

# Rokeby School

## Inspection report

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<b>Unique Reference Number</b>	102777
<b>Local Authority</b>	Newham
<b>Inspection number</b>	355256
<b>Inspection dates</b>	30–31 March 2011
<b>Reporting inspector</b>	John Daniell HMI

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

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<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	741
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ted Sparrowhawk
<b>Headteacher</b>	Charlotte Robinson
<b>Date of previous school inspection</b>	10 September 2007
<b>School address</b>	Barking Road Newham London E16 4DD
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Inspectors observed 45 lessons taught by 36 teachers. They observed the school's work and looked in detail at policies, school performance data, self-evaluation and improvement documentation and students' work. Meetings were held with students, staff, members of the governing body and parents, and telephone conversations took place with organisations with which the school works in partnership. The inspection team scrutinised 57 questionnaires from parents and carers, 188 from students and 53 from members of staff.

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

- It looked at the achievement of students, particularly learning and progress in lessons and their attainment in science.
- It looked at the extent to which leaders, managers and members of the governing body work in close partnership to drive school improvement. It looked at the impact of the curriculum on student outcomes.
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## Information about the school

Rokeby School is smaller than average and attracts a multicultural intake from an area of East London. Students from minority ethnic groups form 98% of the school population and there is a high proportion of student mobility. The proportion of students who speak English as an additional language is well above the national average, as is that of those known to be eligible for free school meals. The proportion of students with special educational needs and/or disabilities is slightly above the national average, but the proportion of students with a statement of special educational needs is well below the national average.

The school relocated to a new site in September 2010 and has specialist status in mathematics and modern foreign languages. Also, it participates in the Newham partnership for joint 14-19 provision. The school holds healthy school status and the sportsmark award and has a partnership with the East London Business Alliance.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Rokeby School is a very special place where boys start their secondary education with attainment levels which are well below the national average. They leave the school as confident, well-rounded individuals, with high aspirations and attainment above the national average. When boys start at Rokeby School, they embark on a remarkable journey on which they are set high expectations and offered exemplary care, guidance and support, as well as a curriculum which is tailor-made to suit their needs best. This is what makes Rokeby an outstanding school. Students are expected to succeed at Rokeby and the school's outstandingly safe and secure site, coupled with high attendance and good behaviour, secures a learning environment where the school's motto, 'Dare to be the best', can be realised. The school is underpinned by exemplary equality of opportunity and rigorous analyses of the outcomes for all groups of students are undertaken regularly. Students are, rightly, proud of their school and make an outstanding contribution to its development and their efforts extend to the local and wider community, as demonstrated by their involvement in the local Youth Parliament and the Young Mayor of Newham competition. There is a strong community spirit within the school. Spiritual, moral, social and cultural development is excellent and students act according to a clear set of moral values, which has created a harmonious and purposeful atmosphere.

Through good teaching and learning, students make outstanding progress from low starting points. Students with special educational needs and/or disabilities and those who speak English as an additional language make equally outstanding progress. Additional intervention is targeted exceptionally well at groups identified through forensically detailed monitoring processes. The good use of data and assessment informs teachers' planning for learning, but this use, although widespread, is not yet evident in every lesson and that sometimes creates missed opportunities to move learning on more quickly. The marking of formal assessments is strong, but more routine marking is sometimes less helpful in providing students with guidance on how to improve. The rich and creative curriculum secures outstanding outcomes and is regularly monitored and modified to ensure it meets the needs of each cohort of students. The contribution of the school's specialist subjects towards the school's success is noteworthy.

The motivational and committed headteacher, along with a highly skilled leadership team, serve as excellent role models in school improvement and are passionate about meeting the needs of every student. Middle leaders are also a key factor in driving school improvement and rigorous systems for monitoring their performance ensure greater consistency. The headteacher's vision for the school is shared by the school's leaders, managers and members of the governing body and is communicated expertly to parents and carers. Outstanding partnership work, both with parents and carers and other organisations, is a crucial factor in securing success. The school is proactive in engaging parents and carers of students who speak English as an additional language, through

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specially arranged after-school meetings to discuss key issues relating to their children, as witnessed at a meeting for Lithuanian parents. The governing body has an excellent understanding of the school's strengths and areas for development and ensures that statutory requirements for the safeguarding of children are in place as well as promoting community cohesion well. The extremely accurate self-evaluation procedures, as well as the rapid improvement made since the last inspection, give the school an outstanding capacity to sustain improvement.

