

Inspection of Rose Lane Primary School

Rose Lane, Chadwell Heath, Romford, Essex RM6 5NJ

Inspection dates: 23 and 24 January 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Pupils enjoy attending Rose Lane Primary School. Much consideration has been given to pupils' social and emotional development. This ensures pupils feel secure and are kept safe in school. The school provides a range of after-school additional activities, including extra classes for pupils in Year 6.

Pupils enjoy learning a wide range of subjects. Leaders have designed a broad and ambitious curriculum. While pupils learn effectively in some subjects, this is not consistent. There is too much variability in how well the curriculum is implemented, and expectations of what pupils can achieve are not high enough. For example, too many pupils do not read at the level expected for their age. As a result, some pupils are not as well prepared as they need to be for the next stage of their education.

Relationships around the school are warm. Pupils are polite and friendly. While many pupils behave well, there are some classes in which learning is disrupted. Pupils engage positively with adults and with each other at playtimes. However, some pupils do not feel listened to when they raise concerns about bullying. A small number of pupils use derogatory language. This is not tackled consistently by all staff.

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

Leaders have identified the important knowledge that pupils should learn in each subject and the order in which the curriculum should be taught. In some subjects, the planned curriculum is well implemented. In these instances, pupils are well supported to learn and remember more over time. For example, in history, pupils learn about the different ways societies are ruled and governed. Older pupils can compare and contrast concepts such as monarchy, democracy and oligarchy. Similarly, in mathematics, pupils learn and practise number bonds and multiplication tables. This helps them develop mathematical fluency and gives them the confidence to tackle and explain more complex problems.

In other subjects, however, the work that pupils complete has not been carefully thought through. Pupils are sometimes asked to complete tasks and activities which do not build on their previous learning. In these subjects, pupils find it difficult to remember and apply the content they have been taught over time. There is too much variability in the way assessment is used to check what pupils have learned. As a result, errors and misconceptions are not identified or addressed swiftly. This means some pupils have gaps in their knowledge and struggle to understand more complex ideas.

Pupils enjoy reading and being read to. Pupils can talk confidently about the books they enjoy reading. This begins in early years, where staff develop children's language skills effectively. For example, children enjoy joining in with familiar stories, rhymes and songs. However, staff do not have sufficient knowledge to teach phonics well. The strategies pupils should use to help them read unfamiliar words are not

modelled with accuracy or precision. As a result, too many pupils do not keep up with the pace of the phonics programme. The school provides additional support for pupils who fall behind. However, these interventions have not yet had the desired impact. This means too many pupils struggle to read or spell with adequate fluency. This limits the confidence and accuracy with which they access the broader curriculum.

Pupils with special educational needs and/or disabilities (SEND) are accurately identified. Pupils who attend the additionally resourced provision are well supported. Although leaders seek advice from external agencies, sometimes pupils' individual needs are not recognised early enough. This delays the tailored support they need. There are some inconsistencies in the way teaching helps pupils with SEND to access the planned curriculum.

Most pupils behave well. However, there are classes in which behaviour is challenging. Leaders recognise this. They have implemented strategies to encourage and reward positive behaviour. The school also provides sessions to help pupils express and explore their feelings. This has not had sufficient time to embed. Learning in some classes continues to be disrupted. Leaders have taken effective action to ensure that pupils attend school regularly and on time.

Leaders' work to encourage pupils' personal development is well considered. Pupils take on roles of responsibility, such as representing their class on the school council. They vote on different themes to express their views. The school enables pupils to develop an understanding of the fundamental British values of democracy, mutual respect and tolerance. There are opportunities for pupils to develop their talents and interests through a range of additional enrichment activities.

The governing body does not have sufficient knowledge of the school's strengths and weaknesses. This means that it is unable to check that school leaders' self-evaluation and priorities are accurate. Staff, including those at the start of their careers, feel well supported by leaders in managing their well-being and workload. They value the opportunities to develop professionally.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment is not used effectively to check what pupils understand. This leads to gaps in pupils' knowledge because misconceptions are not consistently identified or addressed. The school should ensure that pupils' knowledge and understanding are routinely checked before introducing new content.

- Not enough pupils develop the phonics knowledge required to decode unfamiliar words. This limits their reading accuracy, fluency and confidence. The school must ensure that staff have appropriate training and support to implement the agreed phonics curriculum with consistency and precision.
- Governors do not check systematically that the school's curriculum, policies and procedures are having the intended impact. As a result, there is an overly generous view of the school's effectiveness. Those responsible for governance should ensure that they have an accurate, strategic overview of the school's strengths and weaknesses so that they can hold leaders sufficiently to account for the school's performance.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	101224
Local authority	Barking and Dagenham
Inspection number	10293213
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	675
Appropriate authority	The governing body
Chair of governing body	Ivy Hoolas
Headteacher	Jacqueline Barnard
Website	www.roselanepimary.org.uk
Dates of previous inspection	3 and 4 October 2018, under section 5 of the Education Act 2005

Information about this school

- Since their last inspections, Marks Gate Infant School and Marks Gate Junior School amalgamated to become Rose Lane Primary School.
- Currently, the school uses one registered and one unregistered alternative provider of education.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspection team completed deep dives in these subjects: reading, mathematics, history and religious education. For each deep dive, inspectors held

discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- Inspectors met with the headteacher, senior leaders, subject leaders and a selection of teachers and non-teaching support staff.
- Inspectors held discussions with the chair and other members of the governing body, as well as a representative of the local authority.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The views of pupils, parents and staff were gathered through discussion and their responses to Ofsted's online surveys.

Inspection team

Robert Grice, lead inspector	His Majesty's Inspector
Ian Scotchbrook	Ofsted Inspector
Nick Turvey	His Majesty's Inspector
Katerina Christodoulou	Ofsted Inspector

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