

# Rockmount Primary School

## Inspection report

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<b>Unique Reference Number</b>	101783
<b>Local Authority</b>	Croydon
<b>Inspection number</b>	286181
<b>Inspection dates</b>	2–3 July 2007
<b>Reporting inspector</b>	Peter McGregor

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	395
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr R Berkley
<b>Headteacher</b>	Ms E Mazzola
<b>Date of previous school inspection</b>	19 March 2001
<b>School address</b>	Chevening Road Upper Norwood London SE19 3ST
<b>Telephone number</b>	020 8653 2619
<b>Fax number</b>	020 8771 7741

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Rockmount is a larger than average primary school on two sites. The percentage of pupils eligible for free school meals is higher than usual. The proportion of pupils from minority ethnic groups, including those whose mother tongue is not English, is above average. The proportions of pupils with learning difficulties and disabilities or who come from disadvantaged backgrounds are also above average. Compared with most schools, more pupils join and leave at other than the usual times, including a number of refugees and asylum seekers. The school has achieved 'Investors in People' status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Rockmount is a good school with several key strengths. Monitoring of teaching and learning is consistently rigorous and constructive. Tracking pupils' progress and providing additional support where it is needed is proving very successful in raising standards. The headteacher's leadership is outstanding.

Pupils achieve well over their time in the school. When they come into Nursery and Reception classes, standards are below average. Standards are average by the time pupils leave. In Year 6, pupils speak well and use number with confidence; their writing is well constructed. Information and communication technology (ICT) skills are very good as a result of frequent use of computers in a range of subjects. Pupils are prepared well for the next stage in their lives.

Pupils' personal development and well-being are good. Most pupils enjoy being at school, attend regularly and behave well. A small minority do not. The unauthorised absences of a few spoil an otherwise good attendance record. A small number of pupils misbehave. School procedures are used very effectively to deal with this unacceptable conduct when it occurs. Pupils generally feel safe at school, aware that staff will always help if asked. They understand that healthy living really matters. Older pupils take their responsibilities seriously and school council members represent their peers very effectively. Pupils participate in local community activities with interest and enthusiasm. They feel well prepared for transfer to their many secondary schools.

The quality of teaching and learning is satisfactory overall. Some teaching is good and contributes well to pupils' achievement. In a small number of lessons, pupils make unsatisfactory progress because of inappropriate expectations. The curriculum is good and planned comprehensively and helpfully across the school. A wide range of extra-curricular activities, visits and visitors adds further enjoyment for many. Care, guidance and support are good. High-quality tracking systems enable staff to follow the progress of each pupil in English and mathematics. Staff know their pupils well and try to work closely with parents to maximise their children's achievement.

Leadership and management are good. The headteacher, with the support of her senior team, has moved the school forward significantly since the last inspection. Issues are dealt with firmly, yet sensitively, ensuring very effective development and progress over time. A number of staffing, teaching and behaviour problems have been resolved over recent years although more remains to be done. Monitoring of teaching is backed up by relevant support. Subject leaders carry out their roles with great energy and commitment. The rising trend in standards over several years shows the school has good capacity to improve further.

### What the school should do to improve further

- Improve the effectiveness of teaching and learning to the level of the best.
- Improve the quality of behaviour, particularly during the break and lunch periods.
- Reduce the unauthorised absence of a handful of pupils.

## Achievement and standards

### Grade: 2

Pupils' standards on entry are below national expectations. The poor attention span and weak literacy and numeracy knowledge of many who enter the Nursery and Reception classes, improve steadily as pupils move through the school. They make satisfactory progress through the Foundation Stage and good progress through Years 1 and 2, attaining broadly average standards. In Year 2 national assessments, results were below average in 2006, but standards in 2007 are substantially higher. Pupils progress well through Years 3 to 6. With the exception of a dip in 2005, results in national assessments for eleven-year-olds have improved steadily over several years. In 2006, they were above average in English and average in mathematics and science. This year standards are higher. The most capable pupils, who have underachieved in the past, now meet challenging targets. Pupils new to the school, those for whom English is an additional language and those with learning difficulties and disabilities receive effective support from specialist staff and progress well. Achievement overall is good and standards are average.

## Personal development and well-being

### Grade: 2

Pupils are happy, enjoying the wide variety of motivating activities provided. Behaviour is satisfactory. A minority of pupils occasionally disrupt learning in one or two classes and find it particularly hard to control their behaviour in the freedom of the playground. Almost all pupils show consideration for each other and feel safe at school. They make very good use of available equipment for exercise during break and lunch periods and know what not to eat; being healthy is important to them. By taking part in the school council, pupils have brought about positive change, for example in recycling and attitudes to litter. Involvement in a carnival and singing at local events enables pupils to appreciate the wider community. Their spiritual, moral, social and cultural development is good. They know what is right and wrong and have developed clear skills of reflection. They appreciate and value different faiths and cultures.

