

# Inspection of Red Rose School

28–30 North Promenade, St Annes on Sea, Lytham St Annes, Lancashire FY8 2NQ

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Inspection dates: 21 to 23 June 2022

## **Overall effectiveness**

## **Inadequate**

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The quality of education

**Inadequate**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Inadequate**

Sixth-form provision

**Inadequate**

Overall effectiveness at previous inspection

Outstanding

Does the school meet the independent school standards?

**No**

## **What is it like to attend this school?**

Pupils and students do not achieve well. They do not gain the knowledge that they need to be successful. This is because leaders' expectations of them are too low. There is a very limited range of qualifications that pupils and students can achieve. Some have to wait until they move on to college to study subjects which interest them or for which they have an aptitude. For some pupils and students, this affects their enjoyment of school.

The school is calm and orderly. Pupils and students get on with their work without distractions. However, some pupils lose interest in their learning when it does not build on what they already know. Some pupils and students do not have consistently positive attitudes to learning. Older pupils and students do not take on leadership roles which enable them to contribute to school life.

Pupils and students enjoy trips and visits to explore the local area. Staff encourage pupils to develop their talents and interests, such as songwriting.

Most pupils and students feel safe in school. This is because caring staff build trusting relationships with them. Most pupils and students feel that adults deal effectively with any worries that they may have, including bullying. That said, leaders have not acted appropriately to ensure that pupils are safe. Too little attention has been paid to reducing the risks to pupils and students in school, in the community and when they are online.

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

The proprietor and headteacher are lax in their oversight of the school. They have overseen a decline in the school's effectiveness. Leaders have not thought about what pupils and students should be taught in the different subjects, including reading, that they study across the school. Teachers are left to decide what to teach the pupils and students in their class. This means that there is little continuity or consistency in what pupils learn. Pupils' knowledge does not build up systematically over time. Consequently, pupils and students do not achieve well.

The qualifications on offer are limited. Added to this, pupils and students are not able to study any subject to GCSE or beyond. Pupils cannot continue to study some of the subjects that they study in key stage 3, such as music and geography, as they move into key stage 4 and the sixth form.

Leaders have not ensured that staff receive the training that they need to design learning that enables pupils to gain the knowledge that they need to be successful. Teachers do not routinely check what pupils and students know and can do to determine what to teach them next. Some teachers lack the necessary subject knowledge to teach some subjects effectively. Some staff do not select activities that help pupils to learn and remember what has been taught.

Pupils who struggle to read are not supported well enough to help them catch up quickly. There is no curriculum in place to help pupils secure their phonics

knowledge. Also, the texts that pupils read do not always match their abilities and allow them to practise their reading skills effectively. This means that pupils do not learn to read as fluently or confidently as they should.

Pupils and students can get on with their work without distraction. However, some pupils and students lack motivation to learn. This is because the work set is not well matched to what they already know.

The school's programme to support pupils' and students' personal development is not well thought out. Pupils and students do not benefit from consistently helpful or effective careers information and guidance. They do not receive all of the information that they need to make informed choices about their next steps. Moreover, some pupils and students are given this information too late. Leaders have not ensured that the statutory requirements for relationship and sex education are followed. Pupils and students are not taught the knowledge that they need to be well prepared for the changes that occur during adolescence. They are not taught important concepts such as consent in relationships or to recognise risks to their own safety. Pupils and students learn about the different world religions. They are encouraged to reflect on the beliefs of others as well as their own.

Leaders have systems in place to identify and assess any new or changing special educational needs and/or disabilities (SEND). They work well with other professionals to provide pupils and students with specialist support such as speech and language therapy. However, too often, the needs of pupils and students with SEND are seen as an insurmountable obstacle by leaders and staff. For example, staff avoid teaching content linked to relationships and sex as they perceive that this may cause embarrassment and anxiety for pupils and students. Also, staff do not enter pupils and students for some public examinations. This is because staff believe that pupils and students would not be able to cope with the disappointment if they are not successful. Consequently, pupils and students are not helped to develop characteristics such as resilience. They are not well prepared for the next stage of their education, employment or training.

Staff agree that the headteacher is mindful of their workload and well-being.

The proprietor and headteacher do not have a sufficient understanding of the requirements for independent schools. The school does not meet some of the independent school standards (the standards).

Leaders' arrangements to ensure that the standards about welfare, health and safety are met are slack. For example, the first-aid requirement is not met. Leaders have lapsed with their checks of first-aid boxes and pupils' medication. Added to this, the fire risk assessment is out of date, fire doors are left propped open and there is no fire-fighting equipment in the vicinity of the cooker used by pupils and students. Also, leaders have not maintained the school's admissions register in accordance with regulations or updated the anti-bullying policy since 2017.

The school's premises and accommodation are not well maintained. Some toilets are broken. The shower cubicles are inaccessible. There is no suitable designated medical and first-aid accommodation for use by pupils and students.

