

Roselyn House School

Moss Lane, Off Wigan Road, Leyland, Lancashire, PR25 4SE

Inspection dates	15–17 October 2013	
Overall effectiveness	Good	2
Pupils' achievement	Good	2
Pupils' behaviour and personal development	Good	2
Quality of teaching	Good	2
Quality of curriculum	Good	2
Pupils' welfare, health and safety	Outstanding	1
Leadership and management	Good	2

Summary of key findings

This school is good because

- All students achieve well and make good progress because the quality of teaching is good and the good curriculum meets students' needs. Procedures to check how well students are doing are effective.
- Staff know the students well. They use effective methods to manage and improve students' sometimes challenging behaviour. Consequently, behaviour is good.
- The welfare, health and safety of students are outstanding; policies and procedures are robust and implemented very effectively. Staff provide exceptionally high levels of care and support for students.
- Leadership and management are good. Senior leaders are ambitious for the school's future and successfully drive improvement. As a result, the school has improved significantly since the last inspection.

It is not yet outstanding because

- Although students learn about other cultures through personal, social and health education (PSHE) and religious education (RE), they do not have enough opportunities to develop this knowledge further.
- Teachers do not have enough opportunities to share outstanding practice.
- Senior leaders conduct lesson observations and provide feedback to teachers. However, checks on the quality of teaching and learning are not conducted often enough and feedback does not focus sharply on the areas where teachers need to improve their skills further.

Compliance with regulatory requirements

- The school meets schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

Information about this inspection

- The inspection was carried out with one day's notice.
- The inspector observed eleven lessons taught by eight different teachers.
- The inspector looked at students' work and held meetings with senior leaders, staff and students.
- The inspector looked at the school's documentation including schemes of work, teachers' planning, records of students' progress, assessment records and records pertaining to the professional development of staff. He checked the school's compliance with the regulations for independent schools.
- There were insufficient responses to the on-line questionnaire (Parent View) to register a response. The inspector took account of the views expressed in 10 questionnaires returned by staff.
- A material change was requested by the school and was considered during this inspection. The school is registered for 40 pupils aged 11 to 16 years. It has requested to increase the age range to 10 to 19 years.

Inspection team

Chanan Tomlin, Lead inspector

Additional Inspector

Full report

Information about this school

- Roselyn House School is located in a residential area in the town of Leyland. It provides day education for boys and girls aged from 11 to 16 years who have emotional, behavioural and social difficulties. Most of the students have been excluded from their previous school.
- There are currently eleven students on roll; all have a statement of special educational needs. Three students are looked after by their local authority; three local authorities have children placed at the school. One young person, older than 16, is currently being educated at the school through a special arrangement with the Department for Education.
- 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 and 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 December 2010.

What does the school need to do to improve further?

- Increase opportunities for students to extend their knowledge and understanding of other cultures in a range of contexts.
- Increase the effectiveness of leadership and management by strengthening systems for the professional development of teachers through:
 - establishing a cycle of regular checks on the quality of teaching and learning throughout the school
 - ensuring that feedback has a clear focus on the areas where teachers need to improve their skills further
 - giving teachers more opportunities to share the outstanding practice that exists within the school.

Inspection judgements

Pupils' achievement

Good

All groups of students achieve well and make good progress. Students join the school at different stages of their education. Good quality teaching and a curriculum that meets their needs ensure that, taking account of these different starting points, all students make the progress expected of them and some do better than this. Students who are looked after make the same good progress as others in the school. The most-able students are given challenging work that is well matched to their abilities and so they achieve their potential.

All students gain accreditations through courses that they follow. By the end of Year 11, students gain a good range of Entry Level qualifications including English, mathematics, food technology and science. Since the last inspection, a majority of students achieved GCSE grades B - D in subjects such as art and design, mathematics and English. Students are able to take part in courses that are linked to their interests and needs. These include, for example, the Duke of Edinburgh Award, fishing, beauty and hairdressing and horse riding. Most courses lead to external accreditations. Since the last inspection, every student in Year 11 achieved between one and three qualifications.

Teachers ensure that students acquire knowledge quickly and gain a good grounding in the subjects that they are taught. Students develop their skills in reading, writing, communication and mathematics well and learn how to use these skills effectively. All students are well motivated and engage well in their studies. They develop the personal qualities and attitudes necessary to succeed in the future. As a result, they are well prepared for the next stage in their education, training or employment. When they leave school, most students go on to colleges of further education, apprenticeships or employment.

