



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR RISE PARK PRIMARY AND NURSERY SCHOOL

<b>Name of School:</b>	Rise Park Primary and Nursery School
<b>Headteacher/Principal:</b>	Natasha Kelly
<b>Hub:</b>	Transform Hub
<b>School type:</b>	Primary
<b>MAT (if applicable):</b>	N/A

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	Effective
<b>Date of this Review:</b>	20/01/2020
<b>Overall Estimate at last QA Review (if applicable)</b>	Good
<b>Date of last QA Review (if applicable)</b>	23/01/2019
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	17/11/2016



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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>Quality of provision and outcomes</b>	Effective

**AND**

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

<b>Area of Excellence (if applicable)</b>	None submitted
<b>Previously accredited valid Areas of Excellence (if applicable)</b>	Spanish 15/03/2017
<b>Overall Peer Evaluation Estimate</b>	Effective

*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.*

## **1. Context and character of the school**

Rise Park Primary School is a two form entry primary school with a 60 place Nursery, situated to the north of the city of Nottingham. The school is a member of the Nottingham Schools Trust (NST) that provides a wide range of continuing professional development (CPD) opportunities for 30 non-academy schools such as Rise Park.

The school is in a deprived area where the changing demographic is resulting in a declining baseline on entry to the school. One third of pupils are disadvantaged, above the national average, and the percentage of pupils with special educational needs and/or disabilities (SEND) is below the national average. There is a lower than average proportion of pupils from minority ethnic groups and from those who speak English as an additional language (EAL).

The school's curricular drivers are emotional awareness, diversity, knowledge of the world and possibilities and enquiry. Pupils are proud to be 'Rise Parkers' by demonstrating the school's core values.

The headteacher co-leads the Schools Direct programme for the Transform Teaching Schools' Alliance and there are two SLEs for Spanish.

### **2.1 Leadership at all levels - What went well**

- Senior leaders demonstrate a relentless drive for improvement, exemplified in the high expectations and positive culture that puts each pupil at the heart of the school's work. All staff share the school's vision which permeates across the whole school community. The headteacher is an excellent role model, leading by example and valuing both pupils and staff as unique individuals. The headteacher and deputy headteacher work in close partnership and their articulation of the school's journey is highly credible. The previous EBI has been fully addressed through leaders' determined focus on the evaluation of the impact of their actions. The headteacher said, 'we don't let anything go. We go back, then we go back again.'
- The Future, Engage, Deliver (FED) programme drives the leadership. Leaders are forward-looking, planning strategically in order to keep the big picture in sight, using information from assessments to inform relevant continuing professional development (CPD). Accountability is shared and decisions are based on proven research from the Education Endowment Fund.
- Curricular changes address declining standards of speech and communication skills. The curriculum provides awe-inspiring experiences to help pupils retain and

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retrieve knowledge.

- The empowerment of pupils is a key priority. The school council sends out newsletters to keep the community informed. Members raised money for the canopy outside Key Stage 2. Other leadership responsibilities include chicken monitors, digital leaders and playground buddies.
- Parental involvement is a highly successful feature of the school. Parents work alongside their children and attend a range of workshops and clubs, including hula hooping! This results in parents supporting their children's learning.
- Reading is high priority, resulting in a true love of reading. Feedback from pupils prompted the purchase of more challenging texts, the creation of class libraries, including high interest books for lower attaining readers, e-readers, graphic novels, bedtime book boxes and a popular reading club. A successful reading café identified pupils who were not reading at home, giving parents guidance to motivate their reluctant readers. As a result, pupils now read more frequently at home. Pupils said, 'I love after school reading club!'; 'teachers encourage us to read to extend our vocabulary'. Enriching pupils' vocabulary is a consistent feature across the school.
- Subject leaders exude passion and commitment. A bespoke programme of CPD, working alongside senior leaders, underpins their development. Subject leaders have learned how to undertake book looks and evaluate the quality of planning. Skills ladders for foundation subjects provide valuable support to increase leaders' knowledge of progression within their subjects. Typical comments included, 'we are given the freedom to do it for ourselves which is the challenge, and we are supported through the conversations after' and 'we know how important it is to fit into the school-wide vision'.
- The curricular drivers were carefully selected by all stakeholders to meet the needs of current pupils. The curriculum is well sequenced to build on prior learning. Knowledge organisers, shared with parents, are used successfully to secure the subject knowledge of leaders, teachers and pupils.

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

...achievement gaps in writing and girls' mathematics were narrowed.

