

Inspection of a good school: Roseacre Primary Academy

Stonycroft Avenue, Blackpool, Lancashire FY4 2PF

Inspection dates: 10 and 11 May 2023

Outcome

Roseacre Primary Academy continues to be a good school.

What is it like to attend this school?

Pupils are very positive about their experience at Roseacre Primary Academy. They develop into caring, responsible and active citizens. Pupils shine. They represent the school well through the many leadership and ambassadorial roles that are available to them.

Pupils feel happy and safe at school. They know that they can speak with any member of staff if they are worried or anxious. On the rare occasions that bullying happens, leaders deal with it quickly and efficiently.

Leaders motivate pupils to behave well. Leaders also expect pupils to achieve highly. Pupils respond well to these expectations. They are courteous, welcoming and respectful towards each other and staff. They are well prepared for their next steps.

Pupils have a strong appreciation of fundamental British values. They understand the importance of democratic principles and the rule of law. Pupils celebrate various festivals and cultural events. Their visits to places of worship help to develop their understanding of diverse religions.

Pupils in Year 6 look forward to their annual residential visit to Cumbria. All pupils enjoy learning about nature, plants and animals in the school's green spaces. Pupils benefit from visits to the many interesting places on the school's doorstep, such as the Winter Gardens and the Blackpool Tower Ballroom. Children in the early years learn about their local community, where they regularly shop and use the post office.

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

Leaders have carefully constructed a curriculum which identifies what pupils will learn and when this will happen. In all subjects, there is a clear pathway for how learning should build, from the Reception Year through to Year 6. Leaders' ambitious curriculum helps to ensure that most pupils, including those with special educational needs and/or disabilities

(SEND), acquire the knowledge that they need to become successful, independent and motivated learners. Pupils achieve well.

Teachers do not feel burdened with unnecessary work. They told inspectors that leaders are mindful of their well-being. All members of staff are proud to work at the school. They operate collaboratively, share effective practice and make sure that they are up to date with developments in their respective specialist subjects.

Most curriculums are delivered well by teachers who have secure subject knowledge. Teachers frequently check pupils' understanding. They know how well most pupils are acquiring and remembering the essential knowledge that leaders have identified for each subject. If pupils' learning is not secure, teachers usually provide additional support, and time, for pupils to process new ideas. However, occasionally, teachers fail to pinpoint those pupils who are not learning consistently well. This means that some pupils are not provided with the essential help that they need.

Leaders prioritise reading, and encourage pupils to become ambitious readers. This is reflected in the wide range of contemporary and traditional novels, poetry anthologies, and works by local writers available to pupils in each class and in the school library. The early reading and phonics curriculums are taught well by skilled staff. Children in the Nursery classes start their reading journey early. They delight in reading stories with staff. Staff provide reading books that match pupils' phonic knowledge. This helps to ensure that pupils in key stage 1, and children in the Reception classes, develop their reading fluency quickly. Pupils who find reading difficult are supported well. Consequently, they become confident and expressive readers.

Leaders and specialist staff identify pupils with SEND early. Leaders are keen to provide pupils with SEND with the help necessary for them to participate in learning alongside their peers. Leaders work in partnership with parents and carers, and a broad range of external experts, when necessary, to ensure that pupils with SEND are supported effectively. Due to leaders' carefully thought-out approach, teachers know how to help pupils with SEND to learn well.

Pupils enjoy participating in different clubs, including netball, football and book clubs. They attend the 'mad science club', and put their investigative skills into action during crime scene investigation workshops. Pupils engage in competitive sports, including cross-country and tag rugby. Members of the school choir often sing at different events and in local care homes. Pupils understand the importance of eating healthily. They know how to maintain their mental health. Pupils learn about safe and appropriate relationships. Children in the early years find out about the roles and responsibilities of people in the emergency services, including firefighters and police officers.

Pupils are very conscientious and resilient. During the inspection, pupils in Years 6 were taking public examinations. However, they were happy to discuss their learning and show inspectors round the school. Children in the early years listen intently and work together cooperatively. Pupils' orderliness helps to make certain that lessons are rarely affected by disruptive behaviour.

Members of the local governing body know the school well. School leaders and governors value the informed quality assurance and guidance provided by representatives from the trust. Most parents are positive about the school. They are of the view that their children are safe, happy and progressing well.

Safeguarding

The arrangements for safeguarding are effective.

Leaders take all precautions to protect pupils from harm. Leaders ensure that staff are familiar with the latest government guidance on keeping pupils safe in education. Staff are regularly updated on matters relating to pupils' well-being and safety.

Staff adhere to the school's policies and procedures. If they are worried about the welfare of a pupil, they record and report their concerns swiftly. Leaders work with different external agencies if needed. They ensure that pupils get the help that they need promptly.

Pupils are aware of the potential dangers of using the internet. They know that they should only access age-appropriate websites and social media platforms.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, teachers do not spot that some pupils are not learning all that they should as well as they might. This stops teachers from providing the help and support that these pupils need to keep up with their learning. Leaders should ensure that teachers identify pupils who are falling behind and support them to catch up.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, Roseacre Primary School, to be good in July 2014.

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	146743
Local authority	Blackpool
Inspection number	10268406
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	612
Appropriate authority	Board of trustees
Chair of trust	Dave Hollings
Headteacher	Roger Farley
Website	https://roseacre.atctrust.org.uk
Date of previous inspection	21 March 2018, under section 8 of the Education Act 2005

Information about this school

- Roseacre Primary Academy is part of the Achievement Through Collaboration Trust.
- Leaders make use of one local registered alternative provider.
- Since the previous inspection, a new headteacher has been appointed. A new chair of the local governing body has also been appointed.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and the deputy headteacher. They also held meetings with other leaders, including those responsible for SEND, attendance and pupils' behaviour, welfare and personal development.
- The lead inspector met with members of the governing body. He also met with the assistant chief executive officer from the trust.
- The lead inspector held a meeting with a representative from the local authority. He also met with a representative from the alternative provision that leaders make use of.

- Inspectors carried out deep dives into these subjects: early reading, mathematics and art and design. For each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to pupils read.
- The lead inspector met with pupils to discuss their learning in some other subjects.
- Inspectors spoke with staff about their workload and well-being.
- The lead inspector met with parents and reviewed the responses to Ofsted Parent View, including the free-text comments. He also considered responses to Ofsted's staff and pupil surveys.
- Inspectors spoke to safeguarding leads about the reporting and recording of any safeguarding incidents. They talked with pupils about their safety and welfare. Inspectors examined a range of policies and documents. They also scrutinised safeguarding information, including the school's safeguarding policy.

Inspection team

Lenford White, lead inspector

Ofsted Inspector

Cleo Cunningham

Ofsted Inspector

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