

Rotherhithe Primary School

Rotherhithe New Road, Rotherhithe, London, SE16 2PL

Inspection dates 14–15 January 2014

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|--------------------------------|----------------------|--------------|----------|
| Overall effectiveness | Previous inspection: | Satisfactory | 3 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Outstanding | 1 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good and often exceptional progress from very low starting points. They leave the school reaching standards which are broadly average.
- Provision for younger children in the Early Years Foundation Stage is consistently excellent. Children have a stimulating and exciting start to their school life.
- All groups of pupils achieve equally well. Over half the pupils who attend the school speak English as an additional language and there is a successful focus on developing their communication skills. All pupils are well prepared for their future learning.
- Disabled pupils and those with special educational needs make good and often outstanding progress.
- There is exceptional provision for pupils' spiritual, moral, social and cultural development.
- Teaching is consistently good and some is outstanding. Teachers mark pupils' work well and give them helpful information about how they can improve it. Effective assessment procedures ensure that teachers are aware of the exact progress of each pupil.
- Behaviour is outstanding around the school and in lessons. The school makes exceptional provision to ensure that pupils are safe.
- The dynamic headteacher and strong senior leadership team have an accurate view about the performance of the school. They make sure that governors are well informed about how the school compares with other schools.
- All leaders have high expectations for all pupils and know how the school can do even better.
- Parents are very supportive and hold the school in high regard. The vast majority would recommend the school wholeheartedly.

It is not yet an outstanding school because:

- The most able pupils do not attain the higher levels of which they are capable.
- Not all teachers consistently give the most able pupils work which is harder than the work they give to the rest of the class.

Information about this inspection

- Inspectors observed 27 lessons and part-lessons including seven joint observations with the senior leadership team. In addition, inspectors heard children reading in Years 2 and 6. Books in Years 4, 5 and 6 were scrutinised jointly with the headteacher.
- Meetings were held with two groups of pupils, members of the governing body including the Chair of the Governing Body, school staff and a representative from the local authority.
- Inspectors took account of 63 online and paper responses to Parent View as well as correspondence from parents and carers.
- Inspectors observed the school's work and analysed a large range of documents and policies, including the school's own data on pupils' current progress, planning and monitoring, and records relating to behaviour. Safeguarding documents were also scrutinised.
- The views of staff were analysed through the 31 responses to the staff questionnaire.

Inspection team

Liz Bowes, Lead inspector

Additional Inspector

Michael Elson

Additional Inspector

Evelyn Davies

Additional Inspector

Full report

Information about this school

- Rotherhithe Primary is a larger than average sized primary school.
- The proportion of pupils known to be eligible for support through the pupil premium is much higher than the national average. There are a few looked after children in the school. Pupil premium is additional funding for looked after children, pupils known to be eligible for free school meals and pupils with a parent or carer in the armed services.
- The proportion of pupils with special educational needs supported through school action is average. The proportion of pupils supported at school action plus or with a statement of special educational needs is higher than the national average.
- The largest ethnic group is those from a Black African background. Other ethnic backgrounds include White British and Asian. The number of pupils whose first language is not English is much higher than the national average.
- The school meets the current floor standards, which are the minimum standards for attainment and progress expected by the government.
- A nursery, which is managed by the governing body, was inspected during this inspection. Other on-site, pre-school provision, including the Sure Start Children's Centre, was not part of this inspection.
- The breakfast club and after-school clubs are also run by the governing body.

What does the school need to do to improve further?

- Ensure that the most able pupils are always given work which provides the challenge they need to enable them to reach the higher levels.

Inspection judgements

The achievement of pupils is good

- Achievement is good because all pupils make at least good progress and often exceptional progress. Due to effective leadership, standards of attainment have risen quickly since the last inspection. By the end of Key Stage 2 pupils now reach average standards.
- When children enter Nursery and Reception their skills and understanding are well below the levels typically expected for their age in all the areas of learning, particularly in communication and language. The exemplary provision ensures all children can make rapid progress. For example, language development is planned meticulously and careful consideration is given on how to develop the language skills of those who speak English as an additional language. All children are given excellent help and support to develop in every way and as a result they make rapid progress. Practically all children have caught up with children nationally by the time they start Year 1.
- Rapid progress for all groups of pupils continues throughout Key Stages 1 and 2 resulting in standards in reading, writing and mathematics that are in line with the national average. Tracking information shows that rates of progress are improving year on year. However, fewer pupils attain the higher levels when compared to the national average.
- Pupils are encouraged to develop a love of reading from an early age. Progress in reading is strong. The number of pupils reaching the expected standard in the Year 1 phonics reading check has improved to the national average. Practically all of the few pupils who did not reach the standard in Year 1 were successful when they were rechecked in Year 2. A scheme to encourage fathers to support their children's reading has had a significant impact, particularly on boys' reading.
- Regardless of their backgrounds, pupils of all ethnic groups achieve equally well. The school is very aware of the needs of those who are at the early stages of learning English. For example, in some classes pupils are teamed up with native speaking peers so that they can work together. As a result of careful planning these pupils progress extremely well.
- Disabled pupils and those who have special educational needs make the same good and sometimes outstanding progress as their classmates.
- Pupils who are eligible for the pupil premium funding make exceptional progress and, at the end of Year 6, their attainment is better than that found nationally and there is no gap between their levels and other pupils'.

