3 The governance and the leadership and management of the school are sound. There is a shared vision between leaders and governors for the future development of the school, and they are highly committed to their roles. Leaders have successfully raised the standards of teaching and improved the curriculum. All the recommendations of the previous inspection have been met, and links with parents are good. Parents are highly positive about the standard of education and care provided by the school. However, monitoring of the requirements for welfare, health and safety has lacked the necessary rigour.
- 2.4 The EYFS setting makes good provision for the children who attend, and for their well-being. Staff provide a broad and balanced range of experiences and form strong relationships with the children and their parents. Opportunities to make best use of the outdoor areas to provide creative learning experiences are not fully developed. The leadership and management of the setting, and consequently its overall quality and standards, require improvement. Outcomes are good, with all children reaching or exceeding their expected level of development. However, the requisite regulatory and policy procedures needed to be strengthened, in line with those for the remainder of the school.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.5 The school does not meet all the requirements of the Education (Independent School Standards) Regulations 2014, and therefore it is required to:
- ensure that all necessary recruitment checks are carried out on all staff before they begin work at the school and that these are accurately recorded on the centralised register [Part 4, paragraphs 18.(2)(a) and (b), and 21.(3)(a)(ii) and (iii), under Suitability of staff and proprietors, and for the same reason, Part 3, paragraphs 7.(a) and (b), under Welfare, health and safety];
 - ensure that the well-being of the pupils is actively promoted by those with leadership and management responsibilities at the school [Part 8, paragraph 34.(1)(c), under Leadership and management of schools].
- 2.6 See the end of the Early Years Foundation Stage section 6 for the inspection findings in relation to the requirements of the Childcare Act 2006 for children under three.

(ii) Recommendations for further improvement

- 2.7 In addition to the above regulatory action points, the school is advised to make the following improvements.
1. Ensure that all policies, including those for safeguarding and health and safety, are regularly reviewed and updated in a timely manner.
 2. Improve the quality of teaching further by ensuring that all teachers consistently follow the school's policies, particularly in the use of individual target setting; the provision of challenge for the most able pupils and in making the most effective use of ICT resources to support pupils' learning.
 3. Make more effective use of the EYFS outside areas to promote high quality learning opportunities and improve the children's creative development further.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and learning

- 3.1 The quality of the pupils' achievements and learning is excellent.
- 3.2 Pupils are very well educated in accordance with the school's aim of nurturing the natural talents of every child, so that they become high achievers. Their standards in writing and reading reflect excellent literacy skills. Pupils have a strong understanding of mathematical concepts and can apply these logically in a variety of situations in order to solve practical problems. They have achieved outstanding results in national mathematics competitions.
- 3.3 Pupils have excellent listening skills, and can express themselves clearly. They demonstrate good levels of creativity in their art and musical activities. They have strong computing skills and can use these effectively in their independent study, when given the opportunity. In subjects such as science, geography and history they show a good knowledge of the world around them. Their physical skills are well developed, and older pupils represent the school enthusiastically in sports fixtures.
- 3.4 Pupils' achievement in extra-curricular activities is excellent. All pupils are involved in drama productions and school assemblies, and many can speak confidently in front of an audience. Over half of the pupils learn a musical instrument and many take part in ensemble performances. The outcomes of their music examinations show that they make good progress. Pupils regularly perform in local music and drama festivals, achieving excellent results. They have also have represented the school in national competitions in swimming and athletics, and have enjoyed particular success in sailing.
- 3.5 The following analysis uses the national data for the years 2012 to 2014. These are the most recent three years for which comparative national statistics are currently available. Results in National Curriculum tests at the ages of 7 and 11 have been excellent in relation to the national average for maintained primary schools. This level of attainment, together with the progress observed during the inspection, indicates that pupils are making progress that is excellent in relation to pupils of similar abilities. This is reflected in evidence from lesson observations, pupils' written work and curriculum interviews with pupils.
- 3.6 The school's own monitoring of attainment and progress through standardised tests shows that many pupils are achieving above the expectations for their age in mathematics and well above in reading and writing. Some recent variations between year groups and subjects have been addressed effectively, so that there is now consistently strong progress throughout the school.
- 3.7 All pupils have been successful in achieving entry to their choice of senior school in recent years, including those with a selective entry policy. Individual pupils have gained awards that reflect their academic strengths and their abilities in other areas, such as ballet, art and sport.
- 3.8 The achievement of pupils with SEND, including those with EHC plans, is excellent. Effective support is provided for them during lessons and through individual sessions with dedicated learning support staff. The most able pupils also make excellent progress. This can be seen in the results of standardised tests and in the pupils'

