



Rosedale College

Inspection Report

Unique Reference Number 102446
Local Authority Hillingdon
Inspection number 294490
Inspection dates 22–23 November 2006
Reporting inspector Carmen Rodney HMI

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

Type of school	Secondary	School address	Wood End Green Road
School category	Foundation		Hayes
Age range of pupils	11–18		UB3 2SE
Gender of pupils	Mixed	Telephone number	02085732097
Number on roll (school)	668	Fax number	02085730280
Number on roll (6th form)	147		
Appropriate authority	The governing body	Chair	Mr Jim Edgecombe
		Principal	Mr Clive Neathey
Date of previous school inspection	16 November 2005		

Age group	Inspection dates	Inspection number
11–18	22–23 November 2006	294490

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors.

Description of the school

Rosedale College is a very ethnically diverse outer-London college situated in a deprived ward on the site of the former college, Hayes Manor. The college re-opened as a new non-selective college in September 2006 and is much smaller than most secondary colleges. Of the students, 87% come from minority ethnic groups and over 73% do not speak English as their first language, a significant increase since the last inspection. The largest ethnic groups of students are White British, Indian and Black African descent. The local authority is responsible for an above average number of looked after children of which Rosedale College has a disproportionate number. The college has a high turnover of students and includes a significant number of refugees and asylum seekers who join the college at different times during the academic year. The majority of these students are at the early stage of learning English and a small minority of the college population enter the college without records of their attainment or achievement. The proportion of students with learning difficulties or disabilities is above average, and the percentage entitled to free college meals is very high. The adults working in the college reflect the college population and act as good role models for students. The college has been operating as a full service extended college since 2004. Currently, the college is at the early stage of developing a wide range of learning opportunities beyond the college day for students and different community groups. The college is undergoing an extensive but phased building programme.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement.

Rosedale College is an improving school. The staff now provide a satisfactory standard of education, with a number of good features. The college gives satisfactory value for money and has good capacity to make further improvements. The principal's good leadership has been a key factor in helping the college to recover well from a difficult period of instability and low achievement.

Following the last inspection when the college was given a notice to improve its performance, the principal embarked on a number of major changes to accelerate improvement. For example, the college began to scrutinise closely its performance in relation to minority ethnic students, gender and different ability groups. As a result, staff took appropriate action to improve teaching and learning. Teachers began using assessment information to pitch work at the right level, and introduced rigorous procedures to track students' progress and set clear targets. These changes have led to the college knowing exactly what it must do to raise achievement and standards. The college has made good improvement in remedying the weaknesses identified in the last inspection. Its self-evaluation closely matches the inspection judgements.

Students succeed in making satisfactory progress from a low base. Standards have risen over the last two years, but results remain well below average. Given that a high percentage of students arrive at college with little English, and an increasing number are unaccompanied minors, the college is doing remarkable work by helping them to make satisfactory progress. As a result, almost all students attain some qualifications, which provide them with a sound foundation for their future. The quality of teaching is now satisfactory with good features. This improvement is helping the vast majority of students to reach their targets, with many exceeding them. However, although there is very good support for students learning English and for those with a learning difficulty, the quality of teaching and marking are still not consistent.

The curriculum is good. It is carefully constructed and tailored to the needs of students. The curriculum is enriched by good extra-curricular activities and extensive partnership work with local businesses and organisations. The wide range of courses provides students with opportunities to develop their self-esteem and work-related skills as independent learners. Students' personal development and well-being are good. They behave very well and their spiritual, moral, social and cultural development is good. The majority of students enjoy coming to college.

The college has gained the confidence of parents who feel that their children are 'safe, happy and well cared for because there are no racial tensions and the teachers never give up on their children however bad they are'. The college is testament to how well children from a wide range of racial, cultural and social backgrounds can live together as a cohesive community. Inspection evidence confirms that students thrive and work well together. Parents spoken to gave personal accounts of sick children in all year groups 'crying' to attend college. The college recognises that parents appreciate the

work it is doing but it is not yet making use of the interest they have in their children's education.

Effectiveness and efficiency of the sixth form

Grade: 3

The sixth form is growing and inspectors agree that it provides a satisfactory education for students. Leadership and management are satisfactory. The senior leaders' shared aim to provide a sixth form for those who wish to stay on after the age of 16 ensures that some students who would otherwise leave can continue their studies. Most students achieve well and successfully complete courses, and all last year were able to access higher education. Although the AS and A-level results were disappointing, most students performed well in the vocational courses. Students feel well supported and make an important contribution in many areas of college life.

