

Inspection of Rose Primary School
24 Pearson Lane, Bradford, DB9 6BB

Inspection Date: 2nd July, 2023

Overall Effectiveness	Requires Improvement
The Quality of Education	Requires Improvement
Behaviour and Attitudes	Inadequate
Personal Development	Good
Leadership and Management	Good
Safeguarding & Pastoral	Good
Previous Logged Grade	Not recorded

What is it like to attend this school?

Students find Rose Primary School a very good school, in which students are aware of where to find key support staff, and that lessons are kept to a professional and key standard when it comes to management, behavioural coordination, and key notes of the lessons oversight.

Leaders and staff have high expectations for the students when it comes to sessions, and they are away and stick to what they expect for the improvement of the students. Pupils in this school look forward to attending the sessions, as they have a clear perspective of pastoral support, and are expecting to join a session with a well organised staff team, in which students are aware of what to expect during sessions.

Leaders have ensured that the curriculum across the school empowers learners, regular assessments on Subject Leaders are evident in the schools documentation. Teaching Staff are provided with these curriculums and are advised to plan lessons accordingly. Subject Leaders miss opportunities to regularly meet and develop staff as departmental meetings are rare and lesson plans are kept to a key standard.

What does this school do well?

This school has a clear oversight for student support, which is kept to a priority for students. The staff are trained effectively in which they are prepared for the sessions to come. When it comes to key behavioural outcomes staff have a range of expectations which shape the students, and assist them in the personal development.

School Safeguarding

The arrangements for safeguarding are effective.

The Headteacher gave a key impression of what Safeguarding was, and how it was universally in use across the school. The staff members, and key leaders have an oversight of key safeguarding and welfare for students, and members of staff in a prior agreement.

Staff members are professionally trained on the restatements of Safeguarding, in which they are attending training every week or so for an insight on student safeguarding in order to professionally train for incidents, and any other sorts of Safeguarding Insights.

Pupils in this school feel safe as they are aware of where to go whenever support is needed for their welfare, and pastoral care in advance. Students know where to go if they have any sort of Safeguarding Concerns or any sort of incidents in which they prioritise as a whole.

Alternative facilities are provided for students whenever it comes to Safeguarding, so that they can be supported internally and externally by the support staff. A clear provision is in effect when it comes to students' support and safeguarding, which is put into effective use.

Staff Members have a clear oversight of their Safeguarding Line Management, alongside the pastoral and safeguarding provision. They are aware of what to do in the situation, and aware of what to expect when it comes to solving certain safeguarding situations.

Behaviour & Attitudes

Behaviour in the school is up to a massive decrease on both sides of the attainment. The students in the school are misbehaving massively, and there is no progress in staff members preventing this from happening.

Staff Members in the school do not utilise the Behavioural Ladder effectively enough to manage students behaviour. In which they see it as a free pass to misbehave constantly. Behaviour as a key fundamental is treated like a low range advantage in students and staff.

There are no clear policies put in place for the alternative attainment for student behaviour. Students are unaware and aren't disciplined enough to account for the behavioural expectations within the school.

Staff Members are unable to effectively manage the classroom in terms of student behaviour. They do not seek to punish the students well enough when it comes to them misbehaving constantly during lessons, amongst the playground and out of bounds in the sessions.

Behaviour in this school is inadequate.

What does the school need to improve?

(Forward this to the appropriate authority.)

- In some lessons, teachers are failing to construct lessons that are interactive and encourage development. As a result, not all pupils are broadening their knowledge and interacting with the lesson. Leaders need to ensure the provisions for Teacher Development are communicated and visible. Teachers need guidance from Subject Leaders and Teaching & Learning Leaders.
- The behavioural policies need to advance, and set in place for both student expectations and staff expectations when it comes to disciplinary action.
- In some areas, staff lack the knowledge of the actual subjects in which they teach. Lessons are inadequately planned, and are not present to a good rated standard for the students. Staff need guidance in this subject to improve, from their Subject Leaders & Teaching & Learning Leaders.
- The school lacks professional facilities for differentiated needs, in which staff have no proper direct point of contact and staff members are unsure of where to go during sessions when it comes to addressing different inquiries and concerns.
- Staff have no clear improvements, and aren't maintaining professional and key staff standards when it comes to delivering in lessons, and other key parts of the session. In which a new staff training is to be prepared for the upcoming staff teams, for their professional development and outcomes.

Unique Reference Number	503857265
Local Authority	Bradford Council
Inspection Number	408663362636
Type of School	Primary
School Category	Basic Foundation
Age Range of Pupils	(roleplay) 5 - 9
Gender of Pupils	Mixed
Appropriate Authority	Chair of Governors
Chair on Board	Mr Alfie Dixon-Rose
Executive Headteacher	Mrs Sol Keating
Date of Previous Inspection	Not Recorded

Information about this school

- The current Executive Headteacher took her post on;
- This school does use an alternative provision

Information about this inspection

Inspectors carried out this graded inspection under the section of the Education Act 2005 on previous recorded dates.

- Inspectors met with the Executive Headteacher, Deputy Headteacher, Designated Safeguarding Lead, SEND Coordinators, Staffing Managers, and other personnel for the overall performance.
- Inspectors took a deep dive into the core subjects of; Science, Mathematics and English and discussed the vision for success with the curriculum leads, and department heads.
- The Lead Inspector spoke and met with Pastoral Leaders, Support Managers and Support Staff to discuss the impact of student support.
- The Lead Inspector had a deep dive into the Staff Documentation and the staff files in which we oversighted the recruitment process, and other impacts of the staffing department, and professional development for the people who wish to achieve and work.

Inspection Team

His Majesty's Lead Inspector

Sir Alfie Dixon-Rose

Inspection Staff

Sir Jake Rose

Inspection Staff

Sir James O'Havardean

Inspection Report: Rose Primary School

2nd June, 2023

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