

Rosendale Primary School

Rosendale Road, West Dulwich, London, SE21 8LR

Inspection dates 8–9 May 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils make outstanding progress in reading, writing and mathematics.
- By the time they leave the school at the end of Year 6, pupils' standards are consistently above average. This picture of outstanding progress and very high standards of attainment is evident throughout the school.
- Teaching across the school is of an exceptionally high standard. It inspires pupils and is underpinned by the outstanding planning of the subjects that pupils learn. This helps pupils to develop a wide range of skills as well as ensuring their excellent spiritual, social, moral and cultural development.
- Pupils' attitudes towards their learning are exemplary and behaviour in class is of a high standard. Around school, pupils' behaviour is good. They feel safe and valued and the few incidents of unacceptable behaviour are dealt with effectively.
- Under the exceptional leadership of the headteacher, all staff work together as a highly effective team to drive improvement further. In spite of past successes, there is no sense of complacency.
- Governors know the school well and are very effective in the way that they support and challenge the school to improve further.

Information about this inspection

- Inspectors evaluated the quality of teaching in every class. They observed 29 lessons taught by 23 teachers. Some lessons were observed jointly with the headteacher and senior staff.
- Discussions were held with pupils, governors, including the Chair of the Governing Body, the headteacher, staff and a representative of the local authority.
- Inspectors observed many aspects of the school's work. They heard pupils read and scrutinised pupils' work in exercise books and on classroom wall displays.
- Inspectors looked at a number of documents, including the minutes of meetings of the governing body, plans for what pupils learn in each subject, plans for the school's future development, the school's arrangements for keeping pupils safe, pupils' attendance records, records of how pupils' progress and attainment are checked and tracked, and records of how the school checks on the quality of teaching.
- The views of parents were taken into account through the scrutiny of the 138 responses to the on-line Parent View survey as well as informal discussions with parents in the playground.
- Staff views were taken into consideration by looking at questionnaires completed by 41 staff members.

Inspection team

Chris Nye, Lead inspector

Her Majesty's Inspector

Linda Rafferty

Additional Inspector

Bimla Thakur

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Full report

Information about this school

- The school is a significantly larger than average primary school.
- Children in the Early Years Foundation Stage are taught in a nursery class and three Reception classes. There are three single-age classes in each year group in Key Stage 1 and Key Stage 2, except in Year 3, where there are four classes.
- The school meets the government's current floor standards, which set out the minimum expectations of pupils' attainment and the progress that they make.
- The proportions of disabled pupils and those with special educational needs supported at school action are similar to other schools. The proportions of pupils supported at school action plus, or who have statements of special educational needs, are lower than average. Their difficulties range from speech, language and communication needs, severe learning difficulties, physical disabilities and autism.
- The proportion of pupils who are known to be eligible for the pupil premium is broadly average. This is additional funding for looked-after children, pupils known to be eligible for free school meals and pupils with a parent in the armed services.
- Pupils represent a wide ethnic diversity. Slightly less than half the pupils are of White British heritage. Other large groups include pupils of Caribbean or African heritage. The proportion of pupils who do not have English as their first language is below the national average.
- The governors are responsible for an on-site breakfast club and after-school club. The school has a children's centre which is inspected under a different inspection framework.
- Until April 2013, the school was part of a federation with another school. Following the dissolution of this federation and the resignation of the executive headteacher, the head of school, who had been responsible for the day-to-day leadership of the school, was appointed as the substantive headteacher.

What does the school need to do to improve further?

- Ensure that teachers consistently model high standards of handwriting so that the standard of pupils' handwriting and presentation improves.
- Ensure that pupils' behaviour around the school is as exemplary as that found during lesson times.

