



Rosendale Primary School

Inspection report

Unique Reference Number 131335
LEA Lambeth

Inspection number 274843
Inspection dates 21 - 22 June 2005
Reporting inspector Brenda Iles

Inspection deemed to have been carried out under section 10 of the School Inspections Act 1996 according to section 12(3) of the same act.

Type of School	Primary	School address	Turney Road
School category	County		West Dulwich
Age range of pupils	3 - 11		London
			SE21 8LX
Gender of pupils	Mixed	Telephone number	0181 670 4962
Number on roll		Fax number	0181 761 9997
Appropriate authority	The governing body	Chair of governors	Scott Swinton
Date of previous inspection	September 1999	Headteacher	Wendy Jacobs

Age group	Published	Reference no.
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Introduction

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in consultation paper of February 2004. It was carried out with the support and co-operation of Rosendale Primary School and of the local education authority.

The inspection was carried out by four additional inspectors.

Description of the school

Rosendale pupils are mainly from White British or Caribbean and African backgrounds. Almost a third of pupils are at different stages of learning to speak English and receive additional support. The numbers of pupils entitled to free school meals and those identified with learning difficulties are generally higher than in most schools. More of these pupils are found in Years 3 to 6 than in the younger classes. Attainment on entry to the nursery is below average overall. Almost one third of the pupils leaves or joins the school at other than the usual times. Under new leadership, staff roles and responsibilities have been restructured. Childcare that is privately run is available at the end of the day and the school organises its own breakfast club.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

The school's self evaluation and inspection judgements confirm that this is a good school with some outstanding features.

Overall, good leadership and management and the exceptional leadership of the headteacher are driving improvements at a rapid rate. As a result, pupils achieve well and standards are good. Senior staff and governors work as an effective team and the school is well placed to continue improving. Determined action and robust self evaluation has brought about higher standards in English, mathematics and science in the last two years, especially in Years 1 to 5. Pupils do particularly well in information and communication technology.

Excellent provision in the Foundation Stage, including high quality teaching, means many children make rapid progress and exceed the national early learning goals at the end of the reception year.

Pupils feel safe and secure and enjoy coming to school because the provision for their personal development is good. Good teaching and assessment, a very well designed curriculum and many extra activities and out of school clubs support learning well. Pupils' progress is monitored carefully and work is matched to needs. There is more to do to measure the achievements of pupils who join and leave the school at different times to compare their progress to other groups. Attendance is not good enough and impedes the achievements of some pupils.

Parents and pupils are pleased with the quality of education and appreciate the many exciting opportunities that enhance learning. The school provides good value for money.

Grade: 2

What the school should do to improve further

- Improve levels of attendance.
- Make sure tracking procedures compare the progress of children who join and leave the school at other than the usual times, to other groups.

Achievement and standards

The school assessed standards and achievements to be satisfactory. Taking into account social factors, inspectors judge pupils' achievements and standards are high in relation to their below average starting points.

The rapid progress made in the Foundation Stage is built on well in Year 1. Good teaching is leading to standards rising faster than in most other schools, particularly in Years 1 to 5. Many more pupils are reaching the higher levels of the National Curriculum in Years 2 and 6. Pupils in Year 6 have experienced interruptions to their learning, including changes in schools. There are gaps in their knowledge and progress has not been as fast. That said, pupils now reach high standards in English, mathematics and information and communication technology in Year 6 compared to their starting points.

To increase standards further, senior staff have raised teachers' expectations successfully and involved pupils in sharing responsibility for setting their targets for improvement. Pupils know how to achieve their goals. Consequently, they achieve high standards in writing in Year 2 and in mathematics in Year 5.

Test results, together with school records show that pupils are challenged to do well, but there is not enough information to analyse differences in rates of progress between pupils who join and leave the school at different times of the year with other groups. This makes it difficult for teachers to measure the effectiveness of their work to enhance learning. However, the school meets the challenging targets set for pupils to achieve by the time they leave the school. The aims to raise standards further are being realised.

Pupils with personal and learning difficulties do well. There are no significant differences between the achievements of boys and girls. Detailed analysis of assessment ensures individual needs are identified and addressed.

Grade: 2

Personal development and well-being

Provision is good with an outstanding caring atmosphere that motivates pupils and develops high self esteem. These features instil pride and enjoyment in learning. For example, two boys writing a book in partnership aspire to have their work published.

Opportunities to represent the school competitively and take part in fund raising activities for local charities enable pupils to contribute to their community and influence the lives of others.