What the school should do to improve further

- Continue to raise achievement and standards, particularly for those pupils capable of higher attainment.
- Raise the quality of teaching and learning so that a high proportion is consistently good or better, and ensure that marking is consistent with guidance on what students must do to improve.
- Create opportunities to work closely with parents so that they are well informed about their children's progress, and involved in the college's work.

Achievement and standards

Grade: 3

Grade for sixth form: 3

Test and examination results in 2006 remained well below average in all years. However, the college's realistic targets for performance were largely met or exceeded. Based on students' low standards on entry, students are making satisfactory progress and standards are rising. Students who start college in Year 7 generally achieve better than those who enter the college in later years, though the college does a great deal to support late entrants.

The end of Year 9 national test results improved considerably in 2006 and a higher proportion of students attained above the expected National Curriculum level. Indian students did better than White British students, who in turn mostly did better than Black African students. Many of these Black African students were at an early stage of learning English. There is no consistent pattern in the performance of girls and boys. The upward trend in performance was also evident in the 2006 GCSE results and in the work of present students in Years 10 and 11. Almost one-third of students attained 5+ A*-C grades and most of them passed in English and mathematics. This is an encouraging reflection of the improved teaching and learning in these subjects. Science results were not so strong. Black African students did better than White British, both groups performing less well than Indian students. A few White British boys do

not appreciate the importance of education; though changes to the curriculum are helping them to focus on work.

Students start sixth form courses from a low base and make satisfactory progress, especially in vocational courses such as business studies and health and social care. Students taking A-levels in physics, law and media studies achieved well in 2006. Girls do better than boys overall although it is only boys who achieve the higher points scores. The picture in terms of different ethnic groups' performance varies each year.

Personal development and well-being

Grade: 2

Grade for sixth form: 2

The students' personal development and well-being are good. Their consideration for each other and respect for each other's cultures and faiths are good in this racially harmonious college. Behaviour in lessons is good; students show enthusiasm and clearly enjoy their learning in an atmosphere where teachers understand how to cater for different needs and abilities. Students want to be in college and be involved, and so, the attendance rate has improved sharply and is now good. However, lateness to lessons is still a problem among a very small minority. The college provides a safe environment in which the attention paid to healthy lifestyles is good. In particular, the National Healthy Colleges Award was graded as excellent, and has transformed eating habits both at lunchtimes and in the breakfast club. The wide range of cuisine from different cultures takes into account the different dietary needs of students and religious observations of food preparation. There has been a clear increase in the number of students, especially girls, who now participate in physical education lessons due to an extended and more attractive choice of activities.

Students make a satisfactory contribution to the wider community. There are many effective local partnership links, which contribute to helping students develop satisfactory workplace skills.

Quality of provision

Teaching and learning

Grade: 3

Grade for sixth form: 3

Teaching and learning have improved and are now satisfactory with much that is very good. A sharp and very robust monitoring programme has had a positive impact on the quality of provision. Some of the teaching observed by the inspectors was outstanding. Teachers have secure subject knowledge, make good use of resources and use teaching assistants well to support learning. Although lesson plans are detailed and include a broad range of relevant activities, there is inconsistency in providing sufficient challenge for the wide ability range.

Where teaching is most effective, teachers have high expectations and give students challenging and interesting work. The good behaviour of students creates a very positive learning atmosphere. There are very good systems for supporting students with learning difficulties and disabilities and those learning English as an additional language. Teachers plan well to meet the needs of these groups. Colleagues work alongside one another to develop individual strengths and share initiatives to improve teaching and learning. The greater stability of staffing is contributing to recent acceleration in learning and opportunities for students to work independently are improving. However, inconsistency in marking and in the use of assessment data is an area for development, so that recent learning gains can be built on.

Curriculum and other activities

Grade: 2

Grade for sixth form: 2

The curriculum is good. It has improved since the last inspection and now has better provision for creative and artistic subjects. Every morning Year 7 students receive a diet of English and mathematics plus other subjects. Each class is well supported by a teaching assistant. This continuity eases students into secondary college, gives good support for those who speak English as an additional language and provides an essential focus on literacy and numeracy. This successful programme has been extended into Years 8 and 9 and is contributing to improving standards in Years 7 to 9.

Several outside agencies contribute well to developing students' language and emotional needs. Students with special educational needs are catered for satisfactorily; for example studying subjects, which are relevant to their abilities and interests. The college has expanded the vocational, work-related and work-based subjects on offer and enterprise education has improved, reflecting the college's successful determination to provide courses where students can succeed and therefore feel encouraged to attend regularly. Numerous, valuable links with local businesses and education institutions help to provide an interesting range of options, especially for students who are not enthusiastic about normal college life.

