



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Rosemary Works School

July 2022

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School's Details

School	Rosemary Works School			
DfE number	204/6408			
Address	Rosemary Works School 1 Branch Place London N1 5PH			
Telephone number	0207 7393950			
Email address	learn@rosemaryworks.com			
Headteacher	Mr Rob Dell			
Proprietors	Ms Kate Jennings Ms Jacqueline Logue Mr Adam Vincent			
Age range	3 to 11			
Number of pupils on roll	84			
	EYFS	32	Juniors	52
Inspection dates	28 June to 1 July 2022			

1. Background Information

About the school

- 1.1 Rosemary Works School is co-educational day school. Established in 2000, the school is owned by three proprietors and governed by a board of directors. Since the previous inspection, the school's leadership team has been restructured.
- 1.2 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

What the school seeks to do

- 1.3 The school aims to provide a caring and innovative environment which promotes respect, curiosity and a love of learning. It seeks to ensure pupils can be challenged and nurtured to achieve their potential with support from staff who know the pupils well and provide individual help and guidance. The objective is that pupils will be equipped with suitable skills, resilience and self-confidence for the next stage of their education.

About the pupils

- 1.4 Pupils mostly come from within the local area. Assessment data provided by the school indicate that the ability of pupils is broadly average compared to those taking the same tests nationally. No pupil in the school has an education, health and care (EHC) plan. The school has identified 15 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, dyscalculia and other conditions, nine of whom receive additional specialist help. English is an additional language (EAL) for 32 pupils, whose needs are supported by their classroom teachers. Data used by the school have identified several pupils as being the more able in the school's population, and the curriculum is modified for them.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are

appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

2.13 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

2.14 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

2.15 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.16 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

2.17 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

2.19 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Educational Quality Inspection

Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

3.1 The quality of the pupils' academic and other achievements is good.

- Pupils show well-developed knowledge and good skills across the range of their learning.
- Pupils' communication skills are excellent.
- Pupils have highly positive attitudes towards their learning.
- Most pupils achieve at levels in advance of expectations for their age and ability although pupils' good progress is not always secured by clear goals.
- Pupils' achievements in the wider curriculum are sound.

3.2 The quality of the pupils' personal development is excellent.

- Pupils display notably high levels of self-awareness for their age.
- Pupils demonstrate excellent social awareness and collaborate in a highly effective manner.
- Pupils have an excellent understanding and appreciation of what constitutes a healthy lifestyle.
- Pupils show an excellent appreciation of the non-material aspects of life.

Recommendations

3.3 The school should make the following improvements:

- Ensure pupils' progress is maximised through the whole-school use of assessment data to devise clear targets.
- Extend pupils' achievement and success in the wider curriculum by developing the extra-curricular programme.

The quality of the pupils' academic and other achievements

3.4 The quality of the pupils' academic and other achievements is good.

3.5 Pupils throughout the school make good progress across the range of their learning. Children in the Early Years Foundation Stage (EYFS) progress well from their individual starting points and at the end of Reception achieve a level of development which is well above the national average. Pupils continue to progress well in relation to their abilities and their progress in mathematics and reading is above that of pupils nationally. All groups, including the more able and those with individual needs, make similar rates of progress. Review of pupils' work showed good progress over time, as exemplified by

the improvement in the accuracy and presentation of the younger pupils' writing. Most parents who responded to the pre-inspection questionnaire agreed that teaching, including any online provision, helps their children to make progress. All parents who responded agreed that their child's particular educational needs are met. Inspection evidence supports these views overall. In lessons observed, all pupils were seen to make good, and at times, rapid progress such as pupils in Years 2 and 3 when constructing models of the sphinx and pyramids from modelling clay. Pupils' good progress is promoted by effective teaching with clear instruction and positive encouragement. All pupils who responded to the pre-inspection questionnaire agreed that their teachers know how to help them learn, know their subjects well and are supportive. Senior leaders and teachers have begun to use a wider range of assessment data to inform planning for pupils' progress but this is not yet fully developed or systematic. It is not always clear to pupils how they can meet targets and improve their rate of progress.

