



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR ROCKLIFFE MANOR PRIMARY SCHOOL

Name of School:	Rockliffe Manor Primary School
Headteacher/Principal:	Aimi Vdovin
Hub:	Inspire Partnership Hub
School phase:	Primary
MAT (if applicable):	Inspire Academy Partnership Trust

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	7 th March 2022
Overall Estimate at last QA Review	vLQAR Leading QAR Outstanding
Date of last QA Review	vLQAR 05/3/2021 QAR 11/3/2019
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	03/12/2019



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Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

Leadership at all levels Leading

Quality of provision and outcomes Leading

AND

**Quality of provision and
outcomes for disadvantaged
pupils and pupils with additional
needs**

Area of excellence Not Applicable

**Previously accredited valid areas
of excellence** Designing a global and values-based
curriculum to develop pupils' English
skills 13/03/2019

Overall peer evaluation estimate Leading

***The Quality Assurance Review estimates are not equivalent to Ofsted grades.
The QA Review uses a different framework to Ofsted and the review is
developmental not judgmental.***

1. Context and character of the school

Rockcliffe Manor Primary School is a one form entry school with a part time nursery. It serves a diverse community in Plumstead. The school is part of the Inspire Partnership Academy Trust, which has nine schools in Greenwich, Medway and Croydon. The headteacher took up post at Rockcliffe in September 2019 and is also headteacher of Woodhill Primary School within the Trust, a three-form entry school. Her role across two schools helps share excellent practice, evaluation and consistency. She recently became the regional education lead for the Trust. Schools within the Trust work collaboratively to develop the curriculum, teaching and leadership through the sharing of best practice. A 'limitless minds' approach to learning is underpinned by core values and 'character skills', within a curriculum which educates pupils for global citizenship. In September 2021, there were a number of changes to middle leadership because of promotion or secondment. Leaders from other schools within the Trust joined Rockcliffe Manor. The school has a number of teachers at the early stage of their careers.

The proportion of pupils known to be disadvantaged is above the national average. The proportion who speak English as an additional language is broadly in line. The proportion of pupils with special educational needs and/or disabilities (SEND) is above the national average.

2.1 Leadership at all levels - What went well

- The headteacher's relentless drive for excellence is replicated by all leaders and achieved through rigorous self-evaluation. This passion results in a wide range of opportunities, exemplary teaching and strong outcomes.
- At Rockcliffe everyone is pivotal in driving improvement. The sentiment 'Leaders are learners to benefit pupils' encourages responsibility and accountability.
- Rockcliffe is a small school with a big heart. Strong relationships are at the centre of the whole school ethos. Leaders support pupils and the community, being instrumental in events such as Plumstead Make Merry and supporting Brixton soup kitchen.
- Collaboration and shared accountability beyond each school is central to the Trust's vision, which is evident through numerous examples of shared working and support. Working parties secure the best impact for pupils. They collaborate to research, evaluate and plan training, demonstrated in the implementation of Little Wandle phonics, which quickly resulted in excellent teaching.
- The Trust is outward facing in the strive for excellence. The review of the Early Years Foundation Stage (EYFS), leading to improved practice, was enhanced

through links with a leading school in Liverpool.

- Everyone has access to high quality continuous professional development (CPD) which facilitates work across schools to share best practice. CPD focuses on subject knowledge and pedagogy and is adapted as a result of monitoring to meet precise needs within or across schools. The timing of professional development meetings (PDM) for SEND changed following monitoring in order to improve provision and staff knowledge of neurodiversity. Following PDM's, teachers have a gap task such as implementing a retention and recall strategy 'cops and robbers.'
- Expertise is shared. Robust monitoring through deep dives, learning walks and planning scrutiny are shared both in school and across the Trust to inform coaching and team teaching and ensure consistency.
- Leaders support teachers' skills of data analysis by providing key questions. The findings are discussed at rigorous pupil review meetings to plan targeted support which is monitored for impact.
- Appraisal is well organised. Teachers are allocated a coach and a research project. They present their findings at a 'leading the learning' PDM. These impact on teaching and outcomes, for example the development of the mathematics learning journey document sharpened planning.
- Middle leaders have significant impact on the curriculum across all nine schools. They construct digital scrapbooks of evidence so that they understand the impact of their work. Good practice is shared at teach meets which include other Greenwich schools.
- Pupils are empowered to make changes. Junior Leadership teams are organised jointly and effect change such as designing new play areas. Pupils engage with tough, sensitive topics because of the themes of the global curriculum and explicit focus on character skills. The school hosts Leadership Development Days to help schools develop character skills in their own settings.
- A comprehensive range of extracurricular activities, school trips, specialist teachers and after school clubs enrich pupils' experiences and personal development. Strong links with secondary schools allow opportunities for further science, trampolining and music.

