

# Roseacres Primary School

Roseacres, Takeley, Bishop's Stortford CM22 6QY

## Inspection dates

17–18 July 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early Years provision	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher and other leaders have established a caring, happy and cohesive community since the school admitted its first pupils in September 2015. Pupils enjoy their learning. They engage enthusiastically in the wide variety of activities that take place throughout the school's broad curriculum, both inside and outside the classroom.
- Leaders use a broad range of information to check the quality of teaching and many other aspects of the school's work. They challenge and support staff to constantly improve.
- Pupils behave well. Relationships are positive. Pupils try hard and are keen to find out new things. They are willing to improve their work. These attitudes help them to make progress in their learning.
- The school promotes pupils' personal development and welfare well. Pupils develop self-confidence, show respect for others, and typically demonstrate maturity.
- Parents, carers, pupils and staff are overwhelmingly supportive of the work of the school. Leaders work effectively to help parents understand how they can support their children's learning.
- The early years provision is well led. Children typically develop their knowledge, understanding and social skills well. This helps most to make a strong start to key stage 1.
- Teachers plan activities that typically enable pupils to make good progress in English and mathematics. Pupils achieve particularly high standards in reading by the end of key stage 1.
- Teachers help pupils to make links between different subjects. Pupils' use of what they know in one subject area to support their learning in another often deepens their understanding.
- Provision for pupils who have special educational needs (SEN) and/or disabilities is well led. Typically, pupils make strong progress from their individual starting points, both socially and academically as a result.
- The extent to which teachers ask questions or set tasks that make pupils think deeply about what they have learned is too variable, particularly in the foundation subjects. Governors are not checking on the progress pupils make in these subjects.
- Teachers do not ensure that pupils apply their well-developed mathematics skills to solving real-world problems often enough. This sometimes prevents the most able from making the progress that they should.
- A small number of pupils do not attend school regularly enough.

## Full report

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

- Improve the quality of teaching, learning and assessment, and pupils' outcomes, further by ensuring that all teachers:
  - enable pupils to apply their mathematics skills to real-world problems
  - ask questions and set tasks that provide all pupils, particularly the most able, with sufficient challenge in each of their subjects.
- Improve the effectiveness of leadership and management by:
  - ensuring that governors receive information about the progress pupils make in subjects other than English and mathematics and use it to hold leaders accountable for the standard of education provided.
- Continue to improve the rate of attendance of the small number of pupils who are persistently absent from school.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher, supported well by other leaders and governors, has successfully created a cohesive school community in which all are respected and valued. Staff and pupils alike demonstrate an evident, and infectious, enjoyment in working and learning together. Pupils are taught to respect each other and to help one another. This has enabled the large number of pupils who have joined the school at times other than the start of the academic year to settle in well.
- Parents, pupils and staff are overwhelmingly positive about the school's work. Comments about the 'Excellent care, learning and support', the 'Extremely approachable and supportive staff', and the 'Absolutely excellent enrichment activities' were typical of the views expressed by parents.
- Leaders have looked outwards as they have developed the new school, supplementing their own expertise with that of others. This has helped to establish high standards in many areas of the school's work quickly. Teachers, in turn, are committed to developing their expertise and to sharing successful strategies. This means that improvement priorities are addressed swiftly and effectively.
- Leaders have an accurate understanding of what the school does well and where improvement is needed. They respond quickly when something is less good than it should be. For example, leaders were concerned that some pupils were not achieving as highly as they might in mathematics by the end of key stage 1. They have since made changes to the way the subject is taught which are deepening pupils' knowledge.
- The headteacher uses her deep and detailed knowledge of teaching standards across the school to challenge staff to improve their practice on an ongoing basis. Staff appreciate the training they receive, and the input from leaders and teachers within the Learning Partnership Trust, which promote improvement.
- Leaders monitor the achievement of pupils in English and mathematics accurately. They have a clear understanding of the strengths in those subjects, and what needs to improve. Subject leaders check the standard of pupils' work against that in other schools. This helps assure them that teachers are assessing work accurately, and to plan precisely targeted and effective support for pupils who have fallen behind.
- The provision for the small number of pupils who have SEN and/or disabilities is well led. Leaders identify pupils' individual needs with precision, put in place well-targeted additional support, and check regularly that it is proving effective. As a result, these pupils typically make good progress from their individual starting points and grow in confidence.
- Pupils are being well prepared for life in modern Britain. They learn to respect those who have different backgrounds, beliefs or lifestyles because teachers promote discussion and debate and make sure that all can speak and are listened to.
- The school makes a positive contribution to pupils' spiritual, moral, social and cultural development. Pupils gain an understanding of different religious faiths, such as the key tenets of Buddhism. Pupils gain an understanding of right and wrong through the operation of the school's 'code of conduct', which they helped to write. The curriculum

enables pupils to explore different genres of music and styles of art, such as that of Kandinsky, which they have used as inspiration for their own work.