## Quality of provision

### Teaching and learning

#### Grade: 3

Generally, teachers are well prepared and knowledgeable, and explain points well. Arranging pupils in classes according to their prior achievement works well in English and mathematics, enabling teachers to match work carefully to pupils' needs and have high and appropriate expectations. Modern technology is used well to motivate pupils and hold their attention. Pupils use computers regularly in a range of subjects. During lessons, teachers refer repeatedly to clear and easy-to-read learning intentions. This helps pupils to retain focus and interest. Pupils identified as underachieving benefit from effective additional teaching in English, mathematics and science, in small group sessions. The school's very effective monitoring programme has identified, along with these strengths in teaching and learning, a minority of lessons where weaknesses in teaching inhibit learning. Pupils do not make enough progress, for example, if they cannot understand technical language that is too complex, if behaviour management is weak or colloquial expressions reinforce inappropriate English. These pupils then have to catch up at other times. Marking of pupils' work is satisfactory, but with some inconsistencies in approach.

## Curriculum and other activities

### Grade: 2

The curriculum is much better than at the time of the last inspection. All expected subjects are now taught for sufficient time with a strong focus on English, mathematics and science. An effective phonics programme is used with younger pupils and ICT skills are particularly well covered and integrated throughout the curriculum. A clear emphasis on equality for all contributes well to pupils' enjoyment and achievement. The Foundation Stage curriculum is satisfactory. The focus on structured play provides a motivating mix of activities but, when work is overly directed by adults, this limits opportunities for pupils to express themselves. Provision for more capable learners is good, with strengths in thinking skills and collaborative working. Those with learning difficulties and disabilities and those for whom English is an additional language are very well catered for. The curriculum is enriched each term by educational visits that relate to what is taught. Many pupils participate in the wide range of extra-curricular activities, including sport, music and ICT.

## Care, guidance and support

### Grade: 2

Staff show a high degree of commitment to pupils, giving priority to their enjoyment, health and safety. Child protection procedures are in place. When pupils misbehave in the playground, or in lessons, good procedures are put into action to ensure problems are rigorously resolved, using exclusions as the final and appropriate resort. The introduction of a scheme to support pupils' personal, social and emotional education is effective, ensuring pupils develop the skills they need in life. The quality of care and support for the most vulnerable is of a high order. 'I can express my feelings in school, which is less stressed', commented a Year 4 pupil explaining why he thought the school was such a caring place. Staff work very hard to maximise pupils' attendance and, although most parents respond well to guidance, a few do not, so unauthorised absence remains too high. Systematic and ongoing assessment of pupils' work enables staff to provide the good academic guidance pupils need, an important factor in the steadily rising standards achieved.

## Leadership and management

### Grade: 2

The headteacher has a very clear and accurate view of the school, resulting from thorough evaluation of the education it provides. Good teamwork and excellent communication result in high staff morale, which is assisting in making further improvements. Staff share the vision of the school stated in its aim that 'All can achieve and achievement is unlimited'. All understand the system for data collection and analysis of pupils' performance, so issues are identified quickly and individual pupils' needs met. The school is well resourced and has sufficient staff, although attracting suitable personnel has proved difficult. Good in-service training is provided for staff. A disproportionate amount of managers' time is spent dealing with the few pupils who tend not to follow school rules. Governance is strong with a clear understanding of the school's strengths and areas for development. Governors are working to ensure that the school continues to provide equality of opportunity and builds upon strong links with the community and a range of agencies, as it moves on to one site in a year's time.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
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	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 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.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

## Text from letter to pupils explaining the findings of the inspection

11 July 2007

Dear Pupils

Inspection of Rockmount Primary School, London, SE19 3ST

We enjoyed visiting your school this week and we want to thank you for the friendly way you looked after us and shared your work with us.

Rockmount is a good school with lots of good things happening that you really enjoy. Most of you work hard and make good progress in your lessons. By the time you leave in Year 6 you get results like those in many other schools and are well prepared for your secondary schools. You do really well in English and are very good at using computers. Nearly all of you like coming to school and know how important it is to take part in sport and eat well to stay healthy. Most of you feel safe and behave well. Your school council makes sure your ideas are listened to, and you like to take on responsibilities like being prefects.

You enjoy interesting lessons where teachers explain things well but you are less happy when things are difficult to follow or misbehaviour stops you learning. I have asked your teachers to make this better. Your teachers find out how much you understand and are using this to help them teach better and to give you extra support when you need it. Many of you join the wide range of after-school clubs.

A small number of you need to behave better because you are upsetting others and wasting people's time. Although most of you have good attendance, a few of you do not. You all need to attend regularly so you can make the most of what the school provides.

The headteacher is leading the school very, very well. She keeps checking whether things are as good as they can be and then makes improvements where these are needed.

Best wishes,

Peter McGregor Lead inspector