



ISI Independent
Schools
Inspectorate

Regulatory Compliance and Educational Quality Inspection Reports

Rose Hill School

September 2021

Contents

School's Details	3
1. Background Information	4
About the school	4
What the school seeks to do	4
About the pupils	4
2. Regulatory Compliance Inspection	5
Preface	5
Key findings	6
PART 1 – Quality of education provided	6
PART 2 – Spiritual, moral, social and cultural development of pupils	6
PART 3 – Welfare, health and safety of pupils	6
PART 4 – Suitability of staff, supply staff, and proprietors	6
PART 5 – Premises of and accommodation at schools	6
PART 6 – Provision of information	7
PART 7 – Manner in which complaints are handled	7
PART 8 – Quality of leadership in and management of schools	7
3. Educational Quality Inspection	8
Preface	8
Key findings	8
Recommendation	8
The quality of the pupils' academic and other achievements	8
The quality of the pupils' personal development	10
4. Inspection Evidence	13

School's Details

School College	Rose Hill School			
DfE number	886/6013			
Registered charity number	270158			
Address	Rose Hill School Coniston Avenue Tunbridge Wells Kent TN4 95Y			
Telephone number	01892 525591			
Email address	admissions@rosehillschool.co.uk			
Headteacher	Ms Emma Neville			
Chair of governors	Mr Nevil Phillips			
Age range	3 to 13			
Number of pupils on roll	230			
	Early Years	30	Lower School	87
	Middle School	51	Upper School	62
Inspection dates	28 September to 1 October 2021			

1. Background Information

About the school

- 1.1 Rose Hill School is an independent co-educational day school for pupils aged between 3 and 13. Originally founded in 1832, the school moved to its current location in a residential area of Tunbridge Wells in 1966. The school is a charitable trust, administered by a board of governors. The school comprises four sections: the Early Years Foundation Stage (EYFS), for pupils in Kindergarten and Reception; lower school, for pupils from Years 1 and 2; middle school, for pupils from Years 3 to 5; and upper school, for pupils in Years 6 to 8. Since the previous inspection, the school has appointed a new chair of governors.
- 1.2 During the period March to June 2020, the whole school remained open only for children of key workers. After 1 June, Kindergarten, Reception, Years 1 and 6 returned to school with those remaining at home being taught online. On 22 June the school reopened for all other year groups. During the lockdown period of January to March 2021, all pupils other than the children of key workers, vulnerable pupils and those in Kindergarten received remote learning provision at home.
- 1.3 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.4 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school, have been considered.
- 1.5 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.6 The school aims to inspire its pupils to develop their five key skills of confidence, organisation, perseverance, resilience, and getting along, whilst demonstrating the integrity to thrive in all areas of a rich curriculum. The school strives to foster in its pupils the skills and talents which will enable them to organise their learning and plan to achieve success whilst working collaboratively and accepting everyone.

About the pupils

- 1.7 Pupils come from professional backgrounds, mostly from families living within a 10-mile radius of the school. The school's own assessment indicates that the ability of the pupils is broadly average. The school has identified 24 pupils as having special educational needs and/or disabilities, which includes dyslexia and dyscalculia, all of whom receive additional specialist help. Four pupils in the school have an education, health and care (EHC) plan. English is an additional language for one pupil, who receives additional support for their English. Data used by the school have identified 47 pupils as being more able in the school's population, and the curriculum is modified for them and for other pupils because of their special talents in sport, art or music.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education in the EYFS to Year 6 and relationships and sex education in Years 7 and 8, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are

maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

2.13 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

2.14 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

2.15 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.16 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

2.17 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

2.19 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Educational Quality Inspection

Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils' achievements are excellent both in and out of school.
 - Pupils' creativity is highly developed from an early age. They display excellent skills in art and music.
 - Pupils are articulate and extremely confident to speak publicly.
 - Pupils' attitudes to learning are outstanding. They are highly productive in individual and group work.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils are very socially aware and so are able to work extremely effectively with others, collaborating freely across the age groups.
 - Pupils are kind and respectful, behaving politely and thoughtfully around school.
 - Pupils show excellent confidence and self-esteem.
 - Pupils do not display full understanding of how to measure and improve their own learning and performance, in order to be prepared for the next stage of their lives.

Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to consider making the following improvement:
- Strengthen pupils' self-understanding by embedding further the school's new approach to the curriculum.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Pupils' overall attainment is excellent. Pupils achieve highly in their entry examinations to their chosen senior schools and regularly win scholarships. This reflects the dedicated work the school has done to continue to promote their all-round education. The majority of pupils' attainment, including those in EYFS, is above and often well above, the national average as indicated by national end of year expectations. This is evidenced in standardised tests, internal summative and formative assessments, teacher observation and pupils' work. In recent years, by the end of Reception almost all children have

achieved national expectations and many have exceeded them. Evidence from the scrutiny of books, work on display and in lessons indicates that across the school, all groups of pupils make rapid progress from their various starting points. Individual pupils' progress is monitored through regular assessment and any strengths and weaknesses are identified so that pupils can learn how to improve. Pupils with SEND make excellent progress as they are extremely well supported in class and by specialist help. In discussion, pupils spoke highly of the strong support they receive which has enabled them to achieve in line with their peers. More able pupils make rapid progress, benefitting from early identification of their abilities and subsequent additional challenges in lessons and activities.

- 3.6 Pupils' achievements are excellent both in and out of school. This is because they are actively encouraged to participate in an extensive range of activities in order to develop individual pupil's strengths and passions. Both groups and individuals demonstrate strong achievement in the various sports offered by the school and through the extensive programme of inter-school matches which ensures that all pupils can be involved. Pupils speak very highly of their enjoyment and many successes in sporting events such as in the team competitions in Kent hockey contests and in the IAPS small schools' national football championships. Achievement in music is extremely high because a majority of the pupils receive instrumental tuition. They gain considerable success in national music examinations with some pupils becoming members of the National Youth Orchestra. Pupils regularly achieve distinctions in speech and drama exams. They are successful individually in national art competitions and world Pokémon contests as well as in ski championships. Pupils also achieved national success with their *Fly to Line* glider design team.
- 3.7 EYFS children develop strong skills and understanding in the core subjects and as pupils progress through the school they display a well-developed range of knowledge significantly supported by days focused on particular subjects. Pupils' excellent acquisition of knowledge is enabled by skilled teaching which involves a range of stimulating activities. In the questionnaire all pupils who responded agreed that teachers know how to help them to learn. From an early age, children and pupils listen most attentively in class and use their developing skills to investigate, solve problems and think creatively both indoors and outdoors. Pupils exhibit strong skills and understanding in science. For example, the use of an interactive respiratory t-shirt to simulate oxygen travelling around the body captured strongly pupils' interest. Pupils display outstanding creativity and achieve an extremely high standard in the expressive arts. Frequent musical productions equip pupils with excellent performing and backstage skills. During lockdown, the pupils wrote and produced a version of *Peter Pan*, filming in the school's woodland area and swimming pool. In discussions, pupils enthused over their successes in the *Green Goblins* club; an inspirational design project in which pupils demonstrate the necessary engineering skills to build a racing kart and take turns in racing at various venues. Pupils also apply their well-developed skills to other areas, such as when older pupils explained the chemical reactions triggered by heating clay in a kiln, while EYFS children described the lifecycle of the *Hungry Caterpillar*.
- 3.8 Pupils are confident communicators who show high levels of literacy. Pupils across the school are articulate and demonstrate much confidence to speak publicly as a result of encouragement from an early age through regular assemblies and performances. Children in the EYFS can write simple sentences. Pupils develop a secure understanding of different types of text and writing for different purposes as they move through the school. Scrutiny of pupils' English work indicated some mature use of relevant and intelligent vocabulary with older pupils finding ways to capture the reader's attention by using personification, simile, alliteration, dramatic vocabulary and powerful adjectives. Pupils throughout the school show a developing use of accurate punctuation and grammar. They become increasingly able to write at length and the presentation of their work is of a very high quality.
- 3.9 Throughout the school pupils achieve a high standard in mathematics. By the end of the EYFS most children can order numbers up to 100 and can recognise three-dimensional shapes. As they move up the school, all groups of pupils show substantial competency in mathematics as a result of the very high expectations set by teachers. Pupils master a wide range of mathematical concepts which are often advanced for their age. Their calculations are neatly laid out and accurate, and involve both

numerical and graphical representation. Younger pupils solve problems relating to perimeters confidently using calculators to check their computation, while older pupils can explain how they would order mathematical operations to solve particular problems. Pupils are able to apply their strong skills in mathematics across the curriculum. For example, when measuring wooden dowels for Victorian toys in design and technology (DT), determining the rate of their heartbeat in science or weighing ingredients when cooking. Pupils' competent learning in maths is supported by an online learning platform which enables them to develop their mathematical and information and communication technology (ICT) skills, both in school and at home.