- Funding to support disadvantaged pupils is used effectively. Leaders know pupils well and put well-targeted support in place to remove any barriers to their learning. Leaders talk with pupils and their parents to review the impact of that support, before making any necessary changes. Disadvantaged pupils engage fully in sporting, cultural and other activities, along with trips and visits.
- The physical education and sport premium funding is used to provide pupils with access to a wide range of sporting activities, including dance, archery and golf. The school's monitoring information indicates that a high proportion of pupils engage in sporting activity outside the taught curriculum. Pupils' physical health is promoted by the participation of all in the 'mile a day' run.
- The curriculum is broad and engaging. Pupils are encouraged to use what they have found out in one subject to aid their learning in another. The work pupils complete in the foundation subjects often fires their imagination, providing interesting things for them to write about. This supports the development of their literacy skills. However, the extent to which work in subjects other than English and mathematics encourages pupils to think hard about what they learn is too variable.
- Leaders have established a system to monitor how well pupils are doing within the foundation subjects. Teachers are using this to identify what pupils know and can do. Their use of this information to plan work that will prompt pupils to think more deeply and apply their knowledge to challenging questions is inconsistent. This limits some pupils' progress.

## **Governance**

- Governance is effective.
- Members of the governing body have a clear understanding of their roles and responsibilities. They are ambitious for the school and provide challenge to leaders about standards in many aspects of the school's work, including how far pupils are making the progress that they should in English and mathematics, and how effectively disadvantaged pupils are supported.
- Governors use their significant experience, and their learning from well-targeted training, to meet their statutory responsibilities effectively, including with respect to safeguarding.
- Governors track progress towards the school's improvement priorities carefully and support senior leaders in making any necessary changes. Governors work well with the multi-academy trust to ensure that staff can access appropriate training.
- Governors do not systematically challenge leaders about the progress pupils are making in the foundation subjects. As a result, they do not have a detailed enough understanding of how well pupils are doing in subjects other than English and mathematics.

## Safeguarding

- The arrangements for safeguarding are effective.
- The school's pre-employment checks meet all statutory requirements. The records of these are kept appropriately and accurately.
- All parents who responded to Ofsted's online questionnaire, Parent View, agreed that pupils are safe at school. Pupils told inspectors that they feel very safe at school. Teachers encourage pupils to focus on the welfare of others, as well as their own, when they ask pupils each morning to think about 'How we are going to help people feel happy today.'
- Pupils explained how they would keep themselves safe in a range of situations, including when using the internet. This reflects the efforts that teachers make to inform pupils and their parents about e-safety issues. Teachers tackle issues in an age-appropriate manner.
- The school works well with external agencies, including the police who visit to talk about 'People who help us' and Essex road safety officers. These visits enable pupils to understand risks, how to manage them, and who to go to if they need support.
- Senior staff with safeguarding responsibilities are well trained and determined to ensure that vulnerable pupils get the support that they need. Leaders understand the key risks that pupils face because they analyse carefully the information about concerns that staff pass on. Staff receive appropriate training and regular updates in safeguarding. Leaders check that their understanding of this information is secure.
- This work means that adults in school are alert to any signs that might indicate a pupil is at risk or vulnerable. Staff know the procedures to follow if they have any concerns and are confident that these would be followed up well. The school's records demonstrate that pupils receive swift and appropriate support when necessary.

