

# Rosetta Primary School

Sophia Road, Custom House, London, E16 3PB

**Inspection dates** 14–15 October 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- Children make rapid progress in the Reception year due to outstanding teaching and very effective leadership.
- Teaching is good. Teachers and support staff make sure pupils work hard and know how to succeed. They secure equality of opportunity by making sure all groups of pupils achieve well.
- Pupils behave with impeccably good manners and look after one another well. They have excellent attitudes to learning. Pupils have also been taught very well to consider their own safety in a wide variety of circumstances.
- The headteacher, aided by his deputy, has built a strong and happy learning community with very clear shared values.
- Leaders have secured the good quality of teaching and are making sure that new teachers quickly understand the school's policies and expectations.
- Pupils are taught to consider the moral implications of their actions exceptionally well.
- Parents are overwhelmingly and effusively supportive of the school.
- Governors have a well-informed understanding of teaching and learning.

### It is not yet an outstanding school because

- Teaching is not outstanding because the work teachers ask pupils to do is not always at the right level for them.
- Leaders do not use the information they have about pupil achievement effectively enough when checking on teaching and setting targets for success.

### Information about this inspection

- Inspectors observed teaching and learning in 20 lessons. Two of these were joint observations with the headteacher and the deputy headteacher. An assembly was also observed.
- During observations in lessons, inspectors spoke to pupils about their learning and looked at work in their books. Inspectors also observed the roles of additional adults when they were part of lessons.
- Inspectors scrutinised a wide range of school documents as part of the inspection. These included records related to behaviour and safety, achievement, minutes of governing body meetings, and performance management records.
- Meetings were held with senior and middle leaders, members of the governing body, and a representative of the local authority. Inspectors also met with groups of pupils and heard some of them read.
- Inspectors considered the views of parents by speaking to them at the start of the day and through 23 responses to the online questionnaire, Parent View. There were 59 responses to the staff questionnaire that were also considered.

### Inspection team

Andrew Wright, Lead inspector	Her Majesty's Inspector
Evelyn Riley	Additional Inspector
Milan Stevanovic	Additional Inspector

## Full report

### Information about this school

- The school is much larger than the average primary school, with three classes in each year group up to Year 4 and two classes in each of Years 5 and 6. The Early Years Foundation Stage consists of three Reception classes offering full time education.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Pupils from minority ethnic groups account for the majority of the school roll. They are from a wide range of backgrounds. The vast majority of pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average. The proportion supported through school action plus or with a statement of special educational needs is also above average.
- The proportion of pupils eligible for additional support through pupil premium funding is well above average. This is additional government funding for pupils known to be eligible for free school meals and those in local authority care.

### What does the school need to do to improve further?

- Further improve the quality of teaching by:
  - making sure work matches the starting points of all pupils so their learning is not delayed
  - providing sufficient opportunity for pupils to acquire knowledge and skills particular to the subjects taught.
- Sharpen the way leaders use monitoring and analysis of evidence to evaluate the school's work so that:
  - evidence of achievement is more clearly linked to the monitoring of teaching over time
  - plans for improvement explain more precisely how actions are expected to improve achievement for all groups of pupils and in all subjects.

