

Inspection of a school judged good for overall effectiveness before September 2024: Roselands Primary School

Lynmouth Avenue, Paignton, Devon TQ4 7RQ

Inspection dates:

11 and 12 February 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

The headteacher of this school is Danny Brown. This school is part of Riviera Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Stewart Biddles, and overseen by a board of trustees, chaired by Jamie Parffrey.

What is it like to attend this school?

Roselands Primary School is a joyful place where pupils feel happy and safe. Pupils, including children in the early years, thrive because their personal, social and emotional development is prioritised alongside their academic progress. They develop a deep understanding of the school's values of independence, collaboration, resilience and ambition. This is reflected in pupils' exemplary behaviour and highly positive attitudes towards their learning.

The school's curriculum is broad and ambitious. Pupils enjoy their learning and talk confidently about topics such as Buddhism, ancient Rome and migration. Many pupils achieve exceptionally well in reading, writing and mathematics. Pupils love reading and talking about books.

The school's extra-curricular provision, and its focus on character development, are particular strengths. All pupils have the opportunity to represent the school during their time here. Many take part in sports and performing arts clubs. The school also ensures that pupils learn skills such as first aid, personal finance and teamwork. They attend residential trips and undertake projects within the local community. Pupils raise money for charities, developing their sense of social responsibility. They are well prepared for the next stage of their education.

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

The school has designed each curriculum area carefully. It has considered the most important knowledge pupils need to know and in which order they should learn it. This helps pupils build knowledge over time. Older pupils make meaningful links within and between subjects. For example, they consider how their own view of the world has been shaped by what they have learned in religious education. There is a sharp focus on learning vocabulary. For example, in the early years, children can describe how a sponge 'absorbs' water.

Children in the early years start to learn phonics as soon as they start school. The teaching of phonics is highly effective. Children read books matched to the sounds they know. They quickly learn the routines and language which underpin the delivery of the school's chosen phonics programme. This helps them use their phonics knowledge to spell new words. Children who need additional support receive the help they need to catch up.

Children in the early years get off to a strong start. In Reception, children's writing is supported with activities that help to develop their fine motor skills. Staff skilfully develop children's mathematical fluency. Older pupils effectively build on these foundations. For example, the school is refining its writing curriculum to ensure more pupils in key stage 2 achieve highly in this area. In mathematics, older pupils are confident when explaining their reasoning and why they have chosen a particular method for solving a problem.

Pupils with special educational needs and/or disabilities (SEND) are exceptionally well-supported. Skilled staff accurately identify the needs of these pupils and work effectively

with external agencies, including a local special school, to ensure they provide the right support. Pupils with SEND learn well alongside their peers and participate fully in the extra-curricular activities on offer.

The school has high expectations of pupils' behaviour. On the few occasions when pupils struggle to meet these expectations, the school puts effective and personalised support in place. Many parents and carers describe the exceptional care their children receive alongside their learning.

The school's relentless focus on character development is demonstrated in lessons when pupils stand proudly to contribute to discussions. Pupils listen attentively to one another. They show a keen sense of right and wrong and behave respectfully towards one another. In the early years, children play and learn calmly, taking turns and persevering with activities. Staff interact with children with kindness and purpose, using every opportunity to develop children's vocabulary and social skills.

Pupils remember important information about how to stay safe online, healthy relationships and mental health. Assemblies and visiting speakers support pupils' learning in these areas. The school day is precisely planned. Pupils thrive knowing what is expected of them. Each day, pupils run the 'golden mile', supporting their physical health. The school participates in many local sports competitions. Student leaders take their roles seriously, for example by being responsible for equipment at lunchtimes and helping younger pupils with their lunch. Older pupils are excellent role models.

Leaders, including governors and trustees, are united in their vision to provide the very best education and care for pupils at the school, including the most disadvantaged pupils. Staff value the professional development they receive to ensure this vision is realised. As a result, the school is a place where pupils flourish.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the

last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in March 2020.

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	142364
Local authority	Torbay
Inspection number	10378953
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	340
Appropriate authority	Board of trustees
Chair of trust	Jamie Parffrey
CEO of the trust	Stewart Biddles
Headteacher	Danny Brown
Website	roselandsprimary.org.uk
Dates of previous inspection	10 and 11 March 2020, under section 5 of the Education Act 2005

Information about this school

- The current headteacher took up their post in March 2020.
- The school operates a before- and after-school club for its pupils.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education 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 have taken that into account in their evaluation of the school.
- The inspector met with the headteacher and other leaders. They also met with groups of staff and pupils.

- The inspector met with the chair of the local standards board and the vice-chair of the board of trustees.
- The inspector also met with the CEO of Riviera Education Trust.
- The inspector spoke with a selection of staff and leaders who oversee the behaviour and personal development of pupils.
- 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 observed pupils' behaviour in lessons and around the school site. Additionally, they spoke to pupils to discuss their views about the school.
- The inspector considered the responses to Ofsted Parent View, including the free-text comments. They also took into consideration Ofsted's online surveys for staff and pupils.

Inspection team

Victoria Griffin, lead inspector

His Majesty's Inspector

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