

# Inspection of Rossett Acre Primary School

Pannal Ash Road, Harrogate, North Yorkshire HG2 9PH

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Inspection dates: 14 and 15 June 2022

**Overall effectiveness** **Good**

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

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

There is a strong sense of community in this school. The school's vision, 'excellence and happiness for all', is clear to see in the supportive and ambitious culture leaders have established. Staff have very high expectations for all pupils. There is a firm focus on pupils' academic success alongside their mental health and well-being. Staff encourage pupils to benefit fully from the rich curriculum experiences and opportunities on offer. Pupils enjoy their lessons and clubs, such as dodgeball, singing squad, multi-sports and orchestra. Pupils respond positively to the education they receive. They show high levels of motivation and a thirst for learning. Pupils feel valued by staff and are proud of the contribution they make to the school.

Pupils behave extremely well, guided by the 'ready, respectful, safe' rules. Well-established routines and relationships begin in Reception and build throughout key stages 1 and 2. Pupils quickly develop resilience, impeccable manners and effective communication skills. These character traits contribute very well to their achievement, and the tolerance and respect they show for others. Diversity is valued and bullying is not accepted. Leaders deal well with any concerns about bullying. Pupils feel safe. They are confident that adults will resolve any issues they have.

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

The trust makes a significant contribution to the school's success in providing a high quality of education for its pupils. Senior leaders and those responsible for governance are passionate about improving the educational offer for all pupils. Staff access a wide range of professional development opportunities, both within school and through trust network meetings and training. These opportunities are supporting curriculum improvement, staff expertise and subject leadership.

Subject leadership has been highly effective in many areas of the curriculum. Reception is not always the starting point of curriculum planning for each subject though. The broad offer and focus on developing staff expertise mean that pupils achieve very well in the range of subjects over time. The curriculum is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils with SEND have the support they need so they can achieve well and be fully involved in school life.

Teachers deliver the curriculum with enthusiasm. This rubs off on the pupils and they respond with curiosity and a desire to learn. Teachers regularly check pupils' understanding of what they have been taught. For example, in mathematics, they provide frequent recaps of important knowledge to make sure it has been learned and remembered. There are well-established procedures for identifying gaps and addressing misconceptions. In English though, it is not clear when handwriting and letter formation knowledge are introduced and revisited. Therefore, there has been less attention to checking if pupils are securing this foundational knowledge effectively.

Leaders prioritise reading to make sure that all pupils learn to read as soon as they should. A new phonics programme was introduced in September 2021. All staff have received training to use the new programme and have ongoing access to online support. Staff are becoming familiar with the expectations of the programme. Nearly all pupils are keeping up with the pace of the programme. The few who are not find it difficult to take part as they do not have the necessary prior knowledge. They receive extra support at other times of the day. However, phonics lessons are not helping these few pupils move on from their starting point so they can catch up with their peers more quickly.

Carefully chosen books are an essential part of the school's curriculum. One pupil said, 'We have the best selection of books in class'. Leaders have made sure there are books from a diverse range of authors. Pupils are inspired by these books and soon become avid readers. They talk articulately and with passion about the books which teachers have read to them. The stories often contain issues, for example racism, bullying, and being a refugee, which prompt important discussion and debate.

Leaders' work to promote pupils' personal development is a significant strength. The school has received several awards and quality marks for its work in this area. Leaders provide pupils with rich experiences and opportunities. Events such as 'Rossett's Got Talent' and fundraising for Ukraine enhance the curricular offer. Diversity is celebrated by staff and pupils. Pupils learn about different faiths, cultures and ways of life. They develop tolerance and respect for one another. Nurture provision, tailored to individuals' needs, provides short-term support for vulnerable pupils. This helps pupils learn to manage their emotions and respond well to others. High expectations and consistent routines from staff help pupils become thoughtful and well-mannered members of their school community.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have well-developed systems to check that safeguarding procedures are working effectively. They make sure that staff receive regular training so they will be confident to recognise and report any causes for concern. Leaders are vigilant in following up any issues raised. They take timely and appropriate action, involving external services when needed to make sure pupils get the help they need.

The curriculum gives pupils an awareness of how to stay safe, for example when they are online. Leaders adapt the curriculum to reflect issues affecting pupils and the local community, so that pupils are increasingly able to recognise risks and know how to respond.

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

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

- Leaders are aware that some curriculum planning would benefit from further refinement. Subject overviews do not always begin with Reception and, in some subjects, the precise knowledge which pupils should acquire at each stage is not set out. When this is the case, it is difficult for senior leaders and subject leaders to check that the intended curriculum has been taught and is having the desired impact. For example, in Reception, the curriculum for handwriting is not clear. Children are not securing accurate letter formation as soon as they should. Inaccuracies become embedded and persist in Year 1. Leaders should make the adjustments needed so there is a clear picture of how pupils' knowledge builds over time.
- Leaders introduced a new programme for teaching phonics in September 2021. It is now being taught in Reception and Year 1. Leaders should check that staff are implementing it effectively to make sure that pupils who are struggling with phonics catch up as quickly as possible.

## 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.

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>	143613
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10227455
<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>	400
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Chris Tulley
<b>Headteacher</b>	Corrine Penhale
<b>Website</b>	<a href="http://www.rossettacre.n-yorks.sch.uk/">www.rossettacre.n-yorks.sch.uk/</a>
<b>Date of previous inspection</b>	11 June 2019, under section 8 of the Education Act 2005

## Information about this school

- No relevant changes since the previous inspection.

## Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to some pupils read.
- Inspectors met with the headteacher, deputy headteacher and other senior leaders, including the early years leader. A meeting about governance was held

with the chair of the trust, the CEO, the primary director of learning, three representatives of the local governing body and a trustee.

- Inspectors talked to leaders, staff and pupils about safeguarding issues. They examined safeguarding records, including those related to behaviour, bullying and attendance.
- Inspectors spoke to leaders about the curriculum for pupils' personal development. Inspectors carried out both formal and informal discussions with pupils and staff. Responses to Ofsted's parent and staff surveys were also considered.

### **Inspection team**

Kirsty Godfrey, lead inspector

Her Majesty's Inspector

Chris Baines

Ofsted Inspector

Janet Madden

Ofsted Inspector

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