



VIRTUAL LEADERSHIP QUALITY  
ASSURANCE REVIEW

REVIEW REPORT FOR  
ROCKLIFFE MANOR PRIMARY  
SCHOOL

<b>Name of School:</b>	Rockliffe Manor Primary School
<b>Head of School:</b>	Aimi Vdovin
<b>Hub:</b>	Inspire Partnership Hub
<b>School phase:</b>	Academy Converter
<b>MAT (if applicable):</b>	Inspire Partnership Academy Trust

<b>Overall Peer Evaluation Estimate at this virtual Leadership Quality Assurance Review:</b>	Leading
<b>Date of this Review:</b>	10/05/2021
<b>Overall Estimate at last QA Review</b>	Outstanding
<b>Date of last QA Review</b>	11/03/2019
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	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:

<b>Leadership at all Levels</b>	Leading
<b>School Improvement Strategies</b>	Leading
<b>Approach to recovery and remote learning</b>	Not applicable
<b>Area of Excellence</b>	Not applicable
<b>Previously accredited valid Areas of Excellence</b>	Designing a global and values-based curriculum to develop pupils' English skills 13/03/2019
<b>Overall Peer Evaluation Estimate</b>	Leading

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

*The peer evaluation estimate included on this report has been collectively agreed between the lead reviewer, review team and host school. The estimate is based on the evidence seen as part of the virtual Leadership Quality Assurance Review.*

*Whilst every effort has been made to triangulate the evidence presented during the review, it is important to note that the nature of working remotely means that the estimate given only encompasses that which is able to be explored virtually.*



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## 1. Context and character of the school

Rockcliffe Manor Primary School is a one form entry primary school with a part time nursery. It serves a diverse community in Plumstead and is a popular school of parental choice. In 2017 it became part of the Inspire Partnership Academy Trust which has nine schools situated in Greenwich, Medway and Croydon. The headteacher took up her substantive position in September 2019 and is now also headteacher of Woodhill Primary School, a three-form entry school in the Inspire Partnership Academy Trust. Schools within the trust work closely and collaboratively to develop the curriculum and leadership at all levels through staff development and 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.

The proportion of pupils who are known to be disadvantaged is above the national average, whilst the proportion who speak English as an additional language is broadly in line. The school's inclusive culture makes it a popular choice for parents of pupils with special educational needs and/or disabilities (SEND). Consequently, the proportion of pupils with SEND is above the national average.

### 2.1 Leadership at all Levels - What went well

- Leaders at all levels demonstrate a highly ambitious shared vision underpinned by an ethic of excellence. This is driven by a highly dedicated headteacher and her deputy who foster a love of learning and life alongside high aspiration. Their infectious enthusiasm, passion and commitment are mirrored by staff across the school who constantly strive to provide the very best, both academically and socially for all the pupils in their care. They set the highest standards for themselves and expect the same from their pupils.
- Strong partnership liaison within the Inspire Partnership Trust, enables professional development in subject leadership, work with year group peers and participation in working parties. These provide invaluable and highly motivational opportunities. Joint planning across the trust, adapted to meet the needs of each school, enables the sharing of best practice, ideas and resources. The trust commitment to 'excellence' and 'equity for all' is clearly evident in everything that governors, school leaders and staff at Rockcliffe Manor constantly strive for.

- Coaching and carefully crafted appraisal empower teachers and teaching assistants to be innovative and to develop professionally. In addition to the wealth of internal and external training, staff undertake an action research project. Regular phase meetings provide high quality opportunities for experienced leaders to support newly and recently qualified teachers. The whole school culture of welcomed informal support and advice ensures highly effective communication, resulting in clarity and consistency across the school.
- School values and 'character skills' of wonder, integrity, leadership, relationships and mindset are embedded throughout the curriculum and wider life of the school. This begins in role play in Nursery where children may become 'captain integrity', as part of their topic on 'superheroes'. These values and character skills, thoughtfully intertwined with global themes of social justice and equity, identity and diversity, sustainable development, human rights, peace and conflict, power and governance, are at the heart of the curriculum in all year groups. They are developed through curiosity, fascination, debate, and critical thinking. As one child said, 'our learning helps us to make a difference and change things for the better in the world'.
- Strong relationships between all stakeholders are central to the caring, inclusive culture which shines through everything at Rockliffe Manor. Pupils are listened to. They know their thoughts and opinions are valued and acted upon. Parent voice is crucial to the much-valued home/school partnership. A wealth of opportunities, such as 'character skills' coffee mornings, helps parents to support their child's development both academically and socially.

## **2.2 Leadership at all Levels - Even better if...**

...subject leaders were given more varied opportunities to develop their confidence in articulating strengths and areas for development across the school.

