

School report

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Inspection of Rosa House School

Bridge House, 1 Stuart Road, Bredbury SK6 2SR

Inspection dates: 7 to 9 December 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Outstanding**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

Does the school meet the independent school standards? **Yes**

What is it like to attend this school?

Pupils at Rosa House learn in an extremely supportive and nurturing environment. Pupils feel safe and happy at this small school. They know that staff care about them. As pupils' self-esteem and confidence begins to improve, they settle well into school. Pupils feel valued. They start to build trusting relationships with others.

Pupils behave well in school. They show respect and understanding to the feelings and views of others. Pupils trust adults to listen and help them if they have any worries or concerns. Pupils said that any falling out between friends is dealt with sensitively and a resolution is usually found. Pupils are confident that bullying, if it should occur, would also be dealt with quickly by staff.

Staff share leaders' high expectations for all pupils to be successful. Leaders are ambitious for pupils to be the best that they can be. Pupils achieve well from their individual starting points.

Leaders provide opportunities which help to prepare pupils extremely well for life beyond school. For example, pupils learn how to manage a budget and plan a meal. Further opportunities help to build pupils' confidence, resilience, and teamwork. These include, performing at a dance recital and learning about car maintenance. Pupils are proud of the craft stall that they have organised at the community Christmas Fayre.

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

Pupils who attend Rosa House initially struggle to engage with learning and those around them. When pupils join the school, they have often experienced extended periods away from formal education. They have gaps in their knowledge and understanding in most subjects. Their self-esteem is low and many have little trust in others. Leaders are skilled in identifying pupils who may have special educational needs and/or disabilities. They work with other professionals effectively to develop pupils' individualised learning plans. These plans carefully weave together a pupils' academic, social, emotional and clinical needs. Staff have the knowledge and understanding that they need to deliver these plans effectively.

Most curriculum plans carefully set out the knowledge that pupils need to gain and the order in which it will be taught. This helps pupils to build on what they know when they are learning something new. However, this is not the case in all subjects. In a small number of curriculum areas, the subject content is not ordered in a clear manner. This means that pupils sometimes struggle to apply what they know and can do when they encounter new learning.

Teachers frequently check what pupils have learned. They use this information well to quickly pick up on any misconceptions. This also helps them when planning what pupils will learn next.

Pupils are polite and well mannered. They work hard in lessons. Disruption to learning is rare. Any incidents of poor behaviour are managed extremely well by skilled staff. Pupils take pride in their achievements which is reflected in the quality of the work that they produce. For example, in their art designs and dance performances.

Through carefully selected texts, teachers develop pupils' love of reading. Pupils talked enthusiastically about the books that they enjoy. Live theatre performances, such as Blood Brothers, enrich pupils' enthusiasm further. Teachers use every opportunity to build and widen pupils' vocabulary. They skilfully check that pupils understand what they are reading in a range of subjects. As a result, pupils are becoming more confident and fluent readers who can access the full curriculum.

The opportunities that leaders provide for pupils' personal development are exemplary. Pupils are encouraged to take an active role in the local community. This includes their support for the local food bank and fundraising for a local animal sanctuary. Pupils develop the qualities that they need to flourish in society. Staff effectively promote pupils' understanding of different faiths, cultures and lifestyles. Through their roles on the school council, pupils help to make decisions about the life of the school. Pupils understand the importance of tolerance and respect for the views of others. They know why it is important to follow rules, especially those that keep people safe.

Pupils are supported extremely well to be able to make informed choices about their future. The impartial advice on careers which they receive helps them with their ambitions. For example, pupils choose to attend college or to gain the skills necessary to become a hair stylist.

The proprietor body understands its role clearly. It provides effective challenge and support for leaders. Staff appreciate the support that they receive from leaders. Leaders are particularly mindful of staff's workload and well-being.

The proprietor body ensures that all the independent school standards are met. A suitable safeguarding policy is in place and is readily available on request. Similarly, the relationships and sex education policy is available. The accommodation and premises of the site are maintained to a high standard. There is also a suitable accessibility plan in place.

Safeguarding

The arrangements for safeguarding are effective.

Staff are especially vigilant when looking out for any subtle changes in pupils' behaviour or demeanour. They understand the procedures that they need to follow should they have any concerns about pupils. School staff work effectively with staff from the residential home, and other agencies, to provide any specialist support that pupils may need.

Pupils are taught how to keep themselves safe in a variety of situations including when they are out in the local community. Pupils know how to report any worries or concerns that they may have.

What does the school need to do to improve? (Information for the school and proprietor)

- In a few curriculum areas, the order in which subject content should be taught is not clear. As a result, some pupils struggle to make connections in their learning when they come across new ideas or concepts. Leaders need to ensure that curriculum plans carefully sequence pupils' learning so that pupils can make connections between what they know so that pupils' knowledge builds effectively over time.

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.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	145296
DfE registration number	888/6079
Local authority	Lancashire
Inspection number	10210318
Type of school	Other independent school
School category	Independent school
Age range of pupils	11 to 18
Gender of pupils	Girls
Proprietor	Care 4 Children Residential Services Limited
Headteacher	Natalie Moore
Annual fees (day pupils)	£31,200
Telephone number	03455215155
Website	The school does not have a website
Email address	natalie.moore@care4children.co.uk
Date of previous inspection	16 to 17 October 2018

Information about this school

- Since the previous inspection, there have been significant changes to the directors of the proprietor body, Care 4 Children Residential Services Ltd, including the appointment of a new chief executive officer.
- A new headteacher and a new support staff team have been appointed since the last inspection.
- The school does not use any alternative provision.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- During the inspection, inspectors spoke with the chief executive officer of the proprietor body, other leaders from the Care 4 Children Residential Services Limited leadership team, the headteacher and school staff.
- Inspectors had a telephone conversation with a representative from the independent clinical psychology team who works with pupils at the school. Inspectors also spoke with a social care representative from one of the local authorities who have placed pupils in the school.
- Inspectors spoke to leaders and staff from the adjacent residential home. There were no responses to Parent View, Ofsted's online questionnaire or to the free-text facility. There were no responses to the staff or pupil surveys.
- During the inspection, inspectors carried out deep dives in these subjects: English, mathematics, personal, social, health and economic development and food technology. They also reviewed aspects of science. Inspectors reviewed a range of evidence. They met with the subject leader, visited some lessons and spoke to staff. Inspectors looked at samples of pupils' work and spoke to pupils about their learning and their experiences of the school.

Inspection team

Amanda Stringer, lead inspector

Her Majesty's Inspector

Lindy Griffiths

Ofsted Inspector

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