

# Rodenhurst School

Rodenhurst Business Park, Rodenhurst Lane, Roddington, Shropshire SY4 4QU

**Inspection date**

8 January 2026

**Overall outcome**

**The school does not meet all of the independent school standards that were checked during this inspection**

## Main inspection findings

### Part 1. Quality of education provided

#### *Paragraphs 2(1), 2(1)(a) to 2(1)(b)(i)*

- The proprietor has not ensured that there is a curriculum policy in place. There are no plans nor schemes of work in place. Teachers choose content to teach in an ad-hoc manner. Therefore, the policy, plans and schemes of work cannot take into account pupils' aptitudes and needs.
- The independent school standards (the standards) in these paragraphs are not met.

#### *Paragraphs 3, 3(a) to 3(f)*

- The lack of a curriculum policy, schemes of work and plans means that teaching does not support pupils to make the progress that they are capable of.
- Teachers do not select tasks and classroom resources and activities that demonstrate an understanding of pupils' aptitudes and needs. Teachers do not use time in class well enough. Too often, pupils undertake repetitive, low-demand tasks that do not lead them to develop their knowledge or make the progress that they are capable of.
- The standards in these paragraphs are not met.

#### *Paragraph 2(1)(b)(ii), 3(i) and 3(j)*

- There is no evidence that what teachers are choosing to teach to pupils undermines fundamental British values or is discriminatory.
- The standards in these paragraphs are met.

#### *Paragraph 3(g)*

- There is no framework in place to effectively assess pupils' work thoroughly. Therefore, the school is not using assessment to plan teaching to secure pupils' progress.
- The standard in this paragraph is not met.

#### *Paragraph 3(h)*

- Teachers use a range of effective strategies to ensure that pupils behave calmly. These strategies help to keep the school calm and orderly. Therefore, pupils are developing responsibility for their own behaviour.
- The standard in this paragraph is met.

### Part 3. Welfare, health and safety of pupils

#### *Paragraphs 7(a) and 7(b)*

- The safeguarding policy on the school's website is outdated. It does not have regard to the most recent guidance issued by the Secretary of State. This published safeguarding policy shows those reading it who to approach with safeguarding concerns. Some of the people named in the policy no longer work at the school.
- There is a new safeguarding policy which, at the time of the inspection, was not on the school's website. This new policy also contains the wrong contact details for those responsible for safeguarding in the school.
- The school's arrangements for recording the suitability checks for agency and permanent staff are fragmented. As a result, current safeguarding leaders cannot be certain that all of the relevant checks are made.
- There is more than one version of the single central record of the checks made of staff, supply staff and proprietors. This is creating confusion. As a result of this confusion, the most recent record of checks made does not cover all of the staff working in the school.
- The school has a lack of clarity as to who has access to recruitment records with some staff believing that others have access. This lack of clarity means that systems to vet potential staff are not secure.
- Posters about safeguarding around the school show staff who have left the school. Therefore, these reminders about who is responsible for safeguarding are ineffective.
- Induction arrangements for agency staff are weak. The school does not allow enough time for agency staff to understand the safeguarding and practical arrangements in the school before they work with pupils.
- The school does not have clarity over which safeguarding concerns are still active, and which have been resolved.
- The standards in these paragraphs are not met.

#### *Paragraphs 9 to 9(c)*

- The school has drawn up a written behaviour policy. This policy takes into consideration the particular needs of pupils in the school. It outlines, in detail, the various therapeutic models that staff will bear in mind when dealing with behaviour. The policy lays out the responses and sanctions the school will make to secure positive behaviour. The school records instances of poor behaviour and the sanctions that have been applied.
- The standards in these paragraphs are met.

#### *Paragraph 14*

- The school deploys staff effectively to supervise pupils. The supervision takes into consideration pupils' particular needs and is enhanced when necessary. This is the case inside the school and when pupils are in the school's grounds.
- The standard in this paragraph is met.

*Paragraphs 16(a) and 16(b)*

- The school does not have a risk assessment policy. The proprietor has commissioned a full site and activity risk assessment. Some of the findings from this have not been addressed.
- The standards in these paragraphs are not met.

