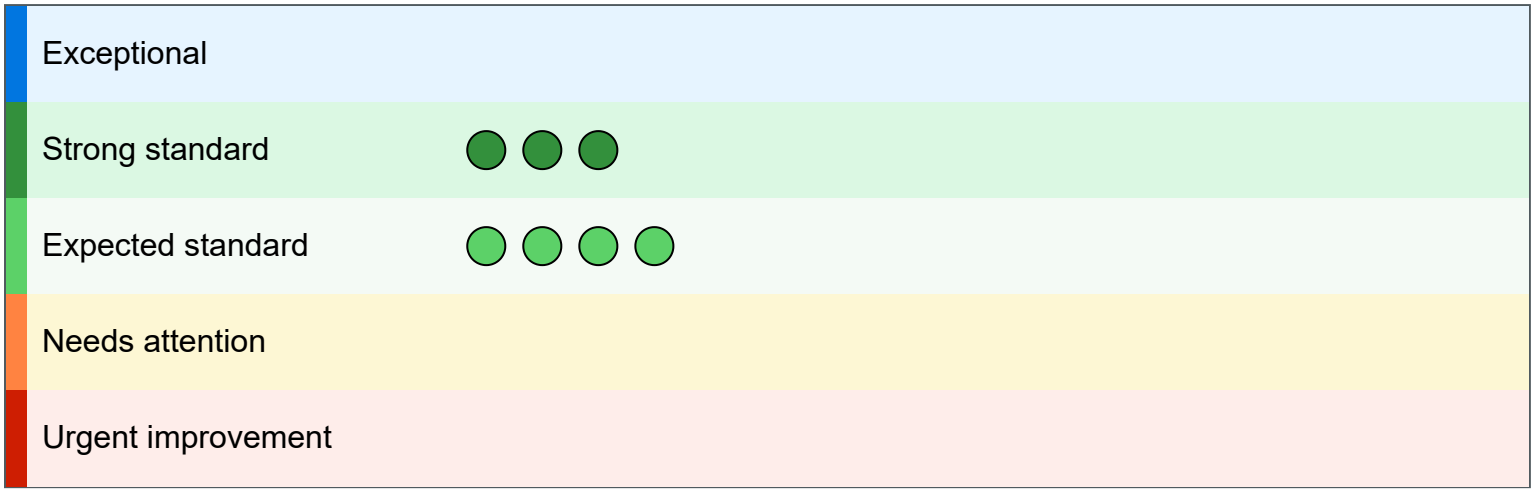
Roselyn House School

Address: Moss Lane, Off Wigan Road, Leyland, Lancashire, PR25 4SE

Unique reference number (URN): 135092

Inspection report: 3 November 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.
- Insufficient evidence: Inspectors were unable to gather sufficient evidence to judge whether safeguarding standards are met.

Strong standard

Attendance and behaviour

Strong standard

Attendance

Leaders maintain a clear focus on attendance and work closely with families, external agencies and outreach staff to reduce barriers to education. Many pupils join the school having experienced difficulties engaging with learning and attending regularly. Leaders use detailed tracking, personalised support and flexible pathways to help pupils re-engage. As a result, attendance has improved and rates of persistent and severe absence have reduced. Pupils who previously struggled to access education attend more regularly over time and participate more successfully in school life. Leaders analyse attendance information and emerging patterns carefully, enabling them to target support where it is needed most and sustain improvements for pupils facing the greatest barriers.

Behaviour and attitudes

Pupils behave positively and show respect towards each other and staff. Staff understand pupils' needs and provide support that helps them regulate their emotions, engage in learning and sustain their placements. Pupils benefit from approaches that seek to understand the causes of behaviour while maintaining expectations and keeping pupils engaged in education. Staff use de-escalation strategies effectively and view restrictive physical intervention as a last resort. Pupils learn in a calm and purposeful environment where staff address bullying, discriminatory language, harmful behaviour and other concerns quickly and appropriately. As a result, pupils increasingly manage their behaviour successfully, maintain positive relationships and engage positively in learning and school life.

