

Rockliffe Manor Primary School

Bassant Road, Plumstead, London, SE18 2NP

Inspection dates 17–18 September 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- All pupils make good progress. Standards in English and mathematics are significantly above average at the end of Key Stage 2.
- Pupils do especially well in reading and mathematics and many reach the higher levels of attainment.
- Teaching is good and occasionally of high quality. Teachers' good monitoring of pupils' progress and the lively pace to learning help to make lessons interesting. Pupils get good quality feedback from the teachers about their work.
- Pupils' behaviour and attitudes to learning are good and pupils feel very safe in the school.
- The strong and effective leadership of the headteacher, ably supported by the deputy headteacher and dedicated staff, have successfully created a happy, vibrant and welcoming school that is well attended by pupils.
- The range of subjects studied effectively develops pupils' spiritual, moral, social and cultural understanding.
- A rigorous approach to checking of the quality of teaching by the senior leaders and governors is helping to improve the quality of teaching and pupils' achievement.

It is not yet an outstanding school because

- Pupils' achievement is not as strong in writing as it is in reading and mathematics. The proportion of the most able pupils attaining the higher levels in writing is below average.
- Sometimes, there are not enough thought-provoking activities and questions during the introductory part of the lessons to really capture pupils' imagination.
- Occasionally, when teachers are addressing the whole class at the beginning of a lesson, the teaching assistants do not make an effective contribution to pupils' learning.
- Middle leaders are not yet fully effective in checking how well pupils are doing and the quality of teaching in their subjects because they are new to their roles.

Information about this inspection

- The inspection team saw 16 lessons; four were jointly observed with the headteacher and deputy headteacher. Inspectors also attended an assembly.
- Inspectors listened to pupils read.
- They held meetings with two groups of pupils, governors, key staff and a representative from the local authority.
- Inspectors spoke to parents at the start of the school day.
- Inspectors studied a range of documents including: the school’s evaluation of its work, the school’s improvement plan, governing body minutes, the school’s tracking data and its analysis on pupils’ progress, and other information relating to attendance, behaviour and safeguarding.
- The 27 responses from the online questionnaire, Parent View, were analysed. Inspectors took account of the 38 staff questionnaires.

Inspection team

Sharona Semlali, Lead inspector

Additional Inspector

Olson Davis

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- Since the previous inspection there have been significant changes to the teaching staff. The structure of the senior leadership is different and so are all of its members. All of the middle leaders are new to their roles.
- There has been considerable change to the leadership of the school since 2011. The headteacher was confirmed in her position in January 2013.
- The proportion of pupils for whom the school receives pupil premium funding (additional money given to schools for particular pupils, including those known to be eligible for free school meals) is above average.
- The proportion of pupils from minority ethnic backgrounds is above average.
- The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of disabled pupils and those who have special educational needs supported by school action is below average. The proportion supported by school action plus or with a statement of special educational needs is also below average.
- The school meets the current government floor standard, which sets the minimum expectations for pupils' attainment and progress.
- The school manages its own breakfast and after-school clubs.

What does the school need to do to improve further?

- Improve the quality of teaching in writing in order to accelerate achievement, particularly for the most able pupils, by:
 - ensuring that there are more thought-provoking activities and questions during the introductions of lessons to capture pupils' imagination
 - using teaching assistants more effectively to support pupils' learning during the start of lessons when the teacher is addressing the whole class
 - giving pupils more opportunities and longer periods of time to complete an extended piece of writing.
- Strengthen the role of the new middle leaders so they can be fully effective in improving the quality of teaching and raising pupils' achievement in their subjects.

