

Name of School:	Rise Park Primary and Nursery School
Head teacher/Principal:	Natasha Kelly
Hub:	Transform Hub
School type:	Maintained
MAT (if applicable):	N/A

Estimate at this QA Review:	OUTSTANDING
Date of this Review:	23/01/2019
Estimate at last QA Review	OUTSTANDING
Date of last QA Review	05/03/2018
Grade at last Ofsted inspection:	GOOD
Date of last Ofsted inspection:	17/11/2016

Quality Assurance Review

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

School Improvement Strategies	OUTSTANDING
Outcomes for Pupils	GOOD
Quality of Teaching, Learning and Assessment	OUTSTANDING
Area of Excellence	NONE SUBMITTED
Previously accredited valid Areas of Excellence	SPANISH 15/3/2017
Overall Estimate	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. Context and character of the school

- Rise Park Primary School is a two-form entry primary school, with a large Nursery provision. It is larger than the average-sized primary school and is situated to the north of the city of Nottingham. The school is a maintained school and is a member of the Nottingham Schools Trust. The trust was created in a partnership between maintained schools across the city with the aim of providing support and challenge to non-academised schools.
- The school is in an area of deprivation and it serves its local community well. It is popular in the neighbourhood and is over-subscribed with a long waiting list for places. It is notable that the local demographic is changing which is reducing children's attainment on entry to the school.
- The proportion of disadvantaged pupils is considerably above the national average, being in the top 20% of schools nationally. The proportion of pupils who have special educational needs and/or disabilities (SEND) is below that of schools nationally. However, the school has built a strong reputation for its SEND provision and numbers are growing.
- There is a lower proportion of pupils from minority ethnic groups than the national average. Similarly, the percentage of pupils who speak English as an additional language is again less than found in schools nationally.
- The school's motto is 'Steps to Success' which is exemplified by the purposeful environment and the high expectations of all stakeholders. The school has a warm and very positive ethos and every pupil takes pride in being a valued member of the Rise Parkers.

2.1 School Improvement Strategies - Progress from previous EBIs

- At the previous review, it was identified that the school improvement plan would benefit from detailing specific milestones to work towards. Leaders have worked hard to develop a more comprehensive model with timelines and regular monitoring included. It is now a far more succinct and relevant document which the school is considering streamlining further.

2.2 School Improvement Strategies - What went well

- The headteacher is in her third year of headship. She is a positive and professional role model, showing clarity in all that she expects from the school team and the pupils. Her approach has created a positive and supportive ethos and the school is a happy, vibrant place.
- The senior leaders have a well-balanced range of skills. They show much passion and commitment to leading the school. They support the headteacher effectively and share a purposeful focus on ensuring that teaching and learning are effective.
- Middle leaders play an important part in the school's distributed leadership ethos.

Subject leadership roles are enhanced through the networks established with other trust schools. For instance, the school's two Spanish speaking specialist leaders cascade their skills and knowledge across the trust as the modern foreign language specialists.

- The inclusion leader and assistant inclusion leader, together with the family support worker, effectively support pupils who have SEND, those with emotional needs, disadvantaged pupils and those who may be falling behind academically. They plan a wide range of nurture interventions and are closely involved with outside agencies.
- The teaching assistant team is an absolute asset to the school. All are skilled practitioners and are highly valued by the leaders as a core element of the teaching team. They lead very effective interventions before and during the school day, working closely with class teachers to support pupils of all abilities.
- There is a comprehensive programme of professional development for all staff. Opportunities are sought which link to school priorities and individual staff needs. There is further staff development involving coaching, mentoring and team-teaching activities with colleagues. As a result, staff are knowledgeable and experienced so leaders can deploy the team flexibly to help maximise learning.
- An action research project concerning early number sense is currently being undertaken. This is led by a Nursery teacher and the approaches explored underpin the 'maths mastery' teaching in the Reception classes.
- Work displayed in classrooms and communal areas demonstrates the rich and varied curriculum. Furthermore, each term the whole school enjoys a very popular themed week, such as a science and mathematics (STEM) week and an aspirational week focused on careers and enterprise.
- Numerous pupil-led initiatives enrich their school lives and include an active school council and 'investors in pupils', which promotes children's rights and responsibilities. Pupils are extremely proud and protective of the resident chickens, guinea pigs, giant snails and a hamster, who all live happily in different areas of the school. Caring for the animals encourages empathy and a sense of duty, not to mention the pride experienced when collecting a lovely warm egg!

2.3 School Improvement Strategies - Even better if...

...the school's self-evaluation was even more rigorous, particularly with respect to stating explicitly how data analysis informs timely and impactful actions.

