

Rosewood School

Inspection Report

Unique Reference Number	133747
Local Authority	Southampton
Inspection number	328749
Inspection date	12 March 2009
Reporting inspector	James Bowden

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Special
School category	Non-maintained
Age range of pupils	3–19
Gender of pupils	Mixed
Number on roll	
School (total)	27
Sixth form	5
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr David Purser
Headteacher	Mrs Jennifer Boyd
Date of previous school inspection	23 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	300 Aldermoor Road Bradbury Centre Southampton SO16 5NA
Telephone number	02380 721 234
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Age group	3–19
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Rosewood provides for learners with profound and multiple learning difficulties. Many have additional and complex medical needs, some of which are degenerative and/or terminal. Currently, five learners are nil by mouth. The school is run by The Rose Road Association (RRA), a registered charity working with disabled children and young people. The school is based within the Bradbury Centre, which is the RRA's headquarters. The RRA has trustee representation on the school's governing body and the headteacher is a member of the RRA senior management team. The local authority manages admissions to the school. Physiotherapy, speech and language therapy, nursing, and health care support are funded by the Primary Care Trust, while the RRA funds occupational therapy and music therapy. Clinics are held in school for medical care, orthotics, wheelchair users and feeding.

All learners, bar one who is undergoing assessment, have a statement of special educational needs. Statutory assessment arrangements do not apply to learners at the school. Currently, approximately two thirds of learners are of White British heritage, with the remainder being

from a range of ethnic minority groups. There is no significant difference in the number of boys and girls on roll.

The school gained the Investors in People award in August 2008 as part of the RRA.

Key for inspection grades

Grade 1 Outstanding

Grade 2 Good

Grade 3 Satisfactory

Grade 4 Inadequate

Overall effectiveness of the school

Grade: 1

This outstandingly successful school meets fully its core aim of providing high-quality education, therapy and care through continually evolving practices, maximising opportunities and achievements for all. It ensures that each learner is treated with dignity and respect at all times. Underpinning this is the highly effective leadership of the headteacher, and her focus on improvement through promoting learning and progress. All staff contribute extensively to this agenda. A further strength is the highly collaborative and holistic approach of the multidisciplinary staff involved in the school. This contributes significantly to learners' personal development and well-being, enhances the quality of their learning experience, and supports successfully their transition from year to year, and onwards when they leave the school. There is a strong culture of communication, collaboration and cooperation between home and school. Parents are fully involved in, and kept informed of, the progress that their sons and daughters make. The overwhelming majority of parents are supportive of the work of the school. Expressing the sentiments of many others, one commented, 'Our child is thriving at Rosewood School. We are extremely impressed with how well the school is run, and our relationship with the teachers is excellent. We feel that the staff at the school go out of their way to be helpful and include us as much as possible.'

Achievement across the school is outstanding because of the total education, therapy and support package it offers. Standards on entry are very low compared to those found nationally, with children in the Early Years Foundation Stage not yet ready to learn. However, the progress they make in relation to their starting points is excellent. Though standards remain low compared to national benchmarks, all learners make significant progress in developing their ability to learn, improve their communication skills and use new technologies. By the time they leave, learners operate at P levels - levels that are below the standard National Curriculum levels in schools.

Learners' personal development and well-being, including aspects of spiritual, moral, social, emotional and cultural development, are excellent. Rosewood is a happy school. This was particularly evident on arrival in the morning, with many smiling faces and clear recognition

by learners of the adults greeting them. Learners enjoy their education and respond well to the praise they receive throughout the day. There were some delightful facial expressions in response to the activities in a small-group session in the sensory room. One learner was particularly pleased at being able to use control technology to produce the sound of a dog barking. As a result of the calm and sensitive support from all adults who work in the classrooms, learners are safe, persevere very well, and make excellent progress towards their individual targets set for the lessons.

Learning and teaching throughout the school are outstanding. Teachers plan their lessons to ensure that the individual needs of all learners are met fully. This results in a highly effective ethos for learning, where all adults in the room are deployed very effectively to ensure that all learners receive maximum support and positive encouragement. The school's outstanding and innovative curriculum meets fully the needs of all learners, because it underpins the teaching of the key skills required for learning. For example, activities in the Nursery and Reception classes are exceptionally well structured to build learners' confidence and sense of security, and to support their social and physical development. The quality of care, guidance and support for learners is exemplary. Each individual is supported in very specific ways, and all are looked after in a safe, healthy and caring environment. Highly effective support from other services and partners contributes significantly to this aspect of the school's provision. Learners' progress is carefully tracked, and their personal targets regularly reviewed. The school's own highly effective assessment procedures enable progress over time to be monitored and evaluated, which informs future strategies for learning.

