

# Roskear School

## Inspection report

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<b>Unique Reference Number</b>	111856
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	337758
<b>Inspection dates</b>	22–23 June 2010
<b>Reporting inspector</b>	Paul Sadler

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>	356
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Janet Williams
<b>Headteacher</b>	Tamsin Lamb
<b>Date of previous school inspection</b>	4 June 2008
<b>School address</b>	Roskear Camborne TR14 8DJ
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## Introduction

This inspection was carried out by three additional inspectors. They observed 15 lessons taught by 11 teachers, and met with staff, governors and groups of pupils. They observed the school's work, and looked at documentation including that relating to safeguarding pupils, pupils' progress and curriculum planning. They analysed the responses to questionnaires completed by staff, pupils and 36 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the attainment and progress of current pupils, especially those of average and lower ability
- the impact of teaching and the curriculum on pupils' progress
- current levels of attendance and the impact of the school's work to improve it
- the impact of leadership and management on raising pupils' achievement
- the impact of recent changes on the learning and development of children in the Early Years Foundation Stage.

## Information about the school

Roskear is an average-size primary school. The proportion of pupils with special educational needs and/or disabilities, mainly moderate learning or behavioural difficulties, is above average. The school receives additional resources to educate pupils with hearing impairment, although the current number of such pupils is small. The great majority of pupils are of White British heritage, although a small number are of other ethnic groups, mainly from Eastern Europe. A few of these pupils are at an early stage of learning English. The school has Nursery and Reception classes for the education of children in the Early Years Foundation Stage. The current acting headteacher took up her post in November 2009. The governors have made arrangements to make a permanent appointment with effect from January 2011.

**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?**

**4**

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

**3**

### Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to pupils' attainment and progress, especially in English and mathematics, and to the curriculum.

When the effective acting headteacher arrived at the school in November 2009, she quickly identified that pupils' attainment, progress and attendance were not good enough. She correctly recognised that one of the key reasons for slow progress and low attainment at the end of Year 6 was weakness in the curriculum. Pupils had limited opportunities to apply and develop their basic skills, especially those of literacy and numeracy, throughout the curriculum. Some pupils were withdrawn from English or mathematics lessons to pursue other activities. While this was valuable for developing their social and behavioural skills, it limited their opportunities to improve their literacy and numeracy. However, while these aspects of the curriculum remain inadequate, pupils have good opportunities to pursue additional activities.

Sharper analysis of performance data has enabled improvements to be made to pupils' rates of progress and their attendance, but these are yet to be securely embedded, especially among older pupils. The school's own data shows that the current Year 6 are unlikely to attain relatively modest targets in national tests in English and mathematics. Nevertheless, the accuracy of recent monitoring and evaluation and the resulting improvements made to date show that the school has satisfactory capacity to continue improving.

Children make satisfactory progress in the Early Years Foundation Stage, although they enter Year 1 with skills and knowledge below those expected for their age. Although activities are interesting and stimulating, they lack the structure and purposeful intervention by adults to enable the children to learn quickly enough. In Years 1 to 6, teaching is satisfactory with a number of strengths, especially in the good quality of behaviour management and relationships, which creates a purposeful classroom atmosphere. Assessment is widely used and is often effective in helping pupils to improve their work. However, it sometimes lacks the accuracy needed to identify the next steps for individual pupils, especially those attaining at average levels, in order for them to make good progress. Over time, this weakness has contributed to significant underachievement which is only now being addressed. Support staff are dedicated, but sometimes intervene too readily, limiting pupils' opportunities to develop their independent learning skills. As a result, progress slows.

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Pupils behave well in class and no examples of poor behaviour were observed. However, pupils report some concerns about minor bullying in the playground which they say is dealt with well by senior staff, but less so by playground supervisors. Pupils have a good understanding of leading healthy lives through a good diet and exercise. They also make a good contribution to the school and local communities, for example through links with a home for the elderly and by taking part in local festivals.

Governors meet their statutory responsibilities to keep pupils safe and are beginning to challenge senior leaders to make improvements. There are good partnerships with external agencies and, particularly, other schools. The school works hard to develop close links with parents and carers, and arrangements for induction into school and preparation for secondary school are effective.