- 3.6 Across the school, pupils develop secure knowledge, understanding and skills in their studies. Children in the EYFS show good dexterity and strong craft skills. They develop good vocabulary in English and basic Spanish and display strong reasoning skills, for example when discussing the lifecycle of frogs. Younger pupils display an excellent level of literacy skills and advanced spelling for their age. Pupils in all year groups are highly effective at applying skills associated with literacy, numeracy and reasoning. All pupils responding to the questionnaire agreed that their skills and knowledge improve in most lessons. They benefit from skilful teaching that uses resources adeptly, uses open-ended questioning effectively and provides appropriate challenge with individual support when required. Pupils' strong creative and design skills are demonstrated in older pupils' work on silhouettes of the London skyline and pastiches of Jackson Pollock. High standard three-dimensional work, including totem poles, Anderson shelters and steam-punk robots, exemplify pupils' strong artistic and presentation skills.
- 3.7 Pupils, including those with EAL, demonstrate excellence in a range of communication skills. They listen attentively and converse articulately for their age. Children in EYFS displayed this extremely well when persuading their visitor to buy a pizza. Pupils discussing their preferences at lunch showed a mature ability to listen to each other's perspectives. Pupils speak clearly and precisely about ideas, for example the ways in which a healthy lifestyle can be achieved. They are well supported by staff who model good listening skills and promote the development of language through the conversation café and coaching on interview technique. The quality of pupils' writing, including that undertaken by pupils with SEND, is notably strong. The most able pupils use tropes and technical devices in sophisticated ways to create, for example, effective short stories about fantastical events. Pupils' written work shows excellent use of sequencing vocabulary and vocabulary choice, as was evident in Year 2 and 3 pupils' letters to a yeoman warder following their visit to the Tower of London. Pupils are successful in writing for a range of audiences, as illustrated in the work of Year 4 pupils which showed highly effective descriptive and explanatory writing skills when describing how plants reproduce.
- 3.8 Pupils across the school develop good mathematical skills. Pupils, including those with SEND, present their solutions and working both clearly and with a good rate of accuracy. They apply their mathematical skills effectively to other areas of their learning such as when young pupils used a scale of one to ten, unprompted, to describe how loud they thought the rain was. Year 4 and 5 pupils applied a variety of measurements successfully when experimenting how to develop an effective parachute. Pupils develop good numeracy skills because of effective teaching strategies that include placing numeracy in real world contexts such as budgeting within the 'understanding enterprise' element of the curriculum. All pupils make good progress because of tailored resources and extension tasks that provide suitable levels of challenge to different groups.
- 3.9 Pupils are competent users of information and communication technology (ICT). Younger pupils produce well-formatted and accurate versions of stories that have been word processed. Older pupils create games involving virtual worlds and pets by using coding applications effectively. Pupils show a secure understanding of how technology can be used safely and beneficially. The oldest pupils use applications to design three-dimensional objects, challenging themselves by incorporating complex

operations. Pupils make good use of digital technology for their research. An exploration of American cities by Year 6 pupils, for example, demonstrated that pupils can integrate information found on recommended websites into their written work very effectively.

