

Inspection of a school judged good for overall effectiveness before September 2024: The Round House Primary Academy

School Drive, St Neots, Cambridgeshire PE19 6AW

Inspection dates:

22 and 23 October 2024

Outcome

The Round House Primary Academy has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Holly Bates. The school is part of The Diamond Partnership Trust, which means other people in the trust have responsibility for the school. The trust is run by the chief executive officer, Susannah Connell, and overseen by a board of trustees, chaired by Godfrey Smith, who is responsible for this school and 14 others.

What is it like to attend this school?

Pupils are happy here. They enjoy the many and varied opportunities on offer. These include engaging lessons in English and mathematics, which ensure many pupils progress well. Pupils work well together in lessons. They are supportive and encouraging to one another. They work hard. Staff are ambitious for the pupils and have high expectations. Consequently, their achievement is improving.

The wider curriculum is interesting and broad. The school has introduced innovative and well-researched ways of delivering different subjects. This includes learning outdoors. Skilled practitioners deliver exciting and effective lessons. These include plenty of practical work. A range of opportunities such as outreach into the local community, forest school, visits, visitors and various clubs and sports are provided too. Pupils enjoy and benefit from these. Breakfast and after-school clubs are well attended. Parents and pupils appreciate them.

Pupils are proud of their school. They enjoy learning and show respect and kindness to one another. They know how to keep themselves safe, including when online. Pupils have

trusted adults they can turn to. Pupils' behaviour and conduct around the school and in lessons is exemplary. This is supported by strong routines and high expectations.

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

Basic skills such as reading, writing and mathematics are effectively taught using carefully considered programmes. The wider curriculum is delivered in innovative ways. This includes an ICE (Intensive Curriculum Experience) zone. Leaders' decisions about the curriculum are made with the best interests of pupils in mind. They are ambitious and reflective. They carefully monitor the impact of the school's curriculum.

Reading is prioritised. Pupils have a positive attitude to this subject. Effective daily phonics and reading sessions ensure that pupils gain the knowledge and skills to succeed. Anyone falling behind is targeted with helpful support and practice. Those more skilled readers are provided with texts that improve their vocabulary and reading skills. Stories are shared frequently. Classrooms are resourced with quality books. Consequently, many pupils become confident and fluent readers.

Mathematics is taught consistently well through the school. There is a focus on developing mathematical language and ideas. There is a logical and systematic approach to the teaching of the basic concepts. Pupils demonstrate positive attitudes and confidence in mathematics.

Pupils have regular opportunities to write independently, to practise and improve their writing skills. Handwriting, letter formation and punctuation are systematically taught. Pupils have pride in their work and present it well.

The wider curriculum is taught in interesting and engaging ways. Subject enhancements such as participation in performances, sports competitions and events broaden their experiences. They help to develop pupils' confidence and self-esteem. Pupils are wellprepared for their next stage of education.

Pupils with special educational needs and/or disabilities (SEND) are identified quickly and supported effectively to access the curriculum. They are fully included in school life. Many pupils with SEND achieve well.

Sometimes, lessons do not always enable pupils who have secured their learning, to move further on. This means that they do not deepen their knowledge and understanding as much as they could. This can limit their progress.

The school has set out the Reception class carefully. This ensures there are appropriate and engaging activities, both indoors and outdoors. Basic skills including phonics, reading and early mathematics are taught daily. Effective opportunities to practise these are provided. The school has taken responsibility for the on-site pre-school. Staff introduce routines and activities sensitively. They help children to be independent and improve their vocabulary. Children make selections from a range of activities targeting areas of their learning and development. Many are being prepared well for Year 1.

Pupils' attendance and punctuality are prioritised. Consequently, they have improved. All staff are proactive and supportive of the policies and procedures. The importance of good attendance is highlighted through assemblies, posters, and the school website.

Pupils' behaviour and conduct are orderly and calm. Pupils know the school's expectations and respond accordingly. Pupils know how to make and maintain friendships. They play well together. The Round House is a happy, productive school. It provides pupils with a wide range of popular clubs. The school dog Simba is a popular member of the school community.

The school has tackled the areas identified in the previous inspection effectively. Governors and trustees bring a range of useful experiences to their roles. They know the school well. Support and challenge are provided appropriately. Parents, staff and pupils are overwhelmingly positive about the schools' work.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teachers do not provide pupils with work that further deepens their understanding or thinking. This can limit their progress. The school should ensure that teachers routinely provide pupils with work that increases their knowledge and skills still further so that their progress is maximised.

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 school to be good for overall effectiveness in June 2015.

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	139634
Local authority	Cambridgeshire
Inspection number	10345370
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	407
Appropriate authority	Board of trustees
Chair of trustees	Godfrey Smith
CEO of the trust	Susannah Connell
Headteacher	Holly Bates
Website	www.roundhouseprimary.co.uk
Date of previous inspection	19 March 2019, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Diamond Learning Partnership.
- The school has provision for two-year-olds in its pre-school. This opened in January 2024.
- No alternative provision is used by the school.

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.

- 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 met with the headteacher, assistant headteachers, the special educational needs coordinator, the inclusion manager, governors, trustees, office staff and senior staff from the trust. These included the CEO, deputy CEO and chair of trustees. She visited lessons, the ICE zone and playground areas with subject leaders and the headteacher.
- A sample of lessons was visited. The inspector also; spoke to some pupils about their learning, observed pupils during social times, scrutinised various documents including policies and those relating to the curriculum, considered samples of pupils' work and visited the pre-school.
- Responses to the Ofsted parent, pupil and staff surveys were considered.

Inspection team

Jacqueline Bell-Cook, lead inspector

Ofsted Inspector

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