success in the challenging extension tasks that they undertake in lessons when given the opportunity.

- 3.9 Pupils have outstanding attitudes to learning. They concentrate well, respond promptly to instructions and apply themselves diligently. Their behaviour in lessons is exemplary. They are supportive towards each other, and work effectively in pairs and groups when the opportunity arises. They take pride in their work, and their standards of presentation and handwriting are generally high.

3.(b) The contribution of curricular and extra-curricular provision

- 3.10 The contribution of curricular and extra-curricular provision is excellent.
- 3.11 The school provides a broad and balanced curriculum that effectively supports its aim of preparing pupils for their next school and for success in later life. It covers all of the key areas of learning, and is adapted well to the ages, abilities and needs of all pupils, including those with an EHC plan. The curriculum successfully develops the pupils' skills, knowledge and understanding. All pupils and parents who responded to the pre-inspection questionnaire were highly satisfied with the school's range of subjects and extra-curricular activities.
- 3.12 Priority is given to developing strong numeracy and literacy skills, and this contributes to pupils' excellent achievement in these areas. They benefit from specialist teaching in all subjects from Year 3 onwards. All pupils study French from Year 1, as well as Latin in Years 5 and 6. In addition, the school provides tuition for groups of older pupils, focused upon the requirements of their senior school entry examinations. Recent developments have seen the introduction of cross-curricular planning between subjects, the monitoring of the development of key learning skills and a detailed review of curriculum planning documentation.
- 3.13 The provision for pupils with SEND is excellent. Curriculum planning shows a good awareness of their requirements, and is linked well to the specialist teaching provided for them. The needs of the most able pupils are usually addressed effectively through planned extension activities and research tasks.
- 3.14 Pupils have good opportunities to learn about British society and institutions through their personal, health and social education (PHSE) lessons, assemblies and visits from local emergency services. The curriculum provides a balanced coverage of opposing viewpoints. Pupils also have many opportunities to learn about world faiths through their religious education lessons and during assemblies. Talks from parents about careers and business increase pupils' economic awareness.
- 3.15 Since the previous inspection, links with the community have strengthened and the school is regularly involved in local events. During the inspection, the school hosted a visit to its woodland learning environment for local people. A recommendation of the previous inspection to seek ways to improve pupils' awareness and appreciation of cultures different to their own has been met through a range of activities that increase their knowledge and understanding, such as a project for the younger children to explore the language, culture and food of Kenya. In addition, the school has established links with a wide range of local and international charities, including support for a school in Africa.
- 3.16 The school provides a good range of extra-curricular activities, and all pupils have opportunities to be involved in sporting events and to play a musical instrument. The varied and balanced activity programme includes sailing and fencing, in addition to

artistic and musical clubs. All pupils benefit from an excellent range of educational outings and visits to the school, many of which take full advantage of the local culture and environment. These include heritage walks, arts venues, and environmental and animal rescue centres. The visits are highly successful in supporting pupils' learning and motivating them, and are linked well to relevant topics. The older pupils take part in a residential trip in order to develop their personal independence and team-working skills, ahead of their transition to senior school.