### Quality of teaching, learning and assessment

**Good**

- Teachers use their secure subject knowledge to plan learning that typically helps pupils to make good progress in most subjects. Teachers use a variety of techniques that engage pupils, including showing pupils how to research topics themselves, and using drama so that they explore ideas through movement. These activities promote their personal development as well as their learning.
- Pupils benefit from positive working relationships with their teachers, who are enthusiastic and supportive. Typically, particularly in English and mathematics, teachers plan activities that build on pupils' existing knowledge and understanding.
- In English and mathematics, teachers are quick to identify pupils' misconceptions. They address them quickly so that pupils can move forward in their learning. For example, during a key stage 1 lesson, the teacher quickly noted that some pupils were confusing their tenses when she asked them to write 'paint' in the past tense. She ensured that all corrected this before moving on.
- Teachers have established classroom routines that pupils usually follow without needing to be reminded. As a result, transitions between tasks are managed well and little time is lost between pupils finishing one thing and starting another. This means

that learning opportunities are maximised.

- Pupils are happy to explain their thinking, or their answers, even when they are unsure because teachers encourage them to learn from their mistakes. This builds their resilience. It also alerts teachers to pupils' misconceptions. Teachers go back over things when pupils have not understood or change the way they explain something to make it clearer.
- The teaching of phonics is effective. In key stage 1, pupils make good progress with reading because teachers plan lessons well. Pupils develop the ability to extract the meaning and draw inferences from text. They sound out unfamiliar words, and readily find out what they mean. Teachers guide pupils towards texts that interest and challenge them. During this inspection, many boys in particular did not want to stop reading and writing about the football World Cup.
- Teachers provide feedback in line with school leaders' expectations. This often helps pupils to improve their work during lessons before it is finished. Pupils also take the opportunity to edit their finished work in response to their teachers' precise, subject-specific guidance.
- Teachers encourage pupils to use their knowledge from different subjects, or from their broader experiences, when writing. This motivates pupils to write at length and imaginatively. For example, key stage 2 pupils used their knowledge of the animals that live in different layers of the rainforest to add depth to their informal writing about 'Budi the orangutan'. They also used their scientific knowledge to explain the reasons why rainforests are hot.
- Pupils use spelling, punctuation and grammar with improving precision as they move up the school. Teachers use a variety of techniques to reinforce this, including individualised spelling lists and the creation of 'e-books' in which pupils write stories that they can easily correct. Consequently, pupils improve the accuracy with which they spell both common and less common words over time.
- Teachers are ensuring that pupils develop strong science subject knowledge, together with an understanding of the purpose and nature of scientific experimentation and reporting. Pupils engaged with the task of establishing the most effective way to melt chocolate in an imaginary confectionery factory with particular relish during the inspection.
- The teaching of art is a strength. Pupils are taught to master a variety of different compositional techniques when drawing or painting. Many gain considerable proficiency in these. This enables them to complete work in different genres and styles, such as aboriginal art.
- Pupils readily respond when teachers and other adults who support learning use questioning and other strategies to encourage them to refine and develop their thoughts and ideas. When key stage 2 pupils were asked what could be done to save the rainforests, they developed their ideas well because the teacher asked, 'What more could we do? Why might that help?'
- Sometimes, teachers' questioning and tasks set do not stretch the most able sufficiently. Pupils told the inspector that they sometimes find mathematics 'too easy'. The extent of such challenge is variable too within the foundation subjects.

- Leaders have recently adopted a 'mastery' approach to the teaching of mathematics. Teachers encourage pupils to develop a deeper understanding of mathematical reasoning and an ability to apply what they know. However, some teachers do not provide pupils with sufficient opportunities to apply their mathematics skills to real-world problems.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Staff know individual pupils very well in this small school. They use this information to provide appropriate care, guidance and support to those who need it. Pupils feel well cared for but understand that they need to try hard. They are encouraged to cooperate and work together. One pupil remarked that 'The best thing about this school is that we look after each other.' Others readily agreed.
- From an early age, pupils learn to shake hands, to make eye contact, and to demonstrate an interest in others through conversation. Teachers also provide individuals with regular opportunities to present their work or explain their ideas to the class. This helps to develop pupils' confidence and ensures that they listen to those with different perspectives, backgrounds or beliefs respectfully.
- Pupils know what bullying is and believe that it happens very rarely. They are confident that adults deal with it swiftly and effectively on the rare occasions when it does occur. Leaders' monitoring information confirms that bullying, including prejudice-based bullying, happens very seldom and is dealt with appropriately.
- Pupils know how to stay healthy. They understand that eating fruit and vegetables is important; as one pupil volunteered, 'I have a favourite vegetable – broccoli!' All complete the 'daily mile' challenge, and pupils in key stage 2 have weekly swimming lessons. The school's focus on developing pupils' resilience is a positive contributor to their mental health.
- Pupils gain an understanding of the main religious faiths and are taught to value diversity and respect those who have different beliefs or lifestyles. Pupils know the difference between right and wrong and have worked with staff to develop the school's 'code of conduct'.
- Leaders have plans in place to provide further opportunities for pupils' personal development as the school grows further, by taking up leadership responsibilities, including as school council members, monitors and sports and play leaders.