Pupils' behaviour and personal development

Good

Students' behaviour and personal development are good. Staff know students well; they recognise factors that trigger misbehaviour and have developed clear systems to manage and improve students' behaviour. All students show sustained improvement in their behaviour and attitudes towards learning while at school. This results in a relaxed purposeful environment that is conducive to learning. Students enjoy learning; they are engaged in lessons, concentrate on their studies and are active learners. This contributes to their good achievement and progress.

Students are aware of the different forms that bullying can take. They say that bullying is rare and if it does occur it is dealt with swiftly and effectively by staff. Students comment that they feel safe at school. Attendance is average and improving due to the schools effective arrangements to secure regular attendance; all lessons start punctually.

Students' spiritual, moral, social and cultural development is good. They gain an awareness of spirituality through science, art, music and through occasional prayer during assemblies. The school emphasises morality through well structured PSHE lessons, during assemblies and discussions between teachers and students. An example of this is an assembly, observed during the inspection, where students were encouraged to consider issues around prejudice within the legal system. Students successfully learn how to interact with staff and their peers because they have plenty of opportunities to spend time together during break times and off-site activities every afternoon. Every opportunity is taken by staff to help students succeed in the studies and activities that they are good at. They are encouraged to voice their views and to take part in discussions and debates. As a result, they grow in self-confidence and self-esteem and are happy to take part in

school ventures such as charity days and an annual Christmas Fayre.

Students gain an understanding of different cultures through PSHE, RE, history and geography; they have visited local churches and a mosque. Students are respectful when they meet people from different backgrounds. They learn about British culture, the legal system and public services through citizenship; effective citizenship lessons enable them to approach issues of a political nature in a balanced way. Students develop the qualities and attitudes that will enable them to contribute positively to society through assemblies and the careful guidance provided by teachers and school leaders. Students gain an understanding of different nationalities and have produced project work on France, Scotland, Nepal, Italy, Belgium and the USA. However, they do not have enough opportunities to develop their knowledge of other cultures further through more visits and experiential work.

Quality of teaching

Good

The quality of teaching is good. As a result, students, including those that are looked after and the most-able achieve well and make good progress over time. Teachers expect students to succeed in their learning. They plan lessons well because they follow the clear individualised learning plans drawn up for each student. Consequently, every student develops their knowledge and skills effectively in all areas of learning. Reading, writing, mathematics and communication are taught effectively both as discrete subjects and during literacy and numeracy workshops that take place at the start of every day.

In the very best lessons, teachers use a good range of resources that capture students' imagination, lessons are paced very well and learning and progress is rapid. Teachers pay careful attention to students' contributions during lessons; they ensure that students understand what they are being taught through careful questioning. They provide individual support for less able students; this ensures that these students achieve as well as others. For the most part, students are encouraged to work independently and collaboratively. However, in less effective lessons teachers talk for too long and learning is over directed. Consequently, there are less opportunities for students to work independently.

Teachers often adjust the ways that subjects are taught to better meet students' varying needs, abilities and interests. This ensures that students have a clear understanding of what is being taught and are interested and engaged in all aspects of their learning. Examples of this were seen during the inspection during a PSHE lesson on internet safety where students used role play to assess the potential dangers of communicating with strangers and a science lesson on the link between circular motion and inward force where the teacher spun a golf-ball attached to a string to describe the rotation of the earth around the sun.

Teachers assess students' work regularly and accurately; marking is prescriptive and helps students focus on their achievements and the areas that they need to improve. Teachers raise the profile of learning by helping students to assess their achievement, engagement and behaviour at the end of every lesson.

Quality of curriculum

Good

The curriculum is good. It is broad and balanced and fully meets the needs and interests of all students. The curriculum provides all students with good opportunities to make good progress especially in developing their skills in reading, writing, mathematics and communication. It is well organised and supported with detailed schemes of work and planning that shows good progression and how each student is challenged and supported. Students are well prepared for their future

economic well-being through a strong emphasis on English, mathematics and science and through the provision of work experience and apprenticeships which they enjoy. They receive appropriate careers guidance during PSHE and weekly visits from a local authority careers advisor.

PSHE is particularly strong; students have discrete PSHE lessons every week taught by a specialist teacher and many assemblies are devoted to elements of personal development, social interaction and health. As a result, students acquire a good understanding of important issues related to their health and well-being and are keen to grow into responsible, mature adults. Students develop their knowledge of cultures and nationalities through PSHE but need more opportunities to further increase their understanding of other cultures.

In the afternoons, students take part in courses that are carefully planned and organised to best suit their interests and needs. These include the Duke of Edinburgh Award, food technology, fishing, beauty and hairdressing, horse riding and self-defence. Most courses lead to external accreditations; they help students grow in self-esteem and confidence, foster an appreciation of learning and act as stepping-stones for further education. Although some courses are provided by external agencies, staff usually take part in them together with the students.

