

Rosedale College

Inspection report

Unique Reference Number	102446
Local Authority	Hillingdon
Inspection number	335902
Inspection dates	28–29 April 2010
Reporting inspector	Helen Pennington

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Secondary
School category	Foundation
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	618
Of which, number on roll in the sixth form	175
Appropriate authority	The governing body
Chair	Mr Jim Edgecombe (Executive Chair) Mrs Beverly Amos (Associate Chair)
Headteacher	Mr Clive Neathey (Executive Principal)
Date of previous school inspection	29 April 2010
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Age group	11–18
Inspection dates	28–29 April 2010
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**Number of children on roll in the registered
childcare provision****Date of last inspection of registered
childcare provision**

Not previously inspected

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Introduction

This inspection was carried out by four additional inspectors. They observed 28 lessons and teachers and held meetings with staff, students and governors. They observed the school's work and looked at improvement plans, examination analysis, progress tracking and a range of other documentation, including 69 questionnaires from parents and carers and others from students and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the current progress of students in the sixth form
- current attainment, particularly in English
- the quality and impact of the curriculum and teaching on students' achievement.

Information about the school

Rosedale College is much smaller than most secondary schools. The student population is very ethnically diverse and almost 80% of students speak English as an additional language. The proportion of students known to be eligible for free school meals is, at 39%, well above the national average. A large number of students join or leave the college at different times during the academic year, although this proportion has decreased in the last three years. The college is a full service extended college and provides a range of learning opportunities for students and community groups beyond the college day. In January 2010, Rosedale became the lead partner in a hard governance federation with another local secondary school, Mellow Lane. This has resulted in a single governing body being formed to serve both schools. There is a privately run nursery on the college site.

The college was awarded the Inclusion Quality Mark in 2009, gained Healthy School accreditation in 2008 and has been a Social and Emotional Aspects of Learning Lead School since September 2008. Most recently, the college received the PE and Sport for Young People Award in April 2010.

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?

1

The school's capacity for sustained improvement

1

Main findings

The staff at Rosedale College place students at the centre of all that they do. The vision of the principals, to nurture ambition and potential and improve life chances, is firmly embedded amongst all staff and is the driver for every aspect of college development. Every student's circumstances and aspirations are known, and each is supported to achieve as much as possible. The result is that students make outstanding progress in Key Stages 3 and 4 and attain results which are in line with national averages. College leaders, because of their rigorous assessment and monitoring systems, are able to predict further improvement with confidence.

The outstanding curriculum is innovative in its design and is a significant contributor to the exceptional progress that students make. It is structured so that alongside all statutory requirements being met, a nurturing and personalised environment is created where students are able to develop their interests and experience academic success. There are mixed-age teaching groups throughout the college. For younger students, mathematics and English lessons take place in the morning every day in recognition of the need to raise attainment levels in these key areas. Partnerships with business and industry as well as a focus on work-related learning prepare students well for the future. There is, nevertheless, a need for a greater proportion of students to achieve higher grades in English and mathematics, to better equip them for employment.

Most teaching is good. At times, however, students are not as engaged as they could be because they are not actively involved in lessons. They do not always have opportunities to find things out for themselves

The levels of care, guidance and support are strengths of the college. Exceptionally positive relationships between adults and students are evident. Students commented 'this school gives you so much support' and 'teachers don't give up on you'. Pastoral care is led through subject-based 'alliances' giving subject leaders an extra role as pastoral managers. This integration allows students to receive effective academic support and guidance from the people who know them best. Teaching associates, members of the support staff linked to individual Key Stage 3 groups, provide stability and help to make transition from primary school run very smoothly. They get to know individual students quickly and, because they spend all day with one group, they help students to apply cross-curricular skills.

College leaders, inspired by the executive and associate heads, are relentless in their pursuit of the best possible outcomes for students and the distance the college has moved since the last inspection is a testament to the outstanding capacity to improve further. Daily meetings of the leadership team ensure that this focus remains at the

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forefront of all activities. Self-evaluation is accurate, rigorous and regular. Staff are proud to be part of the college and morale is high.

What does the school need to do to improve further?

- Use the current best practice in the college to increase the proportion of outstanding teaching by ensuring that students have more opportunities for active, independent learning.
 - Maintain outstanding progress and raise attainment in English and mathematics to better equip students with the skills and competencies necessary for employment.

