

Inspection of Rosedale College

Wood End Green Road, Hayes, Middlesex UB3 2SE

Inspection dates: 11 and 12 July 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Sixth-form provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Leaders have high expectations of what pupils can achieve, and pupils work hard to meet these expectations. Staff are committed to helping all pupils reach their potential. Pupils come from a wide range of starting points and backgrounds, with many languages spoken and representation from across cultures and beliefs.

Leaders provide a wide range of opportunities to develop pupils' characters. This includes educational visits and clubs, including sports clubs. In the sixth form, students take on leadership roles and get involved in organising activities that enhance everyday school life, including volunteering to read with children at local primary schools.

Pupils feel safe at school, and behaviour in class does not stop learning from taking place. Pupils are well supported, both in and out of the classroom, because there are strong relationships between staff and pupils. The personal views of some pupils are at times disrespectful of others' beliefs and values. Leaders are tackling this.

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

Leaders have created an ambitious curriculum, which enables pupils to achieve well in their academic qualifications, including in the sixth form. Leaders provide teachers with well-considered resources, which enhances their teaching. In most subjects, the curriculum is well thought through, with key concepts set out and taught in a logical order. This leads to strong outcomes, and pupils demonstrate that they can recall knowledge they have been taught over time.

Teachers have strong subject knowledge and ensure that pupils develop their technical vocabulary across subjects. Pupils can link new learning to what they already know, and this leads to them remembering more over time. Pupils value the expertise of their teachers and appreciate the strong relationships that allow them to succeed.

Leaders provide appropriate support for pupils with special educational needs and/or disabilities (SEND). These pupils are identified quickly, and their specific needs accurately set out. Leaders check regularly that these pupils are progressing well through the curriculum and provide additional help if needed.

Leaders have implemented a structured personal, social, health and economic education (PSHE) programme that defines the values, knowledge and skills that pupils need to learn. Pupils are taught the importance of online safety and healthy relationships and are confident in discussing these areas. When issues arise, leaders respond appropriately, adjusting the PSHE programme accordingly, including in the sixth form.

Behaviour across the school is calm and productive. Both within lessons and around the school pupils generally treat others with respect. However, a few pupils are not tolerant of others, including those with protected characteristics.

Leaders have made plans to broaden the curriculum in Years 7 to 9 to ensure that pupils have access to a wider range of subjects and skills from September 2023. At the time of this inspection, pupils in these year groups had not yet had the opportunity to deepen their learning in some subjects.

The proportion of pupils being entered for the English Baccalaureate suite of subjects is lower than in other schools. This is largely because a relatively low proportion study languages at GCSE. Many pupils attending the school speak English as an additional language and are new to English. Leaders are prioritising the development of fluency in English for these pupils. Any pupils who require additional help with their reading in order to access the full curriculum are provided with suitable support.

Members of the school council are elected to their positions by their peers and influence parts of school life that matter to pupils. Pupils can choose from a growing offer of extra-curricular activities. The quality of careers education is strongest in the sixth form, with leaders providing access to a wealth of programmes and scholarships and personalised careers guidance. For pupils in Years 7 to 11, the careers advice they receive is less comprehensive. This means that pupils sometimes lack confidence when choosing their next steps.

Leadership has undergone change at various levels in the school recently. The new leadership team is developing and embedding the curriculum and other systems in the school. Many staff feel well supported in their workload and recognise leaders' efforts to improve their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders act appropriately to safeguard pupils by ensuring that all staff have appropriate training and are confident in raising issues. Support is provided for pupils at risk, and leaders are reviewing systems to ensure they can continue to be responsive to safeguarding needs. Pupils are taught about risks that they may face in the community or online.

Leaders ensure that the school environment and activities are considered and risk assessments are completed. However, occasionally, risk assessments are not aligned with practice and require further action from leaders.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A few pupils express disrespectful views on equality and protected characteristics. Leaders should ensure that policies and practices are consistently implemented and that fundamental British values are consistently upheld.
- The key stage 3 curriculum has not provided sufficient breadth and depth in some subjects. While leaders have taken action and changes are in place for September 2023, some pupils in the school continue to have gaps in their knowledge. Leaders must ensure that pupils receive a full curriculum in key stage 3 that enables them to deepen their knowledge and skills in all subjects.

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	137077
Local authority	Hillingdon
Inspection number	10290176
Type of school	Secondary
School category	Academy
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	927
Of which, number on roll in the sixth form	53
Appropriate authority	Board of trustees
Chair of trust	Stewart Duguid
Principal	Belishia Visser
Website	http://www.rosedalecollege.uk
Date of previous inspection	11 and 12 May 2022 under section 8 of the Education Act 2005

Information about this school

- The interim principal and vice-principal took up their posts in April 2023.
- The school is part of The Rosedale Hewens Academy Trust.
- The school uses one unregistered alternative provider for in-home tuition.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

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

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the principal, vice-principal and members of the trust and school leadership.
- Inspectors carried out deep dives in these subjects: mathematics, languages, physical education, science and computing. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also visited lessons and reviewed pupils' work in some other subjects.
- Inspectors reviewed a range of documentation, including leaders' school evaluation, the school development plan, records for behaviour and attendance, and information about pupils' personal development.
- The lead inspector met with members of the trust.
- To check the effectiveness of the school's safeguarding arrangements, the lead inspector met with the designated safeguarding lead. He reviewed documentation, including the school's policy, records of support provided for pupils and the checks undertaken when recruiting staff.

Inspection team

Karim Ismail, lead inspector	His Majesty's Inspector
Philippa Nunn	Ofsted Inspector
Stephen Adcock	Ofsted Inspector
Verity Lane Cartledge	Ofsted Inspector

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