

Inspection of Rosslyn School

1597 Stratford Road, Hall Green, Birmingham, West Midlands B28 9JB

Inspection dates: 22 to 24 March 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Early years provision

Inadequate

Overall effectiveness at previous inspection

Good

Does the school meet the independent school standards?

No

What is it like to attend this school?

Leaders have not established an ambitious curriculum. This means that pupils do not achieve well in a range of subjects. Pupils are not supported to gain the knowledge and skills that they need to prepare them for the next stage of their learning.

Pupils' behaviour is often inappropriate. Incidents of disruption in class are too common. Pupils often show negative and disrespectful attitudes towards staff and each other. Staff do not have consistently high enough expectations of pupils' attitudes towards their learning. This means that too many pupils lack focus and do not take enough pride in their work. This often goes unchallenged by staff.

Staff do not have high enough expectations of what pupils can achieve. Pupils are not progressing as well as they should. Pupils' learning is often disjointed within individual subjects and across the curriculum. This is limiting the amount of knowledge that pupils acquire by the time they leave the school.

Pupils say that they enjoy coming to school. They say that bullying does happen, and staff usually sort it out. They enjoy the chance to develop leadership skills through being a prefect or part of the school council.

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

Weaknesses in leadership since the previous inspection have resulted in a poorly planned curriculum. Substantial changes to staffing have compounded this issue. Overall, the curriculum is not fit for purpose. The proprietor does not have an informed understanding of the quality of education the school provides.

Leaders' ambition for pupils to learn knowledge that aligns with the depth and breadth of the national curriculum is not fully realised. Leaders have not identified the essential knowledge and skills that pupils need to learn in many subjects, and in what order. Teachers often work in isolation, devising content that does not link to prior learning because they do not have the full details of what pupils have learned previously.

Leaders have not established a structured approach to reading across the school. The teaching of phonics and early reading is inconsistent. Some staff lack the subject knowledge and training they need to teach phonics well. This means that pupils are unable to build their knowledge of letters and the sounds they represent in a systematic way. Pupils' reading books do not match the letter sounds that they are learning. The support in reading for those pupils who need it the most is poor. This means that they are falling behind the standards expected for their age. Older pupils have gaps in their phonic knowledge and so sometimes struggle to read unfamiliar words. Leaders have not considered which texts to include in the curriculum to broaden pupils' knowledge of different types of texts. As a result, many pupils do not read widely and for pleasure. They have limited knowledge of

different authors and choose to read texts that lack challenge, often aimed at younger children.

Systems for checking what pupils know and can remember are not firmly established. Staff often teach lessons without information about what pupils have learned previously. This means that staff do not identify and target gaps in learning. Some gaps in learning persist, and this limits how much pupils learn over time.

Where staff use an externally sourced curriculum for mathematics and religious education (RE), leaders have not checked that the planned curriculum is being delivered as intended. They have not ensured that staff teach lessons in a logical order or that they follow the intended sequence. This means that sometimes pupils learn a series of disconnected facts. Long term, this learning is often forgotten.

The content of the personal, social, health and economic (PSHE) education programme is not sequenced well enough for pupils in mixed-age classes. New content does not link or build on what pupils already know. This is often because checks on pupils' learning are not in place. The curriculum does not develop pupils' understanding of, and respect for, people's differences well enough. While pupils have some understanding of why they should respect differences, many do not demonstrate respect for one another or for adults. This contributes to the inappropriate behaviour in lessons and at social times.

Activities designed to promote pupils' spiritual, moral, social and cultural development are random and disjointed. Pupils have a very limited understanding of other faiths and cultures. Their knowledge of fundamental British values is scant. Plans to address this are in their infancy and do not identify the significant gaps pupils have in their learning. As a result, pupils are not well prepared for life in modern Britain.

Staff have considered opportunities to develop pupils' learning through school trips and visits. Pupils talked enthusiastically about when they visited the Black Country Living Museum. Pupils also take part in a range of clubs, including those for art and learning to play the recorder. However, overall, pupils' personal development is poorly supported.

Pupils who may have special educational needs and/or disabilities (SEND) are not well served by the school. The poorly designed curriculum and assessment system means that staff may not identify pupils with SEND. As a result, these pupils may not get the support they need.

Staff care for pupils and want the best for them. They say that they are proud to work in the school. They are keen to improve things, but leaders do not give them the clear direction, support and training to do this. Adults in early years make regular checks to ensure that the children are well cared for and are safe.

The school has an accessibility plan and is compliant with schedule 10 of the Equality Act 2010.

Leaders have not ensured that they have met the independent school standards consistently.

Safeguarding

The arrangements for safeguarding are effective.

The school has a safeguarding policy. This is in line with current government guidance and is published on the school's website.

Staff know the pupils well and know what local issues may affect them. All staff have received safeguarding training. They know how to record details of issues that pupils report to them and to whom to refer them. Leaders are aware of which outside agencies they must contact to ensure that pupils get the support they need. Staff teach pupils how to stay safe when online and when out of school in the community.

Leaders make all the necessary pre-employment checks before staff start work at the school.

What does the school need to do to improve?

