

Inspection of Rosa Street Primary School

Rosa Street, Spennymoor, County Durham DL16 7NA

Inspection dates: 1–2 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this school?

Adults at Rosa Street look after pupils well. Staff listen to, and act on, pupils' views. This helps pupils make the school a better place for all. They do this by working in teams, such as the school nutrition action group, young carer's group and anti-bullying group.

Pupils learn lots about how to be peaceful citizens. They learn to respect differences of all kinds. The UNICEF Rights Respecting School Award has been well-earned. Pupils feel safe. They say bullying is very rare. They trust adults to help them if they have any concerns. Pupils behave well in and between lessons.

Pupils develop knowledge in the full range of subjects. They take part in numerous enriching activities such as educational visits. Many pupils, including the most vulnerable, attend clubs. Staff go the extra mile to put on extra activities. Pupils appreciate the games available to them at playtimes.

Adults care for pupils with special educational needs and/or disabilities (SEND). Pupils who sometimes did not succeed in other schools value the fresh start they get at Rosa Street. Adults plan ways to help pupils with SEND to do similar work to other pupils in a wide range of subjects.

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

Leaders have improved the school since the last inspection.

Leaders are clear about what pupils should learn in mathematics and by when. Each piece of learning is in the right order. This helps pupils to remember how to do one thing before they move on to the next. Teachers are well trained in how to teach mathematics. They give pupils practical equipment to help them understand mathematical concepts. Teachers keep a close eye on pupils' progress. Teachers make sure pupils with SEND get the extra help they need in mathematics.

As at the time of the last inspection, pupils' work in science and history is of good quality. Pupils in Year 6 have learned important scientific vocabulary. They can use this knowledge to explain what they have learned. Teachers help pupils grasp one idea before presenting something more challenging to pupils. However, pupils' knowledge could be deepened further. Leaders do not ensure that what pupils learn in one year prepares them as well as it could to learn in the next.

Leaders have not given equally careful thought to all subjects. For example, the plans for teaching religious education do not help pupils learn all that they should by the time they leave. Pupils enjoy lively music lessons. However, some ideas are difficult for pupils to grasp. This is because they have not learned or remembered important information earlier. Leaders have well-considered plans in place to continue to improve the quality of all subjects.

Most pupils learn to read well by the time they leave for secondary school. They enjoy listening to stories and poems every day. Most pupils read at home every day. Those pupils who do not read at home every day, read more often to adults in school. Most pupils reach a good standard of reading by the end of Year 1 and Year 2. However, extra teaching for the least able pupils, including those with SEND, does not help them catch up quickly. Many of the books that pupils in Reception and Year 1 practise at home help to develop fluency and confidence. However, books are not always closely enough matched to pupils developing knowledge. Therefore, some pupils do not progress as quickly as they might. Many children are ready to get going learning phonics straight away in Reception. However, they do not learn or practise matching letters and sounds soon enough.

Last year, too many children were not well enough prepared for learning in Year 1. They did not read, write and learn to use numbers well enough. Leaders are improving the Reception curriculum. A recent transformation in the early years environment is promising. Parents value these rapid improvements.

Pupils behave really well in class, not least because they enjoy their lessons. Those pupils who find it harder to behave well are helped to improve. Some of these pupils are taught in a smaller 'nurture' group. This helps them to feel safe and to build confidence.

Work to promote pupils' personal development is very extensive indeed. Pupils are being prepared well for life in Modern Britain. For example, an LGBT initiative teaches children about respect for diversity.

Able trustees and governors play their full part in holding leaders to account. The multi-academy trust has helped to bring about considerable improvements.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and those responsible for governance follow safer recruitment rules. The record of safeguarding checks on adults is complete. Training for adults is up to date. For example, adults are trained in how to spot risks from potential 'county lines' activity. Adults understand the risks children face in the local community. Adults are vigilant. They report the smallest concerns to leaders. They keep a close eye on the most vulnerable pupils. Leaders are tenacious in getting pupils the help they need. Child protection records are meticulous.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not ensured that teachers teach phonics in the way that is most effective, especially for the least able pupils. Leaders should review the way the phonics programme is taught. They should also check the effectiveness of

phonics lessons regularly, especially the interventions for those pupils who are falling behind, so they catch up more quickly. Reading books for Reception children and pupils in Year 1 are generally suited to their developing knowledge. However, books are not matched closely enough to assist the rapid development of reading fluency and accuracy of all pupils. Leaders should ensure that books are more closely matched to pupils developing phonics knowledge.

- A small but significant number of pupils over the last few years have not made sufficient progress to ready them for learning in Year 1. Recent improvements in the early years must be sustained and embedded so that most children achieve the early learning goals in reading, writing and mathematics and are better prepared for learning in Year 1. Leaders need to consider in greater detail, not just in general terms, what should be taught in each area of learning.
- Leaders must continue to examine carefully curriculum plans in the foundation subjects. They should identify the key concepts that pupils should have stored in long-term memory at each stage of their journey from the early years to the end of Year 6. They should identify the themes and threads in each subject that make for a well-structured, cohesive curriculum.
- Subject coordinators are not yet proficient in independently checking that each subject is taught as intended. Senior leaders should now make sure that they carry out the plans to help subject coordinators to check that revisions to the curriculum are implemented as intended so pupils make equally strong progress in every subject.

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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	141121
Local authority	Durham
Inspection number	10110602
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	161
Appropriate authority	Board of trustees
Chair of trust	John Muir
Headteacher	Helen Ashton
Website	www.rosastreet.durham.sch.uk
Date of previous inspection	13–14 June 2017

Information about this school

- The school is part of the Cleves Cross Learning Trust, a small trust comprising two schools.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with leaders at all levels to discuss their plans to ensure all pupils make progress in every subject. Inspectors also sought the views of teachers through discussion.
- Inspectors met with pupils to find out what it is like to attend this school. They listened to several pupils reading to their teachers.
- Inspectors visited several lessons with school leaders and scrutinised pupils' workbooks. Inspectors looked particularly closely at reading, mathematics, science and music.
- Inspectors met members of the local governing committee and a trustee of the multi-academy trust. In addition, the lead inspector spoke to the chair of the board of trustees on the telephone.

- Inspectors considered the views of 26 parents to Ofsted's online survey, Parent View. They also looked at the written comments from 20 parents and held one-to-one telephone discussions with several parents.
- A range of documents were examined, including a school self-evaluation document and school improvement plans.
- Inspectors examined a range of documents relating to safeguarding. They questioned staff about their safeguarding and child protection duties.

Inspection team

Philip Riozzi, lead inspector

Her Majesty's Inspector

Zoe Carr

Ofsted Inspector

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