

Inspection of Rosendale Primary School

Rosendale Road, West Dulwich, London SE21 8LR

Inspection dates: 18 and 19 April 2024

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

Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Kate Atkins. This school is part of Dunraven Educational Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, David Boyle CBE, and overseen by a board of trustees, chaired by Helen George.

Ofsted has not previously inspected Rosendale Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Rosendale Primary School to be outstanding, before it opened as an academy.

What is it like to attend this school?

This is a truly joyful place where pupils thrive. Relationships are built on high levels of trust and mutual respect. The welcome that pupils receive at the school is palpable. Pupils are kept very safe; they know staff will look after them. They have a strong understanding of right and wrong. Discrimination and bullying have no place at the school. Parents and carers are also supportive and positive about the school. Comments such as 'happy', 'wonderful' and 'exceptional' are typical.

The trust has high expectations for both pupils' behaviour and academic excellence. The school thinks carefully about how best to teach pupils to meet these ambitious aims. Staff receive extensive training to develop their subject knowledge. Teaching is therefore highly effective. As a result, pupils, including those with special educational needs and/or disabilities (SEND), are exceptionally well prepared for secondary school.

Pupils' behaviour is exemplary. They focus intently in lessons, listening to the teacher and their peers. Pupils discuss and debate issues vigorously, showing respect for each other's ideas even when they differ from their own. Pupils are very proud of the positions of responsibility they hold, such as house captains and young leaders.

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

The school's ambitious and well-planned curriculum ensures that pupils' learning builds securely over time. The school keeps up with educational research to deliver excellent provision. Across the curriculum, from Nursery to Year 6, subjects are designed and taught meticulously. Lessons are well designed so that all pupils can access subject content with confidence. Adaptations for pupils with SEND are highly effective. Staff receive specialist training to better understand different pupils' needs. In this way, all pupils achieve exceptionally well.

Teachers ensure that pupils have many opportunities to revisit what they have previously learned. For example, in mathematics, teachers recap pupils' learning regularly. In computing, pupils develop deep understanding of key knowledge and vocabulary. In history, the school's curricular thinking ensures that key themes recur over time. All these strategies help pupils embed new ideas into their long-term memory. Teachers regularly check pupils' understanding. For example, adults listen and respond to pupils' explanations very carefully. They challenge and address any misconceptions quickly.

The trust is committed to ensuring that all pupils develop the fundamental skills that underpin future learning. In the early years, there is a focus on children's learning to form letters correctly. Staff enable children to acquire a secure understanding of number and, in particular, of learning to read.

Children begin learning phonics as soon as they start in Reception classes. Staff have exceptionally deep knowledge of how to teach early reading. They consistently deliver phonics lessons highly effectively. Strong assessment practices ensure that any pupils in danger of falling behind are quickly identified and helped to catch up. Books are carefully matched to the sounds pupils know. Consequently, pupils can practise becoming accurate and fluent readers. Books used in reading lessons are carefully chosen to spark interest and broaden general knowledge.

Expectations are equally high for behaviour. The school expects '100% participation' in all lessons, and staff regularly check on this. Pupils are taught how to behave in a way that is conducive to their own learning and the learning of others. For example, they learn how to work productively as part of a group. Staff encourage pupils to be organised when completing independent tasks. They support with great care any pupils who might find this a challenge.

The school's offer for personal development is excellent. Staff spot talent and nurture it. Pupils appreciate assemblies about topical issues, including emotional well-being. Pastoral care at the school is exemplary. Pupils are enthusiastic about educational visits. For example, pupils in Year 5 are looking forward to visiting the Horniman Museum as part of their history topic on Benin because Year 6 pupils have enthused about it. Pupils also enjoy the range of clubs available, such as Mandarin, ukulele and art. Pupils have exceptionally positive attitudes to school. Leaders make sure that pupils' attendance is high. The school works closely with parents to overcome any barriers to pupils attending well.

Staff say that their developmental needs are extremely well met. They also say the school is a wonderful place in which to work. Leaders work closely with staff to minimise workload wherever possible. The mantra 'not more, but better' sums up the school's approach to maintaining a healthy work-life balance yet still delivering excellence.

The trust is very well led and governed. It shares the same high ambitions for all pupils, including disadvantaged pupils and pupils with SEND. Those responsible for governance understand their roles and know the school and trust priorities well because communication with leaders is clear and effective.

Safeguarding

The arrangements for safeguarding are effective.

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	144308
Local authority	Lambeth
Inspection number	10323436
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	638
Appropriate authority	Board of trustees
Chair of trust	Helen George
CEO of the trust	David Boyle CBE
Headteacher	Kate Atkins
Website	www.rosendale.cc
Date of previous inspection	Not previously inspected

Information about this school

- The school does not currently use any alternative provision.
- The school operates a breakfast club and an after-school club.

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.
- Inspectors met with the headteacher, the deputy headteachers, the assistant headteacher and other school leaders and staff. They also met with members of the board of trustees, members of the local governing body, the chief executive

officer and a representative from the local authority, and spoke to parents at the school gate.

- Inspectors carried out deep dives in these subjects: early reading and phonics, history, art, mathematics and computing. 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 also considered the curriculum in some other subjects.
- 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.
- Inspectors observed pupils' behaviour in lessons and at less formal times, such as playtime and lunchtime. Inspectors looked at records of behavioural incidents as well as attendance figures and spoke to pupils, parents and staff to gain their views on behaviour.
- Inspectors considered other documentation, including trust and local governing body minutes, policies and development plans. They also looked at documents relating to pupils' personal development and held meetings with relevant staff in this area.
- Inspectors took account of the views of parents, staff and pupils, including through Ofsted's online surveys.

Inspection team

Jeanie Jovanova, lead inspector	Ofsted Inspector
Jamie Hallums	Ofsted Inspector
Jo Franklin	Ofsted Inspector
Rekha Bhakoo	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 2024