



Rise Park Primary and Nursery School
Head Teacher: Mrs Natasha Kelly B.Ed.Hons
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Rise Park
Nottingham
NG5 5EL

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7th February 2022

Dear Parent / Carer

It is with great pleasure that I enclose a copy of our latest Ofsted report.

You will note from the report there are many positive comments about the children, teachers and governors. Comments included:

"Staff have the highest expectations of all pupils. They support pupils to be the best they can be in everything they do."

"Pupil feel they are listened to and that their roles help leaders to improve the school."

Children learn democracy and respect they told the inspector. "It is a good thing that everyone is different. It wouldn't be a very positive world if there was no diversity."

I am extremely proud that this report reflects the work we do every day at Rise Park to ensure the children receive the best education they thoroughly deserve.

Many thanks for your continued support.

Yours sincerely

Mrs Kelly
Headteacher

Inspection of a good school: Rise Park Primary and Nursery School

Bestwood Park Drive West, Rise Park, Nottingham, Nottinghamshire NG5 5EL

Inspection dates:

11 and 12 January 2022

Outcome

Rise Park Primary and Nursery School continues to be a good school.

What is it like to attend this school?

Pupils are proud to be 'Rise Parkers'. They are happy and enjoy coming to school. Each morning, staff greet all pupils warmly and show great care towards them. Pupils get on well with each other. They celebrate each other's achievements on their 'Wall of Wonder'.

Pupils behave well and show respect for all those around them. The atmosphere around the school is calm and purposeful. Pupils feel valued. One pupil said: 'Everyone in this school is special. We have different features, but we are still special to the school.' Pupils say that bullying is rare. They know that bullying is unacceptable. Leaders ensure that any incidents of bullying are dealt with straightaway. Pupils feel safe in school. They know how to keep themselves safe, including when learning online.

Staff have the highest expectations of all pupils. They support pupils to be the best they can be in everything they do. Classrooms are interesting and enjoyable places in which to learn.

Pupils hold many positions of responsibility. Democratically elected roles, such as those of house captains, peer mediators and Spanish ambassadors, enable pupils to contribute purposefully to school life. Pupils feel that they are listened to and that their roles help leaders to improve the school.

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

Leaders have identified the skills and knowledge they want pupils to learn. They have considered the order in which pupils will acquire knowledge in many subjects. For example, in languages, leaders have identified the key vocabulary pupils will learn in each year group. Teachers are clear about the knowledge that is to be taught. Teachers ensure that pupils revisit their previous learning so that they are able to consolidate what they already know. This means that pupils know and remember more. However, this is not yet consistent in all subjects, such as in music and mathematics.

Leaders have prioritised the teaching of phonics and reading. Children begin their phonics learning as soon as they start in early years. Children read books that are well matched to the sounds they know. Teachers encourage a love of reading. They have clear expectations of the types of books pupils should experience and read. Pupils enjoy reading. They read regularly in school and at home. Pupils are proud of the rewards they receive for the efforts they make with their reading. They particularly enjoy the 'reading discos'.

Pupils are enthusiastic about mathematics and eager to talk about and share their learning. Many older pupils are confident when explaining their understanding, but some find mathematics too easy. Leaders are aware that these pupils need additional challenge. On some occasions, teachers do not break down new learning into small enough steps. This makes it difficult for a few younger children to understand new concepts.

Children in early years get off to a good start. They learn happily together. Leaders in Nursery and Reception Years work closely together. They have a good understanding of the needs of each child. This means that children in Nursery are well prepared for their learning when they move into the Reception class. Children are polite and kind to each other. They are confident learners.

Leaders help teachers to identify the needs of pupils with special educational needs and/or disabilities (SEND) accurately. Pupils with SEND study the full range of subjects. Some pupils access 'The Nest'. The use of this provision helps to ensure that pupils' social and emotional needs are met.

Pupils' personal development is important in this school. Pupils learn life and social skills. These are taught well. There is a wide range of after-school clubs that pupils can attend. These include sports, skateboarding, choir and pottery clubs. These are well attended. Pupils have an active voice in school. They learn about democracy and mutual respect. Pupils celebrate diversity. They told the inspector: 'It is a good thing that everyone is different. It wouldn't be a very positive world if there was no diversity.' Pupils are well prepared for life in modern Britain. They understand how to keep themselves healthy and safe.

Governors know about all the aspects of the school's work. They check on safeguarding procedures and the welfare of pupils and staff. Governors share and recognise leaders' commitment to the pupils of the school.

Support from the local authority has enabled senior leaders to carry out their work effectively. Leaders have worked hard to empower staff. They have developed and coached subject leaders. Staff appreciate the professional development opportunities they are given. Staff are proud to be part of the school team. They appreciate the consideration that leaders take towards helping them achieve an appropriate work-life balance.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, staff and governors ensure that the safety of pupils is at the forefront of their work. They have received suitable training. Staff have the knowledge they need to identify pupils who may be at risk. Safeguarding records are detailed and thorough. Strong communication between staff ensures that concerns are shared swiftly.

Leaders ensure that appropriate checks have been carried out before visitors come into the school. There are clear procedures for managing allegations against staff.

Teachers help pupils understand how to keep safe. Specialist visits have provided older pupils with the knowledge to recognise the dangers of knife crime and gang culture.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have considered the progression and sequencing of the curriculum. However, in some subjects, leaders do not yet make the strongest use of this information to help teachers break down new learning into small enough component parts. This means that some pupils are not challenged sufficiently, and others can struggle to learn new concepts quickly. Leaders should make sure that teachers identify the small steps and precise knowledge and skills pupils need to learn successfully.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in February 2012.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	122474
Local authority	Nottingham
Inspection number	10211597
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	449
Appropriate authority	The governing body
Chair of governing body	Jeanette Kirkby
Headteacher	Natasha Kelly
Website	www.riseparkprimaryschool.co.uk
Date of previous inspection	17 November 2016, under section 8 of the Education Act 2005

Information about this school

- The headteacher was permanently appointed in September 2017, having been acting headteacher.
- The school does not use any alternative provision.

Information about this inspection

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.

- During the inspection, the inspector met with the headteacher, the special educational needs and/or disabilities coordinator, the deputy headteacher, the assistant headteachers, curriculum subject leaders and teachers from across all year groups. The inspector also met with members of the governing body, including the chair of the governing body. The inspector spoke with a representative from Nottingham local authority.

- The inspector spoke with several groups of pupils to talk about their learning across the curriculum.
- The inspector carried out deep dives in the following subjects: reading, mathematics and languages. The inspector spoke with the leaders of these subjects.
- As part of the deep dives, the inspector visited lessons, spoke with pupils and teachers, listened to pupils read and looked at pupils' work and documentation to understand the quality of education.
- To evaluate the effectiveness of safeguarding, the inspector reviewed school policies, procedures and records. The inspector spoke with the designated safeguarding lead. The inspector also spoke to staff, governors and pupils about the school's approach to keeping pupils safe.
- The inspector observed pupils' behaviour in lessons and around school.
- Inspectors considered 30 responses to Ofsted Parent View, as well as 25 free-text comments. Inspectors also considered the views of staff from meetings with groups of staff and from the 30 staff who responded to the confidential staff questionnaire.

Inspection team

Kirsty Norbury, lead inspector

Her Majesty's Inspector

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