

# Inspection of a school judged good for overall effectiveness before September 2024: Roskear Primary and Nursery School

Roskear, Camborne, Cornwall TR14 8DJ

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Inspection dates:

5 and 6 November 2024

## **Outcome**

Roskear School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Nicola Furnish. This school is part of Crofty Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Simon Hague, and overseen by a board of trustees, chaired by Michael Hosking. There is also a director of education, Tamsin Lamb, who is responsible for this school and 15 others.

## **What is it like to attend this school?**

Pupils thrive at Roskear Primary and Nursery School. Everyone wants the best for pupils. Staff strive relentlessly to raise aspiration. They establish positive relationships with pupils and their families effectively. Consequently, pupils know that staff care for and respect their individuality. Pupils love their learning and play together well. They behave well in lessons and around the school. Sensible adjustments are made for those with special educational needs and/or disabilities (SEND). Pupils' attitudes to learning improve, especially as they get older. Pupils rightly say they feel and are safe.

Pupils enjoy the things they are taught. For example, they talk enthusiastically about learning to read, history lessons and the trips they experience. Equality of opportunity is promoted very well. All pupils are included fully in school life. Disadvantaged pupils and those with SEND learn alongside and as well as their peers, including in the early years. Pupils learn about cultures and beliefs around the world, as well as how to read, write and do mathematics. As a result, pupils are well prepared for life in modern Britain.

## **What does the school do well and what does it need to do better?**

Determined leadership underpins the success of this community focused school. School

and trust staff share an unrelenting focus on improving outcomes for all pupils. Since the last inspection, provision has improved, most notably in the higher ambition across subjects. The school has high aspirations for pupils, including in the early years. Staff pay careful attention to developing pupils' vocabulary from the outset. Consequently, pupils make strong progress through the curriculum and attain well, despite many starting school with limited language and communication skills. They are well prepared for their secondary education.

With support from the trust, the school is highly effective in providing for pupils with SEND. Useful developments, such as the use of the 'neurodevelopmental toolkit', helps staff to identify and meet pupils' needs early. As a result, the school includes and provides successfully for a wide range of SEND needs.

Early reading is prioritised and effective. Word-rich learning spaces in the early years support staff to strengthen children's language skills from the moment they arrive. As soon as children start in Reception, they rapidly learn their sounds. This is built on successfully as pupils learn to read as they progress through the school. Pupils take home books that are carefully matched to the sounds they know. As a result, pupils become strong readers and learn to love books and reading.

The mathematics curriculum is also well organised. Teachers use their subject knowledge to check pupils' understanding carefully before introducing new ideas. This helps pupils to grasp key number facts rapidly. Pupils use these facts to solve more complex mathematical problems skilfully. Similarly, the school has an established approach for teaching writing. This is particularly effective in key stage 2, where pupils learn to write with success across a range of genres. However, expectations around pupils' presentation skills are not as high as in reading and mathematics. As a result, pupils sometimes find writing tasks difficult. For example, when pupils are asked to write creatively, they struggle because they need to focus more on handwriting, or forming letters accurately, than writing meaningfully.

Pupils' personal development is excellent. Pupils learn about diversity, their locality and key ethical ideas across subjects, such as art, history and geography. This allows pupils to revisit key concepts in different contexts and so embed their understanding. Pupils benefit from regular trips and visits that enhance their learning. As a result, pupils have a well-rounded understanding of what it means to contribute positively to their local and wider communities.

The school has taken robust action to improve pupils' attendance. Pupils, including those with SEND or who are disadvantaged, attend school regularly.

Staff work hard together to realise the high expectations for pupils. This is reflected in the many improvements made since the previous inspection. Most staff believe their well-being is considered. They recognise that leaders have reduced workload where they can. The school is aware, however, that a small minority of staff believe the expectations of them are too high. Nevertheless, there are sensible plans to address this.

## Safeguarding

The arrangements for safeguarding are effective.

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

### (Information for the school and appropriate authority)

- Staff expectations of pupils' handwriting and letter formation are not high enough. Pupils have to focus on the presentation of their work, or formation of letters, when writing across the curriculum and so the quality of what they write is sometimes limited. The school should raise its expectations of pupils' early writing so that pupils can write fluently and with greater effectiveness.

## Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school to be good for overall effectiveness in October 2011.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	143446
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10344780
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	437
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Michael Hosking
<b>CEO of the trust</b>	Simon Hague
<b>Headteacher</b>	Nicola Furnish
<b>Website</b>	<a href="http://www.roskear.croftymat.org">www.roskear.croftymat.org</a>
<b>Dates of previous inspection</b>	8 and 9 October 2019, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the Crofty Education Trust.
- The school has a pre-school that provides for two-year-old children. There is a nursery that provides for three-year-olds. There is also a before-school club.
- The school uses one registered and one unregistered alternative provision.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector met with leaders, including the headteacher, both deputy headteachers

and the special educational needs coordinator.

- The inspector spoke to the chief executive officer and director of education from the trust. He also met with two trustees, including the chair and three members of the local governing committee.
- The inspector looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work. He also listened to some pupils read.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector took account of the responses to the online survey, Ofsted Parent View, including the free-text responses. He also considered the responses to the Ofsted staff survey.
- The inspector reviewed a range of documentation, including documents relating to governance, leaders' evaluations, plans for school improvement and information about the school's curriculum.

### **Inspection team**

Matthew Barnes, lead inspector

His Majesty's Inspector

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