Inspection judgements

The achievement of pupils is outstanding

- Children do exceptionally well in the Early Years Foundation Stage. They start school either in the Nursery or Reception classes with skills that are generally below those expected for their age, especially in communication, language and mathematics. They acquire skills rapidly and make outstanding progress so that the very large majority attain or exceed their early learning goals by the time they move into Year 1. They do especially well in their social development, reading, writing and understanding of numbers.
- This excellent start is maintained throughout Key Stage 1. In the past, pupils have made good progress, but the school has rightly strived for this to be even better. To achieve this, a number of support strategies for individual pupils have been put in place this year and the impact of these has been exceptional. In every Key Stage 1 class, pupils have made almost double the expected progress in reading, writing and mathematics. As a result, pupils at the end of Year 2 are on track to attain levels that are well above those expected and the proportion of pupils on track to attain the higher level (Level 3) in reading, writing and mathematics is much higher than in previous years.
- A strong emphasis on teaching phonics (letters and the sounds that they make) has effectively supported the rapid development of pupils' early reading and spelling skills. This is built upon throughout the school, and the way in which pupils are encouraged to read often and across a wide range of subjects is a significant strength. As a result, pupils are skilful and enthusiastic readers.
- Throughout Key Stage 2, pupils' achievement in reading, writing and mathematics is exceptional. This is because the subjects that children learn are relevant to their needs and interests and teaching is of the highest standard. As a result, attainment at the end of Year 6 has been consistently and significantly above the national average in reading, writing and mathematics. In the current Year 6, almost all pupils are on track to achieve the expected levels in English and mathematics and over half are on track to achieve the higher level (Level 5) or above in English and mathematics; this is well above the national average. Accurate and detailed assessment of pupils' progress shows that almost all pupils make the expected progress during their time in Key Stage 2, and over half exceed this. This is much better than in other schools nationally.
- Pupils who are supported by the pupil premium make outstanding progress, as do disabled pupils and those who have special educational needs. This is because they are particularly well supported by teaching programmes, which have been well designed and delivered to meet their individual needs, and exceptionally well-trained teaching and support staff. The school has also accurately identified the need to provide additional support to help some younger pupils of African or Caribbean heritage accelerate their literacy skills. There is secure evidence that the gaps between what they and other pupils can do in reading, writing and mathematics are closing rapidly and securely. There is no significant gap between the attainment of those eligible for the pupil premium and that of other pupils in English and mathematics.
- Parents and pupils express very positive views about learning and progress across the school. Pupils speak with confidence and pride about the progress that they make because they are actively encouraged to assess their own and others' learning. Their work in mathematics and English is of a high standard, although standards of handwriting and presentation are variable.

The quality of teaching is outstanding

- The quality of teaching in all subjects, including English and mathematics, is consistently of the highest standard across the school. All teachers and support staff demonstrate very high levels of commitment and engagement, with the result that pupils, from the youngest to the oldest, are enthusiastic and successful learners with exceptionally positive attitudes.
- Teaching is very imaginative and lessons are exceptionally well planned. Teachers take good

account of how well pupils learned in previous lessons, and activities meet the wide-ranging needs of pupils. There is a strong emphasis on using and applying the skills that they have learned to real-life situations, which helps to ensure high levels of motivation. For example, in outstanding mathematics lessons, Year 6 pupils were enthusiastically using a wide range of planning and calculation skills to plan and cost a range of activities for a residential week.

- Teachers have strong subject knowledge across all the subjects that are taught. Their very skilful use of a range of teaching techniques ensures that lessons are well structured and the planned learning intentions are routinely shared with pupils. This was exemplified in an outstanding lesson in which Year 3 pupils were being taught Mandarin.
- Explanations are concise and pupils are actively encouraged to take responsibility for their own and others' learning, for example through well-focused discussion and the way in which they are encouraged to coach each other. As a result, pupils speak confidently about what they are learning and make excellent progress in lessons.
- A wide range of new technologies is used extremely effectively to support the quality of teaching and pupils' learning, including their homework. For example, the digital recording of the ongoing assessment of pupils' work and the use of online class blogs is helping to ensure that pupils and their parents have a clear understanding of the progress that they are making.
- Teachers and teaching assistants use questioning very skilfully to challenge pupils and extend their learning. Adults listen carefully to what pupils say and value their responses. When misconceptions occur, teaching is suitably adjusted to ensure that the swift pace of learning is maintained.
- Teaching is very effective in the way it provides wide-ranging opportunities for pupils to progressively develop skills in communication, numeracy, speaking and listening. Reading is well taught because teachers and teaching assistants have a very good understanding of how to teach phonics, value reading highly and actively encourage a love of literature. Consequently, teaching is very effective in supporting and encouraging pupils' spiritual, moral, social and cultural development.
- Pupils routinely reflect upon what they are learning and, because of the quality and range of the subjects that they study, they are exceptionally well prepared for the next stage in their education.
- The assessment and marking of pupils' work throughout the school is detailed and accurate and provides very clear guidance to pupils on how they can improve further. A strength is the way in which marking challenges pupils to respond to teachers' comments and assess their own and others' work because it helps pupils to take responsibility for their own learning. However, some teachers' written guidance does not always model a clear, cursive handwriting style.
- Pupils behave exceptionally well in class and say that they enjoy their lessons. Parents who met the inspectors and those who completed the on-line parent survey also expressed high levels of confidence in the quality of teaching.

