



Rosetta Primary School

Inspection Report

Unique Reference Number 102741
Local Authority Newham
Inspection number 286477
Inspection date 1 November 2006
Reporting inspector Nick Butt

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

Type of school	Primary	School address	Sophia Road
School category	Community		Custom House
Age range of pupils	4-11		London E16 3PB
Gender of pupils	Mixed	Telephone number	020 7476 5308
Number on roll (school)	457	Fax number	020 7473 6679
Appropriate authority	The governing body	Chair	Mrs Coral Grieg
		Headteacher	Mr Geoff Hadlow
Date of previous school inspection	10 June 2002		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This larger-than-average school serves an area of high social deprivation. Almost half of the pupils are eligible for free school meals; much higher than average. A greater proportion of pupils have learning difficulties than usual. More than a third of pupils speak English as an additional language. Over half the pupils come from minority ethnic backgrounds, the largest group being Black African. The school runs a Pupil Learning Support Unit that also benefits pupils from other schools. Pupil mobility is high. Numbers have been falling in recent years as a result of population shift and regeneration work in the local area. The school is involved in several projects with other schools to raise achievement, and with local business partnerships.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This outstanding school has made huge progress in almost every aspect of its work since the last inspection. Under the excellent leadership of the headteacher and deputy head, standards and achievement have risen dramatically, attendance has soared, behaviour has improved radically and teaching and learning are much better than they were. Their determination to remove all barriers to learning, by providing the best possible opportunities for pupils in a safe, caring and attractive environment, has contributed greatly to the school's success. As one parent put it, 'I think the headteacher has made great changes to the school, all for the better'.

Pupils enter the school with skills and abilities that are very low, yet standards in Year 6 are generally in line with national averages and sometimes better. The achievement of the vast majority of pupils is outstanding because of good teaching and a consistency of approach brought about through excellent systems of assessment and monitoring. Hand in hand with the educational transformation of the school has been a renewal of the building and the renovation of the grounds. It is now a safe and stimulating place to work and play. The newly completed eco-garden is a case in point, with raised beds for pupils to grow their own vegetables and areas for nature study.

This is a thriving multi-cultural community where pupils' diversity is celebrated in vibrant displays and a wealth of special events around festivals. The highly effective enrichment provided for pupils contributes to their outstanding personal development and well being and their thorough enjoyment of school. Every Child Matters outcomes permeate all that the school does and have a high priority in the school improvement plan. Its excellent level of care ensures all pupils feel safe and valued. The school gives them a strong sense of confidence and self-worth and prepares them very well for their next stage of learning.

Provision for the youngest children is satisfactory. At the time of the inspection temporary arrangements were in place and the outside area was restricted by building work. Children are well supported in their learning, but do not have enough opportunity to find out things independently. The Pupil Learning Support Unit is well run and provides a good quality education for youngsters with behavioural and emotional difficulties, enabling them to return successfully to their home schools.

Senior leaders are supported very well by a strong team of middle managers, who take a lead role in monitoring the work of the school and its long-term development. The role of the governing body is under-developed. While governors are supportive of the school, many do not become sufficiently involved to take on the role of critical friend.

What the school should do to improve further

- Improve provision in the Foundation Stage by creating more opportunities for children to learn independently
- Ensure governors become more involved in the life of the school and take a strategic view that enables them to become a critical friend to senior leaders.

Achievement and standards

Grade: 1

From very low starting points pupils make outstanding progress to reach average standards by Year 6. Progress has consistently been high in the past three years, especially in science. Standards in information and communication technology are above average. Pupils benefit from an initiative that gives all those in Year 5 and Year 6 their own laptop computer. Children in the Reception class make satisfactory progress but do not meet the early learning goals expected of them by the time they reach Year 1. Achievement accelerates in the rest of the school because of a combination of good teaching and outstanding assessment and tracking, ensuring that pupils' learning needs are met. Very challenging targets are set and met, and there is a high level of accountability, which contributes to the high expectations seen especially in Years 3 to 6. Recent initiatives to promote boys' achievement in writing and girls' achievement in mathematics are proving successful, and the gap in attainment is narrowing. Pupils with learning difficulties make outstanding progress, many attaining nationally expected levels in Year 6 tests. Pupils learning English as an additional language also achieve extremely well, because of the school's excellent systems to include them and tailor the curriculum to suit them.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural development is outstanding because of the school's clear values and its celebration of pupils' cultural diversity. The school motto, 'better together' is displayed on rosettes in many different languages. Behaviour is exceptionally good, much improved since the last inspection. Pupils have an extremely good understanding of healthy lifestyles. One commented, 'walking to school keeps you healthy - you catch up with your friends and can talk to them'. Pupils appreciate the support they receive from staff, and feel confident that adults will deal with their problems. From being well below average, attendance is now consistently good, reflecting pupils' greater enjoyment of school. They enthusiastically take part in many projects with pupils from other schools and in the community, for example in singing. During citizenship weeks they find out about the world of work and consider their rights and responsibilities. The school council runs a fruit tuck shop to promote healthy eating. Pupils leave the school well-rounded individuals, equipped with a good set of basic skills and a love of learning.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good because teachers know exactly what they want pupils to learn and have high expectations of what they can achieve. There is a shared view

