



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR ROCKLIFFE MANOR PRIMARY SCHOOL

Name of School:	Rockcliffe Manor Primary School
Interim Head of School:	Aimi Vdovin
Hub:	Inspire Partnership Hub
School type:	Academy converter
MAT (if applicable):	Inspire Partnership Academy Trust

Estimate at this QA Review:	Outstanding
Date of this Review:	11/03/2019
Estimate at last QA Review	Good
Date of last QA Review	19/03/2018
Grade at last Ofsted inspection:	Not yet inspected as an academy (Good as predecessor school)
Date of last Ofsted inspection:	Not applicable (17/09/2013 as predecessor school)



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR ROCKLIFFE MANOR PRIMARY SCHOOL

Quality Assurance Review

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

School Improvement Strategies	Outstanding
Outcomes for Pupils	Good*
Quality of Teaching, Learning and Assessment	Outstanding
Area of Excellence	Accredited
Previously accredited valid Areas of Excellence	Not applicable
Overall Estimate	Outstanding

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

*The review team considers outcomes to be securely good, with aspects of pupils' current performance that are better than this.

1. Context and character of the school

Rockcliffe Manor is an average-sized primary school. The school converted to academy status and has been part of the Inspire Partnership Academy Trust since 1 June 2017. The trust has four other schools, including two in Medway. The executive headteacher of the five schools is a national leader of education, and Rockcliffe Manor is a national support school. The interim head of school was appointed in September 2018, having been a senior leader at the school for the previous two years.

The proportion of pupils who are known to be disadvantaged is above the national average. The proportion of pupils from minority ethnic backgrounds is above the national average, although the proportion of pupils who speak English as an additional language is broadly in line with the national average. The proportion of pupils who have special educational needs and/or disabilities (SEND) is above the national average. The proportion of pupils who join and leave the school at other than the usual time has increased in recent years.

During morning sessions, the school timetables core subjects such as English, mathematics and science, with afternoon lessons covering the wider curriculum. The school runs its own a breakfast club and a range of after-school clubs.

2.1 School Improvement Strategies - Progress from previous EBIs

- The school's self-evaluation form is written by the senior team following robust self-evaluation processes that include professional dialogue with teachers. It is used to devise the school development plan. Leaders feel that these are now widely-shared working documents that are more strongly linked than previously. Monitoring, including lesson observations and work scrutiny, indicates that staff are aware of the school's current improvement priorities.

2.2 School Improvement Strategies - What went well

- Leaders consider the most significant piece of school improvement work from the past twelve months to have focused on the development of pupils' reading skills. Having recognised that there was a need to extend the range of strategies used by pupils when reading, leaders looked into the effectiveness of a range of different methodologies. There is a continued focus on using a range of text-types to achieve balance, with an underlying intention that all learning activities across the curriculum make a strong contribution to developing pupils' love of reading.

- Classroom staff are able to undertake training as part of a project (such as “pupils’ mental health”) through the school’s approach to performance management, in addition to that provided for whole-school priorities. This trust-wide approach is successful in helping to attract and retain staff who are passionate about driving their own professional learning.
- Leaders adopt a flexible approach to monitoring the quality of teaching, learning and assessment. They make extensive use of short lesson drop-ins alongside a coaching model, so that there is an on-going dialogue about what could be even better, rather than relying on periodic longer formal lesson observations.
- As a values-based school, leaders have evaluated how consistently pupils’ emotional intelligence, creativity and critical thinking are being developed across the curriculum. They have drawn on a range of research and resources, including those from the United Nations and Oxfam, as part of the decision-making process about how to plan and deliver appropriate learning experiences. As a result, pupils are developing the ability to recognise that there are complex arguments, use critical thinking skills and articulate their views more confidently. For example, pupils in Year 3 were able to have meaningful debate about gender stereotypes, showing how their knowledge has developed and helped them to have a deeper understanding of these issues.
- Leaders are currently reviewing the school’s marking and feedback policy using an action research approach. They are focusing on the extent to which the work of teachers is having an impact on pupils’ learning and progress, the strategies that are most effective in moving pupils’ learning on and how to ensure that teachers’ workload is manageable. Teachers have looked into what was already being used in other schools and trialled some different approaches in their classrooms.
- A cross-partnership working party has collated information about what was working and disseminated practice across the different schools. The working party members have also produced a feedback exemplification document in the same style as the trust’s range of assessment exemplification booklets. As a result, teachers provide on-the-spot, timely verbal feedback and make use of their assessment information when making dynamic adaptations to the delivery of their planned lessons.
- The school successfully uses its capacity to support other schools in the partnership in their journeys of improvement. Significant consideration is given to succession planning and ensuring that capacity endures.

