ISI Independent Schools Inspectorate

School inspection report

29 to 31 October 2024

Rossall School

Broadway

Fleetwood

Lancashire

FY7 8JW

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Governors assure themselves that the Standards are met through effective scrutiny and monitoring of the school's practice and procedures. They visit the school regularly to gain the views of the school community. They ensure that leaders and managers actively promote the wellbeing of pupils.

2. Pupils make good progress throughout the school and consequently pupils are well prepared for their next steps in education. This is because of teaching which is generally matched to pupils' interests and prior attainment. Pupil progress is frequently assessed and closely monitored. Support for pupils' individual needs is highly effective. In recent years, initiatives have improved the school's performance in public examinations at A level and for pupils of lower ability. However, science lessons in the lower and middle years of the senior school do not always sufficiently challenge higher ability pupils.

3. Leaders ensure a well-planned and extensive range of co-curricular activities is on offer to pupils throughout the school. A large number of pupils participate in these, frequently to a high standard. These include specialist academies for sports and the performing arts. Boarders benefit from a thoughtfully designed programme of weekend trips and excursions.

4. From the early years upwards, pupils show high levels of respect and tolerance. Consequently, behaviour is good and bullying is rare. The programme of physical activities supports pupils' physical and mental wellbeing. The curriculum, together with the co-curriculum and assemblies actively promote pupils' self-confidence and self-esteem.

5. Boarding provision is carefully led and managed by well-trained and experienced staff. Conscientious supervision and a rigorous approach to safety ensure that pupils feel safe in their houses.

6. The school is successful in ensuring pupils' social development. Pupils have a well-developed economic awareness. Careers education is comprehensive which enables pupils to make suitable informed choices about their next steps. The school actively encourages pupils to take responsibility and consequently pupils have high levels of confidence.

7. Leaders are fully aware of their safeguarding responsibilities. Staff are well trained and have a high level of awareness of the school's procedures. Leaders have developed close links with local external agencies. Recruitment checks are carried out conscientiously and are appropriately recorded. Pupils know how to share any concerns with adults and understand how to stay safe, including online.

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The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- ensure that strategies to develop the consistency of teaching in science subjects to increase the achievement of pupils with high prior attainment in Years 7 to 11 are fully embedded.

Material change request

8. Inspectors considered the school's request for a change to the details of its registration to increase its capacity from 800 to 950.

- Safeguarding practice in the school is effective and leaders are rigorous in checking the suitability of staff to work with children. Recruitment practices are secure. Leaders maintain effective procedures to ensure that health and safety and fire safety requirements continue to be met. Leaders prepare effective risk assessments, which include risks relating to an increase in pupil numbers. Risk assessments are reviewed, and suitable mitigations implemented in order to minimise the risk.
- Staffing and supervision are appropriate to support the increase in pupil numbers. The quality of education is maintained through leaders' monitoring and taking action by deploying additional staff when appropriate. Provision including toilet and changing facilities is suitable and other aspects of the well-maintained premises such as the dining hall, are sufficient for increased pupil numbers.

9. It is recommended that the requested material change be approved.

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Section 1: Leadership and management, and governance

10. Leaders and managers have the required knowledge and skills and fulfil their responsibilities effectively, including actively promoting the wellbeing of pupils. Governors assure themselves that the Standards are met by effective scrutiny and monitoring of the school's practice and procedures, and through frequent visits to the school and by receiving regular reports. They provide appropriate challenge and support to leaders.

11. Leaders have an accurate view of the strengths and areas for further development of the school and consider carefully the impact their actions have on pupils' wellbeing and success. They formulate strategies based on methodical self-evaluation. Pupils make good progress in their studies and detailed monitoring of pupils' performance is in place. Leaders use their analysis to inform curriculum development and to provide support for individual pupils. Governors ensure that the school is well resourced for these plans to be implemented successfully.

12. Leadership and management actively promote pupils' wellbeing through the provision of a well-planned and extensive programme of sport, music and drama. There is a clear focus on how recreation improves pupils' daily lives and equips them with physical and aesthetic knowledge and skills which will benefit them in their later lives.

13. Complaints are managed appropriately, and thorough records are kept. Complaints are dealt with within the timeframes stated in the school's policy.

