

Roskear School

Inspection report

Unique Reference Number	111856
Local Authority	Cornwall
Inspection number	320523
Inspection dates	4–5 June 2008
Reporting inspector	Pauline Robins HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	366
Appropriate authority	The governing body
Chair	Vacant Position
Headteacher	Damelza Helmore
Date of previous school inspection	13 October 2006
School address	Roskear Camborne TR14 8DJ
Telephone number	01209 714241
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Age group	3-11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Roskear is a larger than average primary school with an attached nursery. The number of pupils on roll has declined since 2005 but this is in line with a national trend. The percentage of pupils who are not of White British heritage and those who do not speak English as their first language is significantly lower than that found nationally. The proportion of pupils recognised as having learning difficulties and/or disabilities and those who have a statement of special educational need is higher than the national average. A local authority unit for pupils with hearing impairment is located in the school which accounts for this higher figure.

When Roskear School was inspected in October 2006, it was judged to require special measures.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures.

The part that the headteacher and her deputy have played in taking Roskear School from special measures to become a good school should not be underestimated. They have united the staff, yet are also prepared to take the tough decisions for the benefit of the pupils. This is now a school which closely analyses its own performance and is not afraid to be self-critical. Monitoring and evaluation processes are strong and there is consistency throughout the school in behaviour management, teaching strategies and the tracking of pupils' progress. As a result, the capacity for the school to make further improvement is good.

Pupils receive an excellent start to their education in the Foundation Stage where there is a seamless transfer into Key Stage 1. The innovative and highly appropriate curriculum, which spans the two key stages, is an example of outstanding early years practice.

Attainment on entry into Year 1 is below national expectations although the children who continue from Roskear nursery have levels higher than their peers. Results in standardised tests at the end of Key Stages 1 and 2 are below the national average, but there are clear indications of an improving trend. This is supported by observations during the inspection when pupils' work was seen to be at least satisfactory. Pupils make good progress because the teaching they receive is good and, in many instances, outstanding. The key to this good teaching is consistency of approach and the way teachers support pupils to take responsibility for their own learning. The curriculum is varied, exciting and relevant to these pupils' needs, although staff already acknowledge that there is further work to be done on formalising the links between subjects.

Pupils know what is expected of them and respond well to the consistent positive behaviour management strategies used by all staff. There is a mutual respect between all members of the school community and, as a result, pupils feel safe and the majority thoroughly enjoy coming to school. Despite the school's best efforts, attendance remains below the national average, but is improving. The majority of pupils attend well but a few persistent absentees depress the overall percentage.

Pupils placed in the Support Department for the Hearing Impaired make good progress in both their learning and personal and social skills. This is because of the effective work of the specialist teacher and teaching assistants who support and, in many cases, use sign language to enable these pupils to access the mainstream curriculum.

Effectiveness of the Foundation Stage

Grade: 1

The provision for children in the Foundation Stage is outstanding. Many children start school with skills well below those expected for their age, particularly in social and emotional development, communication, language and literacy development and knowledge and understanding of the world. Children make good progress in all areas of learning because teaching is consistently good. Key areas for development are effectively identified through careful analyses of assessment information. For example, in the Nursery, a programme of teaching letters and sounds has been introduced to support children's development of language and communication skills; in Reception, role-play activities are carefully chosen using the children's interests to raise attainment in writing, particularly for boys. Teachers work very

effectively together to plan a wide range of suitable activities to meet the early learning goals, using the Early Years Foundation Stage curriculum. This includes an excellent balance of adult-led and child-initiated activities. A real strength is the excellent use of the outdoor area. This has proved very effective for some children who, having made exceptional progress in an outdoor environment, are beginning to develop these skills in the classroom.

What the school should do to improve further

- Raise standards in English and mathematics to a level which meets national expectations.
- Raise attendance so that it is in line with the national average.