Leaders do not ensure that they provide all of the required information set out in the standards. The school has no health and safety policy. Leaders have not reported on the number of complaints received by the school in the past 12 months. In addition, other information, such as the school's provision for pupils who speak English as an additional language, is hard to find on the school's website. Leaders did not provide inspectors with annual accounts of income and expenditure for those pupils and students funded by local authorities.

Leaders ensure that the school's safeguarding policy is published on its website. However, they do not implement the school's safeguarding policy as they should. They have not carried out all of the required safeguarding and management checks to ensure that all staff are suitable to work at the school. The proprietor has not met the legal duty to keep pupils and students safe.

The school complies with schedule 10 of the Equality Act 2010. For example, there is a suitable accessibility plan in place.

## **Safeguarding**

The arrangements for safeguarding are not effective.

Leaders do not carry out all of the required checks to reassure themselves that staff are suitable to work with children. Staff lack the training and support that they need to carry out their roles and responsibilities capably and confidently. Leaders do not ensure that the school's records of concerns routinely include all follow-up actions, the decisions made and the reasons for those decisions.

Pupils and students are not given the information that they need to understand potential risks, such as peer-on-peer abuse, and to know how to keep themselves safe, for example, when online. This exacerbates pupils' and students' vulnerability.

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

### **(Information for the school and proprietor)**

- Leaders' expectations of what pupils and students can achieve are too low. This means that pupils and students are not well prepared for their next steps into adulthood. Leaders must raise their expectations of what pupils and students can achieve.
- The proprietor and headteacher have not ensured that the school's welfare, health and safety arrangements ensure that pupils and students are safe and their well-being is promoted. This means that pupils are at risk of harm. The proprietor and headteacher should take all the necessary actions to make sure that pupils and students are well cared for and safe.

- Leaders have not determined the most important knowledge that pupils need to learn and when this should be taught. This is also true for students in the sixth form. This means that teachers are not clear enough about the subject content that they should teach. As a result, pupils and students underachieve considerably. Leaders must agree the essential knowledge that pupils and students should learn and the order in which it should be taught in the different subjects.
- Teaching staff across the school have not had the training and support that they need to deliver the curriculum well. They do not have the knowledge needed to teach some subjects. The proprietor and headteacher should make sure that teaching staff have the expertise needed to design learning that helps pupils and students to achieve well.
- Pupils have access to a narrow range of subjects and qualifications at key stage 4 and in the sixth form. This restricts what pupils and students can achieve. It also limits their choice. Leaders should ensure that the curriculum and qualifications offered by the school equip pupils and students well for their next steps.
- The proprietor and headteacher have not ensured that there are suitable arrangements in place to check on pupils' and students' learning and progress. Teachers do not routinely find out what their pupils and students already know and can do. This means that some pupils and students have gaps in their learning. Conversely, some pupils and students repeat learning unnecessarily. Leaders should implement effective assessment arrangements.
- The personal development programme is not designed as effectively as it should be. Pupils and students do not have the knowledge that they need about relationships and sex, to understand risk, or to plan their pathway to employment. Leaders should ensure that the school fulfils its statutory responsibilities to provide pupils with relationships and sex education and access to suitable careers guidance.
- The proprietor and headteacher have not ensured that the school's premises and accommodation are suitable. There are no acceptable arrangements for pupils and students who are ill or need to wash and change following sport. Moreover, the school premises are not well maintained. The proprietor and headteacher should take the necessary steps to ensure that the standards relating to the premises and accommodation are met consistently.
- The proprietor and headteacher have not provided all the information, as required by the standards. Some key policies are not in place and some information is hard to find. The proprietor and headteacher should take the necessary steps to ensure that all the required information is made available.

## 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

<b>Unique reference number</b>	131163
<b>DfE registration number</b>	888/6032
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10210331
<b>Type of school</b>	Other independent special school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	5 to 17
<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>	38
<b>Of which, number on roll in the sixth form</b>	6
<b>Number of part-time pupils</b>	None
<b>Proprietor</b>	Colin Lannen
<b>Headteacher</b>	Gill Makinson
<b>Annual fees (day pupils)</b>	£19,698 to £32,790
<b>Telephone number</b>	01253 720570
<b>Website</b>	<a href="http://www.redroseschool.co.uk">www.redroseschool.co.uk</a>
<b>Email address</b>	<a href="mailto:office@redroseschool.co.uk">office@redroseschool.co.uk</a>
<b>Date of previous inspection</b>	20 to 22 February 2018

## Information about this school

- All pupils attending the school have an education, health and care (EHC) plan. Most pupils have identified specific learning difficulties. The school also caters for pupils who have dyslexia, dyspraxia and autistic spectrum disorder.
- The school has a Christian ethos.
- Leaders do not use any alternative providers.
- There are no key stage 1 or key stage 2 pupils on roll at the school currently.
- The previous standard inspection was from 20 to 22 February 2018.

