

# Rosemellin Community Primary School

Address: Cliff View Road, TR14 8PG

Unique reference number (URN): 143444

## Inspection report: 9 December 2025

Exceptional	
Strong standard	
Expected standard	● ● ● ●
Needs attention	● ● ●
Urgent improvement	

### **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

#### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Expected standard

### Attendance and behaviour

Expected standard 

Leaders monitor attendance carefully. They track absence closely for individuals and groups of pupils. They identify and respond to any emerging issues, such as pupils at risk of persistent absence. Leaders involve external professional expertise when needed to support pupils to improve their attendance. They work effectively with families and make adaptations to meet pupils' specific needs when necessary, for example, by removing barriers that create anxiety for individual pupils. These supportive adaptations have a positive impact on the attendance of most pupils. Leaders ensure that attendance remains a priority for the whole school. As a result, attendance rates for all pupils are in line with national averages.

The school promotes a nurturing culture that focuses on positive relationships. Leaders set high expectations for pupils' behaviour. Staff model these high expectations well. This supports pupils to engage in learning, build positive relationships and develop confidence. Pupils behave well. They learn to treat everyone fairly and respectfully and that discrimination should not be tolerated. Staff deal with any incidents or poor behaviour, including bullying, effectively. Pupils follow established routines and remain focused in lessons. Classrooms are calm, purposeful and productive. Pupils respond well to the rewards, which promote positive behaviours.

### Early years

Expected standard 

The early years foundation stage curriculum is coherently planned and sequenced. Children learn well because staff provide high-quality teaching and care. Children collaborate well with their friends and sustain attention when completing independent learning tasks, for example, mixing colours using small paintbrushes to help develop the fine motor skills needed for holding a pencil. Staff understand children's different starting points. They address any misconceptions children have promptly. They make the best use of their time to maximise children's learning, for example, to reinforce and practise phonics to help children make an effective start to learning to read.

Adults prioritise the development of children's communication and language. They carefully model important words and phrases to extend children's vocabulary. Leaders emphasise personal, social and emotional development, encouraging children to use manners and recognise and manage their own feelings.

Staff identify children's specific needs early. This includes those with special educational needs and/or disabilities and disadvantaged children. Children benefit from effective adult support. Staff adapt learning activities and resources to ensure that children can learn alongside their peers. For example, visual symbols aid children's understanding of instructions and explicit modelling of turn-taking by adults helps children to develop their social skills. Children generally make positive progress from their starting points and develop the knowledge and skills they need for Year 1.

## Inclusion

Expected standard 

Leaders show a strong commitment to meet every child's needs. The school knows its pupils and families well. Staff provide appropriate support for pupils with special educational needs and/or disabilities, disadvantaged pupils and others who face barriers to learning. They quickly identify pupils who need extra help and work with leaders to ensure that pupils receive effective support. Leaders keep a close eye on the progress pupils make through the curriculum. Leaders work closely with external specialists. Leaders provide appropriate training for staff to promote a culture of inclusion and shape learning and support for pupils. This ensures that teachers get the right training to best tailor support to pupils in their care. From the early years, children's needs are identified and supported promptly. For example, staff quickly establish children's speech and language needs and provide skilled support to ensure that all children can access the curriculum and learn to communicate effectively.

Leaders use the pupil premium funding effectively to ensure that disadvantaged pupils are fully included in the many opportunities provided to enhance learning, for example, attending residential trips where pupils are taught to be resilient through activities such as stand-up paddle boarding.

## Personal development and wellbeing

Expected standard 

The school has a wide personal development offer that reflects the school community and its local heritage. The personal, social and health education curriculum, relationships and sex education and health education programmes set out the essential knowledge and skills pupils need from Reception to Year 6.

Pupils understand how to keep themselves safe and healthy, both mentally and physically. Visitors to the school, such as from the emergency services, national charities and road safety organisations, help pupils to learn about the wider world and know how to keep themselves safe in their local community.

Pupils demonstrate kindness and compassion towards others. They know how the protected characteristics link equality to the school's 'Care' values.

The curriculum helps pupils to appreciate the world beyond the school. For example, they learn about global issues and show empathy for children who do not have access to clean water. Class discussions and assemblies teach pupils about the fundamental British values. Through leadership roles, such as the 'coastal crew', pupils develop a clear understanding of democracy, respect and fairness. Leaders select 'musicians of the month' to deepen pupils' understanding of diverse cultures. Pupils enjoy these activities and discuss people from different cultures and different genres of music, with confidence.

Leaders provide effective pastoral support for pupils. They ensure that staff are appropriately trained to use accredited programmes to support pupils' emotional and mental health needs. This support enables the most vulnerable pupils to be ready to learn and thrive personally.

Leaders give pupils many chances to try new experiences and learn about the wider world. These experiences help pupils build their cultural understanding and knowledge of the

world. Pupils develop talents and interests through clubs, such as gardening, netball and singing.

Leaders map extra-curricular and residential trips to broaden pupils' experiences. These include visits to explore 'off-grid' and eco-friendly living. Pupils develop their understanding of economic issues through entrepreneurial challenges and visits to a bank where they learn about money, saving and budgeting.

