

Inspection of The Rose School

Greenock Street, Burnley, Lancashire BB11 4DT

Inspection dates: 24 and 25 May 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Pupils told inspectors that they feel safe, happy and well cared for at school. They said that the school is a much calmer place than it used to be. Leaders deal with bullying effectively.

Pupils learn how to improve their personal well-being. Activities such as The Duke of Edinburgh's Award help pupils to develop their independence and social skills. Pupils benefit from activities that support them to believe in themselves and to try new things.

Pupils said that leaders do not give up on them. The curriculum that leaders have designed motivates pupils to increase their aspiration. However, leaders do not build on this well enough. They do not insist on the highest expectations for all pupils' achievement. Some pupils do not achieve as well as they should. This limits their choices for their next stages of education, training or employment.

Leaders expect pupils to behave well. Pupils learn how to manage their own behaviour. Leaders ensure that staff understand how to support pupils to accomplish this. Incidents of serious misbehaviour have decreased considerably over time. Pupils demonstrate improved attitudes to learning. However, some pupils do not attend school regularly enough. This hinders how well they learn.

What does the school do well and what does it need to do better?

All pupils in this school have special educational needs and/or disabilities (SEND). Leaders provide clear guidance for staff so that they understand how best to support each pupil.

Leaders have begun to shape a curriculum that captures the interest of pupils. In key stage 3, the broad topics within the curriculum develop what pupils have learned in key stage 2. Teachers prompt pupils to recall what they have learned in the past and in other subjects. This helps pupils to build new learning from key stage 2 to key stage 3.

Leaders are increasingly clear about what they want pupils to learn within topics. However, they have not thought carefully enough about what they want pupils to learn in each year group. This means that some teachers are unsure about which key learning to focus on. Consequently, pupils' recall of earlier learning is uneven.

In key stage 4, a high proportion of pupils access their learning off site. Leaders are not ambitious enough for these pupils. For example, leaders do not ensure that this group of pupils access the same breadth of curriculum that they would if they were in school. In addition, these pupils do not have the same opportunities to develop their reading knowledge as those pupils attending school do.

Teachers and tutors make sure that those pupils educated off site make progress in their chosen field of study. However, these pupils do not achieve qualifications or accreditation across a wide range of subjects. Their choices at the end of key stage 4 are reduced as a result.

Leaders have designed a new reading curriculum. All staff are trained well in how to enhance pupils' reading habits. Leaders have improved pupils' interest and enjoyment in reading through regular class sessions. Nonetheless, leaders do not ensure that all teachers deliver these sessions as agreed. Additionally, some teachers do not expect all pupils to take an active part in lessons.

There are pupils across the school who do not have the phonics knowledge that they need to work out what unfamiliar words say. This means that they are unable to access the curriculum independently. Leaders have very recently introduced a phonics programme to support pupils who find reading difficult. However, teachers have not begun to deliver this programme.

Pupils benefit from leaders' new approach to behaviour management. They listen respectfully to their teachers and to each other most of the time. Most pupils said that their attitude to learning has improved because of the support that they receive from leaders and other staff. Disruption to learning is minimised.

However, some pupils' irregular attendance at school affects how well they learn. Pupils with low attendance do not achieve as well as they should because they do not access the support on offer to them. Leaders permit some pupils to be educated off site at times when their SEND needs could be met at school.

Pupils respond well to the high-quality opportunities that leaders provide to develop personal qualities, such as confidence and resilience. Many pupils appreciate being outdoors as this helps them to regain composure or reflect on how they are feeling. Pupils enjoy exploring the wooded area that they have designed and made themselves. Here they cook, build shelters and take part in team-building activities.

Leaders have made substantial improvements to the culture of the school. This enables pupils and staff to focus on learning. Governors support leaders effectively in this work. However, governors are not as effective in challenging leaders to drive forward improvements to the curriculum. Governors do not ensure that all pupils access the highest standard of education possible.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff are trained well in safeguarding. Staff are vigilant in checking that pupils do not bring unsafe items into school. They identify quickly when a pupil is showing signs of being at risk of potential harm. Staff pass on their concerns diligently to leaders who are responsible for safeguarding. Leaders ensure that effective support is in place for vulnerable pupils.

When pupils' anxiety builds, leaders make sure that pupils and staff remain safe. Leaders also ensure that pupils know and follow the school rules about staying safe when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders do not ensure that pupils attend school regularly enough. As a result, some pupils are not prepared well for the responsibilities of adulthood or the world of work. Leaders should support pupils well to attend school regularly so that they can develop a wide range of knowledge and skills.
- Leaders do not ensure that some pupils benefit from the full curriculum. This limits pupils' choices for the next stage of their education, training or employment. Leaders should ensure that these pupils access a broad, high-quality curriculum that enables them to achieve well.
- Some pupils do not receive the support that they need to develop secure reading knowledge. Consequently, these pupils are not able to access the curriculum independently. Leaders should ensure that pupils who have fallen behind with their reading are supported to catch up quickly.
- Leaders do not provide sufficient guidance to teaching staff about what they expect pupils to learn in each year group. As a result, teachers are hindered in designing learning for pupils. Leaders should ensure that teachers are supported well to design learning that helps pupils to develop a rich body of knowledge over time.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	134625
Local authority	Lancashire
Inspection number	10210893
Type of school	Special
School category	Community special
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	69
Appropriate authority	The governing body
Chair of governing body	Tony Martin
Headteacher	Claire Crowley
Website	www.theroseschoolburnley.co.uk
Date of previous inspection	28 March 2019, under section 8 of the Education Act 2005

Information about this school

- The school caters for pupils with SEND. Most pupils have social, emotional and mental health or autism spectrum disorder as their primary need. All pupils have an education, health and care plan.
- Leaders use alternative provision for some pupils at three registered providers and two unregistered providers.
- The school meets the Baker Clause. This means that pupils in Years 8 to 13 receive information about the full range of education for a range of education and training options open to them. This includes opportunities for a range of education and training providers to speak to pupils about technical education qualifications and apprenticeships.
- Since the time of the previous inspection a new headteacher and deputy headteacher have been appointed.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke with the headteacher and other leaders in the school, including the leader for SEND. Inspectors spoke with a small group of governors, including the chair of governors.
- Inspectors looked at a range of documentation relating to safeguarding. This included the school's central record of staff and visitors, staff training records, records of safeguarding, and samples of pupils' records.
- Inspectors carried out deep dives in reading, mathematics, physical education and humanities subjects, including history and geography. They talked with the curriculum leaders of these subject areas. Inspectors also visited lessons, looked at examples of pupils' work, held discussions with teachers and talked with pupils.
- Inspectors observed pupils' behaviour at breaktimes and lunchtimes. They observed pupils' behaviour as they moved around the school.
- Inspectors spoke with staff and pupils about pupils' experiences at school.
- Inspectors spoke with staff who deliver off-site learning. They also spoke with staff from some of the alternative providers that pupils attend.
- There were insufficient responses to Ofsted Parent View. Inspectors considered the free-text responses from parents and carers. They also spoke with some parents on the telephone.
- Inspectors considered responses to Ofsted's online survey for staff.
- There were no responses to Ofsted's online survey for pupils.

Inspection team

Claire Cropper, lead inspector

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