3.(c) The contribution of teaching

3.17 The contribution of teaching is good.

3.18 The quality of teaching throughout the school has improved since the previous inspection; a clear indication of the school's commitment to increase standards. In line with a recommendation from the previous inspection, the school encourages the sharing of expertise as teachers observe each other's lessons and take part in joint work scrutiny. The role of subject co-ordinators has now increased, and they play a much stronger part in the development of their subjects. As a result, most teaching is of a good standard and is effective in promoting pupils' excellent progress, fully in line with the aims of the school.

3.19 Teachers have high expectations of effort and behaviour, and a strong rapport with their pupils. This helps to motivate the pupils and nurture their outstanding attitudes to learning. Praise is used extremely well to develop self-confidence and pupils are regularly rewarded for good work and effort. In questionnaire responses and interviews, almost all pupils felt that teachers help them when they are unsure and support them effectively in their learning.

3.20 Teachers often display a tangible enthusiasm for, and an excellent knowledge of, their subjects, and make effective use of this in discussions that extends the pupils' understanding of topics. Teachers use skilful questioning to engage pupils and assess their understanding, and usually adapt the pace of lessons appropriately to ensure that all pupils are engaged in their learning. The recent development of the school's assessment procedures has enabled more effective teaching as the data is used effectively to plan lessons.

3.21 Throughout the school teaching is generally well planned and takes into account the needs of all pupils, including those who require additional support for SEND or the most able. Research-based projects are established in some subjects so that pupils demonstrate their thinking and reasoning skills. Tasks are usually well matched to their abilities, especially those with SEND. In a small number of lessons observed, the work for the most able pupils lacked sufficient challenge to extend their knowledge and thinking skills. Teaching assistants are used effectively by teachers to provide additional support for individual pupils.

3.22 Marking is usually constructive, and includes comments that indicate what pupils need to do in order to improve and extend their learning, in line with school policy guidelines. However, this is not consistently the case in all subjects. Some teaching makes effective use of targets for improvement to establish a dialogue between pupil and teacher. Where these are used, pupils are fully aware of how to improve and they display a strong desire to achieve their targets.

3.23 Teachers successfully promote tolerance and a balanced coverage of different political views in subjects such as history and PHSE. In discussions, pupils indicated

good levels of understanding and respect for the opposing viewpoints expressed during the recent election. Teachers provide suitable opportunities to allow pupils to learn independently, or with partners or in small groups, thus developing their essential learning skills; a group of older pupils carried out some excellent research on the construction of Stonehenge. Teachers generally make good use of the resources available. However, the use of ICT to enhance pupils' learning is inconsistent, although some excellent examples of its application were seen.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 The school is highly successful in meeting its aim for the active promotion of core values of decency, kindness and consideration for others and the wider world. The pupils' spiritual awareness and sense of self-esteem are excellent. They are reflective in assemblies and religious education lessons, and participate enthusiastically in songs and prayers. Their artwork shows their ready appreciation of non-material aspects of life. Pupils contribute to class prayers, asking for help and support for others, for example for a sibling who was unwell. They recognise value in diversity, and display tolerance for those of different faiths and a respect for their beliefs. The pupils are self-confident, showing a strong sensitivity for the feelings of those around them.
- 4.3 The pupils' moral development is excellent; they display exemplary behaviour and a mature sense of right and wrong. Pupils show great kindness and communicate positively with each other and with teachers. They are also clear about the strong moral code that underpins the school core values of decency, kindness and consideration, and they respect the viewpoints of others. Equally, they are aware of the need for rules and laws in society. Pupils have a strong sense of fair play and equality, and are prepared to take responsibility for their own behaviour. They eagerly compete for house points, which are awarded for academic endeavour and good behaviour. Pupils have a good understanding of global issues, as seen in a geography lesson where they were discussing deforestation and the effect it would have upon mankind and other species.
- 4.4 Pupils' social development is excellent and they are equipped with strong personal skills. A foundation of the school's success lies in the excellent relationships between all members of the school community. Pupils value the opportunities to develop their leadership skills through representation on the school council and by taking on responsibilities such as heads of school, house captains and prefects. The older pupils enjoy helping the younger children in the dining hall. Pupils are courteous and co-operative, and show respect for each other and all adults.
- 4.5 Pupils develop a good knowledge of English institutions, society and the legal process through their assemblies, PHSE and history lessons. They show great interest during regular educational visits from the police and other emergency services. Pupils understand the parliamentary process and significance of democracy, promoted through their participation in the school council, and they value the opportunity this provides for their voice to be heard. The pupils enthusiastically support a number of charities, which deepens their understanding and appreciation of those less fortunate than themselves. They choose these charities themselves, including national and local organisations, as well as medical charities that have helped members of their own community.
- 4.6 The pupils' cultural development is excellent. In line with a recommendation of the previous inspection, the school has successfully increased their knowledge and appreciation of other cultures. Pupils show an enthusiastic interest in their topic work about life in countries in Africa and Asia, and a strong understanding of their different values, customs and beliefs. They enjoy finding out about other religions and taking part in assemblies celebrating major Islamic, Jewish and Hindu festivals. Equally,

