



The Rose School

Inspection Report

Unique Reference Number 134625
LEA Lancashire
Inspection number 282620
Inspection dates 23 May 2006 to 24 May 2006
Reporting inspector Mrs Noreen Buckingham

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Special	School address	Swindon Street
School category	Community special		Burnley
Age range of pupils	11 to 16		Lancashire, BB11 4PF
Gender of pupils	Mixed	Telephone number	01282 453 072
Number on roll	32	Fax number	01282 426 842
Appropriate authority	The governing body	Chair of governors	Cllr Tony Martin
Date of previous inspection	Not applicable	Headteacher	Ms Nicola Jennings

Age group	Inspection dates	Inspection number
11 to 16	23 May 2006 - 24 May 2006	282620

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

The Rose School is a special school for boys and girls who have significant behavioural, social and emotional difficulties. The school has only been open two terms, since September 2005 with Year 7 and Year 10 pupils. Years 8 and 9 have been admitted on a phased entry and by September 2006 the school will have pupils from Years 7 to 11. Currently, there are 32 pupils on roll and all have statements of special educational need. Some pupils moved from residential provision and others have not attended a school for many months. Attainment on entry is well below what would normally be expected for the ages of the pupils. The proportion of pupils entitled to free school meals is very high at 87%. Five pupils are from minority ethnic groups: none speak English as an additional language.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school's overall effectiveness is satisfactory and it provides satisfactory value for money. Parents are happy with what the school provides. The achievement of pupils who attend school regularly is satisfactory with pupils in Year 10 already gaining Entry Level in mathematics. The attendance of about a quarter of the pupils is poor and because of this they make little progress.

Pupils' personal development is satisfactory. Their behaviour, which at times is challenging, is handled well in lessons. The number of exclusions is high but actions taken by the school are slowly reducing the need for exclusion. The headteacher, who with the deputy headteacher, forms a strong partnership for leading the school, has successfully established a clear set of aims and a sound curriculum that prepares pupils adequately for leaving school. Teaching and learning are satisfactory and, although school-wide systems for assessing pupils' progress are not fully established, teachers' knowledge of individual pupils' attainment is used to plan suitable work. With support from a wide range of external agencies, the school provides a good level of care and support for the pupils and ensures their safety. The headteacher, the deputy headteacher and staff share a strong commitment and determination to establishing a good school and have the capacity to lead the school forward.

What the school should do to improve further

- Work closely with the local authority to improve attendance.
- Develop consistent and effective assessment and recording procedures across the school to improve pupils' learning.

Achievement and standards

Grade: 3

Achievement is satisfactory overall. The achievement of pupils who attend school regularly is satisfactory and they make adequate progress. Pupils in Year 10 are working towards externally accredited examinations in English, mathematics, science, art and design, design and technology and information and communication technology (ICT). Some pupils have already gained Entry Level in mathematics. There are no differences in achievement between boys and girls, those in public care or those from minority ethnic groups. In some science and food technology lessons, pupils learn well because the teaching is interesting and offers good opportunities for them to acquire practical skills.

The poor attendance of a significant minority of pupils means that they make insufficient progress in all aspects of their learning.

Given the short time the school has been open, along with the limited amount of data available, the school has not set whole school targets for improvement, but it has established an appropriate expectation for GCSE Examination successes in 2007 based on the current achievements of Year 10 pupils.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being are satisfactory overall. Their spiritual, moral, social and cultural development is promoted suitably through the curriculum and opportunities provided by daily events such as 'breakfast club'. The award for 'pupil of the week' is an example of how effort and achievement are celebrated. Pupils participate in a wide range of physical activities and are learning to lead a healthy lifestyle. The school is working towards the Healthy Schools Award. The School Council is confident in coming forward with ideas and a non-uniform day raised money for charity. Although few opportunities are available for the pupils to be involved in the local community, the curriculum helps them to develop an understanding of the world of work and the responsibilities of good citizenship.

The school has very clear expectations of pupils' behaviour. Pupils have positive relationships with staff, who are good role models. Disruptions in class are dealt with swiftly and effectively. The system of 'time out' helps pupils to manage their own behaviour. Pupils and teachers negotiate behaviour targets and these are discussed in tutor time. Pupils know the points system and the resulting rewards and sanctions. The rate of exclusion for unacceptable behaviour, although high, is slowly reducing.

