

Roseacre Junior School

The Landway, Bearsted, Maidstone, Kent ME14 4BL

Inspection dates 17–18 May 2016

Overall effectiveness **Outstanding**

Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- The headteacher provides excellent leadership. She is very well supported by her senior leaders. She has developed a very positive ethos that values high achievement as well as being respectful of others.
- Pupils from all starting points make very good progress across a wide range of subjects, including reading, writing and mathematics.
- In 2015, a high proportion of pupils achieved and exceeded the expected level at the end of key stage 2 in reading, writing and mathematics.
- Teaching across all subjects and year groups is never less than good and much is outstanding.
- Pupils are keen to do well. They are happy to take risks, get things wrong and learn from their mistakes.
- Pupils in all year groups are active citizens. They raise money for local and international charities, as well as being very involved in the life of the local community.
- Pupils behave very well in class and around the school. They are energetic, lively and curious in both formal and informal situations.
- The school evaluates itself robustly. Leaders have not rested on their laurels and continually strive to improve the school.
- Pupils who have special educational needs or disability are very well supported and are making increasingly rapid progress.
- The progress of disadvantaged pupils is improving and, in some cases, exceeding the progress of other pupils.
- Governors are very knowledgeable and deeply involved in the life of the school. They provide very effective challenge and use their expertise to support the school's improvement.
- Parents are overwhelmingly positive about the school as they feel their children are not only succeeding in their learning but are also becoming well-rounded individuals.
- The school has strong partnerships with local primary and secondary schools. Teachers at all levels work very effectively with other colleagues to hone and develop their practice.
- Staff and pupils are proud of their school and enjoy working together. The school is a very happy place where all pupils feel safe.

Full report

What does the school need to do to improve further?

- Further accelerate the progress that pupils who have special educational needs or disability make in reading.

Inspection judgements

Effectiveness of leadership and management is outstanding

- The headteacher provides inspirational leadership and has established a culture where 'everyone respects themselves, their environment and others' very successfully. She is steely in her determination to get the best out of people, whether they be pupils, teachers, parents or governors. One pupil said, 'It's a privilege to be a pupil at this school. When you wake up in the morning, you feel like you can't do it, people encourage you and understand.'
- The headteacher is very ably supported by her senior leaders. Since their appointment, they have played to their strengths so that the leadership of teaching and assessment is very strong.
- Leaders are rigorous and accurate in their evaluation of what the school needs to do. Leaders analyse the progress of different groups thoroughly to identify where further improvements are required. As a result, standards for pupils continue to rise and the majority of pupils make strong progress.
- The school improvement plan is very clear and used skilfully to help enhance the effectiveness of the school. Leaders regularly question themselves and each other about how successful they are in addressing the school's priorities. As a result, there is a good balance between acknowledging progress made and honesty about further challenges that remain.
- Staff are very well supported to improve. There is a culture of openness and sharing that permeates through every classroom, so that joint planning and coaching are seamlessly built into the daily life of the school. The system to reward teachers' performance is rigorous and fair. Leaders have high expectations of staff and, when these are met, reward staff appropriately. Other adults working in the classroom are also well supported, so that they work well with the pupils who need additional help. One member of staff commented, 'I feel like I am encouraged to become the best teacher that I can be.'
- Middle leaders are raising standards in their subjects. They are very clear about the school's main priorities and feel well supported by senior leaders to do their best. As a result, lessons are stimulating and exciting.
- Leaders are passionate about ensuring that no child is left behind. The leadership of the provision for pupils who have special educational needs or disability is particularly effective. Teachers are updated regularly about the different needs of pupils. Leaders ensure that there is regular training for all staff and this enables staff to help pupils who have special educational needs or disability to make good progress.
- The pupil premium funding is used well by leaders. The wide range of strategies is well tailored to individuals' needs; this helps to ensure that disadvantaged pupils make good progress.
- The sport premium is used effectively to bring in specialists to work alongside teachers so that in the future teachers will have the expertise to teach different sports. These additional adults have inspired more pupils to take up new sports and broaden the range of competitive sports that pupils enjoy.
- The curriculum is stimulating, lively and interesting. Pupils study a broad range of subjects beyond English and mathematics. There is a suitable focus on science and modern foreign languages. Leaders invite a wide range of experts in to support learning. For example, pupils in Year 5 recently learned basic Japanese and Mandarin. There is also a very wide range of extra-curricular clubs and other activities that are well supported by additional staff.
- Leaders promote key values very well. Pupils are well informed about democracy, take their student council elections very seriously and regularly question local, regional and national political figures. Pupils are also active in the local community and raise money for local charities, as well as for their partner school in Nepal.
- Pupils' spiritual, moral and social development is a strength of the school. Leaders ensure that pupils hear from a wide range of visitors from different faiths. Pupils regularly take part in reflection in assemblies. Leaders plan a number of theme days into the calendar so that pupils have the opportunity to learn about cultures different to their own. As a result, pupils have a good understanding of diversity and are well prepared for modern life in Britain.
- Leaders are open to new ideas and actively seek the best practice in other schools. The school is a dynamic partner in the association of local primary schools. There are close connections with the local infant school to support the successful transition of pupils into Year 3. Leaders have made very good use of the helpful advice from the local authority on the use of funding for disadvantaged pupils and rigorous system of peer reviews.