they have a clear understanding of the key features of British values, such as respect for the individual and the rule of law. The outcomes of visits to cultural venues such as art galleries, museums and heritage centres can be seen in pupils' excellent creative writing and artwork.

4.(b) The contribution of arrangements for pastoral care

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 Relationships between adults and pupils, and amongst the pupils themselves, are outstanding and are characterised by a warm mutual respect. Staff know the pupils extremely well and provide strong support and guidance, thus meeting the aims of the school successfully. In responses to pre-inspection questionnaires, almost all parents felt that the school achieves high standards of behaviour and that their children are well looked after.
- 4.9 Form teachers provide an effective point of contact for parents. Pastoral information is shared promptly and sensitively amongst the relevant staff. The school has highly successful processes in place to promote good behaviour; pupils are very keen to receive house points or an inclusion in the 'golden book'.
- 4.10 Isolated concerns were raised by parents and pupils in their questionnaire responses over the school's response to bullying. In addition, a small minority of pupils indicated unfairness in teachers' use of sanctions and a lack of somebody to turn to with their concerns. Inspectors' interviews with staff and pupils and a scrutiny of behaviour records showed that bullying incidents are very rare and that the school has suitable strategies to deal with these. Sanctions are rarely used, and all pupils interviewed felt that they are awarded fairly. Pupils also indicated that they are confident in seeking support from adults. Inspection evidence does not, therefore, support these views.
- 4.11 Pupils are encouraged to adopt healthy lifestyles through the numerous opportunities to be involved in sport and the healthy eating topics included in science and PHSE lessons. They have a good awareness of how to stay safe online. There is no evidence of any cyber-bullying, harassment or prejudice.
- 4.12 In addition to the numerous informal ways in which pupils can make their opinions known, the school council is available and meets regularly. This enables pupils to raise their suggestions formally with school leaders, and there are many examples of these being put into practice.
- 4.13 The school has a suitable plan to improve educational access for pupils with SEND.