2.3 School Improvement Strategies - Even better if...

...leaders ensured that they consistently and systematically gather baseline information to help them show the extent to which their strategies are having an impact.

3.1 Quality of Teaching, Learning and Assessment - Progress from previous EBIs

- Lessons have been video-recorded using the Iris Connect system so that teachers could watch each other's questioning practice. The school is currently focused on developing teachers' questioning skills further so that they elicit responses that develop and demonstrate pupils' depth of knowledge, using provocative prompts such as, "what does this mean to me?" The use of sentence stems and providing time for pupils to talk to their partners, to collaborate and discuss their responses to teachers' questions are also helping to extend and deepen pupils' learning.
- Pupils' work on display clearly shows that literacy skills pervade the wider global curriculum. While there are also opportunities for numeracy, the school is having to ensure that links are meaningful rather than tenuous. For example, in Year 5, pupils are planning an exhibition to raise funds for a church supporting refugees and, as part of this work, working out how much to charge for admission.
- Teachers consistently use the feedback toolkit, including live marking and verbal feedback, to move pupils forward in their learning. Scrutiny of pupils' books shows that teachers are encouraging pupils to edit and redraft their work, use technical writing skills and consider the impact on the reader. A range of approaches are in use across a variety of subjects. More consistent aspects of the school's practice include the planned use of time for pupils to reflect, and peer and self-assessment. There remains scope for development of pupils' skills in self-marking and self-correction, which is effective in those classes where it is happening.

3.2 Quality of Teaching, Learning and Assessment - What went well

- Teachers plan pupils' learning journeys well. Adaptations are made in all lessons to account for pupils' different starting points either by task or support. For example, the eight most able athletes in a Year 5 PE lesson were able to work at a higher level of challenge than the rest of the class. Teachers ensure that pupils are appropriately challenged during lessons. Often pupils are given a choice of resources, appropriately moderated by teachers, in the reasoning and fluency stages of learning. Teachers ensure that pupils with special educational needs access work which is based on the same core text but takes account of their individual needs.
- Lessons are well structured, building on pupils' previous learning. The 'I do, you do' approach enables teachers and additional adults to make it very clear to pupils exactly what is expected of them through their modelling. For example, they show pupils what an appropriate written response might look like before giving them the opportunity to apply what they have been taught.
- Staff training has helped to develop a consistent pedagogical approach in lessons. Teachers often use flipcharts to model and scaffold learning before displaying these as working wall resources for pupils to reference during

independent learning time.

- The adoption of these approaches has helped pupils to develop positive learning behaviours. In particular, pupils are resilient, knowing where to look when they get stuck and using their mistakes as steps along their learning journey. Pupils are prepared to take risks in their learning because the relationships they have with their teachers help them to feel safe. This 'relational leadership' is an important facet of the school's work, and a feature that underpins its success.
- Teachers' questioning is typically strong. There is an emphasis on promoting pupils' reflection on their learning and to probe deeper to check their understanding.
- Teachers deploy their additional adults effectively and plan their work carefully. For example, additional adults pre-teach key vocabulary to selected pupils which allows them to work with their peers later in the lesson. Additional adults are involved in planning and use questions skilfully with a clear focus on the intended learning. They use the vocabulary of success to help ensure that the standard of work is sufficiently challenging and, with teachers, help tackle pupils' misconceptions by carefully listening to their responses.
- The learning opportunities and variety available in the Early Years Foundation Stage, especially in the outdoor learning area, support children's interests well. There are many opportunities within the language-rich environment for them to practise and develop their reading, writing, speaking and listening skills.
- The learning environments in all classrooms exemplify the high standards expected of pupils' work. Displays of past projects, learning prompts and modelled work are impressive, reminding pupils that much is expected of them. The quality of presentation in their books and the pride they show demonstrate that these reminders are effective.

3.3 Quality of Teaching, Learning and Assessment - Even better if...

...teachers ensured that they consistently make best use of all opportunities to develop pupils' responses in order to challenge their thinking.

4. Outcomes for Pupils

- Pupils join the Nursery at Rockcliffe Manor with levels of development that are often below what is typical for their age, especially in relation to their communication skills and their language and literacy. There is increasing mobility across the school, with pupils joining at other than the normal times, typically working below age-related expectations on entry.
- Although a much higher than average proportion of children completed the Early Years Foundation Stage (EYFS) in 2018 with a good level of development, this proportion has declined steadily over the last three years. Around half of the disadvantaged children in the cohort achieved a good level of development, which

is lower than the proportion of other children nationally.