(Information for the school and proprietor)

- Leaders have not set out the curriculum. They have not identified the core knowledge they want pupils to know and remember across the subjects. As a result, pupils' learning experiences are not coherent. Leaders need to set out the sequences of learning and be clear about what they want pupils to know and remember over time.
- Training and development to improve staff's subject and pedagogical expertise are infrequent. This means that staff do not have the subject knowledge and skills they need to teach effectively. Leaders should make sure that staff gain the expertise to deliver the planned curriculum effectively so that pupils can make progress and know and remember more.
- The teaching of reading is inconsistent. Some staff lack expertise in teaching pupils at the early stages of reading. Leaders should introduce a suitable approach to the teaching of reading and phonics, supported by appropriate training, that helps staff teach pupils to read well. Leaders need to ensure that teachers match reading books to the letter sounds that pupils know.
- Pupils' behaviour and attitudes towards learning and to others, including staff, are poor. This negative behaviour is often unchallenged by staff. Leaders should ensure that all staff follow the school's behaviour policy and promote a positive climate for learning and respect in all lessons and during social times.
- Leaders have not ensured that suitable assessment systems are in place so that teachers can identify and then address gaps in pupils' learning. This is especially so for pupils with SEND. As a result, teachers lack the information they require to adapt learning to meet individual pupils' needs. This results in further gaps in

learning and misconceptions. Leaders should ensure that suitable assessment methods are in place that enable teachers to identify any gaps that pupils have in their knowledge.

- Leaders' promotion of pupils' personal development, including their understanding of British values and the protected characteristics, is poor. As a result, pupils have very little understanding of British values and lack respect and tolerance for those around them. Leaders should develop a comprehensive PSHE education curriculum to ensure that pupils' personal development is well supported to prepare them for life in modern Britain.

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

School details

Unique reference number	103573
DfE registration number	330/6048
Local authority	Birmingham
Inspection number	10212755
Type of school	Other independent school
School category	Independent school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	26
Number of part-time pupils	0
Proprietor	Mr S Khan
Headteacher	Irina Jones
Annual fees (day pupils)	£6,750 to £7,650
Telephone number	0121 744 2743
Website	www.rosslynschool.co.uk
Email address	i.jones@rosslynschool.co.uk
Date of previous inspection	7 to 9 November 2017

Information about this school

- Rosslyn School is a non-selective day school for boys and girls on a single site in Hall Green, Birmingham. The number of pupils on roll has reduced considerably since the previous inspection.
- The school's most recent standard inspection was in November 2017. Since then, the school's proprietor and headteacher have changed.
- The school does not use any alternative provision.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

This was the first routine inspection the school had 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.

The headteacher was absent during the inspection. Because of this, the proprietor acted as the senior school leader for the course of the inspection.

- Inspectors met with the proprietor and other staff.
- Inspectors checked the single central record of staff's suitability to work with children and young people. Inspectors held meetings with the designated safeguarding lead. Inspectors spoke with staff about their safeguarding training.
- The lead inspector toured the premises and looked at a range of documentation to check the school's compliance with the independent school standards.
- The inspectors carried out deep dives in early reading, mathematics, PSHE education and RE. Inspection activities in these subjects included: lesson visits, discussion with staff and pupils, and work scrutiny. The lead inspector also observed pupils reading.
- The inspectors considered a range of documents, including the school's plans for improvement. Inspectors also looked at records of behaviour, attendance and safeguarding.
- The inspectors observed pupils' behaviour during lessons and at social times and talked to them informally about behaviour, bullying and welfare.
- The lead inspector talked to parents and carers at the end of the school day and considered the responses to Ofsted's online questionnaire, Parent View.

- Inspectors gathered the views of pupils and staff on site through discussions with these groups.

Inspection team

Emma Gater, lead inspector

Her Majesty's Inspector

Mike Onyon

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school failed to meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if–
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work–
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
 - 2(1)(b)(ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are–
 - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
 - 2(2)(b) that pupils acquire speaking, listening, literacy and numeracy skills;
 - 2(2)(d) personal, social, health and economic education which–
 - 2(2)(d)(i) reflects the school’s aim and ethos; and
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act[9];
 - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 2A(1) The standard in this paragraph is met if the proprietor–
 - 2A(1)(a) ensures that every registered pupil who is provided with primary education at the school is provided with relationships education,
 - 2A(1)(d) in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools,
 - 2A(1)(e) makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b),
 - 2A(1)(f) consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e), and

- 2A(1)(g) publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one.
- 2A(2) Arrangements made by the proprietor for the purposes of sub-paragraph (1)(b) must ensure that where a pupil’s parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the head teacher considers that the pupil should not be so excused.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
 - 3(f) utilises effectively classroom resources of a good quality, quantity and range;
 - 3(g) demonstrates that a framework is in place to assess pupils’ work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
 - 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;
 - 3(i) does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
 - 3(j) does not discriminate against pupils contrary to Part 6 of the 2010 Act [10].
- 4 The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school’s own aims as provided to parents or national norms, or to both, is in place.

Part 2. Spiritual, moral, social and cultural development of pupils

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor–

- 5(a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- 5(b) ensures that principles are actively promoted which–
- 5(b)(i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- 5(b)(ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- 5(b)(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- 5(b)(iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- 5(b)(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
- 5(b)(vii) encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;
- 5(c) precludes the promotion of partisan political views in the teaching of any subject in the school; and
- 5(d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils–
- 5(d)(i) while they are in attendance at the school,
- 5(d)(ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school, or
- 5(d)(iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere

Part 3. Welfare, health and safety of pupils

- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that–
- 9(b) the policy is implemented effectively; and
- 9(c) a record is kept of the sanctions imposed upon pupils for serious misbehaviour.

- 10 The standard in this paragraph is met if the proprietor ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.
- 14 The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through the appropriate deployment of school staff.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

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