

# Rosewood School

Bell Street, Coseley, Bilston, WV14 8XJ

**Inspection dates** 23–24 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Students achieve well in a wide range of subjects and make good progress throughout the school. They are well prepared for further education, training or work.
- Leaders, managers and governors have improved all main aspects of the school since the previous inspection. Teaching and students' achievement have improved.
- Teaching is good and sometimes outstanding. Lessons move at a good pace, teachers and teaching assistants work closely together and behaviour is confidently managed.
- Behaviour in lessons and around school is good. Students are polite, doing their best to represent the school well. They value highly all that the school does for them. Students feel safe because they are effectively taught and guided about safety.
- The headteacher and staff have focused sharply on what needed to be done to improve the school and Teamwork amongst the staff is strong. Staff value the good opportunities for training and developing their skills.
- Governors challenge the school forcefully and hold it to account well while maintaining trusting relationships with staff.

### It is not yet an outstanding school because

- Teachers do not always tell students exactly what knowledge and skills they should gain in lessons. Just occasionally, they miss chances to get students to work in pairs, and this slows their progress.
- Attendance is lowered by the poor attendance of a small number of students.

## Information about this inspection

- The inspectors saw 11 lessons, four of which were jointly observed with senior staff, and a whole school assembly.
- Meetings were held with students, staff, governors, a representative of the local authority, and a parent.
- Inspectors heard individual students read in lessons.
- The inspectors observed the school’s work and examined various documents including those relating to safeguarding, assessments of students’ progress, records of their behaviour, and documents concerning professional development of staff.
- There were too few responses to register on Parent View (the online questionnaire) but an inspector interviewed a parent and analysed the results of a recent questionnaire the school sent out to parents.

## Inspection team

Michael Farrell, Lead inspector

Additional Inspector

Carol Deakin

Additional Inspector

## Full report

### Information about this school

- Rosewood is a school educating students with behavioural, emotional and social difficulties.
- All students have a statement of special educational needs.
- Students have been excluded from other schools and have typically missed extensive periods of schooling.
- Most students are of White British heritage and the proportion of students from minority ethnic groups is lower than average.
- Nearly all students are entitled to the pupil premium (additional funding from central government for students known to be eligible for free school meals and children looked after by the local authority). Approximately 15% of students are looked after by the local authority.
- Six students in Year 10 attend the local college for one morning a week. One student currently attends the Wheels project for up to three days per week.

### What does the school need to do to improve further?

- Ensure teachers always clearly convey to students what it is they are expected to know or what skills they are meant to gain by the end of the lesson.
- Increase opportunities for students to work in pairs or small groups.
- Ensure as far as possible that all students attend regularly by continuing to work in close partnership with students, parents and other agencies.

## Inspection judgements

### The achievement of pupils is good

- When they enter the school, students' attainment is low because of missed schooling and previous negative attitudes to education. Both improve because of small class sizes, individualised work, and teachers' high expectations. School data show that students' progress accelerates as they move through the school. Their work and lesson observations show that students achieve well in many subjects.
- Achievement has improved because of better teaching, especially much better lesson pace. The range, number and levels of examination passes have improved. Last year, 11 students gained a total of 65 GCSEs in eight subjects, the best results the school has had.
- In a Key Stage 3 science lesson, students made good progress in understanding the parts and functions of the heart, aided by well-chosen resources. Pupils dissected real sheep's hearts diligently and seriously because they were guided skilfully. In a Key Stage 4 English lesson, they thoughtfully chose words and phrases to describe a sweet shop then perceptively evaluated the writing of published authors. They achieved well because the lesson moved at a very brisk pace, the task was absorbing and students focused intensely on the work.
- The impact of out-of-school courses is carefully monitored to ensure students are progressing well and they enjoy these and gain confidence learning in other settings.
- Students read widely and often in school and in lessons, other students listen respectfully when a student reads work out loud.
- All but a very small number of students are entitled to the pupil premium, progressing well because activities are interesting, and because staff instil in students through good relationships and high expectations the belief that they can succeed. The attainment of these students in English and mathematics is at a similar level to that of their classmates.
- Students looked after by the local authority and those from minority ethnic backgrounds achieve well because work is tailored to their individual interests and needs, and teachers ensure students recognise their progress. Students in the nurture group make good progress because the learning atmosphere is challenging and supportive, while tightly structured lessons help their learning. More able students achieve well because their work is pitched at the right level and the school emphasises high expectations for all.
- Pupils are well prepared for the next stage of their lives. Last year, all students left to go into work, training or education.

### The quality of teaching is good

- All teaching observed during the inspection was good and examples of outstanding teaching were seen. In lessons jointly observed with senior staff, their grades agreed with those of the inspectors. The school's own monitoring shows good teaching over time.
- Teachers regularly remind students of what they have to do to reach the next highest grade or level. Lessons are adapted according to the students' responses, as when explanations in a Key Stage 3 physical education lesson were adjusted according to their progress in developing badminton skills. Teachers effectively promote positive attitudes to learning through their own

enthusiasm and good subject knowledge and by warm encouragement when students do their best.