Many sixth formers opt for BTEC qualifications and achieve well. The college also provides them with a good number of AS and A-level courses. A good range of extra-curricular activities supplements the curriculum.

Care, guidance and support

Grade: 3

Grade for sixth form: 3

The quality of care, guidance and support given to students are satisfactory with many good features. Teachers have very good knowledge of students' needs and cater for them well; students in turn appreciate how much effort is put in on their behalf. The quality of academic guidance is satisfactory overall because there are inconsistencies in the guidance to students about how they can improve their work. Children who are looked after receive a high level of care and support. In addition, the support for

students who have English as an additional language is of a high standard. Teachers use a wide range of techniques to ensure that these students understand their learning and develop a reasonably good command of English. This is enhanced by the high quality support provided by teaching assistants who have all received comprehensive training. Currently, the college is not doing enough to ensure that the views of parents are acted upon well enough. Parents would like more information about how they can be involved in their children's learning.

Leadership and management

Grade: 3

Grade for sixth form: 3

The good leadership and management skills of the principal and the senior leadership team are the bedrock for the college's increasing improvement. The principal is passionate about improving the quality of education for students and he inspires considerable commitment and loyalty from the senior team and staff. In turn, they have been motivated by his vision for the college's future. In all of the changes, he ensures that staff are very clear about improving teaching and learning and accelerating students' progress.

The governing body has supported the principal well in making shrewd appointments at all levels of the staffing structure. A young and vibrant group of senior teachers ably support the principal. This collaborative approach provides staff with opportunities to develop innovative leadership and teaching skills through extensive bespoke training. The college ensures that all staff benefit from the training through sharing good practice, tutoring, rigorous monitoring, and evaluating teaching and learning. The college now has good systems to promote equal opportunities. For example, data is used effectively for checking the progress of minority ethnic groups and students of all abilities. The college has made good progress since the previous inspection in using appropriate training and evaluative records to increase its capacity to improve. These have been pivotal in helping to raise the bar on teaching and learning.

The college has extensive plans to increase the extended services and make the college a central resource centre for the students and the community. Governance of the college is satisfactory. Governors are supportive and committed to the college; however, there is not a full complement of governors that reflects the community and with a wide range of skills to provide critical support.

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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	3
How well does the school work in partnership with others to promote learners' well-being?	2	2
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	2	2
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	2
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	2	
The attendance of learners	2	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	3	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	3	
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3	
The extent to which governors and other supervisory boards discharge their responsibilities	3	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

Text from letter to pupils explaining the findings of the inspection

As you are aware, three colleagues and I inspected your school recently. This letter is about the judgments we made about your school. During the two days, we gathered a lot of evidence and, above all, we met and talked to members of the school council. Thank you for helping us throughout because we really value your views.

The inspection found that your school is satisfactory with some good features. The school is working very hard to make sure that you all make satisfactory progress and gain some qualifications. Staff recognise that when you join, many of you need a lot of support to settle into a new education system. As a result, they set you some ambitious targets which most of you reach or beat. This is good news. The school keeps very careful records of your achievements and gives you some good quality support to help you make satisfactory or better progress. We thought that the teachers planned some interesting lessons with a range of activities to develop your understanding of the work. We saw some outstanding lessons and judged teaching as satisfactory with many good features. You behave well in lessons and your attitudes to learning are positive especially when teaching is stimulating. We also thought that the range of courses on offer in Years 10 and 11 and in the sixth form is good. We believe that the options available meet your interests and contribute to so many of you enjoying your education. We recognise that this is contributing to many of you going onto college or university. We agree with you and your parents that you eat healthily, you are safe and you enjoy coming to school - in fact, your attendance is now good. We also agree with your parents that the school contributes a lot to the community and relationships between the different racial groups and teachers are strong.

Your school has made some good improvements since the last inspection. However, it recognises the need to build on the recent changes and successes. Therefore, we have left three further major changes for your school. First, the school needs to continue to make sure that you all achieve results. Second, more of the teaching needs to be good and the marking of your books should help you to understand how you can improve your work. Third, the school needs to find different ways of involving your parents in your education.

The school has some exciting plans for the future and we are confident that your school will continue to improve. We hope that you keep on enjoying your school and the good relationships that you have with each other.

Carmen Rodney HMILead inspector