that barriers to learning must be removed, and lessons are planned to interest and challenge pupils, making use of the latest technology. As the headteacher remarked, 'children are used to looking at screens so the interactive whiteboards are a big hit!'. In one outstanding lesson, the teacher acted out with pupils a UFO invasion of the school, which generated much excitement and gave boys in particular plenty to write about. Presentation of work in books is neat, and marking shows pupils how they can improve. In a few classes the pace is not quite so brisk and pupils are not so sure about their targets. In the Foundation Stage, there is a strong element of direct teaching, so that children do not have sufficient opportunities to make choices and enjoy learning for themselves.

Curriculum and other activities

Grade: 2

The curriculum is good and is well tailored to meet the needs of pupils whose first language is not English, for example through visual aids. It embraces the school's multi-cultural diversity well. The school is making more links across subjects, particularly in literacy. Changes to the way English and mathematics are taught, for example with more use of formal calculation, are helping girls and boys to achieve even more. The provision of ICT has improved dramatically since the last inspection, with a very high ratio of computers to pupils, and is now outstanding. The level of enrichment is extremely strong, with many clubs for pupils to enjoy, and a host of visits and visitors. All pupils in Year 4 learn the violin, and Year 3 and 4 pupils learn French. The curriculum in the Foundation Stage is satisfactory, but fairly formal, with few experiences for pupils to explore and discover new things independently.

Care, guidance and support

Grade: 1

Care guidance and support are excellent because of the highly effective systems to monitor the personal and academic progress of all pupils. The school's nurturing ethos is also very influential. A parent said, 'the whole school generates a feeling of friendliness and cooperation'. Staff show they care, for example in the way the headteacher welcomes parents and children each morning at the school gate. Highly effective and detailed tracking systems are in place to follow the progress of pupils each term to make sure they are on course to meet their individual targets. They receive excellent advice and support, and benefit from after-school clubs to enhance their learning. Outstanding provision is in place for pupils with learning difficulties, whose individual education plans set out exactly what steps are needed to help them. Pupils who learn English as an additional language are extremely well supported within class and in groups as a result of intensive training for all staff.

Leadership and management

Grade: 2

The headteacher and the deputy head have brought about a sea change in the school's fortunes through their combined drive and determination. The school faces many challenges, yet from the start each barrier to learning has been confronted and successfully overcome, whether concerning behaviour, attendance or achievement. There is now a very strong team of leaders who have a shared vision for the school and who have set in place an extremely effective programme of monitoring and self-review, giving them clear and accurate information about the school's performance. They use this knowledge to set out outstanding plans for future development built upon the five Every Child Matters outcomes. Consequently, the impact of leadership and management on the quality of provision and outcomes for pupils has been outstanding, with a rapid rise in standards, improvements in behaviour and much better attendance. Leadership and management are good rather than outstanding, however, because governance is only satisfactory, with too many governors insufficiently involved in the life of the school to hold it to account. In view of the many achievements to date in nearly all aspects of its work, the school's capacity to improve is outstanding.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you very much for making me so welcome at your school. I did enjoy my visit. Your school is outstanding and there is much to celebrate. These are some of the things that are particularly good.

- The outstanding progress you make as you move through the school.
- Your excellent behaviour and way you care for one another.
- Your understanding of healthy lifestyles and all the things you do to make your school and your local community a better place to be.
- The way adults care for you and make sure you understand what you have to do to improve your work.
- The leadership of the school by the headteacher and deputy head, who have brought about many improvements in the past three years.

All your teachers work very hard together to make lessons fun and interesting for you, and the teaching is good. You learn a lot. The youngest children enjoy being at school but they could do with more time to find things out for themselves. Governors support the school, but do not visit often enough to know what's going on. I want them to become more involved in the life of the school. If you meet a governor, I am sure there is much you will be able to tell them about what is good in your school, just as you told me.

I know you and your parents are very proud of your school. It has a great future.

Yours sincerely,

Mr. N. Butt,

Lead Inspector.