Inspection judgements

The achievement of pupils

is good

- Pupils achieve well from their various starting points. They do particularly well in reading and mathematics but progress is not as rapid in writing, especially for the most able.
- Improvements have been rapid in the Early Years Foundation Stage during the last couple of years helping children to make good progress from starting points that are often below those typical for their age, particularly in their personal, social and emotional development. This is because leaders have successfully changed and adapted the new learning environment to suit the different needs and interests of the children. For example, zones have been created for those who just want to be quiet and calm.
- As a result, pupils enter into Year 1 with skills that are at least expected for their age. They make good progress in Key Stage 1 and by the end of Year 2 they reach standards that are above average.
- In Key Stage 2, pupils continue to make good progress and leave with standards that are significantly above average. Even though the results dipped in 2013, pupils still made good progress from their starting points.
- Pupils from a minority ethnic background and those who speak English as an additional language make good progress from their various starting points because of the good support they receive.
- Standards in reading and mathematics at the end of Key Stage 2 are particularly high, although there was a dip in 2013, and this has been the case for the last couple of years. The most able pupils do very well in these subjects. The proportion of the most able pupils reaching the higher levels in these subjects is significantly above average.
- In 2013, the proportion of pupils in Year 1 who met the required standard in the government's screening check for phonics (sounds that letters make) was a considerable improvement on 2012. Reading is well promoted throughout the school and pupils thoroughly enjoy reading.
- Leaders have rightly recognised that achievement is not as strong in writing as it is in reading and mathematics and have worked to address this. As a result, attainment at the end of Key Stage 1 has improved over the last three years. However, the proportion of the most able pupils reaching the higher levels in writing at the end of Key Stage 2 is below average because pupils do not yet have enough opportunities to complete extended pieces of writing for longer periods of time.
- Disabled pupils and those with special educational needs make good progress from their starting points and attainment in English and mathematics is above their peers nationally because they are well supported and planned for in the lessons.
- The progress of pupils who are eligible for free school meals is good throughout the school. The gap between them and others is closing throughout the school. In the national tests of 2013, pupils eligible for free school meals were one term behind the others in mathematics and reading and were just under two terms behind in writing.
- Pupils have good opportunities to participate in different forms of physical education both within and beyond the school day. This is helping them to reach levels they are capable of.

The quality of teaching

is good

- The quality of teaching is good and enables pupils to make good progress, especially in reading and mathematics. Some teaching is of high quality.
- Teachers make lessons fun and interesting especially in the Early Years Foundation Stage. This was observed in a mathematics session where the teacher cleverly used a puppet and a range of meaningful and relevant resources to build on their understanding of number. The children thoroughly enjoyed the session and were highly engaged throughout.

- Mathematics is taught well throughout the school. Teachers give pupils plenty of opportunity to solve mathematical problems through using real-life events so that it is much more meaningful to them. For example, pupils in Year 4 enjoyed finding out about and making the most popular toys in the school.
- Teachers have good subject knowledge which helps to deepen pupils' understanding in that area. This was seen in a Year 6 history lesson where the pupils were intrigued in learning about the different key events that happened during the Second World War. However, occasionally, in some introductions to lessons, teachers do not always use enough thought-provoking activities and questions to challenge the most able pupils.
- Teachers' high expectations and keeping lessons at a good pace enable pupils to enjoy learning and sustain their concentration for a long period of time.
- One of the strengths of teaching is the way that teachers monitor pupils' progress in the lessons. This was demonstrated in a Year 2 art lesson where pupils were learning to sketch their self-portrait. The teacher was able to pick up any errors quickly and give advice when it was needed.
- Work scrutiny shows that teachers' marking clearly shows pupils how to improve their work and they are given quality time to act on the guidance given.
- Physical education is taught well as was seen in a Year 1 lesson where pupils were learning to throw, aim and catch, using beanbags. The teacher effectively demonstrated different techniques to the pupils and as a result they successfully reviewed their learning and enjoyed the lesson.
- Even though teaching assistants are mostly used well, there are times when they are not fully utilised to support pupils' learning during introductions to lessons, particularly when the teacher is addressing the whole class.

