

Inspection of a school judged good for overall effectiveness before September 2024: Rose Wood Academy

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

Inspection dates:

26 and 27 November 2024

Outcome

Rose Wood Academy has taken effective action to maintain the standards identified at the previous inspection.

The principal of this school is Paul Cowley. This school is part of The Enquire Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Darren Holmes, and overseen by a board of trustees, chaired by Delyse Turrell.

What is it like to attend this school?

Pupils are eager to learn at this friendly school. The school is ambitious for what pupils can achieve. Pupils meet these aspirations and broadly achieve well. The curriculum reflects the local area but also encourages pupils to understand the wider world. For example, in geography pupils learn about Middlesbrough in World War Two. They also learn about a diverse range of significant people, such as Mae Jamison. As a result, pupils develop very respectful attitudes towards others.

Pupils behave and conduct themselves very well. They are polite and they learn the school routines from an early age. Older pupils take on positions of responsibility such as reading buddies. All year groups are represented on the school council. Pupils form warm relationships with staff. They know that they can talk to adults about any worries or concerns that they may have.

The school ensures that pupils go on exciting educational visits. Pupils discuss these enthusiastically. The residential trips are particularly popular. Many pupils attend a varied range of extra-curricular activities. The school ensures there is something for all. These include photography club, the choir and gardening. The school has also set up wheelchair basketball to enable pupils to understand how people with disabilities participate in sport.

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

Pupils benefit from a good and continually improving curriculum. Leaders review the curriculum carefully. They have taken action to address gaps in pupils' learning that became evident during the COVID-19 pandemic. However, some pupils do not achieve the higher standards in core subjects as they should. In lessons some pupils do not keep up as well as their peers. This is because work sometimes moves on too quickly or pupils do not grasp the most effective methods rapidly enough. The school has placed emphasis on the importance of remembering important knowledge and subject-specific vocabulary. This begins at an early stage, for example Year Two pupils are taught important vocabulary such as 'prejudice' and 'race'.

There is a rigorous early reading curriculum that is taught well. Children learn phonics as soon as they start in the Reception class. The books that pupils read accurately match the sounds that they are learning. As a result, children learn to read well. Staff carefully consider which books they read to pupils. The school selects texts that help pupils to learn about the wider world around them. For example, pupils read about the lives of people from a range of cultures and backgrounds. Older pupils enjoy reading a wide range of fiction and non-fiction.

Staff get to know pupils and their needs well. For example, in the early years, staff are skilled at supporting children's language and communication development. They make sure that any gaps in children's learning are spotted and address these in small group work. The school has effective systems in place to identify pupils' needs early. Staff use appropriate resources and adaptations; they cater for pupils' additional needs well.

Pupils are consistently respectful to one another and adults. Lessons are purposeful and pupils concentrate fully on their learning. The school's work to promote pupils' personal development is exceptional. This work includes a sharp focus on building pupils' understanding of more vulnerable groups in society. Pupils knowledgeably talk about values such as kindness and respect for all. They are very clear that no one should be discriminated against. As a result, pupils are extremely well prepared for life in modern Britain.

The school is well led and managed. The trust provides the school with regular and effective training which staff appreciate. Leaders are mindful of staff's well-being. Trustees and the Academy Improvement Committee know the school's strengths and priorities well. They provide appropriate support and challenge.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are, on occasion, some inconsistencies in teaching and learning. This means that not all pupils are able to learn the curriculum in the depth they should. The school should continue to improve the quality of teaching and learning to prevent any further inconsistencies in attainment at the higher standard.

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 first ungraded inspection since we judged the school to be good for overall effectiveness in December 2019.

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	140504
Local authority	Middlesbrough
Inspection number	10297397
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	358
Appropriate authority	Board of trustees
Chair of trust	Delyse Turrell
CEO of the trust	Darren Holmes
Principal	Paul Cowley
Website	www.rosewoodacademy.co.uk
Dates of previous inspection	5 and 6 December 2018 under section 5 of the Education Act 2005

Information about this school

- The school uses three providers of alternative provision for a small number of pupils. Two of these are registered and one is an unregistered provision.
- There is a breakfast and after-school club run by the school on site.
- The school has a Nursery for two-, three- and four-year-old children.

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.
- The inspector held meetings with the headteacher. In addition, they met with the Academy Improvement Committee, including the chair. The inspector also met with the

Chief Executive Officer and the Trust School Improvement Lead and spoke with the Chair of the Board of Trustees.

- The inspector visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector considered how the school prepares pupils for life in modern Britain.
- The inspector observed pupils' behaviour in lessons and around 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 responses to Ofsted's online survey for parents and carers, Parent View, were reviewed. This included any free-text responses. The responses to the staff questionnaire was also considered.
- The inspector spoke to some parents and carers at school drop off.

Inspection team

Jessica McKay, lead inspector

His Majesty's Inspector

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