■ The governance of the school

- Governors are a significant strength of the school. Since the previous inspection, the governors have radically changed their approach to supporting the school. They have streamlined the number of committees and recruited governors with additional expertise. Governors participate in training and ensure that they keep their knowledge up to date. They use this expertise thoroughly to check and usefully support different aspects of the school's work.
 - Governors' evaluation of the school's main strengths and areas for improvement are sound and so they hold leaders to account very effectively. They regularly visit the school to check that the information they receive from school leaders is accurate. They are attached to key areas in the school and are able to report back to other governors on how much progress pupils are making.
 - They have a good oversight of the funding for disadvantaged pupils as well as suitable strategies to moderate the school's appraisal system.
- The arrangements for safeguarding are effective. There are comprehensive systems in place to keep pupils and staff safe. The school's checks on the suitability of staff are well managed and regularly reviewed by a governor. Governors and staff are appropriately trained, so that they know their responsibilities well. As a result, pupils feel very well cared for and safe. Pupils of all ages are able to explain what they should do if they have a concern and to whom they should speak. Leaders are tenacious in following up on any referral to other agencies and the school works well with local partners. Consequently, there is a strong culture of safeguarding throughout the school.

Quality of teaching, learning and assessment is outstanding

- Teaching across the school is highly effective. Teachers use the school's systems for planning and assessment very well so that lessons are well organised and pupils work hard. Teachers know their pupils well and consequently support those who do not grasp key ideas quickly while also providing the most able with additional challenges.
- Teachers use questioning very effectively to probe and deepen pupils' understanding. As a result, pupils are articulate and able to explain their thinking. For example, in a Year 3 mathematics lesson about fractions, a pupil explained how he would work out how many sweets were in a packet using the inverse of multiplication to get the answer.
- Teachers use the school's assessment policy very skilfully so that even the youngest pupils know what they need to do to improve. For example, pupils in Year 3 were able to say that they needed to improve their sentence openers and give examples of how they would do this. Pupils regularly improve their work, reflect on any misconceptions and deepen their understanding.
- Pupils relish the challenge given to them by their teachers and are determined to do well. They are very positive about learning in school, collaborate well with others and are not afraid to make mistakes. One pupil said, 'Learning here isn't always easy.' Pupils can focus on work for extended periods of time, using a range of well-taught techniques to help them if they get stuck.
- The teaching of writing and mathematics for pupils who have special educational needs or disability is particularly strong. Pupils are given appropriate support and are very motivated to do well. One pupil spoke about being, 'king of maths for the day' and how he wanted to achieve this again.
- Teachers' subject knowledge is a strength of the school. Teachers regularly liaise with secondary subject specialists so that they can set work which is of a suitably high level of challenge for pupils. This takes place across the school, with a Year 4 pupil remarking that 'My teacher gets the best out of me because she compares my work to Year 6.'
- Reading is taught effectively across the school. The majority of pupils quickly move onto more advanced texts. Those who have special educational needs or disability make strong progress from their starting points. Pupils choose books appropriate to their ability and can read aloud with confidence, using the appropriate techniques to decode unfamiliar words. Those pupils who need extra support receive it and the most able demonstrate good comprehension and inference skills.
