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Ms T Lamb
Headteacher
Roskear School
Roskear
Camborne
Cornwall
TR14 8DJ

Dear Mrs Lamb

Notice to improve: monitoring inspection of Roskear School

Thank you for the help which you and your staff gave when I inspected your school on 25 January 2011 and for the information which you provided during the inspection. Please also pass on my thanks to the staff and your local authority advisor who found time to meet with me.

Since the previous inspection there has been no significant change in the context of the school.

As a result of the inspection on 22 June 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school is making good progress in addressing the issues for improvement and raising the pupils' achievement.

The results in the 2010 national tests showed an improvement in pupils' progress compared to the previous year with the majority of pupils attaining the expected levels in English and mathematics at Year 2 and Year 6. Since this time, the school has moved rapidly with instigating and embedding wide-ranging changes to further improve pupils' achievement. The school's assessment information confirms that pupils' progress has continued to improve at a good rate across the school with most pupils on track to achieve the ambitious targets set in each year group. A scrutiny of pupils' books showed that they are covering a good range of work in much depth and detail.

The headteacher has established a rigorous atmosphere in the school with all staff working energetically and with strong commitment to drive improvement actions

forward. The senior leadership team leads and manages the staff well, maintaining a clear overview and helping teachers track the progress of all pupils accurately.

Teaching has improved significantly with some good and outstanding lessons seen during this inspection. New assessment systems enable staff to accurately track pupils' progress. Teachers have a very precise understanding of how well each individual pupil is doing. Lesson planning is very clear and makes very strong links to the assessment information. As a result, activities are closely geared to the needs of all groups of pupils and successfully accelerating their progress. Despite the improvements made, there is not yet full consistency across the school in ensuring the best use of assessment information. This means that, in a few classes, pupils' progress is not accelerating as much as in other classes. The school is crucially aware of this and is addressing the issue through intensive training and support where it is required. Clear targets are set for pupils' attainment and progress. However, methods by which the teachers set targets for pupils are cumbersome and the school rightly identifies the need to streamline this area to increase efficiency.

The introduction of a new curriculum planning system has done much to improve the quality of lessons. The work planned ensures there are a wide range of opportunities for pupils to apply their skills in practical situations. Subjects are well linked so, for example, there are good opportunities for pupils' writing and mathematical skills to be promoted across the curriculum. The new curriculum planning has also ensured that all pupils have the chance to gain a full range of opportunities to learn about other religious faiths and about how people live in other ethnic communities around the world. Teaching assistants are well briefed and the intervention they provide for pupils is precisely targeted and effective.

The school has substantially reorganised provision for the Early Years Foundation Stage. Very good quality assessment procedures have been implemented that give a thorough insight into the learning journey of each child. Training provided has resulted in all staff, including the teaching assistants, acquiring good observational skills to help them feed the right kind of information about children's progress into the learning journey booklets used. This assessment information is used well to inform the planning so that activities are geared exactly to the children's needs. Within the Reception classes and the Nursery class there is a well-measured balance of the provision of activities led by the teachers and opportunities for pupils to learn through independent play opportunities. The Early Years Foundation Stage provision is now providing children with a rich and varied range of activities. The children enjoy their learning, and are acquiring a positive approach and a strong foundation to help them progress well through the rest of the school.

The local authority statement of action meets requirements. The school has made good use of the expertise available within the local authority, with visits from advisors being well used to help inform strengths and weaknesses. This has helped the school gauge its progress in tackling the areas of improvement set at the time of the last inspection.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely
Laurie Lewin

Additional Inspector

Annex

The areas for improvement identified during the inspection which took place in June 2010

- Raise pupils' attainment and improve their progress in English and mathematics so that by July 2011, externally agreed targets are met, by:
 - using accurate assessment to identify the next steps in learning that individual pupils need to take in order to sustain good progress
 - increasing the range of opportunities for pupils to practise and apply their skills for a range of purposes
 - using support staff more effectively to develop pupils' skills and independence.

- Improve the curriculum by:
 - increasing links between subjects so that learning is purposeful and promotes the application of basic skills in a wide range of contexts
 - ensuring that all pupils have their full entitlement to all areas of the curriculum
 - providing more opportunities for pupils to learn about the range of faiths and cultures in Britain and the world.

- Improve pupils' learning and development in the Early Years Foundation Stage by:
 - using assessment information effectively to accelerate learning
 - ensuring that opportunities for play and activities have sufficient structure to enable children to learn quickly
 - ensuring that adults use all available opportunities to promote learning through purposeful intervention in children's activities.