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

- Raise attainment from above average to outstanding by:
  - making consistent use of assessment when planning for learning across the school
  - ensuring that learning activities are designed in such a way that all groups of students maximise their attainment potential
  - ensuring that the marking of students' work provides clear indicators on how to improve and that any targets given to students are re-visited more regularly.

**Outcomes for individuals and groups of pupils****1**

Students enjoy a positive experience in the classroom and inspectors saw a range of good and outstanding learning across a range of subject areas. Where learning was good or better, inspectors saw teachers check for understanding on a regular basis throughout the lesson and the lesson was planned to allow for learners of all abilities to make progress. In a Year 7 mathematics lesson with a large group of students with special educational needs and/or disabilities, learning was outstanding because excellently targeted questioning engaged and challenged all students and the structure of the lesson empowered students to take responsibility for their own learning. The excellent deployment of additional adults in the classroom, such as teaching assistants, allows the learning to progress at a rapid rate. In the few instances where learning was slowed down, the planning did not make best use of available assessment data and learning strategies were less well targeted at the needs of all students.

Attainment has risen dramatically since 2008, with 67% of students achieving 5 or more A\*-C grades including English and mathematics in 2010. Progress made in English and mathematics has been significantly above the national average for the last three years and improvements to the science curriculum may secure increased attainment. Almost every student group is making better-than-expected progress, including those with special educational needs and/or disabilities, and any few remaining gaps are narrowing rapidly.

Students' good behaviour in lessons and around school and the strong relationships forged between them ensure an environment where students feel extremely safe. Students are confident that any issues raised with staff will be dealt with quickly and effectively. The school encourages students to adopt a healthy lifestyle; many avail themselves of the school canteen provision and all have two hours of physical education per week with some taking on the position of sports mentor. A healthy wellbeing suite provides excellent

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support to students on a range of health-related issues. The school empowers students exceptionally well to contribute towards school improvement and develop leadership skills through the role of peer mediator, prefect, sports mentors and Information and Communication champions. The highly successful mid-phase admission programme is led expertly by students and secures a smooth transition to the demands of a new school. Links with the local and wider communities are enhanced very well through the school's mathematics and modern foreign languages specialisms. Basic skills are extremely well developed and students are well equipped for the world of work because of the outstanding progress made in literacy and numeracy and the high level of attendance. Students have high expectations of themselves and aspire to pursue their studies through to post-16 provision. The diverse school population possesses a clear set of moral values and the empathetic approach towards understanding each other's differences is a strength of the school.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

Teachers display good subject knowledge and maintain a good pace to engage students in their learning. In well-taught lessons, activities were varied and well planned and matched the needs of individual groups of students so that expected progress was made. In an outstanding Year 11 religious education lesson, the lesson was taught through a range of creative, exciting and, at times, thought-provoking activities which forced the students to

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reflect on their own moral values. Excellent use was made of questioning and assessment criteria to enable students to measure their own progress. In weaker lessons, teachers do not maximise use of available assessment information and deliver the lesson through the same activity for all, resulting in some students being able to access the teaching better than others. Most students know their current levels and many can identify how to move up to the next level. Although targets are set for students when marking work, these are not always referred to in follow-up marking.

The school has been innovative in introducing aspects of the outstanding curriculum which contribute to students' positive outcomes. The rich and diverse curriculum addresses the needs of all students through a range of qualifications, including individual sciences and BTEC qualifications in art, music and physical education. The whole-school provision of Philosophy for Children is well delivered and develops four key types of thinking: collaborative, caring, critical and creative. The very small proportion of students who participate in the Newham partnership for joint 1419 provision achieve positive outcomes because there is a consistency in the provision across partner schools and established systems exist for ensuring the quality of that provision and monitoring outcomes. The extensive range of extra-curricular provision through clubs and subject intervention sessions is very much appreciated and well attended, and by all groups.