- 3.10 Pupils are highly skilled in using ICT as a result of effective teaching and because governors have supported investment in the provision of suitable computing equipment. Children in the EYFS develop an early familiarity with ICT as a result of having continuous access to classroom tablet computers. As pupils move up the school, they develop efficient skills in handling data, number work, presentation software, coding, emailing and using ICT to support research. In discussions pupils speak enthusiastically about how they can make good use of these skills in other subject areas such as when creating coded games to teach younger pupils about healthy eating, making football robots in design technology (DT) or in the EYFS, for accessing *Hungry Caterpillar* yoga. Pupils develop their ICT competence further through an animation day which combines skills in art, ICT, DT and music to produce short stop-motion films.
- 3.11 Pupils demonstrate excellent attitudes to learning in response to teaching which encourages initiative and independence. These excellent attitudes enabled the pupils to work successfully during lockdown as shown by the maintenance of their high standards of work. Pupils are curious in their approach to developing knowledge and many independently seek opportunities to extend their learning.
- 3.12 Children in the EYFS develop keen observational skills as they engage happily in their activities, guided expertly by experienced practitioners. Older pupils' study skills have developed well through the recent period of online learning. They have become more familiar with researching information and organising their information into imaginative presentations and booklets. Older pupils exhibit higher order skills when planning activities for STEAM [science, technology, engineering, art and mathematics] week, preparing to share their knowledge of robotics practically with the lower school and the EYFS children. Younger pupils devise very good hypotheses, when estimating the number of plastic dinosaurs in a tray whilst those in higher year groups analyse data and draw on a range of sources to support their learning. Pupils conduct high-quality research projects, as evidenced by the high-quality independent work produced by those in their final year of upper school.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils work together extremely well, facilitated by a recent whole school initiative to ensure that when planning for pupils' learning, teaching always considers opportunities for collaboration. Children in the EYFS move calmly around their setting, sharing resources and helping each other. Older pupils enjoy working with those lower down the school whether through reading with children in the EYFS, by working as playground monitors or sharing their skills in technology. Pupils demonstrate their collaborative approach when engaging together in the dens in the school woodland and through the very many team-building activities available during residential and day trips. Across the school, pupils exhibit high levels of co-operation when learning. Older pupils were evidenced collaborating most successfully in the steel band when producing African music. Younger children purposefully engaged in listening to a story of Elmer the Elephant trapped in a flood and then worked together well in small groups to make shelters for Elmer using a range of construction materials.
- 3.15 Within their personal development, pupils show strong age-appropriate decision-making skills and they are keen to make choices which will enable them to perform well in their academic studies. In the EYFS children happily make sensible decisions. They know how to make appropriate choices such

as putting on their coats at playtime and they take great delight in choosing their indoor or outdoor activities. Representatives of the school council are adept in making decisions as they consider requests from their peers and, if agreed, they seek funding from the school. Pupils can choose which challenges to attempt in mathematics, which experiment and method to use in science or DT and which extra-curricular activities to join. Older pupils plan how to manage homework and to be efficient with their time keeping. Pupils learn useful skills for the future through the *Rose Hill Diploma*, which promotes practical experiences such as completing an application form, mending a punctured bicycle tyre, budgeting and voluntary work. Pupils understand that making decisions about relationships and their wellbeing is important and they show a mature understanding in these areas, as displayed in a PSHE lesson where pupils debated what constitutes respect in a relationship.

