

# Mary Rose School

## Inspection report

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<b>Unique Reference Number</b>	134881
<b>Local Authority</b>	Portsmouth
<b>Inspection number</b>	360650
<b>Inspection dates</b>	16–17 September 2010
<b>Reporting inspector</b>	Sarah Mascall

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	2–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	124
Of which, number on roll in the sixth form	26
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Mitchell
<b>Headteacher</b>	Alison Beane
<b>Date of previous school inspection</b>	13–14 November 2007
<b>School address</b>	Gisors Road Southsea Portsmouth PO4 8GT
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<b>Fax number</b>	0239285 2362
<b>Email address</b>	admin@maryrose.portsmouth.sch.uk

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<b>Age group</b>	2–19
<b>Inspection date(s)</b>	16–17 September 2010
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 18 lessons and observed 16 teachers. Meetings were held with members of the governing body, staff and students and discussions held with parents and carers bringing their children into the nursery. Students' work, information on their progress, safeguarding policies and other documents were evaluated. Questionnaires from 38 parents and carers, 56 staff and 82 students were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- How well the school analyses its data about pupils' progress and uses it to bring about improvements in pupil progress.
- How the monitoring of teaching observations is used to identify areas for improvement.
- How the school ensures that pupils receive a broad and balanced curriculum.
- How well informed is the governing body about provision and how effectively do they challenge the school to bring about improvements.

## Information about the school

Mary Rose caters predominantly for students with severe and complex learning disabilities. An increasing number of students have autistic spectrum disorders and others have additional needs associated with physical disabilities and medical conditions. All have a statement of special educational needs. A very small number of pupils are in the care of the local authority. The school is a specialist sports college.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Mary Rose is an outstanding school, dedicated to meeting the needs of each individual student. It is successful in this because of the excellent care and support that is provided to every student. The whole staff team are focused on enabling every individual to make the best possible progress both in their learning and in their personal and social skills. As a result, students make outstanding progress in these areas and their achievements are excellent. The outstanding leadership of the headteacher, supported by her very committed and enthusiastic senior managers, has enabled the school to continually move forward and improve. Staff are supported by an effective governing body which has done much to extend the school's influence within the local community. All of these factors contribute to the school's excellent capacity for sustained improvement.

Children make an excellent start in the nursery. This is because of outstanding teaching and staff's extremely good knowledge of the children and what they need to do to improve. This excellent progress continues as students get older and is very well supported by the excellent teaching that exists across the school. A key strength of teaching is the extremely good teamwork in every class and the exceptionally professional work of the teaching assistants who support learning so effectively.

From the moment they start school, the young people are encouraged to become as independent as possible. They delight in, and are proud of, the range of responsibilities they have. Their obvious pleasure at being able to make decisions and choices is very clear. Students' understanding of healthy living in terms of fitness and, particularly, the right things to eat are excellent. Their enjoyment of school and in the wide range of activities within the excellent curriculum is very evident in their happy, smiling faces. Students' basic skills are extremely well promoted across the curriculum, particularly for information and communication technology (ICT). The school's specialist status has achieved much in involving the students in their local community, from which not only the students, but many others, have greatly benefited. The school's links both nationally and globally are excellent and have successfully raised students' awareness of the world around them.

The school has an excellent understanding of its strengths and areas for improvement because its systems for tracking students' progress are so very good. Staff are very well informed about what needs to be improved but the information provided to the governing body does not always enable members to provide sufficient challenge about the progress of the different groups.

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

- Ensure that the governing body has a wider range of information regarding students' progress so that governors are better able to challenge the school to improve even further.

## Outcomes for individuals and groups of pupils

**1**

Students make excellent progress over time because work is so closely linked to their specific needs. This is evident for example in an English lesson for Year 7 to 9 where two classes were grouped in ability. One group of students were learning to recognise speech bubbles in a comic and starting to think about what words they could put in, whilst the other group were learning to identify the difference between a book and a comic and learning about speech bubbles. All students respond well to the routines in the class and show real pleasure in group work, such as singing counting songs together. Progress last year for secondary-aged students was not as good as in the rest of the school. Quick action has been taken and literacy and numeracy classes are now grouped by ability, and staff are confident that the rate of progress has increased considerably. By the end of Year 11, students have gained a range of accreditation, reflecting the excellent progress they have made from their various starting points. Data gathered by the school shows that all groups, including those in the care of the local authority, achieve equally well.

