

Tribal Group  
1-4 Portland  
Square  
Bristol  
BS2 8RR  
T 0845 123 6001  
F 0845 123 6002

T 08456 40 40 40  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



10 December 2007

Ms D Helmore  
The Acting Headteacher  
Roskear School  
Roskear  
Camborne  
Cornwall  
TR14 8DJ

Dear Ms Helmore

#### SPECIAL MEASURES: MONITORING INSPECTION OF ROSKEAR SCHOOL

Following my visit to your school on 28 November 2007, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the third monitoring inspection since the school became subject to special measures in October 2006. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – good.

Progress since previous monitoring inspection – good.

Newly qualified teachers may be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

I am copying this letter and the monitoring inspection report to the Secretary of State, the chair of governors and the Director of Children's Services for Cornwall.

Yours sincerely

Pauline Robins  
H M Inspector

## SPECIAL MEASURES: MONITORING OF ROSKEAR SCHOOL

Report from the third monitoring inspection: 28 and 29 November 2007

### Evidence

I observed the school's work, scrutinised documents, and met with the headteacher and members of her staff, a group of Year 5 and 6 pupils, the chair of governors and representatives from the local authority (LA).

### Context

The governors and LA are working closely together, on schedule, to interview for a new headteacher in the spring. The appointee would be expected to take up their post in September 2008 for the start of the new academic year.

### Achievement and standards

At the end of the last academic year, the school for the first time exceeded its targets for English and mathematics in the Year 6 tests. The targets for this academic year are modest, but suitably challenging for a school in the present circumstances. However, standards by the end of Year 2 and Year 6 are below the national average. This is not unexpected as it will take time to redress the history of underachievement and raise standards to the required level. There is evidence to support the school in their assertion that the trend in results is upward, as the progress that pupils now make is good overall.

Analysis of the Foundation Stage data shows that children are weaker in the areas of personal, social and emotional development and in communication, language and literacy, particularly in writing. Writing is acknowledged as the weakest area throughout the school, but it is the area where greatest progress is being demonstrated. There has also been a significant improvement in handwriting. All staff are consistent in the style of handwriting they teach. The progress of handwriting is monitored by senior managers when scrutinising exercise books and pupils practise daily with teachers providing good modelling.

Teachers are assessing regularly and with far greater accuracy. A new data team has been established, comprising both teaching and administrative staff. They are enthusiastic and rapidly gaining an understanding of what still needs to be done to make the data work for the school. Recording of data at whole school level needs to be embedded so that the term by term and year on year progress of individual pupils and whole classes can be seen at a glance.

Progress on the areas for improvement identified by the inspection in October 2006:

- 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 – satisfactory.

## Personal development and well-being

Despite the pupils' excitement on the first day of the visit when the whole school came dressed as book characters, the atmosphere remained calm and focused on work.

The majority of pupils behave exceptionally well. However, there is a small group of pupils whose behaviour is recognised as challenging. Behaviour management strategies are used consistently and unobtrusively in all classes and those pupils who require a specialised approach are treated with respect and are well supported.

The introduction of massage sessions following the lunchtime break has helped to develop pupils' courtesy and respect for each other. It also helps the younger pupils increase their levels of concentration and makes for a calm start to teaching in the afternoon. Pupils have written that, 'At first I found it strange but now it feels absolutely lovely, it is really relaxing,' and, 'I like the massage because it calms you down when you've been outside.' It would appear that this strategy is having the desired effect on behaviour but it is as yet too soon to fully evaluate the impact.

Despite the school's best efforts, attendance remains below expected levels. The school is doing everything it can to improve this situation but small improvements have not been maintained. Every avenue is explored but the responsibility rests with a small group of parents from a few families who are resistant to the school's endeavours.

Progress on the area for improvement identified by the inspection in October 2006:

- work more closely with parents to improve pupils' punctuality and attendance – good.

Progress on the area for improvement identified by the visit in March 2007:

- allow the school council to take a more active role in the running of their school – not inspected on this visit.

## Quality of provision

Teaching is good overall. This is a significant improvement since the last visit and the last inspection. Most year groups are planning collaboratively and, where this is happening, it is very successful. There is still further work to be done on consistently extending and challenging the most able. The learning environment in all classrooms is at least good and effective use of interactive whiteboards engages pupils in their learning.

The school is aiming to integrate good practice in early years education into the structure of the whole school continuum, in terms of assessment, planning and style of delivery. So far, the Foundation Stage curriculum has successfully been modified and extended into Year 1 to ensure the transition from the early years is a positive experience for the pupils. Since September, changes have also been made to the curriculum for other year groups to make it more hands on and experiential. This

better meets the needs of the pupils, particularly as the gender balance is weighted more heavily towards boys. A fully integrated curriculum was piloted at the start of the term, but early evaluation showed that this was unmanageable and not enabling teachers to work effectively. This has been modified appropriately without returning to the compartmentalised curriculum which was previously in place.

Attitudes to learning have improved and pupils told the inspector that they no longer talk about work but about learning, and that this makes it more fun. They find the target boards in each classroom helpful and it makes them feel good to know where they are in terms of their progress. They like the fact that they know their levels and do not have to wait until a set point in the term or a test to know when they have achieved.

Progress on the areas for improvement identified by the inspection in October 2006:

- 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 – satisfactory overall, but good progress with regard to the quality of teaching.

### Leadership and management

The acting headteacher has the confidence and respect of her staff and she is well supported by an able deputy. Members of the senior management team, though relatively inexperienced, have complementary skills and are rapidly developing their understanding of what is required to take a school forward from special measures. They work effectively together to monitor and evaluate the school's progress and are accurate in their judgements.

The immediacy of many issues identified during the inspection has been addressed and there is now the recognition that the school is in a position to plan for the long term future. This includes succession planning to ensure that if staff leave or circumstances change, the stability and capacity of the school is not jeopardised. A good example of this is the structure of the new data team.

A new parent consultation and reporting format has been introduced which pupils say involves their parents more in their learning. The pupils' targets are reported more frequently and discussed with parents so that they can work with their children. Pupils also report that there has been an increase in the amount of homework they receive, which also encourages them to work with adults at home.

The chair of governors is proactive in recruiting new governors to a large governing body. Hence the governors are at full complement. They take very seriously the responsibility for appointing a new headteacher who will best meet the needs of the pupils and take Roskear School forward into the next stage development.

Progress on the areas for improvement identified by the inspection in October 2006:

- 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 – good.

Progress on the area identified by the visit in March 2007:

- conduct regular reviews of pupil progress between the headteacher, or appropriate senior manager, and class teachers in order to raise standards and achievement and hold staff to account – good.

#### External support

The local authority continues to provide good support and effective monitoring. An exit strategy is in place which will continue to provide enhanced support to the school for a period of time once special measures has been removed. The LA acknowledges that the school is itself able to identify the support it now requires. This is a clear indication that senior managers have greater confidence and their judgements are secure.