

Rosetta Primary School

Inspection report

Unique Reference Number	102741
Local Authority	Newham
Inspection number	335960
Inspection dates	19–20 November 2009
Reporting inspector	Joan Lindsay

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	410
Appropriate authority	The governing body
Chair	Coral Greig
Headteacher	Stephen Fanthorpe
Date of previous school inspection	1 November 2006
School address	Sophia Road Custom House London E16 3PB
Telephone number	020 7476 5308
Fax number	020 7473 6679
Email address	Info@rosetta.newham.sch.uk

Age group	4–11
Inspection dates	19–20 November 2009
Inspection number	335960

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 22 lessons and held meetings with governors, staff, groups of pupils and the School Improvement Partner. They observed the school's work and looked at the school development plan, monitoring files and numerous policies. In addition, 71 parent questionnaires were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether teaching is tailored to meet the needs of specific groups of pupils, especially boys, the more able, and pupils from White British backgrounds
- how effective strategies have been to raise standards, especially in writing, across the school
- the impact of low attendance on groups of pupils
- the effectiveness of middle managers and governors in raising standards, especially in writing and for specific groups of pupils.

Information about the school

Rosetta is larger than most primary schools. Approximately one third of pupils are White British and a third from Black or Black British heritages. The proportion of pupils eligible for free school meals is much higher than average, as is the proportion of pupils who have English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is higher than the national average. There is Early Years Foundation Stage provision currently in one Reception class, with another intake of children forming a second class in January. The school has three classes in Years 5 and 6 and two in other year groups. The on-site nursery provision is not managed by the governing body and is subject to a separate inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Rosetta is a good school. Pupils make good progress overall because high regard is paid to their welfare, ensuring they behave well and preparing them to learn. Teachers plan their lessons well and the good and varied curriculum adds to pupils' enjoyment as well as their learning. Although writing is a relatively weak area, with standards below national averages, the school's recent initiatives have been successful in enthusing pupils to write and in narrowing the achievement gap between boys and girls. Parents and pupils are very positive about the school, with many pupils spontaneously telling inspectors how much they loved their school. Parents are particularly appreciative of how supportive the school is and how each pupil is treated as an individual. However, not all parents ensure that their children attend regularly despite the school's efforts.

The school has a number of strengths.

- Pupils feel extremely safe and secure in school and their individual needs are met well so that they are able to learn and make good progress.
- Leaders and managers at all levels have a strong commitment and shared vision to improve standards.
- Teaching is mainly good and pupils have positive attitudes to their learning because of the exciting and varied curriculum and the wealth of after-school clubs.

The school is successful and continuing to improve because there is a strong commitment to each child's welfare and an increasingly effective system of tracking their progress. This ensures that the relatively high number of pupils who may have difficulties in their learning or social and emotional needs have their needs met and are ready to learn. There is a strong emphasis on good behaviour and enhancing pupils' experiences beyond school subjects, for example through the extensive range of clubs and other learning opportunities available to them.

Many of the middle and senior managers are relatively new in their posts but they work together well as a team and this has had an impact on enhancing pupils' progress.

Monitoring of teaching is rigorous and the recent emphasis on using information about what pupils know and can do has also led to improvements in pupils' progress.

Self-evaluation is accurate and the school has identified areas of weakness such as developing early literacy skills and the outdoor resources in the Early Years Foundation Stage. Initiatives, such as improving writing skills across the school and closing the gap between girls and boys, are beginning to bear fruit. Given this track record of improvement and the strong sense of teamwork, the school's capacity for sustained improvement is good.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

What does the school need to do to improve further?

- Raise standards in writing by:
 - providing more opportunities for extended writing across the curriculum
 - developing more detailed information to track pupils' progress in writing as they move through the school.
- Improve early literacy skills in the Early Years Foundation Stage by:
 - developing the curriculum to include more opportunities for literacy activities, particularly outdoors
 - increasing the opportunities through questioning, to help children learn.
- Improve attendance and the attainment of some pupils by:
 - encouraging parents to become more involved in their children's learning.

