

# Rosemary Works School

Independent school standard inspection report

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## Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, 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.<sup>1, 2</sup>

## Information about the school

Rosemary Works School is a small, non-selective, independent primary school located in Hackney. The school opened in 2001 and extended its premises in 2007. There are currently 87 pupils on roll aged from 3 to 11. Almost half of the pupils are in the Early Years Foundation Stage, which has a Nursery and Reception class. Twenty-four children are in receipt of the government nursery grant. There is one class per year group, except for Years 3 and 4 which is a mixed-age class. There are three pupils with special educational needs and/or disabilities requiring additional support, but none has a statement of special educational needs. The school provides before- and after-school clubs during term time and play activities during the school holidays. The school has close links with Rosemary Works Early Years Centre which runs its 'Big Play School' on the school site.

Most pupils live within three miles of the school. Although the majority are from White British origins, pupils come from a wide range of backgrounds. Pupils usually move on to selective schools.

The school aims to nurture *'the whole child providing innovative and cutting-edge education for academic excellence, and preparing children for their adult life'*. The school was last inspected in October 2007.

## Evaluation of the school

Rosemary Works School meets its aims and provides a good quality of education for its pupils and children in the Early Years Foundation Stage. Over their time at the school pupils make good progress because the curriculum is consistently engaging and stimulating and pupils have good attitudes towards learning. Teaching and assessment are satisfactory. The school's nurturing approach results in insightful and caring pupils. The school is going through a period of considerable change with a large number of new staff; the changes introduced are welcomed by the pupils and many of the parents, although their full impact is not yet evident. Satisfactory progress has been made since the last inspection and all regulations are met, including those relating to safeguarding arrangements.

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<sup>1</sup> [www.opsi.gov.uk/acts/acts2002/ukpga\\_20020032\\_en\\_14#pt10-ch1-pb4-l1g162](http://www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162)

<sup>2</sup> [www.opsi.gov.uk/ACTS/acts2005/ukpga\\_20050018\\_en\\_15#sch8](http://www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8)

## Quality of education

The school offers a good curriculum for its pupils and the children in the Early Years Foundation Stage. It is well planned and has appropriate coverage of all National Curriculum subjects or the six areas of learning. Pupils' literacy and mathematics skills are developed systematically, with a newly introduced programme supporting the early learning of sounds and letters. Interesting half-termly topics are planned well and taught so that they capture pupils' imagination, bringing together science, history, geography, art, music or drama. These topics are enhanced significantly by regular and varied outings to national museums or areas in the local community that pupils thoroughly enjoy and talk about enthusiastically. The school provides specialist French and music teaching. A range of after-school clubs enables pupils to further develop their skills in, for example, creativity, different festivals, cookery or information and communication technology (ICT).

Personal and social education is good across the school. Pupils regularly and effectively reflect on important issues through 'circle time' or structured class activities. The school takes every opportunity to consider subjects as they arise such as Anti-bullying week or Road Safety week, Remembrance Day or Black History Month. Pupils have a wide knowledge of the world around them, helping them to become well-rounded individuals.

Teaching and assessment are satisfactory overall, and are good in the Early Years Foundation Stage. All lessons are planned in detail. Resources are readily available and therefore organisation of learning is generally effective and little time is lost. Lessons are interesting and there is a wide variety of different activities for pupils to undertake. All pupils move between these different activities very quickly and settle very well.

Pupils have very strong relationships with their class teachers and their lessons are underpinned by respectful interactions. Pupils are confident to ask questions, to clarify what they do not know and to share their experiences. Any minor distractions are quickly and sensitively dealt with so that learning is not interrupted. All lessons have learning objectives and these are shared with the pupils. However, they are frequently too wide to ensure that they are sufficiently challenging for all pupils to make consistently good progress and to direct the lesson adequately in terms of the skills, knowledge or understanding that the pupils are intended to develop.

