

Rose Wood Academy

The Garth, Coulby Farm Way, Coulby Newham, Middlesbrough TS8 0UG

Inspection dates

15–16 November 2016

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders have an overgenerous view about the quality of education provided for the pupils. This is because their monitoring and evaluation of the school's work has not been precise enough.
- The quality of teaching and learning has not improved quickly enough to ensure that outcomes improve for all pupils.
- Leaders' plans to improve teaching are not focused enough to improve teachers' subject knowledge, in order to deliver a challenging curriculum.
- Pupils are not making enough progress across a wide range of subjects within the curriculum.
- Teachers do not have high enough expectations of what pupils can achieve. This means that learning activities are often pitched at the incorrect level.
- The most able pupils are not being challenged well enough in both key stage 1 and key stage 2. They do not have enough activities and learning opportunities which allow them to develop and deepen their skills and understanding.
- Opportunities for pupils to transfer their learning and skill acquisition in writing and mathematics are limited.

The school has the following strengths

- The headteacher is developing and nurturing a new leadership team which is already demonstrating good capacity to make improvements.
- Governors are now challenging leaders more effectively. They have good systems in place to hold staff to account for improvement.
- Parents receive clear and valuable information about how well their child is achieving and behaving at school.
- Teaching assistants are deployed successfully to support learning for groups of pupils who require it.
- Pupils feel safe, and enjoy coming to school. Attendance is now well above the national average.
- Children in the early years get off to a good start. Quality provision is ensuring that children are making good progress.

Full report

What does the school need to do to improve further?

- Improve the impact of leadership and management, by:
 - making sure that school improvement planning is focused carefully on specific actions which will drive improvement in the quality of teaching and learning
 - linking priorities from school improvement planning to monitoring and evaluation activities
 - developing the leadership and management skills for those new to post
 - supporting new leaders to develop an effective approach to judging standards and measuring progress across a wide range of subjects.
- Improve the quality of teaching and learning for all pupils, including disadvantaged pupils, by:
 - supporting teachers to develop their own subject knowledge in English and mathematics
 - making sure that teachers have high enough expectations for all pupils
 - ensuring that teachers are teaching higher order reading skills
 - providing opportunities for pupils to practise their writing skills at a challenging enough level
 - developing and deepening pupils' mathematical understanding through activities which allow them to apply their skills, problem-solve in a range of contexts, reason and justify their answers.
- Ensure that the most able pupils, including the most able pupils who are also disadvantaged, have precise teaching to meet their needs, which is challenging enough to ensure that they attain the higher levels by the end of each key stage.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leadership and management require improvement because the quality of teaching and learning has not improved at a rapid enough pace to ensure that pupils make faster progress and their outcomes improve.
- Leaders and governors have an overgenerous view of the quality of education that pupils are receiving and the progress they are making. Consequently, school improvement planning has lacked the precision needed to improve teachers' skill development and practice.
- Monitoring and evaluation strategies developed to judge the quality of teaching and learning and to measure the impact of recent initiatives have not been focused closely enough on what will make the difference.
- The headteacher, who joined the school just over a year ago, has a steely determination to ensure that outcomes for pupils improve. Working closely with the deputy headteacher who has been in post for little over a term, they have focused their efforts on ensuring that there is a secure leadership team in place to lead teaching at all levels. Many of these senior and middle leaders are at the very start of their leadership journey. The headteacher has successfully identified teachers with the talent and potential to strengthen leadership. This has started to come to fruition, particularly in the leadership of the early years and for pupils who have special educational needs and/or disabilities.
- Leaders are now using pupil premium funding more effectively. Strategies to ensure that disadvantaged pupils receive more focused and precise support to overcome their barriers to learning are in place. There is evidence that these pupils are starting to make better progress. However, all pupils are not making fast enough progress, and this is the same for disadvantaged pupils. Leaders know that further work and refinements are needed in this area to strengthen and maximise the impact of this early work.
- A new curriculum is now in place; however, leaders are not fully focused yet on improving standards in the broad range of subjects studied. For example, pupils do not have enough opportunities to develop their practical scientific skills. The teaching of religious education is not providing pupils with enough time to delve deeply into their understanding of a range of religions.
- Pupils are enjoying the benefits of extra-curricular visits to support their learning. They access a wide range of before- and after-school activities, along with lunchtime and homework clubs. During assemblies, circle time and within the curriculum, activities are planned to develop pupils' understanding of British values. For example, when studying the Victorians in key stage 2, pupils focus on British law. These activities are enhancing the pupils' spiritual, moral, social and cultural development.
- Funding to support pupils who have special educational needs and/or disabilities is being used effectively. Leaders ensure that pupils receive the help, support and guidance they need to support their development. Leaders track the impact of this support, and ensure that changes to provision are made quickly, when necessary.

