

Inspection of Roselands Infants' School

Woodgate Road, Eastbourne, East Sussex BN22 8PD

Inspection dates: 17 and 18 October 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
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

The head of school is Carol Wallis and the executive headteacher is Kyra Siddall-Ward. This school is part of The Cavendish Education Trust, which means other people in the trust also have a responsibility for running the school. The trust is run by the chief executive officer, Peter Marchant, and overseen by a board of trustees, chaired by Peter Midwinter.

The school was last inspected under section 5 of the education Act 2005 13 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils are proud of their school. They attend regularly and talk excitedly about their learning to visitors. There are positive relationships between pupils and staff that are visible throughout the school.

The school has high expectations of pupils' behaviour. Pupils are mostly calm, engaged, polite and respectful. They open doors for adults and have opportunities to help teachers. This includes acting responsibly in helping to set up the hall for assemblies. Staff ensure pupils are given regular praise and encouragement. This helps pupils to feel happy and safe.

The school's strong focus on developing pupils' character helps pupils to be independent. Pupils learn to recognise their feelings and manage their emotions through activities such as storytelling and role play. Assemblies help pupils learn about the different careers. Consequently, pupils are aspirational for their future, with one pupil stating they 'can be whatever they want to be'.

Pupils hold positions of responsibility in the school, such as being on the school and eco council and being a sports leader. They keenly describe what they do to help make improvements to the school. For example, the eco-council pupils can confidently explain how they keep the school clean, support the school's recycling and how this 'helps to keep their planet safe'.

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

The school has high expectations for all pupils, including those with special educational needs and/or disabilities (SEND) and disadvantaged pupils. Teachers make careful adaptations to teaching to support pupils with SEND to help them learn well. As a result, pupils with SEND access the same aspirational curriculum as their peers and achieve well. This curriculum begins in early years. Thoughtful connections are made between what children study in Reception and what they will learn as they move through the school. In Reception, children enjoy a range of well-planned activities that are carefully designed to support their learning, as well as engage their interests. They can work with increasing independence and can confidently explain their learning to others. They are proud to show what they have achieved.

There is a clear and consistent approach to reading in place across the school. This strong culture of reading encourages pupils to regularly use the reading areas around the school to share their favourite books. The school also ensures that children in Reception get the support they need as they start to learn to read. These children learn phonics daily and have regular opportunities to practise reading. Staff have ensured that pupils read books that match the phonics they are learning, helping them to develop their reading fluency.

In many subjects, leaders provide strong leadership and support to staff to help them deliver the curriculum. The school identifies extra training needs quickly. Anyone new to their role receives trust-wide support in developing their leadership skills and expertise. This is reflected in many subjects, including mathematics. Here, pupils benefit from the subject knowledge and expertise of staff. Pupils use the correct vocabulary and apply their mathematical knowledge to solving problems. As a result, pupils show confidence and achieve well.

In some subject areas, however, teachers do not always check what pupils' starting points are and what they already know. Some activities that teachers plan, do not always enable pupils to progress with their learning quickly enough. This also makes it difficult for teachers to identify precisely what pupils know and can do. Pupils, in these subjects, can have gaps in their understanding and are less confident in recalling what they have learned and how it links to what they are learning now. The school has rightly identified this as a priority for improvement and plans are already in place to effectively check what pupils have learned across the whole curriculum.

Everyone understands the behaviour policy. Staff use it consistently so that learning is not disrupted by poor behaviour. Pupils mostly work hard in lessons and are keen and excited to discuss their learning. Routines across the school are well-established. The school ensures these routines extend to support pupils in maintaining regular attendance by removing any barriers that may exist.

Pupils' personal development is supported through the school's thoughtful and bespoke programme. This is woven carefully throughout the whole school. Pupils talk confidently about developing respectful and positive relationships. In addition, pupils' talents and interests thrive through various clubs and enrichment opportunities. This includes enjoying the many activities offered through the 'Outdoor Meadows' club and playing the different sports on offer.

Trust leaders and governors know the school well. They work collaboratively with the school to continue to provide effective support and challenge. This includes regularly considering staff workload and well-being as improvements continue to be made to the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not always check what pupils know and understand before planning and introducing new learning. They are not always clear on what gaps pupils have in their understanding. Pupils, therefore, do not always learn as much as they could. The school is aware of this and should

continue to monitor their planned improvements for strengthening checks on pupils' learning.

- The curriculum in some subjects is at an earlier stage of development. In these subjects, teachers are not always confident in making adaptations to lesson activities to help pupils build their knowledge and understanding. The school should continue to professionally develop teachers' expertise and subject knowledge as the curriculums in these subjects are implemented.

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](#)' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	148707
Local authority	East Sussex
Inspection number	10267890
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	254
Appropriate authority	Board of trustees
Chair of trust	Peter Midwinter
CEO	Peter Marchant
Headteacher	Kyra Siddall-Ward (executive headteacher) and Carol Wallis (head of school)
Website	www.roselands-stafford.org
Date of previous inspection	Not previously inspected

Information about this school

- Roselands Infant Academy converted to become an academy school in September 2021. When its predecessor school, Roselands Infants' School, was last inspected by Ofsted, it was judged to be outstanding.
- The school has been part of the Cavendish Education Trust since September 2021.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The school has an executive headteacher who is responsible for the school and a head of school who leads the day-to-day management of the school.
- During this inspection, inspectors held meetings with the executive headteacher, head of school, inclusion leader, teachers and pupils.
- The lead inspector met with members of the governing body, including the chair of governors and the chair of the trust board. She also had a meeting with the chief executive officer.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, art and design and geography. In each subject, inspectors met with subject leaders, talked to pupils, visited lessons, spoke to teachers and looked at samples of pupils' work. The lead inspector listened to some pupils read to adults. Other aspects of the school's curriculum were also considered.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspection team took account of a range of other information, including the school's development plans, school policies and minutes of governors' and trustees' meetings.
- Inspectors considered the responses to the Ofsted Parent View questionnaire and the free-text comments that were submitted. They also took account of the responses to the confidential staff survey and gathered the views of both staff and pupils throughout the inspection.

Inspection team

Numera Anwar, lead inspector	His Majesty's Inspector
Joyce Lydford	Ofsted Inspector
Lesley Fisher-Pink	Ofsted Inspector

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