14. Parents receive reports regularly about their children's progress, attitudes and attainment. All other required information is made available to parents, largely through the school's informative website. Education, health and care (EHC) plans are reviewed annually. Leaders have established secure links with external agencies and information is provided to the local authority as required.

15. Leaders have a comprehensive and robust approach to risk management. They have an effective understanding of physical, welfare and safeguarding risks and respond with urgency and diligence to areas of risk. Risk assessments are completed in line with the school's policies.

16. Leaders have developed a detailed accessibility plan that improves the movement for pupils around the building such as through the provision of ramps. Pupils' needs have been well considered and this has resulted in pupils having increased opportunity to access the curriculum and the school's facilities. The school meets its obligations under the Equality Act 2010.

The extent to which the school meets Standards relating to leadership and management, and governance

17. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

18. In the prep school, leaders ensure they appoint teaching staff who are well qualified and prepare pupils for the future by developing proficiency in numeracy and literacy, empathy in understanding the world around them and an appreciation of the rich and diverse cultural community that the school affords them.

19. In the senior school, leaders have designed a broad and balanced curriculum which equips pupils for the next stage of their lives. The International Baccalaureate (IB) curriculum is well planned, builds on pupils' prior learning and prepares them for their planned future studies. Along with provision for A-level and BTEC courses, pupils have a wide range of curriculum options so that they are well prepared for their next steps. The curriculum has been enhanced recently with the introduction of dance, and pupils can undertake extended project qualifications to take responsibility for their learning and further develop their research and academic writing skills. Collaborative learning is encouraged through the use of technology to develop pupils' knowledge and understanding.

20. An effective assessment programme identifies the needs of pupils who speak English as an additional language (EAL). Information is made available to teaching staff and specialist staff give advice to teachers on how best to take this into account when planning and delivering lessons. Pupils receive individual EAL lessons if required. Teachers use a range of methods to meet the needs of these pupils, such as the provision of glossaries and the use of photographs. In design technology, tools are colour coded and labelled with their English names to allow all pupils to participate safely in practical lessons. Consequently, pupils make good progress in their understanding of English to support their studies.

21. Senior leaders ensure there is well-planned assessment. Fortnightly assessments are scheduled across subjects for all year groups as check points for learning. End of topic tests and school wide exams are fully integrated into the assessment schedule. Pupils monitor and track their progress as their courses unfold and are well informed of their progress. Teachers use assessment information to identify pupils who are exceeding targets and those who need additional support in order to ensure that these pupils progress. Teachers provide helpful and precise feedback about how to improve and pupils are systematically encouraged to reflect and respond to feedback.

22. Standardised data show that pupils make good progress to GCSE and A level from their starting points. This is because most teaching is planned to take into account pupils' aptitudes and prior attainment. Lessons are generally well planned and resourced, enabling pupils to acquire knowledge and skills effectively. In the prep school, recent changes to the curriculum ensure that pupils are increasingly well placed to make progress in the senior school. Recent initiatives have been successful in improving the school's performance in the sixth form and for lower ability pupils at GCSE. However, the performance of higher ability pupils at GCSE is more variable. For example, the performance of such pupils in art is very high. However, the attainment of pupils of similar ability is relatively weaker in the science subjects at GCSE than in other subjects, as some lessons are not matched to the abilities of pupils.

23. Teachers carefully consider the needs of pupils with special educational needs and/or disabilities (SEND). Pupils' individual needs are clearly identified and supported effectively to ensure these pupils make good progress. The special educational needs staff work effectively with outside agencies to review EHC plans and their implementation. There is an effective monitoring process

and learning support staff meet with staff and senior leaders regularly to follow up on referrals and to consider staff training and adaptations to implement strategies to improve outcomes for the pupils. Staff know the needs of pupils. In consequence, pupils who have SEND make good progress.

24. The curriculum does not undermine British values. Pupils are respectful of the law, democracy, public institutions and services. This understanding is enhanced, for example, through sixth form pupils encouraging participation in the school's forthcoming mock trial. Teaching and learning strategies are inclusive, and a supportive learning environment helps pupils to develop their self-confidence.

25. The early years curriculum is carefully planned to ensure that children develop a secure knowledge and understanding across the areas of learning. Through the comprehensive ongoing assessment, staff identify children who require additional support and take steps to ensure that their needs are well met, such as by speaking to parents, supporting in the classroom and seeking advice from external specialists. This enables children to make good progress, and access the curriculum fully, with almost all reaching a good level of development across all areas of learning by the end of Reception.