## Inspection judgements

### The leadership and management are good

- Senior leaders make sure their ambition and values are shared by all. The headteacher and his deputy are strong, charismatic role models. They convey a clear moral purpose to the whole school. They are very successful in building trust and cooperation with pupils and their families. As one pupil aptly put it, 'Rosetta is an experience, not just a school.'
- Plans for improvement are extensive and detailed. They cover a very wide range of developments. However, the plans do not communicate how success will be monitored and measured in a clear and simple manner.
- Leaders frequently check how well pupils are progressing. They consider individual pupil progress in great detail. However, this information is not always used sufficiently when deciding how teaching may be further improved or when judging its quality.
- Leaders make sure that policies for teaching and learning are consistently put into practice. Several recently appointed newly qualified teachers have understood the key elements of these straight away.
- Middle leaders guide teachers with the planning of lessons. They have well considered plans to develop ways of checking on pupil progress in foundation subjects. Senior leaders offer them effective support in developing their leadership roles.
- The curriculum is good. Chosen themes are meaningful to pupils. The design of the curriculum provides for a broad and balanced coverage over time. Pupils are given ample opportunity to apply skills in reading, writing and mathematics to the study of other subjects, but this sometimes results in the focus on learning in the other subjects being lost.
- Pupils' spiritual, moral, social and cultural education is strong. Assemblies provide opportunities for pupils to consider complex moral and ethical themes such as racial segregation. Pupils demonstrate by their actions that tolerance and respect have been very well taught. Displays enable pupils to appreciate the diverse cultural heritage of modern Britain. Clubs provide pupils with opportunities to develop a wide range of cultural interests.
- The local authority provides support and advice when they are requested by the school. For instance, it has provided valuable help in verifying the school's own assessment evidence.
- Sports development funding is spent well. There is increased participation in competitive sports. Preferences of pupils are taken into account when deciding on the range of sports to offer.
- Parents are positive about the school. They say that members of staff are approachable. Those who have had cause for concern say that the school responds promptly and appropriately to their queries. They appreciate the newsletters regularly updated on the school's website.
- **The governance of the school:**
  - Governors know the school well. They attend many of the meetings in which leaders consider pupil progress. They have made well-considered decisions about how they should improve their own skills. As a result, they are able to question leaders effectively in order to hold them to account. They can understand evidence about pupil achievement, which means they can interpret this for themselves.
  - They are determined to pursue the further development of their structure and skills. Governors make sure that parents can communicate with them. Their decisions about the expenditure of additional funding, such as pupil premium, and about teachers' pay awards are based on secure evidence. Governors take the necessary steps to make sure they fulfil their statutory duties to safeguard all pupils.

### The behaviour and safety of pupils are outstanding

#### Behaviour

- The behaviour of pupils is outstanding. Pupils reflect the ethos of the school through their unerringly courteous conduct and acts of consideration. Pupils have learned the moral distinction between goodness and good behaviour. For instance, one pupil said, 'Everybody in the school is actually good, but sometimes we make silly choices.'
- Leaders take effective action to record and respond to any instances of unacceptable behaviour. Records seen on inspection indicate such instances are in decline. There have been no exclusions for some time. Bullying and other discriminatory behaviour are rare. When they happen, staff act quickly and robustly to reduce the likelihood of re-occurrence.
- The playgrounds are secure and safe. Pupils say that any poor behaviour is quickly noticed and acted

upon by adults. They have been taught very well how to help one other take part in the very wide range of playtime activities provided. As a result, no one is left out and there is something on offer to interest all pupils.

- Parents agree that the behaviour of pupils is impeccable and managed well.

### Safety

- The school's work to keep pupils safe is outstanding. Recording methods used to help safeguard pupils are well maintained, well organised and meet statutory requirements.
- Pupils are taught how to stay safe extremely well. Older pupils know about the potential dangers posed by drugs and alcohol. The school's website provides useful guidance to help parents play their part in making sure their children are safe when using the internet. Aspects of safety particular to the needs of this school's pupils are addressed. For instance, representatives of Transport for London have helped pupils learn more about travelling safely on public transport.
- Attendance has improved in the last year. Pupils now attend well. Leaders have been successful in making sure that attendance is seen as everyone's responsibility. Members of staff have built effective relationships with parents to encourage good attendance. Pupils' enjoyment of school is enabling this improvement to be sustained.

### The quality of teaching

is good

- Teaching is good. Pupils know what success should look like and many are able to measure and explain their own progress. This is because a clear 'steps to success' system is learned and used in lessons.
- There is a consistency in the expectations, routines and structures of lessons throughout the school. It allows pupils to develop effective habits for learning over time.
- Questioning skills are used skilfully to promote understanding in reading, writing and mathematics. However, teachers do not always gauge pupils' learning so successfully. When this is the case they do not provide starting points which allow pupils to extend their learning rapidly enough. Some children say that they do not always feel sufficiently challenged in lessons and would appreciate harder work.
- Marking provides precise advice for improving work. Positive comments about presentation and effort help to motivate pupils to try their best. However, marking does not often challenge more able pupils to think more deeply about their work.
- Teachers share very high expectations of behaviour which create a strong work ethic. This means that lessons are productive and learning is seldom interrupted.
- The quality of teaching varies, depending on teachers' personal subject knowledge. For instance, pupils in an art lesson made good progress due to effective teaching of colour mixing skills. However, teachers do not always ensure that skills and knowledge related to the subject are sufficiently emphasised. On other occasions skills are taught in a superficial way. During a lesson in which pupils composed music using a glockenspiel, they were not challenged to improve their technique. As a result, pupils do not always get the opportunity to extend their learning as soon as they are ready.
- Teaching assistants ask the right questions to check on learning. They provide additional explanations where necessary. They encourage pupils to take part and express their ideas when they are reluctant to do so.