Inclusion

Strong standard

Leaders and staff know pupils very well and use a wide range of information to identify, assess and respond to their needs. All pupils have education, health and care plans. Leaders and staff use assessment and multi-agency information to identify and reduce barriers to pupils' learning and wellbeing. Leaders and staff work successfully to identify and reduce these barriers so that pupils can participate fully in school life.

Pupils with special educational needs and/or disabilities (SEND) benefit from targeted interventions, therapeutic support and personalised programmes that help them access learning successfully. Pupils develop increasing independence, improve their engagement with education and sustain placements over time. Leaders work closely with families, carers and external professionals so that support reflects pupils' changing needs and aspirations and helps them sustain engagement with education.

Pupils who face additional disadvantage, including those known to children's social care and looked-after children, benefit from carefully coordinated support. Leaders draw together educational, wellbeing and social care information to help pupils overcome barriers and participate fully in school life. Pupils access preparation for adulthood pathways that reflect their interests and future goals.

Pupils who find accessing school difficult benefit from flexible outreach provision, alternative provision and bespoke programmes that help them re-engage with education. As a result, many pupils increase their attendance, strengthen their emotional regulation and successfully transition to full-time education and their next stage of learning.

Personal development and wellbeing

Strong standard

Leaders have developed a personal development programme that reflects pupils' needs, experiences and vulnerabilities. They use assessment information, enrichment records and wider pastoral information to identify pupils' personal development needs and shape provision accordingly. As a result, pupils access learning and experiences that support their personal, social and emotional development alongside their academic learning. Leaders use this information to identify gaps in pupils' experiences and target opportunities that broaden participation, confidence and independence.

Pupils benefit from a curriculum that responds to their lived experiences and current risks. Through relationships and sex education, personal, social, health and economic education and wider pastoral work, pupils learn about healthy relationships, consent, online safety, exploitation, healthy lifestyles and personal responsibility. Leaders adapt the curriculum when emerging issues arise, for example risks associated with online activity and image sharing. This helps pupils develop the knowledge and understanding needed to recognise risks, stay safe and make informed decisions.

Pupils develop their understanding of spiritual, moral, social and cultural issues through discussion, enrichment activities and participation in school life. They learn about democracy, mutual respect and individual liberty through opportunities such as the student council and by contributing to decisions that affect the school community. Pupils learn to respect difference and understand their responsibilities as members of society.

Pastoral support helps pupils develop self-awareness, emotional regulation and increasingly positive relationships with others. As a result, pupils develop greater confidence, participate more fully in enrichment opportunities and become increasingly prepared for adult life. Careers education, vocational learning and preparation for adulthood are woven throughout pupils' experiences. Pupils explore employment, training and further education opportunities that reflect their interests and aspirations. Personalised pathways help pupils develop the knowledge, skills and confidence needed for increasing independence. As a result, pupils become increasingly prepared for adult life, participation in society and their next stage of education, employment or training.

Expected standard

Achievement

Expected standard

Pupils make progress from their individual starting points across the curriculum. Many join the school having experienced barriers that have affected their previous engagement with education. Over time, pupils develop their knowledge, skills and confidence and increasingly access learning, qualifications and wider opportunities. Pupils with special educational

needs and/or disabilities, those who are looked after and those facing other barriers to learning achieve increasingly well because staff identify their needs and provide appropriate support.

Pupils develop their reading knowledge and skills and access learning that reflects their starting points. However, pupils do not yet secure and apply handwriting and spelling skills consistently across their work. As a result, pupils do not always demonstrate the accuracy and fluency needed for the next stage of education, employment or training.

Older pupils and students in the sixth form follow personalised pathways that lead to qualifications, vocational learning and preparation for adulthood. As a result, pupils are increasingly well prepared for their next steps in education, employment or training.

