

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

High Wood Road, Hoddesdon, Hertfordshire EN11 9AR

Inspection dates:

14 and 15 January 2025

Outcome

Roselands Primary School has taken effective action to maintain the standards identified at the previous inspection.

The co-headteachers of this school are Jane Carson and Sara Hill. This school is part of Danes Educational 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), Dr Josephine Valentine OBE, and overseen by a board of trustees, chaired by Paul Snell.

What is it like to attend this school?

Pupils grow in confidence at this happy school. They feel part of a kind community. Pupils and adults care about, and look out for, each other. Pupils know there is a listening ear for any troubles they may have. They know and trust the adults, who keep them safe.

Pupils appreciate the rich opportunities available for them. They enjoy music in many forms, including choir, ensembles, orchestra and, for many, learning to play an instrument. Older pupils relish the sporting events, where they can demonstrate their teamwork as well as their skills. Through such extra-curricular opportunities, pupils develop their talents and interests.

Behaviour is positive. Pupils move around the school quietly and sensibly. At breaktimes, pupils share equipment and play together kindly.

Pupils know that their teachers expect them to try hard and do well. Most pupils achieve well, especially in learning to read and confidently understanding and using numbers. Pupils value the extra help they get when new ideas are tricky. However, for a few pupils, on occasions, extra challenge or support would help them to achieve more.

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

Leaders are united in working hard to make the right improvements to the school. They have a clear and accurate understanding of what is already working well. Together, leaders are acting systematically to prioritise, plan and put changes in place where needed. Senior leaders are mindful of the impact of these changes on staff's well-being and workload. Staff feel able to contribute to improvements. As a result, there is a stable, mutually supportive team.

The teaching of early reading is well developed. Staff have the right skills and resources to help children learn to read quickly from the start in the early years. Teachers regularly recap what pupils need to know. Pupils learn new words and sounds in lessons, then get plenty of practise using these in well-matched books. Older pupils read regularly and widely. They enjoy sharing their book recommendations in the library, encouraging each other to try new authors and genres. Teachers have a sharp focus on teaching new vocabulary in lessons. This helps pupils to tackle more ambitious books as their skills develop.

The school provides pupils with special educational needs and/or disabilities (SEND) with skilful extra help for reading. Teachers carefully match books and lessons to what pupils need to learn so they can develop their skills. However, staff do not have the same expertise in helping pupils who struggle with writing. As a result, pupils, including those with SEND, do not always practise tasks that help them to develop and practise their writing skills.

In most subjects, pupils achieve well over time and take pride in their work. From the early years, pupils settle quickly to tasks set by staff. Teachers help pupils to make links in their learning across subjects. For example, pupils learn about the artwork of William Morris in their history study about the Victorians. Practical activities in lessons, along with an ambitious range of trips and visits, help to make learning memorable for pupils. Pupils listen respectfully to their teachers and each other in lessons. They are cooperative in group tasks. Pupils share their ideas and help each other.

In many lessons, teachers check what pupils know and understand. When they spot an error, some teachers explain things again clearly. Teachers adapt tasks so that pupils with SEND can join in learning alongside their peers. Sometimes, however, some teachers do not check carefully that all pupils have understood the most important ideas before they move on. When this happens, some pupils are confused and do not learn as rapidly as they could.

Pupils, including those who are disadvantaged, learn values and skills that will stand them in good stead for later life. They develop resilience and perseverance through many opportunities, such as sports tournaments and instrumental ensembles. The school orchestra plays regularly in assemblies and concerts. Pupils are very proud of the shows they put on. They show tolerance and respect by describing the importance of giving everyone a 'fair go' in taking part. Pupils also value the different strengths that individuals can bring to a group production. The recently introduced 'character curriculum' is helping

pupils to feel part of a larger community of learners. Pupils are proud of contributions they make to help the community beyond their school, such as singing in town and at a local care home.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, staff do not use their checks of what pupils know and where they have gaps to adjust their teaching swiftly enough. When this happens, some pupils do not secure the most important knowledge rapidly so that they can move on in their learning. The school should ensure that all teachers use assessment well to adjust the curriculum effectively for pupils.
- Some pupils at the early stages of learning to write do not always get the right help to learn and practise basic writing skills well. Sometimes, these pupils spend time on tasks that are too difficult for them instead of securing the most important foundational skills. The school should ensure that all pupils get writing tasks that enable them to practise, secure and develop their writing skills.

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 to be 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 second ungraded inspection since we judged the predecessor school, Roselands Primary School, to be good for overall effectiveness in February 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](#)' 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	143409
Local authority	Hertfordshire
Inspection number	10345461
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	298
Appropriate authority	Board of trustees
Chair of trust	Paul Snell
CEO of the trust	Dr Josephine Valentine OBE
Headteacher	Jane Carson (Co-headteacher), Sara Hill (Co-headteacher)
Website	www.roselands.herts.sch.uk
Date of previous inspection	11 June 2019, under section 8 of the Education Act 2005

Information about this school

- The school joined Danes Educational Trust in January 2024.
- The school does not currently 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 has taken that into account in their evaluation of the school.
- The inspector met with both co-headteachers and the directors of primary education and inclusion from the trust. The inspector also met with the chair and vice-chair of trustees and the chair and vice-chair of the local governing board.

- The inspector visited a sample of lessons, observed some pupils reading with a familiar adult, spoke to 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 considered the responses to the staff and pupil surveys and spoke to a range of staff and pupils about their views of the school.
- The inspector took account of responses to the Ofsted Parent View questionnaire and the free-text responses.

Inspection team

Lynne Williams, lead inspector

His Majesty's Inspector

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