

# St Rose's School

Stratford Lawn, Stroud, GL5 4AP

**Inspection dates** 30 April – 1 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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.

- St Rose's is a good school where pupils enjoy life and thrive.
- Most pupils make at least good progress. Some make outstanding progress given the level of their complex learning and medical needs. For some pupils, the maintenance of their current skills is a significant achievement for them.
- Pupils make good progress in developing their communication and mobility skills. The range of subjects and experiences pupils are offered is excellent.
- Teaching is good. Staff have a clear understanding of the needs of pupils and the seamless work between education, care and therapists is excellent. This allows pupils to maximise learning opportunities.
- Leaders, managers and governors have ensured that pupils are taught well and achieve well. The school is continuing to improve and adapt to meet the changing needs of pupils.
- The behaviour of pupils is outstanding. They behave exceptionally well in and around the school. In lessons they are enthusiastic learners and enjoy communicating with visitors in their own way using non-verbal methods or communication devices.
- Parents and carers hold the school in high regard. They are confident their children are safe and looked after well. One parent or carer commented, 'It is a fantastic school with brilliant staff and we would be lost without it.'
- Pupils' spiritual, moral social and cultural development is strongly promoted through the Catholic and Christian the school's values, attitudes and beliefs. The celebration of festivals and participation in sporting events provide richness and promote pupils' wider experiences.
- The sixth form is good. The programmes of study that students follow are highly appropriate to their needs and interests. Much of the work is practically based and prepares them for their next stage of life well.

### It is not yet an outstanding school because:

- Not enough teaching is outstanding across the school.
- The school has not sought some additional funding to which it is entitled to further promote pupils' progress and achievement.

## Information about this inspection

- The inspector observed seven lessons, all of which were joint observations with the acting headteacher.
- Discussions were held with senior leaders, pupils and members of the governing body.
- The inspector took account of the 11 responses from parents and carers to the online questionnaire (Parent View), and also considered the school's recent survey of parents' and carers' views.
- The inspector looked at a range of documentation including the school's information on pupils' progress, its self-evaluation, development plans and information relating to the safeguarding of pupils.

## Inspection team

Frank Price, Lead inspector

Additional Inspector

## Full report

### Information about this school

- St Rose's Special School is a non-maintained Roman Catholic school for pupils with severe, complex, profound and multiple learning difficulties.
- Day pupils attend from Gloucestershire and neighbouring local authorities.
- Almost all pupils are of White British heritage.
- The school does not receive additional government funding for pupils who are known to be eligible for free school meals or who are looked after by the local authority, or the Year 7 catch-up funding.
- The Early Years Foundation Stage, the post-19 provision and boarding provision were not inspected as part of this inspection. They were last inspected by Ofsted's Children's Directorate in January 2014, October 2013 and February 2014 respectively.
- The headteacher has had prolonged periods of absence and was absent from the school during the time of the inspection.

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

- Increase the amount of outstanding teaching across the school and further raise pupils' achievement by:
  - ensuring that learning is always secure and that all pupils have challenging targets which stretch each pupil to their full, and
  - increasing opportunities for staff to observe outstanding practice.
- Access additional government funding for identified pupils and evaluate its impact on pupils' progress.

## Inspection judgements

### The achievement of pupils is good

- Pupils make good progress from low starting points in relation to their abilities. Some pupils make outstanding progress.
- The work of therapists in conjunction with class staff enables pupils to make good progress in developing their communication, mobility and independence skills. For example, pupils use a wide range of non-verbal methods and communication devices, such as eye gaze technology, to help them communicate to the best of their ability.
- Pupils in Key Stage 4 and the sixth form achieve a good range of appropriately accredited awards. More-able pupils achieve well in English and mathematics. The school does not enter pupils for examinations early as this is not appropriate for them. Less-able pupils gain awards in courses that help them to promote their personal and social development, such as making choices.
- In English, more-able pupils are able to read simple text and instructions. Some use signs to help them read. Most rely on symbols to help them make sense of the written word. Other pupils can look at pictures and point to objects. Extended writing is not possible for most pupils, but some type simple sentences and words on their communication devices.
- The tracking of all pupils' progress is good and this helps to ensure that all pupils achieve well. If pupils fail to show expected progress, the reasons why are investigated. All pupils regardless of background, gender or ethnicity achieve equally well.
- As this is a non-maintained school, it has not availed itself of pupil premium or Year 7 catch-up funding and realises this is a missed opportunity to promote further the progress of certain pupils. Nevertheless, equality for all pupils is strongly promoted and the positive ethos in the school fosters good relations and acceptance and tolerance for all.
- Primary school sports funding has been used to provide additional hydrotherapy sessions for pupils, which contributes to their better physical well-being.
- Students' progress and achievement in the sixth form are good. Wherever possible they gain externally accredited awards and practise their skills in meaningful contexts. Some students made cakes for a charity appeal and then sold them to staff and were able to add up simple amounts of money and count out change.