## 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 that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and they have taken this into account in their evaluation of the school.
- During the inspection, inspectors held meetings with the headteacher, class teachers and support staff. Inspectors also spoke with a representative of a local authority which has placed pupils at the school. Inspectors met with the proprietor and one of the directors.
- Inspectors considered parents' and carers' views, including the responses to Ofsted Parent View.
- Inspectors considered the responses to Ofsted's staff and pupil surveys.
- Inspectors met with those responsible for safeguarding at the school. They scrutinised a range of documentation in relation to safeguarding. Inspectors considered the views of staff, parents and pupils about safeguarding.
- Inspectors observed pupils' behaviour during lessons and at playtimes. They spoke with pupils about bullying, behaviour and leaders' expectations of pupils' behaviour.
- As part of this inspection, inspectors carried out deep dives in personal, social and health education, mathematics and science. For each deep dive, inspectors met with subject leaders, discussed the curriculum, visited a sample of lessons, met with teachers, spoke with pupils and students about their learning and reviewed samples of pupils' and students' work.



## **Inspection team**

Pippa Jackson Maitland, lead inspector

Her Majesty's Inspector

Phill Walmsley

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)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–
      - 2(2)(e)(i) is presented in an impartial manner;
      - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
      - 2(2)(e)(iii) helps to encourage them to fulfil their potential;
    - 2(2)(g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;
    - 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)(b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2)
  - 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)(f) consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e).

- 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(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.
- 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 3. Welfare, health and safety of pupils**

- 7 The standard in this paragraph is met if the proprietor ensures that–
  - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
  - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005[12].
- 13 The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.

- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006[13].
- 16 The standard in this paragraph is met if the proprietor ensures that–
  - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
  - 16(b) appropriate action is taken to reduce risks that are identified.

#### **Part 4. Suitability of staff, supply staff, and proprietors**

- 18(2) The standard in this paragraph is met if–
  - 18(2)(b) no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction
  - 18(2)(d) the proprietor ensures that, where relevant to any such person, an enhanced criminal record check is made in respect of that person and an enhanced criminal record certificate is obtained before or as soon as practicable after that person's appointment.
- 20(6) The standard in this paragraph is met in relation to an individual ("MB"), not being the Chair of the school, who is a member of a body of persons corporate or unincorporate named as the proprietor of the school in the register or in an application to enter the school in the register, if–
  - 20(6)(a) MB–
  - 20(6)(a)(ii) does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction
- 21(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.
- 21(3) The information referred to in this sub-paragraph is–
  - 21(3)(a)(iii) a check was made to establish whether S is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction
  - 21(3)(a)(v) an enhanced criminal record certificate was obtained in respect of S
  - 21(3)(a)(vi) checks were made pursuant to paragraph 18(2)(d).

- 21(4) The information referred to in this sub-paragraph is, in relation to each member of staff in post on 1st August 2007 who was appointed at any time before 1st May 2007, whether each check referred to in sub-paragraph (3) was made and whether an enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained.
- 21(6) The information referred to in this sub-paragraph is, in relation each member ("MB") of a body of persons named as the proprietor appointed on or after 1st May 2007, whether the checks referred to in paragraph 20(6)(b) were made, the date they were made and the date on which the resulting certificate was obtained.
- 21(7) The information referred to in this sub-paragraph is, in relation to each member of a body of persons named as the proprietor in post on 1st August 2007 who was appointed at any time before 1st May 2007–
  - 21(7)(a) whether each check referred to in sub-paragraph (6) was made.

## **Part 5. Premises of and accommodation at schools**

- 23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that–
  - 23(1)(a) suitable toilet and washing facilities are provided for the sole use of pupils
  - 23(1)(c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.
- 24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including–
  - 24(1)(a) accommodation for the medical examination and treatment of pupils
  - 24(1)(b) accommodation for the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility.
- 24(2) The accommodation provided under sub-paragraphs (1)(a) and (b) may be used for other purposes (apart from teaching) provided it is always readily available to be used for the purposes set out in sub-paragraphs (1)(a) and (b).
- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.
- 28(1) The standard in this paragraph is met if the proprietor ensures that–
  - 28(1)(b) toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water
  - 28(1)(c) cold water supplies that are suitable for drinking are clearly marked as such.

## Part 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that–
  - 32(1)(b) the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate
  - 32(1)(g) any information reasonably requested in connection with an inspection under section 109 of the 2008 Act which is required for the purposes of the inspection is provided to the body conducting the inspection and that body is given access to the school’s admission and attendance registers
  - 32(1)(h) where a pupil wholly or partly funded by a local authority (except where funding is solely for free of charge early years provision in accordance with the duty contained in section 7 of the Childcare Act 2006[16]) is registered at the school, an annual account of income received and expenditure incurred by the school in respect of that pupil is provided to the local authority and, on request, to the Secretary of State.
- 32(3) The information specified in this sub-paragraph is–
  - 32(3)(c) particulars of the policy referred to in paragraph 2
  - 32(3)(d) particulars of arrangements for meeting the standards contained in paragraphs 9, 10, 11 and 13
  - 32(3)(f) details of the complaints procedure referred to in paragraph 33, and the number of complaints registered under the formal procedure during the preceding school year.

## 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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