

Inspection of The Rosewood School

40 Teddington Drive, Leybourne, West Malling, Kent ME19 5FF

Inspection dates: 22 and 23 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are happy at the school. They find the small classes calmer and like how teachers really care about their well-being. One pupil summed it up by saying, 'it's like a family here.' Pupils who are due to return to their home school are often reluctant to leave once they have settled in.

Pupils feel safe. They learn to trust the adults who look after them. They know that staff will listen to them and respect their opinions. This enables pupils to talk honestly and openly about issues that affect their success, well-being and self-esteem.

The typical school day is characterised by harmony and good humour. Although there is the potential for challenging behaviour, pupils usually behave well. There are a few incidents of bullying. Where it does occasionally happen, staff sort it out quickly.

Leaders and staff have created a nurturing place to learn. In lessons, staff provide the right balance of care with high expectations. This ensures that pupils start to catch up on missed learning. Perhaps the most important aspect about the school is that it gives pupils a fresh perspective about their future lives and aspirations.

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

Leadership is capable and committed. Since the arrival of the executive headteacher there have been many significant improvements to the school. This has resulted in a flourishing pupil population who are keen to do well. The senior leadership team are also very mindful of staff workload and well-being. The management committee are highly experienced individuals. They bring a range of expertise and knowledge to the role. As a result, they are able to help guide the school on its journey of further improvements.

The school offers a well-planned curriculum. Pupils complete a range of assessments when they arrive to identify any gaps in learning. Teachers help pupils to re-engage in their learning. Staff ensure that pupils revisit half-forgotten learning. This ensures that pupils are able to build on a firm foundation of knowledge. For example, pupils have many opportunities to catch up in mathematics. Leaders recognise that further enhancing the range of subjects available would be beneficial. This is so that pupils are even better prepared for their learning when they return to their home school.

In addition to their academic learning, the curriculum is designed to ensure that pupils develop an understanding of both their and others' needs. Pupils benefit from a range of therapies which help to calm those with anxieties. Equine therapy, or time with the school dog, helps to relax pupils. At the Staplehurst provision, education, therapy and clinical support is seamlessly intertwined. This enables teaching staff to plan work that is very responsive to pupils' daily needs.

Some pupils arrive at the school at an early stage of learning to read. Many arrive lacking in confidence. Skilful staff help pupils to quickly become fluent readers. Pupils usually select the reading books they will read as a group. The content often relates issues on life in modern Britain, such as identity, relationships and equality.

Pupils' speaking skills development and personal confidence is improved during their time at this school. This is particularly the case during breakfast club. It provides a valuable opportunity for pupils to discuss sensitive issues and debate rights and wrongs in a calm and respectful environment.

Staff have high aspirations regarding pupils' futures. Careers education is helpful and supportive. The school meets the government requirements in this area. The COVID-19 pandemic has limited work experience opportunities. Leaders are now intent on providing a greater range of experiences. Pupils enjoy working towards achieving an appropriate range of qualifications from level 1 to GCSE. Most Year 11 pupils are successful in going on to further study at college.

Parents are very complimentary about the school. They say their child has settled in well. Many also praise the outreach workers for their commitment and kindness. One parent summed up the views of many when they said, 'my child is genuinely enjoying learning new things.'

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are vigilant in ensuring that pupils are kept safe. Staff are well trained. They are aware of the risks in the local community, such as county lines. Staff know the pupils well. They quickly identify any changes in pupils' behaviour. Staff pursue their concerns with local agencies to ensure that pupils receive the support they and their families need.

Trusting relationships enable pupils to talk freely to staff about any issue that is worrying them. They know that their concerns will be acted upon. Pupils appreciate that staff care about them.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders recognise that pupils' current opportunities for work experience are limited. They need to plan a more varied range of experiences to ensure that pupils have a broader understanding of the options available to them.
- Although the school offers a well-planned curriculum, leaders recognise that offering a greater range of subjects would be of benefit. This is so that pupils are even better prepared for their learning when they return to their home school.

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	135432
Local authority	Kent
Inspection number	10227343
Type of school	Alternative provision
School category	Pupil referral unit
Age range of pupils	4 to 18
Gender of pupils	Mixed
Number of pupils on the school roll	118
Appropriate authority	Local authority
Chair	Anthony Moffatt
Executive Headteacher	Tina Hamer
Website	http://www.trs.kent.sch.uk
Date of previous inspection	3 and 4 July 2018, under section 5 of the Education Act 2005

Information about this school

- The school operates across three sites situated in Leybourne, Canterbury and Staplehurst. The Staplehurst provision is located within the Kent and Medway Adolescent Hospital. It provides mental health support and care for up to 14 inpatients. The school also offers remote and outreach provision.
- Nearly all pupils have special educational needs and/or disabilities, including mental health needs and/or long-term medical needs. Pupils often arrive at the school throughout the school year. Many have had some disruption to their education. The vast majority also remain registered with their home school during their time at this school.
- Since the previous inspection a new executive headteacher has joined the school. She became the interim executive headteacher in June 2021.
- The school currently uses no alternative provision.

Information about this inspection

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

- This was the first routine inspection 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.
- Deep dives were conducted in these subjects: English, mathematics, health and fitness, personal finance and personal, social, health and economic education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, met with teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors held meetings with senior leaders and staff. There was an online meeting with six members of the management committee including the chair. Three representatives from the local authority were also interviewed via a remote meeting. At Staplehurst, there were meetings with a consultant and clinical lead to discuss therapies.
- Inspectors considered the effectiveness of safeguarding through discussions with leaders, teachers, support staff and pupils. They checked the single central record. Records and information about behaviour and attendance were also discussed.
- A wide range of documentation provided by the school was considered. This included the school improvement plan, school evaluation and school policies.
- Pupils' views were gathered about the school through meetings and discussions at breaktimes. Inspectors observed pupils' behaviour at various times during the school day. They also took account of 39 responses to the pupils' questionnaire.
- There were 15 responses to Ofsted's online questionnaire, Ofsted Parent View, and 12 free-text comments from parents and an email. Inspectors also took account of 40 responses to Ofsted's online questionnaire for staff.

Inspection team

Liz Bowes, lead inspector	Ofsted Inspector
Sue Bzikot	Ofsted Inspector
Andrew Hogarth	Ofsted Inspector
Rosemary Keen	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022