Outcomes for individuals and groups of pupils**2**

A trend of improving attainment over the last three years means that at the end of Key Stage 4 it is now average. Indeed, some key measures, including the proportion of students who attain five or more good GCSEs or equivalents, are significantly higher than national averages. Students' attainment prior to joining the college is generally very low, so these outcomes represent exceptional progress. Students with special educational needs and/or disabilities and students for whom English is an additional language also make outstanding progress because teachers and other adults have a clear understanding of their individual needs and provide appropriately for them. During the inspection, students were observed to be learning well in lessons, but college leaders acknowledge that a highly personalised intervention programme in Year 11 makes a significant contribution to student outcomes at the end of Key Stage 4. This is an established part of curriculum provision, taking place when coursework is completed. Students are overwhelmingly positive about the college; almost all who completed questionnaires reported that they enjoy school and several students went out of their way to tell inspectors this. One wrote, 'Rosedale College is probably the centre of my life's success. It has taught me to believe in myself totally.' Students feel very safe and say that matters that they bring to the attention of adults are dealt with quickly and effectively. Behaviour in lessons and around the college is usually good and sometimes outstanding. Students are respectful of, and interested in, their cultural differences. As well as taking pride in their college, Rosedale students make an outstanding contribution to the wider community. Amongst other things, they have worked in partnership with the Metropolitan Police on the Safer Neighbourhoods initiative, contributed to the Salvation Army homelessness project, cleared a local churchyard to support the Christian community, hosted a party for senior citizens and raised money for the Red Cross and the Bridges to Africa project.

These are the grades for pupils' outcomes

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

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

How effective is the provision?

In scheduling six one-hour lessons each day, the college provides more teaching than many schools, in effect adding seven and a half weeks of teaching and learning to a normal school year. As well as the very well-tailored provision for younger students, Key Stage 4 now includes carefully selected vocational options alongside traditional GCSE courses. A wide range of activities provided through strong well-established business and industry partnerships such as those with British Airways and Glaxo Smith Kline help students to develop skills in enterprise and entrepreneurship. The curriculum is further enriched by many clubs and activities which are appreciated and enjoyed, particularly by the younger students.

The best teaching is characterised by students being active and engaged with tasks which are appropriate to their ability. In some lessons observed, teachers talked too much and at times learning opportunities were missed when students were not challenged by effective, open-ended questions. Students know their target grades and levels and how to improve their work. Some outstanding assessment practice was observed, for example in an English lesson students assessed each other's work and set targets for improvement. This is not consistent in all lessons.

Outstanding care, guidance and support have a significant impact on outcomes for students. The teaching associates make an exceptional contribution to student learning and well-being and as well as their work with Key Stage 3 students, they support students who join the college at different times of the year. The 'Learning Zone' is used well to support students' emotional, behavioural and social development, providing, for example, anger management and social skills courses. The quality of this support means

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that students who might otherwise have been at risk of exclusion are able to remain in school. Older students in particular are very appreciative of the additional help they receive with their work beyond the college day. The quality of provision is a contributor to students' positive attitudes to school and an outcome of this is the significant improvement in attendance and in particular the reduction in the number of students who are persistently absent from college.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The executive principal has a clear vision for the college and for the contribution it can make to the community it serves. His ambition, sharply focused on securing the best possible outcomes for students, is at the core of all that the college does. This drive and purpose is fully shared by staff and governors and is reflected in clear improvement priorities. In a climate of robust, accurate self-evaluation and review, there is tight line management accountability to ensure that the challenging targets set for students are met. Outcomes in English and mathematics at GCSE are viewed as the responsibility of all teachers and, as a result, everyone is committed to promoting the development of literacy and numeracy skills. Alliance leaders gather student performance data on a six-weekly basis and undertake a rigorous analysis of progress termly to ensure that any underperformance can be tackled quickly.

The college is proud of the diversity of the student population and is highly committed to promoting equality of opportunity. To ensure that all groups of students have equal access to activities and are benefiting from them, both participation and outcomes are carefully analysed. The result is that all groups of students perform equally well.

Outstanding safeguarding procedures are well embedded and the college is a model of best practice within the local authority, in particular for its multi-agency working. College leaders support other institutions in developing their safeguarding policy and practice. Partnerships with business and industry and with other educational establishments have a significant impact on students' learning and help to broaden and raise their aspirations.