2.2 Leadership at all levels - Even better if...

...leaders further enhanced the termly data analysis process by formulating specific, measurable actions to improve the precision of planning and provision.

3.1 Quality of provision and outcomes - What went well

- A detailed curriculum progression supports teachers' planning and ensures high quality learning. Lessons are well prepared and resourced to ensure acquisition and application of knowledge and skills.
- Teachers plan a precise learning focus and clearly explain steps to success. Modelling is strong, consequently pupils are clear about what is expected and produce high quality outcomes. Work is well presented because of teachers' high expectations.
- Teachers employ engaging strategies to embed new learning, for example in Year 1, new mathematical language was quickly embedded through, 'sing it, shout it, clap it, rap it'. Teachers apply recall and retention strategies from PDM's such as 'round robin' and 'brain dump' to embed knowledge. Year 6 pupils referred to pupil-friendly knowledge organisers, which outline key vocabulary and 'sticky' knowledge, to evidence predictions from a picture during history. Year 2 pupils suggested the teacher refer to the knowledge organiser to check a fact. As a result, pupils' progress is strong.
- Core texts underpin the teaching of reading. These are carefully chosen to represent the global curriculum themes. A consistent approach to the teaching of reading concentrates on core skills. Pupils extract evidence by applying these skills in 'selfie tasks'.
- The 'limitless minds' approach of no ceiling placed on learning underpins scaffolding as a focus for planning. Well deployed adults facilitate learning and challenge pupils from their starting points by questioning and prompting to enhance independence.
- Strong subject knowledge and consistency enhances the teaching of early reading, phonics and language strategies. The lesson structure builds on prior learning and as a result, pupils successfully retain their phonics knowledge to apply in reading and writing. The language rich EYFS provision reinforced the use of sound buttons. This helped children read labels and statements independently.
- All adults use assessment effectively to address misconceptions so that pupils get targeted support to move on.
- Pupils develop independent learning strategies because the learning environment is well organised. Resources are chosen to scaffold learning well. In Year 6, the use of computers reinforced grammatical concepts. Sentence stems and depth prompts are on display in all classrooms to promote oracy. Pupils in Year 3 used sentence stems to scaffold mathematics discussion in pairs before their independent activities.
- Teachers embed opportunities for oracy skills throughout the curriculum. Pupils talk confidently in different ways for different purposes. In the Year 3 lesson, pupils worked in pairs and independently labelled themselves as A/B to scaffold effective discussion and feedback to the whole class.

- The school's values and character skills are an integral part of all tasks and are referred to. The character skill 'Wonder' was a focus in Year 2 about animals and their young.

3.2 Quality of provision and outcomes - Even better if...

...teachers made explicit the subject discipline skills focus, so that pupils are able to confidently articulate the skill being applied during a task to enhance assessment across the curriculum

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- The inclusion leader is extremely knowledgeable and passionate about meeting the needs of vulnerable pupils. This passion is shared by highly skilled, well trained support staff who are carefully selected to support individuals. Staff know pupils well and their specific needs.
- A bespoke set of progressive key performance indicators designed by all Trust schools helps track pupils' small steps of progress and inform precise support.
- Provision for pupils with additional needs is varied and well prepared, practical and engaging. Scaffolding of the task is consistent. Picture symbols to represent words help pupils read text to access the same work as their peers. This has a positive impact on pupils' self-esteem. Pupils in Year 1 science had CIP visuals to access the sentences about animals that laid eggs or gave birth to live young.
- Every available space is used to host a vast array of intervention groups led by highly skills teaching assistants. These include emotional literacy support using the Blob tree visuals, talking and drawing, and theraplay. The 'Bucket Group' to develop attention skills was fun so pupils were highly engaged, which helped develop concentration and turn taking.
- Staff regularly provide workshops as support for families of pupils with SEND so that strategies are applied at home and school, which aids consistency and routine.
- Within class, adults promote independence by prompting and providing clues to support pupils. In EYFS, the teaching assistant explicitly modelled and reinforced mouth shape for 'ow' in cow to aid articulation.
- The school works closely with numerous outside agencies and has a well-established pastoral team. The 'safe space' allows pupils a place to calm themselves and talk freely with an adult. Zones of regulation are embedded

across the school and pupils have access to key strategies to support dysregulation.

- Leaders go above and beyond to ensure that all pupils are included. A school trip to London was reorganised to ensure wheelchair access was available on all parts of the route.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

...teachers ensured that there were enhanced sensory and multidimensional learning opportunities for pupils across the curriculum

6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

The school is an active member of the Challenge Partners hub and provides development days. They will continue to do this.

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, the main findings will be shared within the school's hub in order that it can inform future activities and CP will collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

Schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.



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Schools can also attend Sharing Leading Practice events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website.