

# Roebuck Academy

Address: St Margarets, Stevenage, Hertfordshire, SG2 8RG

Unique reference number (URN): 144419

## Inspection report: 27 January 2026

Exceptional	
Strong standard	● ●
Expected standard	● ● ● ● ●
Needs attention	
Urgent improvement	

### ✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

#### How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Strong standard ●

### Inclusion

Strong standard ●

The school has clear systems that identify the barriers to learning that some pupils have, including those with special educational needs and/or disabilities. Staff do this quickly and accurately. This ensures pupils get the right support as early as possible. For example, staff provide pupils with opportunities to share their feelings. They make sure that all pupils are able to take part in the wider life of the school.

Leaders track the provision for pupils who are eligible for additional funding, such as the pupil premium. Targeted support helps overcome barriers and ensures eligible pupils progress academically and socially. This includes pupils who previously struggled in other settings. Close work with parents and carers and support from external professionals ensure that pupils get the specialist help they need.

Staff and leaders work together to make sure pupils get the support they need to do their best in lessons. For example, some pupils have learning breaks, which give them time to reset so they can return to their learning ready to succeed. Support for individual pupils is sometimes so seamless that it is hard to discern, yet a great deal happens to make sure they are ready and able to learn.

### Personal development and wellbeing

Strong standard ●

The school has an extensive personal development programme. It is well planned and meets pupils' individual needs. Pupils take part in many valuable experiences, such as listening to adults talk about their interesting and inspiring jobs. This helps them to begin to understand how they can contribute positively to society in the future.

Over time, pupils develop a secure understanding of life in modern Britain. For example, they learn about democracy and differences that are protected in law. Pupils explore local and national issues. They are encouraged to discuss these openly and ask questions. These help them understand the world around them.

Pupils are confident. Older pupils feel ready for secondary school. Younger children learn how to get along with others. They also learn how to express their feelings and emotions. This supports them to develop healthy ways to deal with challenges. When needed, pupils receive effective individual support for their wellbeing in readiness for the next stage of their education.

Pupils learn an appropriate relationship and health education programme. They learn what a healthy relationship should look like. This prepares them well for the changes they will experience as they mature. Pupils learn how to stay safe in different situations, including how to manage online and offline risks.

Pupils learn about the diverse world we live in. They take part in cultural activities and national events such as Black History Month. Teachers select books carefully to help pupils develop empathy. For example, they share books that help pupils to understand what it feels like to be displaced.

Pupils have many opportunities to develop their interests and talents. For example, they can choose to take part in a wide range of sporting, musical and creative clubs. Pupils are very enthusiastic about these. The school makes sure that all pupils can take part in these activities.

---

## Expected standard

### Achievement

Expected standard 

Pupils' attainment has been broadly average over time, except for the school's most recent published outcomes. Most pupils reach standards in line with the national averages, including pupils who are disadvantaged and those who have special educational needs and/or disabilities. Last year, some pupils new to the school had gaps in their knowledge that could not be closed in the time available. This is reflected in the dip in pupils' overall attainment.

Across the school and in different key stages, gaps in learning close because teachers check pupils' understanding regularly. They provide targeted support when this is needed. For example, if a pupil needs more practice with a mathematics concept, they are given extra time to work on it in a timely manner. This helps pupils to progress steadily.

Pupils are generally well prepared for each stage. For example, children in the Reception Year gain the essential basics of reading, writing and mathematics well.

### Attendance and behaviour

Expected standard 

Pupils' attendance has improved year on year. The number of pupils who miss large amounts of school has reduced. This is due to leaders' decisive actions. Leaders build strong relationships with parents and carers. They get to know what pressures parents may face. This means that they can provide individual guidance and support where needed. Leaders monitor pupils' attendance closely. They put extra support in swiftly, such as providing breakfast or school uniform. This helps to overcome barriers to attendance successfully.

Leaders have changed how they manage behaviour. Staff and pupils appreciate the improvements that have been made. They said that behaviour is more positive than in the past. Pupils generally behave well. Older pupils are strong role models for younger ones. They work hard and show kindness. Bullying is rare. Pupils know adults will support them if they fall out with their friends.

Outside and at less structured times, pupils play happily with each other. This is because staff help them understand their own and others' points of views. In lessons, pupils show positive attitudes to learning. They generally listen carefully to each other and stay focused on their tasks.

## Curriculum and teaching

Expected standard 

Leaders confidently understand the quality of the curriculum. They make appropriate changes when lessons do not match pupils' needs carefully enough. The curriculum is ambitious and well sequenced. It is generally taught well. It is organised so pupils can build their knowledge step by step. This supports pupils to progress steadily through the curriculum.

