

Rosendale Primary School

Inspection report

Unique Reference Number	131335
Local Authority	Lambeth
Inspection number	315784
Inspection date	18 November 2008
Reporting inspector	Kath Beck

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	637
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Scott Swinton
Headteacher	Mrs Wendy Jacobs
Date of previous school inspection	21 June 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Rosendale Road West Dulwich London SE21 8LR
Telephone number	020 8670 4962
Fax number	020 8761 9997

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors who evaluated the overall effectiveness of the school. The inspectors investigated the following aspects, leadership and management, achievement and standards, teaching and learning and the Early Years Foundation Stage (EYFS). The inspectors met with staff, governors and pupils. Parts of some lessons were observed. Responses to the parents' questionnaires were analysed and issues raised followed up with the headteacher; a selection of the school's documentation and a sample of pupils' work were scrutinised. The school's processes for monitoring teaching and learning, assessment of pupils' progress and self-evaluation were explored in depth. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

Description of the school

Rosendale is a large primary school. The majority of pupils come from White British backgrounds. The other large groups of minority ethnic pupils come from Caribbean or African backgrounds. The proportion of pupils eligible for free school meals is higher than usually found, while the proportion of pupils with learning difficulties and/or disabilities is below the national picture. Thirty-four pupils are at an early stage of learning English. At the time of the inspection, the Early Years Foundation Stage (EYFS) included children aged 3 to 5 in the Nursery and Reception classes. From 1 December 2008 the EYFS will include provision for children from birth to 5. The governors are responsible for a breakfast club and two after school clubs; one for children age 4 to 7 and another for children aged 8 to 11. The school is federated with another local school, Christ Church Church of England Primary, and the headteacher leads both schools as the executive headteacher.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Rosendale is an outstanding school. Exceptional leadership and management at all levels ensures pupils, whatever their background, first language or ability, achieve as well as they can. Every child and their future as an adult really matters. Through innovative approaches, pupils are motivated to do really well; love being at school and have a clear sense of purpose about what they are learning and why. There are many opportunities for children in the EYFS to use their initiative, solve problems and make decisions about their work. These skills, important for high levels of achievement, are built on and developed as pupils move through the school. Consequently, from varied starting points, they are confident, independent, creative young people who attain above average standards in English, mathematics and science when they leave the school.

Parents are overwhelmingly supportive of the school and it is oversubscribed. In their responses to the questionnaires, some parents wrote, 'A big school with a big heart'; 'This is a very good school where people and individuality still count'; 'I love the energy and creativity'; 'A great school with the right balance of academic rigour and caring community.' These views are supported fully by inspection evidence.

High quality teaching and an outstanding curriculum lead to high levels of engagement, concentration and personal development. Staff use information and communication technology (ICT) imaginatively so that pupils' attention is caught immediately and sustained. They make links between subjects so that learning stems from pupils' experiences of life. Mathematics, for example, is presented in such imaginative ways that many pupils say that it is their favourite subject. Pupils' self esteem, their belief that they can tackle new learning successfully means they rise to their teachers' high expectations of them. This enables them to reach their challenging targets. In addition they take immense pride in their work and its presentation because they know all their efforts are valued. Pupils respect their teachers and make sure their classrooms are tidy and attractive to work in. These factors also promote rapid achievement.

A robust system allows class teachers and senior managers to track the progress of pupils carefully and identify early any concerns about achievement. This means teachers and support staff are very aware of the needs of the individuals or groups in their classrooms and are skilled at finding the right activity to help them make the best progress. Programmes of work are amended, sometimes on a daily basis to make sure individual needs and abilities are met. Analysis of data from national tests is used to identify areas for development. As a result, this year, the school is placing strong emphasis on enhancing pupils' skills in writing. Methods used take account of the different ways in which boys or pupils from different backgrounds prefer to learn. They include giving the pupils a breadth of vocabulary so they can draw on this in their writing. Staff are also showing pupils who speak English as an additional language how to reflect their fluency in spoken language to good effect in their written work. Pupils are not afraid to put pen to paper as they are aware that good learning comes from mistakes. The way teachers mark work, especially writing, is really helpful in guiding pupils in refining and improving a draft until the best outcome is reached. These factors mean many pupils can now communicate their views and ideas powerfully in writing, capturing fully the attention of the reader.