### Behaviour

- The behaviour of pupils is good.
- The overwhelming majority of parents, pupils and staff believe that pupils behave very well. Inspection evidence supports this view. The school's monitoring information indicates that serious misconduct happens rarely. No pupil has been temporarily or permanently excluded since the school opened in September 2015.

- In the classroom, pupils usually listen attentively to their teachers and to each other and start work quickly. Behaviour often aids learning, because pupils are willing to try different ways of working, and usually keep trying without becoming frustrated when things are hard.
- Pupils socialise well at breaktimes, playing companionably and making use of the equipment within the school's spacious and attractive site.
- Disruptive behaviour is uncommon. On the rare occasions when it happens, it is typically either because pupils find work difficult and start to chat, or because they are excited and call out an answer. Teachers typically deal with such incidents calmly and effectively.
- Overall, attendance is in line with the national average. Leaders monitor the absence of individuals very closely and work to support parents and pupils if attendance starts to slip. This work is starting to increase the attendance of a small number of pupils who do not attend school regularly enough. However, the proportion of pupils who are persistently absent remains slightly above the national average.

### Outcomes for pupils

**Good**

- There is insufficient information upon which to make detailed judgements about pupils' historical attainment. This is because the school opened in September 2015 with a very small number of pupils, the eldest of whom are now in Year 4. Typically, pupils have achieved the expected standard in phonics by the end of Year 1, and in each of reading, writing and mathematics by the end of key stage 1.
- Most current pupils at key stage 1 and in lower key stage 2 are making particularly strong progress in reading. They use their phonics skills well to segment and then blend words, which enables them to pronounce unfamiliar words accurately when they come across them. Pupils' comprehension and inference skills are strong.
- Current pupils typically make good progress in both writing and mathematics. Some pupils, including the most able, are making less strong progress in mathematics than they might because they have too few opportunities to apply their skills to real-world problems.
- Over time, disadvantaged pupils, including the most able, typically make at least similar progress to other pupils with the same starting points and achieve well. Overall, current disadvantaged pupils are making strong progress because leaders and teachers work well to remove the barriers to these pupils' learning.
- Pupils who have SEN and/or disabilities, including those with more complex needs, typically make good progress from their individual starting points, both academically and in terms of their personal development. This is because their needs are accurately assessed; they are well supported, and their progress is tracked carefully.
- Leaders and teachers work carefully to support pupils who are absent so that they can catch up with work that they have missed quickly upon their return. Leaders' monitoring information indicates that completing this work minimises the impact of absence upon pupils' progress.
- The school's assessment information, together with work in pupils' books, indicate that, typically, pupils are currently making secure gains in their knowledge within most of



the subjects that make up the wider curriculum. This is particularly true in art, geography, science and physical education. Pupils' progress is less strong in French and music. The extent to which tasks in the foundation subjects prompt pupils to think and write deeply about what they have learned is too variable, however.

