



QUALITY ASSURANCE  
REVIEW REPORT FOR  
RISE PARK PRIMARY AND  
NURSERY SCHOOL

<b>Name of School:</b>	Rise Park Primary and Nursery School
<b>Head teacher/Principal:</b>	Natasha Kelly
<b>Hub:</b>	Transform
<b>School type:</b>	Community
<b>MAT (if applicable):</b>	Not Applicable

<b>Estimate at this QA Review:</b>	OUTSTANDING
<b>Date of this Review:</b>	5. 7 March 2018
<b>Estimate at last QA Review</b>	GOOD
<b>Date of last QA Review</b>	18. 20 January 2017
<b>Grade at last Ofsted inspection:</b>	GOOD
<b>Date of last Ofsted inspection:</b>	December 2016

## Quality Assurance Review

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

<b>School Improvement Strategies</b>	OUTSTANDING
<b>Outcomes for Pupils</b>	OUTSTANDING
<b>Quality of Teaching, Learning and Assessment</b>	OUTSTANDING
<b>Area of Excellence</b>	Developing Provision for pupils with dyslexia
<b>Previously accredited valid Areas of Excellence</b>	Not applicable
<b>Overall Estimate</b>	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.*

## 1. Information about the school

This is a two-form entry school with a 60- place Nursery. Thirty of the Nursery children are full time.

The school is oversubscribed and serves the Rise Park estate, an area of mixed housing that contains some deprivation and multiple-occupancy housing.

The proportion of pupils from minority ethnic backgrounds is below the national average.

The proportion of pupils who speak English as an additional language is below average.

The proportion of pupils known to be eligible for free school meals is above the national average.

The proportion of pupils who have special educational needs and/or disabilities (SEND) is below average.

A new deputy headteacher joined the school in September 2017.

During the last year seven members of staff were on maternity leave.

### 2.1 School Improvement Strategies - Follow up from previous review

The even better ifs from the previous review included to share best practice, develop writing, make marking and feedback more consistent and include measurable success criteria and milestones in the school improvement plan. There are now opportunities for teachers to observe one another teaching. The school has worked hard to improve writing, including through introducing ~~hot~~ and ~~old~~ tasks. Progress in writing was very strong in the 2017 Key Stage 2 outcomes. A new marking and feedback policy is being consistently applied and is understood by pupils. The school improvement plan is much more succinct than at the time of the previous review. It contains generally measurable success criteria, but the milestones are mainly actions rather than achievement points.

### 2.2 School Improvement Strategies - What went well

The headteacher is relentless and continues to drive the momentum of improvement. It is a relatively new senior leadership team but it has already had a very positive impact in a short time.

The school has highly effective distributed leadership with a common vision.

Everybody knows what they are aiming for and has the same high expectations.

The leadership team is more structured and has sailed through the choppy waters of multiple pregnancies.

The well-developed curriculum takes into account the needs of pupils. Themed weeks, such as ~~entrepreneur~~ week provide enrichment and build confidence and resilience.

A science project with Nottingham University has raised pupils' aspirations.

Leaders have ensured that all classrooms are rich environments that promote pupils' independence.

Leaders and teachers are ambitious in the outcomes they expect of all pupils.

Teachers know the pupils very well and what they need to do to make next steps. Leaders are uncompromising in where they want pupils to get to. There is a strong focus on specific groups such as disadvantaged pupils. In 2017, outcomes improved at Key Stage 2 for Year 6 and disadvantaged pupils.

Continuous professional development (CPD) very much includes teaching assistants as well as teachers. There are very good relationships between teachers and teaching assistants and these partnerships are evident in classrooms.

High quality CPD is making a difference to teachers, both together and individually. Staff are allowed to take risks. Leaders take part in a range of initiatives to help improve their areas such as mathematics mastery and moderation.

Rigorous monitoring and coaching has brought about consistency in the quality of teaching. Leaders have made good appointments.

