

# Rosslyn School

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

**Inspection date**

24 January 2023

**Overall outcome**

**The school does not meet all of the independent school standards that were checked during this inspection**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraphs 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(h), 2(2)(i), 2A(1), 2A(1)(a), 2A(1)(d), 2A(1)(e), 2A(1)(f), 2A(1)(g), 2A(2) 3(h), 3(i), 3(j), 4*

- The previous inspection found weaknesses in curriculum design. Teachers did not have sufficient guidance about what to teach. Personal, social, health and economic (PSHE) education, and relationships education were underdeveloped. Pupils were not being given a secure understanding of British values. In planning the curriculum, leaders had not paid enough regard to the Equality Act 2010.
- Since that inspection, the proprietor has made some changes. He has recruited a curriculum leader who has begun improving the curriculum. All the subjects of the national curriculum are taught. However, curriculum design in some subjects, such as science, is further ahead than others.
- A structured phonics programme is now in place. Staff have received some training in how to teach early reading, and they teach reading every day. Currently, the school still holds a mixed stock of phonics books from different schemes. However, leaders plan to address this so that they focus on one consistent approach. Similarly, staff now follow a structured approach to mathematics. The proprietor has invested in a new resource that sets out clear guidance about what to teach and when. Pupils are now making better progress in their literacy and numeracy work.
- The school now has an informed PSHE policy. This is supported by curriculum guidance that identifies what pupils should learn. This guidance includes units on caring friendships, different families, respectful relationships, health education, being safe and online and media units. Leaders have added in some extra units on economic education to provide sufficient coverage of this aspect.
- All pupils now receive relationships education. Leaders have consulted with parents and chosen an approach that suits their pupils and complies with statutory requirements. It was not possible to see this being implemented during the inspection, but the required guidance is in place.

- Staff make formal assessments of pupils' attainment. Leaders ensure that these are shared with parents at certain points in the year.
- As a result of the changes made so far, pupils are now more engaged in their learning. Their behaviour in class is calm and purposeful. Furthermore, staff now have a consistent approach to managing behaviour. This, together with the ongoing improvements to the curriculum, means pupils are increasingly better prepared for their next steps.
- These standards are met.

*Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g)*

- Leaders have focused on the core subjects of English, mathematics and science so far. The curriculum leader has set out an action plan for improving curriculum design in other subjects. The school now has links with some subject specialist organisations and leaders are arranging training for staff.
- Curriculum thinking in several subjects, such as religious education and history, shows that leaders are considering why certain content is important. Their developing curriculum guidance identifies specific knowledge for pupils to learn and remember. However, while leaders and staff are on the right track, there is more to do to ensure a wholly well-sequenced curriculum.
- Because curriculum design is still developing, what teachers do in class remains a mixed picture. Where there is clear direction and clarity about what pupils should learn, such as in the core subjects, lessons are informed and follow a logical sequence. In addition, teachers' assessment is sharper because they know what to check for. However, curriculum design and assessment across other subjects is underdeveloped. This also limits leaders' and teachers' ability to adjust provision to meet the needs of pupils who may have special educational needs and/or disabilities.
- These standards remain unmet.

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

*Paragraphs 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)*

- The previous inspection found that activities to promote pupils' spiritual, moral, social and cultural development were random and disjointed. Pupils had little knowledge of different faiths and cultures. Leaders' plans to promote fundamental British values were in their infancy. The inspection concluded that pupils were not being well prepared for life in modern Britain.
- Since the inspection, leaders have taken action to develop these aspects. They have purchased resources and training to support the PSHE curriculum. In addition, they have a planned programme of visits to places of interest. These include different places of worship and local museums. Curriculum statements published on the school's website and in other documents set out the school's values and ethos. These values support democracy, respect for others and the rule of law. Staff promote these through lessons and assemblies.
- Religious education is based on a locally agreed syllabus. In the early part of the school, leaders focus heavily on the three Abrahamic religions. They do this so that pupils can

relate their learning to their own experience and learn about the common features that unite all three religions. As pupils get older, staff then teach them about Dharmic beliefs. In this area of the curriculum, leaders show a good understanding of the important knowledge to emphasise.

