

Inspection of Rose Street Primary School

Rose Street, Sheerness, Kent ME12 1AW

Inspection dates:	1 and 2 July 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils enjoy coming to this highly inclusive school. Rose Street Primary School is an integral part of the local community. Staff have created a nurturing environment, so that pupils feel safe and well cared for. Pupils feel calm and ready for learning. Pupils' achievement is improving each year because staff focus well on the areas that make the most difference to pupils' understanding.

The school has high expectations of behaviour based around its core values of kindness and respect. Pupils play together happily on the playground, showing tolerance and kindness towards one another. Through the many ways that the school seeks their views, pupils feel truly listened to. As a result, pupils behave well and disruption to learning is rare.

Pupils across the school love taking on the different roles that they are given. These include being sports leaders or buddies. These roles help pupils to learn about taking responsibility for an aspect of school life and to think about the feelings of others. Pupils benefit from a rich set of experiences that develop their understanding of the world around them. These include visits to the local beach and to a farm, where pupils learn about sustainability.

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

Since the last inspection, the school has worked hard to develop a broader and more balanced curriculum. In all subjects, the school has created a curriculum that ensures pupils learn the most important knowledge. The curriculum is well sequenced from the early years to Year 6. This helps pupils learn gradually and build knowledge over time.

Staff display sound subject knowledge and explain new ideas clearly. They make precise adaptations to their teaching for pupils with special educational needs and/or disabilities (SEND). Pupils with SEND access the curriculum successfully and staff support them well. This leads to these pupils achieving well. In most subjects, staff check on pupils' learning effectively. This helps them to identify and address pupils' mistakes. However, in some wider curriculum subjects, staff do not routinely check what pupils have remembered. As a result, pupils do not achieve as well as they could in these subjects.

Reading is prioritised highly. Staff are adept in helping any pupils who need extra support. 'Catch-up' activities give pupils the valuable practise they need. Pupils learn to become fluent and confident readers. Staff promote reading for pleasure across the school and this starts in Nursery. Staff choose books to read to pupils that inspire and help to develop a love of reading.

Staff show pupils how to use their reading knowledge in their writing. This work starts in the early years. Pupils across the school are developing their language skills and have an enthusiasm for writing. However, some pupils still have gaps in their knowledge of how to form letters precisely and spell words accurately. These gaps are not always addressed as

quickly as they could be. This means that not enough pupils are writing at an age-appropriate level across the school.

Pupils understand the behaviour that is expected of them, so they are ready to learn. This starts in the early years, where routines are established, explained by staff and practised by children regularly. Most pupils work hard in lessons because they want to learn. When their learning is disrupted by the behaviour of others, staff manage this well. The school has a calm and reassuring approach to support pupils who sometimes find it hard to manage their behaviour. Well-trained staff ensure pupils can recognise and reflect on their feelings. They encourage pupils to reflect on the impact of their behaviour on themselves and others. There is a warm and happy atmosphere. The school checks pupils' attendance rigorously. When attendance dips, the school acts swiftly and effectively to address this.

Pupils' personal development is exceptional. The school provides extremely strong welfare and pastoral support, steered by the school's values. The school's extensive nurture provision identifies and addresses the social and emotional needs of each pupil effectively. The school develops a deep sense of belonging in the pupils. Staff work with each family to better understand individual circumstances and the most appropriate way to support them. Pupils talk with a deep understanding about relationships, growing up and what it means to be healthy.

Leaders are highly ambitious for all pupils, staff and the community that they serve. A well-structured programme of training supports teaching. The school considers staff workload and well-being well. The governing board fulfil their statutory duties effectively and have an accurate understanding of 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, staff do not effectively check how well pupils have understood the knowledge they have been taught, before moving them on to more complex learning. This means pupils' misconceptions or gaps in knowledge are not identified and some pupils do not achieve as well as they could in these subjects. The school should ensure that systems are in place to check pupils' understanding and address any misconceptions in a timely manner, so they can build and connect knowledge securely over time.
- The school's work to further develop pupils' writing skills is not fully embedded. Not enough pupils produce writing of an age expected standard. The school should further embed and develop the teaching of writing, so that gaps in pupils' knowledge and skills are closed effectively.

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	118348
Local authority	Kent
Inspection number	10379794
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	405
Appropriate authority	The governing body
Chair of governing body	Mostafa Azzi
Headteacher	Samantha Mackay
Website	www.swfed.co.uk
Dates of previous inspection	29 and 30 November 2022, under section 5 of the Education Act 2005

Information about this school

- This school is one of two schools in a federation of schools, who share a governing body.
- 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. 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). 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. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in the evaluation of the school.
- Inspectors met with headteacher, deputy headteacher and subject leaders. The lead inspector also met with the representatives of the governing board. Inspectors also met with a representative from the local authority.
- The inspection team carried out deep dives in these subjects: reading, mathematics, geography, history and art. They discussed the curriculum with subject leaders, teachers and pupils. Inspectors also visited lessons and looked at samples of pupils' work.
- Inspectors considered the responses to the Ofsted Parent View questionnaire, including the free-text comments. They also took account of the responses to the confidential staff survey and gathered the views of both staff and pupils throughout the inspection.
- 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.
- Inspectors reviewed and scrutinised a range of the school's documentation, including leaders' plans for improving the school, minutes of local governing board meetings and records of attendance and behaviour incidents.

Inspection team

Neil Pilsworth, lead inspector

His Majesty's Inspector

Andrea Harris

Ofsted Inspector

Simon Graydon

His Majesty's Inspector

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