Leadership and management are outstanding at all levels. Rigorous self-evaluation has resulted in very well-focused development planning, ensuring that the school has continued to improve and develop. The school has, for example, identified that it needs to improve further the role of the key skills coordinators across the school. Robust monitoring and evaluation of teaching and learning have been used to identify and share good practice, resulting in improved quality. There is excellent liaison and collaboration between all staff, which ensures that every learner really does matter, and therefore makes excellent progress. Teachers and special school support assistants benefit from a wide range of professional development opportunities. The governing body is highly effective in its support for the school. In the light of the improvements and developments since the last inspection, the clear direction set for further improvement, and continuing success in enabling learners to make outstanding progress, the school has excellent capacity to improve even further.

Effectiveness of the sixth form

Grade: 1

Post-16 learners make excellent progress because of their individually tailored programmes and the outstanding care, guidance and support they receive. The curriculum is particularly effective in helping learners towards the maximum possible personal control of their environment through the use of new technologies. They are made fully aware that they are valued members of the community. The transition to other institutions is very carefully managed to ensure that learners are confident in new settings and in communicating with an ever-increasing range of adults. Each learner develops a portfolio of strengths, likes and dislikes, as well as of areas that will need support beyond school. A real strength of the curriculum is that it strives to find a range of activities that each learner can access with the minimum possible adult intervention. Individual and group sessions, community visits and

whole-school enrichment days, together with a range of therapies, empower learners to use their communication skills to the full.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Rosewood school has adapted the statutory Early Years Foundation Stage guidance particularly well to meet the very complex needs of its learners. At the heart of this outstanding provision are the in-depth initial assessments that inform the individual programmes created for the unique challenges facing each learner. The carefully integrated and wide-ranging therapies and learning activities promote physical movement as well as is possible. Because learners in these early years develop good habits in sitting and moving, many are able to progress from pre-intentional to intentional learning by the beginning of Year 1. This represents exceptional progress, particularly in learning to communicate needs, likes and dislikes. Teaching, support and nursing staff collaborate exceptionally successfully to provide a stimulating indoor and outdoor environment. Resources are exciting and motivate learners to respond to external stimuli. They are encouraged to make choices and develop independence as far as they possibly can. The collaborative working with parents and the 'open door policy' ensure that similar learning routines are followed at home as well as at school.

What the school should do to improve further

- Strengthen the role of key skills coordinators across the school by increasing their involvement in moderating learners' progress.

Achievement and standards

Grade: 1

Learning is individualised, with all learners having specific targets for their personal development, communication, cognitive development, 'environmental control' technology and physical skills. Rigorous assessment and carefully drafted targets, in individual education plans and curriculum subjects, support and enable outstanding progress. In a Class One music lesson, for example, learners successfully held a set of bells, and the more determined were able to pass the bells from one hand to the other. Progress over time is excellent. By the time learners move into post-16, they are working between P levels 1 and 5, and they successfully complete modules in the nationally recognised Accreditation for Life and Living course.

Personal development and well-being

Grade: 1

Because of very clear care plans, learners are enabled to eat healthily and to participate in a wide range of physical activities, including the use of trampoline for rebound therapy. While some may become a little frustrated due to communication difficulties, they respond really well to sensitive interventions from adults. A calm and positive atmosphere is the norm in lessons, and behaviour is outstanding. Though attendance is below the national average, there is no unauthorised absence. Authorised absence is as a result of learners' medical needs. Because of the small number on roll, the serious medical needs and need for ongoing treatment of a small number of learners affects the school's overall attendance figures. All learners will be dependent on other adults for the rest of their lives, and are unable to move on to further education or the world of work. However, the progress that they make prepares them effectively for life beyond the school - for example, older learners are enabled to experience responsibility by carrying out a range of in-house tasks.

Quality of provision

Teaching and learning

Grade: 1

Meticulous planning for learning, coupled with carefully integrated classroom therapy, enables learners to make the best possible progress. In a very successful story telling session for Class Two, the use of toys and puppets stimulated learners to say 'hello' through using 'electronic control' technology. Very purposeful collaborative working between teaching staff and other adults ensures that assessment of learners' progress is ongoing and in-depth. All staff are unfailingly courteous, and model good teamwork and positive relationships for learners. As a result, learners trust the adults around them, are willing to take risks, and are prepared to try new and varied activities.