### The quality of teaching is good

- Teaching is typically good across the school with some examples of outstanding teaching.
- The effective teamworking with other professionals is a strong feature of teaching. Staff are skilled in the physical management of pupils, supported by therapists, so that pupils are prepared well for learning by being in the best positions to access lessons, such as in standing frames or lying boards.
- The use of technology to make learning lively and help pupils to communicate more effectively is excellent. Pupils are confident in using tablet computers to photograph and record their work and to help them in their learning and communication.
- Staff have a good understanding of how certain conditions, such as cerebral palsy and autism, affect pupils' learning and how these challenges can best be addressed. For example, staff understand the importance of giving pupils enough time for them to process information and respond.
- Staff use a wide range of methods, such as highly structured approaches, alternative forms of communication and sensory techniques, to help those pupils with more complex learning difficulties learn more effectively.
- Teaching assistants in classes are used well to support pupils' learning and they are skilled at

encouraging pupils to do as much as possible for themselves.

- Teaching in the sixth form is good. In a mathematics lesson, students recognised and knew how many sides basic shapes had and made their responses known through communication devices.
- The use of signs, symbols and photographs to promote pupils' understanding and communication is routine across the school and is very effective in helping pupils' understanding and communication skills.
- There are times when targets set are not tailored closely enough to pupils' levels of ability and this sometimes means that work is either too hard or too easy.
- Pupils' responses to questions are not always as good as they should be. This is because they are not always encouraged to develop their thinking skills in order to extend their learning.

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

- The school's work to keep pupils safe and secure is good. The school environment is a safe place. Pupils are relaxed, confident and enjoy warm and positive relationships with staff and each other. Omissions in some procedural record keeping prevent the safety of pupils from being outstanding.
- The behaviour of pupils is outstanding in and around the school. Some pupils arrive at school not being able to tolerate working in a group. Over time, these pupils make outstanding progress so that they are able to work in groups and learn how to regulate their own behaviour when needed.
- The excellent attitudes to learning by pupils enable them to make good and sometimes better progress. They concentrate well and are keen to please and enjoy the celebration of their achievements.
- Pupils' spiritual, moral, social and cultural development is promoted exceptionally well. They enjoy whole-school assemblies where they celebrate religious festivals and each other's achievements. They have opportunities to participate in a wide range of after-school clubs, which promote their enjoyment and self-esteem. Their involvement in the local and wider community adds richness to their experiences and opportunities, such as visits to meet the Queen.
- The school council provides a useful forum for pupils to make their views known and to make suggestions for improvement.
- Students' attitudes are equally positive in the sixth form. They are enquiring and keen to welcome visitors and like to communicate in their preferred method.
- There are no incidents of bullying and no exclusions. Where pupils' attendance falls below the national average this is due to ill health or hospitalisation.

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

- Leadership and management at all levels, including middle leadership and that of the sixth form, are good.
- During the prolonged absence of the headteacher, senior leaders, managers and governors have been successful in driving forward school developments. Financial uncertainties over the future of the school have not dampened staff morale and enthusiasm or detracted from further school improvement.
- Developments in assessment and more closely aligned therapy, care and education within the curriculum are examples of improvements since the last inspection. A new hydrotherapy pool has been completed since the last inspection to benefit pupils' mobility.
- Senior leaders and managers of the school have created a warm vibrant culture in the school where pupils feel safe, enjoy school and where they are enabled to make good academic and

personal progress.

- The leadership team comprises of representatives from care, therapy, subject and phase leaders. This encourages collaborative working and has brought about a change in culture so that the needs of pupils are addressed and supported from every discipline. All leaders including middle leaders are vastly experienced and enthusiastically embrace change.
- Leadership of the sixth form is very effective and students are provided with a distinctive and mature environment, where they increase their independence and are prepared well for their next stage of life. Students are provided with impartial information to help them make decisions for the future.
- Teaching is regularly observed by senior leaders along with a headteacher from a neighbouring school to bring about greater rigour. However, opportunities for teachers to observe outstanding teaching in similar schools, to further improve and share best practice, are limited.
- The work of teachers is closely checked and this has ensured that teaching is of good quality across the school. Training needs are identified so that staff can keep their knowledge and skills up to date. The link between salary progression and the quality of teaching is secure.
- The range of subjects offered to pupils is excellent. Programmes have been adapted well to meet the needs of pupils and the collaborative approach by different professionals benefits pupils enormously. The strong focus on developing pupils' communication skills and independence to empower them to make decisions and choices is excellent.
- Parents and carers are very positive in their views of the school and feel well supported by staff to overcome problems that their children have.

#### ■ **The governance of the school:**

- The governing body has been involved in making important decisions about the direction for the future of the school. Governors keep themselves up to date through training including that relating to safeguarding. Assessment information on pupils' progress is presented clearly in a way that helps governors to gain a clear overview of strengths and areas for development. Regular visits provide governors with first-hand knowledge of how well the school is operating on a day-to-day basis. They know that teaching is good and that the link with salary progression is suitable. Governors have made effective decisions with regard to arrangements for the leadership and management of the school during the absence of the headteacher. Governors provide a good level of support and challenge. For example, they have asked for school reports, submitted to the governing body, to be in a clearer format under specified headings to help them check the work of the school more effectively. They acknowledge that additional funding for identified pupils has not been accessed and that this is an area for improvement.

## 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>	115813
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	439462

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>	Non-maintained special
<b>Age range of pupils</b>	5–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	35
<b>Of which, number on roll in sixth form</b>	11
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Emma Gillett
<b>Headteacher</b>	Jan Daines
<b>Date of previous school inspection</b>	6–7 July 2011
<b>Telephone number</b>	01453 763793
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<b>Email address</b>	admin@stroses.org.uk



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