In all of the small classes teachers are very aware that pupils are working at different levels and provide different work and offer additional, sensitive support to help them. In the best lesson seen, pupils were grouped according to need during the whole-class introduction, with targeted questioning to individuals. When doing table-top activities pupils were in three groups with individual attention being given to one pupil by a skilled teaching assistant. However, activities and support are not always matched accurately enough. More-able pupils sometimes mark time rather than

extend their learning; less-able pupils, including those with special educational needs and/or disabilities, are supported to do work that is not appropriate. Whole-school tracking and assessment are in place but are not consistently reliable and do not always sufficiently support the planning of work or the identification of underachievement. Marking is regular and encouraging. It often does not refer to the learning objectives or give pupils the next step to help them improve.

During their time at the school, pupils overall make good progress. They develop good literacy and mathematical skills and the majority leave the school with the highest levels in National Curriculum tests at the age of 11. Pupils are knowledgeable, articulate and diligent. A large majority are successful in their examinations for selective schools.

## **Spiritual, moral, social and cultural development of pupils**

Pupils' spiritual, moral, social and cultural development is good. All pupils say that they enjoy school and their parents agree. Pupils attend regularly and are very engaged in their learning. Pupils' behaviour is good and they are very polite and respectful toward adults. They work well together and are caring towards each other in a very harmonious community where everyone knows each other. Members of the school council spoke sensitively about past occasions when they were concerned about individuals who might be lonely or left out and what they did to support them so that they are now included. Pupils have a good knowledge of different cultures and faiths and are very respectful and sincere. They have a strong understanding of national, local and global issues and engage readily with issues such as cycling to school and 'seed bombing' the local area. The relatively new school council of older pupils has informed improvements to the playground and to the purchase of equipment. It also influences the many fund-raising activities that the school participates in as well as campaigning for improvements locally.

Pupils' development of their basic skills of literacy, mathematics and ICT, as well as their strong interpersonal skills, means that they are well prepared for their future adult lives and economic well-being.

## **Welfare, health and safety of pupils**

This aspect of the school's work is good. The requirement to safeguard children is met. Checks on staff to ensure safer recruitment procedures are conducted as required. All staff have received recent training and are aware of the school's policies and procedures, which are up to date. The designated person has been trained to a standard set by the Local Safeguarding Children Board and takes her responsibilities seriously. Practices to risk assess activities in school and out of school are robust.

All pupils say that they feel safe and that there is no bullying in the school. They are very confident in their teachers and believe, as one pupil said and with which others agreed, 'they will sort anything out'. Pupils are encouraged to keep healthy through the good knowledge they receive in the curriculum and being active in physical

education (PE) and at playtimes. The playground has been imaginatively designed so that in a relatively small space pupils can run, climb and play ball games, of which they take full opportunity. Even the youngest pupils have a good awareness of the importance of hygiene and a healthy diet.

Pupils are cared for very well. There are high ratios of staff to pupils. All adults know pupils well and support them sensitively. However, the provision for the few pupils who have special educational needs and/or disabilities is only satisfactory. Individual education plans are in place and a system to monitor these has recently been established but too much is dependent on the knowledge and experience of the class teacher. The lack of a previous systematic review means that there is a lack of ongoing effective support to address pupils' specific needs.

The school has an appropriate policy as required by the Disability Discrimination Act 1995, as amended, and a one-year action plan that focuses on particular arrangements that it can make to improve access.

### **Suitability of staff, supply staff and proprietors**

The necessary vetting is conducted on adults prior to appointment to the staff, including Criminal Records Bureau checks. The school maintains all the required information on a single central register.

### **Premises of and accommodation at the school**

The premises and accommodation are satisfactory and allow for safe and effective learning. The recent extension has given the school additional accommodation of three additional classrooms, storage space and a hall which can be used for PE, assemblies, performances and lunches. The school has addressed the regulatory failures at the last inspection. It now makes provision for any pupil being ill by using a camp bed and camp sink in a quiet meeting room close to toilets. The school has improved the ventilation in the Nursery toilets.