4.(c) The contribution of arrangements for welfare, health and safety

- 4.14 The contribution of arrangements for welfare, health and safety is sound.
- 4.15 The school's safeguarding arrangements are satisfactory. All staff show a strong awareness of good practice and the school maintains excellent links and dialogue with local child protection agencies. Staff receive safeguarding training at regular intervals. Three staff are trained as designated child protection officers, and a nominated governor monitors safeguarding procedures and keeps the main board informed.
- 4.16 In a small number of cases staff recruitment checks have not always been carried out correctly or in a timely manner, and the central register of staff appointments has not been accurately maintained. As a consequence, some regulatory requirements for safer recruitment are not met. The safeguarding policy required amendment in order to conform to the most recent guidance. The school took swift action to address all of the issues raised during the course of the inspection.
- 4.17 The medical provision for pupils is good and staff are well informed about their medical needs. All accidents are recorded conscientiously and reported to parents. Accommodation for sick or injured pupils is suitable, and the school has secure procedures to store and administer medication to pupils as necessary. Nine staff members have current first-aid training, including four with paediatric qualifications. First-aid boxes are located throughout the school and regularly checked.
- 4.18 Procedures to ensure the health and safety of pupils, including risk from fire, are sound. Appropriate risk assessments are in place to cover the range of activities that take place on and away from the school site. However, some welfare, health and safety policies needed modification during the inspection in order to comply with requirements. Fire practices are held twice each term, and all equipment is serviced and tested at appropriate intervals. Exit routes are clearly signposted and clear from obstructions.
- 4.19 The admission and attendance registers are correctly maintained and stored.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is sound.
- 5.2 The governors are highly committed to their role and have a good oversight of the school, ensuring that it is successful in meeting its aims. They share a clear vision for the future of the school with the leadership team, and make a significant contribution to the school development process.
- 5.3 Governors provide good levels of challenge and support for leaders, and budget prudently in order to ensure that the school maintains an adequate level of staffing and resources. The board has established a range of committees in order to support its work, supplemented by the role of individual governors in areas such as human resources.
- 5.4 The board has a suitable experience base to enable governors to meet their financial and legal responsibilities. They recognise potential benefit from additional knowledge of recent educational and regulatory developments. Governors regularly attend relevant training courses. Many governors are parents of current or former pupils, and have known the school well for many years. Individual governors have recently been linked to departments and visit the school to meet staff and observe lessons, as well as attending school functions. This allows them a greater understanding of the educational experience at the school. They have also supported the school in developing its links with the local community.
- 5.5 Governors show a sound awareness of their statutory responsibilities for safeguarding, welfare, health and safety. An annual review of safeguarding is carried out by the whole governing body. However, this process is not sufficiently rigorous, as governors have not ensured that the procedures for the appointment of new staff meet regulatory requirements, and a number of other policies, including for safeguarding, also required strengthening.

5.(b) The quality of leadership and management, including links with parents, carers and guardians

- 5.6 The quality of leadership and management, including links with parents, carers and guardians, is sound.
- 5.7 The leadership team is highly committed to ensuring that the school is successful in meeting its aims. Its members are fully involved in all aspects of school life, are approachable and are excellent role models. Pupils and parents made numerous comments about the team's success in creating a 'family feeling' within the school community. Almost all parents who responded to the pre-inspection questionnaire indicated that they feel the school is led and managed well and would recommend the school to another parent.
- 5.8 Leaders have a clear vision for the school and they are able to evaluate its strengths effectively. The school's development plan accurately identifies ways to further enhance the standard of education. Evidence of this can be seen in the recent changes to the curriculum, assessment procedures and teaching policies. All staff

are given opportunities to contribute to this process. The school has ambitious plans for its future development.

- 5.9 The leadership team gives clear guidance to all staff on how to achieve the aims of the school and sustain its ethos. It has produced a suitable range of policies to guide staff; many of these are contained in a highly detailed and informative staff handbook, enabling easy access. However, some of the policies for welfare, health and safety required amendment in order to comply with current requirements. The school buildings and facilities are maintained to a good standard, so that they provide a safe setting in which pupils can learn and develop.
- 5.10 The school has been successful in recruiting well-qualified and experienced teachers, notably subject specialists, to ensure that the high levels of academic achievement are maintained. A detailed induction process is in place for new staff and volunteers, which includes the relevant safeguarding and health and safety information. This enables staff to adapt quickly to new routines. In regular, minuted staff meetings all staff are able to share relevant information about the pupils in their care. In addition, there is much informal communication within the small school community, ensuring that staff are kept well informed and all pupils are very well known as individuals. All supervisory duties are carried out diligently. The school benefits from highly committed support staff who help to maintain the high standards of care for pupils.
- 5.11 The recommendations of the previous inspection have been fully met. Pupils show an increased understanding of other cultures. The management of teaching has been strengthened through a revised appraisal system; this now includes formal observations of teaching and clear targets to indicate areas for improvement. In addition, the role of subject co-ordinators has developed and they play a much greater part in the planning and delivery of their subjects.
- 5.12 Regular opportunities are available for teachers to share good practice through joint training sessions and a structured programme of lesson observation. Teachers are provided with suitable opportunities to attend training courses to develop their knowledge and professional skills. Recent training sessions have increased awareness of potential risks for pupils online, and teachers have reviewed the school's marking policy. The overall standard of marking has improved as a consequence. However, there remain some inconsistencies in the implementation of this and other teaching policies.
- 5.13 Safeguarding procedures are sound. Staff demonstrate an awareness of good safeguarding practice, and all have received suitable training. However, in a small number of cases, the requisite regulatory checks to ensure the suitability of staff to work with pupils have not been carried out or recorded correctly. The safeguarding policy also required strengthening. The school's leaders responded positively to these findings and carried out the relevant actions.
- 5.14 The quality of links with parents is good and the school maintains a constructive relationship with them, in line with its aims. In their pre-inspection questionnaire responses, a very small minority of parents felt that information about the school and its policies are not readily available. Inspectors judge that a wide range of material about the school is provided on the website for the parents of both current and prospective pupils, including the required policies and curriculum information. In addition, a regular newsletter keeps parents up to date with news and forthcoming events. An electronic messaging system notifies parents of any last minute changes

