

The Rose School

Inspection report

Unique Reference Number	134625
Local authority	Lancashire
Inspection number	381701
Inspection dates	19–20 October 2011
Reporting inspector	Hilary Ward

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

Type of school	Special
School category	Community special
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	48
Appropriate authority	The governing body
Chair	Tony Martin
Headteacher	Nicky Jennings
Date of previous school inspection	3 February 2009
School address	Greenock Street Burnley BB11 4DT
Telephone number	01282 683050
Fax number	01282 426842
Email address	head@rose.lancs.sch.uk

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Introduction

This inspection was carried out by one additional inspector. Ten lessons were observed, led by all seven teachers and by teaching assistants. Discussions were held with school leaders, other members of staff, individual and groups of students and the Chair of the Governing Body. The school's work was observed and various documents were scrutinised including safeguarding and equalities policies, records relating to student progress, attendance and behaviour, information about the curriculum and the paperwork to support a bid for the Leading Parent Partnership Award. Inspectors reviewed the eight questionnaire responses returned from parents and carers together with staff and student returns.

The inspection reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of the school's measures to improve attendance.
- Whether the school's leaders and managers have improved teachers' use of assessment information effectively to target areas to improve student progress.
- How well the school involves all staff, students and members of the governing body in developing the curriculum to meet the differing needs of students.
- The school's success in managing behaviour and developing students' capacity to self-manage.

Information about the school

This is a small secondary special school catering for students with behavioural, social and emotional difficulties. A minority of the students have additional learning or social communication difficulties. Almost all of the students come from East Lancashire, although a few are drawn from other areas of the county. Since the previous inspection, the school has moved to new purpose-built premises and numbers have increased. New admissions are sometimes of students in the later years of their schooling who may have had difficult experiences in previous settings and been persistent absentees. Two students are looked after by the local authority but almost a third of the students are defined as children in need. A large majority are known to be eligible for free school meals. Almost all students are of White British heritage.

The school has achieved the Leading Parent Partnership Award, Healthy Schools status and Race Equality Mark. It is currently working towards Investors in People.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

The Rose is a good school which provides outstanding care, guidance and support to students to promote their future as responsible members of society. Their behaviour and attitudes improve so that most go on to further education, employment or training, having gained a range of external examination awards including some GCSE passes. A priority is placed on helping students learn to manage their own behaviour successfully. Students know that there is always an adult to listen and help them and they feel very safe in school because of the good safeguarding arrangements. Due to the effective measures the school has taken, attendance has improved significantly over the last few years, but remains below that expected in secondary schools. Attendance rates are badly affected by a very few students admitted late in their school careers who fail to overcome their history of persistent absence.

Many students lack the necessary skills they need for effective learning when they join the school. Nonetheless, the good teaching and an engaging curriculum, together with tailored pastoral support, help students to make at least good progress in their learning. Although attainment is low at the end of Year 11, this strong improvement in progress represents good achievement often from low starting points. Students' spiritual, moral, social and cultural development is outstanding. They are given plenty of opportunities to reflect on their own and others' actions through the development of their social and moral reasoning.

Leaders and managers have ensured their monitoring has resulted in improvements in the number of lessons where teaching is good or outstanding since the last inspection. Teachers are better at assessing students' progress. However, intended learning outcomes in lessons are not always matched closely enough to individual students' abilities to ensure they make the best progress they can. On occasions, students are given insufficient opportunity to practise basic skills in other subjects, especially extended writing. The school provides good individual support for students with additional learning difficulties to ensure they make up some of the ground they have missed.

The school has a very welcoming ethos and enjoys strong partnerships with a range of other providers to offer enhanced curriculum opportunities. The school has placed a particular emphasis on developing outstanding relationships with parents and carers to consistently manage behaviours and provide support for students and their families.