26. Leaders ensure parents receive regular and helpful information on their child's progress and achievement through consultation evenings and receiving written and verbal reports.

27. Committed teachers lead a diverse and interesting range of activities and enrichment activities after school, and for boarders at weekends. As well as fostering self-confidence, these enable pupils to develop new skills and interests. Pupils' participation is high. There are opportunities for older pupils to lead or assist with activities, and leaders have introduced new activities including yoga classes and girls' rugby following feedback from pupils. The school has developed a partnership with a premier league football club to provide high level coaching and support for talented footballers. In addition, leaders have developed specialist academies for golf and the performing arts. Members of the international music academy contribute to school assemblies and concerts. High numbers of pupils take part in regular concerts and musicals. Other clubs include an astronomy club, cookery clubs in a state-of-the-art professional kitchen and dance groups. Boarding staff have devised a programme of weekend visits to enhance cultural awareness and build on the existing strong friendships between pupils.

28. In the prep school, the *Rossall Rotation* takes place every fortnight, including visits to a farm, beach, forest, golf academy, cooking classes, and astronomy sessions. The co-curricular activities are diverse and extensive.

The extent to which the school meets Standards relating to the quality of education, training and recreation

29. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

30. The importance of mutual respect is embedded across the curriculum. Consequently, pupils show high levels of respect for each other, including respect for their individual characteristics. Pupils talk openly and with a sense of pride about the diversity of their school community. Pupils are proud of their achievements and contribution to school life and record their achievements in *The Rossall Passport*.

31. Leaders foster a sense of community through regular whole school assemblies which include a focus on pupils' spiritual development and in which pupils are given the opportunity to contribute. This develops their self-esteem and self-confidence. Boarders are supported by school staff who make suitable provision for them to practise their own faiths.

32. There are many opportunities for pupils to join in a range of physical activities in the main and extra-curricular programme, which supports their physical and mental wellbeing. Leaders are pro-active in establishing innovative links with outside sports organisations, notably in football and golf. Senior football practice is well attended; for example, players complete various drills to improve and enhance their skill. They are clearly motivated and engaged, with some playing at an elite level.

33. The personal, social, health and economic (PSHE) education and relationships and sex education (RSE) curriculum supports pupils by ensuring they know how to develop healthy lifestyles and relationships. These subjects actively promote the development of pupils' self-knowledge, self-esteem and self-confidence. The curriculum is carefully designed so that topics are periodically revisited in an age-appropriate way. The programme is well received by pupils as they have the opportunity to discuss topics in a safe and respectful environment. Leaders adapt the programme in response to feedback, such as through lessons on understanding transgender issues.

34. The school has a comprehensive behaviour policy which is shared with pupils, parents and staff. The policy is implemented consistently, so that all parties are aware of the school's expectations of behaviour. Behaviour in school is good. When poor behaviour happens, it is dealt with swiftly by the dedicated pastoral team and appropriate sanctions are issued. Pupils whose behaviour is causing concern are discussed and there are good communication channels with parents. The school's approach to bullying, which includes taking swift action and not tolerating any form of bullying, has resulted in pupils not only being aware of what constitutes bullying and its impact, but also feeling safe and reassured that any bullying will be dealt with effectively. Bullying is rare. Logs and accompanying documents are detailed. Pastoral leaders reflect on patterns and trends and adapt pastoral work, tutor time, assemblies and PSHE lessons to address any recurring themes or trends.

35. Pupils feel safe in school due to the security measures in place. In recent years, leaders have introduced additional security measures to improve site safety including card entry for external doors. The comprehensive staff presence around the site at all times ensures that pupils feel that there is always an adult close by who they can turn to if there is an issue.

36. Leaders ensure that the boarding premises and accommodation are suitable, clean and comfortable and have put in place house staff teams that are well trained and confident in their roles. As a result, the boarders feel safe in their houses and appreciate the support of the staff and the advice they

receive. Boarders speak positively about the induction system and also about their boarding experience.

37. The school maintains its admissions register correctly. Effective measures, which are in line with current statutory guidance, record and monitor pupil attendance and systems are in place to ensure that when issues arise that they are dealt with effectively. Leaders liaise appropriately with the local authority when pupils leave or join at non-standard points.

