

# Roskear Nursery and Primary School

Inspection report

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<b>Unique Reference Number</b>	111856
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	363784
<b>Inspection dates</b>	12–13 October 2011
<b>Reporting inspector</b>	David Edwards HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	340
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Janet Williams
<b>Headteacher</b>	Tamsin Lamb
<b>Date of previous school inspection</b>	22–23 June 2010
<b>School address</b>	Roskear Camborne Cornwall TR14 8DJ
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors observed teaching and learning in 21 lessons, taught by 14 teachers, and held meetings with the headteacher, the Chair of the Governing Body and other representatives of the governing body, a local partnership and a local authority representative, staff and pupils. They observed the school's work and looked at the school documentation including evidence from the school's self-evaluation process and safeguarding procedures. They also analysed questionnaires completed by 195 parents and carers, 139 pupils and 40 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The work of the school in raising attainment in English and mathematics throughout the school.
- How changes to the curriculum are now securing better pupil engagement with their learning and the development of their literacy and numeracy skills
- Whether teaching now sufficiently challenges as well as supports pupils, throughout the school, to secure and maintain better progress and good overall achievement.
- To what extent the leaders and managers of the school can demonstrate a strengthened and sustainable capacity for further improvement.

## Information about the school

The school is of average size and includes a 52-place maintained Nursery. Classes are mainly organised into single age, two-form entry with the exception of Year 4 where there is only one class. Most pupils are of White British heritage and a small number of pupils are from a range of minority ethnic groups. A few of these are in the early stages of learning to speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average. The proportion of pupils who are known to be eligible for free school meals is also above the national average. The proportion of pupils who join at unusual times is higher than average. The substantive headteacher has been in post since September 2010 and was acting headteacher from November 2009, through the June 2010 Ofsted inspection. The school receives additional resources to educate pupils with hearing impairment, although the current number of such pupils is small.

At the time of the previous inspection, the school was given a notice to improve because significant improvement was required in attainment and progress, especially in English and mathematics, the curriculum and the Early Years Foundation Stage. A monitoring visit in January 2011 found the school to be making good progress in addressing these areas for improvement and in raising pupils' achievement.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Roskear School is a good school. In particular, the effective leadership of the headteacher, the governing body and the commitment of all staff is ensuring the care, guidance and support for pupils is of the highest quality. Leaders and managers at all levels have effectively addressed the areas of weakness identified at the time of the previous inspection in order to improve learning outcomes for pupils. Throughout the school, pupils are now making good, and sometimes accelerated, progress in their learning. For example, great care is taken to support pupils' transition into the school and on to their secondary education. Despite the challenge of high pupil mobility, a strengthening learning culture and a strong inclusive ethos ensure that the learning needs of pupils are carefully provided for and closely monitored.

Children get off to a securely good start in the Early Years Foundation Stage because of the good provision that has been carefully planned to engage children's interests and support them to make good progress in their learning. By the time children enter Year 1, they are effectively prepared to continue with their learning. Most pupils continue to develop good attitudes to learning, although their progress has recently been more typically satisfactory at Key Stage 1. This is because sometimes activities in lessons do not focus closely enough on the learning needs of pupils. However, leaders have put in place appropriate actions to strengthen provision and the current progress of pupils overall is good. By the time pupils leave school at the end of Key Stage 2, their attainment is broadly average in English and above average for mathematics. Leaders are aware of the need to accelerate the rates of progress of pupils throughout the school in order to further lift standards in core skills and writing in particular.

Teaching overall throughout the school is more often good. There is some that is satisfactory in Key Stage 1 and some that is outstanding in Key Stage 2. This is because teachers' subject knowledge is secure. It ensures that all pupils and identifiable groups, such as those with specific learning needs and pupils learning to speak English as an additional language, are appropriately provided for and challenged to do their best. The work of the school is rigorously monitored by senior leaders and outcomes are communicated regularly to the governing body, which helps it to shape the strategic direction of the school. Assessment information is used effectively by teachers to identify pupils' next steps in learning as well as to measure

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how much progress they are making towards their challenging targets. Teachers' marking and feedback make a significant contribution to the overall good progress pupils make in their work. Support staff are highly valued by the school and well trained. They also work closely with teachers to provide support that is carefully tailored to meet the needs of individual pupils and groups. The professional development of all staff is carefully managed to ensure provision for pupils continues to strengthen. As a result, morale within the school is high. Systems to hold teachers accountable and to track the progress of individual pupils are embedded throughout the school. There is, however, some overlap in the organisation and monitoring of this work which leaders acknowledge reduces efficiency.