Leaders and managers have an accurate view of the school's performance and there is a shared understanding between staff, parents and carers and members of the governing body of the areas for improvement. Staff at all levels are given opportunities to develop and lead initiatives and their willingness to work together for the benefit of the students contributes to their good capacity for sustained improvement.

What does the school need to do to improve further?

- Raise attainment by the end of Year 11 by:
 - using a cross-curricular approach to improving extended writing skills
 - identifying and sharing with students individualised learning outcomes in lessons that are more precisely matched to their abilities.
 - continuing to work on the improvements seen in attendance levels to engage reluctant learners.

Outcomes for individuals and groups of pupils

2

Students generally concentrate well in lessons. Occasionally individuals can dominate discussions but most are keen to volunteer ideas and listen respectfully to the views of others. The best learning takes place in those lessons where relationships between staff and students are professional and workmanlike and where expectations are high for what individuals can achieve. Although some students need significant encouragement to complete tasks, most are prepared to work independently and persevere. Students particularly enjoy practical activities. In a social studies lesson, students' understanding of how children in other countries live their lives was strengthened by making as many paper bags as possible to sell to a shopkeeper for very little money. They learned the value of working as a team and worked out that they could not buy basics with the income from their work. Students are also keen to improve their literacy and numeracy skills, even though they often believe they are not good at these subjects. The independent work they are given does not always provide sufficient challenge to develop these skills in all areas of the curriculum.

Attainment on leaving school is well below national expectations. Attainment on entry varies considerably between individuals and cohorts but assessment data show that the majority of students make good and sometimes outstanding progress during their time at the school. This accelerates in their last two years so that students are able to leave with qualifications including GCSEs. Students who do least well are usually those who have entered the school late in their careers and who fail to catch up, sometimes because they are persistent absentees. The school has made recent changes to how they structure groups so that students within each key stage are now learning with those of similar ability rather than similar age and following a curriculum which best meets their needs. Although it is too early to assess the full impact of these measures on raising students' attainment the early signs look hopeful.

Despite the students’ behavioural difficulties, the school presents a calm and orderly learning environment. They are encouraged to self-manage their behaviours, sometimes by leaving the classroom for a short period until they are ready to re-join. This minimises disruption to the learning of others. They welcome advice from counsellors and mentors and say they trust adults in the school to keep them safe and help them to resolve problems. They appreciate the requirements of a healthy lifestyle and enjoy a wide range of activities in their breaks and in the two double physical education sessions each week. They benefit from the sports facilities in the new premises, such as trampolines and bikes, and also access sports facilities locally. The school council provides an opportunity for students to take on responsibility. They consider the needs of others in their local and wider community, such as raising funds for the local hospice by making and selling cakes. Students take many opportunities to enjoy cultural activities they would not otherwise experience by making visits to places of interest and to plays, art galleries and museums. A recent trip to see the iron men on Crosby beach resulted in some excellent poetry.

Although students sometimes struggle to gain the expected basic skills, the good progress in their learning and personal development equip them satisfactorily for the next stage in their education, training or work.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Most lessons are good or outstanding, a significant improvement since the last inspection. Changes of activity ensure a good pace to keep students engaged. They are encouraged to answer questions and to express their thoughts and ideas, which some find difficult. Resources have improved following the move to the new site but interactive whiteboards are only just coming into full use. Teachers actively involve students in lessons to help them grasp new ideas or to reinforce learning. Although teachers and teaching assistants encourage students to work as independently as possible, the intended learning outcome is not always as precise or challenging as it should be to ensure individuals make the best progress they can.

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

Improvements to curriculum planning and an increase in taught time ensure an emphasis on the development of basic literacy, numeracy, science and information and communication technology skills. There is also more time for students to engage in a broad range of other subjects devised to excite them and make them want to come to school. Personal development and well-being lessons together with social studies and a range of vocational subjects are offered, sometimes through partnerships with other providers. Some teaching assistants have received training to enhance the curriculum further. The school is developing some of these subjects further to offer increased opportunities for students to gain awards and certificates.