to routine. A secure social media site, as well as links to specific subject information, provides additional information about the life of the school. Parents are provided with a handbook outlining school policies and routines. A number of information evenings are held to inform parents about the curriculum and these are well attended.

- 5.15 A very small minority of parents felt that they are not given sufficient information about their children's progress. Inspectors found some evidence to support this view. Parents are informed of their children's progress by means of two detailed reports each year and an interim assessment report, though written reports do not consistently show ways to improve. Parents are also kept informed about their children's progress at parent evenings, which are held twice a year.
- 5.16 A very large majority of the parents indicated that the school handles concerns well and gives timely responses to questions. Parents are actively encouraged to come into school to discuss any concern and are also able to contact staff by email or telephone. The school deals promptly and effectively with any concerns that parents may have. Formal complaints are handled in the requisite manner.
- 5.17 Parents appreciate the many opportunities to be involved in the life of the school. They provide good levels of support at events such as sports fixtures, assemblies, concerts and plays. Parent volunteers assist with trips and have contributed to workshops, drama productions and assemblies. Form representatives are invited to attend a termly parents' forum to meet with leaders to discuss concerns, and this provides an effective link between parents and the school. The very supportive Friends of Roselyon organise social and fund-raising events in aid of charity and for additional equipment for the school and outings.

What the school should do to improve is given at the beginning of the report in section 2.

6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

6.(a) How well the early years provision meets the needs of the range of children who attend

- 6.1 The setting makes good provision in meeting the needs of the range of children who attend. Staff provide a broad and balanced range of experiences, which are effective in promoting both communication and language skills, and personal, social and emotional development appropriate to the age of the children. As a result, all children meet, and some exceed, age-related expectations. Open-ended questions encourage children to share their ideas. The woodland area is generally used well to allow children to explore and investigate. In some sessions, insufficient use is made of the outside areas adjacent to the classroom to enhance children's creative learning experiences. All children are given opportunities to develop good speaking and listening skills. Those under three are encouraged to predict what would happen next in a story.
- 6.2 Adults in the setting make good use of detailed observations to identify progress and the next steps in the children's learning, which are adapted to their changing needs and interests. This was seen in a dinosaur project carried out by children in Reception. Children are motivated and enthusiastic learners who respond well to the staff's high expectations of them. However, some activities are too adult-directed and opportunities for children to use their creativity and imagination are limited.
- 6.3 Careful assessment and monitoring ensure that those with SEND are well supported, and the most able are given suitable tasks that extend their learning. Arrangements for reporting progress at two and a half years are in place. Parents and carers can contribute to their children's learning through an online assessment system and comments in the children's reading records. These are added to the informative learning records, which are then available to view online. Key adults work closely with parents in helping their children to settle, and keep them well informed of their children's progress. In their questionnaire responses and in discussions with inspectors, parents were overwhelmingly positive about the warm and welcoming atmosphere of the setting and the information they receive about their children's progress.