Curriculum and teaching

Expected standard

Leaders have established an ambitious curriculum that reflects pupils' starting points, needs and future aspirations. Curriculum design supports pupils to build knowledge and skills over time, while leaders increasingly focus on securing the important knowledge that some pupils need to access the wider curriculum. Recent work has strengthened approaches to reading and literacy and helped staff identify gaps in pupils' learning.

Teachers generally know pupils well and adapt learning to support engagement and participation. Pupils benefit from strategies such as scaffolded tasks, assistive technology, visual supports and carefully planned approaches to emotional regulation. These adaptations help pupils engage with learning, build knowledge and participate successfully without reducing expectations. As a result, pupils typically access the curriculum that leaders intend and build knowledge and skills over time.

Assessment helps teachers identify gaps in pupils' learning and revisit important knowledge and skills. However, assessment and adaptive teaching are not consistently precise across all subjects and year groups. In some instances, feedback does not identify clearly enough the knowledge that pupils have secured or the specific next steps they need to take. Similarly, adaptations do not always reflect differences in pupils' starting points with sufficient precision.

Leadership and governance

Expected standard

Leaders and the proprietor have established a clear vision that places pupils' needs, wellbeing and future aspirations at the centre of decision-making. Since the previous inspection, leaders have overseen significant growth in pupil numbers and strengthened leadership structures to support this expansion. Leaders understand the school's context well and have identified appropriate priorities.

Leaders evaluate the school's effectiveness accurately and demonstrate a clear understanding of areas requiring further improvement. School improvement planning reflects the needs of pupils with social, emotional and mental health needs and focuses appropriately on improving consistency in assessment, adaptive teaching and important knowledge. Leaders have introduced new systems and roles that have strengthened communication with families, attendance support and outreach provision.

The proprietor knows the school well and provides effective support and challenge. It fulfils its statutory responsibilities, maintains oversight of safeguarding and the independent school standards (ISS), and ensures that leaders remain focused on improvement priorities. Together, leaders and the proprietor maintain a clear focus on improving pupils' experiences and outcomes, acting in pupils' best interests.

Leaders prioritise staff wellbeing and professional development. Staff describe leaders as approachable and supportive and value opportunities to develop their expertise. Professional development reflects the needs of the school and includes safeguarding, special educational needs and/or disabilities, curriculum development and pedagogy.

Leaders work effectively with parents, carers, external professionals and other agencies. These partnerships help leaders respond to pupils' changing needs and support positive outcomes. Leaders meet the ISS and demonstrate the capacity to sustain improvement while addressing the areas identified for further development.

Post-16 provision

Expected standard

Leaders have developed a post-16 programme that reflects students' starting points, aspirations and barriers to learning. The curriculum combines academic learning, employability, personal development and preparation for adulthood. Students follow programmes that support qualifications, independence and successful transition to their next stage of education, employment or training.

Students benefit from teaching that takes account of their social, emotional and mental health needs while maintaining appropriate ambition. Staff use a range of adaptations, including assistive technology, structured support, personalised learning approaches and carefully planned regulation strategies. These adaptations help students engage with learning and work towards accreditation pathways and longer-term goals.

Students make progress from their individual starting points. Many enter post-16 provision with significant gaps in learning or previous difficulties accessing education. Leaders identify and address these barriers through personalised support, outreach provision and carefully planned reintegration programmes. As a result, students increasingly engage with learning and participate successfully in education.

Preparation for adulthood is central to the provision. Students access careers education, vocational learning, work experience and transition planning that reflect their interests and aspirations. These opportunities help students develop the knowledge, skills and confidence needed for further education, employment and adult life.

What it's like to be a pupil at this school

Pupils at Roselyn House School develop trusting relationships with staff, who understand their individual needs and aspirations. Many pupils join the school after experiencing disrupted education, poor attendance or difficulties managing their social, emotional and

mental health needs. Pupils rebuild their confidence over time and increasingly engage with learning because staff provide personalised support that helps them overcome barriers to education and participate successfully in school life.