The behaviour and safety of pupils are good

- Pupils are courteous and polite and their behaviour is good overall. In lessons, their behaviour is exemplary because their enthusiasm and positive attitudes towards their learning contribute extremely well to their academic achievement and social development.
- During break times and around school, most pupils behave well, although some find it more of a challenge to behave well in break times. Incidents of unacceptable behaviour, such as bullying and racism, are unusual and although a small minority of parents who responded to the on-line parent view survey expressed concern about how these were dealt with, inspection evidence shows that the school has effective procedures and systems in place to respond to such incidents and is proactive in trying to prevent similar occurrences.
- Pupils told inspectors that they enjoy coming to school and feel safe and well cared for. This is reflected in their attendance, which is above average. Pupils have a clear understanding of all forms of bullying, including racism and cyber bullying, and know what to do if they encounter it.
- Relationships between adults and pupils are excellent and the good balance between friendship

and respect helps to create a positive learning atmosphere and environment. Clear and effective behaviour management policies are consistently applied throughout the school. The school effectively promotes pupils' social responsibility and well-developed sense of right and wrong. Pupils are actively encouraged to support each other's learning and development. For example, a 'buddy reading' system encourages older pupils to read and enjoy stories and poems with younger ones.

The leadership and management are outstanding

- Under the exceptionally strong leadership of the headteacher, the school is highly successful in maintaining and further improving already exceptionally high standards. A very well-defined and cohesive management structure supports a relentless drive to improve and, in spite of past successes, there is no sense of complacency. Although the staff team is much larger than in most primary schools, everyone works as a cooperative and effective team. Consequently, the school is in a strong position to maintain and build upon its already high standards and improve them even further.
- Leaders at all levels are realistic about what needs to improve. The school's own view of its strengths and weaknesses is very accurate and thorough, based upon rigorous checking of teaching, analysis of data relating to pupils' progress and consultations with parents and pupils. This effectively informs strategic planning which identifies suitable priorities and actions and indicates how and when the success of these will be measured against outcomes for pupils.
- Detailed checking is used well to hold teachers to account and to help them set targets to improve their work, as well as identifying their training or support needs. A strength is the quantity and quality of the resulting well-focused training and guidance for teaching and support staff which enables them to be extremely effective practitioners. The school keeps a close check on the impact of such support on improving teaching and pupils' achievement. The effectiveness of this support is exemplified by the exceptionally good progress made by the newly qualified teachers employed by the school.
- Rigorous checking also successfully ensures that the best use is made of the available resources. For example, those pupils who have been supported by the pupil premium allocation have made accelerated progress and are achieving well above the progress of similar pupils nationally in English and mathematics.
- The quality of planning for the range of subjects that pupils study is outstanding. It underpins the school's strongly held philosophy on how pupils learn effectively and is innovative, broad, balanced and reflects the needs of pupils. It weaves well-defined threads between the progressive development of essential skills, such as in literacy and numeracy, and the need to inspire pupils and involve them in planning their own learning. There are numerous opportunities for their learning to be enriched by a wide range of clubs, activities, special events and visitors. Music, physical education and information and communication technology are particular strengths.
- The school works well with parents and the local community, for example through the provision of well-run breakfast and after-school clubs. The local authority appropriately provides light touch monitoring and support. This is because it recognises that this excellent school has the capacity to further build upon its existing strengths and share good practice with other schools within the local authority and further afield.
- All safeguarding procedures meet statutory requirements. They are securely in place and rigorously applied. Leaders at all levels effectively promote equality of opportunity and are proactive in tackling all forms of discrimination.
- The governance of the school:
 - The governance of the school is outstanding. The Chair of the Governing Body provides very effective leadership because he has established a very strong working relationship with leaders at all levels. Governors know the school well and visit regularly, for example through a programme of class visits. They are very well trained and have a good understanding of how to use a range of information on pupils' achievement to rigorously question and challenge leaders, and so hold them very effectively to account. They are kept well informed about the quality of

teaching, performance management systems and salary progression. They are fully involved in judgements concerning staff promotion issues and keep a close check on the effective management of financial resources. For example, having agreed that communications with parents could be further improved, they approved funding for a communications officer who has recently taken up her post. The governors have set suitable performance targets for the headteacher which link clearly to the school's drive to improve standards further.

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

Unique reference number	131335
Local authority	Lambeth
Inspection number	410896

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	687
Appropriate authority	The governing body
Chair	Jeremy Baker
Headteacher	Kate Atkins
Date of previous school inspection	18 November 2008
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