Pupils appreciate the way teachers have worked hard to make the curriculum more exciting. One pupil summed up the views of many by saying, 'I like my teacher and learning. I like maths because it is challenging, but I get good help.' The school, indeed, provides an engaging curriculum as well as a wide range of extra-curricular clubs for which the take-up by pupils is high.

Self-evaluation is accurate, regularly carried out and appropriately focused on improving outcomes for pupils. The governing body holds the school effectively to account because it is kept well informed by the school and ensures that school improvement plans are regularly reviewed and accurately focused on improving learning outcomes for pupils. The school's capacity for further improvement is good.

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

- Raise standards in English further throughout the school to above average by:
  - ensuring teaching remains closely focused on what pupils need to learn
  - activities, in lessons, particularly in Key Stage 1, are matched closely to support pupils' next steps in learning
  - providing more opportunities for pupils to develop their writing skills throughout the curriculum.
- Ensure that strategies to hold teachers to account and monitor pupils' progress continue to support improvement efficiently .

## Outcomes for individuals and groups of pupils

**2**

Pupils' behaviour is good and they enjoy positive relationships with adults. They are proud of their school and regard it as a happy community. In lessons and around the school, pupils' behaviour is good. Typically, they are motivated and engage enthusiastically in lessons, demonstrating a sense of enjoyment and fascination in learning about themselves, others and the world around them. Pupils say they feel safe in school. They play well together, and say that when incidents of inappropriate behaviour occur, they know who to talk to. Pupils' understanding of how to use

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information and communication technology safely is particularly well developed. Pupils speak confidently about what constitutes a healthy diet and lifestyle. Strategies to support pupils in attending school have improved and are thoroughly implemented so that attendance is now in line with the national average.

Children enter the Nursery and Reception class displaying skills and abilities that are often well below those typically expected for their age. However, through the careful monitoring of pupils’ learning and progress, the school has been able to effectively identify and provide for pupils’ individual learning needs. By the end of Key Stage 2, many more pupils are now making good progress in reading, writing and mathematics. National tests results for 2011 have risen to bring pupils’ attainment broadly in line with the national average for English and above average in mathematics. Lesson observations and a scrutiny of pupils’ work confirm that most pupils in all other year groups are making good progress which is lifting their overall attainment so that pupils’ achievement is now good.

Pupils’ core skills for learning are regularly practised within the curriculum. They demonstrate good concentration in lessons and are provided with frequent opportunities to reflect on their work, collaborate, in small groups or pairs, as well as work independently. The early identification of pupils’ learning needs, including those with hearing impairment, and the consistent support for all groups of learners is a notable strength of the school. Pupils who are more able, those with particular gifts and talents, those who have special educational needs and/or disabilities, and those known to be entitled to free school meals make good progress because support is very well organised and matched to their individual learning needs. Pupils are enabled to contribute very positively to the school and wider community. The school is active in ensuring it makes a strong contribution to promoting community cohesion. Through the creative use of the curriculum, visits to places of interest and a well-established partnership with a local secondary academy, pupils experience first-hand a wide range of learning opportunities as well as learn about other communities and cultures they would not usually encounter.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	3
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Additional training has enhanced teachers' good subject knowledge, particularly to support improvements in the attainment of writing throughout the school. As a result, teachers plan stimulating lessons that provide appropriate challenge for pupils. Time is used well throughout the school day to teach pupils or consolidate their understanding. Teachers and support staff plan and work closely together to ensure that pupils engage positively with their work at all times. Pupils appreciate the effort teachers put into planning their lessons and benefit well from the good use of information and communication technology to support their learning. They speak confidently about how regular opportunities to review their work helps them to gain confidence and maintain good progress. In discussion, one Key Stage 2 pupil summed up the views of the group by saying, 'It is important to know how to read and write well, and to do maths, to get a good job in the future!' Where teaching that was only satisfactory was seen in Key Stage 1, it was because activities were not planned to meet the individual needs of the pupils.