Students concentrate well and are very proud of their achievements. This was reflected in physical education lessons. One Year 10/11 group took great delight in successfully rolling a ball into a hoop and there were lots of cheers when they did well from their team mates. Students are keen to help each other, as was seen in a food technology, when one student helped another to weigh the ingredients for a scone mixture and fetched more flour when it was needed.

Students say how much they enjoy school and that they feel very safe. They give examples of how they look after themselves, talking, for example, about how to use a pair of scissors properly. Behaviour throughout the school is exemplary and students are very friendly to each other and visitors. They are very proud that they are given lots of jobs. One young man talked about how he had worked on reception and achieved his very challenging target of answering the phone.

Students' care for others is reflected not only in school but in the wider community. For a short while, they worked very closely with the inmates of a local prison and now they are working with young offenders to develop skills in coaching sport. Through these and other links, students have gained excellent leadership and interpersonal skills. All these factors greatly contribute to the students' excellent preparation for life when they leave school. Their cultural awareness is very well promoted through their links with a school in Ghana and they have met the staff from the school and exchanged letters and photographs. Attendance for the majority

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of students is excellent. For some, however, because of their medical needs, it is lower. Attendance overall is above average.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	*
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

The excellent teamwork between teachers and teaching assistants is achieved through detailed planning and regular meetings. As a result, individual and group work is of an excellent quality because all staff are so well informed of the expectations for each child. Teaching assistants make excellent use of their time and, when not directly involved in teaching, record students' responses and progress. The use of interactive whiteboards is very good, whether to provide the pictures for a story that is being read to a class or as background pictures and music for a lesson based on Islamic traditions. Despite the fact that students had only been in school a week or so, they were very clear about the routines and responded to these very quickly, because all staff are consistent in their approach and have the same very high expectations for students' behaviour.

The curriculum is excellent because it is based on the needs of each child. It is greatly enhanced by the school's specialist status and the excellent links that have been established with other schools and colleges. Timetables are adapted and developed so that all students have their own personal learning programme which incorporates a wide range of experiences that will enable them to make the best possible progress. Planning is very good and very closely monitored by senior staff. Literacy, numeracy and ICT are very well promoted in many lessons, whether, for

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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example, through weighing ingredients in food technology or counting scores in PE.

The care, guidance and support of students are exemplary. The tracking of students' progress against their academic and personal and social targets is monitored very closely. As a result, students make excellent progress. The very close work between staff and the wide range of agencies involved with students ensures that they are very well cared for. Parents and carers comment on how well they and their children are supported by staff.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account:	
The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The balance of skills in the senior management team has been carefully thought through by the headteacher and, as a result, she has an extremely strong team who have a wide range of skills and knowledge. A very clear management structure and a strong desire to empower all staff has led to a very effective and dedicated staff team who are clear about their roles and determined to do the best for each and every student. The monitoring of teaching and student progress is rigorous and high levels of support are put in place where needed. The school sets itself very challenging targets and is continually looking to improve. The good analysis of data from student progress and close monitoring of the different groups within the school ensure that all students have the same opportunities and that there is no discrimination. The school recognises, however, that whilst information about student progress is shared well with staff, members of the governing body do not always have the same level of detail and this, on occasions, prevents them from challenging the school as well as they do in other areas.

The governing body is very supportive of the school and parents and carers are represented well. It is particularly vigilant about safeguarding arrangements and, at the time of the inspection, these were exemplary. The governing body has done much to promote the school, such as developing close links with the Mary Rose Trust. Community cohesion is a high priority of the school and is very well planned. The school's excellent links locally, nationally and abroad have done much to raise students' awareness and involvement in the wider community. The work with other agencies and with parents and carers is excellent and does much to support students.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

The leadership and management of the nursery is excellent. The teacher is very experienced and ensures, through thorough planning, that children receive a very wide range of experiences that support their learning extremely well. As a result, they make excellent progress in all the areas of learning. Assessment is very good and ensures that the needs of each child, whether medical, cognitive, nutritional or medical, are met. Teaching is excellent and very well focused on a multi-sensory approach. The environment is stimulating and activities and routines very well structured. Staff work extremely well as a team, showing considerable expertise in working with the children. There is complete respect for the individuals in the class and endless patience is used when offering choices and waiting for a response.

