



# Rosebank School

## Inspection Report

**Unique Reference Number** 111513  
**LEA** Cheshire  
**Inspection number** 278710  
**Inspection dates** 29 March 2006 to 29 March 2006  
**Reporting inspector** Mr Henry Moreton CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Special	<b>School address</b>	Townfield Lane
<b>School category</b>	Community special		Barnton
<b>Age range of pupils</b>	3 to 11		Northwich, Cheshire CW8 4QP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01606 74975
<b>Number on roll</b>	44	<b>Fax number</b>	01606 783564
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr John Watters
<b>Date of previous inspection</b>	22 May 2000	<b>Headteacher</b>	Mrs Helen Johnson

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 29 March 2006 - 29 March 2006	<b>Inspection number</b> 278710
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## **Introduction**

The inspection was carried out by one Additional Inspector.

## **Description of the school**

Rosebank School is a special school where all pupils have a statement of special educational need. The school's main provision is for pupils on the autistic spectrum, while others have complex language and communications difficulties. Most pupils enter the school with low levels of attainment. Just over 10% of pupils are entitled to free school meals. There are far fewer girls than boys. Virtually all pupils are white British. Pupils come from throughout Cheshire. The character of the school has changed since it was last inspected when it only catered for pupils between the ages of 3 to 7. Rosebank School is part of the local authority's review of its provision for pupils with additional learning difficulties and/or disabilities.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Rosebank is a good school where pupils achieve well. School managers seek improvement and their systems of self-review are robust. Consequently, inspection findings confirm the accuracy of the school's self-evaluation in all respects. During a period of uncertainty the school continues to move forward under the purposeful direction of the headteacher, well supported by her able assistant headteachers. The governing body is experienced and effective.

Good quality teaching and learning, as one parent wrote, 'allow pupils to reach their potential in all aspects of school life'. A good start is made in the Foundation Stage, where provision is good. A key factor in helping pupils is that they are very well known to their teachers and teaching assistants. Pupils enjoy school and attend regularly. They respond positively to the welcoming environment and work hard. The school has much data on its pupils and it is introducing even more effective ways of recording all their achievements; however, there is a lack of consistency in this across the school. Pupils are fully included in the many activities offered by the school but opportunities are missed to give them time to reflect and think on spiritual issues.

The behaviour of most pupils is outstanding in classrooms and around the school, reflecting high expectations. Inspection evidence shows that parents and carers are very positive about the school. One summed it up nicely by writing, 'we are absolutely delighted with this beautiful little school'.

The school has adapted to its changing character and has improved well since the last inspection. Resources are effectively and efficiently managed to secure good value for money. The school has good capacity for further improvement.

### What the school should do to improve further

- Ensure that the new arrangements for assessing pupils' progress are used consistently by teachers and teaching assistants in all classes.
- Provide more planned opportunities for pupils to develop their spiritual awareness.

## Achievement and standards

### Grade: 2

Standards vary from one year to the next but from low attainment on entry, pupils make good progress and achieve well. This is because pupils are taught well, enjoy school and benefit from the excellent relationships between home and school. As one parent wrote, 'since my son started two and a half years ago his progress has been amazing. when he first started he could not talk. his speech is now perfect and he reads well, and he is good at mathematics'. Others wrote along similar lines.

The targets set in pupils' individual education plans, and in their individual care plans, are well focussed on their specific needs. This means that regardless of pupils' individual learning difficulties and/or disabilities they develop as well as each other. Many pupils

find much of the work difficult, especially writing, and this is a priority in the school's planning. As they move through the school they improve their reading and number skills very well. They make good progress in improving their speaking and listening skills. Some make outstanding progress in this area. The school enters pupils for standardised assessment tasks whenever possible.

In lessons, the attention span of pupils is very good and sometimes outstanding, with pupils responding very well to their teachers. Some exemplary behaviour was seen during the inspection, for example during the assembly and at lunch. The high standard of behaviour is a significant factor in pupils' good achievement and demonstrates good progress in this aspect of their performance. Crucially, as a result of the good progress they make at Rosebank, several pupils successfully integrate into mainstream schools for at least some part of their education, and some make a successful transition full time to mainstream with support, or to another special school at the age of 7. Others do so at the age of 11.

