

# Rockliffe Manor Primary School

## Inspection report

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<b>Unique Reference Number</b>	100151
<b>Local Authority</b>	Greenwich
<b>Inspection number</b>	276260
<b>Inspection dates</b>	10–11 November 2005
<b>Reporting inspector</b>	Paul Missin

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Barry Taylor Mrs M-G Vinante
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Bassant Road London SE18 2NP
<b>Telephone number</b>	02088544785
<b>Fax number</b>	02083172765

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

Rockliffe Manor Primary is an average size school with most of its pupils coming from white British backgrounds. Other pupils come from Indian, Bangladeshi and Black Caribbean ethnic groups. Six pupils are at an early stage of learning English as an additional language. About a third of pupils are entitled to free school meals and the school is in an area of high economic deprivation. The percentage of pupils with special educational needs (SEN) is above average and attainment on entry to the school is below average. Aspects of the school's work have been considered to be outstanding and it has enjoyed 'Beacon' status from 2002 to 2005.

## Key for inspection grades

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

## Overall effectiveness of the school

Grade:

### What the school should do to improve further

\* Raise standards in Years 1 and 2, especially for more able pupils.\* Use assessment data more effectively to improve self-evaluation.\* Ensure that the school development plan makes more explicit reference to raising standards.\* Improve the effectiveness of the governing body.

## Achievement and standards

Grade:

## Personal development and well-being

Grade:

## Quality of provision

### Teaching and learning

Grade:

The quality of teaching is good with some outstanding features. This enables most pupils to make good progress in their learning. An important strength in teaching is the way in which basic literacy skills are taught in the Foundation Stage and are carefully developed as pupils get older. Features of the strong teaching are the good class relationships which help pupils to enjoy learning. Teachers have good subject knowledge and involve pupils well in lessons through careful questioning and the use of well-chosen resources. Teaching is strongest in the Foundation Stage and in Years 3 to 6. Recent staffing changes in Years 1 and 2 have meant that teaching here has been weaker but inspection evidence indicates that this has now been improved. The teaching of pupils with learning difficulties and disabilities is good. Here staff are knowledgeable, well prepared and manage some challenging pupils very well. Where teaching is less effective, lesson planning is does not show work for pupils of different abilities and there is an over reliance on worksheets. Assessment procedures are effective in measuring the outcomes of pupils' achievement in the key skills of reading, writing and mathematics. Information is used to set helpful learning targets but these are not always clearly matched to National Curriculum criteria.

### Curriculum and other activities

Grade:

The curriculum is good and all statutory subjects are taught. An appropriate emphasis is placed on the importance of developing basic literacy and numeracy skills but wherever possible links are made with other subjects. The use of interesting visits to support pupils' learning is outstanding. These are used very effectively to bring subjects to life but also to add a sense of purpose to pupils' writing. There has been notable improvement in information and communication technology since the last inspection. There is good promotion of healthy lifestyles especially through science, social education and by the increasing uptake of the 'Jamie Oliver' school meals, which pupils say are 'Lovely'. There is a satisfactory range of extra curricular activities that enrich pupils' personal development; although pupils say they would welcome more. The curriculum in the Foundation Stage is good. The development of children's creative,

language and social skills impacts well on the good progress they make. Children enjoy an exciting range of activities, despite the poor state of their accommodation.

### **Care, guidance and support**

#### **Grade:**

The care and welfare of the pupils are good. Foundation Stage staff are especially dedicated and form trusting and caring relationships with children and parents. As a result, children quickly settle into school and soon become confident and well behaved learners. Pupils, including those with learning difficulties or learning English as an additional language, improve their self-esteem as staff care for their needs well. The school council takes an active role in addressing any concerns raised by the pupils. Good procedures exist for health and safety, including child protection. As a result, pupils feel safe and secure and those at risk are especially well supported. Most pupils are aware of their targets for improvement and as a result, make good overall progress, although the targets for higher ability pupils in Years 1 and 2 are not challenging enough. Pupils with learning difficulties and disabilities are given good support to help them achieve as well as other pupils.

### **Leadership and management**

#### **Grade:**

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**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us when we came to visit your school recently. We were pleased with the way in which you were willing to speak to us about what you were doing and what you liked most about school. We were very pleased to have been able to join with you for the Remembrance Day service and we were impressed at the calm and sensitive way in which you remembered the contribution made by members of your families and people that you knew.

We think your school is a good school. Everyone gets on well together and we think that you are well looked after. You usually enjoy learning and most of you make good progress. Some of the younger children need to be encouraged to work harder. Your teachers are good at teaching reading and writing. We also like the way in which they organise visits to lots of different places and arrange interesting things for you to do. There are clear rules about how to behave. Most of the time you behave well in lessons and play games sensibly with each other in the playground. We saw lots of you using the new galleon and the adventure playground. It's good that you have a school council so that you can talk more about what you like at school. You are doing well in English and mathematics. Your Headteacher and other teachers have worked hard to improve the school since the inspectors came last. You use computers much more effectively now to help your learning.

The school could be even better if teachers used your test results more and had clearer targets for how you should do. A lot of your school governors are new and several do not fully understand their roles yet. We hope that you enjoy the rest of your time in school and do well.

Yours sincerely

Paul Missin

Lead Inspector