The work on developing an international curriculum has already begun to have a positive impact on pupils' attitudes and the progress they are making. It has been well designed to engage pupils through using the school's vibrant learning environment. It provides a wealth of good quality learning experiences, both indoors and out, that are constantly being updated and improved upon. The grounds surrounding the school have been utilised to provide good quality learning opportunities for pupils, such as year group gardens that allow pupils to grow their own fruit and vegetables.

Excellent attention is given to all aspects of care, guidance and support. Pupils with special educational needs and/or disabilities receive good support. Teaching assistants are well trained and work very closely with small groups or individuals. They contribute most effectively to the assessment of pupils' learning. Particular care and attention has been given to the transfer of pupils between classes. This is made as seamless as possible for pupils so they remain confident in learning and maintain good progress. The school has established very effective partnerships locally to support the development and well-being of all pupils and particularly those whose circumstances make them vulnerable. Pupils who enter the school at other times during the school year are also very well supported and, as a result, they too usually settle quickly to their learning and make good progress. However, sometimes opportunities are missed to develop pupils' writing skills in a range of subjects.

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*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The leadership of the school is held in high regard by staff, parents and carers, and by the local authority. The headteacher’s vision of improved outcomes for all pupils is central to the success evident in pupils’ good progress and improved standards now seen throughout the school. She holds high expectations of all staff and yet is successfully driving forward and securing improved outcomes for pupils in a supportive and encouraging manner. Consequently, the headteacher has successfully drawn together a cohesive team of enthusiastic and highly aspirational professionals who are demonstrating the ability to accelerate pupils’ learning and sustain improvement.

All adults are appropriately trained and regularly updated in the procedures for safeguarding pupils, and the school is vigilant in keeping records and so cares and provides very well for the safety of pupils. The rigorous monitoring of all aspects of the school’s work promotes a culture of searching analysis and self-challenge that enables leaders to devise well-focused plans for further improvement. The school ensures equality of opportunities for all pupils and any remaining barriers to achievement are being systematically addressed and removed. Discrimination in any form is not tolerated. Consequently, pupils and their families are made to feel very welcome and encouraged to contribute to school in any way they can. Previously underperforming groups have closed gaps with national averages.

The governing body plays a full part in determining the strategic direction of the school. A thorough audit and action plan for community cohesion ensures pupils develop a meaningful understanding of cultural diversity at a local, national and international level. The governing body deploys its skills and time wisely. It is influential in decision making due to an efficient committee structure. As a result, governors enjoy effective communications and are kept well informed by the headteacher and senior leaders about the work of the school. They are able to hold the school to account in a rigorous yet respectful and supportive way.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and</b>	<b>2</b>
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<b>driving improvement</b> Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	2
<b>The effectiveness of the school’s engagement with parents and carers</b>	2
<b>The effectiveness of partnerships in promoting learning and well-being</b>	2
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	2
<b>The effectiveness of safeguarding procedures</b>	2
<b>The effectiveness with which the school promotes community cohesion</b>	2
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	2

## Early Years Foundation Stage

Most children start school with skills and abilities that are well below those expected for their age and often well below in language development. However, children make good progress, particularly in their personal, social and emotional development, so that they are well prepared to continue their learning at the start of Key Stage 1. This is because trusting and supportive relationships are quickly established between the school, children and their parents and carers. Good communication ensures high levels of satisfaction and regular opportunities for parents and carers to be involved in their children’s learning. For example, through contributing to the recording of their children’s achievements in their learning journals.

Teaching is good and appropriately centred on the needs of the individual child, ensuring the learning environment both inside and outside is well planned to provide for children’s interests and learning needs. All activities are carefully thought through to engage and support the development of children’s language and writing skills both indoors and outdoors. For example, there was much laughter from one group of children as their teacher introduced new ‘fun words’ to describe what they had been doing on a walk the previous day. The detailed monitoring of children’s skills development and progress result in teachers developing a comprehensive understanding of children’s strengths and next steps in learning.