Pupils are much more reflective about their learning and more independent as a result of changes to approaches to teaching.

The school council is well established and responsible for all fund raising.

Members provide feedback to classes. They have looked at changing the school dinner menu. The school council sends out a half termly newsletter to parents. Classes have a budget to spend each term. They are fined, for example, if pencils and glue sticks go missing. They are held responsible as a class for their resources. At the end of the term, any money that has not gone in fines can be spent on a class treat. This encourages pupils to take care of the resources.

A successful transition project with the local secondary school helps to prepare pupils for Key Stage 3.

Attendance has improved in the past year. The proportion of pupils who are persistently absent has fallen considerably and is now half the national average.

## **2.3 School Improvement Strategies - Even better if...**

- milestones in the school improvement plan reflected the steps the school wishes to achieve at key points in its journey.

## **3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review**

Even better ifs from the previous QA Review included challenge for the most able, developing early writing, consistency in target setting and closing gaps for higher-attaining pupils and disadvantaged pupils. The school has made challenge for the most able a priority and this is reflected in planning and as a focus on learning walks. The most able are carefully tracked. Leaders recognise that there is still more to do but can point to considerable progress in ensuring that the most able reach their potential.

Early writing is a focus in the Nursery and Reception with an emphasis on encouraging boys to join in. There are plenty of opportunities for children to mark make, both inside and outside. Teachers have created appealing activities that

interest children. They have ensured that all have writing books and practise regularly.

The school's marking and feedback policy is being implemented consistently and this includes setting targets for pupils. Each year group has agreed non-negotiables about pupils' learning, which are pasted at the front of their books. The progress of disadvantaged pupils is another priority for the school and this group, like the most able, is carefully tracked. The school has a large pupil premium grant and spends it on additional staffing to provide academic and pastoral support. Disadvantaged pupils did well in Year 6 last year, but leaders accept that some gaps remain in other year groups. While these are closing, the fact that other pupils are making equally strong progress means it is difficult to see substantial reductions between the attainment gap of disadvantaged pupils and the others. On a positive note, everybody's attainment is improving.

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

Teachers make good use of questioning and encourage pupils to explain their learning and understanding. For example, the teacher asked Year 3 pupils, 'How did you know that the answer is four?'

There is targeted questioning for the most able pupils because staff are very knowledgeable about what pupils know and understand.

Pupils know what their next steps in learning are. They understand the class non-negotiables, which are the minimum expectations for learning.

Adults and pupils know technical vocabulary well. For example, Year 6 pupils referred to 'non-finite clauses'.

Teaching assistants are used very well to support pupils of different abilities. They run successful interventions before school. In Year 2, the teaching assistant was working with the most able on equivalent fractions.

Well-established routines in each class make learning efficient with time used well. Pupils regularly assess one another's work.

The engagement of pupils is very high. All pupils observed were on task and able to access learning independently, for example through fetching reference works or consulting working walls. The learning environment of classrooms is rich and pupils use it extensively.

Teachers make their high expectations clear. Pupils talk enthusiastically about what they are learning and what it is going to lead on to.

Pupils have plenty of opportunities to explain and justify their ideas to other pupils. For example, pupils in Year 2 talked about 'adding two to larger numbers'.

Learning is given a clear purpose and is linked to key texts or real-life situations, such as a recount of a visit to the plague village, Eyam by Year 6 pupils.

There is evidence of the wider curriculum in books. Year 5 pupils wrote a police report related to the Highwayman in the poem. Year 3 pupils wrote instructions to build a stone-age house.

There is clear progression as a result of interventions. The 'cold' and 'hot' writes have an impact on the progress pupils make as they work through a unit of work. Presentation is consistently neat and handwriting is well formed. Pupils take a

pride in their work. The whole-school marking policy is embedded and includes peer and self assessment.

There is good use of practical materials, for example ten frames to help with mathematics, in Year 2 and Year 3 in particular. Teachers provide stimulating resources for pupils to work with.