### The achievement of pupils

is good

- Pupils enter the Reception year with skills which are lower than typically expected. This is particularly true of their communication and social skills. They make rapid progress, so that the proportion of pupils achieving a good level of development is close to the expected levels by the time they move on.
- The proportion of pupils achieving the expected standard in the Year 1 phonic screening check is broadly in line with national averages. In previous years, boys and pupils of a White British heritage did much less well than pupils as a whole. The school has evidence to show that most of these pupils have since made up the lost ground in their phonics skills.
- Pupils are given good opportunities to develop an enjoyment of reading. There are effective routines for making sure reading continues at home, and lots of encouragement is given to be adventurous with reading choices. Expectations for the use of higher order reading skills are raised appropriately as pupils move through the school. As a result, older pupils are able to express well-informed preferences for authors and genres.
- The school's own information indicates that achievement by the end of Key Stage 1 has improved in

2014, so that attainment in reading, writing and mathematics is closer to national averages. Disadvantaged pupils entitled to additional funding have not achieved as well.

- Progress accelerates in Key Stage 2. The school's teacher assessments for 2014 indicate that by the end of Year 6, attainment is similar to that achieved by pupils nationally. Some groups of pupils, such as the large minority of pupils with a White British heritage, make up ground very rapidly so that their achievement is as good as other pupils by the time they leave the school. Gaps remain between the achievement of disadvantaged pupils entitled to additional funding and other pupils in the school. In reading, these pupils are approximately four months behind other pupils. In writing the gap is about three months and in mathematics the gap is six months.
- The school's evidence indicates that the proportion of more able pupils in 2014 reaching a higher standard in writing has increased.
- Achievement across the curriculum is variable. This is because checks on the learning of skills and knowledge in all subjects are not completed consistently well.
- Disabled pupils and those with special educational needs make similar progress to other pupils in the school. For example, information provided during inspection shows that nearly all of these pupils are making at least expected progress through Key Stage 2. Similar proportions are exceeding expected progress, as for all pupils.
- Speakers of English as an additional language also achieve as well as their peers. Teachers ensure this equality of opportunity by taking the individual needs of pupils into account when deciding on both the content and structure of lessons.

### The early years provision

**is outstanding**

- Children make outstanding progress from low starting points. By the time they leave the Reception year most children are well prepared for their next stage of education.
- Teachers plan activities so they retain a sharp focus on reading, writing, speaking and listening. The children are settled. Cooperative behaviour is nurtured and encouraged relentlessly.
- Adults use skilful questioning techniques to help children broaden their vocabulary. They use their voices in a lively and encouraging manner. They take great care to exemplify accurate speech. For instance, they constantly model good sentence structure in their conversations.
- Indoor and outdoor spaces are used to equally good effect.
- Children feel safe and secure because the routines and expectations of the setting are clear. Pupils are well challenged to take responsibility for some aspects of these routines.
- Skilfully selected activities enable children to learn important skills, such as how to hold a pencil correctly.
- The Reception year leader has established a powerful ethos of harmonious teamwork. She has effective plans for further improvements.
- Parents are very positive about the setting. They say that adults are welcoming and approachable.

## What inspection judgements mean

School	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

<b>Unique reference number</b>	102741
<b>Local authority</b>	Newham
<b>Inspection number</b>	448724

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

<b>Type of school</b>	Primary
<b>School category</b>	Community School
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	570
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms R Tehrani
<b>Headteacher</b>	Mr S Fanthorpe
<b>Date of previous school inspection</b>	19–20 November 2009
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