## Early years provision

**Good**

- Typically, children enter Reception with skills and abilities that are in line with or slightly below those of others nationally of a similar age. Leaders make accurate initial assessments of what individual children can do and use this information to plan a wide range of appropriate and interesting activities that promote their development.
- Children enjoy learning within a rich, very safe and well-resourced learning environment which stimulates their imaginations. Teachers make much of children's fascination about the places they have been and the things that they have seen. They encourage children to read and to talk, so that they have plenty to write about.
- Children enlarge their understanding of the world by finding out facts; teachers help them to make connections between things that they know. During the inspection, children were finding out about marine life and writing imaginative stories. This helped children to begin to understand the concept of 'habitats' and their fragility. As one commented, 'If the fish eats the plastic, it will get injured.'
- Teachers' explanations and questioning often help children to develop and deepen their understanding. Teachers also allow children to develop their independence and resilience, by allowing them to work out how to do things for themselves when they are engaging in imaginative play, using the resources in the small, well-resourced outdoor area.
- By the end of Reception, most children form letters well and have progressed from simple mark-making to writing in complete sentences. Sometimes, these take the form of short stories, such as, 'I was in bed asleep. In my dream I saw a kookaburra in the tree. I had a ride on his back. It was high and scary. I am glad it was not real.'
- Mathematics resources engage children well and support their increasing grasp of basic mathematical operations. The early years leader has introduced a 'mastery' approach to mathematics learning, involving children working on key concepts for lengthy periods. Assessment information indicates that most remember what they have learned after they have moved on to a different aspect of mathematics.
- Children's behaviour reflects their growing maturity and sociability. Most listen carefully and follow adults' instructions quickly, developing a good understanding of how to learn, through play or more formal activities. When children do not follow routines or expectations, it is often because they are so excited that they cannot wait to ask a question or to say something.
- Teachers encourage children to stand up and share their ideas, their pictures or their writing with others. Activities often involve turn-taking, cooperation and problem solving. By these means, most children develop the ability to speak, to listen and to work with others without becoming easily frustrated.
- Teachers keep detailed records of each child's progress across all areas of learning and

are well aware of each individual's next steps. Planning for these, together with effective teaching, ensures that children are typically challenged appropriately.

- Progress records demonstrate that children, including those who are disadvantaged, get the help that they need, and that those whose starting points are low typically catch up. In 2016 and 2017, the proportions who reached a good level of development were above national averages. Most current children are making strong progress. This means they are ready for the next stage in their education.
- Parents appreciate the weekly guidance that the school provides about the best ways to support their children's learning at home. Many parents engage with this, as well as with 'stay, play and learn' sessions at school. This helps promote their children's progress.
- The Reception leader is ambitious to ensure that an even higher proportion of all children, including the most able, achieve at least a good level of development by the end of Reception. She is developing links with a greater number of pre-school providers, so that teachers can find out about children's needs before they join the school and plan to ensure that all make the strongest possible start.

## School details

Unique reference number	141681
Local authority	Essex
Inspection number	10046594

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	106
Appropriate authority	Board of trustees
Chair	Dr Iain Gilchrist
Headteacher	Isobel Barron
Telephone number	01279 879599
Website	<a href="http://www.roseacres.co.uk">www.roseacres.co.uk</a>
Email address	<a href="mailto:admin@roseacres.essex.sch.uk">admin@roseacres.essex.sch.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- Roseacres Primary School is much smaller than the average-sized primary school. It opened in September 2015, admitting children to the early years foundation stage and a very small number of pupils to Year 1 and Year 2.
- The school is part of the Learning Partnership Trust. Although the multi-academy trust's board of trustees is legally the responsible body, the school retains a local governing body. This holds the school's leaders to account for the effectiveness of teaching, learning and assessment, as well as pupils' progress, outcomes and safeguarding.
- The multi-academy trust provides support to the school, including training for teachers. The school's teachers also provide support to colleagues within other trust schools.
- The proportion of pupils who speak English as an additional language is lower than in the average primary school.
- The proportion of disadvantaged pupils is lower than the national average.

- The proportion of pupils who have SEN and/or disabilities is broadly in line with the national average, as is the proportion with an education, health and care plan.
- There were no pupils in Year 6 in 2017; published data about pupils' performance relates only to the early years foundation stage, the Year 1 phonics screening check and key stage 1.

## Information about this inspection

- The inspector observed learning in each class. These observations were carried out with the headteacher.
- The inspector scrutinised the quality of pupils' work in all classes and undertook additional scrutiny of work in pupils' books.
- The inspector held meetings with a group of pupils and spoke with pupils in classes and during breaktimes and lunchtimes.
- Meetings were held with the chief executive officer of the Learning Partnership Trust, members of the local governing body, the headteacher, other leaders and teachers, and a member of the support staff.
- Information was considered relating to: safeguarding; pupils' attendance; attainment and achievement; leaders' evaluation of the quality of education; leaders' improvement planning; the curriculum; and the work of external agencies working with the school.
- The inspector considered the views of 12 members of staff who responded to the Ofsted online survey.
- The inspector also took into account the views of 34 parents who responded to Ofsted's online questionnaire, Parent View.

## Inspection team

Jason Howard, lead inspector

Her Majesty's Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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