Relationships between staff and students are exceptionally positive. The level of care and guidance provided is outstanding and in this small school each member of staff knows each student very well. The link between emotional well-being and a positive attitude to learning is well understood and supported by all. Behaviour is generally managed consistently and where changes are made it is usually to reflect personal circumstances which might have affected a student's emotional state. The school has enjoyed considerable success in improving the attendance figures overall but they still remain low. Exclusions are used rarely and rates are reducing.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and her deputy have provided insightful leadership, strongly supported by the governing body which has become increasingly skilled and effective. They welcome innovation and encourage staff to take the initiative in improving provision and students' outcomes. For example they have enabled teaching assistants to undertake training which has enriched the curriculum, particularly in physical education and personal development. Teaching and learning are monitored very well and steps have been taken to improve the quality of provision since the last inspection. Teachers have agreed targets and are held to account for the progress their students make. Leaders and managers evaluate all aspects of the provision very well, as a result of which the school improvement plan is specific and focused on the most important areas for development. The school promotes equality of opportunity well because students' individual needs are well understood and met. The headteacher provides strong leadership in her role as child-protection lead. Together with the links with external agencies and organisations and in-depth training for staff, this ensures that safeguarding arrangements are good, particularly for the many vulnerable students who attend the school.

The school is a harmonious community and active in developing its role within the local community and in understanding global needs. Its work to evaluate the impact of its actions to promote community cohesion is at an early stage. Outstanding relationships exist with parents and carers who feel very well informed and

particularly appreciate the support the school provides for them. The school has had to work hard to engage some hard-to-reach parents and carers to achieve the Leading Parent Partnership Award; an achievement which is shared with other schools as an example of best practice. The school offers good value for money.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding a mbition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

The number of questionnaires returned was low. However, they generally painted a positive picture of the school and endorsed the findings that relationships with students are a positive force for good. One questionnaire expressed a specific concern that the inspector raised in general terms with the school and was satisfied by the response.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Rose School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received eight completed questionnaires by the end of the on-site inspection. In total, there are 48 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	4	50	3	38	1	13	0	0
The school keeps my child safe	5	63	3	38	0	0	0	0
The school informs me about my child's progress	7	88	0	0	1	13	0	0
My child is making enough progress at this school	4	50	3	38	1	13	0	0
The teaching is good at this school	5	63	3	38	0	0	0	0
The school helps me to support my child's learning	5	63	2	25	1	13	0	0
The school helps my child to have a healthy lifestyle	4	50	3	38	1	13	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	5	63	2	25	1	13	0	0
The school meets my child's particular needs	5	63	2	25	1	13	0	0
The school deals effectively with unacceptable behaviour	5	63	2	25	0	0	0	0
The school takes account of my suggestions and concerns	3	38	5	63	0	0	0	0
The school is led and managed effectively	6	75	2	25	0	0	0	0
Overall, I am happy with my child's experience at this school	5	63	2	25	0	0	1	13

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 October 2011

Dear Students

Inspection of The Rose School, Burnley BB11 4DT

Thank you for being so open and welcoming when I visited your school. Special thanks to the group of students who met with me at lunchtime to talk about your school and to those who talked to me as I went round classes. I want to tell you some of the good things about your school.

- You know that there is always an adult you can talk to who will help you to sort out your problems and manage your behaviour.
- Teaching is at least good so that you can make good progress.
- You enjoy a lot of practical activities in lessons. When you are older you are able to choose to learn skills which might be useful in a future job.
- Your parents and carers are told how well you are doing and how they can help you too.

I have asked the school's leaders to think about how they can ensure you obtain better results when you leave school by:

- giving you opportunities to practise your writing in all areas of the curriculum
- sharing targets with you in each lesson that are just right for you
- continuing to help some of you to improve your attendance to make sure you can learn even more.

I send you all my very best wishes for your futures.

Yours sincerely

Hilary Ward
Lead inspector

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