### **Provision of information**

Parents and carers, prospective parents and carers, and others are provided with a comprehensive range of accurate and up-to-date information through the school website that now contains a blog for feedback and comment. The management of the school advocates an 'open-door' policy so that it can hear parents' and carers' views readily. There is a clear sign at the reception desk that any policy and procedure can be consulted by parents.

### **Manner in which complaints are to be handled**

Procedures fully meet requirements. There have been two formal complaints in the last year, both of which have been managed appropriately in accordance with the school policy.

## **Effectiveness of the Early Years Foundation Stage**

The overall effectiveness of the setting is good. All children make good progress in their learning and personal development. Children's safety and welfare are promoted well. There are good links with parents and carers.

Children enter the Nursery with expected attainment and make good progress so that attainment is above average in all areas when they leave, with particular strengths in personal and social development, speaking and listening, physical and creative development. Outcomes are good. Children enjoy their learning and join activities readily. They know how to keep safe and what to eat and drink to stay healthy. Their behaviour is excellent.

Provision is good. Children enjoy a wide range of stimulating adult-led and child-led activities, particularly indoors, where the activities are carefully planned to meet their needs. Planning is effective and is based on individual observation and assessment, as well as children's interests and views. The outdoor area is shared between the Nursery, Reception and 'Big Play Group'. Interesting activities engage children but there is some discontinuity of learning between those in classrooms and those outdoors. Staff are aware and review practice constantly and creatively. Opportunities for physical development are sometimes more limited.

Leadership and management are good and oversee teaching and learning effectively. Safeguarding and welfare procedures are good. Staff are appropriately trained to meet the needs of children. A generous staffing ratio helps children engage well. Although individual children are assessed regularly, managers have not yet analysed the progress of cohorts year-on-year to evaluate the provision or to identify areas for improvement.

## **Compliance with regulatory requirements**

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations').

## **What the school could do to improve further**

While not required by regulations, the school might wish to consider the following points for development:

- improve assessment throughout the school so that the progress of pupils is monitored more effectively and that curriculum and teaching are adapted to the strengths and areas for development of individuals and groups of pupils
- ensure that there is a whole-school approach to special educational needs and/or disabilities that includes the systematic assessment and teaching of pupils and training for staff to meet individual needs effectively.





## Inspection judgements

outstanding	good	satisfactory	inadequate
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### The quality of education

Overall quality of education		✓		
How well the curriculum and other activities meet the range of needs and interests of pupils		✓		
How effective teaching and assessment are in meeting the full range of pupils' needs			✓	
How well pupils make progress in their learning		✓		

### Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		✓		
The behaviour of pupils		✓		

### Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		✓		
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### The quality of the Early Years Foundation Stage provision

Outcomes for children in the Early Years Foundation Stage		✓		
The quality of provision in the Early Years Foundation Stage		✓		
The effectiveness of leadership and management of the Early Years Foundation Stage		✓		
Overall effectiveness of the Early Years Foundation Stage		✓		

## School details

<b>School status</b>	Independent		
<b>Type of school</b>	Primary		
<b>Date school opened</b>	2001		
<b>Age range of pupils</b>	3–11		
<b>Gender of pupils</b>	Mixed		
<b>Number on roll (full-time pupils)</b>	Boys: 36	Girls: 30	Total: 66
<b>Number on roll (part-time pupils)</b>	Boys: 10	Girls: 11	Total: 21
<b>Number of pupils with a statement of special educational needs</b>	Boys: 0	Girls: 0	Total: 0
<b>Annual fees (day pupils)</b>	£8,221		
<b>Address of school</b>	1 Branch Place, London N1 5PH		
<b>Telephone number</b>	020 7739 3950		
<b>Email address</b>	info@rosemaryworks.com		
<b>Headteacher</b>	Rob Dell, Director of Teaching/ Jacqueline Logue, Director of Administration and Customer Services		
<b>Proprietor</b>	Kate Jennings/Jacqueline Logue/Adam Vincent		