

Rosehill School

St Matthias Road, Nottingham, NG3 2FE

Inspection dates 14–15 March 2013

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|--------------------------------|----------------------|--------------------|----------|
| Overall effectiveness | Previous inspection: | Outstanding | 1 |
| | This inspection: | Outstanding | 1 |
| Achievement of pupils | | Outstanding | 1 |
| Quality of teaching | | Outstanding | 1 |
| Behaviour and safety of pupils | | Outstanding | 1 |
| Leadership and management | | Outstanding | 1 |

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils make outstanding progress academically and in managing their difficulties associated with autism.
- Teaching is outstanding. It is lively and staff know their pupils exceptionally well and are able to get the best out of them.
- Teachers use a good mix of techniques to enable pupils to communicate their needs as well as possible, such as signs, symbols and touch-screen technology.
- The behaviour and safety of pupils are outstanding. Many pupils make great strides in improving their behaviour and the management of pupils' behaviour is excellent.
- The sixth form is outstanding as it prepares students very well for the next stage of life by giving them ample opportunities to put their skills into practice in the local community and colleges.
- The facilities are outstanding and enhance pupils' learning greatly.
- The headteacher and senior leaders, together with the governing body, have sustained outstanding pupil achievement and teaching. This has been achieved through accurate checking of the school's work and has been strengthened by the use of external experts.
- The spiritual, moral, social and cultural development of pupils is supported exceptionally well through the imaginative use of creative and performing arts, such as dance, drama, video, pottery and sculpture.
- Pupils enjoy school. Attendance is above average and they enjoy the wide range of interesting activities such as the sensory room and a range of therapies.
- The school makes very good use of current research to inform its practice on managing the difficulties of autism for pupils, such as vigorous exercise at the beginning of the day.

Information about this inspection

- The inspection team observed 12 lessons, some being observed together with members of the senior leadership team.
- Discussions were held with senior leaders, members of the governing body and a representative of the local authority.
- The inspection team took account of 22 responses from parents to the online questionnaire (Parent View), and also considered the school's survey of parents' views.
- The inspection team looked at a range of documentation including the school's records on pupils' progress, its self-evaluation, development plans and information relating to the safeguarding of pupils.

Inspection team

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| Frank Price, Lead inspector | Additional Inspector |
| Margaret Jones | Additional Inspector |

Full report

Information about this school

- Rosehill School educates pupils on the autism spectrum.
- Most pupils have severe and complex learning difficulties.
- The school was purpose built in 2010.
- The Headteacher was appointed in 2010 and moved the school from its temporary accommodation into the newly built school in 2011.
- The majority of pupils are boys reflecting the prevalence of autism within the population.
- The school has numerous awards validating its work. These include awards for School of Creativity, Healthy Schools status, British Council International School Award, Sports Mark, Active Mark and Investors in People.
- The proportion of students for whom the school receives the pupil premium (additional funding allocated by the government for certain groups of pupils, in this case, those who are known to be eligible for free school meals and who are looked after by the local authority) is broadly average. Four pupils were eligible for the Year 7 catch-up premium.
- The school does not make use of alternative provision.

What does the school need to do to improve further?

- Develop ways of recording and measuring pupils' very small steps of progress and in pupils' creative abilities.

Inspection judgements

The achievement of pupils is outstanding

- Pupils' progress is outstanding because of the strong emphasis on the practical nature of their learning and the opportunities provided for them to put their skills into practice in real life situations.
- Children in the Early Years Foundation Stage settle into school and establish routines and relationships quickly. They sometimes struggle with change of activities, but over time learn to accept change and become more adaptable.
- Pupils make outstanding progress in managing their autism. Specialist approaches such as intensive work with pupils, who are hard to reach, are successful in helping pupils to communicate and relate to other people more effectively. They make great strides in anticipating routines and in their ability to interact socially.
- The vast majority of pupils make better-than-expected progress over time. The school compares the results of its pupils with similar pupils nationally and this indicates how well they achieve. Currently, a small number of more-able students are studying GCSE mathematics and music in a local mainstream school.
- Pupils make exceptional progress in their personal and social development and communication skills. Many pupils have their own individual form of communication and this is developed so that they are able to make their needs known and reduce their frustration.
- Approximately a quarter of pupils can read in some form. The nature of their disability often means that their ability to read exceeds their comprehension, but staff work hard to extend pupils' understanding, so that reading is meaningful to them.
- Numeracy is often taught imaginatively. For example, the concept of shape is taught through creative activities where pupils make shapes out of materials and explore their properties, meaning that they are more likely to understand and remember their learning.
- The school has been careful to check that all groups of pupils, irrespective of their needs or backgrounds, can achieve as well as possible. Those pupils who benefit from the pupil premium reach similar levels of attainment to other pupils in the school so that there are no gaps. Children in care generally achieve equally well, although some struggle emotionally with the change to their routine.
- Sixth form students achieve outstandingly well. They gain a good range of accredited courses which are suitable to their needs. The strong focus on work-related and life skills prepares them well for life after school. For example, they practise making and serving drinks to other people in the school cafe.
- Parents are delighted with the progress their children make, both socially and academically. One parent stated, 'I am completely confident that my child's needs, both educationally and socially, will be met until he leaves'.

