

Inspection of a good school: Roseacres Primary School

Roseacres, Takeley, Bishop's Stortford CM22 6QY

Inspection dates: 30 April to 1 May 2024

Outcome

Roseacres Primary School continues to be a good school.

The headteacher of this school is Isobel Barron. The school is part of Learning Partnership Trust, which means other people in the trust have responsibility for running the school. The trust is run by the chief executive officer, Victoria Marrow, and overseen by a board of trustees, chaired by Diane Hancock.

What is it like to attend this school?

Pupils enjoy coming to school and attend regularly. Staff are caring and supportive of all pupils, who appreciate this. Most pupils behave well. Staff give reminders to pupils who need them. Pupils know that staff will deal with any issues that might arise and that there are people for them to talk to if they need it. Therefore, pupils feel safe.

Pupils are enthusiastic about their learning, and they know that staff have high expectations of them. Pupils achieve well as they move through the school. However, some pupils do not learn as well as they could because some teachers do not adapt learning as needed.

Pupils have a range of leadership opportunities available to them as they move through the school. The reading ambassadors promote reading throughout the school in several ways, such as by running reading sessions at lunchtimes for younger pupils. Pupils can participate in various workshops, for example BMX biking. They are active citizens in the local community, collecting food for the local food bank and working with others to contribute ideas on how to improve the local area. These opportunities give pupils the chance to develop new skills, interests and responsibilities.

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

The school's curriculum links subjects together. It ensures that pupils experience a wide range of information as well as topics and cultures. It is clearly planned and builds on pupils' knowledge as they move through the school. This helps teachers know what has been learned before and what will be their next steps. The school regularly reviews its plans and adjusts them to improve the outcomes for pupils. Subject leaders carefully

check how well curriculum plans are being taught. They drop into lessons using their expertise to support colleagues and ensure high quality teaching.

Staff regularly check that the pupils are remembering the key knowledge needed to develop their understanding of more complex knowledge. This helps staff to see what needs more practice. Where appropriate, pupils complete additional 'early-bird' activities that have been carefully identified and personalised by their teacher. This ensures that pupils remember important subject knowledge more easily.

The school promotes a love of reading. Staff want pupils to find pleasure in reading. To achieve this, pupils complete many different activities, for example Friday book club, swapping books and participating in a cross-phase book club with other local schools. As a result, pupils enjoy reading a range of authors and genres.

Pupils at the early stages of reading start to read as soon as they join the early years. Staff are highly trained and are well supported by subject leaders to teach phonics very effectively. Pupils practise their phonics regularly with books that match their level of reading. Staff identify any pupils who need additional support and put this in place quickly. Pupils in the younger years enjoy sharing a book with adults and discussing what is happening. As a result, most pupils learn to read fluently.

Staff have a wide range of resources available to them to support pupils with special educational needs and/or disabilities (SEND). However, many of these adaptations are new and staff have not had time to evaluate how effective they are. Therefore, teachers do not always choose the most effective adaptations for the activity and pupil. Pupils with SEND are not always able to access learning as well as they could. Staff can identify pupils' needs and work with external agencies if necessary.

Behaviour is generally well managed. Pupils are respectful of each other and adults. Pupils know the expectations. They understand rules, routines and the reasons for them. This starts in the early years. Attendance is a high priority for the school. Leaders closely monitor this and, where needed, work with individual families to ensure regular attendance.

Pupils have a huge range of wider opportunities provided to enhance their academic experience. This includes a range of people coming into school to talk about their careers. It is through these talks that the school challenges stereotypes and pupils realise the opportunities they have available to them in the future.

Staff are overwhelmingly positive about the support they get from one another, as well as the school. The school carefully considers workload alongside the relevance of activities that the staff do. The trustees know the school well and ensure that the school works closely with the other schools in the trust. They share good practice as well as working collaboratively on new projects.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Staff have been introduced to a wide range of strategies and techniques to support pupils with SEND. However, some staff do not adapt lessons sufficiently well to meet the precise needs of a few pupils in their class. The effectiveness of these strategies and their use within the classroom have not been checked carefully enough, to see if they are having the impact that is needed. This means that some pupils with SEND are not supported to learn as well as they could. The school needs to ensure that the adaptations teachers are using are effective and ensure as much progress as possible for pupils with SEND.

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 first ungraded inspection since we judged the school to be good on 17 and 18 July 2018.

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 special educational needs and/or disabilities (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	141681
Local authority	Essex
Inspection number	10323750
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	217
Appropriate authority	Board of trustees
Chair of trust	Diane Hancock
CEO of trust	Victoria Marrow
Headteacher	Isobel Barron
Website	www.roseacres.co.uk
Dates of previous inspection	17 and 18 July 2018, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Learning Partnership Trust.
- The school does not currently use any alternative provision.

Information about this inspection

The inspector carried out this graded inspection under section 8 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's educational provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector spoke with a governor from the local governing body, trustees and the CEO of the trust.

- The inspector carried out deep dives in: early reading, mathematics and art. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: 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 inspector gathered the views of pupils by speaking to them during lessons, in the dining hall and at breaktimes. The inspector also considered the 34 responses to Ofsted's pupil survey.
- The inspector spoke to groups of staff, to gather their views of the school and considered the eight responses submitted to Ofsted's staff survey.
- The inspector considered 34 responses, including free-text responses, to Ofsted's online survey, Ofsted Parent View. The inspector spoke to parents at the school gate at the end of the school day.

Inspection team

Katie Devenport, lead inspector

His Majesty's Inspector

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