

# Inspection of Rosewood School

Bell Street, Coseley, Bilston, West Midlands WV14 8XJ

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Inspection dates: 23 and 24 January 2024

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Good

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

The Rosewood School is a place where pupils are well looked after and cared for. The school provides all pupils with a unique provision and curriculum to succeed. Positive relationships, strong community and inclusion are the heart and soul of this school.

The school is ambitious and pupils achieve well. The curriculum is broad and balanced. For example, alongside core and foundation subjects, a therapeutic offer is available for pupils. This includes holistic therapy, play therapy and music therapy.

Opportunities to learn in the community are exceptional. For example, trips to the seaside and to a museum help pupils understand the subjects they are learning. Pupils have opportunities to access vocational learning such as mechanics and hair and beauty in key stage 4. As a result of this, pupils are very well prepared for their next stage in education.

The behaviour and attitudes of pupils are exemplary. Pupils are well mannered and have excellent relationships with staff. Pupils feel safe. They are respectful and tolerant of one another. They enjoy being in school. The daily assemblies bring the whole school together to celebrate achievements with pride.

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

The curriculum supports the needs and interests of all pupils. It is adapted so that pupils can engage in topics that are relevant and interesting. The curriculum identifies what pupils need to learn and the order in which this should take place. As a result of this, pupils remember what they are taught and achieve highly.

The curriculum is well planned. In most lessons teachers select resources that are appropriate and engaging. For example, the use of pictures and question cards in English encourages all pupils to take part. However, in other lessons, some pupils do not understand their work as well as they could.

Teachers regularly check what pupils know and remember so they can identify gaps in pupils' learning. This means that pupils are given the support they need to catch up quickly. As a result of this, pupils achieve well in their personal and academic studies. Pupils do well and are ready for their next steps by the time they leave school.

The school prioritises reading. Pupils who are not yet fluent readers are identified and the right support is put in place for them so that they catch up quickly. Pupils enjoy reading and visiting their local library and bookstore. Pupils talk positively about the books they read.

Pupils are taught how to stay safe in their school and local community. Pupils are encouraged to talk and have a voice. Pupils understand the importance of consent and are taught how to stay safe online. Pupils understand the importance of respect, tolerance and the law. Pupils have opportunities to learn about different faiths. This extends into the community where pupils visit a synagogue and Catholic church. Pupils spoke sensitively about the importance of equality. As a result of this, pupils are being well prepared for life in modern Britain.

The school encourages all pupils to find and pursue their dreams. Pupils benefit from a well-considered careers programme. They learn about different employers. For example, in Year 11, all pupils access work experience placements to support their aspirations. Previous placements have ranged from working in a stable to a football stadium. There are a range of clubs that help pupils engage in their hobbies and interests. Learning outside the classroom is exciting. Examples of this include camping and climbing.

The school has high expectations of pupils' behaviour. Pupils are praised and rewarded for excellent work. Incidents are dealt with quickly and effectively. There has been a significant decrease in suspensions.

There have been demonstrable improvements in pupils' attendance. Staff are tenacious in checking that pupils attend regularly. Where there is concern, the school supports pupils by working with families and external agencies.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- At times, the work given to pupils does not consistently promote engaging opportunities for them to learn independently. As a result, in some lessons, some pupils' needs are not being met. The school should support staff in adapting the curriculum to meet the needs of all pupils.

## **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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	103882
<b>Local authority</b>	Dudley
<b>Inspection number</b>	10294502
<b>Type of school</b>	Special
<b>School category</b>	Maintained special
<b>Age range of pupils</b>	9 to 16
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	54
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Helen Edwards
<b>Headteacher</b>	David Kirk
<b>Website</b>	<a href="http://www.rosewood.dudley.sch.uk">http://www.rosewood.dudley.sch.uk</a>
<b>Date of previous inspection</b>	14 February 2017, under section 8 of the Education Act 2005

## Information about this school

- All pupils have an education, health and care (EHC) plan. These plans cover a broad range of special educational needs and/or disabilities including social, emotional and mental health, autism and moderate learning difficulties.
- The school uses two unregistered alternative providers.
- 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.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any impact of the pandemic with the
- The inspectors met with the headteacher, governors, the deputy headteacher, assistant headteachers, subject leaders and teachers.
- Inspectors spoke to leaders from both alternative provisions. Inspectors also spoke informally with parents, carers, transport escorts, drivers and staff.
- The lead inspector spoke with a representative of the local authority.
- Inspectors carried out deep dives in early reading, English, personal, social and health education and computing. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. Inspectors also looked at additional areas of learning.
- Inspectors looked at a sample of pupils' EHC plans.
- The lead inspector observed pupils reading to a familiar adult.
- Inspectors spoke to groups of pupils formally and informally about their learning and experiences at school.
- Inspectors observed informal times to evaluate safeguarding and pupils' behaviour.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to the online questionnaire, Ofsted Parent View, including free-text comments. Inspectors also looked at responses to Ofsted's online survey for staff.
- Inspectors looked at a range of documents provided by the school, including the school's self-evaluation, school policies, curriculum documents and SEND records.

### **Inspection team**

David Lisowski, lead inspector

Ofsted Inspector

Gail Brindley

Ofsted Inspector

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