The quality of teaching is outstanding

- Teachers are very skilled at making sure that there are a wide variety of practical activities that fully engage pupils in learning. The use of practical activities is first rate and gives pupils hands-on and memorable experiences.
- Information and communication technology is used intelligently. Interactive whiteboards are used imaginatively and gain pupils' interests. For example, in a registration session, pupils used the whiteboard to sign their names on arrival, writing according to their different capabilities. Touch-screen hand-held technology is used to motivate pupils, using video, photographs or specialist applications.
- Staff are confident in using signs, symbols and photographs to help pupils' understanding and communication skills. On occasions signing used by staff is not deliberate enough to make the most of pupils' understanding.
- Staff are knowledgeable in the use of specialised techniques to inform their teaching of pupils with autism. For some pupils, a running session has been introduced at the start of the day and found to be beneficial for pupils in getting the day off to a good start.
- The pace of learning is excellent. Teachers provide a rapid turnover of activities to keep pupils interested in lessons.
- Pupils have a range of ways to review and reflect on their own and others' work, including the use of photography and video.
- Planning for pupils is highly individual and staff use their detailed knowledge to find the best ways to get them involved in learning. For example, some pupils wear ear defenders as they are over sensitive to noise.
- The use of sensory rooms and equipment is excellent and helps some pupils to relax or can provide a different environment for learning to take place in a soothing atmosphere.

The behaviour and safety of pupils are outstanding

- Pupils enjoy lessons. They feel safe and secure, through well-established routines and as result they are receptive to learning. In the multi-sensory room pupils are willing to engage in eye contact, make vocalisations and interact positively with other adults.
- Relationships between staff and pupils are exceptionally positive and this is an important factor in managing their behaviour successfully. Staff know how to calm down potential difficult situations and behaviour is skilfully managed. Many pupils make significant progress in improvements in their behaviour.
- The school promotes the spiritual, moral, social and cultural development of pupils extremely well. They celebrate different festivals and visit a variety of places of worship. The creative arts are used well to explore different cultures such as Indian dance workshops. Pupils enjoy dressing up to take part in charity events such as 'Red Nose Day' to raise money for charity.
- Pupils' attendance is above average and is an indication of how much they enjoy school.
- The promotion of pupils' equality of opportunity is outstanding because each pupil is viewed as a unique individual. The school does not tolerate discrimination. Most pupils were not able to

verbalise their views on bullying, but from attitudes exhibited, their enjoyment of school and safety is evident. However, video and acting is used outstandingly well to teach pupils about bullying and what course of action they should take and they have made a DVD entitled 'Catch the bully.com'.

- Lunchtimes and snack times are valuable opportunities for pupils to develop their personal and social skills. Through the use of symbols, many are able to make choices of food and drink.
- Pupils enjoy attending art/craft and other creative and performing arts after-school clubs. Some pupils participate in the Duke of Edinburgh award scheme and have gone on hikes and camping trips. Pupils have responded exceptionally well to these experiences and this has increased their social and team working skills, as well as their enjoyment.

The leadership and management are outstanding

- The headteacher, together with governors and senior leaders, has sustained the school's outstanding work, despite significant changes. The numerous awards the school has achieved are an indication of its high quality provision. Committed teamwork by all staff is evident throughout the school.
- The subjects and experiences that pupils are offered are outstanding. The school keeps up to date with current research and takes the most appropriate parts and adapts them so that they are suitable for working with pupils. As a result, this has led to an imaginative and wide range of methods and experiences being offered to pupils to help them manage their autism more effectively.
- The accommodation is superb and suits the learning needs of pupils exceptionally well. Each class has an activity space, group room, individual work rooms and a safe area and each department has a small sensory room. In addition there are specialist areas such as a splash room, dance studio and an art-and-craft workroom. The accommodation enables pupils' needs to be managed well and means that teaching can take place in a variety of spaces.
- The pupil premium and additional funding for those pupils in Year 7 has been spent on providing additional staffing and resources. This has provided them with music-and-movement therapy and residential trips. It has increased their range of experiences and developed their personal and social skills. This has meant that their progress matches the rest of the pupils in the school.
- Teachers' performance is regularly monitored and lesson observation has helped to sustain outstanding practice. Training for all staff is excellent, such as the use of technology and increasing their knowledge of autism, which is evident in classroom practice and enables pupils to make outstanding progress.
- The school has begun work on ways of measuring the extremely small steps of pupils' progress and in measuring their progress in creative and performing arts, although this is in early stages.
- The local authority has provided good support to the school during a time of transition to the new accommodation and headship. This support has enabled the school to maintain its outstanding provision, despite significant changes. Now these changes are assured, it provides light touch support.
- **The governance of the school:**
 - Governors are committed and supportive of the school. They know the quality of teaching is

outstanding through their involvement in the school's self-evaluation and through first hand visits to the school. They have enough information to enable them to have a clear view of the progress that pupils make and where improvements can be made. They have been strategically involved in the planning of the new accommodation and are currently overseeing re-structuring of staffing and have provided challenge to the headteacher to make sure the school is financially viable. They understand how teachers' performance is checked and have made sure that the link between pay and quality of teaching is suitable. Promotion within the school is carefully considered. They know what the school is doing to reward good teaching and to tackle any underperformance. They know that pupil premium funding has been spent appropriately to help increase pupils' personal and social development, develop their community involvement and provide additional staffing to help some pupils achievement match their peers. Governors receive suitable training and they have attended courses on safeguarding, finances and health and safety. They make sure that all safeguarding requirements are met.

What inspection judgements mean

| School | | |
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| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 122964 |
| Local authority | Nottingham |
| Inspection number | 403502 |

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

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| Type of school | Special |
| School category | Community special |
| Age range of pupils | 4–19 |
| Gender of pupils | Mixed |
| Gender of pupils in the sixth form | Mixed |
| Number of pupils on the school roll | 87 |
| Of which, number on roll in sixth form | 22 |
| Appropriate authority | The governing body |
| Chair | Wendy Quickfall |
| Headteacher | Andy Sloan |
| Date of previous school inspection | 8 November 2007 |
| Telephone number | 0115 9155815 |
| Fax number | 0115 9155816 |
| Email address | headteacher@rosehill.nottingham.sch.uk |

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