Pupils' spiritual, moral, social and cultural developments are good. Older pupils partner younger ones in a variety of activities and this supports their learning and social development very well. Strong relationships ensure pupils feel safe and secure and are confident to seek help when they need it. The small number of playground incidents is dealt with swiftly. Children in the foundation stage celebrate cultural diversity as they act out stories, sample foods and dress in ethnic clothes. Understanding of cultural diversity is extended effectively through the arts, visits and visitors. Caribbean steel pans lessons are well attended and promote diversity through music.

Behaviour is good and pupils enjoy their friendships and coming to school. Rare incidents of challenging behaviour are managed well.

Pupils learn to adopt healthy lifestyles through diet, drugs and health and safety awareness programmes. They understand how to stay safe, for example, when using equipment in practical tasks. The school's council provides a good platform for pupils to express their views. Ideas are valued and acted upon and pupils make a positive contribution to decision making.

Attendance is unsatisfactory. Action to reduce the number of holidays taken in term time is improving attendance rates. Regular non attendance of a small number of pupils has a negative impact on their achievement. The school strives to work in partnership with families and to gain their support to raise attendance rates.

Grade: 2

Quality of provision

Teaching and learning

The school judges teaching to be at least satisfactory, and inspection evidence shows that it is good. This reflects good improvement over the last two years.

Outstanding teaching in the Foundation Stage really excites children and they love learning. Adults provide very positive role models, encourage independence, innovation and creativity and have a very good understanding of the needs of the age range. The variety of exciting, investigative, indoor and outdoor activities inspires young learners to be creative and independent.

In Years 1 to 6, teachers plan lessons to motivate, challenge and engage pupils by valuing their ideas. Good practical opportunities for debate and collaboration promote emotional development and the ability to welcome constructive criticism. This was illustrated in a debate in a Year 5 English lesson where pupils discussed characters from Greek myths debating their criticisms of Persephone and the choices she could have made. Pupils enjoy lessons, especially writing and practical subjects such as information and communication technology (ICT), design and technology and art and design.

Pupils with personal learning needs are supported effectively. Staff promote self esteem and ensure tasks are matched well to individual needs. The special needs co-ordinator provides good advice and support for pupils and staff.

Teachers have good subject knowledge, manage time, behaviour and resources effectively and enjoy good relationships with pupils. Pupils listen attentively and apply themselves well to their tasks, enjoying the challenges that make learning purposeful.

Grade: 2

Curriculum and other activities

Inspection judgements and the school's evaluation confirm the curriculum is good with outstanding features. The opportunities for young learners in the nursery and reception classes to learn creatively are outstanding. The balance of adult and child led activities support learning very effectively and ensures children have a very successful start to their education.

The curriculum is very well planned to meet pupils' needs. It celebrates cultural diversity with particularly strong examples in the arts, ICT and literacy. Links between subjects, for example, the application of mathematical skills to other subjects, are also good. The health education programme teaches pupils the value of healthy eating, hygiene, exercise and sex and drugs awareness. Drama effectively prepares pupils to resolve conflict and pupils understand how these experiences support them to make choices and decisions.

Links with local schools and the community are good. Events such as Black History week and opportunities to learn a foreign language, play musical instruments, manage an allotment and participate in visits, drama and sports extend provision well.

The learning environment is bright and attractive, and displays of pupils' work that value their efforts are presented with pride.

Grade: 2

Care, guidance and support

Inspectors agree with the school that the quality of care, guidance and support for pupils is good. Child protection arrangements and procedures to ensure pupils' safety and welfare are also good. The school deals effectively with rare incidents of bullying and provides a calm environment where children feel safe. One group of pupils described their school as 'full of smiley children who are friends and do fun work.'

Effective assessment identifies personal needs and enables pupils to be supported and challenged effectively. More able pupils, those with special educational needs, and those who speak English as an additional language are supported well and make good progress. However, more can be done to compare the progress of pupils who start and leave the school at other than the usual times with other groups.

The ethos of the school is caring and harmonious. Partnership with parents is good and the results of the consultation linked to the inspection reflect a very good level of satisfaction with the provision. The small number of complaints and concerns are taken seriously and determined efforts made to resolve differences.

Good relationships with play groups and other schools enable important information to be shared and pupils settle quickly into their new settings.

Grade: 2

Leadership and management

Inspectors confirm leadership and management are good with outstanding features. The headteacher provides outstanding leadership and clear direction so that standards and provision are improving rapidly. The leadership of the Foundation Stage is also excellent. The senior management team have communicated successfully a shared vision for enjoyment in learning and high

expectations of what pupils can achieve. They have identified key priorities for development, promoted creativity and innovation and provided training to support staff in raising standards. The impact of training has been successful in the teaching of writing, information and communication technology and mathematics.