Most of those who attend regularly have made a significant improvement in their attendance. The school assiduously follows up absences and is well supported by the Education Welfare Services. The school has set an ambitious target to improve attendance during this term but current figures mean that the school is not on track to achieve it. This is because attendance of 25% of pupils is inadequate.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory with some good features. Good teaching occurs especially when lessons involve practical activities, such as food technology or science. Pupils behave best in these lessons; they work hard, concentrate and achieve well. Most teachers use their own assessments to give them an understanding of standards attained by individual pupils in the subject they teach. This knowledge helps towards the successful planning of lessons. Good teamwork between teachers and teaching assistants contributes significantly to maintaining a positive ethos in the classrooms. Disruptions are usually managed quickly so that the effect on the lesson and on other pupils is kept to a minimum.

When learning objectives are explained to pupils, as in science, they know what is expected and understand what they have to do. Key words in the lesson are highlighted and good emphasis is placed on learning vocabulary that is specific to the subject. In food technology, pupils learn well and are proud of what they have made while developing relevant life skills. Some pupils have limited writing skills so activities such

as role-play or drawing give them opportunities to learn successfully using different skills. An overuse of worksheets inhibits the development of pupils' writing. Where activities go on for too long or pupils do not understand the task, pupils' motivation to learn diminishes.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. It meets the needs of the pupils and gives appropriate emphasis to developing skills in literacy and numeracy. Personal, social and health education focuses on topics which help pupils on a day-to-day basis. The school has quickly developed externally accredited courses in a range of subjects. Older pupils are given opportunities to experience college courses, work placements and work-related learning activities. All these experiences help to prepare pupils for the next stage in their lives. Appropriate links are being developed with a local high school for physical education and one pupil is already accessing mainstream school on a weekly basis and another wants to do the same. The curriculum is further enhanced by visits to local sports facilities and groups in school to cater for a wide range of interests, including those specifically provided for girls.

Care, guidance and support

Grade: 2

The school provides a good level of care, support and guidance for the pupils. The environment is safe and secure and the staff exercise close supervision over the pupils. All staff are trained in the Team Teach approach to managing behaviour and all activities are subject to risk assessments. This is extended to behaviour plans for pupils so that, if necessary, they are handled with minimum risk to themselves and others. Statutory requirements relating to pupils' welfare and health and safety are robust. Parents feel their children are safe and happy in school.

School staff and the Connexions service give good support and guidance to older pupils to enable them to make sensible career choices. A wide number of agencies support pupils and the school, for example, health and social services and Family Liaison Officers.

Because the school has only been open a short time, tracking pupils' progress is in its infancy because there is insufficient information from the current assessment procedures. Parents like the weekly reports about how their child has been doing. The school council is active in voicing pupils' opinions and the headteacher always responds to their requests.

Leadership and management

Grade: 2

Leadership and management are good. Under the clear direction of the headteacher and deputy headteacher, who form a strong team, much has been achieved since the

school was opened in September 2005. Systems for managing the school work well, and the confidence of parents has been secured in the school's capacity to provide a safe environment and an appropriate curriculum. The school's leaders have the drive and determination to establish a good school. Their vision has been communicated clearly, so the staff share it and all are fully committed to the development of the school. Teamwork is well established. The governors are equally supportive and see their role as 'critical friend' as crucial in developing their monitoring role.

Targets in the school improvement plan, and in the longer term school development plan, show that the school knows what it has to do to move forward and raise pupils' achievements. This reflects the good start the headteacher has made in monitoring and evaluating the work of the school. Performance management targets for staff indicate a good understanding of what needs to be done to further develop their practice and understanding of pupils' difficulties.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	NA	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	4	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

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Ms Nicola Jennings

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23 May 2006

Dear School Council

I did enjoy my visit to your school. Thank you for talking to me even though it meant that some of you missed activities you enjoy. Your school has not been open very long and some of you have just started. However, I did look at your work and I can see that most of you are trying hard. This is what I found out about your school:

Your headteacher and all the staff want you to do well.

You are provided with an interesting range of activities.

The school council is developing well and has some good ideas.

The school is a safe and secure place to be and staff care for you as well as they can.

There are a few things that could be improved and with your help the school will become even better. I would like to see more of you coming to school on a regular basis. This is important for you so that you can be successful in examinations which are important for your future. I have also asked the school to devise better ways to keep a check on your progress so that you can do better.

I hope that you will help Ms Jennings and the teachers to make your school the best it can be.

Yours sincerely

Noreen Buckingham

Lead inspector