The quality of teaching is good

- Teaching is consistently good and some is outstanding.
- Teachers have high expectations. All pupils are set challenging targets in both English and mathematics. As one pupil stated, 'Lessons are fun and teachers constantly want us to improve and try our very best.'
- All classrooms have stimulating wall displays, which teachers and pupils refer to regularly in lessons. In a Year 5 class pupils took pride showing the questions they had put on the display regarding the universe. Questions, such as why is the sky blue when it is black in space, showed that pupils had thought deeply about the topic.
- Teachers quickly check on which pupils need extra help and the quality of the learning that is taking place.
- Teachers are very accurate at assessing pupils' progress. Marking is of a very high standard.
- Teaching assistants are deployed well to provide successful support in small groups or for individual pupils. This ensures equality of opportunity as all pupils' specific needs are met. Teaching assistants regularly use drama to provide experiences that help pupils at an early stage of speaking English to learn, and that motivate them to write. Teachers do not always give those

who are the most able work which provides the challenge they need to enable them to reach the higher levels. For example, the most able pupils are often given the same work as others in the class and this hinders their ability to make quick progress.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Around the school pupils are polite and courteous. They play happily and peer mediators in Years 5 and 6 ensure that everyone gets on well together. Pupils are enthusiastic about all aspects of school life. Pupils listen attentively in lessons and are keen to ask questions. They discuss challenging tasks sensibly and show high levels of respect for each other's views.
- The provision for the spiritual, moral and social development of pupils is exemplary. Pupils pride themselves on how they reflect the school's ethos and values. As one said, 'Everyone is everybody's friend, we all have our own talents and we all respect one another.' Attention to these values is also shown in the peace garden where pupils have a chance to talk quietly with friends and reflect.
- Cultural development is also excellent as pupils are given exciting opportunities to learn about other cultures through travel. The judo club visited Holland and a pupil from the gymnastics club visited Spain.
- The school ensures that pupils are given responsibility, for example the executive members of the school council had to select a charity and then decide how to fund-raise for it. Pupils are well prepared for future life as demonstrated by the requirement, before applying for the job as pupil school receptionist, to provide a CV and have an interview.
- The Forest school, based in the nearby park, enables pupils to develop their language skills and social skills in a natural environment. Pupils, particularly those who are more vulnerable, become more confident and develop a higher self-esteem.
- The schools' work to keep pupils safe and secure is outstanding. Parents and carers are overwhelmingly in agreement that the school keeps their children safe. Pupils found the anti-bullying week very interesting and understand about the different types of bullying. They are unanimous in their belief that staff will quickly sort out any minor disagreements. Pupils understand the risks and how to keep safe when using the internet.
- Pupils' health and well-being are enhanced by attendance at the breakfast club as well as the numerous after-school clubs.
- Attendance is fast improving from being in line with national averages.

The leadership and management are good

- The inspirational headteacher is very determined to ensure that all pupils have the best possible start to their education. She is ably supported by an exemplary senior leadership team. Accurate self-evaluation has ensured that in less than two years the school has been transformed into a thriving learning community.
- Enthusiastic middle leaders regularly check pupils' work and collect a wide range of information so they can accurately assess the quality of teaching and learning. They have a clear vision of what is going well and what needs to be done to continue to improve, such as planning more thoroughly for those who are more able.
- The school has comprehensive systems for checking pupils' progress and very accurately identifies those who might need extra support. These systems have been very effective in raising pupils' attainment and accelerating their progress.
- Regular checks on the quality of teaching, and performance management arrangements for teachers are robust. Middle leaders as well as senior leaders are involved in identifying the skills teachers need to continue to improve. Staff do not progress to the next pay scales unless they have met their targets.

- The curriculum promotes a strong interest in learning. It covers a wide range of subjects and provides pupils with a rich range of experiences. There is extensive sports and music provision provided by specialist teachers. Writing skills are enhanced by a writing competition which culminates in pupils seeing their own work performed by professional actors in a theatre.
- The school enjoys good relationships with parents and carers. Those who completed Parent View or spoke to inspectors were very supportive of the school's leadership. One said that, 'The headteacher has transformed the school in every way.' Parents and carers are well informed regarding their children's progress.
- Good use has been made of the pupil premium funding to support small-group work as well as additional equipment, such as I pads.
- Senior leaders are carefully monitoring the impact of the new primary sports funding to ensure that all pupils, regardless of ability, can access a form of sport that they enjoy. There is a range of exciting after-school sports clubs which have a positive impact on pupils developing healthy lifestyles.
- The local authority provides a light touch level of support.
- Child protection training for staff is thorough and leaders implement child protection policies rigorously. The school has good safeguarding procedures and completes all statutory checks on the suitability of staff to be employed.
- **The governance of the school:**
 - The governing body is proud of the improvements the school has made in the last two years and is committed to making sure that the school continues to progress. Governors ask challenging questions so that they understand what actions the school is taking to raise standards further. Governors know the school well and have an accurate understanding of how it is doing when compared to other schools.
 - Governors are well trained and carefully monitor the impact of spending decisions regarding the pupil premium funding. They are also fully aware of how the sports funding has been spent. Governors all know about the quality of teaching in the school and fully understand the arrangements linking teachers' performance and pay.

What inspection judgements mean

| School | | |
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| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 100810 |
| Local authority | Southwark |
| Inspection number | 430836 |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 462 |
| Appropriate authority | The governing body |
| Chair | Ray Piggott |
| Headteacher | Galiema Amien-Cloete |
| Date of previous school inspection | May 2012 |
| Telephone number | 020 7237 1586 |
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