Achievement and standards

Grade: 2

In the 2007 national tests, the school exceeded its Year 6 targets in English and mathematics for the first time. Although standards at the end of Year 2 and Year 6 remain below the national average, there are clear indications that the trend is an improving one. The standard of work seen in classrooms during the inspection was at least satisfactory and mostly good. High quality teaching in all classes is addressing the legacy of underachievement, which is still apparent in the test results, and the progress that pupils make is therefore good. In the past two years, the progress of at least half of the pupils has been accelerated and, where progress remains satisfactory or below, pupils are clearly identified and appropriate strategies are put in place to provide additional, closely monitored support. Pupils with learning difficulties and/or disabilities and those for whom English is an additional language also make good progress in line with their peers.

The overall academic targets set for the school are modest but suitably challenging given the present circumstances. Writing, correctly identified as a key weakness, is now the area where greatest improvement can be demonstrated. There has also been a significant improvement in handwriting as staff are consistent in their approach to teaching, modelling and practising this skill.

Teachers assess regularly and accurately to track pupils' progress. As a result, they very successfully guide pupils towards what they need to do next to improve their learning. Data is extensive and has now been collected and analysed for the past two years. This is beginning to provide the historical evidence, which is vital to demonstrate progress at both whole school and individual pupil level.

Personal development and well-being

Grade: 2

Pupils' enjoyment of school is outstanding and the majority say they thoroughly enjoy being 'successful learners'. Behaviour is good and pupils feel that this is partly because they have much improved facilities at lunchtime. Spiritual, moral, social and cultural development is good and pupils understand their own culture and have a developing awareness of living in a multicultural society. The comprehensive personal, social and health education programmes support this well and pupils regularly discuss issues that are causing them concern. The school is working extremely hard to improve attendance figures, although a few pupils do not attend as regularly as they should and consequently attendance is below the national average.

Pupils have a good understanding of how to stay healthy. Older pupils are organising a healthy tuck shop and there is well monitored provision for younger pupils to make a choice when to

have their fruit and drink. All pupils understand the importance of regular exercise and have a wealth of opportunities to take part in activities during and after school. The school council makes a significant contribution to the running of the school. The members have been proactive in developing the new playground arrangements, which have had a significant impact on improved behaviour around the school. Junior playleaders support playtime activities well and house captains take their responsibilities seriously. Many pupils are involved in community events such as Trevithick Day and a Christmas parade in the town, which they initiated. Pupils are well prepared for the future as many have good information and communication technology (ICT) skills, are achieving well, and are effectively involved in a range of decision making and independent activities.

Quality of provision

Teaching and learning

Grade: 2

Overall, teaching and learning are good with much that is outstanding. Planning for lessons is detailed, precise and takes good account of pupils' individual needs. Each lesson has clear outcomes for learning and there are regular checks on the progress pupils make. In English and mathematics, pupils' individual targets provide them with further information on what pupils have to do to make progress. Pupils' learning is well directed and relevant. Consequently, pupils enjoy working hard, behave well, take pride in their completed work, and celebrate the good progress they make in moving to their next target. Good relationships with staff contribute to pupils being confident and independent learners. Interactive whiteboards are used uniformly well, for example to maintain the pace of lessons by presenting examples to support a new procedure or to make lessons interesting through the use of colour, sound and movement. Well trained teaching assistants make an important contribution to ensuring that all pupils make equivalently good progress. In a minority of lessons, opportunities to reinforce or apply learning that has been achieved in other subjects are not used consistently.

Curriculum and other activities

Grade: 2

The well planned curriculum contributes to pupils' enjoyment, providing them with the skills, attitudes and habits necessary for meeting the school's high expectations for their development as young people. The curriculum matches well with pupils' needs and capabilities. This is most evident in the way the learning goals of the Foundation Stage curriculum are used in planning for Years 1 and 2. The school has recognised the need for pupils to have further experiences of child-initiated activities in Key Stage 1 and an excellent transition programme is in place. In addition, the range and relevance of the additional provision for pupils with learning difficulties and/or disabilities is very effective. In each subject, detailed long- and medium-term plans lead easily into lesson plans. These contribute to the good progress pupils make because they help learning to be continuous and progressive. A thoughtfully planned programme, run by outside agencies and teaching assistants with specialist training, operates during teachers' preparation time and contributes significantly to the breadth of the curriculum. A good range of after school clubs, from activities such as rugby and cricket to drama, recorders and ICT, enrich pupils' overall learning experiences. Planned links for learning between subjects are not yet well established resulting in pupils' overall learning experience not being as cohesive as it could be.

