

# Inspection of Roselands Primary School

Lynmouth Avenue, Paignton, Devon TQ4 7RQ

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Inspection dates: 10–11 March 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

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

Pupils relish learning at Roselands Primary School. Pupils told inspectors how much they liked their lessons. They appreciate the opportunities to discuss their ideas. The school provides a safe, harmonious environment in which pupils feel confident to voice their views.

Through the curriculum, pupils learn to be friendly and supportive of each other. Pupils' behaviour is impeccable in lessons and around the school. Pupils state clearly that bullying is very rare and that staff resolve issues quickly. Children learn the rules of the classroom very well in reception. Consequently, they are enthused about learning.

Pupils develop leadership skills through supporting each other. Pupils also experience democracy through elections to the school council. Pupils represent the interests and needs of their peers well. They have secured new mirrors and improved the display in the café.

Pupils with special educational needs and/or disabilities (SEND) receive tailored support. They are fully included in lessons and thrive. The curriculum helps them to learn and do well.

Pupils learn about the importance of resilience in becoming a successful learner. Consequently, they try hard to do their best in lessons. Parents who spoke to us were unanimous in their appreciation of the quality of education.

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

Leaders and staff have created a harmonious learning environment to enable pupils to achieve well. Leaders and staff have worked hard to revise the design of the curriculum to ensure that pupils succeed. In mathematics, pupils secure their understanding of mathematical concepts well before moving on to more complex problems. Pupils have many opportunities to apply their understanding through problem solving. Pupils use talk very well to improve their understanding of abstract concepts.

Pupils voice their ideas clearly. Pupils discuss their ideas before writing, enabling them to craft their sentences more skilfully. Pupils in Year 1 were observed sharing ideas about adjectives to describe the setting in a picture. Pupils develop their writing by drawing on their knowledge of vocabulary and grammar. As a result, pupils write well.

Leaders have fostered a strong love of reading in pupils. The teaching of phonics is effective. Staff sequence lessons to ensure that pupils develop confidence and fluency. Leaders have designed a well-sequenced reading curriculum that provides pupils with a breadth of genres. Pupils in key stage 1 read well. They articulate their

understanding of texts well. However, pupils in key stage 2 do not consistently use their knowledge of language when responding to texts. As a result, pupils do not always write in depth about characters, themes and settings in texts.

Children in reception learn to read exceptionally well. Leaders and staff have created an exciting and nurturing setting that stimulates children's natural curiosity. Children's thirst for knowledge flourishes through the well-structured activities. Staff help children to develop strong communication skills. For example, children use talk to develop strong relationships and to strengthen their understanding of the world. Children also learn to write exceptionally well. Their writing demonstrates a strong command of letters, words and sentences. They also use full stops, capital letters and finger spaces accurately. Consequently, children are extremely well prepared for study in Year 1.

Pupils study a broad curriculum that enables them to learn well. Teachers subject knowledge is particularly strong in French, music, physical education, art and science. However, some areas of the wider curriculum, such as design technology, do not develop pupils' knowledge as effectively.

Pupils with SEND achieve well. Through carefully considered strategies, these pupils develop strong social and emotional skills. As a result, these pupils are fully involved in school life.

Staff prioritise the needs of disadvantaged pupils to ensure that they achieve well. Through tailored support, teachers address pupils' misconceptions. Teachers provide bespoke support that enriches their understanding of reading, writing and mathematics.

Leaders and staff enrich the curriculum with a suite of clubs and trips. Pupils visit the beaches, museums and wildlife centres around Torbay. This helps pupils to gain a strong understanding of the cultural, historical and geological wealth of their region.

Pupils and parents who spoke to us were unanimous in their praise of the quality of teaching and learning. However, the rate of attendance is below the national average. Leaders have implemented strategies to address this, but it is too early to judge its impact.

Governors and trustees have an accurate view of the school. They visit the school frequently and ask pertinent questions. Staff feel well supported. Staff told us that they are proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders are tenacious in ensuring the physical and emotional safety of pupils. Leaders re-refer to external agencies if they have concerns. Leaders act in a timely manner when they consider that a pupil may be at risk of harm.

There is a strong culture of safeguarding at the school. All pupils who spoke to us stated that staff cared for them.

Staff receive up-to-date training in safeguarding. They record their concerns in a timely and appropriate manner. The school's checks on adults who work at the school are effective.

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

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

- Leaders and staff ensure that pupils consider their language and grammatical choices when writing for different audiences and purposes. However, at key stage 2, they do not consistently ensure that pupils apply this knowledge about language when writing about the character and themes in the texts they read. Leaders need to ensure that staff at key stage 2 make clear to pupils how they should use their knowledge of language and grammar when writing about the themes, characters and settings in texts.
- Leaders have successfully revised the curriculum design for many subjects in the wider curriculum, such as science. However, some subjects are not as well designed, such as design technology. Leaders need to ensure that all subjects in the wider curriculum are as well sequenced and coherent as the science curriculum.
- Leaders need to ensure that more pupils attend school more regularly. Leaders must communicate to pupils and parents and carers the link between achievement and attendance.

## **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 are the school and you are 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

<b>Unique reference number</b>	142364
<b>Local authority</b>	Torbay
<b>Inspection number</b>	10133452
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	328
<b>Appropriate authority</b>	The board of trustees
<b>Chair of trust</b>	James Parffrey
<b>Headteacher</b>	Claire Hepher
<b>Website</b>	<a href="http://roselandsprimary.org.uk">http://roselandsprimary.org.uk</a>
<b>Date of previous inspection</b>	10 November 2011

## Information about this school

- Roselands Primary School joined the Riviera Trust in October 2015
- The proportion of pupils with education, health and care plans are above the national average.
- The proportion of pupils known to be eligible for support by the pupil premium funding is in line with the national average.

## Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- We held meetings with the headteacher, senior and curriculum leaders, the vice chair of the Riviera Trust and governors. We also met with the chief executive officer and director of education of the Riviera Trust.
- On the first day of the inspection, we focused on reading, mathematics, science, design technology and writing. This meant that, in each subject, we met with

senior and curriculum leaders, talked to pupils, visited lessons, spoke to teachers and looked at pupils' work.

- We met with staff to consider their views. We also met with parents to consider their views about the school.
- We reviewed safeguarding records, including the single central record of recruitment checks on staff.

### **Inspection team**

Susan Aykin, lead inspector

Her Majesty's Inspector

Mark Lees

Ofsted Inspector

Matthew Shirley

Ofsted Inspector

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Piccadilly Gate  
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