The leader of the Early Years Foundation Stage has shown commitment and determination in addressing the areas for development identified at the time of the previous inspection. She possesses a secure knowledge of how children learn best and is highly reflective and ambitious for further improvements for the outdoor environment. All adults are good role models and work confidently together as a team and this is having a very positive impact on the rates of children’s learning and progress. The children’s welfare is a high priority. Robust safeguarding ensures all policies and risk assessments are in place. All staff are confident in working with

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children because of the high quality training they receive on a regular basis.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The overwhelming majority of the 195 parents and carers who responded to the questionnaire were very positive about the school. In particular, parents and carers have confidence in the school’s leadership and how much their children enjoy school. One parent summed up the views of the majority by writing: ‘I am very happy with the help and support the school has given my child.’ Another satisfied parent wrote, ‘The teaching staff are always on hand and extremely helpful.’

In essence, the findings of the inspectors reflected these positive views. Overall, there were three areas of concern raised through the questionnaires. A few parents and carers would like more regular information about the progress their children make in school. A few others feel their concerns are not always listened to. A very small minority of parents and carers are concerned about the standards of behaviour within the school and, in particular, how unacceptable behaviour is dealt with and how good behaviour might be rewarded. The inspectors discussed all these issues with the school. For behaviour, inspectors observed behaviour in lessons and around the school, held discussions with staff and pupils, and scrutinised behavioural records. The findings are in the report.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Roskear School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 195 completed questionnaires by the end of the on-site inspection. In total, there are 340 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	93	49	78	41	4	2	5	3
The school keeps my child safe	108	57	66	35	2	1	2	1
The school informs me about my child’s progress	71	37	89	45	20	11	3	2
My child is making enough progress at this school	73	38	86	45	19	10	1	1
The teaching is good at this school	71	42	92	48	8	4	0	0
The school helps me to support my child’s learning	76	37	92	48	14	7	2	1
The school helps my child to have a healthy lifestyle	60	32	110	58	5	3	3	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	80	42	87	46	2	1	3	2
The school meets my child’s particular needs	67	35	93	49	18	9	0	0
The school deals effectively with unacceptable behaviour	72	38	81	43	21	11	3	2
The school takes account of my suggestions and concerns	69	34	91	48	16	8	3	2
The school is led and managed effectively	80	42	86	45	8	4	2	1
Overall, I am happy with my child’s experience at this school	84	44	86	45	7	4	3	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



14 October 2011

Dear Pupils

### **Inspection of Roskear Nursery and Primary School, Camborne TR14 8DJ**

Thank you for making us so welcome when we visited your school recently. We were particularly impressed with how well you are looked after and your good behaviour in lessons and around the school. We have decided that yours is a good school. This means your headteacher and all those who work in your school have worked hard to make improvements so that, not only do you clearly enjoy your learning, but many more of you are now making good progress in lessons, especially in mathematics. This means by the time you leave school at the end of Year 6, your skills in English are in line with national expectations and above in mathematics. The support and guidance you enjoy are exceptional because your headteacher, staff and governors do all they can to provide you with exciting learning experiences. Those of you who sometimes find learning challenging are given really good support so that many of you are catching up and making good progress in all you do. I was pleased to read the comments some of you had written about how much you appreciate the many activities and clubs that are on offer to you.

Those of you we spoke with told us the school is a safe place, and that you understand about staying healthy through regular exercise. Some of you also enjoy eating a healthy meal at lunchtimes. We noticed that you work well together in lessons and have plenty of opportunity to use modern technologies, such as laptops. These skills are very important and so we are pleased you are using them well to support and extend your learning. Overall, your attendance level in school is average. Many of you have very good attendance records but there are a few families for whom attendance is currently not a priority. To improve your attainment, particularly in English, even further, we have asked your headteacher to ensure that the activities you carry out in lessons always focus on what you need to do to improve. Also, that the time given by leaders and teachers to check on their work and your progress is used as efficiently as possible.

Finally, well done, to you and your teachers. You have all worked very hard to make Roskear a good school. I wish you every success for the future.

Yours sincerely

David Edwards  
Her Majesty's Inspector

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