

# Inspection of a good school: Rosedale College

Wood End Green Road, Hayes, Middlesex UB3 2SE

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Inspection dates: 11 and 12 May 2022

## Outcome

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

## What is it like to attend this school?

Pupils enjoy their time at school. They work hard and behave well. They respond well to the encouragement they get from staff. Many of them choose to stay at the school for their sixth-form studies. Staff listen to pupils' views. For example, following a recent pupil petition, leaders have introduced changes to the school's uniform. Pupils democratically elect their peers to represent them on the school council.

Pupils are safe and well cared for. They typically said that they have staff they feel comfortable talking to if they need any help. Pupils said everyone mixes well together and that the school is a friendly place. Pupils confirmed that bullying does not happen often. Staff do not tolerate any forms of bullying and sort out any problems quickly.

Pupils study a wide range of subjects in Years 7 and 8. Leaders have not ensured that these are all planned carefully or have enough time allocated to some of them. This means that pupils do not learn all subjects in depth. In Year 8, pupils choose the subjects they will study in Years 9 to 11. Their learning in some subjects is cut short as a result.

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

Leaders have not ensured that all pupils have access to a broad and ambitious curriculum in Years 7 to 9. Pupils in Years 7 and 8 do not study some subjects in sufficient depth. Timetabling decisions made by leaders have limited the time given to some subjects. This means that in these subjects, teachers do not have opportunities to deepen pupils' knowledge. In a few subjects, leaders have not given careful thought to what pupils learn. They do not ensure that pupils learn essential subject content. This means that pupils often lack basic knowledge and skills in these subjects.

Pupils who do not choose subjects such as languages, music or art at GCSE do not have the opportunity to study them after Year 8. This restricts pupils' learning in these subjects.

In Year 9, teachers build on pupils' previous learning and prepare pupils for their studies in Years 10 and 11. In the sixth form, students have a range of vocational and academic courses to choose from. They can also access courses available at the other sixth-form college in the trust, including law or criminology. Students in Year 12 typically spoke about the Year 11 'bridging programme' and how helpful they found it as an introduction to life in the school's sixth form.

In most subjects, leaders make sure that staff follow a curriculum that is well sequenced. They have identified the specific knowledge and skills that pupils need to know and remember over time. For example, pupils in Year 9 history learn about the differences in concepts such as communism and fascism. This helps them in Year 10 when they go on to study the development of the Cold War.

Teachers know their subjects well. They present and explain new knowledge clearly to pupils. Teachers check pupils' understanding carefully and pick up where their knowledge is not secure. Pupils said that the feedback that teachers provide helps them to understand the things they need to improve.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Leaders use a range of information to help them identify pupils' needs accurately. They make sure that staff know the best ways to help all pupils access the same learning in each subject. Teaching staff use information about pupils' needs to adapt learning for individuals.

Staff encourage pupils to read independently, for example during form time. Pupils go frequently to the school library to choose their books. Weaker readers, particularly those in Years 7 and 8, get specialist support to help them catch up quickly in their reading.

Classrooms are calm and any disruptive behaviour is dealt with so that pupils can get on with their work. Pupils are tolerant and respectful of each other and different viewpoints. They discuss a range of topics including gender identity and financial care in their personal, social, health and economic (PSHE) programme sessions. In the sixth form, students reflect on their wider personal development, such as study skills and their personal ambitions during mentor meetings. They are also helped to consider career priorities and post-19 opportunities.

Leaders provide a range of clubs and activities for pupils. Sports such as football, cricket and basketball are popular choices. Recently, leaders have resumed organising educational visits, which were paused due to the COVID-19 pandemic, including to art galleries and sporting venues. Pupils spoke with enthusiasm about previous outings to a science fair and residential journeys to France.

Many teaching staff said that leaders do not take staff workload and well-being into account. Some staff raised concerns about the lack of support they get from leaders.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that all staff have regular training and updates in safeguarding. Staff have been trained to look out for signs that pupils may be at risk from harm. Records show that leaders are prompt to follow up any concerns about pupils appropriately. They use early help to ensure that vulnerable pupils and their families get the necessary support. Pupils are taught about how to keep safe outside of school. They are taught about online safety and how to get support for their mental health. The record of pre-recruitment checks on staff had some minor omissions which were rectified during the inspection.

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

### (Information for the school and appropriate authority)

- In some subjects in Years 7 and 8, there is either insufficient time to teach the planned curriculum or leaders have not thought carefully about the essential subject content that pupils need to know. This means that pupils do not acquire a secure and deep understanding in these subjects. Leaders should ensure that the curriculum in Years 7 and 8 is well planned and organised for pupils to build up in-depth knowledge and skills in all subjects.
- At the end of Year 8, pupils choose their GCSE option subjects for study in Years 9 to 11. This restricts pupils' learning in the subjects which they do not choose as they cannot continue their learning in them beyond Year 8. Leaders should ensure that pupils learn a wide range of subjects throughout Years 7 to 9.
- Many teaching staff said that leaders are not considerate of their workload and well-being. They perceive that leaders are not mindful of the additional burdens caused by assessment and staff shortages, for example. Some teachers said they felt that they were not well supported by leaders. Leaders should ensure that they take effective action to consider staff workload and well-being.

## Background

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

This is the second section 8 inspection since we judged the school to be good in November 2012.

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

## Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	137077
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	10200289
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	857
<b>Of which, number on roll in the sixth form</b>	81
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Stuart Duguid
<b>Principal</b>	Hina Kapadia
<b>Website</b>	<a href="http://www.rosedalecollege.uk">www.rosedalecollege.uk</a>
<b>Date of previous inspection</b>	2 November 2016, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the Rosedale Hewens Academy Trust, along with six other schools in the local area.
- The principal took up post in December 2018. The principal was on leave at the time of this inspection.
- Leaders do not use any alternative provision for their pupils.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors have discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the two vice-principals and the chief operations officer of the trust. Inspectors met with representatives from the board of trustees. Inspectors met with other school leaders, including those responsible for SEND.
- Inspectors carried out deep dives in these subjects: English, history and computing. For each deep dive, inspectors met with curriculum leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders and pupils about other subjects. Inspectors visited lessons in a range of subjects.
- Inspectors spoke with leaders, staff and pupils about the safeguarding arrangements at the school and checked the single central record. Inspectors also reviewed safeguarding records and referrals.
- Inspectors met with a range of staff, including non-teaching staff.
- Inspectors considered responses to Ofsted's online surveys for parents, staff and pupils.

### **Inspection team**

Jude Wilson, lead inspector

Her Majesty's Inspector

Ian Rawstorne

Her Majesty's Inspector

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