

Red Rose School

28–30 North Promenade, St Anne's-on-Sea, Lytham St Annes, Lancashire FY8 2NQ

Inspection dates

20–22 February 2018

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is an outstanding school

- This school can change pupils' lives. Most pupils start at Red Rose having experienced other schools which had failed to meet their specific needs. Some pupils join this school having had a long time out of education. The excellence of the care and teaching provided rapidly re-engages pupils with education.
- Almost all pupils have an education, health and care (EHC) plan because they have significant barriers to learning. All staff are very sensitive to pupils' needs and skilfully enable them to start to catch up on their missed learning very quickly.
- Most pupils would try to avoid attending their previous school. It takes pupils no time to commit to their education at Red Rose and attendance rates are very good.
- Pupils flourish in this environment. They quickly begin to rebuild their self-belief and confidence. Pupils are very grateful to all the staff within the school and say they are 'being given a second chance'.
- This outstanding school continues to improve. Leaders and directors ensure that all independent school standards are met.
- The school's ethos of care, support and personal growth is championed by the headteacher, who demonstrates great passion in striving to provide an outstanding experience for every single pupil. She leads by example. Staff are inspired to do everything they can to help pupils grow and develop.
- Pupils are provided with highly personalised support that enables them to make fast progress in basic skills, including English and mathematics.
- In recent years, all pupils leaving Red Rose at the end of Year 11 have gained places at further education colleges in north-west Lancashire. It is a notable mark of success that these pupils feel equipped to continue their education in large educational establishments.
- The school provides a broad range of opportunities that prepare pupils for life in modern Britain. However, the school's efforts to develop pupils' understanding of different communities and cultures is not as developed as its work in other areas.
- The outdoor areas used by pupils at break and lunchtimes do not provide a stimulating learning environment.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Provide a broader range of opportunities for pupils to gain a deeper understanding of cultures that are different to their own.
- Create a more stimulating learning environment in the playground areas so pupils can further develop their independence and learning through enquiry and play.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The headteacher and all staff demonstrate an unswerving commitment to providing a second chance for pupils who have often been failed by their previous experiences in education. They radiate a passion to provide the very best for the pupils of Red Rose School. As a result, they have continued to improve this outstanding school.
- The proprietor and senior leaders have ensured that the school meets all of the independent school standards. The proprietor effectively monitors the work of the school and, most specifically, the work of the headteacher.
- All pupils have been diagnosed with special educational needs (SEN) and/or disabilities. Almost all have an EHC plan. The needs of all pupils are very well understood and emphatically met.
- By the time pupils leave the school they are exceptionally well prepared to move on to the next stages of their education. Older pupils receive excellent careers advice, and some gain meaningful work experience. The school works in partnership with parents and carers to ensure that pupils are fully aware of the options available to them when they leave the school.
- The headteacher makes sure teachers constantly review the curricula they offer, ensuring that they match the needs of their pupils and the requirements of examination boards. Teachers are extremely adaptable and constantly review the courses their pupils are following. Pupils feel very proud of their achievements and enjoy their learning. The headteacher and teachers review their performance and the impact of the work they do. Leaders have created a culture of self-improvement and they constantly refine and improve all aspects of their work. They use their clear and perceptive understanding of the school's effectiveness to plan effectively for future improvement.
- Leaders have ensured that the formal curriculum is augmented by the provision of extra-curricular activities. In particular, pupils benefit from a range of trips and visits, from watching a film at the local cinema to skiing in the Italian Alps. These opportunities contribute to the impressive progress pupils make in respect of their personal development.
- Leaders have ensured that behaviour is extremely well managed throughout the school. Pupils are helped to understand how to behave well, and why they should behave well. They quickly settle into school and show great consideration to each other. They are taught how to socialise very well and they show deep respect for each other and for adults. Pupils have an impressive moral code and will express their views, sensitively, if they think something is wrong. Pupils' spiritual development is promoted through the school's Christian ethos and through the celebration of pupils' achievements. Pupils' cultural awareness is less well developed. Most pupils can talk confidently about their own culture. They are also tolerant and show respect for others who appear different to themselves. However, pupils are not supported to develop a deep and comprehensive understanding of different cultures.
- A large proportion of pupils are directed to this school by two local authorities. Relationships between the school, local authorities and other agencies are very strong.