## 3.1 Quality of provision and outcomes - What went well

- Progress between key stages is above average. In 2019 at the end of Key Stage 2, results were above the national average at both the expected and higher standards. Leaders are addressing the decline in girls' mathematical performance through a variety of strategies, including targeted CPD and forensic tracking of progress.
- Pupils have exceptionally positive attitudes to learning, exemplified by their enthusiasm and high engagement. The previous EBI has been addressed through

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a consistent focus on developing resilience and independence. For example, one pupil said, 'we had to show resilience on a scavenger hunt'. Positive and caring relationships foster mutual respect and support at all levels.

- The vibrant learning environment extends pupils' learning across all aspects of the curriculum. Pupils independently use the working walls to continue the flow of their learning. One disadvantaged pupil said, 'the information is so useful if I forget'. High quality displays show the depth and breadth of the curriculum.
- The Early Years Foundation Stage (EYFS) provides a stimulating learning environment that promotes children's curiosity. The team is constantly adapting the curriculum to meet the changing needs of the children, such as ensuring a language rich environment to address impoverished speech. Transition between Nursery and Reception is seamless. Staff create activities to appeal to boys so that they are becoming more confident to write through play. For example, writing their names on a list is a prerequisite to riding a bicycle!
- Appealing reading areas are prominent in every classroom and labels, such as 'curl up with a book', invite pupils to choose from the wide variety of high quality resources.
- The major focus on phonics is resulting in strong teaching and high results in the screening check. All staff in EYFS and Year 1 are receiving intense phonics CPD through the English hub.
- Enrichment activities provide memorable experiences, such as gardening, cooking, planting trees, and making crafts with local elderly people. The deputy headteacher meticulously analyses information on the provision tracker and feeds back to staff, resulting in every pupil having equal opportunities.
- Teaching assistants (TAs) make a valuable impact on learning. Investment in their CPD enables them to perform at a high level, extending learning through their in-depth knowledge of the pupils and use of targeted questions. For example, in a Year 4 science lesson, pupils could explain what makes chocolate melt. One pupil said, 'the TA is always asking us questions that make us think'.
- The high expectations are reflected in the neat presentation in pupils' books. A clear teaching sequence across many subjects facilitates the progression of skills. Pupils use teachers' helpful feedback to address misconceptions and books confirmed this in core subjects.
- Secure subject knowledge enables teachers to use a variety of teaching strategies, such as using resources and modelling to motivate pupils. 'Live marking' is a key feature of learning, as teachers and TAs initiate dialogue to prevent knowledge gaps from forming. For example, in Year 6, picking up misconceptions in the use of the subordinate clause enabled learning to flow. 'My turn, your turn' reinforced phonic understanding in the EYFS. In a Year 1 mathematics lesson, pupils confidently tackled word problems using a tens frame for addition and subtraction. Reading was no barrier to accessing the mathematics because pupils could read the problems as result of a pre-teach session.

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- Questioning provides challenge and extends understanding by making links to real life, such as a Year 2 history lesson, comparing the Great Fire of London with the recent bush fires in Australia.

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

...challenge was more evident in foundation subjects.

...higher attaining pupils had less scaffolding.

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

- Disadvantaged pupils perform very well, out-performing others nationally at expected and greater depth levels. Class teachers track provision to ensure that pupils receive their entitlement. The inclusive culture and high quality teaching enables them to make as much progress as others. Books show that disadvantaged pupils receive the same range of opportunities as others.
- Staff aim for pupils to 'keep up, not catch up'. Pre and post assessments enable interventions to be planned, implemented and evaluated. Interventions have structured programmes, such as Toe by Toe, as well as personalised interventions to meet individual needs. Before school, bespoke interventions focus on closing specific gaps, such as place value for girls.
- Pre-teach is a successful strategy that is enabling pupils to access learning. The teacher/TA planning sheet captures the impact of interventions back in the classroom to ensure that learning is fluid and transferrable.
- Strong teaching from an additional Year 6 teacher every morning is enabling targeted pupils to receive bespoke teaching. As a result, gaps are closing.
- A skilled sports specialist runs Funfit before school and teaches PE to all classes, including Nursery. Teachers work alongside the specialist to build pedagogical capacity.
- Every afternoon nurture provision supports up to 25 pupils with emotional and social issues. One TA is an emotional literacy support assistant and so ably supports those with more complex needs.
- Staff CPD is a high priority. Additional staff support pupils with SEND, including a dyslexia specialist, attendance officer and family support worker. Inclusion leaders expect pupils to benefit from quality first teaching so, for example, knowledge organisers are adapted to meet the needs of SEND pupils.



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

...more disadvantaged pupils achieved greater depth.

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

None submitted.

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

Leaders are happy with the support available to them.

**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.**