- 3.16 Pupils display an extremely well-developed moral understanding and sense of right and wrong. They understand systems of rules and laws such as those necessary to keep them safe whilst enjoying the school grounds. This is because leaders and governors have embedded successfully a school ethos that embraces and promotes important values and standards, which in turn translate into the pupils' understanding of respect. Pupils of all ages engage highly positively with the *Rose Hill Promise* instilled by leaders and members of staff throughout the school, including through the visual aids and posters which are exhibited around the school and messaged in lessons and assemblies. Pupils treat each other with considerable kindness and respect and the quality of relationships between pupils and adults is applaudable. In discussions, pupils praised the school's approach to encouraging them to reflect on their behaviour rather than simply applying sanctions.
- 3.17 Pupils show excellent confidence and self-esteem which is promoted through the exciting and challenging new curriculum, initiated successfully by school leaders and fully supported by the governance. Pupils' emotional well-being is supported most effectively by the pastoral team and through regular personal, social, health and economic education (PSHE) lessons, assemblies, academic lessons and extra-curricular activities. Pupils' self-confidence benefits from the school's initiative to furnish them with five *key attributes* to achieve success in life: persistence, organisation, confidence resilience and getting along. In discussions pupils could happily discuss the many opportunities they are given to develop self-confidence and self-esteem and said that they knew their next steps through targets agreed with their teachers. However, older pupils are less sure of how to evaluate and improve their own learning and performance, in order to be prepared for the next stage of their lives. School leaders have recognised the pupils' uncertainty and have recently introduced a skills tracking system designed to enable them to aspire to reach certain goals in their personal development. However, this is not yet embedded fully within the curriculum, so the impact of this initiative is not yet firmly established.
- 3.18 Pupils delight in making a significant contribution to the school through roles such as members of the school council, the *eco squad* or the anti-bullying committee, or by being a 'buddy' to a younger child. The house system further enables such contributions, as in the popular annual singing competition. The oldest pupils displayed noticeable respect and evident pride in their school as they acted as guides for prospective parents at an open day which occurred during the inspection. Pupils develop excellent understanding of society through the many links the school has with the local community, including a strong association with the adjacent primary school and local churches. Older pupils say they enjoy entertaining the residents of a local retirement home by singing Christmas carols and songs from their productions. They develop a strong awareness of those less fortunate than themselves by willingly raising funds through a variety of self-initiated activities for local charitable causes including care homes, food banks and homeless shelters.
- 3.19 Pupils exhibit excellent appreciation and deepening understanding of cultural traditions different to their own. Their positive attitudes are developed through their work in PSHE and religious studies (RS) lessons, through the regular curriculum and as a result of a rich and exciting programme of offsite visits. Pupils in the upper school were observed holding meaningful discussions following their recent visit to a Hindu temple, where they considered the difference between the Hindu and Christian ideas

about life after death. Others exhibited genuine empathy and an awareness of social issues as they discussed the theme of homelessness raised by the novel *Stone Cold*. In the questionnaire, all parents who responded agreed that the school actively promotes values of democracy, respect and tolerance of other people. Pupils' strong understanding of cultural traditions is furthered by parents and other visitors sharing experiences in assemblies. During the inspection week pupils were seen learning well about Black history. For example, younger pupils showed considerable understanding of political events and much knowledge about black sporting heroes.

- 3.20 Pupils' good spiritual understanding is supported by the clear assembly programme, mindfulness sessions and the use of outside speakers. Children in the EYFS enjoy observing the changing colours of the autumn leaves in their woodland environment and pupils were evidenced enjoying the quiet reflection time offered at the start of their music lessons as they listened to the works of famous composers. The very youngest children in the EYFS were observed mixing paint and being entranced by the colours they had created, while older pupils embraced the tranquillity of the library at break time immersed in an exciting book. Older pupils study spiritual music and produce cultural artwork to a very proficient standard for their age. Pupils are conscious of the bravery of those who died in the war, as expressed through the thoughtful display of glazed, pottery poppies which brighten the school's reception area. Pupils greatly benefit from the caring nature of the school because they learn to be kind and thoughtful, attributes which are promoted consistently throughout all aspects of school life and in particular by the calm role models of the staff.
- 3.21 Pupils' understanding of how to keep healthy and stay safe benefits greatly from the school's focus on health and exercise. In discussions, all pupils showed an excellent understanding of the importance of a healthy lifestyle through balanced diets and appropriate exercise, which they attributed to the frequent opportunities they have for regular exercise through physical education (PE) and co-curricular programme. Pupils know how to make healthy food choices and understand why the menu was recently changed to eliminate some less healthy options. In the questionnaire, an overwhelming majority of pupils responded that the school encourages them to be healthy. Pupils are offered strong support for good mental health through the school's pastoral systems. They report that walking the wellbeing dogs in the woods at breaktime provides an ideal time to discuss any worries with a member of staff. Pupils who spoke to the inspectors demonstrated a good understanding about online safety and discussed intelligently the dangers of social media.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the vice chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. Inspectors visited the facilities for the youngest pupils, together with the learning support area. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Bridget Windley	Reporting inspector
Mr Vaughan Jelley	Accompanying inspector
Mrs Elisabeth Bell	Team inspector (Bursar, IAPS school)
Mrs Alexia Bolton	Team inspector (Headmistress, IAPS school)