

Roselyn House School

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

Inspection dates

6–8 December 2016

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Sixth form provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Pupils make good progress from their starting points and achieve well in a wide range of subjects, including English, mathematics and life skills.
- The school's curriculum is broad, balanced and designed to meet pupils' needs. It promotes fundamental British values well and supports pupils to overcome barriers to learning.
- The school meets all of the independent school standards.
- Pupils receive highly effective impartial advice and guidance about their future education and career options. A wide range of vocational opportunities informs their choices and prepares pupils well for their next stages of education or the world of work.
- Leaders and proprietors share a common vision for excellence. They place pupils' learning and pastoral care at the heart of their school. However, leaders' plans for school development do not always contain sufficiently detailed success criteria to allow them to evaluate easily how well their planned actions are working.
- Pupils know how to adopt healthy lifestyles and stay safe, including while online, because of the teaching they receive.
- Pupils' conduct across the school is exemplary, and shows the pride they have in their school. Pupils are welcoming, often overcoming significant social and mental health issues to engage with visitors and share their interests and learning. Pupils have excellent attitudes to learning and inquisitive natures.
- The systems in place to ensure that pupils stay safe and are protected from risks, including those online, are very effective and extremely well managed.
- The school's small sixth form meets the needs of students well and they make good progress from their starting points.
- Teaching across the school is generally good. Pupils acquire knowledge and understanding effectively because teachers match activities well to pupils' abilities and interest. However, the leadership and teaching of humanities in key stage 3 is not as strong as that in other subjects across the school.

Compliance with regulatory requirements

The school meets the schedule to The Education (Independent School Standards) Regulations 2015 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Improve the leadership and management of the school by:
 - further refining school development planning success criteria to allow leaders and proprietors to more easily check that actions are having the expected impact on pupils' learning
 - improving further the leadership of humanities in key stage 3 to develop pupils' geographical and historical skills and knowledge.
- Improve the quality of teaching, learning and assessment to enhance pupils' achievement further by:
 - ensuring that teachers, particularly in humanities, consistently apply the school's policies on planning and assessment to reflect the excellent practice seen in other subjects.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders have ensured that all the independent school standards are met.
- Leaders and managers have a clear vision and passion to provide the best care and education for their pupils. This is shared by all members of staff. Leaders' high expectations of both pupils and staff, rooted in the school's ethos of mutual respect, leads to pupils developing excellent behaviour and consequently making good progress in their learning.
- Leaders ensure that they meet the requirements for the provision of information for parents, carers and others. Leaders' regular and effective reporting to parents includes the effective use of the school's website to share news about their children's learning and school life, for example, providing photos and commentary on pupils' recent intrepid expedition to the Lake District in preparation for their Duke of Edinburgh's Award assessment. Termly reports focus sharply on pupils' learning and identify clearly the next steps for development. Annual reviews of education, health and care plans, completed in line with statutory requirements, demonstrate leaders' and teachers' deep understanding of pupils' needs and the strategies that they use to meet them.
- Parents share leaders' pride in the school and feel well informed. Many parents have written praising letters to the proprietors about the positive impact that teachers and leaders have on their children's well-being and achievement. All parents who responded to the online questionnaire unequivocally support the school. One parent stated, 'Roselyn House takes children that are left behind and gives them back a future,' adding that they saw the school as a 'beacon of hope'.
- This is a caring school where pupils develop their spiritual, moral and cultural understanding well. Pupils learn about a range of faiths, cultures and human relationships through a well-planned and diverse religious studies and personal, social and health education curriculum that prepares them well for life within British society.
- Leaders pay close attention to those pupils who are educated away from the school site to ensure that alternative provision is helping them to achieve. Before any placement begins, the school's alternative placement officer undertakes a visit and conducts a risk assessment to check that the pupil will be safe while attending. Pupils are involved in assessing whether placements meet their needs and interests. As a result, placements are matched well to the individual and frequently successful. During the placement, leaders carry out frequent visits to ensure that pupils are attending, are engaged in their programme of study and are making progress.
- Leaders have a good understanding of the strengths and weaknesses of their school because of their regular and rigorous monitoring. Leaders keep up-to-date records and logs of events within the school, including those that record complaints, incidents of bullying and any use of physical restraint by staff. These records are detailed and well maintained. Leaders regularly evaluate the information they collect during their monitoring activities and use this to inform their judgments of staff performance and the identification of school development priorities.
- Teachers' and teaching assistants' professional development is linked closely to the school's priorities, particularly its responsibilities for keeping pupils safe. For example,

staff have all received up-to-date training in safeguarding and recognised restraint techniques. Staff are able to explain how they would identify and respond to concerns regarding extremism and the possible radicalisation of pupils.