- Pupils receive regular homework to support their learning. Pupils reported that they found the homework on spelling very challenging and that all homework is checked regularly by teachers.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are happy, very confident and proud of their school. At breaktime, groups of pupils were extremely keen to tell the inspector about their achievements and why they liked their school.
- Pupils are encouraged to lead healthy lifestyles; 'Fruity Fridays' and other initiatives are well supported by pupils. Leaders provide a wide range of opportunities for pupils to participate in sports and other healthy activities. The school grounds are well managed so that all pupils can play, get fresh air and socialise.
- Pupils who need a quiet space or additional support are well catered for with a 'calm' playground, a memorial garden and a nurture room. Inspectors observed how well vulnerable pupils used these spaces and the effect this had on these pupils' learning later in the day.
- Pupils say they feel safe and well cared for. Parents are also overwhelmingly of the view that their children are happy and safe at school. Pupils are taught effectively about the dangers of social media, physical dangers and road safety. Consequently, they are confident about explaining how they use the internet safely and what would happen if they get lost on a school trip.
- Pupils in their personal, social and health education lessons are encouraged to think deeply about key issues. For example, in a lesson on the dangers of tobacco and alcohol, pupils explored why tobacco, although legal, is a dangerous drug.

Behaviour

- The behaviour of pupils is outstanding. Pupils are polite and very respectful towards each other and adults. Pupils conduct themselves exceptionally well around the school; even on rainy days, when they have 'wet break', they are careful and considerate of each other and of the displays in the corridors. They move around the building very well, despite the very small corridors and the large class sizes.
- Pupils take a great deal of pride in their appearance. They wear their uniform smartly and make sure that the work in their books is well presented. Pupils' handwriting is neat and they are very careful about adding notes or comments to their own or each other's books.
- Behaviour in lessons is exemplary; pupils work well with each other and respect each other's different views. They listen attentively, relish new challenges and are confident to make mistakes because they understand that sometimes, 'You have to fail to achieve your best.'
- Attendance is above the national average for all pupils and although the attendance of disadvantaged pupils is not as high, it is improving rapidly. Pupils are very punctual and there is very little persistent absence. The school is working well with the very few pupils who do not attend regularly, although leaders acknowledge that there is more work to do with these pupils and their parents.
- Records show that there are almost no incidents of poor behaviour and as such there have been no exclusions this year and only one in the previous academic year. The school manages those pupils who need additional guidance well so that they enjoy being in school.
- Pupils are friendly towards each other and speak out when they have concerns. The older pupils act as peer mediators or 'play leaders' and they are highly respected by their peers and other pupils. The student council is an integral part of school life and pupils take their responsibilities very seriously.
- Pupils feel very strongly that all people should respect each other. This is reinforced by the 'respect' medals that pupils wear for a week after they have been nominated by their peers for setting a good example to others.
- Pupils reported that bullying was extremely rare, and if it did occur, staff dealt with it quickly and effectively. The overwhelming majority of staff and parents supported this view.

