

Rockliffe Manor Primary School

Inspection report

Unique Reference Number	100151
Local Authority	Greenwich
Inspection number	323234
Inspection date	21 October 2008
Reporting inspector	Jacqueline Krafft HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	221
Government funded early education provision for children aged 3 to the end of the EYFS	50
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Barry Taylor
Headteacher	Mrs Maria Vinante
Date of previous school inspection	10 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Bassant Road London SE18 2NP
Telephone number	020 8854 4785
Fax number	020 8317 2765

Age group	3–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector. The inspectors evaluated the overall effectiveness of the school, and investigated the impact of leadership, including governance, on the personal development and well-being of pupils, standards and achievement. The inspectors also investigated the effectiveness of the provision in the Early Years Foundation Stage (EYFS).

The inspectors met with staff, a governor and pupils. Parts of lessons were observed, parents' questionnaires and a sample of pupils' work were examined and school information, including self-evaluation, was scrutinised. Where inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, these have been included where appropriate in the report. The school's own assessment of the EYFS and leadership and management were over generous.

Description of the school

Rockliffe Manor is an average-sized primary school with a Nursery. The majority of pupils are of White British heritage and the diverse ethnic mix of the school is representative of the local community. A few pupils speak English as an additional language. Almost one third of pupils are eligible for free school meals. The proportion of pupils with learning difficulties and/or disabilities, including those with statements of special educational needs, is above average. The largest group are those with learning and communication difficulties. The school provides a daily breakfast and after-school facility, Beachwood, for up to sixteen pupils aged 5-11 years, during term time.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Rockliffe Manor is a good school where pupils say they feel safe, secure and well cared for. As one pupil said, 'We are like a small community. We all know each other, get on and mix well'. As a result, pupils are confident, behave well and make good progress in their learning. For example, in the past two years pupils in Year 6 have attained average standards from below average starting points. The before- and after-school provision provided at Beachwood has improved. It is good because vigilant adults ensure that pupils are well cared for and have an interesting range of enjoyable activities. The vast majority of parents say that their children 'enjoy school and are doing well'.

The school promotes the good personal development and well-being of all its pupils effectively from the time they join the school. This contributes significantly to their good achievement. Pupils quickly develop good communication skills and the confidence to take on responsibility. For example, Year 6 pupils become play leaders to help younger pupils during break times and the school council manages its own budget. The spiritual, moral, social and cultural development of pupils is good. They show respect, understanding and courtesy to others, including those from different cultural, religious and ethnic backgrounds. Pupils are knowledgeable about how to stay fit and healthy and particularly enjoy the good opportunities provided for physical activity, including agility club and links with the local football team. Those pupils who attend Beachwood enjoy their time there and eat healthy snacks. Pupils are confident that if they have any worries they are taken seriously by the school and acted on.

Good support is provided for pupils who need it, for example by teaching assistants, the learning mentors and specialists from external agencies. This enables pupils, including those with behavioural and emotional needs and communication difficulties, to take part in all aspects of school life. This develops their self-esteem and they make good progress. Good links with parents are valued. One wrote, 'I feel as a parent that we work together as a team towards the same aim'. However, a very few would like more information about events and the curriculum.

An interesting and relevant curriculum makes a particular contribution to pupils' enthusiasm for school and their positive attitudes to learning. Pupils like the links between subjects such as art and mathematics and practical experiences such as the use of role-play in literacy lessons. Those pupils who attend Beachwood have a good variety of activities, often linked to the topics studied in lessons, which supports their learning well. Pupils are particularly enthusiastic about the many visits to local places of interest they are offered. One pupil said, 'They are inspiring us to do things that are more fun'.

Good teaching, underpinned by positive relationships and detailed teacher subject knowledge, ensures that pupils work productively and achieve well. Teachers know their pupils well and so are able to plan a good variety of activities to meet their different needs. However, in lessons that are over directed by the teacher, the pace of learning slows and there are missed opportunities for pupils to develop and explain their responses to questions. Teachers have clear expectations and pupils present their work carefully. Marking celebrates what they have done well. Although there are some comments that tell pupils how they can improve, this is not consistent across all subjects and classes.

The headteacher deploys her team well to make best use of their subject expertise, for example when teaching literacy and numeracy in Year 5 and 6. Effective steps have been taken since the previous inspection to strengthen how the progress that individual pupils make is tracked.

This information is used to identify pupils who are not attaining the levels expected so that additional support can be provided. However, performance information is not analysed systematically by leaders at all levels to secure accurate self-evaluation and inform the school's strategic plan for improvement. Self-evaluation is largely undertaken by senior leaders, which limits the ability of middle leaders and governors to have a clear understanding of what more the school can do to raise standards and improve further. The plan for improvement lacks quantifiable measures against which progress can be monitored and its impact evaluated. Whilst governors make visits to the school and provide support, their ability to challenge leaders and hold them to account appropriately is hindered by the weaknesses in improvement planning and their lack of involvement in the school's self-evaluation. Consequently, capacity to improve further is satisfactory.

Effectiveness of the Early Years Foundation Stage

Grade: 2

When children enter the Nursery, their skills and knowledge vary from year to year but currently are broadly in line with those expected for their age. Parents are appreciative of the friendly and caring start provided for their children in the EYFS. One parent's views, that echoed many others, summed up the strengths of the EYFS when they wrote, 'My child is very happy attending the Nursery and has gained a lot of confidence and has experienced a wide range of activities which has made her more aware of the world around her.' All adults in the EYFS know individual children very well. Assessments are carried out but are not always formally recorded. However, adults use the information well to challenge and support individual children so that they achieve well. As a result, children leave Reception with standards above those expected, especially in their language development. There is an appropriate balance between adult-led and child-initiated activities. Children enjoy the activities provided, such as making apple tarts or hunting for mini beasts. There is limited indoor space but because it is so cluttered, it is not always used well to support children's learning. Children enjoy the outside space, especially the jungle and construction area. The EYFS runs smoothly but planning for improvement does not include priorities to ensure that the full range of activities in the new EYFS are in place.

What the school should do to improve further

- Involve leaders at all levels in systematic self-evaluation based on robust analysis of pupil tracking and monitoring information to raise standards further.
- Ensure improvement planning, including in the EYFS, has quantifiable measures against which to monitor progress and evaluate its impact.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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	3
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

Annex B

Text from letter to pupils explaining the findings of the inspection

06 November 2008

Dear Pupils

Inspection of Rockliffe Manor Primary School, London, SE18 2NP

Thank you for making us feel so welcome when we visited your school recently. We especially enjoyed looking at your work, seeing you in lessons and talking with so many of you. You were extremely polite, confident and told us what you thought very clearly.

You and your parents are rightly proud of your school. Your school is a good school where you make good progress in your work and are well cared for. You are confident, happy and work hard. You told us that your teachers make lessons fun because they know you well and are always willing to help you. You also really enjoy all the clubs the school has, the trips you go on to different places and the visitors that come to the school. We were impressed with how much you know about keeping healthy. Like you though, we too enjoy the occasional cake or biscuit. We were also impressed with how well you all get on and take care of each other.

We have asked you headteacher, teachers and governors to do a couple of things to make your school even better. We have asked them all to be involved in looking more closely at all the information they have about the school and how well you are doing to help them plan how to improve further. We have also asked them to make sure that they can check how successful their plans are.

Thank you again for making us so welcome and we hope that you carry on working hard and enjoying being at school.

Yours sincerely

Jackie Krafft

Her Majesty's Inspector