- 3.10 Pupils develop effective study skills from an early age. Year 1 pupils independently planning accounts of a class trip to London Zoo showed notably strong organisation, drafting skills and levels of analysis. Older pupils demonstrated a good ability to synthesise information from a range of sources and incorporate it effectively into their writing on influential scientists and designers. Pupils collaborating on mathematical problem-solving used higher-order thinking skills and hypothesised to good effect to answer questions about percentages. Pupils develop their study skills successfully because teachers promote independent thinking skills and enable them to make personal choices about research. Most parents responding to the questionnaire agreed that the school equips their children with the collaborative and research skills they need in later life. Inspection evidence supports these views. The school successfully ensures that pupils have opportunities to further develop their study skills to good effect through the provision of visiting speakers, educational visits and library resources.
- 3.11 The standard of pupils' academic and other successes is sound. Pupils with particular talents such as gymnastics have achieved success in local competitions. Pupils achieve reasonable levels of success in extra-curricular activities, for example drama, musical theatre and karate. Pupils participate in swimming both in and out of school and successes at local club level are celebrated in school assemblies. The school's cycling team qualified for a regional competition held at the Olympic velodrome. Recent achievements by pupils include winning an award for a stop-motion animation about a duck and a whale in a regional ISA competition. Pupils have also gained recognition for being among the top performers in a design competition run by the BBC programme *Blue Peter*. Senior pupils have achieved success in their Trinity College music theory examinations and in art scholarships. Most parents responding to the pre-inspection questionnaire agreed that the school provides a suitable range of extra-curricular activities. Inspectors agreed that the range is diverse; however, the opportunities for pupils to be successful outside the formal curriculum are limited.
- 3.12 Pupils mostly engage in their learning with high levels of enthusiasm and interest. They challenge themselves and show determination, concentration and perseverance across a range of activities. Children in Reception showed great curiosity in studying minibeasts and painted their clay models of them with great care and focus. Pupils in Year 1 willingly took initiative in tasks related to their zoo visit and displayed pride in their work. Supportive and encouraging teaching of all pupils creates an environment where pupils are keen to participate and contribute confidently. They work together productively. For example, pupils in Years 4 and 5 collaborated effectively when staging a dramatic representation of their personal, social and health education (PSHE) topic on the early stages of life. The positive attitudes towards their learning that pupils display represent a successful fulfilment of the school's aim to promote curiosity and a love of learning.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils' self-understanding is excellent. From a young age they learn about what it is that makes themselves and their friends similar or different. Pupils develop strong self-confidence through the consistent effort of their teachers to find moments to notice and praise their achievements. Children in Nursery develop confidence as they participate in show and tell. As pupils progress from the EYFS through to successful transition to senior school at the end of Year 6, they are carefully nurtured by the staff. Through frequent celebration of their achievements such as in assembly with 'star of the week' awards, pupils develop positive self-esteem and a 'can do' attitude. Children in the EYFS demonstrated a high degree of self-discipline and self-understanding in their karate exercises, showing the importance of control so as not to hurt anyone. Year 4 and 5 pupils displayed excellent self-awareness and self-confidence in their PSHE exploration of where they come from. Pupils taking

part in sports day showed strong resilience when competing. Pupils are frequently encouraged by staff to understand how they and other pupils feel, and they show strong empathy from an early age. Pupils also benefit from plentiful opportunities they are given to reflect on their own performance, their behaviour and their character. The school is successful in its objective to equip pupils with suitable skills and self-confidence for the next stage of their education.

- 3.15 Pupils demonstrate an excellent awareness of their impact on others. Extremely high levels of mutual support and encouragement were clearly apparent from all competitors at sports day. Pupils are quick to support one another if they are finding something difficult, as observed in a Year 2 and 3 English lesson when identifying characters' thoughts and emotions. Pupils' demonstrable ability to empathise well enables them to work highly effectively in pairs and groups. Pupils' success in this owes much to the excellent modelling provided by the school leaders and staff who set the tone and show enormous interest in how well the pupils are feeling. In discussions with inspectors, pupils spoke about the calm and friendly atmosphere they enjoy at the school. In democratic time pupils from different year groups work together effectively and share friendships. Children are welcoming and inclusive when undertaking their learning activities. Children in Nursery collaborated to pack their imaginary car ready for a trip to France by manoeuvring assorted large building blocks with great effort into their outdoor play tunnel. More children came to assist and with commendable organisational skill achieved their shared goal successfully without any input from adults.
- 3.16 Pupils show a highly developed appreciation of the non-material aspects of life for their age, as reflected in their enthusiasm to seize the opportunities they are given outside of the classroom. Older pupils highly value time to enjoy nature through the woodland learning environment, and successfully employ mindfulness techniques such as the Dutch relaxation technique of 'Niksen' where they can just stop and do nothing. Older pupils benefit from having mindfulness and peer massage as timetabled activities. Other initiatives such as the nature photograph competition encourage pupils' appreciation of the natural world. Pupils throughout the school convey their awe and joy in the wonders of being in a number of settings. Pupils in Nursery exhibited great delight when welcoming the Spanish glove puppet to their lesson and Year 2 pupils proclaimed their amazement at the height of the pyramids when compared to St. Paul's Cathedral. Year 6 pupils expressed their appreciation of art, not only the work of famous artists but art by their peers and teachers. All pupils show great appreciation of the celebration of their successes in the weekly awards assembly. Year 6 pupils showed mature understanding when reflecting on *The Boy in the Striped Pyjamas* and asserting that a person's spiritual beliefs should not mean they are persecuted.
- 3.17 Pupils show high levels of respect for one another and for those of other faiths and cultures. They celebrate their similarities and differences which are effectively promoted in PSHE lessons, assemblies and through global awareness in humanities. Pupils' strong appreciation and value of diversity were evident in discussions with older pupils where they showed a good understanding of protected characteristics. In a school assembly as part of Relationships and Sex Education (RSE) Day, pupils spoke confidently about the value of diversity. They commented that it would be boring if we were all the same and sensitively referenced events such as the current month being Pride Month. Pupils explained how they develop their understanding about other faiths and cultures through learning about their holy days and festivals and recognising these celebrations. Miniature cardboard totem poles and flags created by older pupils displayed a notably sensitive and well-informed response to North American cultures and beliefs.
- 3.18 From an early age, pupils show a high degree of responsibility for their own behaviour. Children in Reception settle very calmly to activities and those in Nursery show an awareness and respect for the class rules. Children in the EYFS also showed a good understanding of right and wrong for their age, demonstrating a readiness to challenge their peers when an unpleasant suggestion was uttered. Letters from younger pupils on the 'wow board' indicate an excellent sense of respect for the natural world and a moral responsibility to conserve wildlife. All pupils at sports day showed strong appreciation and awareness of the needs of others. They waited sensibly, offering words of