Curriculum and other activities

Grade: 1

A real strength of the curriculum is the way that it reflects the very varied and complex needs of the learners, so that it contributes exceptionally well to their personal development. Each learner follows a carefully coordinated multidisciplinary therapy programme to maximise independence. Hydrotherapy and physiotherapy rank high in the learners' day. Priority is given to new technologies, so that all learners have excellent opportunities to learn a range of communication modes. The school has given much thought to the balance of activities to support personal, cognitive and physical development, and to opportunities for therapies. There is a wide range of enrichment activities and themed days, such as visits to the Welsh National Opera, sound stories, a zoo visit, and a programme of visits to local places of worship. The school also 'brought the seaside to the school' for a day. All these activities enable learners to encounter a range of different stimuli.

Care, guidance and support

Grade: 1

The school provides an exceptionally strong, collaborative, caring and supportive environment, where learners are safe, develop their personal qualities, and make excellent progress. Learners' achievement and well-being are at the forefront of the school's outstanding ethos of care and education. The dedication, enthusiasm and commitment of all staff in working with learners underpin this aspect of the school's provision. A carefully managed and individualised programme of annual reviews supports learners' transitions to the next stage of education and living. When parents attend annual reviews of their sons and daughters' progress, they are shown a DVD, which illustrates highly effectively what has been achieved since the previous review.

Leadership and management

Grade: 1

The headteacher's vision is shared and promoted throughout the school. The culture of high expectations means that staff at all levels contribute to ensuring that all learners achieve their best and develop their independence and personal skills. The school continues to identify areas to improve the life chances of learners even further, particularly through the use of new technologies. The highly focused school development plan, which includes ongoing monitoring and evaluation of progress, is effective in moving the school forward. It has been recognised, for example, that the role of the key skills coordinators should include further input into assessment procedures. Other than promoting community cohesion effectively within its own community and beyond, the school is limited in what it can do owing to the highly complex special needs of its learners. Nevertheless, it makes a significant contribution through a wide range of community initiatives and partnerships, as well as enabling learners to experience contact with those of other faiths and ethnic backgrounds. The governing body provides excellent support for the headteacher and the school as a whole, ensuring safe recruitment and rigorously monitoring spending.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.

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?	1	1
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes
How well does the school work in partnership with others to promote learners' well-being?	1	1
The capacity to make any necessary improvements	1	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1	1
How well do children in the EYFS achieve?	1	1
How good is the overall personal development and well-being of the children?	1	1
How effectively are children in the EYFS helped to learn and develop?	1	1
How effectively is the welfare of children in the EYFS promoted?	1	1
How effectively is provision in the EYFS led and managed?	1	1

Achievement and standards

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

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1	1
The extent of learners' spiritual, moral, social and cultural development	1	1
The extent to which learners adopt healthy lifestyles	1	1
The extent to which learners adopt safe practices	1	1
The extent to which learners enjoy their education	1	1
The attendance of learners	3	3
The behaviour of learners	1	1
The extent to which learners make a positive contribution to the community	1	1

How well learners develop workplace and other skills that will contribute to their future economic well-being	2	
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The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	1
How well are learners cared for, guided and supported?	1	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	
How effectively leaders and managers use challenging targets to raise standards	1	
The effectiveness of the school's self-evaluation	1	1
How well equality of opportunity is promoted and discrimination eliminated	1	
How well does the school contribute to community cohesion?	2	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1	
The extent to which governors and other supervisory boards discharge their responsibilities	1	
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	

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.

Annex B

Text from letter to pupils explaining the findings of the inspection

24 March 2009

Dear Pupils

Inspection of Rosewood School, Southampton, SO16 5NA

I was one of two inspectors who visited your school recently. We wanted to see how well you are doing. We decided that your school is excellent because:

- you make excellent progress
- your parents are very happy with the school
- the headteacher and all the staff look after you really well
- teachers make sure that lessons improve your skills
- the school makes sure that you have lots of exciting things to do
- you are safe, and you all seem so happy to be there!

The school could be even better if:

- adults who assess your key skills were more involved in assessing your progress

Thank you all, we had a really good time at the school as well!

Yours faithfully

James Bowden

Lead Inspector