

Inspection of an outstanding school: Rosebery School

White Horse Drive, Epsom, Surrey KT18 7NQ

Inspection dates:

24 to 25 January 2023

Outcome

Rosebery School continues to be an outstanding school.

What is it like to attend this school?

Pupils are proud members of the school community. They appreciate their similarities and celebrate their differences. They are proud of their achievements and aspirational for their future. All members of the school community behave in a way that upholds the values and ethos of the Rosebery Way. Pupils are happy and safe.

Pupils' conduct in classrooms and around the school is calm and orderly. Low-level disruption is not tolerated, so learning is not disrupted. Incidents of bullying and or discriminatory behaviour are extremely rare. When they do occur, they are dealt with quickly and appropriately. Pupils are polite and respectful. They are kind and considerate.

Pupils welcome the opportunities offered to broaden their outlook through trips, visits, theatre and residentials as well as the Duke of Edinburgh's Award. Extra-curricular activities include sport, music and drama as well as a medical society, creative writing, a coding club and the extremely popular cheerleading activities.

Aspirations are ambitious and supported by a strong careers programme, including visiting speakers, work experience and employer engagement. Careers support in the sixth form is strong and all students have access to appropriate careers advice. Students are very well supported in their university applications.

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

The curriculum is expertly planned, meticulously sequenced and precisely implemented. It is hierarchical, developmental and ambitious. The sixth-form curriculum is bold and relevant. Courses in the sixth form are academically focused with accessible and reasonable entry requirements. Students do well in the sixth form. They benefit from the passionate support, active encouragement and extensive opportunities which the sixth form provides.

Disadvantaged pupils and those with special educational needs and/or disabilities (SEND) are well catered for. Staff are determined to ensure that they achieve as well as their peers. They are known and encouraged. Extra-curricular talks, national competitions and university visits are actively pursued. Higher prior attaining pupils are identified and challenged through supplementary work and enrichment activities.

Teachers' subject knowledge is exceptionally strong and pupils appreciate their excitement and enthusiasm. Lesson planning ensures that topics are revisited with a focus on retaining knowledge. This is supported through retrieval activities and revision homework.

Literacy skills are championed, and pupils take a great pride in the presentation of their work. Messy thinking is encouraged so that pupils appreciate that their thinking is just as important and valuable as their presentation.

Assessments are standardised and feedback focused on closing gaps in knowledge. Students value their feedback and benefit from the support and encouragement of their teachers. Misconceptions are vigorously anticipated and addressed.

Procedures and practices, detailed in the behaviour policy, are meticulously followed. Attendance is very high, so pupils benefit from the exemplary education provided. Pupils demonstrate a strong work ethic and arrive to their lessons punctually. They show considerable respect and support for their teachers and one another. Sixth-form students act as excellent role models.

High-quality pastoral support ensures that all pupils understand protected characteristics and have an age-appropriate understanding of healthy relationships. The school provides a robust programme supporting pupils' personal development, welfare and well-being. The programme is well considered and well constructed. Content supports pupils' well-being, relationships, community and understanding of fundamental British values.

Pupils' welfare is energetically supported by well-being ambassadors and the Hive facility, which offers exceptional support for pupils' mental health. The provision supports pupils with a range of concerns such as anxiety, stress, depression and low self-esteem. In addition, the Hive website offers a wealth of information for parents, including where to find support and guidance.

Leaders at all levels talk with enthusiasm, commitment and pride about the school. They are relentless in their pursuit of excellence and joy for every child at the school. Staff are supported through effective line management, coaching and access to appropriate training. School leaders have considered workload and teachers are positive about this.

Leaders work hard to reach out to parents in a number of ways, but in particular in relation to mental health and safeguarding support. Staff meet with family members regularly and attend multi-agency meetings. They offer training and information sessions for parents on common themes such as self-harm, anxiety and eating disorders.

Trustees and governors have a good understanding of their roles and responsibilities. They carry these out effectively and efficiently with the active encouragement of school

leaders. They faithfully support the school's vision and strategy. The school contributes extensively to the education community through outreach work and support for other trust schools.

Safeguarding

The arrangements for safeguarding are effective.

The school has an exceedingly strong culture of safeguarding. Leaders ensure that safeguarding arrangements are robust and fit for purpose. The single central record is suitably detailed with all required checks being carried out. Leaders follow safer recruitment protocols when making appointments.

Safeguarding training is provided for all staff throughout the year with frequent updates. This ensures that staff are alert to the signs of vulnerability and abuse, and entirely proficient in reporting concerns. The school enjoys robust relationships with external providers, including children's services and alternative education providers.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in May 2017.

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.

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	137736
Local authority	Surrey
Inspection number	10256426
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Girls
Gender of pupils in sixth-form provision	Girls
Number of pupils on the school roll	1,449
Of which, number on roll in the sixth form	221
Appropriate authority	Board of trustees
Chair of trust	Lynne O'Reilly
Headteacher	David Lach (head of school) and Ros Allen (executive headteacher)
Website	www.roseberyschool.co.uk
Dates of previous inspection	3 to 5 May 2017, under section 8 of the Education Act 2005

Information about this school

- Rosebery School is larger than the average-sized 11 to 18 girls' secondary comprehensive school. It is part of the GLF Schools Trust.
- The school makes use of five registered alternative providers as well as the Surrey County Council Access to Education (A2E) and Surrey Online School (SOS).
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical educational qualifications and apprenticeships.

Information about this inspection

- This was the first standard 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.
- Inspectors carried out deep dives in English, mathematics, geography and modern foreign languages. For each deep dive, inspectors spoke to subject leaders about the curriculum, visited a selection of lessons, talked with subject teachers, spoke to pupils and looked at samples of pupils' work.
- Inspectors held meetings with leaders, staff, students and pupils. They reviewed the single central record, read safeguarding documentation and considered the school's practices and procedures.
- Inspectors reviewed the policies provided by the school and the trust. They studied curriculum documentation, suspension statistics, behaviour logs, attendance records and destination information. The lead inspector met with governors and trustees. He spoke to the director of education of the trust and representatives of the alternative providers.
- Inspectors considered the responses to Ofsted's online survey of parents' views as well as the further written comments provided. They reviewed the responses to the online surveys completed by staff and by pupils.

Inspection team

Paul Metcalf, lead inspector	Ofsted Inspector
Beverley Murtagh	Ofsted Inspector
Jason Philipsz	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 2023