The behaviour and safety of pupils are good

- Pupils have good attitudes to all aspects of their learning. They work well independently, in pairs and small groups and are able to support each other well. It is not outstanding because occasionally lessons do not fully capture pupils' imagination.
- Pupils respect all adults and each other. 'Respect' is one of the golden rules that they are taught as soon as they join the school. The school does not tolerate discrimination of any kind and pupils from different backgrounds get on well with each other. This was seen in all of the lessons observed by inspectors and at lunchtimes where they sit and eat lunch in their family groups which consist of pupils from different year groups.
- Behaviour is good and the school fosters good relationships well. There are a few pupils that display challenging behaviour but this is well managed by all adults so that it does not affect the flow of lessons. All adults are very consistent in the way they manage pupils' behaviour. As a result, pupils are very clear about the sanctions and reward systems used in the school. Pupils, parents and staff feel that behaviour is good.
- Pupils have a good understanding about what bullying is and they say that bullying in the school is rare and that there is no inappropriate language used during break times. They say that they learn about bullying through workshops, circle time discussions and will take information home about it. They have a good understanding about cyber-bullying and how to keep safe when using the internet.
- Pupils feel safe and say that they have confidence in all the adults to sort out any issues. Year 6 pupils help to look after the younger children in the Early Years Foundation Stage which helps them to settle quickly.
- Attendance is above average because pupils enjoy coming to school. Pupils say: 'This school is like being at home. We are one big happy family.'
- Breakfast and after-school clubs help pupils to form good relationships with each other.

The leadership and management are good

- The headteacher who is very determined, leads the school with a clear vision. She is well supported by a very able deputy headteacher, a close-knit staff team and a committed set of governors. They all share the same value of putting the 'child first.'
- The school carefully tracks the progress of different groups ensuring that no pupil gets left behind and is therefore successfully promoting equality of opportunity for all.
- All staff and governors are involved in the self-evaluation process and in forming the school improvement plan. This helps the school to focus on the correct priorities.
- The headteacher and the senior leadership team rigorously check the quality of teaching and therefore have a precise and accurate overview of it. However, because the middle leaders are very new to their role, they are in the early stages of monitoring their subjects and so are not yet effective in holding others to account in their subject.
- Senior leaders have revamped the system for managing the performance of teachers and it is now a very powerful tool that holds others to account well. Teachers have aspirational targets to ensure that the quality of teaching is no less than good. These are followed up with good support such as coaching and a wide range of training opportunities.
- The curriculum is adapted to the different needs and interests of the pupils and most of the skills taught are centred on a book. Pupils are consulted when choosing and planning the text. They also enjoy themed weeks such as the diversity week. They have the opportunity to grow their own vegetables and cook them. Visits include trips to 'London Zoo' and 'The Museum of Childhood.' All of this helps to develop their curiosity and understanding about the world around them.
- The curriculum effectively contributes well to pupils' spiritual, moral, social and cultural understanding through lunchtime family groups, after-school club activities and assemblies.
- Parents have high regard for the school and appreciate the recent improvements that have been made.
- The local authority provides light touch support to this good school. It will often refer other schools to come and look at the good practice that is happening here.
- **The governance of the school:**

Good management of the governing body ensures that governors all understand their roles and responsibilities. They are fully committed and provide good challenge and support to the school. They analyse data on pupils' achievement and work closely with the leaders to evaluate the school's performance. They have a good overview of the school's strengths and weaknesses. Governors have a thorough knowledge on how the school rewards good teaching and tackles underperformance. They spend within their budget and clearly understand the impact that both the pupil premium and new sports funding is having on its pupils. Governors ensure that safeguarding policies and procedures meet statutory requirements as pupils' safety is given a high priority.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	100151
Local authority	Greenwich
Inspection number	425594

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	The governing body
Chair	Vaughan Williams
Headteacher	Navdeep Sanghara
Date of previous school inspection	21 October 2008
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