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## Needs attention

### Achievement

Needs attention 

Published outcomes for all pupils in reading, writing and mathematics at key stage 2 were below national expectations in 2025. Pupils do not secure the important knowledge they need in English and mathematics to prepare them well for secondary school. Leaders' recent actions to improve these outcomes have not had time to impact on current pupils' learning. Pupils struggle to recall prior learning and generally build superficial knowledge across the wider curriculum. This is because the tasks that pupils are given do not always deepen their knowledge and understanding.

The implementation of a systematic phonics scheme and the development of a consistent approach to the teaching of mathematical fluency have led to some significant improvements. Published outcomes in the Year 1 phonics screening check and the Year 4 multiplication check were in line with national expectations in 2025. Disadvantaged pupils generally achieve in line with their peers nationally by the end of Year 6.

### Curriculum and teaching

Needs attention 

Leaders have started work to improve the quality of curriculum and teaching. However, too many pupils have not yet secured the foundations of reading, writing, spelling and handwriting. Leaders are beginning to address these gaps, but this work is in the early stages.

Leaders prioritise reading in the Reception Year and in key stage 1. Teachers are supported to deliver the phonics programme effectively. As a result, pupils develop a secure start to reading. However, leaders have not yet mapped the transition from the phonics programme to the key stage 2 spelling and reading schemes. As a result, pupils do not consistently develop their fluency or love of reading well enough.

The school provides a broad and balanced curriculum. It is sequenced well and is ambitious, covering challenging topics such as 'What is a monarch?' and the Industrial Revolution. Teachers adapt their teaching to meet the needs of disadvantaged pupils and pupils with special educational needs and/or disabilities effectively. The school regularly checks how well pupils remember their learning. This is helping some pupils remember important knowledge over time. For example, leaders have designed the 'footsteps' that detail the essential knowledge and skills pupils will learn across the curriculum. However, leaders

have not implemented these approaches consistently. In many subjects, the 'footsteps' are new, and pupils are unclear of their purpose. As a result, pupils do not build knowledge as leaders intend.

## Leadership and governance

Needs attention 

Leaders, including governors and trustees, do not have a precise understanding of how effectively the curriculum is meeting the needs of pupils. Gaps in pupils' knowledge in reading and writing are not being addressed quickly enough.

Governors and trustees share the school's ambitious vision. They celebrate the inclusive environment, positive culture and improvements in pupils' behaviour over time. However, governors do not challenge leaders about pupils' achievement effectively to ensure that they have a secure overview of it. While leaders know that outcomes for pupils at the end of Year 6 need to improve, they have not ensured that the quality of the curriculum and teaching is consistently high.

There are inconsistencies in the quality of teaching and leadership across the school. While some actions by leaders have begun to address this, their actions are in the early stages and it is too soon to measure the impact on pupils' outcomes. At times, leaders' actions are not timely enough. This slows the progress of school improvement and leads to pupils, including those with barriers to learning, not having their academic needs met.

Leaders maintain positive relationships with the local community and parents and carers, building trust and working collaboratively to meet pupils' needs. Leaders are considerate of staff's workload. They provide meaningful professional development opportunities for staff, for example the development of middle leaders through access to relevant qualifications. Teachers in the early stages of their careers receive effective support through school and trust initiatives. Most staff feel proud to work at the school.

## What it's like to be a pupil at this school

Rosemellin Community Primary School is a school that welcomes and accepts everyone. The school has high ambitions for its pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND). However, pupils do not achieve as well as they could. Published outcomes in reading, writing and mathematics at the end of key stage 2 were below national expectations in 2025.

Pupils learn in calm and focused classrooms. They build on their individual starting points as they work through the curriculum. However, in many subjects, due to inconsistencies in teaching, pupils do not build their knowledge securely over time. Gaps in pupils' basic skills of reading, writing and mathematics are not identified and addressed by teachers effectively. As a result, some pupils do not have the essential knowledge they need to equip them for their next stage in education.

Leaders foster a sense of belonging that shapes daily life in school. Pupils demonstrate the school values of being 'curious, active, reflective and evolutionary' in the way they behave. Pupils show kindness and consideration towards one another. As a result, bullying is rare, and pupils feel safe.

Most pupils behave well. When pupils' behaviour does not meet leaders' high expectations, staff address this quickly and fairly. Staff manage pupils' behaviour consistently well. They help pupils to learn from mistakes and repair relationships. Staff build warm and caring connections with pupils, who know they will be supported to make better choices. Pupils attend regularly, and leaders ensure that any barriers to pupils' attendance are reduced.

Leaders make reasonable adjustments to ensure that disadvantaged pupils and pupils with SEND can take part in all aspects of school life. These include trips such as the annual 'awe and wonder' visit to London and residential experiences, such as camping on the Isle of Scilly.

