

# Advanced Education – Rooley Moor

C/O Advanced Education, Tyldesley School, Shuttle Street, Tyldesley, Manchester, M29 8BS

<b>Inspection dates</b>	12–13 February 2014	
<b>Overall effectiveness</b>	<b>Good</b>	<b>2</b>
Pupils' achievement	Good	2
Pupils' behaviour and personal development	Good	2
Quality of teaching	Insufficient evidence	-
Quality of curriculum	Good	2
Pupils' welfare, health and safety	Good	2
Leadership and management	Good	2

## Summary of key findings

### This school is good because

- Good leadership and management ensure that students achieve well. School records show that students make good progress in developing basic skills in English, mathematics and information and communication technology (ICT).
- The school's good curriculum and wide range of accreditation opportunities meet students' needs and interests well.
- Good systems are in place to assess students' needs so that they can make good progress over their time in school.
- Good provision for spiritual, moral, social and cultural development helps students to develop positive attitudes towards learning, make significant improvements to their behaviour and mature into well-rounded young citizens.
- Good provision for the students' welfare, health and safety ensures that they feel safe and free to concentrate on their studies.

### It is not yet outstanding because

- Teachers do not mark students' work often enough. Consequently, opportunities are lost to ensure students focus better on the steps they need to take in order to make outstanding progress.
- There are not enough opportunities across the curriculum for students to make outstanding progress in developing ICT skills and to use computers for independent learning.

### Compliance with regulatory requirements

- The school meets schedule 1 of the Education (Independent School Standards) (England) Regulations 2010, as amended by the Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

## Information about this inspection

- This inspection took place with one day's notice. The inspector met with leaders, staff and previous students.
- Although teaching was not observed, the inspector checked students' workbooks together with records of their progress.
- Other documentary checks included self-evaluation of how the school is doing, and the provision for students' well-being.
- There were no responses to Parent View or questionnaire returns from staff.
- This inspection was carried out at the request of the Department for Education (DfE) even though there were no students on the school's roll at the time.

## Inspection team

Saleem Hussain, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Rooley Moor is a very small, day, special school which caters primarily for students who reside in accommodation owned by the proprietor.
- The school opened in March 2006 and is registered to take a small number of students.
- The school provides education for boys and girls aged 11 to 18 years who have significant behavioural, emotional and social difficulties.
- A small number of students who attended the school in the past had a statement of special educational needs. Previous students entered the school having experienced great disruption in their lives, resulting in long periods of absence from school.
- The school aims 'to enable students to become confident, resourceful, enquiring and independent learners'.
- Nearby sports centres and outdoor pursuit centres are used by the school for physical education, including for sports such as basketball, swimming and rock-climbing.
- The school was last inspected in June 2010. The small number of students attending the school since then stayed at the school for just less than a year.

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

- Ensure teachers mark students' work more frequently, clearly identifying the next steps students must take in order to improve and make outstanding progress.
- Provide enough opportunities across the curriculum for students to make outstanding progress in developing ICT skills and enable students to use computers for independent learning.

## Inspection judgements

### Pupils' achievement

**Good**

All of the evidence indicates that achievement is good because the curriculum is good and students receive strong day-to-day care, guidance and support. Attainment on entry to the school is usually below average. Previous students said that the curriculum enabled them to enjoy their learning and achieve well. All students, including different age groups, different abilities and those with a statement of special educational needs, achieve equally well. Students start at the school having experienced severe disruption in their learning because of their behavioural, emotional and social difficulties, and irregular attendance at previous settings. Nevertheless, taking account of students' starting points identified through good assessment on entry to the school, all acquire knowledge quickly in many different subjects, achieving well over time. Students are well prepared for their future economic well-being. There are many opportunities in the curriculum for students to develop basic skills in reading, writing, communication and mathematics. For example, previous students commented that they were often encouraged to read out aloud from text books and novels in school. Students' work seen indicates that they take pride in their writing. It is pleasing to note that older students achieved a good number of external accreditations including Functional Skills in English and mathematics, and Entry Level in Preparation for Working Life. Students also achieved notable success, in the light of their starting points, at GCSE level, especially in art and design. Achievement in physical education is good and it is well supported by specialist coaching at local sports centres. It is clear that all students had some success in closing previous gaps in their education.

### Pupils' behaviour and personal development

**Good**

All of the evidence indicates that students' attitudes, behaviour and personal development are good. Students mature quickly and engage well in learning because of the school's good provision for personal development along with much care, guidance and support from adults. Previous students spoke highly of the teachers, leaders and other staff involved in their education, saying for example that adults have been excellent role-models for them to base their own attitudes, relationships and behaviour on. They add that staff helped them to develop successful ways of managing their anger. School records indicate that when students are on roll, behaviour is good in and around school and this makes a significant contribution to learning. Attendance and punctuality are very good. School records and discussions also confirm that incidents of serious misbehaviour and bullying are rare. Former students said that they felt safe at all times and knew what to do if they ever felt bullied. Students have done much good work in personal, social, health and citizenship education (PSHCE) regarding different forms of bullying.

Provision for students' spiritual, moral, social and cultural development is good. There are many opportunities for personal development through PSHCE, assemblies, religious education and the Preparation for Working Life programme. Students are able to improve in their self-confidence through receiving praise and reward for their achievements, behaviour and attendance. They learn well about spirituality through different subjects. For example, work in art helps students to learn about the beauty of the natural world. Students develop a clear sense of right and wrong while on the school roll. For example, they consider issues such as racism and human rights in a moral context. In a discussion with the inspector about women in Islam wearing face veils in public, former students commented that people of any faith should be able to practise their religion freely so long as it is lawful. PSHCE enables students to learn well about civil and criminal law.