## **3.1 School improvement strategies and the extent to which these address the needs of different groups of learners, especially disadvantaged pupils and those with additional needs- What went well**

- Highly effective rigorous trust and school self-evaluation appropriately identifies next steps for development plans. The current focus on 'oracy' informs 'learning

journeys' in all subjects.

- The 'even better if' identified for science at the last Challenge Partners review has been fully addressed, despite the pandemic, through the development of a comprehensive progression map and whole school strategy on oracy and vocabulary. The introduction of 'depth prompts' across the curriculum encourage reflection and deeper thinking.
- Weekly professional development meetings (PDMs) are structured around school development priorities and these, along with phase meetings, ensure that school and individual professional development needs are met. Opportunities to share ideas and observe best practice both within the school and across the trust are well embedded. These are supported by a range of external professional development.
- 'Termly overviews,' produced through trust wide collaboration, provide detailed background information to the range of subjects. Consequently, teachers are well equipped with strong subject knowledge to enable effective teaching and learning. This is regularly monitored and relevant support provided by leaders.
- Research and in-depth diagnostic assessment precisely identify next steps in English and mathematics, whilst proactive subject leaders constantly look for ways to improve. Robust phonics teaching, joint trust working and adaptations of projects such as 'Voice 21' and 'Destination Reader' have further enhanced the strong outcomes.
- The vibrant and thought-provoking wider curriculum has a well-chosen core text, engagement 'hooks' and experiential learning central to its global focus. In Year 3, as part of their work on 'sustainable development', pupils fish for plastic in the Thames and upcycle as they study the impact of plastic pollution. As part of their 'project outcome', Year 3 pupils lead a whole school assembly to share their knowledge and spread the environmental message.
- Previous learning and vocabulary are built on, ensuring progressional and meaningful learning. For example, the Year 3 work on waste pollution follows on from a project in Year 2 which looks at 'Andrea's yard' in Argentina where usable materials are scavenged from waste. Precise learning intentions, key questions and 'key performance indicators' (KPIs) ensure sharp assessment and appropriate next step planning.
- Additional support and challenge are provided by a skilled SEND co-ordinator and knowledgeable teaching assistants. Task scaffolding, pre and post lesson teaching and critical thinking opportunities ensure that the curriculum is precisely adapted to meet the needs of all learners. The wide range of visits, visitors and extra-curricular provision provide a broad range of opportunities which some

pupils would not otherwise experience. Consequently, pupils enjoy their learning and are keen to come to school.

### **3.2 School improvement strategies and the extent to which these address the needs of different groups of learners, especially disadvantaged pupils and those with additional needs - Even better if...**

...the explicit interconnections made between some subjects and themes were extended to all subjects, where relevant.

### **4.1 Approach to recovery and remote learning - What went well**

- Leaders have reviewed and revised their approach to remote learning over time following feedback from all stakeholders. 'Zoom', already in use, was continued for valuable daily interaction between pupils and teachers and for parent sessions. 'Google Classroom', video lessons and paper resources formed the main teaching, with some live lessons introduced later. Pupils in school received the same learning as those working from home.
- Rigorous monitoring of pupil engagement was maintained throughout remote learning. Submission of work, attendance and any concerns or support requirements were logged and quickly addressed through daily phone calls or relevant action. Relationships with parents were key to the successful high engagement during remote learning.
- The wellbeing of pupils and staff was, and continues to be, a high priority. The trust 'wellness hub' and 'wellness charter' support this. Attendance awards were introduced and the 'zones of regulation' strategy used in school, which encourages pupils to reflect on their feelings and emotions, was shared with parents.
- Diagnostic assessments have been used to plan next steps. Missed whole class learning and individual needs were identified. Familiar adults who know the children well continue to support individuals and groups to ensure that the needs of all pupils are met. 'Learning journeys', which began with creativity and social and emotional priorities, also map out missed learning, which is planned over time.



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- Collaborative evaluation of recovery and remote learning as a trust has provided valuable evidence of the impact of successful strategies and future refinements. Technical aspects of writing and stamina are a particular ongoing focus.

#### **4.2 Approach to recovery and remote learning - Even better if...**

...work begun before the pandemic on 'limitless minds' was further embedded and its impact measured.

#### **5. Area of Excellence**

Not submitted for this review

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

The school would like to participate in 'sharing practice' events led by other schools. School leaders would also like to share their leading practice, which has been further refined from a previously accredited Area of Excellence (AoE) related to 'developing a global and values-based curriculum'.

Additional training opportunities to empower leaders at all levels would be appreciated. The school plans to continue to work with their local hub and access other Challenge Partner opportunities.

**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.**

**Schools can also 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.**

**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.**



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