Communication systems are efficient. Local authorities recognise the excellent work this school does for pupils who have not coped with mainstream school. Consequently, the number of pupils on roll has increased by 50% over the last 12 months.

- The school is very successful in involving families in their children's education. Parents are welcomed into school. Parents participate fully in review meetings and are given a high-quality annual report on the progress their children have made over the year.
- Pupils cope well with the range of corridors and stairways in the school building. There are many small and adaptable spaces where pupils can be taught individually or participate in a range of therapeutic and counselling sessions. Resources are being improved and extended. For example, pupils are now able to use tablet computers. Even young pupils learn about computer coding. Outdoor play areas meet requirements. The headteacher has rightfully identified that they could provide better playground spaces around the school. Although pupils have the opportunity to play ball games, other opportunities are limited during break and lunchtimes. The school has plans to make impressive improvements; however, these plans have yet to be converted into actions.
- Almost all parents whose views I gained through letters, surveys and text messages were very keen to explain the extent of improvement in their children's well-being and education since joining the school. They single out the headteacher for particular praise, acknowledging the impact she has on ensuring that the school continues to improve. Parents praise teachers for their dedication and the highly positive effect they have on their children. If parents have a criticism, it is as a result of administrative services being stretched.
- During the inspection an evaluation was made as to the suitability of the school extending the age range of pupils which the school is registered to teach from five- to 16-year-olds, to five- to 17-year-olds. It is the view of the inspector that, if this change was made, the school would continue to meet the independent school standards.

Safeguarding

- The arrangements for safeguarding are effective. The school's policies to ensure that pupils are safe are suitable and are published on its website.
- Staff are highly tuned and sensitive to any indication that something might not be right with a pupil. Pupils have considerable faith in all staff members and trust them enough to share their worries and concerns. These factors are critical in contributing to a very strong culture of ensuring that pupils are safe and happy.
- The headteacher ensures that teachers maintain an up-to-date and detailed understanding of how to keep children safe. They also know the procedures to take if they have any safeguarding concerns. Case files are organised systematically and personal information is secure.
- The school works very well with other agencies who have responsibility to promote the safety of children.
- Teachers ensure that pupils learn how to stay safe. This includes, for example, when using social media, when being out and about in their communities and when at home.
- All staff take the safeguarding of pupils very seriously and follow procedures assiduously. Systems to prevent pupils gaining access to unsuitable materials through the school's

computer system are effective.

Quality of teaching, learning and assessment

Outstanding

- Teachers use their expertise to excellent effect. They are attuned to the very specific needs of every pupil in their class. Teachers constantly monitor the response of every pupil to the work they are set, and know precisely when to celebrate success or encourage a pupil to extend their work even further. As a result, teachers are adept at getting the very best out of pupils.
- Teachers' efforts to ensure that the classroom climate for learning is just right are remarkable. They will ensure that pupils are calm, feel safe and feel valued. If pupils are distracted, teachers very skilfully find what the problem is and usually help the pupil return to learning very quickly.
- The management of teaching is very effective and exceptionally well organised. All teachers fully understand how to help pupils to make rapid and sustained progress in basic skills, including English and mathematics. Pupils learn subjects like science and art from specialist teachers of these subjects. These teachers use their excellent subject knowledge, and understanding of how to teach their disciplines, to ensure that pupils make rapid progress across the wider curriculum.
- The training programme for teachers includes the development of a wide range of skills that enable them to combine excellent teaching with first-class care and support for pupils. For example, the training that teachers undertake helps them to support pupils who have SEN and/or disabilities, closely follow the school's safeguarding procedures, and develop the curriculum in their areas. Teachers are aware of the diverse capabilities of different pupils in their class. The highly personalised curriculum ensures that all make excellent progress, including the most able pupils.
- Teachers have excellent relationships and communicate very effectively with parents. Sometimes, teachers and parents communicate daily, enabling both to be aware of upsets and successes both at home and at school.
- The school has a policy on homework. Leaders acknowledge that there is no requirement for teachers to set regular homework and it can be set when appropriate.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- This aspect of the school is at the heart of its success. The needs of every child are fully understood and fully met. Care systems can be as simple as a reassuring smile, to a programme of well-targeted therapies.
- All staff take the promotion of pupils' mental health very seriously. Pupils are nurtured. Pupils feel safe and secure. They are taught how to understand their own mental health and take responsibility for maintaining their own well-being. Skilful teachers help pupils understand their worth and help them recognise their strengths. Consequently, pupils quickly build their confidence and their commitment to learning. This is quite remarkable