Part 4. Suitability of staff, supply staff, and proprietors

*Paragraphs 18(2) to 18(2)(d), 18(3) and 19(2) to 19(2)(d)(ii)*

- All staff working at the school have been subject to the relevant checks before they commence work at the school.
- The school has secured written assurance that supply agencies providing staff have undertaken all of the relevant checks. The school further checks supply staff identification when they first work at the school.
- The standards in these paragraphs are met.

Part 8. Quality of leadership in and management of schools

*Paragraphs 34(1) to 34(1)(c)*

- There has been turbulence in leadership in the school over the past few months. While the proprietor has attempted to source a new headteacher, this has not been successful. The proprietor has not appointed an acting headteacher to lead the school at this time. The proprietor is seeking to appoint new leaders to the school as soon as possible.
- As a result of there being no headteacher or acting headteacher, there are significant weaknesses in leadership. Some standards that were checked at this inspection are not met. The proprietor has not ensured that there are leaders and managers in place who can ensure that the standards are met consistently. Some of the unmet standards relate to pupils' wellbeing.
- The standards in these paragraphs are not met.

Schedule 10 of the Equality Act 2010

- The school could not provide an accessibility plan which meets the requirements of the Schedule 10 of the Equality Act 2010.

## **Compliance with regulatory requirements**

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection, as set out in the annex of this report. Not all of the standards and associated requirements were checked during this inspection.

## School details

Unique reference number	148556
DfE registration number	894/6013
Inspection number	10435364

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent special school
School status	Independent special school
Age range of pupils	6 to 16
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	12
Proprietor	Family Care Group
Chair	Andrew O'Reilley
Headteacher	No headteacher in post
Annual fees (day pupils)	£48,520 to £96,944
Telephone number	01952 984361
Website	<a href="http://www.family-care.co.uk">www.family-care.co.uk</a>
Email address	<a href="mailto:rodenhurstschool@family-care.co.uk">rodenhurstschool@family-care.co.uk</a>
Date of previous standard inspection	14 to 16 May 2024

## Information about this school

- Rodenhurst School operates from Rodenhurst Business Park, Rodenhurst Lane, Roddington, Shropshire SY4 4QU.
- Rodenhurst School is part of the Family Care Group. The school provides full-time education for pupils aged 6 to 16 years, who have social, emotional and mental health difficulties, trauma, anxiety, autism and associated conditions. All pupils have an education, health and care plan.

- At the time of the inspection, there was no headteacher nor acting headteacher in post at the school. The headteacher referred to on 'Get Information About Schools' is Mrs Tracy Cockayne who no longer works at the school.
- The last full standard inspection was in May 2024 when the school was judged to be good.
- The school uses no alternative provision.

## Information about this inspection

- The Department for Education commissioned this inspection because of concerns around safeguarding, high staff turnover and leadership weaknesses. This inspection was conducted without notice.
- Inspectors held discussions with teachers, other staff, a school leader and the school consultant. They also held discussions with the proprietor.
- Inspectors visited lessons, spoke with pupils and looked at pupils' work. They observed pupils at social times.
- An inspector evaluated the arrangements for, and a range of records about, safeguarding.

## Inspection team

Dan Owen, lead inspector

His Majesty's Inspector

Emma Gater

His Majesty's Inspector

## **Annex. Compliance with regulatory requirements**

### **The school does not meet the following independent school standards**

#### **Part 1. Quality of education provided**

- 2(1) The standard in this paragraph is met if-
  - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
  - 2(1)(b) the written policy, plans and schemes of work-
    - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
  - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
  - 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
  - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
  - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
  - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
  - 3(f) utilises effectively classroom resources of a good quality, quantity and range;
  - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;

#### **Part 3. Welfare, health and safety of pupils**

- 7 The standard in this paragraph is met if the proprietor ensures that-
  - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
  - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 16 The standard in this paragraph is met if the proprietor ensures that-
  - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
  - 16(b) appropriate action is taken to reduce risks that are identified.

#### **Part 8. Quality of leadership in and management of schools**

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school-



- 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
- 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
- 34(1)(c) actively promote the well-being of pupils.

### **Schedule 10 of the Equality Act 2010**

- 3(1) The responsible body of a school in England and Wales must prepare–
  - 3(1)(a) an accessibility plan;

–

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