6.(b) The contribution of the early years provision to children's well-being

- 6.4 The provision for the children's well-being is good. The staff are good role models and form strong relationships with the children so that they feel safe and secure. Children readily seek support or comfort from familiar adults. Staff have high expectations of behaviour, resulting in a happy and productive atmosphere where children are able to benefit from all opportunities to learn provided for them.
- 6.5 Independence is encouraged; children can dress themselves and are able to pour their own drinks at snack time. Staff guide them in exploring and trying out new activities appropriate to their stage of development. Co-operation and respect for others are promoted effectively by adults through gentle reminders about sharing and praise for helping each other. Children become aware of healthy eating as they enjoy freshly prepared lunches and a selection of fruit at snack time. The setting

offers a bright environment, both indoors and outside, which is well organised so that resources are easily accessible to children.

- 6.6 The Reception children interact very well with older pupils at playtimes and with children under three during lunch, and the Nursery children spend time in the Reception class in preparation for the next school year. Good communication between Reception and Year 1 teachers facilitates a smooth transition for children to the next stage of their education.

6.(c) The leadership and management of the early years provision

- 6.7 The leadership and management of the EYFS provision require improvement. The setting fulfils its responsibilities in meeting the learning and development requirements, including the oversight of educational programmes. An increased emphasis on self-evaluation ensures that areas for development are quickly identified and effective action is taken. A more rigorous system for planning, assessment and monitoring of the curriculum has been introduced, in line with the recommendation of the previous report. Staff share a clear vision for the continued development of the EYFS provision. They are now supported by the recent appointment of a governor linked to the setting, who understands the school's responsibilities in this area. Leaders create an environment that is welcoming and stimulating. However, some policies for welfare, health and safety, including the safeguarding policy, required strengthening during the course of the inspection, and procedures to ensure the suitability of staff appointments and the subsequent related recording of these did not meet regulatory requirements. The school took action to address these issues.
- 6.8 Staff are well qualified and their performance is monitored so that areas for professional development are identified and provided. Opportunities for staff to receive coaching through supervision meetings to improve their personal effectiveness are still in the early stages of development and are not yet formalised. Strong partnerships with parents and good links with external agencies contribute to the comprehensive understanding that adults have of each child's needs.

6.(d) The overall quality and standards of the early years provision

- 6.9 The overall quality and standards of the EYFS provision require improvement. Children are secure and happy. They are enthusiastic and motivated learners who make good progress in relation to their starting points. However, the procedures to ensure the suitability of staff have required amendment, and the school has not ensured that key policies reflect current guidance.
- 6.10 The children thrive and enjoy their time in the setting. They make good progress relative to their ability and needs, with all children, including those with EHC plans, reaching and often exceeding the expected levels of development. All children make good progress in their personal and social development. By the end of Reception, children have developed high levels of independence and are able to share resources and take turns.
- 6.11 Children under three are able to classify natural objects using different criteria and are able to use programmable toys to move them across the floor. They can use a knife to spread butter and cut out with scissors with care. In Reception the children have secure knowledge of sounds and are keen to use this skill in their reading. They are able to construct short sentences and their letters are correctly formed.

They enjoy role play and were observed acting out an emergency call to the coastguard as part of their topic work on beaches. They are able to count in twos to twenty and beyond, and identify two-dimensional shapes.

- 6.12 Since the previous inspection, improvements have been made to the observational assessment of the children and next steps have been included in planning. New arrangements for the monitoring and evaluation of the EYFS have been introduced and the setting demonstrates that it has a good capacity for improvement.

Compliance with statutory requirements for children under three

- 6.13 In order to meet the requirements of the Childcare Act 2006, those responsible for the registered provision must:
- ensure that effective systems are in place to check the suitability of staff, and record these checks appropriately.

Section 2 includes any identified action the Early Years Foundation Stage is recommended to take in order to improve its provision.