- The school's behaviour and anti-bullying policies support pupils to know the difference between right and wrong. Furthermore, greater consistency in the way staff implement these policies has improved pupils' behaviour. Pupils show respect for staff and one another.
- These standards are met.

### Part 3. Welfare, health and safety of pupils

*Paragraphs 7, 7(a), 7(b), 9, 9(b), 9(c), 10, 14 and Part 6 paragraph 32(1)(c)*

- The previous inspection raised concerns about pupils' behaviour. It found that some staff did not follow the school's behaviour policy. It also noted some concerns about supervision arrangements.
- Leaders have ensured that the behaviour policy is followed as intended since then. In all classes, staff have a consistent approach to rewards and sanctions. Any incidents or allegations of bullying are recorded on a secure electronic system. This makes it easier for leaders to spot any patterns.
- This inspection found no concerns about staff supervision of pupils. Staff are with pupils when they are in class, at lunch and outdoors.
- As was the case at the previous inspection, the proprietor has ensured that an up-to-date safeguarding policy is published on the school's website.
- These standards are met.

### Part 8. Quality of leadership in and management of schools

*Paragraphs 34(1), 34(1)(a), 34(1)(b), 34(1)(c)*

- The previous inspection found that leaders had not ensured compliance with many of the independent school standards. These related to the curriculum, teaching, pupils' spiritual, moral, social and cultural development and behaviour.
- Leaders have acted to make improvements since that time. The proprietor has recruited new staff and invested in new resources, such as reading books and a new mathematics programme. He has ensured that the previously unmet standards in Parts 2 and 3 of the independent school standards are now met. In addition, improvements to parts of the curriculum mean that the standards relating to PSHE and literacy and numeracy are also met.
- However, not enough work has been done to strengthen curriculum design and assessment in other subjects. Currently, staff have not had enough training or guidance in order to implement the full curriculum effectively. Because of this, leaders have not yet ensured compliance with all the independent school standards.
- These standards remain unmet.

## **Compliance with regulatory requirements**

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection, as set out in the annex of this report. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

## School details

Unique reference number	103573
DfE registration number	330/6048
Inspection number	10267491

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

Type of school	Other independent school
School status	Independent school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	14
Number of part-time pupils	0
Proprietor	Mr S Khan
Headteacher	Mr S Khan
Annual fees (day pupils)	£3,075 to £3,900
Telephone number	0121 744 2743
Website	<a href="http://www.rosslynschool.co.uk">www.rosslynschool.co.uk</a>
Email address	<a href="mailto:office@rosslynschool.co.uk">office@rosslynschool.co.uk</a>
Dates of previous standard inspection	22 to 24 March 2022

## 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 school's most recent standard inspection was in March 2022.
- Since the previous inspection, the proprietor has appointed three new teachers and a curriculum leader. The proprietor is currently the acting headteacher. The curriculum leader is the senior member of staff on site when the acting headteacher is absent.
- The school does not use any alternative provision.

## Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection. This is the first progress monitoring inspection and was completed without notice.
- The Department for Education required school leaders to prepare an action plan following the standard inspection in March 2022. Ofsted evaluated the plan in December 2022. The plan was judged to be acceptable.
- The inspector met with the proprietor and the school's curriculum leader. He discussed the curriculum and looked at curriculum plans, resources, and guidance for teachers in different subjects. He considered various policies, including the those for PSHE and relationships education. He reviewed leaders' actions and progress in implementing their action plan to improve the school. He also checked the school's website and the complaints procedures.
- The inspector visited all classrooms to see lessons taking place. He spoke with staff and pupils.
- The inspector reviewed the school's behaviour and anti-bullying policies. He checked how these were being implemented and how incidents were recorded. He looked at supervision arrangements and observed pupils' behaviour in class and during breaktimes.

## Inspection team

Martin Pye, lead inspector

Ofsted Inspector

## **Annex. Compliance with regulatory requirements**

### **The school does not meet the following independent school standards:**

*Standards that were not met at the previous inspection and remain un-met at this inspection*

#### **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.
- 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; and
  - 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.

#### **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.

## The school now meets the following independent school standards

### Part 1. Quality of education provided

- 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(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.

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