

Roselyn House School

Independent school standard inspection report

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Reporting inspector	Honoree Gordon HMI

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.^{1, 2}

Information about the school

Roselyn House School is located in a residential area in the town of Leyland. It provides day education for students aged from 11 to 16 years who have emotional, behavioural or social difficulties. Most of the students have been excluded from their previous school. There are eight students in Key Stage 3 and 12 in Key Stage 4. All have a statement of special educational needs. Three students are looked after by their local authority. Two local authorities have children placed at the school.

The school's motto is: 'Moving forwards together towards a positive future.' The school aims to promote students' achievement by providing a positive experience for them, to meet individual needs. The proprietors, KS Education Limited, are also the headteacher and deputy headteacher of the school. The school opened in January 2007 and was last inspected in November 2007.

Evaluation of the school

The quality of education provided is satisfactory. The school meets its aims. The curriculum is good, enabling students to grow in self-esteem and to be able to manage their behaviour and responses better than in the past. Students leave with accreditation for their learning, and nearly all remain in education or training. Teaching and assessment are satisfactory. The provision for student's welfare, health and safety is good. Safeguarding procedures and practice are good. The school meets all but two of the regulations. It has made good improvement since its last inspection.

Quality of education

The curriculum is good. Each student has a programme drawn up in line with their learning support plan. Programmes follow the National Curriculum. The core subjects in both key stages are: English, mathematics, science, information and communication technology (ICT), art and design, physical education (PE), personal, social and health education (PSHE), including citizenship; and outdoor education. In Key Stage 3, the curriculum also includes humanities and French. In Key Stage 4 students choose additional options to supplement the core curriculum. These include opportunities for work-related learning, through work experience and through part-

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

² www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8

time placements at a local further education college. Current students are following courses, for example, in land management, hairdressing, and motor vehicle maintenance. All students additionally follow an accredited life skills course.

These elements, together with a good emphasis on developing students' basic skills in English and mathematics, ensure that the school prepares the students well for the next steps in their education and life. The curriculum encourages each student's independence well and provides good opportunities for them to gain accreditation for their learning. These include GCSEs in a reasonable number of subjects, such as PE, art and design, English, mathematics and science. In 2010 all Year 11 students gained at least one GCSE, together with units of accreditation for other learning. Nearly all remained in education or training when they left the school.

Therapeutic options are offered at both key stages. These introduce students to new skills over a period of half a term, and offer opportunities to work together across the age range with a cross-section of teachers and visiting staff. During the inspection students were observed working with textiles, learning disc-jockey skills with music, developing ICT skills, and cooking, in an informal atmosphere. Once a week students also pursue outdoor education activities that include horse riding and team sports. Some students are working towards the Duke of Edinburgh's award. This enrichment programme is a real strength of the curriculum. It adds significantly to students' enjoyment of school and promotes their social skills and self-confidence well. Specific additional programmes are provided to support individual students' needs, such as in literacy or numeracy, and in anger management.

Teaching and assessment are satisfactory and enable the students to make satisfactory progress in their learning. The progress made by some students is good, noticeably in Year 11, where students have benefited from the school's approaches over time and show good attitudes to learning. The school's records show that many students have made significant progress in learning to manage their own behaviour better than in the past.

Teachers have good subject knowledge and deliver their lessons enthusiastically. In several lessons teaching was good, engaging students from the outset and promoting learning well. In the best lessons, teachers drew on what students knew and could do, and used ICT effectively to capture students' interests and to aid their explanations. In these lessons students showed positive attitudes to learning. Effective use of a range of resources to meet different learning needs was more evident than at the time of the previous inspection.

However, the outcomes for students varied across the lessons observed. On day one of the inspection several lessons were disrupted by unacceptable behaviour. In these lessons students made little or no progress. The range of strategies teachers use for managing behaviour and the effectiveness of these varied. The school's leaders recognise the range of expertise and experience amongst the staff and are keen to share good practice more extensively. Where teaching was less successful, there tended to be an overdependence on activities using worksheets that did not inspire

students. On occasions, aspects of poor behaviour were not noticed or went unchallenged.

Assessment procedures are improving. The school conducts an extensive early assessment over eight weeks to determine the most appropriate provision and strategies to be adopted for each new student. Students' progress is linked to National Curriculum levels for termly reports and annual reviews, but assessment systems are less well-developed on a day-to-day basis. The school is devising a system to more closely monitor each student's progress in different skill areas and to use this information when planning lessons.

Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural education of the students is satisfactory overall. The provision for students' social education is good. The rich curriculum provides extensive opportunities for students to build self-confidence, work cooperatively with others and to learn how to manage their own behaviour in a more appropriate way. Relationships with staff are good. Students' behaviour is satisfactory overall. A number of students were very new to the school at the time of the inspection. Strategies for managing the very challenging behaviour of these students were still evolving.

The PSHE programme delivers much of the programme to promote students' moral, social and cultural education, including citizenship. This programme is well planned to encourage students' sense of personal responsibility, and to promote their understanding of life in Great Britain and their awareness of other cultures and religions. Visitors into school enhance the programme, for example, with health professionals who discuss aspects of keeping safe, such as sex and relationship education and the dangers of illegal substances. Daily assemblies foster students' spiritual education.

Students' attendance remains poor. Despite the school's best efforts, working closely with the local authority, parents and carers, a number of students persistently do not attend school. When a student's attendance falls to an unacceptably low level, the school and local authority terminate the placement. Those students who are engaged and enjoying school have satisfactory or better attendance.

Welfare, health and safety of pupils

The provision for the welfare, health and safety of the students is good. All the policies which underpin this provision are in place and are regularly updated. Checks, for example, on fire prevention and records of incidents, are thorough. Staff training includes child protection procedures, first aid and the safe use of restraint. Safeguarding procedures and practice are good. Risk assessments are completed for activities and for each student, providing some helpful strategies for staff for managing that student's behaviour.

Through the PSHE programme and the emphasis on taking regular exercise, there is good provision to support students' health, including their emotional well-being. The programme has a strong focus on raising students' awareness of how to keep themselves safe. Education about safe use of the internet features in the programme. The provision of a hot, cooked meal at midday is an additional benefit which promotes students' health and well-being. The school meets the requirements of the Disability Discrimination Act 1995, as amended by the Special Educational Needs and Disability Act 2001.

Suitability of staff, supply staff and proprietors

The school ensures that all the checks that are currently required for staff, including a check with the Criminal Records Bureau, are satisfactorily completed. The school keeps a single central record that shows these checks have been undertaken. Recruitment practices meet requirements.

Premises of and accommodation at the school

The premises and accommodation are suitable and are clean and tidy. The school is in a spacious house with a good-sized garden. There are five classrooms and a range of other, smaller, specialist rooms, including a fitness room, a music room and a small food technology kitchen. There is a common room for Year 11 students. The administration area is on the first floor. There is a new ICT suite. Following the recent enhancement of this facility, the school has yet to install suitable ventilation. A science room is part-way through refurbishment, but still operational as a classroom. The school has a fully-equipped kitchen that serves a hot meal at lunchtimes. An assembly room, with a conservatory leisure area, doubles as a dining room.

Provision of information

The school provides all the information that is required for parents, carers and others. Most of this is provided in an attractive prospectus and other information is available by contacting the school. Termly reports are issued on students' progress.

Manner in which complaints are to be handled

The school's policy and procedures for complaints meet all the requirements of this regulation.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations'), with the exception of those listed below.³

The school does not meet all requirements in respect of the quality of education provided (standards in part 1) and must:

- ensure that all lessons draw on effective teaching methods, including more consistent management of behaviour, so that class time is well used and all students make progress in lessons (regulation 3(c)).

The school does not meet all requirements in respect of the premises of and accommodation at schools (standards in part 5) and must:

- provide adequate ventilation in the ICT suite (regulation 23(o)).

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

- share good practice across the staff in how best to manage students' behaviour
- develop assessment procedures so they are used on a day-to-day basis to show the progress individual students make in different skills, and use assessment information to refine how lessons are planned to meet individual needs.

³ www.legislation.gov.uk/uksi/2010/1997/contents/made

Inspection judgements

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education			✓	
How well the curriculum and other activities meet the range of needs and interests of pupils		✓		
How effective teaching and assessment are in meeting the full range of pupils' needs			✓	
How well pupils make progress in their learning			✓	

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development			✓	
The behaviour of pupils			✓	

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		✓		
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School details

School status	Independent		
Type of school	Special		
Date school opened	January 2007		
Age range of pupils	11-16		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 12	Girls:8	Total: 20
Number of pupils with a statement of special educational needs	Boys: 12	Girls: 8	Total: 20
Number of pupils who are looked after	Boys: 2	Girls: 1	Total: 3
Annual fees (day pupils)	£24,837 - £27,483		
Address of school	Wigan Road off Moss Lane Leyland Lancashire PR25 5SD		
Telephone number	01772 435948		
Email address	roselynhouse@hotmail.co.uk		
Headteacher	Miss Sharon Damerall		
Proprietor	K S Education Limited		