
CHALLENGE PARTNERS: Quality Assurance Review Written Report

Name of School:	Rise Park Primary and Nursery School
School Address:	Bestwood Park Drive West, Rise Park, Nottingham. NG5 5EL
Hub School:	Transform Hub

Telephone Number:	0115 9153775
Email address:	headteacher@risepark.nottingham.sch.uk
Unique Reference Number:	122474
Local Authority:	Nottingham City
Type of School:	Community
School Category:	Primary
Age range of pupils:	3-11
Number on roll:	450
Head teacher/Principal:	Karen Slack

Date of last Ofsted inspection:	28 th – 29 th February 2012
Grade at last Ofsted inspection:	Good
Date of Quality Assurance Review:	3 rd – 4 th March 2016

QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES¹

School Improvement Strategies: Outstanding

Outcomes for Pupils: Outstanding

Quality of Teaching, Learning and Assessment: Outstanding

Area of Excellent Practice: Confirmed
SMSC and BV

Overall Review Evaluation

The Quality Assurance Review found indicators that Rise Park Primary and Nursery School appears to have moved beyond the Good grade as judged by Ofsted in the school's previous Ofsted report February 2012 and is working within the Outstanding grade.

¹ 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.

Information about the school

- Rise Park Primary and Nursery School is much larger than the average primary school.
- The proportion of disadvantaged pupils entitled to pupil premium funding is above average.
- The proportion of pupils with special educational needs is low.
- An above-average proportion of pupils are from a broad range of minority ethnic groups but few speak English as an additional language.

School Improvement Strategies

What Went Well

- The headteacher, together with other members of the senior leadership team, is highly ambitious for the school and its pupils. She provides a strong drive for improvement which is widely shared by staff at all levels. There is a deep-rooted ethos that permeates the school that has helped to create an excellent learning environment in which pupils can learn and thrive.
- There is a culture of high expectations across the school and the consistent application of policies, specifically in reading, writing, mathematics and social behaviour is expected from all staff for all pupils.
- Evidence of the impact of leadership at all levels can be seen in the school's impressive performance across a number of years. Visitors are left in no doubt that the school provides a wonderful quality of education.
- Empowering staff and giving them the freedom to develop their own practice is central to the school sustaining the outstanding education that is provided for pupils. As a result of the excellent professional development programmes, staff are united in the energy and enthusiasm with which they embrace change.
- Improvement is informed by sharp and robust self-evaluation. Leaders review all aspects of their work regularly and are continually searching out and considering different ways to approach an issue. They have a very accurate view of the performance of the school.
- Leadership is widely distributed. Middle leaders are extremely positive about their work and the role they play in the school. They are confident and a force for change in the school. They work closely with senior leaders and are involved fully with whole-school improvement planning and self-evaluation.
- There are comprehensive systems in place to improve teaching skills. Leaders are intolerant of any 'requiring improvement' teaching and progress. Because of this, individual staff needs are identified and acted on, such as by sharing best practice, coaching and mentoring and in-school courses.
- Systems of tracking, monitoring and evaluation of performance data are very robust and enable leaders to target intervention programmes to individual need.
- A clear monitoring and observation programme ensures that all staff are continually refining their practice. Teachers are encouraged to experiment and develop their own style. Whilst there are whole-school non-negotiables, there is an open approach and acceptance that excellent teaching can be facilitated by different styles of teaching.

- The curriculum is very impressive. It supports both the academic and wider development of the pupils. Pupils speak highly of their love of the different subjects they are taught and the wide range of experiences they receive. Together, with a robust approach to the teaching of grammar and key aspects of literacy, pupils are well-equipped for life beyond Rise Park.
- The school environment, displays and classrooms exemplify high expectations and standards.

Even Better If...

...the need to improve 'writing' is made more explicit in the school improvement plan.

...executive summaries are provided that convey quickly, the 'outstanding' aspects of the school's work.

Outcomes for Pupils

- Most children start the Nursery class with skills and knowledge that are below what is typical for their age. Children make rapid progress so that an above average proportion, 74%, reach a good level of development when they enter Year 1. Teaching is consistently of a high standard, and so children's progress is accelerated across all areas of the early years curriculum.
- At the end of Year 2, in 2015, standards of attainment were broadly average in reading, mathematics and writing. This represents at least a good level of progress for this cohort of pupils.
- In 2015, the proportion of pupils reaching the expected standard in the national phonics screening check was broadly average. This represents a significant improvement on previous years.
- In the Year 6 tests, in 2015, the majority of pupils attained standards that were above the national average. The school achieved an overall Value-Added (VA) ranking in the top six percentile of all schools nationally in 2015. This represents outstanding pupil progress. Trends over time indicate an upward trend in reading, writing, mathematics and EGPS.
- In 2015, pupils made outstanding progress in mathematics and reading; progress in writing was not quite as good.
- Based on APS, the attainment of pupils in mathematics and reading was significantly above average. Attainment in writing was broadly average.
- Evidence in pupils' books and the school's data about pupil progress, show that pupils currently in the school are on track to make accelerated progress and maintain high value-added scores. The school has put in place numerous strategies to improve pupils' writing skills, the positive impact of these strategies can be evidenced throughout the school.
- Disadvantaged pupils (pupil premium) make significantly better progress than all pupils nationally and the same outstanding progress as their peers in school. Senior leaders

recognise the need to continue to reduce the attainment gap between pupil premium pupils and non-pupil premium pupils.

