

Inspection of Rosetta Primary School

Sophia Road, Custom House, London E16 3PB

Inspection dates: 16 and 17 May 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

Pupils thrive at Rosetta and enjoy being part of the school community. They are safe here and know that staff will respond swiftly to any concerns that they may have. Pupils celebrate the school's diversity and know that everyone is welcome. They behave exceptionally well and are fully focused on their learning.

Staff have very high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). Staff know their pupils well and provide a range of well-focused extra support when pupils need it. Pupils are rightly very proud of the work that they produce in different subjects. They are exceptionally well prepared for the next stage of their education.

Pupils engage with a broad range of extra-curricular activities. These include debating, cheerleading and creative writing. All pupils take part in regular educational outings, for example to the Imperial War Museum and the Houses of Parliament. Pupils are supported to become leaders at this school and actively support the well-being of their younger peers. For example, 'peer mediators' are trained to support pupils with any friendship challenges.

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

The curriculum for all pupils, including those with SEND, is ambitious and often exceeds what is expected nationally. Leaders have carefully identified the knowledge that pupils need to learn and remember. This has been well sequenced to allow pupils to embed their understanding before tackling more challenging ideas. In mathematics, for example, children in Reception build a secure understanding of numbers up to 10. Pupils use their growing knowledge of number to solve increasingly complex word problems. Similarly, in art, children in Reception learn to draw, copying different shapes and then drawing their own. Pupils use this knowledge to create more sophisticated drawings, learning how to add paint and colour when studying the work of a diverse range of artists.

Teachers have excellent subject knowledge. They present information clearly, check pupils' understanding and routinely address any misconceptions that arise. Teachers know which pupils may need extra support and ensure that they get the help they need. A range of subject specialists enrich the work of class teachers, such as those who deliver additional coding and art sessions. Similarly, Mandarin is taught by native speakers. The expert delivery of the curriculum supports pupils to develop a deep body of knowledge across subjects.

Enrichment activities are carefully designed to further enhance the curriculum. For example, Mandarin is brought to life through cultural workshops on calligraphy, martial arts and different foods. In geography, Water Aid helps pupils to learn about droughts. Partnerships with technology companies allow pupils to use a range of different technologies, such as the local area being mapped out by drones.

Leaders take every opportunity to foster a love of reading across the school. Staff are exceptionally well trained to deliver the agreed phonics programme. As a result, they use appropriate strategies and interventions to swiftly address any misconceptions. Books are appropriately matched to the sounds that pupils are learning. This helps pupils to read with increasing accuracy and fluency. Pupils are encouraged to read for pleasure. This is further enhanced through termly library visits, Shakespeare workshops and author visits. Regular phonic workshops and weekly 'stay and read' sessions help parents and carers to support their child's reading.

Pupils with SEND are included in all aspects of school life. Regular training for staff ensures that they understand pupils' different needs well and that appropriate strategies are in place. As a result, pupils with SEND are well supported to meet the same ambitious curriculum goals as their peers, wherever possible.

Pupils' behaviour in class and around the school is exemplary. This is because leaders' high expectations for behaviour are clearly communicated and consistently applied. Effective systems are in place to encourage positive choices. Staff swiftly intervene on the rare occasions when their expectations are not met. Leaders have equally high expectations of attendance. They continue to support families for whom this remains a priority.

Pupils' personal development is carefully considered. The personal, social, health and economic education curriculum is well designed and sequenced. Pupils learn about important issues such as rights, responsibilities and British values. The curriculum also helps pupils to understand the importance of being physically and mentally healthy and staying safe when online.

Staff enjoy working at this school. They feel that they are listened to and that leaders consider their workload and well-being. Staff benefit from many opportunities for professional development.

Governors and trustees are knowledgeable about the school's work. This enables them to provide highly effective challenge and support to leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding. Staff receive regular training and know how to report any concerns that they may have. Records show that leaders take swift and effective action. They work with different specialists to ensure that families get the help they need.

Leaders and external visitors share frequent messages with pupils about how to keep themselves safe. Pupils are encouraged to discuss any worries that they may have, including through the 'chatterboxes' located around the school.

Those responsible for governance understand their statutory responsibilities. They make regular checks that safeguarding systems and processes are correctly managed.

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.

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

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| Unique reference number | 145087 |
| Local authority | Newham |
| Inspection number | 10255309 |
| 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 | 600 |
| Appropriate authority | Board of trustees |
| Chair of trust | Clive Douglas |
| Headteacher | Lindsay Bradbury |
| Website | www.rosetta.boleyntrust.org |
| Date of previous inspection | 26 and 27 January 2022, under section 8 of the Education Act 2005 |

Information about this school

- The school is part of the Boleyn Multi-Academy Trust.
- Leaders do not make use any alternative provision.

Information about this inspection

- The inspectors carried out this graded inspection under section 5 of the Education Act 2005.
- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors held meetings with the headteacher and other senior leaders. The inspectors met with members of the governing body and trustees of the Boleyn Trust.
- The inspectors carried out deep dives in reading, mathematics, art and computing. They met with subject leaders to discuss the curriculum, visited lessons, spoke with teachers, spoke with pupils and looked at samples of their work.

- The curriculum in other subjects was considered as part of the inspection.
- The inspectors scrutinised a range of documents, including leaders' priorities for improvement.
- To evaluate safeguarding, the inspectors checked procedures for recruiting new members of staff. They also met with leaders to discuss how they put safeguarding policies into practice.
- The inspector gathered the views of staff, pupils, parents and carers through both discussions and responses to Ofsted's online surveys. There were no responses from pupils to the online survey.

Inspection team

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|--------------------------------|-------------------------|
| Hannah Glossop, lead inspector | His Majesty's Inspector |
| Abdul-Hayee Murshad | Ofsted Inspector |
| David Bryant | Ofsted Inspector |
| Lorraine Slee | Ofsted Inspector |

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