The college has undertaken an audit of context and is involved in a wealth of successful projects involving various local community groups and some further afield. The impact of these activities has yet to be formally evaluated. The college itself is a highly cohesive community. Students from a wide range of different cultures and backgrounds get along

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well together.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Sixth form

There has been a strong upward trend in the progress students make in the sixth form since the last inspection. Current data indicate that students are making good progress towards their challenging targets. Students are keen to get involved in the college community through, for example, leading the college council or supporting Key Stage 4 students with gaining Sports Leader awards. They represent the college at other activities such as the Inter-faith Conference, Youth Enterprise competition and the local authority's Youth Conference.

The inclusive ethos of the college means that traditional and vocational courses suitable for most students who wish to join the sixth form are available. This includes providing GCSE mathematics and English lessons for those who need them. Consortium arrangements are well used to further broaden opportunities. Students hold their teachers in high regard and feel well supported by them. The exceptionally strong relationships between students and teachers evident throughout the college remain a key feature in the sixth form and are given by some as a reason for staying on.

Sixth form leaders have a strong focus on improvement and self-evaluation. Data are used to track progress and examination results are analysed carefully to inform planning. The college is in a transitional phase with regard to data analysis tools in the sixth form and so the comparisons with past and present performance are not as clear as they might be.

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These are the grades for the sixth form

Overall effectiveness of the sixth form	2
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

Views of parents and carers

There was a relatively low response to the parental questionnaires. Those parents and carers who responded, however, were overwhelmingly supportive of the college. They all said that their children enjoy college and they all believe that their children are making enough progress. The vast majority feel well informed about progress and agree with inspectors that the college keeps their children safe.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rosedale College 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 inspection team received 69 completed questionnaires by the end of the on-site inspection. In total, there are 586 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	42	40	58	0	0	0	0
The school keeps my child safe	36	52	31	45	1	1	0	0
The school informs me about my child's progress	41	59	27	39	1	1	0	0
My child is making enough progress at this school	30	43	39	57	0	0	0	0
The teaching is good at this school	33	48	33	48	0	0	0	0
The school helps me to support my child's learning	30	43	33	48	2	3	1	1
The school helps my child to have a healthy lifestyle	19	28	42	61	6	9	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)	32	46	32	46	1	1	0	0
The school meets my child's particular needs	23	33	41	59	3	4	1	1
The school deals effectively with unacceptable behaviour	25	36	38	55	3	4	0	0
The school takes account of my suggestions and concerns	19	28	44	64	1	1	0	0
The school is led and managed effectively	29	42	7	54	2	3	0	0
Overall, I am happy with my child's experience at this school	38	55	30	43	0	0	0	0

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 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	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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 pupil's 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.



30 April 2010

Dear Students

Inspection of Rosedale College, Hayes UB3 2SE

Thank you for your contribution to the recent inspection of your college. The inspection team enjoyed meeting with you and seeing you at work. You are rightly proud of your college, which provides you with an outstanding education.

You make exceptional progress in Key Stages 3 and 4. This is due to the good teaching you receive as well as the outstanding care and curriculum the college provides. In Key Stage 3 you are well looked after and supported in lessons by the Teaching Associates. You told us in Key Stage 4 how much you appreciate the extra time your teachers give to help you outside lessons. Your curriculum is exciting and is designed to allow you to take subjects that interest you and that you can do well in. In the sixth form, you are now making good progress. Leaders set all of you challenging targets. Regular assessment, careful monitoring and individual support make sure that no one falls behind. Inspectors could see how well you get on with your teachers and these positive relationships are another strength of your college.

You make an enormous contribution to the college and wider community, taking part in college council, contributing to plans for the new buildings and supporting various community groups including the police, the elderly and the Salvation Army. During the inspection many of you were planning to take part in the talent show which the sixth form had organised to raise money for the Red Cross.

Leaders and staff are very proud of the college but they are determined that it can be even better. We have asked teachers to develop your independence as learners and to give you more opportunities to be active in lessons. We have also asked them to make sure that you continue to make outstanding progress in English and mathematics so that more of you attain higher grades. This will help you to be as well prepared for employment as possible. You can help by getting actively involved in lessons and by making the most of all other opportunities the college provides.

We wish you continued success.

Yours sincerely

Helen Pennington

Lead inspector

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