- Physical education and sport premium funding is being used well to develop staff's confidence and skills, as well as providing wider opportunities for pupils to participate in festivals and competitions. Staff work closely with Middlesbrough Football Club to develop pupils' skill development. Older pupils benefit from residential visits to 'Robinwood' which enhances their team-building skills and self-esteem, along with enjoying physical activities in the outdoors. The school have also been awarded the Bronze School Games accreditation.
- Leaders make sure that parents are well informed about all aspects of their child's education at school. The implementation of a web-based application provides staff with the ability to send instant information and messages to parents about their child's academic and social development. Parents are appreciative of this initiative and value the time it takes for staff to do this.

Governance of the school

- The governing body is now effective. Governors recognise that improvements are required, listen to advice and act upon it swiftly.
- Governors have made some key leadership appointments in their quest to make the required improvements.
- They are now more involved in holding leaders and teachers to account for improving the quality of teaching and learning. New, effective performance management procedures are now in place to aid future developments.
- Governors are more challenging in their meetings, and often question leaders about the impact of initiatives to improve. They do not always challenge deeply enough about the impact of the use of funding to support disadvantaged pupils.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders ensure that pupils are kept safe through the implementation of their robust systems and recruitment procedures. Both staff and governors have up-to-date safer recruitment knowledge from recent training. This is implemented during all recruitment activities which means that thorough checks are carried out on all members of staff.
- Staff receive regular training which ensures that they understand recent changes in guidance, best practice and legislation in child protection. Recent training has resulted in staff knowing how to protect pupils from radicalisation and extremism, and the signs and symptoms to indicate that pupils may be suffering harm.
- Close collaboration of all staff, the sharing of vital information about pupils, and identified members of staff to work with vulnerable pupils as well as their families, reflect a culture where the safety of all pupils is of paramount importance. The parental support advisor (PSA) is now employed full-time so that there is no time lost in supporting pupils and families in need of support. Her fast reactions, for example through gaining vital information from Cleveland Police's 'Operation Encompass' resulted in pupils being offered bespoke care and support in a range of challenging situations. The Bungalow Partnership provides valuable behavioural and play therapy to

support the PSA's work with pupils and families.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment requires improvement. It has not been good enough over time to ensure that pupils make the consistently good progress which would result in improved outcomes for all.
- Teachers do not have high enough expectations about what pupils can achieve. They are not challenging pupils to develop their understanding or to think deeply about their learning. This is particularly so for the most able pupils. These pupils are not provided with challenging enough activities to ensure that they reach the higher levels of attainment.
- Teachers' subject knowledge in writing and mathematics is not secure enough to plan lessons which will develop pupils' understanding at a deep enough level. For example, pupils are taught varying grammatical models and rules, but they are not applying them correctly in their sustained writing. In mathematics, pupils carry out repeated mechanical tasks, without demonstrating a good conceptual understanding. Therefore, in both writing and mathematics, pupils struggle to transfer their learning in different contexts.
- The quality of the teaching of reading is variable across the school. Recent training ensures that staff have more strategies to help pupils develop their understanding in reading. Most-able readers are reading fluently, and the most able older pupils in upper key stage 2 read with good intonation and demonstrate a high level of understanding. Other pupils are not provided with specific teaching about how to do this to develop their higher-order reading skills.
- The teaching of phonics has improved over time. As a result, more pupils are now attaining the national phonics check in Year 1 than other pupils nationally. Pupils' phonological skill development is enhanced through imaginative teaching techniques, matched well to their level of ability.
- In most classes, teachers use focused questioning well to ascertain pupils' prior learning. In some, but not all, classes this questioning is being used to plan the next steps in the pupils' understanding. However, this is not consistent and questioning is not used well enough to challenge the thinking and responses of the most able pupils.
- Teaching assistants are used well to aid and support pupils' learning and development. Teachers deploy them well to help pupils when they need it. Recent training for teaching assistants ensures that they are now well-skilled to do this. Disadvantaged pupils have benefited from their improved skills and knowledge during small intervention sessions to help them in reading, writing and mathematics more recently. Consequently, these pupils are making better progress in these subjects than they did previously.
- Relationships between pupils and all staff during lessons are very positive, and a key strength of the school. Staff care about the pupils' education and want to improve for their benefit. Pupils respect adults, and listen carefully to get the most out of the learning opportunities provided for them.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils benefit from strong guidance and support from all staff. Pupils feel well looked after and cared for. They acknowledge that staff listen to them, and that they are helpful when trying to resolve challenging situations. Pupils know exactly who they can turn to if they feel worried or need any help.
- Pupils know how to keep themselves safe in a variety of contexts and situations. They understand how to keep themselves safe online, and are currently enjoying taking part in a junior road safety campaign. They have participated in workshops delivered by the NSPCC to increase their awareness of keeping themselves safe.
- Pupils demonstrate a good knowledge and awareness of the various forms of bullying through anti-bullying campaigns, assemblies and class activities. They state that incidents of bullying are rare, but when it happens, staff deal with it effectively. Inspectors agree with the pupils that staff act quickly and appropriately, offering bespoke advice and help to all parties involved.
- Pupils learn about and take part in democratic processes by electing others to represent their views on the active school council. Pupils take their responsibilities seriously and strive to do their best on behalf of others.