38. Leaders and managers at all levels have instigated robust systems and monitoring processes to ensure all regulatory health and safety requirements are fully met. Issues and problems are quickly attended to and resolved effectively. Pupils' physical health and safety is managed very effectively on the large and complex site.

39. The medical provision ensures that first aid is administered in a timely, efficient fashion. All pupils are aware of what to do in the event of a medical issue arising out of hours. As a result of close relations with a local walk-in centre and medical practice, as well as first-aid training provided to a large number of the staff, pupils benefit form extensive medical provision.

40. Staff ensure that positions of responsibility are made available for pupils to apply for throughout the school. In both the prep and senior school, responsible pupils support the management and staff in the running of the school. Pupils are enthusiastic, and keen to apply and be involved. In the houses, pupils apply for responsibilities that are appropriate and enable older pupils to support those in lower years. House monitors are proud of their roles and work to represent the views of others.

41. In the early years, opportunities in the curriculum for children to engage in dance, physical education, swimming and outdoor play, alongside those that develop pencil grip and hand-eye coordination enable pupils to make good progress with their physical skills. Children's social development skills are well supported through the ongoing opportunities to work with others in the class. Where children struggle with their behaviour, staff adopt positive strategies to gently encourage and support children to make the right choices. This enables them to make the right behavioural choices.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

42. All the relevant Standards are met.

Section 4: Pupils' social and economic education and contribution to society

43. The school is successful in providing an education which prepares pupils for life beyond school. Leaders develop young people who are socially, culturally and economically aware in order that they can take their place as responsible citizens in society. Pupils' empathy for each other alongside their understanding of equality and diversity and their sense of justice and inclusion are clear to see. The views of pupils are actively sought by leaders and appropriately considered.

44. The diversity of pupils in the boarding houses fosters an understanding of the world at large. The differences in pupils' backgrounds and outlooks are particularly evident and enable pupils to develop their social awareness and respect for others. New pupils are welcomed, and pupils of multiple nationalities mix well together.

45. The school ensures that the curriculum coverage provides pupils with an understanding of social matters, so that they are able to put the school's ethos into practice. Leaders review the curriculum to ensure it encourages mutual respect amongst pupils, and actively promotes British values and social and cultural understanding. Pupils talk confidently about their understanding of these aspects of the curriculum.

46. In order to prepare pupils for adult life in British society, leaders place importance on developing pupils' economic awareness. In Year 13, pupils are taught about topics including student loans and budgeting and the impact of financial decisions. Younger pupils understand tax, national insurance and what a pay slip looks like and learn about saving, borrowing and budgeting.

47. Careers education and guidance is comprehensive. Pupils are given ample guidance on subject choices for the next stage of their education by the school. All pupils from Year 7 onwards access an online careers education platform, which complements advice and presentations in order to support them with their decision-making process. Many pupils feel this helps them make decisions about the next stage of their life. Members of staff supporting sixth form pupils are knowledgeable, experienced and generous with their time, and this support is well received by pupils. Additional expertise is brought in to support applications to universities overseas. Leaders have developed links with alumni and parents who support the careers programme by delivering workshops and presentations on careers, university experiences and gap years.

48. The ethos of the school is based on Christian principles and leaders ensure that pupils are taught the difference between right and wrong. Through assemblies, pastoral care and the curriculum, pupils are given opportunities to think, discuss and debate moral issues in a safe environment. Staff encourage pupils to be active in upholding the values of the school. Pupils are confident in speaking out against poor behaviour when it arises.

49. Leaders' decisions and the conduct of staff actively promote the importance of pupils behaving responsibly and taking responsibility through their expectations of behaviour. Several opportunities are provided in lessons and assemblies for pupils to take responsibility. Prefects and members of the pupil council gain particular responsibility by representing or leading their peers.

50. Theatre productions are regularly performed at the local children's hospice, and the knitting and crochet club creates hats for premature infants. The school successfully fosters community

partnerships which nurture compassion and empathy in pupils. Both staff and pupils understand local needs and collectively contribute, such as assisting at a local farm, operating clubs for local children, and maintaining connections with hospitals, hospices and football clubs.

