

Inspection of an outstanding school: The Roseland Academy

Tregony, Truro, Cornwall TR2 5SE

Inspection dates:

21 and 22 May 2024

Outcome

The Roseland Academy continues to be an outstanding school.

The headteacher of this school is Richard Clarke. This school is part of the Roseland multi-academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Christopher Challis, and overseen by a board of trustees, chaired by Nigel Hyde.

What is it like to attend this school?

The Roseland Academy provides pupils with an outstanding education. The trust values of kindness, responsibility and ambition are reinforced in all areas of school life. Pupils are known as individuals, each contributing to the school community.

Pupils are self-motivated, curious and engaged learners. The school has high expectations for behaviour and pupils rise to meet these. The relationships between adults and pupils are warm and mutually respectful. The school ensures that pupils understand the importance of behaving well. As a result, pupils learn without disruption.

The school provides an extensive range of extra-curricular activities. Pupils' impressive artwork is displayed for all to enjoy. They perform regularly in events such as 'Roseland Rocks' and school plays. There are numerous clubs of interest for all pupils such as rugby, surfing, crochet and law, as well as the Roseland Racer Greenpower Team.

The school council actively contributes to the leadership of the school. They suggest improvements and run activities for other pupils. Volunteering on the school's farm is a highlight for many pupils. Pupils show great pride in their school and want to play their part in making Roseland Academy a special place to learn.

What does the school do well and what does it need to do better?

The Roseland curriculum is highly ambitious for pupils. The school has meticulously planned what pupils will learn each year. This means that they build their knowledge and expertise with confidence. For example, the English curriculum develops pupils' ability to analyse literature with impressive technical skill. The school encourages pupils to study a

broad curriculum. The number of pupils studying a modern foreign language at key stage 4 is rising. This means more pupils are completing the English Baccalaureate.

Teachers are highly skilled. They ensure that pupils both learn and remember the important knowledge in their subject areas. They carefully check pupils' understanding so that gaps or misconceptions are quickly identified. The curriculum and activities are swiftly adapted to ensure that pupils' learning is secure and they are ready to learn more challenging concepts.

The school sets high standards for pupils' works. Pupils are supported and encouraged to achieve these expectations. For example, as the result of precise and supportive feedback, pupils' pronunciation in French and Spanish is exceptional. Pupils achieve highly in external examinations and are very well prepared for further study.

The school accurately identifies those pupils who have special educational needs and/or disabilities (SEND). Staff go to great lengths to ensure that pupils receive the help they need to excel at the school. 'Well-being' and 'The Base' support pupils with their mental health and their individual learning needs. With this additional support pupils improve their attendance and achieve well.

The 'Roseland Reading Routines' prioritises the importance of reading regularly. Pupils are keen to share their views about the books they are reading in class or on their own. Pupils experience a rich selection of classic and modern fiction, poetry and non-fiction texts. These develop pupils' interests, promote thought and encourage conversation. The school provides highly effective support to pupils for whom reading is challenging. These pupils rapidly develop their confidence and fluency. The library is a hub of enrichment for pupils and staff. The school has established a breadth of strategies to encourage pupils to become lifelong readers.

Pupils are well prepared for their future adult lives. Alongside their academic studies they follow an effective personal development programme. Pupils learn how to keep themselves safe, look after their mental health and maintain healthy relationships. Pupils regularly debate current affairs and moral issues. This builds their understanding of the wider world and respect for different viewpoints.

Pupils are encouraged to be aspirational with their plans for future studies and employment. They learn about their options for post-16, higher education, apprenticeships and employment. Bespoke advice makes sure that no pupil leaves Roseland Academy without a clear destination.

The trust is proactive in considering the workload and wellbeing of staff. Leaders regularly seek the views of staff and work with them to plan for change. The collaboration between those responsible for governance and the staff has enabled the school to maintain its drive for excellence.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in September 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	136572
Local authority	Cornwall
Inspection number	10322245
Type of school	Secondary Comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	656
Appropriate authority	Board of trustees
Chair of trust	Nigel Hyde
CEO of the trust	Christopher Challis
Headteacher	Richard Clarke
Website	www.theroseland.co.uk
Dates of previous inspection	27-28 September 2017 under section 5 of the Education Act 2005

Information about this school

- The school is a part of the Roseland multi-academy trust.
- The school does not use alternative provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors held discussions with school leaders at all levels. Inspectors also met staff, executive leaders of the trust, members of the local committee and representatives of the trust board.
- Inspectors carried out deep dives in these subjects: mathematics, English and modern foreign languages. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also toured the school during pupils' breaks from lessons.
- Inspectors viewed a range of school documentation, including minutes of governance meetings and the school's self-evaluation documents.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to the online survey, Ofsted Parent View, as well as responses to the staff survey and pupil survey.

Inspection team

Sara Berry, lead inspector

His Majesty's Inspector

Iain Freeland

Ofsted Inspector

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