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## Next steps

- Leaders should support teachers to accurately identify and address gaps in pupils' knowledge across curriculum subjects.
  - Leaders should ensure that teaching is high quality and that all pupils secure the foundational knowledge and skills they need in reading, writing and mathematics so that pupils achieve well by the end of Year 6 and are ready for their next phase of education.
  - Leaders, including governors and trustees, should ensure that there is effective leadership at all levels to enable the school to move forward with priorities more quickly, resulting in pupils achieving more highly.
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## About this inspection

The school is part of the Crofty Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer Simon Hague, and overseen by a board of trustees, chaired by Mike Hosking.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher, the deputy headteacher, the assistant headteacher, the special educational needs and/or disabilities coordinator, the subject leaders and groups of staff. The lead inspector met with members of the governing board, including the chair.

Inspectors visited a sample of lessons, spoke with pupils about their learning and looked at samples of pupils' work.

Inspectors observed pupils' behaviour in lessons and around the school, including at lunchtime and breaktimes.

Inspectors viewed a range of school documentation, including the minutes of local governing body and trust board meetings, the school's self-evaluation documents and improvement plans.

To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the view 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 Ofsted's online survey, Ofsted Parent View, as well as responses to Ofsted's surveys for staff and pupils.

Inspectors also spoke with parents at the start and end of the school day and at school events held during the inspection.

The inspectors confirmed the following information about the school:

The school joined the trust in 2016.

The school makes use of one registered alternative provision.

There is a breakfast club and after-school club led by the school for pupils who attend the school.

Headteacher: Charlene Sargent

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**Lead inspector:**

Sophie Hillson, His Majesty's Inspector

**Team inspectors:**

Donna Briggs, His Majesty's Inspector

Richard Light, His Majesty's Inspector

Sue Costello, Ofsted Inspector

**Facts and figures used on inspection**

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 9 December 2025

**School and pupil context****Total pupils**

**387**

Above average

**What does this mean?**

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

**School capacity**

**420**

Above average

**What does this mean?**

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

**Pupils eligible for free school meals (FSM)**

**32.30%**

Close to average

### What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

### Pupils with an education, health and care (EHC) plan

**3.62%**

Close to average

### What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

### Pupils with special educational needs (SEN) support

**15.76%**

Close to average

### What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

### Location deprivation

**Above average**

### What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

### Resourced Provision or SEND Unit (if applicable)

**No resourced provision**

## What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

## All pupils' performance

### Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	61%	Below
2024/25	46%	62%	Below
2023/24	48%	61%	Below
2022/23	62%	60%	Close to average

### Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	74%	Below
2024/25	61%	75%	Below
2023/24	68%	74%	Below
2022/23	72%	73%	Close to average

### Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	65%	72%	Below
<b>2024/25</b>	59%	72%	Below
<b>2023/24</b>	63%	72%	Below
<b>2022/23</b>	73%	71%	Close to average

### **Pupils reaching the expected standard in mathematics**

The percentage of pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	69%	73%	Close to average
<b>2024/25</b>	64%	74%	Below
<b>2023/24</b>	64%	73%	Below
<b>2022/23</b>	78%	73%	Close to average

### **Disadvantaged pupils' performance**

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

#### **Disadvantaged pupils reaching the expected standard in reading, writing and mathematics**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	38%	46%	Close to average
<b>2024/25</b>	35%	47%	Below

Year	This school	National average	Compared with national average
2023/24	43%	46%	Close to average
2022/23	35%	44%	Close to average

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	62%	Below
2024/25	52%	63%	Close to average
2023/24	54%	62%	Close to average
2022/23	50%	60%	Close to average

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	55%	59%	Close to average
2024/25	48%	59%	Close to average
2023/24	64%	58%	Close to average
2022/23	50%	58%	Close to average

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
<b>Latest 3 year average</b>	58%	60%	Close to average
<b>2024/25</b>	57%	61%	Close to average
<b>2023/24</b>	57%	59%	Close to average
<b>2022/23</b>	60%	59%	Close to average

## Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

## Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
<b>Latest 3 year average</b>	38%	68%	-30 pp
<b>2024/25</b>	35%	69%	-34 pp
<b>2023/24</b>	43%	67%	-25 pp
<b>2022/23</b>	35%	66%	-31 pp

## Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	52%	80%	-27 pp
<b>2024/25</b>	52%	81%	-29 pp
<b>2023/24</b>	54%	80%	-26 pp
<b>2022/23</b>	50%	78%	-28 pp

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	55%	78%	-23 pp
<b>2024/25</b>	48%	78%	-30 pp
<b>2023/24</b>	64%	78%	-13 pp
<b>2022/23</b>	50%	77%	-27 pp

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	58%	80%	-22 pp
<b>2024/25</b>	57%	81%	-24 pp
<b>2023/24</b>	57%	79%	-22 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23	60%	79%	-19 pp

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	5.3%	5.2%	Close to average
2023/24	5.9%	5.5%	Close to average
2022/23	5.7%	5.9%	Close to average

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	12.0%	13.3%	Close to average
2023/24	13.1%	14.6%	Close to average
2022/23	13.1%	16.2%	Close to average

# Our grades explained

## Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

## Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

## Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

## Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

## Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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