3.1 Quality of Teaching, Learning and Assessment - Progress from previous EBIs

- At the previous review, it was recommended that the most able pupils were challenged even more from the outset of lessons. The school has adapted their planning and worked hard to embed challenging tasks throughout lessons. Examples of this were seen in many lesson observations, when the most able

pupils were challenged with higher level tasks throughout their learning, such as in 'maths mastery' sessions. This has resulted in more pupils attaining the highest levels in all year groups and in the outcomes at the end of 2018. It was also suggested that pupils would benefit from a consistent approach to initiatives that help peers critique others' writing. There is now a very evident consistency taken to peer feedback across the school. This is completed regularly, with displays in each classroom providing effective prompts for pupils when editing their own work and that of classmates.

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

- Warm and positive relationships between adults and children permeate all aspects of school life. Pupils show commendable attitudes to their learning and high levels of engagement are evident in all classes.
- A consistent approach to teaching and learning is apparent throughout the school. The teaching team has very high expectations to which the pupils respond well. The children can discuss their work and their current targets confidently.
- The learning environment is vibrant and welcoming. Consistent displays and activity expectations throughout the school help sustain effective transition between classes. For instance, each class has a mastery mountain display which includes age-appropriate investigative prompts to extend pupils' scientific knowledge and practice.
- The school uses high quality texts to help pupils develop a love of reading. Each classroom has an inviting reading area and these are carefully designed to inspire the children at different ages and interests.
- Questioning is used effectively by adults. They plan open and searching questions which are differentiated well. This approach helps to challenge pupils' thinking and to deepen their understanding.
- Lessons are planned well with a clear structure and clarity in progression and expectations. The subject knowledge of teachers and other adults is strong. A similar approach to planning is used consistently throughout the school and plans are cascaded between adults to help inform formative assessment and timely interventions.
- The school takes a strategic approach to providing quality interventions to help support pupils to bridge gaps in their learning. The impressive system is planned on a half termly basis and includes pastoral and academic support delivered by the teaching assistant team. Considerable proportions of pupils, including those who are disadvantaged, are invited to attend sessions before the start of each school day. Breakfast is provided during these sessions and they are very well attended. As a result, pupils benefit greatly and there is evidence of accelerated progress in the children's understanding.
- Work in pupils' books is positive and shows clear progression in each year group. Consistent expectations are exemplified throughout the school and across the wider curriculum. Children write in a cursive script from an early age and this is modelled well by adults. Pupils are given very regular opportunities to edit their

work and to assess that of their peers. Meaningful marking and feedback is used and responded to well by pupils to help consolidate and extend their learning.

- The school team takes a very proactive approach to supporting disadvantaged pupils throughout the school. They maintain a detailed tracker to ensure entitlement for the pupils to access extra-curricular clubs and sports. Notably, a group of most able disadvantaged children are enjoying a modern foreign languages project with the University of Nottingham to raise their aspirations further.

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

...pupils were consistently empowered to build their independent skills so that they could take even more responsibility to extend their own learning.

4. Outcomes for Pupils

- Children enter the school in the Early Years Foundation Stage (EYFS) at levels well below those found nationally. The proportion of children who reached a good level of development in 2018 was just above the national average. Although this percentage dipped when compared to the previous year, it remained above that of schools nationally. This represents at least good progress from the children's starting points.
- The proportion of pupils who passed the Year 1 phonics screening check in 2018 was just above the national average. There has been an upward trend in recent years. Year 2 pupils who did not meet the standard are supported to pass before commencing Key Stage 2.
- In Key Stage 1, the proportion of pupils who met the reading, writing and mathematics expected level was slightly below that of schools nationally in 2018. However, the proportion of pupils who achieved greater depth was above the national average in all subjects.
- Key Stage 2 outcomes in 2018 were above those of schools nationally in reading, writing and grammar, punctuation and spelling (GPS) at the expected level, although below the national picture for mathematics. Conversely, the proportion of pupils who reached the higher standard was above the national average for mathematics. The combined measure for reading, writing and mathematics at the expected level was slightly below schools nationally. However, the combined measure at the higher level was above the national average.
- In 2017, the progress measures for reading, writing and mathematics were well above the national average. Although progress remained positive in 2018, it declined on the previous year and was classified as average overall.
- Leaders cited some specific issues with the 2018 cohort which led to a dip in Key Stage 2 outcomes compared to the previous year, particularly with respect to girls' attainment and progress in mathematics. The predictions for 2019 are much more positive and appear accurate when triangulated with work in books and lessons

observed.

- Pupils who have SEND are supported well and they generally make good progress from their individual starting points.
- The gap between disadvantaged pupils and others in the school is diminishing for all current year groups. It is acknowledged that there were some very specific challenges with the Key Stage 2 group in 2018, which meant these pupils attained less well than expected. However, their progress scores for reading were higher than the national average and classified as average for writing and mathematics.
- Current tracking data indicates that almost all pupils in all year groups are progressing well from their starting points. Current pupils are predicted to achieve improved outcomes in all subjects in 2019. The school's targets are aspirational and current work in books corroborates these.

5. Area of Excellence

Not submitted.

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

School leaders value the support already offered by the Challenge Partners QA review system and are happy with the current situation. They value the experience gained by their senior leaders when visiting other schools as part of the review teams.

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.