

Inspection of Rosebrook Primary School

Rudyard Avenue, Roseworth, Stockton-on-Tees TS19 9LF

Inspection dates:	4 and 5 February 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

The headteacher of this school is Leanne Todd. This school is part of Ad Astra Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Andy Brown OBE, and overseen by a board of trustees, chaired by Richenda Broad.

What is it like to attend this school?

Rosebrook Primary School is inclusive and welcomes all pupils. Pupils are proud to be part of this caring school community. They are polite and kind to each other, staff and visitors. Pupils value the positive relationships they have with staff members. Staff know pupils well and are committed to their success.

Pupils with complex special educational needs and/or disabilities (SEND) receive the support they need, both in the classroom and through targeted interventions. The school has high expectations for all its pupils. Pupils achieve well from their starting points. Pupils work hard and take pride in their achievements. The school has amended the curriculum, so pupils are better prepared for the next stage in their education.

Behaviour in lessons and around school is positive. Pupils understand the school rules and follow them well. They trust staff to deal with any behaviour issues swiftly.

The school provides a wealth of opportunities to develop pupils' wider interests and experiences. This includes a range of enrichment activities, educational visits, and leadership roles such as eco-warriors and friendship leaders.

Pupils learn how to stay safe, including when using the internet. Pupils are confident that they can speak to trusted adults in school if they have any concerns.

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

The school has developed a broad and ambitious curriculum that meets the needs of pupils. The curriculum is logically ordered and ensures that pupils build on their prior knowledge over time. The school has made improvements in mathematics, phonics and early years provision, but some curriculum subjects remain at an earlier stage of development.

Teachers deliver the curriculum with enthusiasm and expertise. They check pupils' understanding and address misconceptions effectively. However, some inconsistencies remain in how well the school adapts the curriculum for pupils with different starting points. This varies from class to class. As a result, some pupils are not as successful as they could be in lessons. The school has recently introduced additional support for pupils developing fluency in reading and mathematics. The school's focus on pupils' developing a secure foundation of skills has improved the opportunities for pupils to deepen their knowledge. As a result, pupils' achievement is improving.

The provision for pupils with SEND is a strength of the school. Pupils' needs are identified quickly. Accurate support plans help pupils to be included and learn well. The staff expertise within the specially resourced provision for pupils with special educational needs and/or disabilities (specially resourced provision) contributes to the bespoke education pupils benefit from. Staff use a range of strategies so pupils with SEND are well supported in school.

The school's early reading curriculum is well considered and established in each year group. Children are well prepared to begin learning to read as soon as they join Reception. They receive additional interventions throughout the day if they need extra help. If older pupils require support to read accurately, the school provides them with daily support to develop their reading accuracy and confidence. In the past, this support was not provided regularly enough and so some pupils did not achieve as well as they should have. The school ensures that all pupils have access to a wide range of reading material. Pupils are keen to read at home and are motivated by the recognition they get for doing so.

Children make a strong start in the early years. The curriculum is well thought out and helps children to develop key communication, language and social skills. The recently introduced 'rainbow challenges' encourage children's independence. Children have regular opportunities to practise their mathematics and reading skills. Staff check children's progress through the school's curriculum carefully and provide additional support where needed. Children know and follow the routines of the school day well. The transition to Year 1 is well managed, ensuring children are ready for the next stage of their education.

Pupils behave well in lessons and during unstructured times. Staff have high expectations, and pupils respond positively. Pupils are keen to contribute to lessons. They have a positive attitude to their learning. Pupils benefit from enrichment activities that broaden their experiences. Pupils learn about different career paths from an early age. The school uses learning activities in its woodland area to instil a respect of nature and teach calming strategies. The school has introduced a rigorous approach to improving pupils' attendance, including a dedicated member of staff, and high expectations for attendance. Pupils now attend school regularly and on time.

Leaders have a clear vision for the school and are committed to its continual improvement. The school has taken effective steps to enhance its curriculum and improve the quality of education further. Trustees and the local academy committee provide effective oversight of the school's work, ensuring that leaders are held to account. Staff feel well supported, and their workload is carefully considered.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, the school does not ensure that the curriculum is adapted well enough to meet pupils' needs. This means that, on occasion, pupils are unable to access the work set for them. The school should ensure that the delivery of the curriculum is adapted as necessary so that all pupils develop the skills and knowledge they need.

- In some aspects of its work, the school does not effectively measure the impact of their work or use this to plan next steps. This means that the school is unclear on which curriculum developments are having the greatest impact on pupils' achievements. The school should ensure that the clear oversight it has of most aspects of its provision is replicated elsewhere, so it can continue to develop the quality of education that it provides.

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	143145
Local authority	Stockton-on-Tees
Inspection number	10346609
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	427
Appropriate authority	Board of trustees
Chair of trust	Richenda Broad
CEO of the trust	Andy Brown OBE
Headteacher	Leanne Todd
Website	www.rosebrook.adastraschools.org
Dates of previous inspection	9 and 10 October 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Ad Astra Academy Trust.
- The school uses one registered alternative provision provider.
- The school's provision includes places for two-year-olds.
- The school has a specially resourced provision for twelve primary-aged pupils with a diagnosis of autism spectrum disorder.
- The school provides a breakfast club and after-school childcare.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth-form

provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- 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. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke to senior leaders, including representatives from the board of trustees and members of the local academy committee.
- Inspectors carried out deep dives in early reading, mathematics, history and religious education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about pupils' learning in some other subjects.
- Inspectors listened to a range of pupils from different year groups reading to a familiar adult.
- To evaluate the effectiveness of safeguarding, the 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.
- Inspectors met the special educational needs and disabilities coordinator, spoke to pupils with SEND and reviewed plans to support these pupils. They visited lessons to see how pupils with SEND are supported.
- Inspectors visited the early years provision to check safeguarding arrangements and to discuss the school's curriculum with children and leaders.
- Inspectors observed pupils' behaviour at the start of the day, at lunchtimes and in lessons.
- Inspectors considered the responses to Ofsted's staff survey. They also considered responses to Ofsted Parent View, including any free-text comments.

Inspection team

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