

Inspection of a school judged good for overall effectiveness before September 2024: Rockliffe Manor Primary School

Bassant Road, London SE18 2NP

Inspection dates:

23 and 24 April 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

The headteacher of this school is Nancy Cook. This school is part of the Inspire Partnership Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Rob Carpenter, and overseen by a board of trustees, chaired by Andrew Lawrence.

What is it like to attend this school?

The Rockliffe Manor community takes pride in being an exceptionally friendly and welcoming school. Staff and pupils treat each other with kindness and respect. Parents and carers rightly say their children are very well cared for. Pupils look forward to coming to school each day and relationships between pupils, staff and the wider community are extremely positive.

Behaviour in lessons and around the school is excellent. Pupils consistently meet the high expectations that the school sets for them. Staff make learning engaging and enjoyable. As a result, pupils participate eagerly in their lessons and are highly motivated learners. Pupils do very well here.

The school has ambitious aims for pupils' wider development. Across the curriculum, pupils learn about important global issues and how they can make a positive contribution to their communities. Each year group carries out a community project, including a local litter pick and raising money for charity. Pupils learn about everyday skills such as money management and how to care for the environment, as well as visiting cultural sites including museums and galleries. In Nursery and Reception, children look forward to exploring the outdoor area and gardens. Year 5 pupils are very enthusiastic about their outdoor adventure residential.

What does the school do well and what does it need to do better?

The trust has developed a broad and ambitious curriculum starting in the early years. The content is sequenced well and sets out clearly what pupils must learn in each subject. The curriculum for 'Global Citizenship' is woven across the wider curriculum. Themes such as 'sustainable development' and 'peace and conflict', help pupils to connect their learning with wider global issues and concerns. The school has developed a rich programme of activities which help pupils to apply their learning to real-life contexts. For example, in Year 1, pupils learn about intergenerational relationships before volunteering in a care home. In Year 3, pupils use their knowledge of environmental issues to create their own conservation campaign. This means that by Year 6, pupils have the knowledge and confidence to initiate their own change projects.

High-quality texts are at the heart of the schools' curriculum. The school has thought carefully about what language they want pupils to understand and be able to use. Texts are chosen carefully to introduce pupils to different experiences and ideas in a global context. There are many and varied opportunities for pupils to read increasingly complex texts. This helps to develop their reading comprehension.

Pupils are taught to read by skilled and experienced staff. Children in the Nursery are taught to identify sounds through songs, rhymes and games. The phonics programme starts promptly in Reception. Checks on what pupils remember are frequent and used to identify and support pupils who are struggling with their reading. The school has taken highly effective steps to ensure parents have the information they need to help with reading at home. Those who are new to the school or to English, are supported to catch up rapidly. As a result, pupils get the support they need to become confident and fluent readers. They achieve highly.

The school meets the needs of pupils with special educational needs and/or disabilities (SEND) very well. There is an inclusive environment where pupils with different needs learn and play together. Support staff are highly effective in adapting the curriculum so that it is accessible to pupils with SEND. The school works closely with the trust and external agencies to ensure pupils' needs are identified promptly.

The school have a clear and ambitious vision for pupils. This is supported by a strong governing body. There is a collaborative culture across the school. Staff value the opportunities to participate in trust networks and share their expertise with other schools in the trust. School improvement work is considered carefully. School leaders are highly receptive to feedback. This ensures that decisions are made in the best interests of staff and pupils.

Through the curriculum and wider opportunities, pupils learn how to take care of themselves and others. They learn how they can make a positive contribution to their communities and that their point of view matters. This helps to build confidence and develop their sense of moral purpose. There are regular opportunities for pupils to rehearse speaking and presenting their work to their peers. This helps pupils develop in confidence as they move up the school.

The school and the trust maintain a strong focus on attendance. Leaders are doing all they can to ensure that pupils attend school regularly. Typically, pupils attend often. Staff work closely with the local authority and the trust to ensure families get the support they need.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, Rockcliffe Manor Primary School, to be good for overall effectiveness in September 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	143593
Local authority	Greenwich
Inspection number	10379159
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	Board of trustees
Chair of trust	Andrew Lawrence
CEO of the trust	Rob Carpenter
Headteacher	Nancy Cook
Website	www.rockliffemanor.co.uk
Dates of previous inspection	3 and 4 December 2019, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Inspire Partnership Academy Trust.
- The school does not use alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with senior leaders, the CEO, the chair of governors, a representative from the trust, teachers and support staff.

- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector examined a range of documentation provided by the school.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector spoke to some parents and considered the responses to the Ofsted online survey, Parent View. They also reviewed the responses to the Ofsted staff online survey.

Inspection team

Polly Haste, lead inspector

His Majesty's Inspector

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