Behaviour

- The behaviour of pupils is good.
- Staff have high expectations of behaviour, which ensures that during both structured and unstructured times throughout the day, the behaviour of pupils is very good. Pupils are courteous and display excellent manners. They show respect for others and have positive attitudes.
- Pupils are keen to do well, and understand that good behaviour helps them in their learning. They eagerly help others when they are in need and praise each other positively, which strengthens each other's self-esteem.
- Incidents of unacceptable behaviour are dealt with quickly and efficiently. Staff log these electronically and follow them up appropriately. Clear reporting mechanisms ensure that repeated incidents of unacceptable behaviour are tackled well, by involving parents and external agencies to provide the support and guidance that pupils need.
- Staff work hard with families to improve the attendance of pupils who are regularly absent. This has proven very successful, and the attendance of pupils is now above the national average. In the past, disadvantaged pupils did not attend as well as others. Support and guidance for these pupils and their families has resulted in their much improved attendance. Furthermore, the amount of times that pupils arrive late in school has reduced significantly.

Outcomes for pupils

Requires improvement

- Outcomes for pupils require improvement because the amount of progress that pupils are making across each year group in a range of different subjects is not good enough. Erratic patterns of progress and attainment, for all pupils and specific groups of pupils, is due to inconsistent expectations of what all pupils can achieve.
- By the end of key stage 1 and key stage 2, disadvantaged pupils are not achieving as well as other pupils nationally in some subjects. This remains the case over time as differences were still apparent for disadvantaged pupils in 2016.
- In 2016, compared with other pupils nationally, not enough disadvantaged pupils achieve a greater level of understanding in reading and writing in key stage 1 and not enough achieve the higher levels by the end of key stage 2. Furthermore, by the end of Year 6, not enough disadvantaged pupils attain well enough in reading, and they do not make good enough progress in reading and mathematics. There is a big difference between the proportion of disadvantaged pupils who achieved the expected standard in English grammar, spelling and punctuation and other pupils nationally. Only 33% of disadvantaged pupils achieved this in comparison with 78% nationally. However, the progress of current disadvantaged pupils across most year groups is starting to improve.
- As a result of teaching and learning activities which do not challenge the most able pupils effectively, these pupils are not achieving as well as pupils with similar starting points nationally. Most-able pupils do not make enough progress to attain the higher levels in reading and mathematics by the end of key stage 2. Not enough most-able pupils attain greater depth in reading by the end of key stage 1. This includes most-able pupils who are also disadvantaged.
- Due to the quality of teaching requiring improvement, current pupils are not making the progress they should be. This is evident from looking at the quality of learning going on in the classrooms, and a scrutiny of pupils' work in a range of subjects. The amount of progress that pupils are making in a range of subjects is inconsistent across each class.
- Improved, systematic teaching of phonics has resulted in more pupils attaining the expected level in the national phonics check than other pupils nationally. There has been a steady rise over time, and pupils are making good progress in developing their phonological understanding.
- By the end of key stage 1, there are more pupils than seen nationally who attain the expected level in reading, writing and mathematics. This is a similar picture for disadvantaged pupils, particularly in reading and mathematics.
- By the end of key stage 2, the proportion of pupils who achieve the expected standard in reading, writing and mathematics combined is slightly below the national average. Due to this, more than half of the pupils leaving this school are not prepared successfully enough for their next stage of education. However, when these subjects are disaggregated, pupils attain similarly to others nationally in each individual subject.

