

Inspection of Roseberry Academy

Roseberry Crescent, Great Ayton, Middlesbrough TS9 6EP

Inspection dates: 25 and 26 April 2023

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

What is it like to attend this school?

Roseberry Academy is a happy and welcoming school. Pupils feel cared for and safe. Leaders describe the school as the 'Roseberry family'. This is evident in the positive and respectful relationships between teachers and pupils. One parent captured the views of many in praising the impact of teachers on her son, saying: 'The teachers have been brilliant, nurturing his strengths, encouraging him in participation and activities he would once have shied away from.'

Pupils behave well because leaders have high expectations of their behaviour. Pupils, including children in the early years, respond positively to the clear routines and expectations that are in place. They are keen to learn and attentive in lessons. Pupils say that bullying does not happen often, but when it does, teachers deal with it very well.

Pupils enjoy lots of enrichment opportunities across the curriculum. Clubs, such as chess, karate and choir, help to broaden and develop pupils' talents and interests. In weekly Roseberry Enrichment Activities and Learning sessions, pupils learn British Sign Language and how to administer first aid. Pupils comment that they enjoy and appreciate this opportunity to learn new skills. Pupils are proud to take on leadership roles through the student council and eco-council.

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

Leaders have developed a curriculum that is ambitious for all pupils. Curriculum thinking starts in the early years. This prepares children for what they will learn in Year 1 and beyond. For example, children learn about mixing colours in the early years, which anticipates their learning about shade, tone and watercolours in art in key stage 2. Subject leaders have identified the most important knowledge and skills that pupils need to know in all subjects. Teachers have strong subject knowledge. They use this to plan teaching activities that support pupils in knowing and remembering more over time. Leaders have used educational research and expertise within the trust to develop subject leadership.

Leaders have made reading a priority. In Nursery, children build a strong foundation, listening to rhymes, stories and songs. In Reception, there is a consistent approach to teaching phonics. Pupils read books that are well matched to the sounds they know. When pupils fall behind with their reading, they receive targeted support to help them catch up. A love of reading is fostered in all year groups. Leaders have chosen a range of high-quality texts, which are used to develop pupils more complex reading skills and extend their vocabulary. Pupils in all year groups enjoy reading during 'ERIC' (Everyone Reads In Class) time.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Their needs are identified early, and they follow the same ambitious curriculum as their peers. Leaders work closely with external agencies to ensure that pupils with

SEND get the right support when they need it. However, at times, the information that leaders provide teachers with about the support that pupils with SEND need is not clear enough.

Children make a strong start to their education in early years because of an exceptionally well-designed curriculum. Carefully selected activities create opportunities to extend children's thinking. For example, activities in early mathematics are clearly linked to capacity, counting, mass and money. The environment is calm and purposeful. Children sustain concentration on activities for long periods of time and engage in conversation with each other. Staff use their interactions with children to help them to develop a rich and varied vocabulary.

Staff have high expectations of pupils' behaviour. In lessons, pupils behave well and show positive attitudes to learning. During social time, such as playtime, some older pupils use derogatory language, which is not sufficiently challenged by leaders.

Leaders have thought carefully about how to support pupils' personal development. They strive for pupils to become 'lifelong learners and beautiful people' and provide pupils with a range of opportunities to develop as young citizens. For example, pupils work as a team in the 'Goblin Kart Club', applying what they have learned in mathematics and science to a race kart. During mindfulness and yoga sessions, pupils learn to take care of their emotional and physical well-being. Pupils are prepared for life in modern Britain, as they engage in 'celebrating cultures' weeks. They learn about other faiths and cultures, the protected characteristics and fundamental British values, such as the rule of law.

Staff morale is extremely high at Roseberry Academy. Staff feel well supported and valued by leaders, at both trust and school level. Leaders are considerate of well-being and workload. There is a real sense that staff work well together and share a common purpose. Governors know the school well. They make regular monitoring visits to ensure they have oversight of the school's strengths and ways in which it could improve further.

Safeguarding

The arrangements for safeguarding are effective.

There is a culture of vigilance around safeguarding. Pupils learn how to stay safe, including when they are online. They know who to contact if they have any worries.

Staff know what to do if they have concerns about a pupil. They receive regular safeguarding training. Leaders are proactive in working with external agencies to ensure that pupils receive the help they need. They are knowledgeable about the local area and some of the safeguarding risks that pupils may face. Leaders carry out the appropriate checks so that all adults are safe to work in the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Although behaviour is good, the use of derogatory language by some older pupils is not sufficiently challenged. Leaders should do more to prevent the use of derogatory language and ensure pupils respect the protected characteristics.
- The targets, strategies and provision listed in pupils SEND plans are not specific enough. This means that some teachers are not clear on the strategies to use to best support particular pupils. Leaders should ensure that plans are precise, enabling pupils with SEND to achieve the best possible outcomes.

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.

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	141463
Local authority	North Yorkshire
Inspection number	10255666
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	251
Appropriate authority	Board of trustees
Chair of governing body	Alison Dumphy-Brook
Principal	Helen Channing
Website	www.roseberryacademy.org/
Date of previous inspection	21 and 22 November 2017, under section 5 of the Education Act 2005

Information about this school

- The school is a member of The Enquire Learning Trust.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded 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 met with the principal, vice principal, the special educational needs and disabilities coordinator, curriculum leaders and the leader of the early years foundation stage.
- Inspectors carried out deep dives in reading, mathematics and art. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work, listened to pupils' read, and met with teachers and pupils.

- Inspectors also sampled curriculum planning in the wider curriculum, meeting with curriculum leaders.
- The lead inspector met with representatives of the board of trustees and academy improvement committee.
- The lead inspector also met with the chief executive officer and the director of school improvement of The Enquire Learning Trust.
- Information about behaviour, attendance and safeguarding was scrutinised. This included the school's single central record. Inspectors conducted meetings with leaders to discuss the safeguarding of pupils.
- Inspectors considered pupils' behaviour at various times of the day, including in lessons, around the school site and at lunchtime.
- The inspection team took account of the responses to Ofsted Parent View, the pupil survey and the staff survey, along with written comments from parents. Inspectors spoke informally to parents outside the school.

Inspection team

Kate Morris, lead inspector

Seconded Inspector

Philippa Kermotschuk

His Majesty's Inspector

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