Extremely well-targeted care, guidance and support ensures students achieve their potential. Students whose situation makes them potentially vulnerable are very well supported and the inclusion department is extremely proactive in assisting those students who require additional guidance. Transition arrangements to the school are very well planned and the large number of students who are admitted mid-phase settle in quickly. Links with local primary schools are strong and work with local businesses and external organisations are extensive.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher and senior leadership team work to secure school improvement and have the full support of the school community, whose morale is high. Highly accurate self-evaluation and finely tuned systems for monitoring and evaluating the school's work ensure leaders and managers have a shared understanding of the school's strengths and areas for development. Regularly scheduled meetings and reviews with middle leaders create accountability and ensure challenging targets are set and met. Systematic lesson observations enable teachers to develop good practice and identify training needs. Middle

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leaders report on the quality of teaching and learning in their areas to senior leaders and expect to be challenged.

The committed governing body deploys its skills to best effect to meet the needs of the school and made an exceptional contribution during the planning for the new school building. It has also sought out actively parent governors who represent minority ethnic groups. Arrangements for the safeguarding of children are secure and effective and the school's firm commitment to promoting community cohesion is much supported through its specialisms. The school is fully aware of the challenges of re-establishing itself in what is a new community following its relocation and is tackling them head on. Parents and carers speak highly of the school's efforts to involve them in their children's learning experience and the creation of a Parents' Forum enables views to be heard. Parents and carers are consulted actively on areas of school strategic development and the use of interpreters for those who speak little or no English is appreciated. Many strong partnerships exist between the school and other organisations, for example the East London Business Alliance, in which the school has taken a leading role. These partnerships enhance the school's own provision greatly and their impact on outcomes for all groups of students is rigorously evaluated. The school's strong commitment to equal opportunities in the way that it monitors the impact of its work on different groups of students and the way it reports back to the governing body is highly influential in improving the school's effectiveness. Unevenness of performance between different groups is minimal and reducing rapidly.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

**Views of parents and carers**

A small proportion of parents and carers, many of whom speak English as an additional language, completed the questionnaire and there were very few additional comments.



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Responses to the questionnaire were very supportive of the school. The vast majority believe their children enjoy school. Most also believe the school meets their children's particular needs. Inspectors observed exemplary care, guidance and support, particularly through support provided for the many mid-phase admissions, which secures outstanding outcomes for students.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rokeby 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 57 completed questionnaires by the end of the on-site inspection. In total, there are 741 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	49	28	49	1	2	0	0
The school keeps my child safe	29	51	25	44	2	4	1	2
My school informs me about my child's progress	33	58	19	33	4	7	0	0
My child is making enough progress at this school	23	40	30	53	2	4	2	4
The teaching is good at this school	32	56	23	40	2	4	0	0
The school helps me to support my child's learning	24	42	29	51	3	5	0	0
The school helps my child to have a healthy lifestyle	17	30	35	61	4	7	1	2
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)	20	35	30	53	2	4	0	0
The school meets my child's particular needs	13	23	35	61	6	11	0	0
The school deals effectively with unacceptable behaviour	26	46	24	43	1	2	1	2
The school takes account of my suggestions and concerns	14	25	34	61	4	7	1	2
The school is led and managed effectively	24	42	29	51	1	2	1	2
Overall, I am happy with my child's experience at this school	31	54	23	40	3	5	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



1 April 2011

Dear Students

**Inspection of Rokeby School, London E16 4DD**

Thank you very much for making the inspection team feel so welcome during our visit to your school. An overwhelming majority of you enjoy school; you told us that the school keeps you safe and encourages you to be healthy. These are our findings.

- Your school is providing you with an outstanding quality of education.
- Achievement is outstanding because your attainment is above average and learning and progress is good. Your high attendance is praiseworthy.
- The school keeps you very safe and care, guidance and support are excellent.
- Your contribution to the school and the wider community is developing you well as leaders.
- Teaching is good and the extra intervention sessions you receive ensure progress is outstanding, from your low starting points.
- Some teachers do not always make best use of available data to plan lessons which meet all of your needs and marking does not always tell you how to improve your work.
- The curriculum is designed very well to meet your needs.
- The senior staff are doing an excellent job and know the strengths of the school as well as the areas for development.
- The school maximises opportunities to work in partnership with outside organisations to secure you the best possible outcomes.
- The school works very hard to involve your parents and carers in your education.

We have asked leaders and managers to ensure all teachers make best use of assessment information when planning and teaching lessons. We have also asked your teachers to show you how to improve your work and to discuss your targets more regularly. We ask you to continue to work hard and maintain the high standards you have set yourselves.

Yours sincerely

John Daniell

Her Majesty's Inspector (on behalf of the inspection team)

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