51. Teachers support pupils in their understanding of the legal system through activities such as a mock trial, and they consider issues such as sustainability and world poverty in assemblies and lessons. This enables them to focus on those less fortunate than themselves and to reflect on life in different countries and cultures. Pupils understand the benefits of democracy. The school actively seeks their views, such as in the development of the activities programme.

52. Leaders ensure that the children in the early years setting are involved in whole prep school charity events such as the annual tree decoration that raises money for charity. Through this, children learn about those less fortunate than themselves and the importance of raising money to help a good cause. Through planned opportunities such as the *People who help us day*, children begin to understand the value of money, such as when deciding what to purchase from the RNLI charity stall.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

53. All the relevant Standards are met.

Safeguarding

54. Leaders ensure that effective arrangements are made to safeguard and promote the welfare of pupils across school and boarding houses. The safeguarding and attendance policies follow current statutory guidance and are implemented effectively. Leaders promptly request safeguarding files for new pupils and send safeguarding information to destination schools of departing pupils in order to maintain safeguarding arrangements for pupils moving schools.

55. Governors conduct an effective annual audit of safeguarding arrangements and leaders implement any actions arising from their findings effectively.

56. Safeguarding induction and training for staff, including that for the designated safeguarding lead (DSL) and other members of the safeguarding team, are thorough, regular and in line with local requirements. Leaders provide safeguarding updates and scenario-based training for all staff, followed by school generated quizzes to review understanding. Staff understand their safeguarding responsibilities and know how to escalate concerns when required. A suitable induction process is in place to ensure that new staff understand their responsibilities. The school's appraisal process includes consideration of the development of staff safeguarding practice.

57. Leaders are aware of the contextual risks and challenges facing pupils beyond the school, including risks relating to radicalisation and child-on-child abuse. This understanding is used to inform staff training and the development of the PSHE curriculum.

58. Leaders provide a number of ways to hear the views of individual pupils. Pupils feel safe in their school and know who they can go to should they wish to share any concerns. The physical and mental health of pupils are given a high priority and effective communication with parents is maintained appropriately.

59. Safeguarding leaders create an open culture of safeguarding across the school and those with responsibility for leading safeguarding respond effectively to concerns and report any potential issues appropriately and in line with school policy.

60. Safeguarding leaders keep meticulous records and maintain effective relationships with relevant external agencies. Suitable arrangements for the handling of allegations against staff or senior leaders are included in safeguarding procedures which are well understood by staff and followed when required.

61. Leaders ensure that all appropriate safer recruitment checks on adults who work with pupils are made in a timely manner and that these are accurately recorded. The nominated governor with responsibility for this area reviews the effectiveness of safeguarding arrangements, including recruitment checks.

62. Pupils understand how to keep themselves safe, including when online. Leaders ensure that suitable internet filtering and monitoring procedures are in place and alerts are immediately reviewed by members of the safeguarding team who take action as required.

The extent to which the school meets Standards relating to safeguarding

63. All the relevant Standards are met.

The quality of the early years foundation stage in the registered early years provision

Overall effectiveness: the quality and standards of the early years provision

64. The overall effectiveness of the early years provision is outstanding.

65. Leaders and managers have expertly crafted a curriculum that captures children's interest and promotes high levels of engagement. Staff have a robust understanding of child development, which is apparent in their targeted plans to develop children's knowledge and skills. Children eagerly explore the well-resourced environment. Within this, staff are adept at embracing opportunities to help children develop their skills in planned activities, as well as when children take the lead in their own learning, for example, when something captures their interest.

66. Children are enthusiastic learners and thrive in the calm and purposeful environment. Leaders and managers promote good behaviour very well. When staff read familiar stories, children recognise the difference between characters' unkind and kind behaviour. They understand the importance of making the right choices. Staff and children are highly respectful of one another.

67. Leaders and managers have introduced a comprehensive cultural passport that parents use to share valuable information about children's prior experiences and background. This goes into considerable detail, such as whether children have ever been to a museum or beach. Staff consider this information carefully to help shape their planning and discussions, with the aim to create a sense of belonging in children and foster pride in their family background. For instance, staff steer children to teach their friends about their heritage, as well as hobbies they engage in with their family.

68. Since the previous inspection, a new manager has been appointed. Leaders and managers are highly ambitious and are actively involved in continually developing the setting to ensure that children receive the very best start to their education. They are proactive in involving themselves in initiatives, such as healthy eating and sustainability projects that enrich the curriculum and children's experiences. Leaders and managers maintain close relationships with external agencies, including the local authority, which helps drive ongoing improvement.