- Children currently in the EYFS are currently making strongest progress in lessons in communication and language, expressive arts and design, mathematics and literacy.
- The proportion of Year 1 pupils reaching the expected standard in the phonics screening check has seen a three-year trend of decline from being above average in 2016 to being below average in 2018. However, as a one-form entry school, it is relevant to note that this trend can be affected by the outcomes of individual pupils. The proportion of disadvantaged pupils reaching the standard was below the national average for other pupils in 2018.
- By the end of Key Stage 1, the proportions of pupils, including disadvantaged pupils, reaching at least the expected standard in reading, writing, mathematics and science in 2018 were above national averages. The proportions of pupils reaching greater depth were also above average, particularly in writing. However, the proportions of disadvantaged pupils reaching greater depth were lower than those of all pupils in school and of other pupils nationally.
- The progress of pupils completing Key Stage 2 in 2018 was broadly average in reading, writing and mathematics. Pupils' attainment, as measured by the proportions of pupils reaching at least the expected standard and the higher standard, significantly increased from 2017 figures to be above average in all the core subjects overall. The school attributes this improvement to the changes in curriculum provision meeting pupils' needs better and to joint working between Year 6 teachers across the partnership. However, no disadvantaged high prior attainers (HPAs) reached the higher standard. Three-fifths of this cohort were HPAs and almost all of them were not considered to be mobile pupils.
- Currently, in both Key Stages 1 and 2 pupils are on track to make at least expected progress in the core subjects. Pupils are more likely to make more than expected progress in reading and mathematics than in writing. The prior attainment of the current Year 6 cohort is not distributed towards the HPAs as last year so, although they still expect to be above average, the proportions are not expected to be so high. The school's most significant group of SEND pupils tend to make accelerated progress.

5. Area of Excellence

Designing a global and values-based curriculum to develop pupils' English skills.

Accredited

5.1 Why has this area been identified as a strength?

The school's moral purpose for preparing pupils for life in an ever-changing world has been translated into a rich and dynamic curriculum for all pupils. The school's global curriculum allows pupils to think critically about global issues and see their role in society as 'agents of change' at a local, national and global levels. This helps to produce citizens who can thrive in turbulent and complex times, apply their thinking to new situations and make changes in the world.

The structure of the curriculum is based on active, inspiring and engaging learning journeys which lead to a final project outcome. This approach ensures that pupils are highly motivated and emotionally connected with their learning. As a result, the improvements in their reading and writing skills, as well as their knowledge in wider curriculum areas and awareness of global issues, are strong. This is especially evident in their written work and the striking displays of project outcomes in all classrooms.

5.2 What actions has the school taken to establish expertise in this area?

The development of a global curriculum has taken place over the past five years at the school and across the wider trust partnership. It is underpinned by the school's well-established values-based ethos. There has been recent refinement of the approach based on comprehensive research into what a global curriculum means and what it looks like for pupils in different year groups.

The key research material used by the school included:

- Generation Z: Global Citizenship Survey – Varkey Foundation – an international comparative study of the attitudes of young people.
- The global goals for sustainable development – United Nations
- Education for global citizenship – Oxfam

In particular, the school has used the seven global themes identified in the Oxfam publication as the main themes of its work. These themes are:

- Social justice and equity
- Identity and diversity
- Globalisation and interdependence
- Sustainable development
- Peace and conflict
- Human rights
- Power and governance

5.3 What evidence is there of the impact on pupils' outcomes?

The school's analysis of data for two key year groups shows that there have been large increases in pupils' attainment from their baselines in reading and writing. These improvements are proportionally more significant than those made by the same pupils over previous years. Leaders also attribute the improvements in Key Stage 2 results to this approach.

In particular, the strong links between the global themes and greater depth learning framework enabled all high prior attainers to convert from greater depth at the end of Key Stage 1 to the higher standard at the end of Key Stage 2.

Aside from the notable improvements in end of phase test results, the school's qualitative evaluation of the impact of this initiative shows improvements in pupils':

- articulation of their learning
- reading fluency
- engagement and motivation
- emotional connection with the subject matter
- critical thinking skills
- interaction and collaboration with their peers
- extended writing in English, particularly in terms of the level of sophistication in the language they use in their writing.

5.4 What is the name, job title and email address of the staff lead in this area?

Carmo Fonseca

Curriculum lead

cfonseca@rockliffemanor.greenwich.sch.uk

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

The school would like to revisit the Challenge Partners' Area of Excellence directory looking at, for example, depth of pupil response, pupils' mental health, inclusion or other areas from the current school development plan.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.