

Inspection of an outstanding school: Rosehill School

St Matthias Road, Nottingham, Nottinghamshire NG3 2FE

Inspection dates:

10 and 11 October 2023

Outcome

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Rosehill is a kind and caring school, where pupils are happy and feel safe. All pupils have special educational needs and/or disabilities (SEND) and have a diagnosis of autism. Many have complex needs. The school is ambitious for what pupils can achieve. Staff teach pupils how to communicate by using a broad range of strategies. This is a strength of the school. Staff ensure that a wide variety of communication aids are used to support pupils' individual needs. As a result, every pupil has a voice. Pupils who do not use verbal language to communicate are well understood by staff and visitors. They can communicate their learning, their opinions and when they need help.

Pupils develop strong relationships with staff and enjoy coming to school. They say their friends are kind. Pupils treat each other respectfully. Bullying does not happen at this school. Staff have high expectations. Adults quickly spot any pupils who need support to manage their emotions. Staff understand that behaviour is a form of communication for pupils. Pupils behave well.

The school works exceptionally closely with families. Parents feel that relationships with the school are strong. Many comment that the school has made a real difference to their child and family life. As one parent commented: 'Rosehill makes the impossible possible.'

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

The school has developed a well-thought-out and effective curriculum. Leaders have designed three pathways through the curriculum. These help pupils to experience their school journey in a way that best meets their needs. However, the curriculum is not always implemented consistently well by staff.

School staff work closely with a range of health professionals and therapists to support individual pupils. The work of these experienced staff members offers support to pupils and families that goes beyond the academic curriculum. Pupils build their communication and independence as they work through their personalised learning targets. These precisely match their education, health and care (EHC) plans. Students achieve highly from their starting points, and the vast majority transition to college.

Supporting pupils to learn to read is a priority. There is a well-considered reading programme in place. Staff help pupils to learn that symbols have meanings. They encourage pupils to listen to and notice different sounds. Staff share stories with pupils and use creative ways to capture their interest. Pupils who can learn to read using phonics are taught using a well-sequenced curriculum. However, staff do not identify, with precision, the gaps that pupils have in their phonics knowledge. This means that some pupils do not develop the knowledge or skills they need to read as rapidly as they might.

This school focuses sharply on promoting pupils' personal, social and emotional development. Pupils learn to recognise and process their emotions and to self-regulate. The school has a 360-degree immersive stimulation learning space, balance rooms and sensory circuits. These develop pupils' self-regulatory behaviours and social interactions. Distractions to pupils' learning are not common. When pupils become dysregulated, staff provide support. This helps pupils quickly get back to their learning. Pupils learn to self-regulate well as they move through the school.

Pupils' wider personal development is exceptional and is a golden thread throughout the school. It is an integral part of the curriculum pathways. The enrichment opportunities that pupils receive are carefully designed. The school considers how these activities enhance and promote pupils' communication skills. Preparation for adulthood starts in the primary classes. Staff strive to enable pupils to develop the knowledge and skills that will help them to be as independent as possible as they go into adulthood. For example, sixth-form students complete work experience in the café in the local police station. There is also an on-site tuck shop they can work in, as well as a salon. They learn how to shop for and prepare healthy meals. Pupils receive independent careers advice, and the school's 'transitions fayre' supports students and families with their choices post-19. Students leave Rosehill with a toolkit of skills that will enable them, and those supporting them, to build the best possible future.

Pupils enjoy choir and expressive arts. Many pupils were involved in performing Shakespeare's 'Romeo and Juliet' on stage at the Nottingham Playhouse theatre. The artwork of pupils celebrating Black History Month is on display at the Playhouse. Pupils take part in contemporary dance. Specialist sports coaches offer a range of activities to pupils, such as yoga. Pupils enjoyed attending school in their cultural dress, sharing their cultures with their peers and exploring different faiths and foods. Pupils are rightly very proud of their achievements and enjoy the rich experiences offered to them at this school.

Pupil ambassadors help the school shape the curriculum and school policy. For example, they have reviewed the school website and implemented changes to make it more accessible. The pupil safeguarding ambassador worked with leaders to develop displays in

each classroom to support verbal and non-verbal pupils to communicate any worries they may have. The voice of pupils is truly heard at Rosehill.

Governors offer leaders support and challenge in equal measure. A minority of staff expressed concerns about their workload. However, many staff recognise that leaders have implemented strategies to reduce this. Staff speak positively about support for their well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Staff do not identify, with precision, the gaps that pupils have in their phonics knowledge. This means that some pupils do not develop the knowledge or skills they need to read as rapidly as they might. Leaders should ensure that any further staff training needed is implemented quickly so that all those pupils who are able learn the sounds they need to read as well as they can.
- In a few subjects, including phonics, the implementation of the curriculum is inconsistent. This is because some staff are still deepening their own subject and teaching knowledge. This can result in pupils having gaps in knowledge and understanding, as well as pupils' dysregulating as they disengage with learning. The school needs to ensure that the curriculum in every subject is implemented consistently and effectively. Leaders need to provide further pedagogical and curriculum-based training to ensure that all staff have the knowledge and skills to deliver the curriculum consistently well.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be outstanding in March 2013.

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.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	122964
Local authority	Nottingham
Inspection number	10254972
Type of school	Special
School category	Community
Age range of pupils	4 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	121
Of which, number on roll in the sixth form	30
Appropriate authority	The governing body
Chair of governing body	Natalie Kenneison
Headteacher	Cheryl Steele
Website	http://www.therosehillschool.com
Date of previous inspection	15 November 2017, under section 8 of the Education Act 2005

Information about this school

- All pupils at this school have an EHC plan and a diagnosis of autism. Many have complex needs. The vast majority have a broad spectrum of associated communication, interaction, social, imagination, sensory and learning difficulties.
- The majority of pupils and students are pre-verbal or non-verbal.
- Since the last inspection, the number of pupils has increased significantly, and the needs of pupils joining the school have become more complex.
- The school has early years provision and a sixth form.
- The school does not use alternative provision.
- New governors have joined the governing body since the previous inspection. The chair and vice-chair of the governing body have changed within the last two years.

- The school is part of the Nottingham Schools Trust, which is a collaborative partnership of schools across the local area.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- At the time of inspection, there were no children in the early years provision foundation stage.
- Inspectors carried out deep dives in these subjects: early reading and communication; mathematics; the creative curriculum; and personal, social and health education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, and looked at samples of pupils' work. Inspectors spoke to some pupils about their learning.
- To further look at the curriculum, the lead inspector also spoke to leaders about the curriculum plans in English, including looking at examples of pupils' work.
- Inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans, records of governance and documentation relating to pupils' attendance and behaviour. Inspectors also reviewed the documents available on the school website.
- The lead inspector met with pupils and students, both verbal and non-verbal, to gather their views about the school.
- Inspectors observed informal times, including arrival at school, as well as break and lunchtimes.
- The lead inspector met with governors and discussed the school with the local authority head of service for SEND and the school's school improvement advisor from the Nottingham Schools Trust.
- The lead inspector took account of responses to the online survey, Ofsted Parent View, and the staff survey.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; explored safeguarding records with leaders; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Anne Maingay, lead inspector

Phil Abbott

His Majesty's Inspector

Ofsted Inspector

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