

Inspection of a good school: Rosetta Primary School

Sophia Road, Custom House, London E16 3PB

Inspection dates:

26 and 27 January 2022

Outcome

Rosetta Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a section 5 inspection now. The school's next inspection will be a section 5 inspection.

What is it like to attend this school?

This is a calm and inclusive school where pupils are happy and kept safe.

Pupils work hard in lessons and achieve well across the curriculum. They respond well to the encouragement and high expectations from staff. In classrooms, pupils listen carefully and want to get the most out of their time in school. Pupils are keen to talk about their learning. They are avid readers and enjoy a wide range of books.

Pupils show their understanding of the school motto 'better together' in all that they do. Right from the start of Reception, children learn to manage their behaviour and feelings. All pupils behave very well. They show respect for others and enjoy helping out their peers.

Pupils know that bullying is unkind. They said that it does not happen at school, but they are confident that staff would help them sort it out. Staff act quickly to address any issues that arise.

Prior to the COVID-19 pandemic, pupils took part in a wide range of sports and trips. For example, they went on visits abroad and took part in sports fixtures and outdoor activities. Pupils enjoy sport and described the school as being in the 'champions league', because it excels in all areas. Sports clubs are now restarting, and trips are planned to enrich the curriculum.

What does the school do well and what does it need to do better?

Leaders have developed an ambitious and well-thought-out curriculum that enables pupils to build up their knowledge over time in each subject. What children learn in the early years prepares them well for what they will study in Year 1 and beyond.

Teachers make the work that pupils do interesting. Their lessons consider the location of the school and the interests of the pupils. Each lesson builds upon the previous one. Staff make sure that pupils revisit key knowledge before moving on to new learning. Teachers check that no one gets left behind. Pupils have a thirst for knowledge and a hunger for learning. Even though leaders aimed to ensure that the COVID-19 pandemic had minimal impact on most pupils' learning, leaders identified that some subjects, for instance Mandarin, were affected more than others. Pupils are getting back on track, but there remain some gaps in their knowledge. Leaders are putting this right to help pupils catch up quickly. This includes, where necessary, in phonics.

Pupils who are at the early stage of learning to read gain the knowledge and skills they need to read fluently. Younger pupils have many opportunities to put their phonics knowledge into practice.

Pupils learn to find a genuine joy of reading. In the school's 'reading café', pupils have opportunities to read and explore different types of text. Reading lessons also encourage pupils to see themselves as authors. Pupils enjoy writing in the style of their favourite authors. For example, in Year 6, pupils used 'Boy' by Roald Dahl to show each other how to write useful summations. Leaders have ensured that pupils have a wealth of high-quality books to choose from. From Reception onwards, pupils make regular visits to the local library.

Leaders identify pupils with special educational needs and/or disabilities (SEND). They ensure that these pupils get the right support to access the full curriculum. Leaders provide training to staff in all aspects of their work, including on how to meet pupils' different needs.

Staff make use of all opportunities to promote pupils' personal development. The personal, social, health and economic programme is comprehensive. Pupils are taught a variety of topics to broaden their understanding of themselves and others. For example, pupils learn about managing debt and the importance of promoting good mental health. Pupils take on roles and responsibilities in school. For example, older pupils lead 'active play' sessions for younger pupils. Pupils respect each other's differences irrespective of their backgrounds and individual appearances. There are no disruptions to pupils' learning in lessons because everyone behaves very well.

The governing body knows the school well. Governors offer the right balance of support and challenge to leaders. Governors, trustees and leaders share a common vision and have very high expectations.

A strong sense of community exists at Rosetta School. Here, trust, respect and honesty are all held beliefs. Parents value the work that leaders and staff do. They said that the school makes sure pupils receive the right level of support that they need to do well. Staff were also full of praise for leaders' work. They enjoy being part of this community and are proud to work at the school. Leaders make sure that staff workload is manageable. The school's approach to assessment is both useful to pupils and not onerous for staff.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong safeguarding culture in the school. This underpins leaders' and governors' intentions that pupils should be safe and happy.

All staff know the potential risks that pupils may face and report any concerns. Leaders follow up these concerns immediately. Staff trained in social care work well with pupils and their families.

Leaders work with parents and external agencies to protect pupils at risk of harm. Pupils of all ages learn how to recognise potential unsafe situations. Pupils are taught how to use the internet and to speak up if they see something that worries them. This is true of online content but also in the wider world.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Due to the impact of the COVID-19 pandemic, the curriculum in languages (Mandarin), has not been implemented as effectively as leaders would have liked. Consequently, a small number of pupils have gaps in their knowledge. Leaders should continue their already successful work to ensure that these pupils catch up quickly and achieve highly in all subject areas.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Rosetta Primary School, to be good in October 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

| | |
|--|--|
| Unique reference number | 145087 |
| Local authority | Newham |
| Inspection number | 10212303 |
| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 577 |
| Appropriate authority | Board of trustees |
| Chair of governing body | Inamul Gulzar |
| Headteacher | Lindsay Bradbury |
| Website | www.rosetta.boleyntrust.org |
| Date of previous inspection | Not previously inspected |

Information about this school

- The school joined the Boleyn Trust in 2017.
- Its predecessor school, also called Rosetta Primary School, was last inspected by Ofsted in October 2014, when it was judged to be good overall.
- Leaders are currently making use of one alternative provider.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- As part of this inspection, inspectors met with the headteacher, who is also the leader responsible for safeguarding and the special educational needs coordinator. Inspectors also held meetings with subject leaders, teachers and support staff.
- Inspectors held meetings with members of the governing body, including the chair.
- The lead inspector held a telephone conversation with a school improvement consultant used by the Boleyn Trust. The lead inspector also met with the chief executive officer of the Boleyn Trust.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- Inspectors listened to pupils read. Inspectors spoke with pupils at break and lunchtimes. Some other subjects were also considered as part of this inspection.
- Inspectors considered information relating to safeguarding, including the school's single central record of staff suitability checks.
- Inspectors took account of responses to Ofsted Parent View and responses to Ofsted's staff survey.

Inspection team

Tim McLoughlin, lead inspector

Ofsted Inspector

Jonathan Newby

Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022