Rigorous monitoring and self evaluation by staff and governors show a very good understanding of the school's strengths and weaknesses and commitment to future improvements. The school development plan provides very clear direction and guides action to address the priorities effectively. A broad range of information enables staff to measure the impact of their work on pupils' rates of progress except those who move schools often. The budget is managed effectively.

The headteacher and senior management team work as a dedicated and determined team. They empower subject leaders and enable support staff to access opportunities to develop their qualifications and skills. Staff encourage families to become partners in their children's learning. The headteacher offers many opportunities for parents to meet her informally and by appointment to discuss their ideas and concerns.

The inclusion of all pupils whatever their ability or background receives high priority. This is evident in many aspects of the school's provision as well as the good arrangements which enable new pupils to settle quickly.

Resources are used well to support teaching and learning. Pupils receive a good quality education. There has not been enough time for the impact of leadership and management at all levels to be reflected fully in standards.

Grade: 2

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INSPECTION JUDGEMENTS

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall	16-19
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OVERALL EFFECTIVENESS

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	
How well does the school work in partnership with others to promote learners' well-being?	2	
The quality and standards in the Foundation Stage	1	
The effectiveness of the school's self-evaluation	2	
The capacity to make any necessary improvements	Yes	
Effective steps have been taken to promote improvement since the last inspection	Yes	

ACHIEVEMENT AND STANDARDS

How well do learners achieve?	2	
The <i>standards</i> reached by learners	2	
How well learners' make <i>progress</i> , taking account of any significant variations between groups of learners	2	
How well learners with learning difficulties and disabilities make progress	2	

PERSONAL DEVELOPMENT AND WELL-BEING

How good is the overall personal development and well-being of the learners?	2	
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	2	
How well learners enjoy their education	1	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community.	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

THE QUALITY OF PROVISION

How effective are teaching and learning in meeting the full range of learners' needs?	2	
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	
How well are learners cared for, guided and supported?	2	

LEADERSHIP AND MANAGEMENT

How effective are leadership and management in raising achievement and supporting all learners?	2	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	
How effectively and efficiently resources are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
The adequacy and suitability of staff to ensure that learners are protected	Yes	

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily.	Yes
Learners are encouraged and enabled to take regular exercise.	Yes
Learners are discouraged from smoking and substance abuse.	Yes
Learners are educated about sexual health.	Yes
The extent to which providers ensure that learners stay safe.	
Procedures for safeguarding learners meet current government requirements.	Yes
Risk assessment procedures and related staff training are in place.	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism.	Yes
Learners are taught about key risks and how to deal with them.	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships.	Yes
Learners, individually and collectively, participate in making decisions that affect them.	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills.	Yes
Learners have opportunities to develop enterprise skills and work in teams.	Yes
Careers education and guidance is provided to all learners in Key Stage 3 and 4 and the sixth form.	NA
Education for all learners aged 14-19 provides an understanding of employment and the economy.	NA

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Rosendale Primary School
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22 June 2005

Dear Pupils,

Thank you for talking to us about your school. We listened to you carefully and enjoyed joining lessons and seeing you and your teachers working together. We are pleased that you enjoy coming to school and that you find your lessons exciting. We think you work hard, behave well and achieve your best.

As visitors we felt welcome and our findings support your views and those of your parents, headteacher and staff. We agree that Rosendale is a good school.

Your headteacher is outstanding! She has a good team of staff to support her and together they work hard to improve your learning. There is a good understanding of what your school does well. We particularly enjoyed visiting the nursery and reception classes and were very impressed by the children's drawings, writing and the way they played happily together and organised themselves.

We thought your teachers made lessons exciting. We saw very good writing, mathematics and ICT work. We also know how much you value visits to the allotment, playing the steel pans and events like Black History Week.

Playtimes were happy and it was good to see older children looking after younger boys and girls, making sure everyone had a friend. We are pleased you know who to go to if you have a problem and that you feel school is caring and safe. Your school council provides good opportunities for you to make decisions and talk about your ideas to improve the school further.

There are two things we think can be improved. We would like to see fewer holidays taken in term time and all pupils attending school regularly. We also think your teachers can improve further the way in which they measure the progress children who join the school during the term make.

Our inspectors enjoyed being with you. A group of you said 'Rosendale is full of smiley children who are friends and do fun work.' Enjoy supporting your school and help it to continue improving!

Yours sincerely,

Brenda Iles
Lead Inspector