- Teaching assistants contribute strongly to the school whether teaching lessons themselves or supporting teachers. They work well with individuals and small groups and help students' skills by 'modelling' correct responses with the teacher. Teaching strategies are varied and effective and include good question and answer sessions, demonstrations, and the confident use of computer technology. The school has put considerable effort into ensuring the pace of lessons is brisk which has contributed powerfully to improved teaching.
- Ongoing assessments are made during lessons and teaching assistants contribute well to this. Marking is up to date and encouraging but also points out to students what they need to do to improve.
- In a Key Stage 3 lesson, students achieved well in creating a book review because the task was well structured, they had enjoyed the story and remembered it well, and behaviour was confidently managed. In a Key Stage 4 mathematics lesson, students made good progress in calculating angles on a straight line and internal angles in shapes because of the brisk lesson pace, high expectations of behaviour and achievement, and clear explanations.
- However, teachers do not always make it precisely clear to students especially at the beginning of lessons, what it is that they are expected to do and know by the end of the lesson. This prevents progress from being outstanding because it blunts the point of the lesson, making assessment less precise. When students work in pairs or groups, they use the opportunity well, enhancing their motivation to learn, but this is not done often enough.

### **The behaviour and safety of pupils are good**

- Students demonstrate positive attitudes to learning which contributes to their good progress. They respond well to guidance and staff instructions. Behaviour in lessons and movement around the school is orderly and calm.
- There is a welcoming climate and students speak highly of what the school is doing for them. Students behave well in lessons, during lesson changes, at lunch and breakfast time and during breaks.
- Students are scrupulously punctual to lessons, settle down straight away, and are generally keen to learn. This, coupled with the brisk pace of lessons, ensures no time is lost.
- Behaviour has improved considerably because it is managed well and staff are consistent in their use of the rewards and sanctions systems so that the students have confidence they are treated fairly.
- No concerns were expressed by students, staff, governors or parents about safety. A recent questionnaire sent by the school to parents indicates confidence about safety. Students know about keeping safe on the internet and can explain the risks associated with aspects of social networking sites. They understand road safety and water safety including in sports.
- Although students have a clear awareness of bullying and its different forms, they say it does not arise often and when there is any bullying, it is dealt with fairly and appropriately by staff. Name calling sometimes happens, students say, when they are angry.

- Students speak with feeling about what the school means to them and has done for them. One student stated, 'If I wasn't in this school today, I would probably be in prison or boot camp'. Another said, 'My confidence was really low in mathematics and English, but now it's a lot better'.
- Most students attend regularly but attendance is lowered by the poor attendance of a small number. The school already does a great deal to encourage attendance including working with students, parents and other agencies. It is determined to increase these efforts further to tackle the deeply embedded habits of poor attendance that a few students bring with them to the school.

### **The leadership and management are good**

- Governors, leaders and managers convey high expectations including in their careful monitoring of lessons and students' work. Clear policies contribute to the school's distinct sense of direction.
- The local authority contributes effectively through visits and monitoring and has an accurate picture of the school and its progress.
- The management of staff performance is well structured and consistent. Staff speak appreciatively of the opportunities for professional development and career progression. Extensive opportunities for training, support, and visits to other schools match the school's needs well. Senior leaders support staff with key responsibilities well by ensuring their roles are clear and through good opportunities for training.
- The school's self-evaluation of its effectiveness is accurate and draws on a range of evidence including lesson observations, data analysis, and work scrutiny.
- The school works effectively with a wide range of other agencies, such as the health and social services, to the benefit of students.
- Well-considered topics and subjects include academic, practical and vocational opportunities which motivate students. Opportunities are provided for those with special talents, for example, in music. Moral and social development in particular are encouraged well, and the school is good at raising students' self-esteem. Cultural development is especially supported through visits and visitors and through art, music and reading. Spiritual development is encouraged well by school assemblies and visits to places of worship. Programmes of learning give proper attention to safety and support good behaviour.
- Parents' views judged from a meeting with a parent and the school's questionnaire responses are positive and they value the school highly.
- Equal opportunities are effectively promoted because the school monitors progress and intervenes to ensure different groups do well. Students know that discrimination is not tolerated. Safeguarding meets statutory requirements, supported by suitable documentation such as records of risk assessments.
- **The governance of the school:**
  - Governors are knowledgeable about the school and have a wide range of relevant skills. They challenge the school and hold it to account well through an unflinching view of its strengths and weaknesses. Governors have an accurate view of achievement and the quality of teaching. They effectively ensure that good teaching is recognised and underperformance is

tackled by carefully monitoring this. Pupil premium funding is effectively targeted and governors ensure it is well used. Governors ensure resources are managed effectively including staff deployment. They evaluate their own work to see where they can do things better.

## What inspection judgements mean

School		
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

<b>Unique reference number</b>	103882
<b>Local authority</b>	Dudley
<b>Inspection number</b>	426905

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

<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	47
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Helen Edwards
<b>Headteacher</b>	David Kirk
<b>Date of previous school inspection</b>	11 January 2012
<b>Telephone number</b>	01384 816800
<b>Fax number</b>	01384 816801
<b>Email address</b>	dkirk@rosewood.dudley.sch.uk

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