

Inspection of Rosewood Independent School

Ardlea, Station Road End, Stannington, Morpeth, Northumberland NE61 6DR

Inspection dates: 17 to 19 October 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Requires improvement
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Does the school meet the independent school standards?	Yes
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What is it like to attend this school?

Pupils are valued. Staff get to know them very well. Pupils trust staff to help them and to keep them safe. The school uses a 'trauma-informed care' approach to help pupils feel calm and ready for learning. This approach helps pupils to reflect on their responses to different emotions. They learn ways to make the right choices to keep themselves and others safe.

Most pupils have previously missed long periods of education. Here, they get a chance to re-engage with learning. There is a broad and ambitious curriculum. Lessons are often on a one-to-one basis. Staff spark pupils' curiosity through topics that interest them. Pupils relish applying their skills through themed learning opportunities. These include the recent forensic science event.

Staff act swiftly to sort out incidents of poor behaviour and bullying. Pupils learn ways to understand and regulate their behaviour to behave well. They develop respect for others. There is a determined ambition to help pupils through 'connection before correction'. The positive relationships between adults and pupils embody this vision.

The school provides suitable activities to broaden pupils' understanding of the world. Pupils develop life skills by learning financial management, cooking and taking part in visits in the local community. They work with others and apply their skills to solve problems together. Pupils particularly appreciate visiting the school's woodland.

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

Since the last inspection, the school has implemented a new curriculum. Staff design lessons using a thorough understanding of individual pupils' needs. Pupils experience learning in one-to-one or sometimes in small-group situations. Staff help pupils to be resilient and develop their confidence. They check often what pupils know and can remember. Classroom environments are calm places which help to reduce pupils' anxiety. The resources used are suitable and of good quality.

Schemes of work ensure that subjects are sequenced and designed to meet the different ages and stages of pupils. The knowledge and skills that pupils need to know are clearly identified. This includes in English, mathematics and personal, social and health education (PSHE). Many staff are new to the school and some are in the early stages of their teaching careers. There is some variation in the way that the intended curriculum in some subjects is being implemented.

The school prioritises reading. Topics of learning link to texts. Pupils read every day. They experience different kinds of texts. The school has a structured programme to teach phonics. Staff help pupils who struggle to read to develop their skills. Effective phonics teaching helps pupils to read books that are right for their ability. Staff provide extra phonics teaching and reading support to help pupils to catch up.

The school gathers a range of information about pupils before and after they join the school. Staff use this information to help pupils with their learning and behaviour. The 'at a glance' documents are updated frequently to reflect pupils' progress and changes in their behaviour. Individual support plans (ISPs) link pupils' learning to their education, health and care plan (EHC plan) targets. Yet, targets identified in pupils' ISPs are often too generic. Sometimes, the targets are not broken down into small enough steps. This makes it difficult for staff to measure the exact steps of progress that pupils make towards their long-term EHC plan outcomes.

Attendance remains a high priority. The school has a rigorous approach to addressing persistent absence. Over time, the attendance of individual pupils improves significantly. Where possible, staff make learning purposeful for pupils. Pupils enjoy using and applying their mathematics and literacy skills when cooking and while shopping in the local community.

The curriculum for pupils' personal development is central to the school's work. Pupils receive strong pastoral support for their social, emotional and behavioural needs. The PSHE curriculum provides a structured approach to pupils' learning about a range of pertinent topics. Pupils receive suitable relationships and sex education and health education. They enjoy debating and discussing issues relating to relevant themes such as gender identity and racism. Visiting speakers talk to pupils about cultural issues and awareness of risks. Pupils like reward trips such as trampolining. These are organised in recognition for pupils' hard work and good behaviour. They learn bushcraft and self-sufficiency skills through their woodland activities. These opportunities also teach pupils about nature and to develop strategies for good mental health.

The school provides pupils with independent careers advice and guidance. Pupils can make informed choices about further education and career options. They are well prepared for their next steps.

Most staff, including those in the early stages of their career, are positive about working here. They appreciate the help and training they receive for their professional development. They feel well supported by leaders with their welfare and workload.

The proprietor board has ensured that the independent school standards are met. There are strong quality assurance processes. Members of the proprietor board have an in-depth strategic oversight of all aspects of the school's performance. Frequent health and safety checks ensure that pupils are kept safe. The school complies with schedule 10 of the Equality Act 2010. Appropriate policies and systems for the health, safety and welfare of pupils are in place.