The school focuses on making sure pupils secure the basics in English and mathematics. Phonics and early reading are priorities. Pupils who are not confident readers have targeted teaching until they are able to read fluently. Mathematics is a strength and pupils achieve highly. Regular practice helps them to secure key skills. Pupils also develop secure language and communication skills. Teachers model vocabulary clearly so pupils can widen their language knowledge. In writing, teachers adapt their approach to help pupils write confidently. For example, they may start a sentence for pupils or provide word banks to help them spell unfamiliar words. However, for a few pupils, spellings errors are not routinely addressed in subjects other than English.

Staff generally have the subject knowledge they need. In most lessons, staff check what pupils know. They use same-day, targeted teaching to address gaps. The school has provided extensive training, but sometimes teachers do not deliver some aspects of subject curriculums consistently well. As a result, some pupils do not build their knowledge as rapidly as they might.

## Early years

Expected standard 

The early years curriculum is well designed to meet children's needs. Staff set clear end goals and design activities that help children build towards these step by step. During independent play, children take part in engaging activities that develop important skills. For example, imaginative play with modelling dough builds creativity and strengthens hand muscles. This prepares children well to write. Staff understand the purpose of each activity and guide children effectively. Staff also adapt activities well for children with additional needs. As a result, children are generally well prepared for the next stage of learning.

Staff develop children's communication and language skills through thoughtful and meaningful conversations. They model appropriate language. This enables children to learn a wider vocabulary and express themselves clearly.

Staff teach an appropriate phonics programme. Children learn letter sounds and practise blending these to read words. When a child needs extra help, staff support them to keep up with the pace of the phonics programme. Most children keep up well. Children also learn to write and recognise numbers. They take part in physical play that helps them develop strength and coordination. Clear communication with parents and carers helps them understand their child's progress. Parents value this support.

Leaders have a clear understanding of the school's strengths and the areas they still need to improve. Their priorities and actions make a positive difference. For example, owing to high-quality professional learning, mathematics is now taught more consistently across the school. Leaders focus on making sure pupils secure important knowledge needed for future learning.

Leaders and governors work in the best interests of the pupils. This is shown in the positive work that underpins how inclusive the school is. Generally, over time, pupils achieve well because barriers to learning are successfully reduced.

Leaders continue to focus their work on improving the consistency of teaching across the school, particularly in writing. They recognise that this work is still developing and that some aspects can be strengthened further.

Members of the local governing board work closely with the trust to provide effective strategic direction. They ensure the school meets its statutory duties and offer appropriate professional challenge. In recent times, trust leaders have provided more regular support in the school. This marks a different approach from the one in place at the time of the previous inspection.

Staff feel supported with their workload. They say leaders and governors consider staff wellbeing when making decisions. Parents and carers are positive about the school's provision, especially its inclusive approach.

## **What it's like to be a pupil at this school**

Pupils are proud of their school. Staff and other pupils make it an enjoyable place to be. Leaders ensure pupils have interesting experiences, such as learning about BMXing and taking part in an immersive Egyptian day. These activities help bring learning to life. Pupils increasingly enjoy learning. Staff generally teach effectively. Pupils typically achieve well and are ready for their next steps. Some pupils, including many with special educational needs and/or disabilities, achieve highly.

Staff and pupils build positive relationships. Staff act as trusted role models. Pupils know who they can talk with if they have any worries. The oldest pupils each have a staff mentor. They spend dedicated time together, sometimes sharing breakfast. 'Mingle with your mentor' time is fun and helps pupils feel supported. The youngest children in Reception classes chat happily with adults, showing they feel secure. All of this helps pupils feel safe at school.

Attendance is a strong focus. Pupils' attendance has improved over time. Pupils know why coming to school every day matters. Pupils generally behave well. They are kind to one another. Bullying is rare. Staff understand that some pupils occasionally need help to manage their behaviour, especially if they become overwhelmed. They offer calm and caring support to help pupils manage these moments.

Pupils learn to show compassion and understanding towards others. They understand that some people have disabilities that are not immediately visible, and that these differences are part of everyday life. Pupils also learn about diverse people in history. They know about various religious festivals. This helps them to be curious about the wider world.

Many older pupils proudly apply to have extra responsibilities, such as joining the 'dream team'. They represent the school and help to raise money for charity. Pupils take part in various sporting opportunities. These activities, along with keeping fit, are an important part of school life.

---

## Next steps

- Leaders should continue to embed their work so that approaches, including in the teaching of writing, are applied consistently across all classes and subjects.
- 

## About this inspection

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

This school is part of Hart Schools Trust , which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Mark Lewis, and overseen by a board of trustees, chaired by Hilary Clifford.

Since the last inspection, the school has appointed a new leadership team.