Outcomes for individuals and groups of pupils

2

Pupils achieve well, including those with special educational needs and/or disabilities and those learning English as an additional language. Pupils love coming to school and enthuse about what a 'fun' place it is. Children enter school with skills that are often well below what is expected for their age, especially in reading and writing. At the end of Year 2, standards are consistently below national averages but when they leave in Year 6, the results in 2009 indicate that they are attaining standards that are broadly in line with national averages, apart from in writing. The quality of their learning and the progress they make overall are, therefore, good. A much stronger focus on linking sounds and letters and on improving pupils' writing skills, through providing topics that enthuse boys and teaching literacy and numeracy in sets in Years 5 and 6, has had a significant impact on pupils' progress. The majority of pupils meet or exceed the challenging targets set for them. Those who do not often have poor attendance records, despite the school's considerable efforts to encourage and support them. Attendance is broadly average but improving, as there has been a concerted effort to reduce casual days off and holidays in term time. However, some parents do not ensure that their children attend regularly.

Learning is good in lessons and pupils behave well, not only because they enjoy coming to school but because they are very well supported. Behaviour is consistently well managed through the use of positive encouragement and rewards. Pupils respond especially well to this, with the 'reward room', which is full of exciting activities, a particular favourite. Behaviour in assemblies is exemplary. Pupils feel extremely safe as a result of the strong trust they have in adults, based on mutual respect. Pupils have a strong understanding about how to stay healthy, aided by the good-quality lunches, fruit tuck shop and many opportunities to be active during and after the school day. They have a high awareness of the effects of alcohol, drugs and smoking, with one pupil saying, 'Alcohol literally just takes you over.' The school council makes a good contribution to the school community and pupils willingly take on responsible roles such

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

as recording 'happy and sad' behaviour during assemblies. Pupils develop good social skills that will help them in their future life and their basic skills are sound when they leave for the next stage in their education.

Pupils' spiritual, moral, social and cultural awareness is developed from an early age. This adds to the strength of relationships and the heart-warming way they fully accept each other, regardless of any difference in ability or ethnicity. They are given time to reflect on their own actions, as well as on wider moral issues, such as bull-fighting. They have a good understanding of different cultures through the curriculum as a whole and also through celebrating the many cultures and faiths represented in the school.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers' planning makes lessons fun and takes good account of pupils' different learning needs, including those who have special educational needs and/or disabilities. Much visual stimulation is used, including the interactive whiteboards. Different teaching strategies, such as role play and 'talk partners', engage pupils and keep them focused on their work. Occasionally, the pace is not quick enough, however, and some

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

opportunities are missed to use questioning effectively to extend learning. Teaching assistants are highly effective and fully involved in lessons. This has a positive impact on pupils' learning. Assessment is good, overall, however the school is still developing a system to give even more detailed information about what pupils know and can do as they move through the school. However, the regular 'accountability process' meetings that are held are effective in highlighting which individual pupils are underperforming and in tailoring support to meet their needs. 'Wish list' targets for pupils are effective in helping them know how to improve but pupils are not yet consistently involved in assessing their own and others' learning.

The curriculum is good and is being developed further to widen the opportunities for writing across different subjects. A focus on linking sounds and letters is established throughout the school and there is a strong emphasis on developing reading skills. For example, the 'reading team' of adults hear every pupil in Years 1 to 3 reading every day. Whole-school objectives, such as not using the word 'nice' when talking, are taken up wholeheartedly by the pupils. The specialist teaching of art, music and French, and the wealth of visits and visitors, enhance their learning. A well-attended breakfast club and 28 after-school clubs ensure there is something to suit most children. As a result, almost 70% of pupils attend one or more clubs, ranging from cheerleading to science club. Pupils and parents are particularly positive about this aspect of Rosetta School.

Pupils' individual needs are central to the work of the school and all adults have the pupils' welfare at the core of what they do. Effective and supportive links exist with a wide range of agencies and specific medical and learning needs are met well. The support provided to help pupils learn as well as they can ensures vulnerable children achieve as well as others. The school tries hard to engage with all parents but there is still a minority who are reluctant to become more involved in their child's learning and fail to ensure that their child attends regularly.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders have a strong drive and ambition to take the school forward. The headteacher and deputy headteacher have a clear vision and are determined that the school will move forward and that current levels of pupils' progress will be bettered. A strong understanding of the school's strengths and weaknesses is already having an impact in areas where pupils are weakest, such as their writing skills. A more effective

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

method of homing in on underachievement, while still being developed, is already showing some impact in the way teachers are accountable for each individual pupil's achievement. As a result, standards have improved dramatically at the end of Year 6 and there is now a more consistent rate of progress from Year 3 onwards. Although many middle managers are relatively new to their role, they share the whole-school aim to raise standards, especially in writing, and are working cohesively to achieve this. Governors have become much more knowledgeable since the last inspection and are now more able to challenge as well as support the school. The school promotes equality of opportunity well, as reflected in the way pupils of all abilities make good progress. As a result, and because of good financial management, the school provides good value for money. All safeguarding checks are robust and the school's procedures for child protection are good.