considering the disrupted nature of most pupils' previous schooling.

- Pupils use a local sports and community facility to participate in physical education and sport. The school enters teams into local sporting festivals. At breaktime, pupils move outside to enjoy the fresh air that blows in from the beach just across the road. In summer, teachers use the beach as an alternative to their classroom, which reinforces pupils' understanding that learning is a lifelong pursuit that can take place anywhere.
- Through careful support, sensitive development of pupils' self-esteem and relentless celebration of success, pupils' confidence and self-belief grow daily. The school carefully and expertly promotes pupils' personal development so that pupils regain a belief in themselves and look forward to their futures.
- The personal medical requirements of every pupil are fully understood and fully met. All medications held on site are secure and issued with strict compliance to regulations.

Behaviour

- The behaviour of pupils is outstanding. Expectations of how pupils should behave are unwaveringly high.
- In this school, pupils learn the benefits of behaving well. This often contrasts with their previous experiences. Some pupils join this school having experienced school exclusion for violent outbursts that seemed uncontrollable. Within a remarkably short period of time, pupils learn, from highly skilled teachers, how to manage their frustrations. Very quickly, they begin to appreciate the rewards of learning well.
- Teachers fully understand what motivates each pupil and what reassures them. This feeling of security calms pupils. In school, pupils behave extremely well. Teachers discuss behaviour with groups and with individuals. Pupils quickly develop an understanding of their own behaviour patterns and also those of others. This understanding helps pupils manage their own behaviour and enables them to support others to behave.
- In their previous schools, most Red Rose pupils have suffered discrimination and bullying. Through the careful work of the school to help pupils understand how and why people behave as they do, bullying is virtually non-existent in this school.
- The school is calm and orderly. Pupils cooperate very well together during lessons and during breaktimes.
- Sometimes for the first time in their education, Red Rose pupils begin to experience success in their learning. This motivates them and many develop a great desire to improve and to achieve.
- Before joining Red Rose, many pupils have had very poor attendance rates or not attended a school for up to two years. The improvement to their rates of attendance is quite extraordinary. Almost immediately on entry to the school, pupils feel safe, secure and valued. They recognise the opportunity they have to re-engage with education and to begin to gain qualifications. Rates of attendance soar and pupils generally only take time off for medical reasons.