Inspection activities:

Inspectors spoke with the headteacher and other senior leaders during the inspection. The lead inspector also spoke with members of the governing body and trust, including the chair of governors, the chair of the trust and the CEO.

The inspectors confirmed the following information about the school:

The school does not currently use any alternative provision.

Headteacher: Andy Mari

---

**Lead inspector:**

Jessie Linsley, His Majesty's Inspector

**Team inspectors:**

Karen Stanton, Ofsted Inspector

Laura Hewer, Ofsted Inspector

Peter Hynes, Ofsted Inspector

**Facts and figures used on inspection**

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 27 January 2026

**School and pupil context****Total pupils**

**452**

Well above average

**What does this mean?**

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

**School capacity**

**420**

Above average

**What does this mean?**

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

**Pupils eligible for free school meals (FSM)**

**23.98%**

Close to average

### **What does this mean?**

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

### **Pupils with an education, health and care (EHC) plan**

**4.87%**

Close to average

### **What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

### **Pupils with special educational needs (SEN) support**

**21.02%**

Above average

### **What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

### **Location deprivation**

**Close to average**

### **What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

### **Resourced Provision or SEND Unit (if applicable)**

**No resourced provision**

## What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

## All pupils' performance

### Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	61%	Below
2024/25 (revised)	50%	62%	Below
2023/24 (final)	55%	61%	Close to average
2022/23 (final)	56%	60%	Close to average

### Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	74%	Close to average
2024/25 (revised)	71%	75%	Close to average
2023/24 (final)	75%	74%	Close to average
2022/23 (final)	69%	73%	Close to average

### Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	70%	72%	Close to average
<b>2024/25 (revised)</b>	62%	72%	Below
<b>2023/24 (final)</b>	72%	72%	Close to average
<b>2022/23 (final)</b>	75%	71%	Close to average

### **Pupils reaching the expected standard in mathematics**

The percentage of pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	71%	73%	Close to average
<b>2024/25 (revised)</b>	66%	74%	Below
<b>2023/24 (final)</b>	73%	73%	Close to average
<b>2022/23 (final)</b>	74%	73%	Close to average

### **Disadvantaged pupils' performance**

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

#### **Disadvantaged pupils reaching the expected standard in reading, writing and mathematics**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	40%	46%	Close to average
<b>2024/25 (revised)</b>	24%	47%	Below

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2023/24 (final)</b>	50%	46%	Close to average
<b>2022/23 (final)</b>	47%	44%	Close to average

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	63%	62%	Close to average
<b>2024/25 (revised)</b>	53%	63%	Close to average
<b>2023/24 (final)</b>	70%	62%	Close to average
<b>2022/23 (final)</b>	67%	60%	Close to average

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	54%	59%	Close to average
<b>2024/25 (revised)</b>	29%	59%	Below
<b>2023/24 (final)</b>	65%	58%	Close to average
<b>2022/23 (final)</b>	67%	58%	Close to average

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	62%	60%	Close to average
<b>2024/25 (revised)</b>	59%	61%	Close to average
<b>2023/24 (final)</b>	65%	59%	Close to average
<b>2022/23 (final)</b>	60%	59%	Close to average

## **Disadvantaged pupils' performance gap**

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

### **Disadvantaged pupils reaching the expected standard in reading, writing and mathematics**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	40%	68%	-27 pp
<b>2024/25 (revised)</b>	24%	69%	-46 pp
<b>2023/24 (final)</b>	50%	67%	-17 pp
<b>2022/23 (final)</b>	47%	66%	-20 pp

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	63%	80%	-16 pp
<b>2024/25 (revised)</b>	53%	81%	-28 pp
<b>2023/24 (final)</b>	70%	80%	-10 pp
<b>2022/23 (final)</b>	67%	78%	-12 pp

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	54%	78%	-24 pp
<b>2024/25 (revised)</b>	29%	78%	-49 pp
<b>2023/24 (final)</b>	65%	78%	-13 pp
<b>2022/23 (final)</b>	67%	77%	-11 pp

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	62%	80%	-18 pp
<b>2024/25 (revised)</b>	59%	81%	-22 pp
<b>2023/24 (final)</b>	65%	79%	-14 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	60%	79%	-19 pp

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.9%	5.2%	Close to average
2023/24 (3 term)	6.2%	5.5%	Close to average
2022/23 (3 term)	6.8%	5.9%	Above

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	11.2%	13.3%	Close to average
2023/24 (3 term)	17.7%	14.6%	Close to average
2022/23 (3 term)	21.1%	16.2%	Above

## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### **Needs attention** ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

### **Urgent improvement** ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

---

**The Office for Standards in Education, Children's Services and Skills (Ofsted)** inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2026



© Crown copyright