- The school's curriculum is broad and balanced. It gives pupils the opportunities to develop their skills through both academic study and a rich diet of vocational experiences. Nearly all subjects have detailed and high-quality schemes of work that support the quality of teaching well. In humanities, however, teaching is not as strong as in other subjects because the leadership of this subject area has not shown the same diligence as is consistently seen in other areas in ensuring that plans systematically develop pupils' knowledge and understanding.
- Leaders identify appropriate priorities for development, but their plans do not always contain sufficient detail about the expected outcomes of their actions. Consequently, they cannot always easily check that their actions are having the desired impact.

Governance

- The governance of the school is effective and has ensured that all the independent school standards are met.
- The sole proprietors of the school are the headteacher and deputy headteacher who are the only directors of the school's proprietorial company. There is no governing body.
- The headteacher and deputy headteacher work closely together as both leaders and proprietors. They have a good understanding of the school performance data and the effectiveness of teaching, learning and assessment and effectively hold each other to account for the performance of the school.
- Proprietors ensure that the school's ethos of safeguarding reflects their detailed safeguarding policies. Consequently, safeguarding is manifested in all aspects of school life. Pupils are confident that staff will respond quickly and effectively to any concerns that they might have. They say that they feel safe in school and have very positive relationships with all staff.

Safeguarding

- The arrangements for safeguarding are effective.
- The proprietors ensure that the school meets all the statutory requirements for safeguarding. There is robust checking of the suitability of adults to work with children in school and appropriate filtering and monitoring of the school's internet provision.
- Highly effective systems and meticulous record-keeping by the school business manager ensure that safeguarding information is thorough, detailed and easily accessible to appropriate authorities.
- All staff are vigilant and well trained to protect pupils from potential safeguarding risks, including radicalisation and extremism, because leaders ensure that their skills and knowledge are kept up to date.

Quality of teaching, learning and assessment

Good

- Teachers' high expectations and good subject knowledge, particularly in English, mathematics and science, contribute well to the planning of effective learning. Teachers

typically plan activities carefully to capture pupils' interests. As a result, they generally hold pupils' attention and focus and allow them to make good progress. For example, pupils quickly grasped a good understanding of how an author used imagery and metaphor to evoke a character's feelings about their childhood and compare them to experiences of war-torn conflict when they studied poetry. The work in pupils' books demonstrates that lessons planned in sequence, particularly in English, mathematics and science, build well upon pupils' prior learning.

- Pupils' confidence and self-esteem blossom in their classes because of the strong relationships they have with adults. Staff care deeply for their pupils and ensure that the atmosphere in and out of class is one that nurtures pupils' trust and respect. As a result, pupils, many of whom have experienced problems of low self-esteem, are confident to contribute to class discussions, and to ask and answer questions. For example, pupils confidently shared their reasons for their choices of the items that they would carry with them if they were forced to leave their homes at short notice, in preparation for a charitable project to develop Christmas parcels for homeless children.
- Teachers' effective use of practical activities ensures that pupils consolidate their knowledge and grow in confidence in the application of their skills, particularly in subjects such as science and hair and beauty. For example, pupils working in the hair salon improved their skills by preparing a model head for the application of a colour, and confidently used appropriate knowledge and technical language to explain why this colour would be permanent.
- Systematic teaching of subjects, including English and mathematics, ensures that pupils build upon their prior learning, increase their levels of confidence and consequently make good progress. Pupils, all of whom have educational, health and care plans or statements of special educational needs, develop a broad and rich vocabulary because of the effective teaching they receive in English. Teachers effectively promote pupils' development of writing by making good use of links to learning in other subjects such as religious studies and science to provide pupils with opportunities to apply their writing skills in different contexts. A small proportion of teaching, in humanities, however, is weak. Here, pupils' geographical and historical skills are not developed as systematically as seen in other subjects. As a result, the depth of pupils' knowledge is more limited. Leaders are aware of this issue and taking appropriate actions to address it.
- Teachers continually assess pupils' progress using well thought-out criteria linked to national curriculum expectations. Leaders' accurate analyses of teachers' assessments show that pupils' progress since joining the school is rapid. Gaps in pupils' knowledge and understanding are diminishing quickly and securely. Consequently, although their attainment is below that of their peers nationally, pupils are making up ground. Nearly all teachers consistently apply the school policies on planning and assessment. However, sometimes, particularly in the teaching of geography in key stage 3, where teaching is weaker, the schools policies are not followed as closely as leaders expect.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.