Pupils' welfare, health and safety

Outstanding

Provision for the welfare, health and safety of students is outstanding and all of the independent school regulations are met. Students are exceptionally well cared for. Staff understand their responsibilities and work together to provide very high levels of care and support; they understand the needs and vulnerabilities of students and ensure that they receive the support that they need to thrive in the school setting. Procedures for safeguarding are robust; the school is proactive in its approach to safeguarding, students know how to keep themselves and others safe and where to turn to if they feel they need help or support. The school has established robust systems to raise students awareness of the different forms that bullying can take and effective arrangements to deal with bullying should it occur. The school implements its child protection policy effectively; staff and the designated person for safeguarding have attended the required levels of training at the required intervals.

Staff and the proprietors have undergone enhanced checks by the Disclosure and Barring Service and are suitable to work with children; these and all other required checks are recorded in a comprehensive single central register. The school has established robust policies and procedures to promote welfare, health and safety and to tackle bullying; all comply fully with government legislation and guidance, are implemented effectively and reviewed regularly. Arrangements for the recruitment of staff are robust and new staff are made fully aware of the policies and procedures related to welfare, health and safety during their induction. Staff undertake a broad range of training to ensure that they are well equipped to ensure that students are always kept safe; many members of staff are trained in first-aid. The school has a good level of fire safety; a detailed risk assessment is in place and all fire equipment is checked regularly. Fire drills are conducted regularly and are duly recorded.

Supervision is consistently very good and students are safe and secure in school and when they attend activities off the school site. Risk assessments for the premises and activities both in and out of school are carefully attended to. The school works well with parents, carers and other agencies to ensure that students are safe and well cared for. Students appreciate the efforts of staff to promote their welfare and safety; they respond well by adopting practices that ensure their own safety and by making efforts to adopt healthy lifestyles. Students state overwhelmingly that they feel safe and well cared for in school; they cite the support and assistance that they receive as a strength of the school. They are happy, well adjusted and get along well. One student commented 'School is really good!' another exclaimed 'This is the best school in the world!'

Leadership and management**Good**

The quality of leadership and management is good. Senior leaders communicate high expectations and ambition to staff. They have successfully driven improvement. The quality of teaching, assessment systems and the checking of students' progress have all improved significantly since the last inspection. As a result all students make good progress and achieve well.

Systems for managing the performance of staff and for their professional development are appropriate. Senior leaders check the quality of teaching and learning in all classes and provide feedback to staff. However these checks are not conducted frequently enough because there is no rigorous cycle of monitoring established. While senior leaders provide feedback, this does not have a clear focus on the areas where teachers need to improve their skills further. Teachers do not have enough opportunities to share the outstanding practice that exists within the school.

Senior leaders have a good understanding of the school's strengths and the areas where it needs to improve further. They have devised an improvement plan that is realistic and sets out attainable targets to improve the school further. The curriculum is good and curricular policies are implemented effectively and ensure that all students make good progress in all areas of learning including literacy and numeracy. The school's ethos promotes good behaviour; provision for students' personal development and their spiritual, moral, social and cultural development is good. Staff and resources are deployed well, securing positive benefits for students. Senior leaders work well with parents, carers and other agencies to help students achieve and gain positively from all that the school has to offer. The premises and accommodation are well suited to support the curriculum and all areas of the school are maintained to a suitable standard. The school meets all of the requirements with regard to the provision of information to parents and carers and the complaints procedure meets requirements. School leaders have ensured that all of the independent school standards are met.

A material change was requested by the school and was considered during this inspection. The school is registered for 40 students aged 11 to 16 years. It has requested to increase the age range to 10 to 19 years. The curriculum for the proposed increase in age range is sound and is supported with suitable schemes of work. Proposed arrangements for assessment are satisfactory. Provision for the spiritual, moral, social and cultural education of the students meets the requirements. The premises and accommodation are suitable for the proposed increase in age range; the current stock of resources is adequate but will have to be improved if students in the new age range start at the school. The material change is recommended.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of education and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of education that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of education it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and/or the quality of education has serious weaknesses.

School details

Unique reference number	135092
Inspection number	422774
DfE registration number	888/6095

This inspection was carried out 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.

Type of school	Day special school for students with behavioural, emotional and social difficulties
School status	Independent school
Age range of pupils	11–16 years
Gender of pupils	Mixed
Number of pupils on the school roll	11
Number of part time pupils	0
Proprietor	KS Education Ltd
Chair	Sharon Damerall
Headteacher	Sharon Damerall
Date of previous school inspection	1 December 2010
Annual fees (day pupils)	£21,000–£28,000
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