Pupils enjoy learning in a calm and purposeful environment. They follow ambitious programmes that reflect their starting points while preparing them for qualifications, employment and adulthood. Pupils make progress from their starting points in their knowledge, skills, engagement with learning and emotional regulation. They become increasingly ready for their next stage of education, training or employment.

Pupils participate fully in school life. They access a wide range of enrichment opportunities, including outdoor education, sport, vocational learning, creative arts, community activities and the Duke of Edinburgh's Award. These experiences help pupils broaden their interests, develop confidence and discover new talents. Pupils contribute to school life through the student council and learn how to share their views responsibly.

Pupils behave positively and show respect towards each other and staff. They develop the social communication, emotional awareness and self-regulation skills needed to learn successfully and participate in the wider community. Pupils understand how to keep themselves safe, including when using technology and social media. They know that staff take their concerns seriously and deal with bullying and friendship difficulties appropriately.

Pupils attend more regularly over time because staff work persistently with families and external agencies to reduce barriers to attendance and sustain engagement with education. Older pupils and students in the sixth form develop clear aspirations through personalised careers education, vocational pathways and preparation for adulthood programmes. They leave school increasingly well prepared for further education, employment and adult life.

Next steps

- Leaders should ensure that pupils secure the necessary accuracy and fluency in handwriting and spelling in readiness for their next stage of education.
- Leaders should ensure that staff consistently adapt their teaching and assessment effectively to ensure that pupils receive the support and challenge that they need to deepen important knowledge and skills.

About this inspection

The inspectors carried out this standard inspection under section 109(1) and (2) of the Education and Skills Act 2008, and checked the school's compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

This inspection took place from 3 to 5 November 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, staff, pupils, the chairs of the proprietor body and parents and carers during the inspection.

The inspectors confirmed the following information about the school:

Roselyn House School is an independent special school for pupils aged 10 to 19 years. It is registered to admit up to 100 pupils. All pupils have an education, health and care plan. The school specialises in supporting pupils with social, emotional and mental health needs, alongside pupils with autism spectrum disorder and specific learning difficulties.

The school operates across two sites and includes sixth-form provision. The sixth form is based at Commercial House, Hastings Road, Leyland, Lancashire PR25 3SP. The school uses outreach provision for some pupils. The school makes use of 12 unregistered alternative provisions.

The school is approved under Section 41 of the Children and Families Act 2014.

The proprietor body is KS Education Limited. The chairs of the proprietor body are Sharon Damerall and Kirsty Willacy.

The fees currently charged are £32,818 to £69,800.

The email address of the school is office@roselynhouseschool.co.uk.

Headteacher : Jack Birkenhead

Independent school standards

Independent school standards are either met or not met for each category.

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1. Quality of education provided — Standards met

All standards have been met.

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2. Spiritual, moral, social and cultural development of pupils — Standards met

All standards have been met.

3. Welfare, health and safety of pupils Standards met

All standards have been met.

4. Suitability of staff, supply staff, and proprietors Standards met

All standards have been met.

5. Premises of and accommodation at schools Standards met

All standards have been met.

6. Provision of information Standards met

All standards have been met.

7. Manner in which complaints are handled Standards met

All standards have been met.

8. Quality of leadership in and management of schools Standards met

All standards have been met.

Lead inspector:
Rebecca Sharples, His Majesty's Inspector

Team inspector:
Cole Andrew, Ofsted Inspector

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 3 November 2026

Total pupils

90

School capacity

100

Pupils with an education, health and care (EHC) plan

90

Pupils with special educational needs (SEN) support

0

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The school needs to make urgent improvements to provide the expected standard of education and/or care.

Insufficient evidence ⚫

Inspectors were unable to gather reliable enough evidence to grade an evaluation area. This is rare and normally only happens if there are no pupils on roll at the school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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