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

- 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 variety of purposes
  - using support staff more effectively to develop pupils' skills and independence.
- Improving 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.

**Outcomes for individuals and groups of pupils****4**

Pupils make satisfactory progress in Years 1 and 2, by the end of which their attainment in reading, writing and mathematics is a little below average. In 2009, attainment at the end of Year 6 in English and mathematics was well below average. The slow progress occurs mainly among pupils of average attainment, the achievement of more-able pupils and of those with special educational needs and/or disabilities being broadly

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satisfactory. For example, a significant proportion of pupils in Year 4 are unable to write fluently in a cursive style. Pupils in Years 5 and 6, while showing a satisfactory understanding of basic mathematical calculation, find greater difficulty in applying this knowledge, for example when calculating the area of a floor. However, there is evidence of recent improvements in progress, especially in Years 3 and 4. These pupils were, for example, able to solve problems involving time such as, 'Can you watch the whole of a film lasting 118 minutes if you have to go out in two hours' time?'

Pupils' behaviour in the classroom is good, although a few show reluctance to complete tasks, especially those involving writing. Pupils have a satisfactory understanding of personal safety. Their understanding about the safe use of computers and the internet is good. However, knowledge and understanding of people of different cultures and faiths is limited. Nevertheless, pupils are generally tolerant and considerate and understand the difference between right and wrong, so their spiritual, moral, social and cultural development is satisfactory.

There have been significant recent improvements in pupils' attendance, which is now average. The learning mentor and other staff have worked with families and reduced the number of pupils who are persistently absent. However, the slow development of pupils' literacy and numeracy skills and, to a lesser extent, of their ability to work and learn independently means that their preparation for later life is inadequate.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<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>4</b>
Taking into account: Pupils' attendance <sup>1</sup>	3

<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 of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>
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### How effective is the provision?

Teaching is satisfactory: it has some good features. Teachers use information and communication technology (ICT) well to make lessons interesting and they have high expectations of behaviour in the classroom. Pupils are encouraged to assess their own and each other's work, which helps them understand how well they are doing. Individual lessons are planned to meet the needs of different groups of pupils, although the assessments on which the groupings are based are not always accurate enough to ensure that work is well matched to the needs of the individuals. Pupils' own view of their progress in meeting their targets does not always match the work they are producing, for example in writing. The quality of marking is variable although the best, such as that seen in Year 6 mathematics books, is very helpful in identifying how the work can be improved. Teaching assistants provide intensive support to individuals, which helps the slowest learners to make progress. However, sometimes this restricts the pupils' autonomy and hinders the development of independent learning skills.

While for pupils, other than those withdrawn from lessons, sufficient time is given to the direct teaching of English and mathematics, some of the remaining time is not used to best effect. Work on unconnected 'topics' does not give sufficient opportunity for pupils to practise and develop their skills of literacy, numeracy and ICT. Work seen by inspectors from this aspect of the curriculum was often incomplete. The curriculum does not provide enough opportunities for pupils to learn about other faiths and cultures. Indeed, pupils themselves said they wished they did more work on religious education. In contrast, however, there is a good range of popular additional activities, including sport, clubs and visits.

The school has a number of good systems to support, guide and care for pupils. Pupils with special educational needs and/or disabilities or who are facing difficulties are identified and well supported. The school is effective in keeping pupils safe, especially when using the internet. However, these systems have not had sufficient impact on promoting good progress in learning. This is due in part to a lack of coordination between staff using different strategies, for example to improve behaviour.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>4</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

### How effective are leadership and management?

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Leadership has recently been reorganised to give greater depth of involvement by staff at all levels and to make fuller use of their skills and experience. This has improved staff morale and created a greater sense of drive and ambition to take the school forward and ensure that pupils make better progress. Data analysis is being used more effectively to bring about improvement. For example, a number of pupils from Eastern European backgrounds were identified as having low attendance. A meeting was arranged with their parents and an interpreter. The school's expectations for attendance were carefully explained, with the result that their attendance has improved significantly. Similarly, detailed scrutiny of pupils' progress is beginning to have a positive impact. Recent improvements to strategic planning have correctly identified the need to improve pupils' attainment, progress and the curriculum. Achievable targets have been set so that senior managers and governors can monitor the progress towards meeting them.