Outcomes for pupils are outstanding

- National test results for Year 6 pupils in 2015 in reading, writing, mathematics and English grammar, punctuation and spelling were significantly above the national average. The attainment of disadvantaged pupils has improved significantly since 2013 and attainment is either close to or above the national average in all subjects. Current assessment information indicates that this trend is set to continue, with the vast majority of Year 6 pupils meeting or exceeding age-related expectations.
- Pupils make rapid progress in English and mathematics. In 2014 and 2015, significantly more pupils made better than expected progress from their starting points in reading, writing and mathematics than seen

nationally. Pupils currently in the school make the same strong progress. The gaps between disadvantaged pupils and others in the school are narrowing considerably in these subjects.

- The quality of pupils' writing is strong. Pupils write with increasing sophistication, developing good understanding of grammar, and they organise their work very well. They also develop their technical skills effectively. They write confidently and are especially skilled at editing and improving their work.
- Pupils' mathematical skills are excellent. Teachers' planning is very effective and well adapted to the demands of the curriculum. As a result, pupils have a very secure understanding of mathematical concepts and are able to solve complex problems. Pupils also have a strong grasp of mathematical language and are able to explain their reasoning when required.
- Current information shows that pupils who have special educational needs or disability make increasingly strong progress in writing and mathematics. Over time these pupils have not made quite as much progress in reading, but this is improving.
- Pupils who speak English as an additional language do very well. Current information shows that they progress as quickly as their peers across all subjects and all year groups.
- Pupils in all year groups read confidently. Pupils read with accuracy, fluency and expression. Leaders are rightly focused on further improving the rates of progress of those pupils who are not making as rapid progress as their peers.
- The most able pupils do very well in mathematics and writing; in 2015, more of the most able pupils achieved the highest levels in the end of key stage 2 than similar pupils nationally. Current information and evidence from pupils' books shows that the most able in all year groups are stretched and achieving well.
- Pupils are ambitious and aware that they need to work hard. They engage very well in their lessons and this enables them to learn effectively across subjects. They leave school with very effective communication skills and with a standard of education above that of other pupils in most schools. As a result, pupils are very prepared for the next phase of their education.

School details

Unique reference number	118849
Local authority	Kent
Inspection number	10003379

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Junior
School category	Foundation
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	415
Appropriate authority	The governing body
Chair	Simon Beamish
Headteacher	Elaine Watson
Telephone number	01622737843
Website	www.roseacre.kent.sch.uk
Email address	office@roseacre.kent.sch.uk
Date of previous inspection	26–27 January 2012

Information about this school

- This is a larger than average junior school.
- The majority of pupils are of White British heritage, with a small number of other ethnic backgrounds represented, including a few who speak English as an additional language.
- The proportion of pupils eligible for the pupil premium (additional funding for those pupils known to be eligible for free school meals and for children looked after) is well below the national average.
- The proportion of pupils who have special educational needs or disability is below that found nationally.
- The school meets the current government's floor standards, which are the minimum expectations for attainment and progress.

Information about this inspection

- Inspectors observed 19 lessons and nine part-lessons across all year groups and subjects. Some lessons were jointly observed with senior leaders.
- Inspectors held meetings with senior leaders, other staff and with governors.
- Inspectors took account of the 28 responses to the confidential questionnaires received from staff. They spoke to a representative of the local authority.
- Inspectors evaluated key documents, including the school's strategic planning, minutes of meetings, reports of attendance and behaviour, and records related to pupils' safety and academic progress.
- Inspectors scrutinised books in lessons and a sample of Year 5 and 6 pupils' English and mathematics books.
- Inspectors observed pupils' behaviour at break and lunchtimes, around the school and during other activities.
- Inspectors listened to pupils read.
- Inspectors spoke with pupils informally and formally as well as taking into account the 60 responses to confidential questionnaires received from pupils.
- Inspectors took into account the 98 responses from parents on Parent View (Ofsted's online questionnaire for parents).

Inspection team

Seamus Murphy, lead inspector	Her Majesty's Inspector
Rosemary Beattie	Ofsted Inspector
Lesley Fisher	Ofsted Inspector
Sean McKeown	Ofsted Inspector
Elizabeth Morrison	Ofsted Inspector

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