Governors, together with the senior leadership team, play an important role in the strategic development of the school that is also playing an increasingly important role within the community. New buildings have improved the environment in which pupils learn. Extended

provision for children from birth to three is due to open shortly. The federation with another school brings significant benefits. Pupils from the two schools share many activities that develop greater understanding of a wider multicultural society. Opportunities for senior staff to work in the partner school extend their leadership and management skills. The knowledge gained is used to bring about greater impact on achievement and standards in Rosendale. Successful events, such as an international evening that involved the parents and pupils of the two schools, are bringing about a greater understanding between the differing communities and partnership between the schools. The popularity of many events means the school is reviewing its arrangements so as many people as possible can enjoy them without overcrowding.

Leaders at all levels are involved in the school's self-evaluation processes. They know well the strengths of the school and what needs to be done to improve. Some informal processes are particularly successful. This is when staff identify an area for improvement that can be achieved successfully and quickly through discussion or demonstration of a new skill. Senior leaders lead by example and create an atmosphere in which all can succeed. The demands of the increased provision and the federation, while bringing many advantages also provide the school with the challenge to sustain its current high quality provision and levels of achievement. That said the school's track record of improvement and quality of the leadership means it has an outstanding capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Children's excitement about learning and the excellent progress they make in the EYFS mean they have the right skills and attitudes to build on when they enter Year 1. They join the nursery with a very wide range of ability, but by the time they leave reception their social, problem solving, creative and physical skills are ahead of those usually found. Children are confident to talk freely and have made a good start in reading and writing. The rich, broad and imaginative activities teachers provide give them an excellent insight into the world around them. For example, in learning about the senses of taste and smell they experimented with making pizzas, learned a little about Italy, made chef's hats and served customers in the classroom pizzeria. Some made 'aftershave' or 'perfume' from fresh herbs and spices and tested them for scent. These engaging activities promote high levels of concentration and good behaviour. This allows teachers to talk to children individually or in groups, developing their knowledge, skills and understanding through effective questioning and discussion. In doing so, they present children with very good models of spoken English, especially for those children who speak little English when they join the school. The activities also give children a wide vocabulary that they use when taking their first steps towards writing.

Teachers are skilled in linking indoor and outdoor learning, and in balancing teacher directed work, with opportunities for children to make decisions of their own. This is outstanding teaching. It evokes great enthusiasm and concentration from the children, with the result that they learn a great deal in a short time. Excellent leadership and management show a determination to ensure that children enjoy the best start to their school life. The school is ready to receive its youngest members in the new centre and has plans to ensure that it is as successful as the rest of the school.

What the school should do to improve further

- Sustain excellent achievement and provision whilst developing the additional on site facilities and relationship with the federated school.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B

Text from letter to pupils explaining the findings of the inspection

01 December 2008

Dear Pupils

Inspection of Rosendale Primary School, London, SE21 8LR

We thoroughly enjoyed meeting you during our recent inspection, and we want to say thank you for being so welcoming, helpful and polite. Special thanks go to the members of the school council for sharing their views of school life with us, and to the children who showed us around so confidently.

You are fortunate to go to such an outstanding school, with excellent teachers and helpers. They take very good care that you are safe, and make sure that you do as well as you can. The lessons really capture your interest and it was good to see the pride you take in the presentation of your work. We are not at all surprised that nearly all of you attend very regularly, and your behaviour is really good because you told us how much you enjoy being in school.

You mentioned how much you enjoy the days that children from Christ Church Church of England Primary come to visit and we know that your school will soon have babies and toddlers to care for. We are asking the governors and staff to make sure that the school carries on helping you to achieve as well as you do now, when there are other things that demand attention. You can help by continuing to be confident and creative, to enjoy mathematics and writing, to use your skills in problem solving and to share your enthusiasm for school with your friends from Christ Church.

Yours sincerely,

Kath Beck

Lead Inspector