The governing body discharges its responsibilities in a satisfactory manner. Governors promote equality of opportunity and ensure that no form of discrimination is tolerated. Arrangements to safeguard pupils are good. All requirements are in place and staff receive good quality training in child protection and risk assessment. Governors recognise that further work is needed in discharging their duty to promote community cohesion, which is satisfactory overall.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Early Years Foundation Stage

Children enter the nursery with levels of skill and knowledge below those expected.



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They make satisfactory progress in all aspects of their learning. There is a suitable mix of activities led by adults and those which children select themselves. Children make most progress when working with adults in a small group; in other situations, opportunities to expand their learning are sometimes missed because they are not planned for. In an example of good learning and development, an adult used the fact that children were playing at being police officers to explain simply the role of the police. Children were told that a police officer in uniform was a safe person to approach and were reminded that this was not true of other adult strangers. However, such examples were rare and usually unplanned.

Staff have good relationships with parents and carers which begin with good arrangements for children to start school and for their continued care and welfare. Leaders and managers have a broadly accurate view of the strengths and weaknesses of the provision, including the need to use assessment more precisely to identify children's learning needs such as developing their early writing skills.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

There were few responses to the questionnaire and the number making written comments was small. A very large majority of those responding were happy with the school and almost all believed their child was kept safe, a view which inspectors endorse. Small minorities expressed concerns about the management of behaviour and the extent to which they were informed about their child's progress. While inspectors found no direct evidence during the inspection to support these views, the concern about behaviour management is shared by pupils.

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

The inspection team received 36 completed questionnaires by the end of the on-site inspection. In total, there are 356 pupils registered at the school.

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.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	39	18	50	2	6	1	3
The school keeps my child safe	10	28	25	69	1	3	0	0
The school informs me about my child's progress	9	25	21	58	6	17	0	0
My child is making enough progress at this school	12	33	18	50	2	6	1	3
The teaching is good at this school	15	42	15	42	3	8	0	0
The school helps me to support my child's learning	13	36	15	42	7	19	0	0
The school helps my child to have a healthy lifestyle	9	25	24	67	1	3	0	0
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)	8	22	23	64	4	11	0	0
The school meets my child's particular needs	11	31	21	58	3	8	1	3
The school deals effectively with unacceptable behaviour	8	22	16	44	4	11	6	17
The school takes account of my suggestions and concerns	9	25	20	56	2	6	2	6
The school is led and managed effectively	13	36	17	47	3	8	1	3
Overall, I am happy with my child's experience at this school	14	39	15	42	3	8	2	6

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 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	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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 pupil's 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.**



16 July 2010

Dear Pupils

Inspection of Roskear School, Camborne TR14 8DJ

We very much enjoyed meeting you and talking to you when we visited your school recently. You are friendly young people and those of you who met with us were very honest in telling us what you think of your school. Your school needs some improvements, but we found a number of good things about it.

- You know a lot about how to stay fit and healthy.
- You help other people in school and the community.
- There are lots of opportunities to take part in clubs, sport and visits.
- You behave well in lessons.
- The acting headteacher, governors and staff know what needs to improve and have good plans to make sure this happens.
- The staff make a big effort to make sure you all stay safe.
- The school has good links with other schools in Camborne, which makes things easier when you start school or move on to secondary school.

Some of you told us there is some bullying in the playground. If this happens to you, tell a teacher and it will be sorted out quickly.

I have asked the school to do three things to make sure you receive a good education.

- Make sure you make faster progress, especially in English and mathematics.
- Give you more opportunities to write about interesting things, solve problems and make greater use of ICT.
- Make sure the children in Nursery and Reception learn as much as possible through their lessons and play.

I wish you all the very best for the future. Continue to work hard and enjoy school.

Yours sincerely

Paul Sadler Lead Inspector

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