Social development is good. When on roll, students benefit from the opportunities in physical education to develop teamwork skills and many educational visits enable them to mix with different people in the community. Students have made a significant contribution to the community through fundraising for good causes. Cultural development is good. Students are able to develop a clear

understanding of their own and other cultures. Opportunities in the curriculum include a good number of visits to art galleries, theatres and museums. Discussions with previous students confirm that they are respectful of different people regardless of race, gender, disability or sexual orientation. The school provides students with many opportunities to develop a general knowledge of public institutions and services in England. For example, they learn about the monarchy and parliament. The proprietor has ensured that partisan political views are not promoted in school.

**Quality of teaching****Insufficient evidence**

There was insufficient evidence for the inspector to make a judgement in this regard. It was not possible to observe any lessons because there are currently no students on roll.

**Quality of curriculum****Good**

The curriculum is good and enables students to progress well. A wide range of opportunities for students enables them to develop knowledge and understanding in all of the required areas of learning. The curriculum is well planned and organised. Leaders carefully tailor the curriculum to meet individual needs and interests. For example, if students show a particular interest in history or art, additional activities are organised for them in these subjects. Previous students said that they liked this customised approach and it made learning more enjoyable as a result. Schemes of work in all areas of learning are very detailed and clearly demonstrate how students of all ages are to be challenged and supported in order to make progress. Students make good progress in developing their reading, writing, communication skills and mathematics because there are many opportunities in different subjects to develop these basic skills. Leaders acknowledge that although students develop a range of ICT skills, there are not enough opportunities across the curriculum for them to make outstanding progress in this area. Furthermore, previous students commented that they would have liked more opportunities to use computers for independent learning during their time in school. The school offers a wide range of accreditation opportunities for students of all abilities. For example, students can gain qualifications in Functional Skills, GCSE, Entry Level, BTEC and AQA Unit Award Scheme units. Students receive careers advice from a specialist careers teacher who attends the school frequently to work with students. Provision for PSHCE is good. This ensures that students are well prepared for the opportunities, responsibilities and experiences of adult life. The curriculum is enriched by many educational visits and a few visitors.

Previous students confirm that staff in residential settings often organise after-school activities in partnership with the school and this contributes well to their learning.

**Pupils' welfare, health and safety****Good**

Provision for the welfare, health and safety of students is good. All of the independent school regulations for this standard are met. The good quality of day-to-day care and support for students makes a significant contribution to their learning and well-being. All of the required policies are in place. Leaders regularly review and maintain the school's systems regardless of whether or not there are students on roll. For example, leaders are currently reviewing the school's policy for promoting good behaviour with a view to developing more innovative approaches to improve behaviour to outstanding. The designated officer for child protection and all staff have attended appropriate training. Arrangements for staff recruitment are of a high standard. The required checks are carried out on all staff to ensure that they are suitable to work with children. These are clearly recorded in the school's single central register of checks. The school's first aid policy is effective. There is a good level of fire safety. Fire safety equipment is maintained properly and regular fire practice evacuations are correctly recorded. Practice evacuations continue to take place even when there are no students on roll to ensure that staff are always fully prepared for new students. Safety risk assessments are carried out for all activities in and out of school, including venues that students attend for physical education. The school's anti-bullying policy is effective.

Discussions with previous students indicate that they are keen to achieve healthy lifestyles and to keep safe as a result of work they did in PSHCE.

## Leadership and management

**Good**

Leadership and management are good. The effectiveness of leadership can be seen in the students' good achievement, behaviour and personal development including their spiritual, moral, social and cultural development. Leaders acknowledge that although outcomes are good there is still some way to go before these improve to outstanding so that leadership and management can be judged higher. Leaders frequently visit the school to check on how well students are doing. Students value this very highly. For example, previous students commented 'the regional headteacher has taught me a lot and is a brilliant role-model for me to remember'. When leaders visit they also check the quality of marking in students' workbooks. However, inspection findings indicate that although marking is effective, teachers do not mark students' work often enough. As a result, opportunities are lost to focus students' efforts on the steps they need to take in order to make outstanding progress in their work.

Senior leaders communicate high ambition and expectations to staff through frequent meetings with them. This ensures that the curriculum is effective when students are on roll, including provision for developing literacy and mathematical skills. The school has made significant improvements since the last inspection, most notably regarding educational visits. For example, visits now include a Jewish museum and a mosque which helps to support students' understanding of different cultures well. There are suitable systems in place to evaluate teaching when students are on roll. Self-evaluation is good and the school knows its strengths and weaknesses. There is clear evidence that the school can continue to improve.

The school works well with other agencies to achieve positive benefits for students. For example, correspondence from local authorities indicates that the school works closely with them to ensure that students achieve well. The proprietor and school leaders have ensured that all of the independent school standards are met. The school's premises and accommodation are very well maintained. All of the requirements regarding complaints procedures and the provision of information for parents, carers and others are met.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of education and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of education that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of education it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and the quality of education has serious weaknesses.

## School details

<b>Unique reference number</b>	131392
<b>Inspection number</b>	422723
<b>DfE registration number</b>	354/6020

This inspection was carried out under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, 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.

<b>Type of school</b>	Special school for students with behavioural, emotional and social difficulties
<b>School status</b>	Independent School
<b>Age range of pupils</b>	11–18 years
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	0
<b>Number of part time pupils</b>	0
<b>Proprietor</b>	Advanced Childcare
<b>Chair</b>	Mr Riz Khan
<b>Headteacher</b>	Mr Tariq Verpalen
<b>Date of previous school inspection</b>	22 June 2010



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