- Pupils overcome many obstacles to their learning, especially those relating to their mental health and self-esteem, because of the school's robust actions and supportive ethos. Consequently, pupils become enthusiastic and committed learners who are confidently talk with visitors about their learning and interests.
- Pupils value the excellent relationships with staff and the effective care and guidance they receive. As a result, pupils become well-rounded individuals who are well prepared for life in modern Britain and ready for their next stages of education. The wide range of additional activities allows pupils to work in the community and develop their life and employability skills from a young age. For example, younger pupils undertake work experience in a local community farm that allows them to build their self-confidence while learning social and team-building skills.
- Leaders emphasise fundamental British values, including the rule of law, respect and tolerance of other and knowledge of British institutions. Pupils participate in democratic processes to elect school councillors and undertake debates on current affairs such as the recent referendum on the United Kingdom's membership of the European Union. Pupils develop a balanced view of the rule of law and the need to be personally accountable for actions through the development of school rules and behaviour contracts. The effective and consistent implementation of the school's reward systems helps pupils to learn right from wrong.
- Opportunities for pupils to enhance their spiritual, moral and cultural understanding are abundant throughout the school. Pupils study a variety of faiths as well as Christianity through a well-structured religious education programme woven into the school's curriculum. Personal, social, and health education lessons ensure that pupils know how to adopt a healthy lifestyle and develop budgeting and other life skills. The effective use of educational visits, such as those to local theatres and different places of worship, including a Buddhist temple, enhance further the lessons taught in class.
- Pupils receive good careers guidance from impartial and suitably qualified advisers from the local authority. Pupils of all ages are given good opportunities to apply their learning and develop new skills through placements with employers, or other alternative providers. These placements are carefully chosen, suitably checked and closely monitored to ensure that they meet the needs and expectations of each individual pupil. Consequently, pupils are able to make informed choices about the next stage of their education. All pupils leave the school to enter education, employment or training.

Behaviour

- The behaviour of pupils is outstanding.
- The school's behaviour policy is highly effective in modifying many pupils' previously challenging behaviour. The effective and consistent implementation of the behaviour policy reinforces and rewards positive behaviour while also making clear what is and is not acceptable. This has resulted in significant reductions in any pupils' inclination to behave poorly. As a result, there has been a dramatic reduction in the number of physical interventions performed by staff in line with the school's policy and zero exclusions.
- Pupils' conduct around the school is frequently exemplary. Pupils are polite, welcoming and respectful of adults and each other. They show genuine care for each other, exemplified by their confidence in being open about their sexuality and gender identity without fear of bullying or discrimination.

- Pupils are eager to learn in their lessons. They concentrate hard, at times extending their learning further because of their inquisitive natures and their confidence in asking questions, sharing thoughts and exploring the application of their skills.
- Pupils have a good understanding of the different types of bullying, including the use of homophobic terms and online abuse, and know that bullying is wrong. They say that bullying does not happen in school but are confident that if it did, teachers and other adults would deal quickly and effectively with any instances.
- Attendance is above the national average for secondary schools. Pupils rarely miss a day at school.
- If a pupil does not attend, effective systems ensure that reasons for absence are quickly checked and meticulously recorded and that all appropriate authorities receive notification of the pupil's absence.