encouragement to other pupils, listened attentively and demonstrated that they understood how their good conduct could help the event run smoothly. Pupils are helped towards these highly positive outcomes by staff who provide excellent examples of respect, provide effective classroom management and have habitually high expectations of pupils' demeanour. All parents responding to the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of other people and inspection evidence confirmed this view.

- 3.19 Pupils contribute well to the life of the school. They understand their responsibilities well such as tidying their classrooms, looking after their belongings and looking after others. Children in EYFS help at snack times, help in the playground, and take responsibility for feeding the plants and worms. Older pupils support younger children as reading buddies and help serve at lunchtimes. Pupils contribute to causes for those less fortunate in a variety of ways including busking at Spitalfields market and putting on a talent show. Their efforts have supported a local food bank, people of Ukraine and a mental health charity. Pupils show good social awareness and emotional maturity for their age. For example, younger pupils engaged positively with mental health awareness when drawing portraits of one another as part of their discussions about loneliness.
- 3.20 Pupils throughout the school make good choices in their learning and sensible decisions around their well-being. In the EYFS children make good choices about playing inside or out without being directed. Staff encourage them to make the most of the activities they find pleasurable. Children in Reception ensured that they dressed themselves suitably in aprons before their painting activity and they washed their hands afterwards without prompting. Year 1 pupils in discussion at lunch proffered perceptive explanations of how their personal preferences and decisions can contribute to a healthy lifestyle. Pupils develop their decision-making regarding their learning as staff ensure that they have frequent opportunities to do so. For example, pupils can choose from a selection of cross-school activities during timetabled 'democratic time'. This has enabled them to gain confidence in areas such as drama and philosophy. Older pupils learn to make effective decisions about planning their time as they benefit from discrete lessons on time management.
- 3.21 Pupils demonstrate an excellent understanding of how to stay safe in the physical environment, in the woodland learning environment, for example, and online. The knowledge and skills they develop in their PSHE lessons equip them to understand well the trustworthiness of websites. Younger pupils showed an excellent understanding of precautions that can be taken to encourage safety on trips and how to respond if there is a difficulty. Pupils developed a good range of first aid knowledge and skills through engaging in a variety of activities provided during First Aid week. From an early age, pupils show a notably strong appreciation of how to be healthy. Children in EYFS show an excellent understanding for their age of healthy eating and a balanced diet. They understand the importance of good oral hygiene. Pupils' excellent understanding of what constitutes a healthy lifestyle is promoted by relevant schemes of work that include topics such as exploring the impact of money on emotional well-being. The oldest pupils' work in science demonstrates a perceptive and appropriately detailed understanding of why exercise is beneficial and why some drugs are harmful. Pupils are highly aware of the importance of good mental health and are extremely well cared for by staff who consistently monitor and support pupils' well-being.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of directors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Vaughan Jelley	Reporting inspector
Mr Geoffrey Marston	Compliance team inspector (Group compliance director)
Mr Nicholas Hopton	Team inspector (Head of department, HMC school)