

Inspection of Rosecliffe Spencer Academy

73 Rose Way, Edwalton, Nottingham, Nottinghamshire NG12 4JE

Inspection dates: 20 and 21 June 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils are proud of their school. They praise the kindness of the staff, saying that, 'We feel safe because the teachers care about us.' Pupils understand and follow the school's 'GROWTH' values that underpin all aspects of school life. This helps them to develop personal qualities that enable them to thrive.

Pupils join this rapidly-expanding school from a very wide range of backgrounds. Many are recent arrivals to this country and speak English as an additional language. Nevertheless, they settle quickly into school routines. Their behaviour is impressive. Pupils are highly motivated to learn, for example some say, 'My favourite thing is the interventions because they help my confidence.' They work diligently in lessons and respond readily to teachers' high expectations for behaviour.

School staff know the pupils well. They step in quickly to support any who require help to manage their emotions. Trained staff provide one-to-one or small-group sessions in the nurture room. Pupils' behaviour improves quickly as a result of this provision.

Pupils happily take on roles such as membership of the school council or acting as library helpers. They can join after-school clubs such as sport, art and Lego. Leaders plan to expand the range of available activities over time.

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

Leaders, and those responsible for governance, have a shared ambition for all pupils to receive the best possible education. Some key leaders are new to their roles. Nonetheless, they are responding effectively to the challenges involved in establishing and leading a new school. These challenges include high rates of incoming pupils and high staff turnover. Leaders provide a well-planned and sequenced curriculum that identifies the key knowledge and skills that pupils should gain from the early years to Year 6. The aim is for pupils to know and remember more as they progress through the school.

In one or two areas, leaders are still refining the curriculum. These subjects are in the early stages of implementation. Leaders are still checking the impact of the curriculum in these areas.

Elsewhere, for example in mathematics and history, the curriculum is having a positive impact on pupils' learning and progress. Teachers have strong subject knowledge. They plan interesting activities that capture pupils' enthusiasm. They frequently check how well pupils recall and apply what they know. The high standard of work in pupils' books across a wide range of subjects is testament to their desire to learn.

Leaders have designed the curriculum to be equally ambitious for all pupils. This includes pupils with special educational needs and/or disabilities (SEND) and those who speak English as an additional language. The provision for these pupils is an emerging strength of the school. Leaders quickly identify any pupils who may have SEND. They consult regularly with parents and carers. The targets set for these pupils to achieve are precise and measurable. Pupils with SEND receive effective support to access the full curriculum.

Reading is a key priority. Leaders ensure that promoting a love of reading is fundamental to the school's ethos. Staff check each pupil's reading ability as soon as they join the school. There is a systematic programme for teaching early reading and phonics. Pupils read from books that match their phonics knowledge. They develop quickly as capable readers.

Children in the early years have equally positive attitudes to learning. They interact well with adults, and with each other. Staff provide a well-equipped and stimulating learning environment. The curriculum is designed to support children's development across all areas of learning. Children in the early years are ready for the next steps in their educational journey.

Leaders promote pupils' broader personal development well, through the curriculum and beyond. Pupils understand and demonstrate respect for everyone, regardless of their differences. They say that religion or disability should not be a barrier because 'everyone should be treated equally'. Cultural diversity is reflected and celebrated throughout the school. Pupils learn about the values that are important in British society, such as democracy.

Local governors and trustees fulfil their legal responsibilities effectively. They provide appropriate support and challenge for the school. Staff value the care shown by leaders for their well-being. They say that leaders listen to their views and take action to resolve any concerns relating to workload pressures.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is a high priority. All staff receive thorough training on safeguarding matters. This includes a weekly 'hot topic' update briefing. Everyone knows the pupils, and their needs, very well. Staff are quick to respond if a concern should arise, however minor. The school's record of pre-employment checks meets requirements.

Pastoral support is strong. Leaders and staff support pupils' social, emotional and mental health needs very well. Leaders liaise effectively with external organisations when necessary, to keep pupils safe.

Pupils learn how to keep themselves safe. They learn about healthy relationships and online safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the curriculum is not fully embedded. It is still being refined or is in the early stages of implementation. Leaders are still determining how best to assess how well pupils are doing in those areas. Leaders should ensure that the curriculum is fully embedded and implemented, so that pupils know and remember more in all subjects as they progress through the school.

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	147910
Local authority	Nottinghamshire County Council
Inspection number	10254755
Type of school	Primary
School category	Academy free school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	291
Appropriate authority	Board of trustees
Chair of trust	Donna Kinderman
Principal	Harpavan Chandhoke
Website	www.rosecliffespencer.com
Date of previous inspection	Not previously inspected

Information about this school

- The school opened as a new free school in September 2020, as part of the Spencer Academies Trust.
- The school is located on a new housing estate that is still under development.
- The number of pupils on roll has steadily increased from an initial 54 pupils. The school has not yet reached its full capacity and building works are continuing.
- There is a higher-than-average proportion of pupils who speak English as an additional language.
- At the time of the inspection, an acting principal was in post (the substantive vice-principal), due to the long-term absence of the substantive principal.
- The school has experienced an unusually high rate of staff turnover since its opening. This includes those in leadership roles.

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 and the first since the school opened. The 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 acting principal and other senior and curriculum leaders.
- The lead inspector met with several members of the local governing body, including the chair. The lead inspector also met with the chair and trustees and some officers from the multi-academy trust.
- Inspectors carried out deep dives in these subjects: reading; mathematics; history and religious education. For each deep dive, inspectors met with subject leaders to discuss the curriculum, 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 observed some pupils read to a familiar adult.
- Inspectors also discussed the curriculum, reviewed curriculum planning and samples of pupils' work in some other subjects.
- Inspectors observed pupils' behaviour in lessons and at other times around school.
- Inspectors evaluated the effectiveness of safeguarding by reviewing the school's record of pre-employment checks and holding discussions with leaders, staff and pupils.

Inspection team

Christine Watkins, lead inspector

His Majesty's Inspector

Ian Toon

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
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