

Rose Wood Primary School

Inspection report

Unique Reference Number	111657
Local authority	Middlesbrough
Inspection number	378333
Inspection dates	8–9 February 2012
Lead inspector	John Paddick

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	341
Appropriate authority	The governing body
Chair	Nicola Russell
Headteacher	Lesley Sinclair
Date of previous school inspection	1 February 2007
School address	The Garth Coulby Farm Way Coulby Newham Middlesbrough TS8 0UG
Telephone number	01642 595353
Fax number	01642 598720
Email address	lesley_sinclair@middlesbrough.gov.uk



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Introduction

Inspection team

John Paddick
Derek Sleightholme
Philip Scott

Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 22 lessons taught by 14 teachers and three trained assistants. Two of these were joint observations with the headteacher. Inspectors held meetings with the Chair of the Governing Body, the headteacher, senior staff, and groups of pupils in Years 4 and 6. They observed the school's work and looked at a number of documents, including the school development plan, safeguarding policies, and the school's analysis of pupils' progress. They analysed 134 questionnaires from parents and carers, and others completed by staff and pupils. There were no available responses to the on-line questionnaire (Parent View) when the inspection was planned.

Information about the school

Rose Wood is larger than the average-sized primary school. Pupils are predominately of White British heritage. Few pupils are from minority ethnic groups or speak English as an additional language. The proportion of pupils who are disabled or who have special educational needs is broadly average as is the proportion of pupils known to be eligible for free school meals. The school has met government floor standards which set minimum expectations for attainment and progress. There is a breakfast-club and an after-school club which are not managed by the governing body and are inspected and reported on separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
 Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- Rose Wood Primary School provides its pupils with a good quality of education. Attainment is rising rapidly in response to teachers’ high expectations of pupils, excellent tracking of progress and good teaching. Achievement is good because children typically join the school in Nursery with stages of development that are below those expected for their ages and make good progress to reach at least average standards by Year 6. Currently in Year 6, pupils’ attainment is above average in reading writing and mathematics. However, pupils in Years 5 and 6 do not always present their written and diagrammatic work in mathematics to a high enough standard.
- Good teaching enables most pupils in all year groups to make good progress. The school’s sophisticated assessment system soon picks up on any pupils who are not reaching their potential and triggers extra help to get them on track again. Teachers manage their classes well and usually interest their pupils through the use of a wide variety of approaches and the maintenance of good pace. Most teaching is good and sometimes outstanding. Occasionally, it dips to satisfactory when the pace of learning slows compared to that of the good lessons.
- Pupils generally behave well and they say that they enjoy school. They have positive attitudes to learning and work hard. The excellent care, guidance and support that the school provides for pupils enable them to thrive and grow in confidence. Typically, pupils cooperate well with teachers and their assistants both in class and when moving around school.
- The headteacher, senior staff and governing body monitor the school’s work closely and provide exceptionally clear educational direction. They have a relentless and effective focus on the quality of education that the school provides and the progress that pupils are making.

What does the school need to do to improve further?

- Raise the quality of the small amount of satisfactory teaching to good by planning to use a wider variety of classroom approaches and increasing pace.
- In Years 5 and 6, improve the presentation of pupils' mathematical work by insisting that they produce neat diagrams and include sufficient working out to show how they have arrived at numerical answers to questions and problems.

Main Report

Achievement of pupils

Pupils have positive attitudes to learning and enjoy lessons. They work hard and are eager to give of their best. They participate readily in all activities and work well in pairs and groups. Relationships between pupils and adults are strong with the result that pupils grow in confidence and are not reluctant to seek help when they find work difficult.

Most parents and carers are very pleased with the amount of progress that their children are making. Children make good progress in the Early Years Foundation Stage, especially in relation to their personal development, language and communication skills and reading. Children's current attainment in Reception is broadly average. This represents good achievement considering that children join the Early Years Foundation Stage with skills that are generally below age-related expectations. In 2011, attainment by the end of Year 2 was average overall, but showed that pupils had reached above average standards in reading. Inspection evidence from classroom observation and a scrutiny of pupils' work show that current standards in Year 2 are similar and good rates of progress have been maintained.

National test results in Year 6 rose sharply in 2011 after a dip in 2010 caused largely by around a third of the cohort arriving from other schools between Years 4 and 6. The 2011 results showed that the progress pupils made in Key Stage 2 was above the national average. The school has maintained the upward trend because current attainment in Year 6 is above average. Pupils have made good progress since their average attainment in Year 2 to reach above average standards in reading, writing and mathematics. Most pupils read a wide variety of texts fluently with expression and good comprehension. The large majority of weaker readers is close to average standards. In mathematics, more pupils than normal for this age are fully confident in using fractions, decimals and percentages during problem-solving and a few are making excellent progress with quite challenging algebra.

As a result of well tailored intervention programmes and individual support, pupils who are disabled or have special educational needs also make good progress. The same applies to all other groups in the school such as girls and boys and pupils who are known to be eligible for free school meals. The almost universal good and sometimes outstanding progress that pupils make results from the good teaching that they receive and the careful watch that members of staff keep on them. The

school provides bespoke and effective packages of extra help to any pupils who are found to be falling short of the challenging targets that the school sets for them.

Quality of teaching

Parents and carers believe that teaching at Rose Wood is good. Inspection evidence supports this positive view. The well designed curriculum sets challenging targets for what pupils are to achieve in reading, writing and mathematics and ensures that they all receive lessons which are pitched at the right level. If pupils fall behind and need extra help, the school always provides support, often on a one-to-one basis. Teachers plan well so that pupils develop and consolidate their basic skills, including the use of information and communication technology (ICT), in a wide range of subjects and contexts. At the same time teaching ensures that planning caters effectively for pupils' spiritual, moral, social and cultural development.