Outcomes for pupils

Good

- All pupils currently attending the school are disadvantaged in some way. All have a statement of special educational needs or an education, health and care plan. Nearly all pupils make strong progress from their starting points in a wide variety of subjects, particularly in English, mathematics and science, because of the teaching, support and guidance they receive. As a result, pupils are quickly closing the gaps in attainment with other pupils nationally.
- Pupils have good basic skills in literacy and are able to communicate effectively and with confidence. Pupils have good basic number skills and are able to apply them confidently, for example in answering questions requiring them to analyse information represented in graphs or solve algebraic equations.
- Pupils benefit from additional therapeutic support provided by the school, which complements the high levels of effective support in the classrooms. Pupils participate in activities including outdoor education, boxing, equine skills and mechanical engineering that link to their personal interests and promote social development and self-discipline.
- Pupils leave the school achieving accredited qualifications that help them secure appropriate places in further education, employment or training.
- In 2016, the pupils who completed key stages 4 and 5 achieved well from their starting points. All of them achieved accredited qualifications in English, over half achieved a national accreditation in mathematics and over three quarters of them achieved at least one GCSE. Comparisons with national data are unreliable because of the very small cohorts of pupils attending the school.
- The school's own data and scrutiny of work shows that current pupils make good progress from their starting points, particularly in English, mathematics and science, because of systematic teaching, high expectations and appropriate levels of challenge matched well to pupils' abilities. Progress in key stage 3 humanities is not as strong as that seen in other subjects.
- Pupils make good progress in overcoming their reluctance to read and quickly improve their reading skills. They become fluent readers because of effective support and appropriate resources provided for them.

Sixth form provision

Good

- Outcomes for the very small numbers of students in the school's sixth form are good. All students undertake personalised learning programmes that build upon their achievements in key stage 4 and provide appropriate opportunities to develop their vocational skills.
- All pupils complete appropriate work experience that links closely to their personal interests and builds upon vocational studies in school, including work in local hair salons, nurseries and stables. All students are well supported to continue to develop their core literacy and mathematics skills during their time in sixth form. Consequently, pupils are well prepared for their chosen courses in further education.
- Students' transition to employment and further education is managed well. Consequently, over recent years, all students leaving the school's sixth form have entered further education, employment or training.
- Teaching in the sixth form is good. Students work with the same teachers as they did in key stage 4, who have the same high expectations and excellent relationships with sixth-form pupils as they had in previous years. Teachers have good subject knowledge and systematically develop pupils' academic knowledge and vocational. For example, teaching in health and beauty draws upon staff experience of leading learning in further education and quickly and effectively ensures that students understand the technicalities associated with the hairdressing profession. Consequently, students can confidently explain the chemical changes that hair undergoes during the colouring process in a salon treatment.
- Students in the sixth form exhibit excellent behaviour and attitudes to learning and attend regularly. They appreciate the support they receive from the school and say that they feel safe and happy in the school.
- Leadership of the sixth form is of the same high quality as for the rest of the school. Leaders have a good understanding of strengths and weaknesses of the provision because of their careful monitoring and evaluation. Leaders ensure that the same high levels of safety and safeguarding are provided for students in the sixth form as for other pupils in school.

School details

Unique reference number	135092
DfE registration number	888/6095
Inspection number	10020813

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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	Other independent special school
School category	Independent school
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	23
Of which, number on roll in sixth form	8
Number of part-time pupils	0
Proprietor	S Damerall and K Willacy
Headteacher	S Damerall
Annual fees (day pupils)	£22,742–53,645
Telephone number	01772 435948
Website	www.roselynhouseschool.co.uk
Email address	roselynhouse@hotmail.co.uk
Date of previous inspection	15–17 October 2013

Information about this school

- Roselyn House School is located in a residential area in the town of Leyland. It is registered to provide day education for boys and girls aged from 10 to 19 years who have emotional, behavioural and social difficulties. Most of the pupils have been excluded from their previous school. At the time of the inspection, there were no pupils in key stage 2 or above statutory school age.
- There are currently 23 pupils on roll. All have a statement of special educational needs.

Ten pupils are looked after by their local authority. Seven 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 pupils' achievement by providing a positive experience for them and to meet individual needs. The proprietors are also the headteacher and deputy headteacher of the school.
- The school opened in January 2007.

Information about this inspection

- This inspection was conducted with one day's notice to the school.
- The inspector observed learning throughout the school, checked the school's compliance with the independent school standards and looked at samples of pupils' work across a range of subjects.
- The inspector held meetings with leaders, who are also the proprietors, and teachers in the school. The inspector held a telephone conversation with a local authority special educational needs and disabilities officer who places the majority of pupils in the school.
- The inspector scrutinised an extensive range of school documentation, including policies, planning, information provided to governors, documentation relating to training and information about the progress, behaviour and attendance of pupils in the school. He looked at the school's single central record of employment checks.
- The inspector considered the four responses to the online parent questionnaire, Parent View. The inspector considered the school's own records of parent responses. He also considered the 14 returned staff questionnaires. There were no responses to the online pupil questionnaire.
- The inspector made a thorough tour of the school.

Inspection team

John Nixon, lead inspector

Her Majesty's Inspector

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