

# Inspection of Roselyn House School

Moss Lane, Off Wigan Road, Leyland, Lancashire PR25 4SE

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Inspection dates: 14 to 16 November 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Outstanding**

Leadership and management **Good**

Sixth-form provision **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 often join this school having experienced significant disruption to their education. Many pupils have missed essential learning. Staff work hard to build positive relationships with pupils. Staff take time to break down barriers to learning and help pupils to be ready to learn again. Pupils said that they felt happier here than at their previous schools and enjoyed their learning.

The school is ambitious for all the pupils at Roselyn House. Pupils like making the decisions about what courses they take and how long they study these courses for. Pupils said that this helps them to feel more confident. Most pupils achieve qualifications which will help them in the next stage of their education.

Pupils learn in small groups or one to one depending on their needs. The school helps pupils to develop a range of strategies to better manage their behaviour. For example, pupils make use of a break-out room, take movement breaks or sit on wobble cushions to help with self-regulation. Over time, pupils learn to behave well.

Pupils particularly enjoy learning outside of the classroom. They benefit from outdoor education using local parks as well as travelling further afield. Pupils also relish the opportunities to further their artistic, musical and physical talents.

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

As pupils settle into the school, they start to follow the school's ambitious curriculum. The school focuses on pupils acquiring the knowledge needed to gain qualifications. They study towards qualifications in a range of subjects including English and mathematics, as well as developing their employability skills. Each pupil's needs and interests are considered by the school. The school uses this information to design a bespoke pathway for each pupil.

All pupils at this school have an education, health and care (EHC) plan. The school ensures that the information in these plans is used well by teachers to tailor provision for each pupil. Teachers are adept at adapting lesson activities so that all pupils can access the curriculum successfully. Pupils are supported well to achieve their academic and personal goals. Pupils achieve well from their different starting points.

The school has designed an exceptionally enriching personal development programme. This programme supports each pupil to re-engage with education and to understand how school can contribute in a highly positive way to their lives. Pupils' individual talents and interests are developed and nurtured throughout each school day. The provision for each pupil is highly personalised to help them reach their full potential now and in the future.

Pupils are able to follow their artistic and musical interests both in school and at the alternative providers used by the school. Pupils follow a range of courses including

media, video and music production. Some pupils, including students in the sixth form, have learned to play the drums, others have developed a passion and flair for boxing.

The school ensures that pupils are taught about relationships and sex education (RSE). The content of RSE lessons is matched carefully to each pupil's age and needs. There is sensitivity in the way that this programme is delivered by teachers. The school consults parents and carers to keep them informed about what is being taught. Pupils are aware of the protected characteristics. They told inspectors that everyone is made welcome at their school regardless of differences.

The school prioritises its support for those pupils who struggle with reading. These pupils receive carefully targeted support. The school carries out regular assessments so that staff know the next steps for pupils to work on. However, some pupils do not get enough practice in reading books that match the sounds that they have learned. This means that these pupils do not catch up with their peers as quickly as they should.

Pupils, including those students in the sixth form, understand the importance of literacy and numeracy skills in the world of work. High-quality, individual careers advice supports students as they move towards independence. Students are able to develop employability skills, experience the workplace and, when they are ready, to engage in associated life skills such as travel training.

The school prioritises improving pupils' attendance. Staff work closely with families to support pupils to get to school. School staff work hard to ensure pupils have a successful start to each day. This has had a positive impact on most pupils' rates of attendance.

Parents are regularly invited into school to discuss their children's progress. The school also operates an open-door policy so that parents can get support even outside of the school day. However, there are some parents who do not understand the range of the work undertaken with their children.

Staff feel valued and well cared for by school leaders. They are proud to work at Roselyn House. The school provides regular training which helps staff to know how best to meet pupils' needs.

The proprietor body has ensured that the school meets the requirements of the independent school standards ('the standards'). The proprietor body understands and carried out its duties diligently. It supports and challenges the school appropriately to provide a good quality of education for its pupils.

The school has a suitable accessibility plan that meets the requirements of schedule 10 of the Equality Act 2010.

## Safeguarding

The arrangements for safeguarding are effective.

## What does the school need to do to improve?

### (Information for the school and proprietor)

- Sometimes, the books that pupils read are not closely matched to their phonics knowledge. These pupils struggle to read the words in their books, and, on occasions, they do not understand what they have read. School should make sure that pupils at the early stage of reading have books which closely match the sounds that they know.
- The school does not engage some parents as effectively as it could. This means that some parents do not feel that they are adequately involved in their children's learning in school. The school should ensure that it works well with parents to involve them in their child's education.

## 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

<b>Unique reference number</b>	135092
<b>DfE registration number</b>	888/6095
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10286412
<b>Type of school</b>	Other independent special school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	10 to 19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	77
<b>Of which, number on roll in the sixth form</b>	16
<b>Proprietor</b>	KS Education Limited
<b>Headteacher</b>	Sharon Damerall
<b>Annual fees (day pupils)</b>	£30,271 to £33,500
<b>Telephone number</b>	01772 435948
<b>Website</b>	<a href="http://www.roselynhouseschool.co.uk">www.roselynhouseschool.co.uk</a>
<b>Email address</b>	<a href="mailto:office@roselynhouseschool.co.uk">office@roselynhouseschool.co.uk</a>
<b>Date of previous inspection</b>	14 to 16 May 2019

## Information about this school

- Roselyn House School is an independent special school. It caters for pupils with complex social, emotional and mental health needs. Some pupils also have other needs, such as autism. All pupils have an EHC plan.
- The school uses ten alternative providers; of which, nine are unregistered.
- The school operates from Roselyn House School, Moss Lane, Leyland, Lancashire, PR25 4SE and Roselyn House Individual Support Education (RHISE), Hastings Road, Leyland, Lancashire, PR25 3SP.
- The school is operating beyond its registration agreement with the Department for Education (DfE). The school has exceeded the maximum number of pupils on roll that it is registered to admit. The school has not notified the DfE.
- The proprietor body is KS Education Limited. This information is not listed on the DfE's 'Get information about schools'. The two members of the proprietor body were named as the proprietors on the previous inspection report.

## 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.

- 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.
- Inspectors held meetings with the headteacher, senior leaders and other members of staff. The lead inspector also met with the chair of the proprietor body.
- Inspectors held a telephone conversation with a representative from the local authority.
- Inspectors carried out deep dives in the following subjects: English, mathematics and personal, social and health education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors observed pupils read to a trusted adult.
- Inspectors observed pupils' behaviour during playtimes and while in lessons.

- To evaluate the effectiveness of safeguarding inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They considered the responses to Ofsted's staff and pupil surveys.
- Inspectors visited some of the alternative providers used by the school.
- Inspectors carried out other activities to check that the school meets the standards. The lead inspector carried out a tour of the school buildings. Inspectors checked the school's compliance with health and safety laws , including fire safety. Inspectors considered the school's approach to risk management. Inspectors also checked the relevant policies and the school website.

### **Inspection team**

Sarah Barraclough, lead inspector

His Majesty's Inspector

Lindy Griffiths

Ofsted Inspector

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