There is a greater variety of working walls than is normally found, including, for example Spanish and those relating to peer feedback. The teaching of Spanish is a particular strength of the school. It has its own Spanish library and close links with a school in Columbia.

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

- o the most able pupils were challenged even more throughout the lesson, such as starting their work at a more demanding level earlier on.
- o teachers continued to embed initiatives to ensure consistency across the school, such as the non-negotiables and peer-feedback walls that help peers to critique their friends writing.

## 4. Outcomes for Pupils

The school's baseline information shows that attainment on entry to the Nursery is well below what is typical.

The good level of development for Reception children was above the national average in 2017. Disadvantaged pupils have improved over time and were also above average.

The proportion of pupils that reached the required standard in the Year 1 phonics check was in line with the national average.

At Key Stage 1 in 2017, outcomes were in line with the national average at the expected standard and greater depth in reading, writing and mathematics.

At Key Stage 2 in 2017, the combined score for reading, writing and mathematics at the expected standard was 86%, well above average. Progress over time was excellent, with pupils among the top 5% of schools nationally in each of reading, writing and mathematics. Disadvantaged pupils made very good progress.

Attainment was well above average at the expected standard and at greater depth in all three subjects. The attainment of disadvantaged pupils was strong. Pupils also achieved equally well in grammar, punctuation and spelling and in science.

The school's Autumn 2 information for current year groups shows writing attainment to be lower in Year 1 and Year 5. These year groups have more pupils who have SEND. The proportions of pupils at or above age-related expectations are often below what is typical, although attainment in mathematics is stronger. There are gaps between disadvantaged pupils and the others in Years 2, 3, 4 and 6.

There are wide variations in the progress information. For example, no Year 3 pupils have made accelerated progress in writing, while 31% of Year 4 pupils

have made accelerated progress. Leaders have attributed this to caution on the part of some teachers rather than underachievement on the part of pupils. Books show more positive progress that is more consistent across year groups than the available data suggests.

Targets for Year 6 pupils to reach by the end of the year are very ambitious and well above the 2017 national average. Targets for younger pupils tend to be closer to national averages.

Leaders explained that it took time for pupils to catch up from their low starting points, with real acceleration becoming more evident across Key Stage 2. By the end of Year 6 pupils' outcomes are excellent.

Outcomes in Spanish are very strong. Pupils enjoy learning Spanish and speak, read and write it confidently.

There is a welcome focus on outdoor learning. For example, pupils care for the school's chickens and tend allotments.

## **5. Area of Excellence**

Provision for pupils with dyslexia.

### **5.1 Why has this area been identified as a strength?**

The school has been accredited as a Dyslexia Friendly School since 2012. The specialist teaching assistant has a qualification in dyslexia and lots of experience. She has disseminated her knowledge and expertise among staff and newly qualified teachers (NQTs) and has carried out monitoring to make sure that pupils who have been diagnosed are receiving the support they need. Progress has accelerated over Key Stage 2 of those pupils identified as dyslexic. The school has been outward looking in supporting other schools to share best practice. The lead also supports parents in understanding the diagnosis and how they can help at home.

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

The school has supported the dyslexia lead in putting together the evidence for her own qualification in dyslexia support. She has time to disseminate her good practice. She is well read in the area of dyslexia. The lead does workshops with parents and works well with them to support their children.

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

The Year 6 data for 2017 showed accelerated progress and attainment was good for the nine pupils with dyslexia in that year group. The school does not track pupils in other year groups that have dyslexia.

The specialist member of staff is passionate about her work and keen to spread her practice.

Dyslexic children are confident about the support that they have and know why they have adaptations to support their learning.

Conclusion: the school is developing to a point where it can be accredited. It needs more substantial evidence of the tracking of dyslexic pupils and the work that has been done in reaching out to other schools.

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

Angela Page

Higher Level and Specialist Teaching Assistant (Dyslexia)

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

The school has its own support networks in place.

**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.**