Early years provision

Good

- Children get off to a good start in the early years. Most children enter with skills, knowledge and ability which are typical for their age. They settle quickly due to well-established routines and high expectations of all staff.
- The proportion of children who attain a good level of development has improved considerably over time. The amount of pupils who attain this is now above the national average. This is because the children are making good progress in most areas of their learning. As a result, most children are ready for Year 1.
- Leadership of the early years is good. The leader ensures that all key staff know what they need to do. She supports them in carrying out their roles effectively. The high adult-to-child ratios enable smaller, focused tasks for children which are well matched to their ability. This has proven particularly successful in challenging the most able children in mathematics. The skill of the higher level teaching assistant, demonstrated through careful planning and delivery of mathematical activities to enhance children's skills, is ensuring that they are achieving well.
- The quality of teaching is good. Children engage in learning opportunities which develop and extend their skills in a stimulating and vibrant environment. This is particularly so in the Nursery department. Creative activities to develop children's fine and gross motor skills are ensuring that they are enjoying their learning and are keen to participate with vigour.
- Leaders have robust systems in place to assess how much children are learning, and what their next steps are in their skill development. A wide range of evidence is used to inform this planning, and is organised effectively using an electronic system to gather vital milestones in each child's early development stages.
- A recent focus on developing children's mathematical understanding and writing has ensured that more children are now making further progress in these key learning areas. The early years leader correctly identified that improvements were needed in these areas, and has successfully tackled this. More focused activities to support reading, along with writing, will enhance pupils' progress even more.
- The behaviour of children throughout the early years provision is a real strength. Children work well alongside others – sharing, discussing, problem-solving and imagining. This is because their personal and social skills are developing quickly.
- Parents and staff have fostered very positive relationships, which are having a positive impact on children's development. Parents are listened to carefully and staff respond to their questions and queries in a very open manner. Parents liaise fully with staff during transition periods, and regularly attend curriculum workshops during the year.
- Safeguarding and child protection procedures and protocols are thorough. Staff are vigilant and ensure that children are kept safe. Welfare requirements are robust and paid close attention to. All staff are committed to ensuring that the children's individual needs are catered for and they are given opportunities to learn how to keep themselves safe.
- Over time, not enough disadvantaged children in the early years have attained a good level of development, in comparison with others nationally. However, more recently,

the differences have started to diminish.

- There are missed opportunities to develop children's skills, knowledge and understanding using the outdoor environment. Adults do not give sufficient instructions to children about what they could do in the different areas, and do not model how to use the resources often enough.

School details

Unique reference number	140504
Local authority	Middlesbrough
Inspection number	10019281

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	379
Appropriate authority	The governing body
Chair	Helen Pickard
Headteacher	Paul Cowley
Telephone number	01642 595353
Website	http://rosewoodacademy.co.uk/
Email address	paul.cowley@rosewoodacademy.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school does not meet requirements on the publication of information about pupils who have special educational needs and/or disabilities and about governance.
- The school does not comply with Department for Education guidance on what academies should publish about special educational needs, governance and the curriculum.
- Rose Wood became an academy in January 2014. Although it is a stand-alone academy, it is part of the Discovery Alliance. This is a group of five primary schools and one secondary school working together for school improvement through an umbrella trust arrangement.
- Since the academy's predecessor school was inspected, a new headteacher and deputy headteacher have been appointed, and other significant leadership staffing changes have taken place.

- The school currently meets government floor standards.
- The school is larger than the average-sized primary school.
- The proportion of pupils who are eligible for support from the pupil premium is slightly lower than the national average.

Information about this inspection

- Inspectors observed learning in a range of lessons and made some short visits to classrooms. The headteacher jointly observed lessons with the lead inspector.
- Inspectors listened to a range of pupils read and reviewed the work in pupils' books.
- Pupils' behaviour in lessons and during break and lunchtime was observed.
- Inspectors talked informally to pupils in lessons and around the school and held formal meetings with pupils from across key stage 2. They also met with a group of the most able pupils.
- Inspectors held discussions with the headteacher, senior leaders, subject leaders and class teachers. In addition to this, inspectors met with members of the local governing body and held a telephone interview with an officer from the local authority.
- Inspectors scrutinised a range of documentation including leaders' evaluation of the school's performance, school improvement planning, and documents monitoring the effectiveness of teaching and learning. They also looked at minutes of the governing body meetings, the school's own policies and documentation relating to safeguarding and attendance.
- Inspectors took into account the views of parents during the inspection, as well as 31 responses to the online questionnaire (Parent View).
- Inspectors took into account the views of the staff throughout the inspection.

Inspection team

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Mark Dent	Ofsted Inspector
Jim Hannah	Ofsted Inspector
Alison Ashworth	Ofsted Inspector

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