Although children are new to the class, many are adapting to the routines. For example, they respond well to the singing sessions and develop their skills in communicating using body language and facial expression to express their likes and dislikes. They already show an awareness that staff will act upon their choices. Excellent attention is paid to health and safety and safeguarding.

The excellent partnerships with parents and carers were reflected in parents’ and carers’ very positive comments when in school. They very much appreciate how welcome they are made and the openness and friendliness of staff. One parent commented on the determination of staff never to give up and how the smallest amount of progress was recognised and celebrated. The clear dedication of the nursery teacher to ensure the best for the children has resulted in outstanding provision which is very well placed to continue to improve and develop.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Sixth form

The whole focus of the sixth form is to effectively prepare students for life when they leave school and it is totally successful in achieving this. The excellent curriculum is planned on an individual basis, giving all students a wide range of opportunities to extend their independence skills. As a result, students make excellent progress in their learning and develop into mature, confident young people. They clearly enjoy their time in the sixth form and the opportunities this provides. There is an excellent focus on ensuring their work is accredited. As a result, they gain accreditation in entry level qualifications as well as ASDAN and many other courses.

Teaching is excellent because staff know their students well and provide appropriate tasks. Lessons are often practical, such as when preparing for a train journey to Portsmouth. Students clearly enjoy opportunities for role play and there was lots of laughter when the teaching assistant pretended to type out tickets. They are supportive of each other, one checking that another had his wallet with him before they left for the train station. The focus on independence is balanced well with the need to ensure students have a good awareness of keeping safe and there were many examples during the inspection when students remembered or were reminded about this.

Leadership and management is excellent and has resulted in the sixth form developing extremely well since the last inspection. The links with community, including local schools and colleges, have been extended very well. Students' progress is monitored very closely and action taken quickly where concerns are raised. There is a clear focus on developing provision and the sixth form is very well placed to improve even further.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>1</b>
Taking into account:	
Outcomes for students in the sixth form	1
The quality of provision in the sixth form	1
Leadership and management of the sixth form	1

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## **Views of parents and carers**

Parents and carers are overwhelmingly positive about the school and the impact it has had on their children, particularly on how much progress they have made and their enjoyment of school. 'Since attending, my child can now communicate using special equipment and is always full of smiles and comes home really tired' and 'My child has made brilliant progress since attending Mary Rose. He thoroughly enjoys each day' are typical of the comments parents and carers made.

## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mary Rose School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 38 completed questionnaires by the end of the on-site inspection. In total, there are 124 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	79	8	21	0	0	0	0
The school keeps my child safe	30	79	7	18	0	0	0	0
The school informs me about my child’s progress	25	66	12	32	0	0	0	0
My child is making enough progress at this school	20	53	12	32	0	0	0	0
The teaching is good at this school	28	74	8	21	0	0	0	0
The school helps me to support my child’s learning	21	55	13	24	0	0	0	0
The school helps my child to have a healthy lifestyle	27	71	8	21	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	61	8	21	0	0	0	0
The school meets my child’s particular needs	31	82	7	18	0	0	0	0
The school deals effectively with unacceptable behaviour	22	58	11	29	0	0	0	0
The school takes account of my suggestions and concerns	24	63	13	34	0	0	0	0
The school is led and managed effectively	29	76	7	18	0	0	0	0
Overall, I am happy with my child’s experience at this school	33	87	5	13	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



18 September 2010

Dear Students

**Inspection of Mary Rose School, Southsea, PO4 8GT**

Thank you so much for being so friendly and helpful when we came to visit your school recently. We very much enjoyed meeting you all and a special thank you to those of you who went to the meeting and talked to Fran.

We think your school is excellent. We know that you work very hard in lessons and because of this you do extremely well in your learning. It was good to see how happy you are in school and that you feel safe. The school is very good at making sure you are well cared for. We were very impressed at how much you know about keeping healthy and it was good to hear about all the different sports and activities you are involved in. Your teachers know you very well and help you learn a lot of things.

The school is very well led by the headteacher and all the staff work very hard to make sure you do well. Because the school wants to be even better, we have asked them to make sure that governors have more information about how you are doing so that they can ask the staff about how they are making things even better for you.

We wish you well for the future and hope you continue with all your hard work in the community.

Yours sincerely

Sarah J Mascal  
Lead inspector

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