Safeguarding

The arrangements for safeguarding are effective.

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

- Targets identified in pupils' individual support plans are often too generic. The small steps that pupils need to make to reach the long-term outcomes stated in their EHC plan are not identified clearly. Leaders should ensure that each pupil's individual support plan clearly shows the small steps that pupils need to make to achieve the long-term outcomes identified in their EHC plan.
- There are some inconsistencies in the way the intended curriculum is being implemented across the school. This means that some aspects of the curriculum are being taught better than others. Leaders should ensure that the curriculum in all subjects is implemented equally well across the school.

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.

School details

Unique reference number	147980
DfE registration number	929/6010
Local authority	Northumberland
Inspection number	10286472
Type of school	Other independent school
School category	Independent day school
Age range of pupils	6 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	23
Number of part-time pupils	0
Proprietor	Rosewood Independent School Limited
Chair	Jennifer Abraham
Headteacher	Janice Woods (Executive Headteacher)
Annual fees (day pupils)	£25,000 to £81,000
Telephone number	07856129988
Website	https://rosewoodindependentschool.com/
Email address	info@rosewoodindependentschool.com
Date of previous inspection	28 to 30 September 2021

Information about this school

- The school provides education for pupils with social, emotional and mental health needs and autism. All pupils have an EHC plan.
- The previous standard inspection of the school took place in September 2021.
- The school operates across two sites. One is located within the YMCA, North View, Ashington, Northumberland, NE63 9XQ. The second site is located at Station Road End, Stannington, Morpeth, NE61 6DR. The school also provides outdoor education through its woodland provision.
- Several new staff have joined the school since the last inspection, including senior staff.
- 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.

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

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

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the executive headteacher, the headteacher, members of the wellness team, safeguarding leaders, the chair of the proprietor body and some curriculum leaders. Inspectors also met with some members of staff and some pupils.
- Inspectors carried out deep dives into English including reading, mathematics, science and PSHE. Inspectors looked at curriculum plans, visited lessons, spoke to teaching and support staff and spoke to some pupils about their learning. Inspectors also looked at samples of pupils' work, some individual learning plans, some behaviour support plans and some EHC plans.
- An inspector spoke to leaders about the curriculum in history and geography and looked at samples of pupils' work for these subjects.
- Inspectors spoke with leaders and staff about the school's approach to safeguarding pupils in school. Inspectors checked the single central record and reviewed records relating to behaviour, attendance and safeguarding. Checks were made on staff training and safeguarding procedures. Inspectors checked the

implementation of risk assessment and health and safety policies, including the Regulatory Reform (Fire Safety) Order 2005.

- Inspectors considered the responses to Ofsted’s surveys for parents and carers, pupils and staff. Inspectors also spoke with some parents on the telephone.

The school’s proposed change to the school’s status

The school has applied to the Department for Education (DfE) to make a ‘material change’ to its registration. At the DfE’s request, we checked whether the school is likely to meet the relevant independent school standards if the DfE decides to approve the change. This part of the inspection was carried out under section 162(4) of the Education Act 2002.

- The outcome of this part of the inspection is: **the school is likely to meet the relevant independent school standards if the material change relating to the school provision is implemented.**
- The proprietor applied to the DfE for the material change to consider changing the school’s status to an independent special school.
- The school only admits pupils with special educational needs and/or disabilities (SEND). All pupils have an EHC plan. There is an appropriate accessibility plan in place. The school is already equipped to cater for pupils with SEND.
- The school has sufficient understanding of the needs of pupils. The proprietor ensures that staff receive pertinent training and support to ensure that pupils are kept safe and their needs met.
- The standard inspection identified that pupils’ individual learning plans need further refinement. Leaders were very receptive to this area for improvement.

Information about the material change inspection.

- Inspectors scrutinised the school’s policies and procedures that were relevant to the proposed material change. The lead inspector toured the school to check its suitability.
- Inspectors spoke with leaders and members of the proprietor board about their plans for the proposed change.

Inspection team

Stephanie Innes-Taylor, lead inspector	His Majesty’s Inspector
Emily Stevens	His Majesty’s Inspector

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