- There is no significant difference in the progress of the different minority ethnic groups represented in the school.
- In lessons, pupils of all abilities use their language and communication skills very effectively and can articulate their ideas succinctly. Pupils also write confidently and accurately. They take care with handwriting, grammar and spelling, as well as with the content, which is well thought out and interesting. This is the result of the school's careful focus on all aspects of grammar. Pupils speak confidently about their writing and about what they have read. They read fluently and with expression and understand what they have read.
- Pupils demonstrate outstanding attitudes to learning. Staff set high standards to which pupils respond, showing high levels of respect and friendliness to adults, visitors and their classmates. Pupils develop resilience and many other personal attributes through the school's very extensive SMSC and BV curriculum. They feel safe and secure. They said learning is fun and they respect and value other cultures. They really enjoy the lessons and learn new things.

Quality of Teaching, Learning and Assessment

What Went Well

- High-quality teaching is the norm found at the school. Strong teamwork is a central pillar of the school's teaching provision.
- Teachers have very good and trusting relationships with their pupils. There is a great deal of enjoyment evident. Pupils say they enjoy their learning within a safe environment. There are many happy pupils around the school.
- Teachers ensure that pupils make exceptionally good progress by planning well-structured lessons, linked to high expectations of work and behaviour. They are uncompromising and as a result, there is a direct impact on pupils being able to achieve their best.
- Teachers become extremely well versed in evaluating what pupils know, understand and can do. Information from this evaluation is used to inform future learning very well. Teachers also expect pupils to think carefully about what they have learned. As a result, pupils are able to identify where their learning needs to improve and act on it accordingly.
- Teachers organise lessons very well to make sure that no time is wasted. Straightaway in the morning, pupils settle themselves with no fuss to their morning work.
- Teachers are very knowledgeable about the new curriculum and assessment expectations. They use their expertise and experience very well to stretch and challenge pupils.
- Teachers use questioning expertly to promote learning. They also respond well to pupils' questions, which are plentiful, sometimes withholding the answer in order to promote further discussion and deepen understanding.
- Teachers put a lot of thought into their planning. They have high expectations of their pupils and plan activities that are rich in subject content, challenging and fun.

- Pupils move seamlessly between teachers and teaching assistants. Teaching assistants are extremely skilful at working with individuals as well as with larger groups of pupils.
- In the early years setting, there are very high levels of engagement for all children, with knowledgeable and responsive staff supporting and developing children's language for thinking across the curriculum. Creative entry points are used to 'hook' children into learning.
- Marking of work is thorough and regular, and is of a very high standard. Detailed comments and feedback for pupils shows clearly what a pupil has done well, and how to take the next steps to improve.

Even Better If...

...teachers always take time to check whether pupils' whiteboard work is correct.

...teachers think about the pace of learning, occasionally it is too quick and on other occasions, too slow.

Quality of Area of Excellent Practice

SMSC and BV

- Given the high levels of disadvantage in the community, the SMSC and BV programmes are not an add on but an integral part of how the school ensures its success, there are many great examples of care and expectation.
- The school knows that the best way to ensure the children's future success is to make sure that they achieve well, have ambition, high expectations of themselves and experiences that allow them to become well rounded and successful pupils going into their secondary schools. No excuses are made or allowed.
- There are established SMSC and BV programmes that permeate all aspects of school life. Engaging in Investors in Pupils is evident through the 'ihelp' leaflet that is displayed in all classrooms. This leaflet lists the job descriptions that the pupils aspire to. This was part of a Middle Leader project which has been shared with other schools in the hub.
- Pupils voice has been a major initiative in school to extend the roles and responsibilities of all pupils. Pupil voice speech bubbles are evident throughout the school.
- Initiatives such as Open Morning and 'Dad's' sessions have helped parents understand the curriculum and especially those aspects that develop the moral and social elements of pupils' learning.
- The Commando Joe initiative has had a major impact on improving pupils' attendance and reducing persistent absentees.
- Theme weeks, including links with partner schools in Colombia, are a major part of the school ethos and curriculum.
- There are strong links with the Nottingham Contemporary Museum where pupils' work is exhibited.
- Regular Book Look by middle leaders, highlights that many of the whole-school examples of SMSC and BV are very evident in the pupils' work throughout the school.

Partnerships

- Rise Park is an outward looking school. The school is always willing to share good practice whether this be presenting at local conferences or demonstrating subject pedagogy.
- Partnerships have facilitated staff retention, not only from the development opportunities arising from support work, but also through staff taking on new roles internally.
- Student teacher placements have provided a valuable opportunity to talent spot and develop their own teachers through school based training.
- The school works closely with Transform Teaching Alliance and the local Challenge Partner hub.

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.

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

Following discussion with the headteacher, the school would not like any further support at this time.