Teachers have high expectations of pupils and manage their classes well. This means that an atmosphere of calm and industry pervades the school during lessons. Teachers plan their lessons well and match the work closely to the needs and stages of development for all the pupils in their classes. Often this means that skilled teaching assistants work with smaller groups of slower-moving pupils to provide effective extra support and individual help. For example, in one of these groups observed during the inspection, a group of five pupils from Year 2 were making very good progress with a higher level teaching assistant in learning to count in twos. Pupils themselves confirm that they really value their lessons and enjoy them because they know that they are progressing well. They say that members of staff often make learning fun and very enjoyable.

Most teaching incorporates a wide variety of approaches and resources which fully engage pupils' interest and move their learning on quickly. Usually, lessons proceed at a good pace with teachers skilfully questioning pupils to ensure that they understand new concepts before they move on. Another good feature is the way that teachers and their assistants provide pupils with sufficient time to discuss their work in groups to consolidate their learning. Teachers are normally quite adept at changing the course of lessons to introduce different techniques and a variety of ways of explaining concepts when they know that pupils' understanding is incomplete. This ensures that a strong pace of learning is maintained. However, in a few lessons, the pace of learning declines when teachers repeat the same explanation in the same way rather than utilising other techniques to ensure that pupils fully understand what teachers are attempting to teach them.

Thorough marking of pupils' work usually identifies any key errors well and clearly indicates how improvements can be made. Frequently, teachers mark tests in a way that shows pupils how they are progressing through the levels of the National Curriculum and how their results relate to their targets. In mathematics, however, in Years 5 and 6, teachers' marking does not challenge untidy presentation and weak diagrams sufficiently strongly, which limits the progress pupils make.

Behaviour and safety of pupils

Pupils almost always behave well in lessons and around the school. They have good relationships with each other and with the adults who work with them. Frequently, they display impeccable manners and courteousness. Incidents of bullying of any kind or of unacceptable behaviour are rare and relate to a very small number of pupils. Most parents and carers express confidence in the school's systems for dealing with such occurrences, but a few still have concerns about them. In the two days that they were in school, inspectors observed pupils carefully in class, having lunch, and at playtime outside. They found that behaviour was consistently good and that pupils responded promptly to instructions from adults. Inspectors also looked at records for behaviour and safety from the time of the previous inspection to the present and found nothing to give concern. Pupils display good levels of concentration in class and when they work in groups they organise themselves quickly and without fuss. They take responsibilities seriously and they are proud of their successes in helping the youngest children and raising money for charities.

Rose Wood provides pupils with a very supportive and welcoming environment for their education. Pupils say they feel safe in school and have a good understanding of the risks to which they might be exposed, especially outside school. Considerable efforts are made to ensure that pupils attend school regularly. The effectiveness of these measures is reflected in the overall attendance figures which have risen from average last year to above average so far this year, and the fact that there are very few persistent absentees. The school uses the expertise of a range of agencies to provide effective support for pupils experiencing difficulties that affect their behaviour or attendance.

Leadership and management

The headteacher provides the school with strong and effective leadership. She is very well supported by her recently constituted senior team. The school provides good quality education because leaders and managers have a relentless focus on planning for pupils to have the very best and on driving standards up quickly. The school's self-evaluation is accurate and informs development planning that is clear about how improvements are to be made. Monitoring of these plans is rigorous and leads directly to continued professional development for members of staff, improvements in teaching and sharply rising standards for pupils of all ages from Nursery to Year 6. Strategies to improve teaching, such as lesson observations and mentoring have proved to be successful in improving teachers' classroom techniques. Members of the governing body monitor the school's work effectively and probe and challenge when they think that more can be done. As a consequence of all of this, the pupils experience a good and varied curriculum which is designed to lift attainment, promote good progress and underpin good spiritual, moral, social and cultural development.

Safeguarding procedures meet all requirements. All required policies are in place and have a high profile in the daily running of the school. Adults who have access to pupils are checked meticulously before they can enter the buildings. The school has a strong commitment to equality of opportunity. The school is very successful at

promoting equality of opportunity as seen in the good progress and achievement of all groups of pupils. Issues from the previous inspection have been tackled successfully, especially in relation to providing pupils with teaching which meets the needs of all groups and abilities. These successes and the substantially rising attainment clearly indicate that the school has good capacity to improve further, particularly as all members of staff are proud to belong to the school and want to play their part in its continuing success.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add up exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



10 February 2012

Dear Pupils

Inspection of Rose Wood Primary School, Middlesbrough, TS8 0UG

Thank you for making the team so welcome when we came to inspect your school recently. A particular 'thank you' goes to those of you who filled in the questionnaires or met with us to read or talk about your school and the progress you are making. We were all impressed by your good behaviour and your good attitudes to work.

We found that your school is providing you with a good quality of education. It is a quickly improving school where more and more of you are making good progress. Teachers and their assistants know exactly how much progress you are making and organise extra help if you start to fall behind. We found Rose Wood to be a well run school which provides you all with a very good atmosphere for learning.

We were pleased to find that you enjoy your lessons and that you think that your teachers really care about you and the progress you are making. Inspectors can see clearly why you say that you enjoy school because it provides you with really interesting lessons and many other enjoyable and valuable and exciting activities.

Your school can still improve further and we have asked the governing body, headteacher and staff to do two things to enable you to learn even more quickly. These are to:

- improve some lessons so that all of you are taught well all of the time
- insist that Years 5 and 6 improve the presentation of their work in mathematics.

You can help by continuing to behave well and work hard.

I wish you all the best for the future.

Yours sincerely,

John Paddick
Lead Inspector

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