Outcomes for pupils

Outstanding

- Due to pupils' histories of significantly disrupted education, all pupils start at Red Rose School much further behind in their learning than would be expected for their age. Many also have cognitive disabilities which impede their rates of progress. Numbers of pupils sitting external examinations are very small. Consequently, analysing published examination information provides little meaningful information about the school's effectiveness.
- For a variety of reasons, pupils tend to join Red Rose with very low levels of attainment. Many pupils say they could barely read or write when they started in key stages 2 and 3. Teachers are fully aware that pupils have to learn a great deal about themselves and emotional development, before they are ready to start learning the basics of different subjects. However, the development of pupils' self-esteem and improvement in their emotional health happen remarkably quickly and this provides secure foundations for rapid academic progress to be made.
- By comparing the work of individual pupils a few weeks after they joined Red Rose, and the work they are now doing, their academic progress is evidently outstanding. In both English and mathematics, it is common to see pupils making the equivalent of two years progress in only one year. Pupils also make great strides in their learning of other subjects, including science, computer science and humanities. All pupils study art, and some pupils excel in this.
- All pupils who join the school have fallen behind the standards expected for their age. Despite this, there are a very broad range of abilities at the school, including a group of most able pupils. From their starting points, and taking into account every pupil's academic potential, achievement is excellent for all groups of pupils.
- All pupils gain academic qualifications and move onto college for post-16 courses which match their interests and abilities.
- Through personal, social, health and economic education, pupils learn how to manage finances and run enterprise activities. They extend their understanding of healthy lifestyles and of relationships. They learn how to manage risk.
- Work is done to help pupils learn about the extent of diversity in modern Britain. Pupils are therefore supported effectively to develop tolerant and respectful attitudes. Despite this, the school does not provide pupils with a broad-enough range of opportunities to gain a deep understanding of cultures and communities that are different from their own.

School details

Unique reference number	131163
DfE registration number	888/6032
Inspection number	10008532

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

Type of school	Other independent special school
School category	Independent school
Age range of pupils	5 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	31
Number of part-time pupils	None
Proprietor	Colin Lannen
Headteacher	Gill Makinson
Annual fees (day pupils)	£18,000
Telephone number	01253 720570
Website	www.redroseschool.co.uk
Email address	redroseschool@btconnect.com
Date of previous inspection	February 2013

Information about this school

- Red Rose School is located in Lytham St Anne's, near Blackpool. It opened in 1997.
- Red Rose School is an independent day special school registered with the Department for Education (DfE), to meet the needs of up to 47 boys and girls, between the ages of five and 16 years. Almost all pupils have an EHC plan. Most pupils have identified specific learning difficulties. The school also caters for pupils who have other SEN and/or disabilities linked to dyslexia, dyspraxia and autistic spectrum disorder.
- The school has a Christian ethos and aims to provide a learning environment where children can achieve their potential. The school's prospectus refers to 'eagles who can soar above difficulties'.

- The majority of pupils are placed in this school by two local authorities, others are admitted via a direct application from their families.
- The current headteacher took up her post in September of 2016. She had previously been engaged by the school as a specialist teacher and adviser.
- The most recent full inspection took place in February of 2013 when the school was judged to be outstanding.
- The school does not use any alternative providers. Pupils do visit the local Young Men's Christian Association (YMCA) building where Red Rose teachers teach physical education and sporting activities.

Information about this inspection

- During the inspection it became apparent that the school was at an early stage of making an application to the DfE to materially change its registration from a school for five- to 16-year-olds to a school for five- to 17-year-olds. The inspector discussed this with the DfE, who commissioned a material change inspection to be included within this standard inspection.
- The inspector held meetings with the headteacher. The lead inspector conducted a telephone meeting with the school's proprietor.
- The inspector talked to groups of pupils.
- The inspector met with teachers and teaching assistants as a group, and also spoke to individual teachers.
- School documents were scrutinised, including: safeguarding checks, information about pupils' achievement and records of checks on the quality of teaching.
- The inspector spoke to a representative of one of the local authorities who sends pupils to this school.
- The inspector visited classrooms to speak with pupils, look at their books and observe their learning. The inspector looked at pupils' work which captured their learning over a long period of time.
- The headteacher was party to many of the inspection activities.
- The inspector took account of 12 responses to the online questionnaire, Parent View. Twelve parents sent their comments by text message to the inspection team. The inspector took account of four staff responses to an inspection survey of their views. The inspector also took account of one letter sent to him by parents of one child.

Inspection team

Neil Mackenzie, lead inspector

Her Majesty's Inspector

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