



Roskear School

Inspection Report

Unique Reference Number 111856
Local Authority Cornwall
Inspection number 289075
Inspection dates 12–13 October 2006
Reporting inspector Susan Orpin

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

Type of school	Primary	School address	Roskear
School category	Community		Camborne
Age range of pupils	3–11		TR14 8DJ
Gender of pupils	Mixed	Telephone number	01209 714241
Number on roll (school)	440	Fax number	01209 714241
Appropriate authority	The governing body	Chair	Janet Williams
		Headteacher	Danelza Williams
Date of previous school inspection	11 March 2002		

Age group 3–11	Inspection dates 12–13 October 2006	Inspection number 289075
--------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is larger than average. There is a unit for the hearing impaired so the number of statemented pupils is double the national average. The proportion of pupils with learning difficulties and disabilities is above average. There has been an acting headteacher since September, as the substantive headteacher has been seconded to the local authority.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible are not demonstrating the capacity to secure the necessary improvement in the school.

The overall effectiveness of the school is inadequate. There are significant weaknesses which mean that pupils do not reach high standards or make sufficient progress because of shortcomings in teaching, the curriculum, the monitoring of academic performance and leadership and management. These weaknesses are evident in most classes with the exception of the Nursery. Consequently, pupils are not prepared well for future adult life. Over the last four years, standards in Year 6 have remained exceptionally low with leaders making little intervention to improve them. The main reason that leaders do not have an accurate picture of pupils' progress is that the school's self-evaluation is not based on accurate, regular and rigorous monitoring. Consequently, there is no clear and precise picture of the quality of teaching. Since the last inspection, insufficient improvement has taken place because standards remain very low and attendance and punctuality continue to be unsatisfactory. A minority of parents rightly expressed concern about behaviour, leadership and management and the extent to which they and their children are listened to. Only recently has a tracking system to show pupils' progress been introduced, but it does not yet provide enough information for action. Planning for improvement is too general and not sufficiently focused on improving standards. The school's judgements are generous and action to improve weaknesses has taken too long. Governors have not been well informed and therefore had little impact on improving standards. The curriculum and teaching do not provide enough challenge for pupils, particularly the most able. There is limited information for pupils about how to improve. During the school day, some time is wasted. Overall, these weaknesses result in pupils who are not adequately prepared for when they leave school.

The school community runs smoothly and pupils are safe and know they are cared for. They are learning to adopt healthy lifestyles. They show care for each other and contribute to the school community readily. They enjoy their work and the good range of sporting activities. Pupils' behaviour is satisfactory, but occasionally they become bored, are distracted and fidget so their work suffers.

What the school should do to improve further

- Improve systems for gathering assessment information so that teachers have a better understanding of the pupils' progress and the pupils know what is expected of them.
- Improve teaching and the curriculum so that learning is suitably challenging for all pupils, especially the more able and those in Years 3 to 6, so that it enables them to achieve as well as they can.

- Improve leadership and management to strengthen self-evaluation so that managers have a clear view of the school's strengths and can identify and remedy any weaknesses.
- Work more closely with parents to improve pupils' punctuality and attendance.

Achievement and standards

Grade: 4

Pupils' achievement is inadequate. They join the Nursery with standards that are below those you would expect, particularly in speaking and writing. Children make a good start in the Nursery, but progress is slower in Reception so that by the time they start Year 1, their standards remain below those expected. Pupils' vocabulary and their skills in writing remain weaknesses throughout the school. Pupils' progress by Year 2 is patchy but overall satisfactory. However, from Year 3 to Year 5 progress slows again and, despite the improvement in Year 6, pupils underachieve. In particular, more able pupils do not achieve as well as they should in all classes. Those with learning difficulties and disabilities also make insufficient progress.

In recent years, standards in Year 2 have remained below average, declining in reading, writing and mathematics. Most recent national test results showed fewer higher attainers than might be expected. The results in Year 6 have remained exceptionally low, with mathematics and science being weakest. Standards in information and communication technology (ICT) have not improved sufficiently since the time of the last inspection. Weaknesses particularly in mathematics and writing mean pupils are not being sufficiently well prepared for future life.

Personal development and well-being

Grade: 3

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory overall but has some inadequate features. They are friendly, welcoming, polite and well mannered to each other and to adults. Most show care for one another, for example, older pupils are 'buddies' to younger pupils at playtime. They feel safe and have learned to keep themselves and others safe around the school. They are enthusiastic about their school, enjoying their work, but many expect too little from lessons. Pupils are aware of healthy eating but do not always make sensible choices. However, they take part in a good range of physical activities. The school council is beginning to have a say in improving school life and to contribute to the local community.

Pupils' attendance and punctuality have been unsatisfactory for some time, although a very slight improvement has been seen recently. Too many pupils arrive late for school in the morning and some poor timekeeping during the day means that too much teaching time is being lost. Behaviour in lessons is satisfactory although, in a few lessons, the pupils disturbed each other, usually when they were not well managed.