Care, guidance and support

Grade: 2

The pastoral care and support for pupils are outstanding and a strength of the school. The school has successfully implemented a programme that supports pupils' behavioural and emotional development and this is having a positive impact. Staff know the pupils extremely well and teaching assistants are well trained to support pupils' needs. Pupils told inspectors that they feel safe and know that any concerns will be listened to and acted upon promptly. The school has good links with a wide range of external services to support pupils with learning difficulties and disabilities and vulnerable children. Behaviour and attendance are monitored rigorously and significant improvements, particularly behaviour in and around the school, can be demonstrated. The pupils say that the daily massage sessions, introduced after lunch, 'help you concentrate for learning in the afternoons'. All procedures for safeguarding pupils are rigorous.

Academic guidance and support are good but have yet to have a demonstrable impact on standards. The school has worked hard to implement rigorous tracking systems, used by all staff to monitor the progress of individuals and specific groups of pupils. Pupils have a clear understanding of their curricular targets and know exactly what they need to do to improve their work. There are regular opportunities for pupils to discuss their targets with their teachers. Pupils are confident that the marking system gives them a clear indication of how well they have done and what they have to do if they have not achieved the learning intention.

Leadership and management

Grade: 2

The headteacher and her deputy inspire confidence and are successful in empowering all staff. As a result, the staff are supportive of each other and work together as one unit. This has been crucial in bringing about the rapid pace of change to the school. The senior management team, although relatively inexperienced, has complementary skills, a clear understanding of the school's strengths and weaknesses and the members also understand the significance of their role in taking the school forward. Staff at all levels are involved in the evaluation and planning processes of the school which gives them a sense of ownership and demonstrates their sense of commitment.

Systems for monitoring the school are consistently applied and effective, including those for managing and developing the performance of staff at all levels. Self-evaluation is a strength of the school and has played a significant part in bringing about improvement. All new initiatives are accurately evaluated and, where necessary, modified. As a result, nothing is a 'quick fix answer' but is put in place after careful consideration and progressively embedded into practice.

Governors are committed to the school and have provided strong support in recent years. They have recognised their own development needs and sought training opportunities. As a result, as the school has progressed so has their expertise. The systems they have in place for monitoring and holding the school to account are robust.

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.

Annex A

Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

6 June 2008

Dear Pupils

Inspection of Roskear School, Camborne TR14 8DJ

I would like to thank you all for the wonderful welcome you gave to the inspection team when we visited your school recently. We were very impressed with the progress the school has made since being placed in special measures and we think that Roskear is now a good school and still improving.

Lots of you came to talk to us when we were in lessons or in the playground and your school council were a credit to you all, answering questions about its work and what goes on in school. You told us that you enjoy coming to school because your teachers give you interesting work and you understand what you need to do to reach your targets. We agree that teaching is good and teachers work hard to help you succeed. One thing they think can make the curriculum even better in the future is to look at the way some subjects link together, and we agree with them.

The staff at Roskear take very good care of you and you are very considerate of each other. Because of this, you told us that you feel safe in school and know who to turn to if you have a problem.

In order to make Roskear an even better school we have asked your headteacher and the staff to do two things:

- help you to get better results in your tests so that you do as well as children in other schools
- improve attendance so that it is as at least the same as other schools.

These two things have already shown a big improvement but the staff cannot do it on their own and I know you will do your best to work with them. Some of you need to remember that if you are not in school your learning will suffer.

I wish you all every success for the future.

Pauline Robins HMI

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