

Report summary for parents and carers on Red Rose School

Date of inspection: March 2025

Summary

Red Rose School offers a welcoming, inclusive and nurturing environment where pupils feel safe, valued and proud to belong. The school's strong sense of community and commitment to kindness are reflected in the positive relationships between pupils, staff and families. Parents appreciate the regular and effective communication they receive from the school.

The curriculum is broad and balanced, combining academic and vocational pathways tailored to pupils' individual needs. There is a clear emphasis on developing independence through real-life learning experiences, such as cooking, travel training and personal finance. The majority of pupils benefit from practical learning on the school farm. The curriculum supports pupils to re-engage with learning, and over time, the majority of pupils show improved attendance. However, the curriculum does not include learning about protected characteristics or the risks of radicalisation well enough.

Teaching is generally effective, with most staff using creative approaches used to engage pupils. Staff implement consistent routines that support pupils' learning and well-being. Many pupils make secure progress in developing literacy, numeracy, physical and creative skills. However, in a few cases, teaching lacks sufficient pace or challenge, and a few staff are less confident in delivering specialist subjects.

The school has clear safeguarding procedures and well-defined roles. Staff receive regular training, know their pupils well and develop positive, professional relationships with them. However, the school does not place enough emphasis on teaching pupils about protected characteristics and the risks associated with radicalisation. In addition, staff responses to pupil behaviour are occasionally too informal and do not consistently align with the school's behaviour policy.

Leaders are visible and involved in daily school life. They demonstrate passion and commitment, and staff morale is high. Internal staff development is well supported, and recent expansion has brought additional expertise to the team. Although the school collects data on attendance, behaviour and progress, it does not use this information well enough to evaluate the impact of its work or to monitor progress against improvement priorities.

Compliance with the conditions for registration

Independent school inspections are governed by the Education Act 2002 and related regulations: the Independent School Standards (Wales) Regulations 2024. These regulations require an independent school to meet an appropriate standard in the following areas:

The quality of education provided by the school

On the basis of this inspection, there is no evidence that the school does not comply with this Standard.

The spiritual, moral, social and cultural development of pupils

On the basis of this inspection, there is no evidence that the school does not comply with this Standard.

Welfare, health and safety of pupils

On the basis of this inspection, there is no evidence that the school does not comply with this Standard.

The suitability of proprietors and staff

On the basis of this inspection, there is no evidence that the school does not comply with this Standard.

Premises of and boarding accommodation at schools

On the basis of this inspection, there is no evidence that the school does not comply with this Standard.

The provision of information

On the basis of this inspection, there is no evidence that the school does not comply with this Standard.

The manner in which complaints are to be handled

On the basis of this inspection, there is no evidence that the school does not comply with this Standard.

Recommendations and next steps

We have made five recommendations to help the school continue to improve:

- R1 Strengthen reference to Prevent duty in safeguarding policies, practices and relevant areas of the curriculum
- R2 Strengthen the delivery of specialist subjects to ensure consistently high-quality and engaging lessons
- R3 Strengthen the use of assessment data to inform strategic planning, monitor pupil progress effectively, and ensure appropriate levels of challenge in all lessons
- R4 Formalise self-evaluation processes through systematic data collection and external validation to track school improvement and evaluate the impact of interventions
- R5 Embed teaching on protected characteristics and raise awareness of the UNCRC more systematically across the curriculum

Estyn advises the proprietor to amend its current development plan to show what actions the school intends to take in response to the recommendations. It is also advisable to circulate this plan, or a summary of it, to all parents/carers at the school.

Full Report

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#)

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