## **Personal development and well-being**

### **Grade: 2**

The vast majority of pupils behave very well and show very positive attitudes. The school successfully meets the needs of those pupils with extremely challenging behaviour. It is sensitive to pupils' needs when selecting off-site activities. Pupils' moral, social and cultural development is good. Their spiritual development is satisfactory but opportunities for pupils to reflect on spiritual matters are missed. Pupils respond very positively in social situations, including during assembly and at lunch. Pupils visit many places of interest, often the same ones in order to build up their confidence through familiarity. Pupils' achievements are celebrated, often at the end of activities through the skilful use of photographic evidence. Relationships are excellent and pupils often work together. They help each other in lessons and when taking part in activities such as horse riding and swimming. The progress they make in developing their literacy and numeracy skills prepares them well for their future. The school benefits from good leadership on healthy living and lifestyles. A daily 'warm up' run is a regular activity for many of the older pupils. Attendance is good. Punctuality is good. Pupils make good progress in developing the personal attributes that will enable them to settle into a new setting when they leave, with some enjoying contact with their peers in other schools. As one parent wrote, 'never before has my son had so much choice and help in encouraging him to enjoy school'.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. Some outstanding practice was observed. It meets the needs of a very challenging range of learners. Effective learning takes place because of the enthusiasm which the teachers and the teaching assistants have,

the detailed knowledge of pupils, and the care they take over each one of them. Classrooms are well managed. The so-important routines are very well established. The communication needs of the pupils are precisely identified and effective use is made of signs, pictures and symbols to support pupils' understanding. Staff work well as a team. They challenge and extend pupils without causing them stress and adverse reaction. Teaching assistants contribute fully in assessing and supporting learning. Annotation of pupils' work is satisfactory and the school seeks improvement through achieving more consistency across the different classes. Computers and digital cameras are used very well to engage and motivate pupils. Staff communicate extremely well with parents. As one wrote, 'the home school book is written every day so that I know what my son has done and lets me write back with information that I need to tell the school. I also get photos every week'.

Assessment is detailed and accurate. The school is developing its assessment procedures so that all staff are able to measure pupils' progress consistently and even more precisely.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It meets statutory requirements and is enhanced by a very wide range of out of school activities. As one parent wrote, 'they provide a varied, interesting and rewarding curriculum'. The importance of living safe and healthy lives is emphasised in all aspects of the school's work. Individual needs are well matched to provision, underpinned by a focus on improving communication skills and behaviour. This feature of the curriculum is outstanding. Use of signs and symbols is evident across all subjects and activities. Each pupil has effective education and care plans which extend into the home environment. A strong focus on physical activity includes use of the local swimming pool and riding school. The school even has its own running track. Provision for the personal and social development of pupils is firmly embedded across the school and prepares pupils well for their next stage of education, whether it is in a mainstream or another special needs setting. Opportunities for pupils to practice their work skills are provided, including helping to maintain the school garden.

## **Care, guidance and support**

### **Grade: 2**

The quality of care for pupils is good. This is a harmonious school community. Learning is well matched to the needs of individual pupils and this has a positive impact on their progress. As one parent wrote, 'since my son started he has come on in leaps and bounds'. Following a new method of assessing pupils' attainment on entry the school has much data on every pupil. It strives continually to look for even better ways to use it to improve provision for them. Arrangements for the safeguarding of pupils are well established. There are a range of strategies to support vulnerable pupils, including those at risk. Pupils are not excluded from school. A high proportion of pupils are aware of the choices they need to make to stay healthy and safe. Effective use is made of other professionals, especially the team of speech and language therapists, who

work alongside the teachers supporting pupils. Pupils of all abilities are fully included in the life and work of the school. They are prepared well for the next stage of their education.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The improvement planning process is detailed and builds on extensive and supported self-review. Self-evaluation is very accurate in identifying strengths and weaknesses. This is not a complacent school. There are developments to improve writing and make assessment even more consistent. It strives to improve provision that is already good. The principles of 'Every Child Matters' are suitably reflected in the priorities for development.

The contribution of the large number of support staff is highly valued, and rightly so because their work is significant. As one parent wrote, 'the staff are very dedicated and caring and always go the extra mile'. Staff are encouraged to develop their professional competencies and share their expertise with colleagues in other schools. There is a good delegation of responsibilities, with co-ordinators for most subjects. Communications between home and school are outstanding. Transition to mainstream or other special schools is smooth and successful.

The headteacher and senior staff are very experienced in this setting. The well-being and care of pupils is at the forefront of all the school does but great emphasis is placed on raising pupils' academic standards through the provision of a well balanced and varied curriculum, and assessment regimes. In this respect the work of some subject co-ordinators is outstanding.

School managers, with the assistance of governors, are supporting staff well through uncertain times. The school has good capacity to improve on its high standards while a final decision about its long-term future is awaited.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming me to your school and for being so friendly and polite. I really enjoyed meeting you in lessons and having my lunch with you.

What I most liked about your school:

- the way that you behave and get on with your work
- the way that your teachers let your parents and carers know about how well you are doing
- the interesting things you learn and do in and out of school
- the way that your teachers use cameras and computers to show you how well you are doing
- the way all the teaching assistants work with your teachers to support each of you.

What I have asked your school to do now:

- make sure the way it measures and records your progress is to the same high quality in all classes
- provide more opportunities for you to think and reflect about the really important things that make us who we are.

I hope that you carry on trying your best and continue to enjoy the many opportunities that the school makes available to you.