Community cohesion is good. The school has developed strong links in the local and wider community and has a clear understanding of the religious, ethnic and socio-economic strands, although the evaluation of the impact of its work is still developing. Pupils' knowledge and appreciation of different cultures is much enhanced through the curriculum and by, for example, visits to a school in Lille. They also learn some of the many languages spoken in school which helps their appreciation and respect for others.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

There are strong links with the nursery that shares the school site. Most children

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

transfer from there and so are familiar with the school when they arrive. Consequently, children settle quickly. A strong focus on developing their personal and social skills means that they soon cooperate well together and are confident with adults. Teaching is satisfactory overall, as there are opportunities missed in the course of focused activities to extend children's learning more through well-targeted questions. In addition, as children enter with especially low ability in reading and writing, there are not enough opportunities for them to develop these specific skills through the questioning they get from teachers and through focused writing activities, especially when they are outdoors. While children make satisfactory progress overall, their progress is good in some areas, such as their attitudes and the way they become independent. They obviously enjoy school and approach their tasks with enthusiasm, as seen, for example, when they had to survey each other about their favourite fruit. The curriculum covers all aspects of learning and activities are appropriately planned to meet the needs of all children, including those who may have specific needs. However, there is not yet enough emphasis on developing their emerging reading and writing skills. Support staff are effective in leading focused tasks such as counting games and using the computers. Children have some opportunities to select their own activities outside. However, the nature of the building means that the chance to move freely between the classroom and the outdoor space is limited. In addition, the outdoor area is not used in wet weather and there is not enough focus on developing early literacy skills outside. Leaders and managers know what needs to be improved but management, although satisfactory, is currently limited by organisational constraints.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

There were 71 parental responses, which is relatively low for a school of this size. The great majority of parents are very happy with the school. Parents are especially positive about teaching, progress, pupils' healthy lifestyles, and leadership and management. They regard the school as caring and supportive to them, as well as to their children, and appreciate how staff treat their children as individuals. There were very few individual concerns, none of which were borne out by inspection evidence.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rosetta Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 71 completed questionnaires by the end of the on-site inspection. In total, there are 410 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	61	25	35	3	4	0	0
The school keeps my child safe	36	51	34	48	0	0	1	1
The school informs me about my child's progress	37	52	30	42	4	6	0	0
My child is making enough progress at this school	30	42	39	55	0	0	2	3
The teaching is good at this school	40	56	30	42	1	1	0	0
The school helps me to support my child's learning	38	54	29	41	3	4	0	0
The school helps my child to have a healthy lifestyle	41	58	28	39	2	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	32	44	62	0	0	0	0
The school meets my child's particular needs	31	44	36	51	2	3	1	1
The school deals effectively with unacceptable behaviour	27	38	41	58	2	3	1	1
The school takes account of my suggestions and concerns	27	38	38	54	4	6	0	0
The school is led and managed effectively	35	49	34	48	1	1	0	0
Overall, I am happy with my child's experience at this school	43	61	24	34	2	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



23 November 2009

Dear Pupils

Inspection of Rosetta Primary School, London E16 3PB

Thank you all very much for making us so welcome to your school. We enjoyed talking with you and your teachers. We will remember how friendly you all were and how well you behaved.

Rosetta is a good school. These are some of the things we found your school does well.

- By the time you leave Rosetta school, you have made good progress in most areas and the standards you reach are generally in line with other boys and girls the same age, apart from in writing.
- You behave well and feel extremely safe in school. You have a really good understanding of how to stay healthy, which is helped by your good school dinners and lots of activities to keep you fit.
- Adults in school care for you well and there are good links with people outside who can help you so that you learn even more.
- Teaching is good and learning is fun because of the way the subjects are linked, and teachers use different methods to help you to concentrate, so you make good progress.
- Your headteacher, senior leaders and governors know the school very well and are working together to help it improve further.

We have asked the school to develop your writing skills more by giving you additional opportunities to write so that you reach standards similar to other boys and girls of the same age. Also, we would like to see the children in Reception being given more opportunities to develop their literacy skills by teachers asking more questions and providing more exciting writing activities, especially outdoors. A small number of you are missing too much school and we have asked the school to work even harder with their parents and carers to encourage them to attend regularly and help them learn better.

Thank you very much for an enjoyable and memorable visit to your school and best wishes for your future.

Yours sincerely

Joan Lindsay

Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.