69. Staff are aware of their responsibilities in regard to safeguarding. Leaders regularly check that staff have read, follow and understand the school's published safeguarding procedure, which includes the early years. This helps to ensure that suitable action would be taken should staff need to raise a concern.

Quality of education

70. The quality of education is outstanding.

71. Staff are extremely motivated and speak knowledgably about what they want children to learn. They deliver carefully planned activities that help children develop their skills in fun and interesting ways. Children demonstrate a love for learning and fully immerse themselves in these activities, such as when babies paint on large surfaces using yoghurt-based paint using big and small brushes. Clear progression is evident as staff ensure the curriculum builds as the children move through the setting.

This enables children to acquire the necessary skills for when they start school, such as in number recognition, letter knowledge and physical development.

72. Leaders and managers have placed utmost importance on the development of children's communication and language skills. The impact of the language-rich environment that staff create on children's development of skills across the areas of learning is highly effective. Staff are successful in promoting children's communication and language skills in all activities and areas of learning. The use of books to reinforce new learning helps children develop a deep understanding of concepts and topics. For instance, when pre-school staff reinforced loud and soft sounds by reading a familiar book. Staff capture opportunities to extend children's vocabulary, explaining new and unfamiliar words. By the end of the pre-school, children are well prepared for their future literacy learning.

73. Staff ensure that children develop their knowledge or skills through all activities, and they help children relate their learning to everyday experiences. For example, children participate in well-planned, regular walks, known as 'Walk and Talk'. On these, staff embrace opportunities to reinforce learning and extend language. For instance, a recent walk to look at Autumn leaves, led to a discussion about the seasons and colour, and follow-up counting and colour matching activities.

74. Staff understand that children have different needs, and planning is inclusive. Staff ensure that children who have special educational needs and/or disabilities (SEND) are well supported, shaping their learning carefully to meet their specific needs. Where required, they assist parents in obtaining specialist help, such as for speech and language therapy. Children who speak English as an additional language make rapid progress helped by the high-quality language provision throughout the setting.

Behaviour and attitudes

75. Behaviour and attitudes are outstanding.

76. Children approach their learning with enthusiasm. Staff are highly effective at fostering excitement in activities, following children's interests as they arise. For instance, a group of pre-school children instigated building a home for a lonely ladybird that they had found outdoors. Children show great teamwork and creativity when undertaking this task. Their kindness and consideration for the creatures found in the natural world is wholly apparent.

77. Staff know the children in their care extremely well, aided by the thorough settling-in process, discussions with parents and detailed entry forms that parents complete. Staff knowledge of children helps babies transition quickly. For instance, staff know what babies like to eat and how best to settle them. Toddler and pre-school children settle quickly into their classes. Transition to the next room is carefully managed by staff to ensure that children are confident and happy in their new environment before moving on. For example, staff organise transition sessions for children moving from the toddler class to the pre-school, while pre-school children start to have some lunches in the dining hall with the reception children. Similarly, staff begin to prepare children for their transition to other schools, such as by talking to them about the uniforms that they will wear. This helps to prepare children for change.

78. Staff create a calm environment and act as exemplary role models to the children. Similarly, children demonstrate respect and kindness for one another. Younger children play alongside others comfortably, such as when babies dig in the sand tray, while toddlers involve others in their play. For

instance, they encourage others to join in, when instigating imaginative games, such as 'The Floor is Lava', in the outdoor area.

Personal development

79. The personal development of children is outstanding.

80. Staff go to great lengths to help children understand about different cultures and the diverse world in which they live. For example, they plan activities that will excite children and promote discussion and engagement, such as when children in the toddler class dressed in saris and copied Indian dance moves from a video which was linked to their learning about Diwali.

81. Staff nurture children, while at the same time gently encouraging increased levels of independence as children progress through the setting. For example, babies feed themselves while toddlers master toileting and collect their own drinks. Children are provided with nutritious meals and snacks, and staff foster interest in adopting a healthy lifestyle, such as when pre-school children explored and tasted a variety of fruit and vegetables.