Quality of provision

Teaching and learning

Grade: 4

Teaching and learning are inadequate because pupils do not make the progress of which they are capable. Children make a good start in the Nursery where teaching meets their needs well. Careful attention is given to developing their speaking and social skills. In other classes, when teaching assistants support small groups of pupils effectively, progress is sometimes better. However, there are times when teaching assistants are not involved enough in directing pupils' learning.

Teachers have good relationships with pupils, lessons are often calm and activities usually well organised but a number of key weaknesses remain which are causing underachievement. Teachers' expectations of what pupils can achieve are too low. Weaknesses in planning result in work being too easy or instructions which do not help pupils understand what they have to do. Information about how well the pupils are doing is not used well enough. On several occasions, the pace of learning was too slow and time was not well used. Teachers are too ready to accept little work being completed, particularly when the pupils are asked to work independently. Although behaviour in lessons is satisfactory, a small minority of pupils quickly lose interest when lessons are dull and they prod or poke each other.

Curriculum and other activities

Grade: 4

The curriculum provided is inadequate. Children make a secure start in the school because the Nursery curriculum is well adapted to their needs. Good provision for outdoor play ensures that the younger children develop their physical skills well.

However, the curriculum is not sufficiently well planned to meet most pupils' needs. For example, although speaking skills and the use of vocabulary are effectively developed in the Nursery, they receive insufficient attention in other classes, contributing to weaknesses in mathematics and science. This particularly affects the more able pupils who are capable of more challenging work. The curriculum to support pupils' personal and health needs is not sufficiently systematic so coverage is uneven. Similarly, the provision of ICT is patchy so pupils do not all make sufficient progress.

Pupils benefit from a good range of after-school activities, in particular, the wide range of sporting activities. The school has good range of trips and visitors, such as Charles Kennedy, that extend their understanding of the wider world. The new attractive library has helped to improve pupils' attitudes towards reading. Pupils are learning to speak French. The school now holds daily assemblies, which is an improvement since the last inspection.

Care, guidance and support

Grade: 4

The care of pupils is satisfactory. The school works effectively to ensure pupils work in safe and secure surroundings and child protection procedures are in place. Pupils know there is an adult to talk to if needed and are confident that instances of bullying will be dealt with. However, academic guidance is inadequate so pupils are unsure about how to improve their work. Although there are some systems in place for the setting of individual targets, these are inconsistent because some teachers have insufficient accurate information to be able to set them. Consequently, some teachers and most pupils are unclear about their level of work and rate of progress. The school's action to improve attendance has had little success so far, mainly because until recently, the leadership had little involvement.

Leadership and management

Grade: 4

Leadership and management are inadequate. For some time, there have been weaknesses in self-evaluation and leaders and governors have not had a sufficiently clear view about the progress made by pupils in different years, subjects or classes. The action taken by leaders has not been effective in tackling underachievement, particularly of more able pupils and those in Years 3 to 6. The school is not yet showing the necessary capacity to improve. Planning for improvement is not sufficiently sharp to help the school move forward. Crucially, although teaching has been regularly monitored, the evaluation of strengths and weaknesses has not been sufficiently robust and this has led to inadequate support or challenge for teachers. The school's view of most aspects of its work is generous. The reports to the governing body tend to dwell on mundane matters. They are not clear enough about the standards being reached or the progress being made by the pupils. As a result, governors have not been able to challenge the work of the school effectively or know how well the school is doing. These weaknesses are acknowledged and there are now some signs of an improving picture. Since September, the new school managers have implemented a number of important changes. These include improvements in resources, displays, and more consistent approaches to lesson planning. The systems for tracking pupils' progress are developing well and the school's very recent analysis of progress identifies the underachievement of pupils clearly.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
How well does the school work in partnership with others to promote learners' well-being?	4
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	4
The capacity to make any necessary improvements	4
Effective steps have been taken to promote improvement since the last inspection	No

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	4
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	4
How well are learners cared for, guided and supported?	4

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively performance is monitored, evaluated and improved to meet challenging targets	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for making us so welcome in your school. We enjoyed talking to you and were impressed with how friendly and polite you are. You shared your views in an open and honest way. We are pleased that you enjoy school but think that a few children need to concentrate more in lessons.

What we most liked about your school:

- The school looks after you well to keep you safe.
- You care about each other and get on well with adults and other children.
- The Nursery gives you a good start in school.

We found that improvements are needed and have asked your headteacher and others to do further work on:

- Improving some aspects of teaching so that you all make more progress.
- Making sure that the subjects you learn are interesting and not too easy.
- Improving the information about how well you are doing so that better help can be given.

All the adults in school will be working hard to make the school better. To help you, an inspector will visit regularly to check the progress you are making.