

Inspection of Rockmount Primary School

Chevening Road, Upper Norwood, London SE19 3ST

Inspection dates:	10 and 11 June 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since May 2015. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Staff have high ambitions for pupils' achievement. The principles that all pupils can and will achieve underpin the safe and nurturing school environment. Pupils thrive at the school. They access a broad and rich education that is skilfully designed to meet the range of pupils' needs and interests. The early years provides an exceptionally strong foundation for children's learning and development.

The school has very high standards for pupils' behaviour. It has a clear and considered approach to support and promote these expectations. Pupils' behaviour is exemplary. They make thoughtful choices in regulating their own conduct. Pupils respond to instructions well. Staff and pupils are highly respectful towards each other. Pupils are extremely kind to one another.

Pupils participate in an extensive range of opportunities that support their wider personal development. They enjoy learning experiences that enrich their curriculum knowledge. These include caring for the school's chickens, growing produce and selling it to parents, which fosters pupils' enterprise skills. Pupils create and prepare recipes in the learning kitchen. They display immense pride when carrying out their many leadership roles. For instance, as peer mediators, and reading and well-being ambassadors. The school supports pupils to develop their strength of character and resilience.

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

The curriculum is highly effective. This is because the school has ensured that the curriculum is carefully thought out in a logical order. Staff think deeply about the learning experiences that they provide for pupils. The emphasis on core concepts, known as 'golden threads', permeates the subject content that pupils learn as they move through the school. This supports pupils to build a strong body of knowledge and understanding across the curriculum. Pupils get the opportunity to practise and apply their understanding through a range of engaging learning experiences.

The school ensures that the needs of its pupils with special educational needs and/or disabilities are thoughtfully considered. Staff make suitable adjustments to the curriculum. Staff collaborate closely with external experts to ensure that pupils' needs are well catered for. Pupils receive the help and support they need to access the breadth of the curriculum. The school checks pupils' understanding well and addresses any misconceptions swiftly. As a result, barriers to pupils' learning are diminished. Pupils achieve exceptionally well.

The early years provision is highly effective. Pupils learn to build high levels of independence and enjoyment. Children engage well with the carefully designed learning activities and resources, supported by the expert staff. The learning activities match the next steps that children need to make in their learning.

The school has established a consistent, high-quality approach to the teaching of phonics. Staff have a secure understanding of phonics. Pupils develop their phonics knowledge well. They learn to decode words quickly and with confidence. The school's early identification of pupils who need extra support ensures that they receive the help that they need promptly. Pupils practise reading using books that match the sounds they learn. They enjoy reading these books and earning 'gold tokens' to select books from the school book vending machine. Pupils find stories interesting and quickly become confident, fluent readers.

Pupils know and understand the school rules and expectations of behaviour. This creates a positive environment, in which pupils exercise high levels of self-control. In early years there is a successful focus on routine and learning. This forms the basis of a whole-school culture, where pupils learn to value education. Pupils are extremely polite and courteous. They have a well-developed perception of fairness. Pupils speak confidently about the importance of being 'bridge builders', showing they are well-equipped to resolve minor issues constructively. Pupils are unequivocal in their trust that adults will listen and act if they have concerns. The school successfully engages with parents and carers to ensure pupils attend regularly.

Pupils' personal development sits at the centre of the life of the school's ethos, with the well-being of pupils being a highly successful, core feature. Pupils know what to do if they have any concerns or worries, including when using the internet.

The school is well led by knowledgeable and aspirational leaders at all levels. The governing body holds a clear strategic role in which they provide oversight of the school, as well as effective challenge and support to leaders. Staff appreciate that leaders consider the impact of school developments on staff's workload and well-being. Staff receive the training they need to deliver the curriculum with precision and consistency. Parents value that the school fosters a strong sense of community. The school is unwavering in its drive for continuous improvement and its pursuit of excellence.

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	101783
Local authority	Croydon
Inspection number	10379101
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	449
Appropriate authority	The governing body
Chair of governing body	Lucy Toop
Headteacher	Helen Carvall
Website	www.rockmountprimaryschool.co.uk
Date of previous inspection	20 and 21 May 2015, under section 5 of the Education Act 2005.

Information about this school

- The school makes use of one registered alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in time evaluation 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 chair and members of the governing body, senior leaders and a range of staff. They also met with a representative of the local authority.
- Inspectors carried out deep dives in reading, mathematics, history and music. For each deep dive, activities included discussions with leaders and teachers about the curriculum, visiting a sample of lessons and speaking with groups of pupils about their learning. They also considered pupils' work. Inspectors also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the 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 spoke with staff about their workload and well-being.
- Inspectors looked at a range of policies and documentation relating to pupils' welfare and education. The inspector observed pupils' behaviour during lessons and around the school.
- Inspectors considered the views of pupils, parents and staff, including through Ofsted's online surveys.
- Inspectors spoke with pupils about their experiences at school.

Inspection team

Lascelles Haughton, lead inspector	His Majesty's Inspector
Robin Boshier	Ofsted Inspector
Nicky Osborne	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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