82. Children form secure attachments with staff. Room leaders have established well-known routines of the day, and children are unphased when moving from one activity to another. For instance, when toddlers prepare for outdoor play following a story. Staff demonstrate extreme kindness when children require comfort, helping them settle and resume engagement in their activities. Children go to staff willingly when they need comfort, such as when babies wake up from their sleep and seek hugs.

Leadership and management

83. Leadership and management are outstanding.

84. Leaders and managers of the setting are inspirational and have a clear and ambitious vision for continual development. This is shared by the highly committed staff team. The desire to provide children with the very best start to their education is fully apparent and recent initiatives, such as room vision boards, have been embraced by all staff. These are used to reflect on practice during weekly meetings and help staff focus on what they want children to learn, such as to develop a love of books.

85. Staff are extremely well supported by leaders, with their wellbeing considered carefully. Staff are valued by leaders and managers, and this is recognised through thoughtful events, such as the Friday wellbeing breakfast where leaders and managers say thank you to staff for their hard work. This positivity has a knock-on effect on children's experiences.

86. Leaders and managers empower staff to take responsibility for different areas of the provision through the introduction of 'Subject Champions'. 'Subject Champions' receive highly focused training to support them in their role, enabling them to help other staff across the setting in areas such as literacy, health and safety and healthy eating. This in turn improves children's learning experiences when staff embrace new ideas and adopt best practice.

87. Parents are very much valued as partners by staff and leaders. Opportunities to visit the class and play with their children, and regular feedback via an online communication tool and verbally, help

both staff and parents glean relevant information about children. More formal checks, such as the progress check at age two, are shared with parents. Parents are encouraged by staff to continue their child's learning at home through provision of resources such as learning bags, informative notice boards, and a lending library.

Safeguarding

88. Safeguarding is effective.

89. Leaders and managers understand their safeguarding responsibilities and have ensured that the setting has a designated safeguarding lead as well as a deputy who are suitably trained. Staff know who to turn to should they have a concern. Staff members are aware of how to recognise signs and symptoms of abuse. Their knowledge is checked regularly. Regular training updates encompass local authority initiatives, such as information sheets that provide reminders on specific safeguarding concerns.

90. Leaders and managers implement a rigorous system of risk assessment, which include daily checks undertaken on the inside and outside areas. Arrangements for health and safety, and fire are effective. These are well known and followed by staff.

The extent to which the school meets the requirements of the early years foundation stage

91. The school's registered provision for childcare meets the requirements of the Childcare Act 2006.

School details

School	Rossall School
Department for Education number	888/6044
Registered early years number	2596488
Registered charity number	526685
Address	Rossall School Broadway Fleetwood Lancashire FY7 8JW
Phone number	01253 774201
Email address	info@rossall.org.uk
Website	www.rossall.org.uk
Proprietor	The Corporation of Rossall School
Chair	Mr Keith Budge
Headteacher	Mr Jeremy Quartermain
Age range	Birth to 19
Number of pupils	829
Number of boarding pupils	327
Number of children in the early years registered setting	88
Date of previous inspection	23 to 25 June 2021

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Information about the school

92. Rossall School was founded in 1844. It is an independent co-educational day and boarding school for pupils from birth to 19 years. It stands in the Lancashire town of Fleetwood. The pre-preparatory school caters for pupils between 4 and 7; the preparatory school for pupils aged 7 to 11; and the senior school for pupils between 11 and 19.

93. There is a co-educational boarding house for pupils aged between 9 and 14, three boarding houses for senior female pupils, and five for senior male pupils.

94. The nursery, including Early Years Foundation Stage (EYFS), educates children between the ages of 0 and 4. It is central in the school campus and shares a building with the pre-preparatory school.

95. The school has identified 99 pupils as having special educational needs and/or disabilities (SEND). Eight pupils in the school have an education, health and care (EHC) plan.

96. English is an additional language for 280 pupils.

97. The school states its aims are to inspire young people to develop a lifelong love of learning within a pastorally nurturing, culturally exciting and intellectually creative community.

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Inspection details

Inspection dates	29 to 31 October 2024

98. A team of eleven inspectors visited the school for two and a half days.

99. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- discussions with the chair and another governor
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- visits to boarding houses accompanied by pupils and staff
- scrutiny of samples of pupils' work with teachers and pupils
- scrutiny of a range of policies, documentation and records provided by the school.

100. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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