
CHALLENGE PARTNERS: Quality Assurance Review Written Report

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

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Unique Reference Number:	122474
Local Authority:	Nottinghamshire
Type of School:	Primary
School Category:	Community
Age range of pupils:	3-11
Number on roll:	412
Head teacher/Principal:	Natasha Kelly (Acting HT) Karen Slack (Previous Headteacher, Strategic Lead)

Date of last Ofsted inspection:	17 th November 2016
Grade at last Ofsted inspection:	Good

Date of Quality Assurance Review:	18-20 January 2017
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QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES¹

School Improvement Strategies **Outstanding**

Pupil Outcomes **Good**

**Quality of teaching, learning and
assessment** **Good**

Area of Excellent Practice **Confirmed**
MFL and International Links

Overall Review Evaluation

The Quality Assurance Review found indicators that Rise Park Primary School appears to be at the top of the Good grade as judged by Ofsted in the school's previous Ofsted and is working towards Outstanding.

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 a larger than average primary school in the Nottingham local authority area. The school is a member of the Aspire Partnership and Transform Teaching School Alliance.
- The attainment of students upon entry to the school is below the national average, although the proportion of more able children is rising over time.
- The proportion of students from minority ethnic groups is broadly average, although the proportion of students whose first language is not English (EAL) is well below the national average.
- The proportion of disadvantaged students is well above the national average and the school's deprivation indicator is significantly above average at 0.34. The pupil premium cohort accounts for 34% of the overall school population.
- The proportion of students with special educational needs and/or disabilities (SEND) is below the national average, although higher in Years 3 and 6.
- Attendance is in line with the national average.
- The school has an extended management team working with colleagues in a distributed model of leadership.

School Improvement Strategies

What Went Well

- The school has managed a significant transition in leadership through a process of careful planning and consideration of the full range of strategic issues. The acting headteacher demonstrates a passionate commitment to the continuing improvement of the school and works tirelessly to promote the school's deep-rooted ethos of inclusivity and ambition.
- The school has developed robust systems for providing well-planned interventions in English and mathematics for the large cohort of disadvantaged students.
- As a result of the strategic development of plans for enhancing cross-curricular learning, the school is well placed to ensure that staff have heightened awareness of the importance of developing transferable skills.
- Pupils benefit from a broad and relevant curriculum which promotes academic, social and cultural development. The full range of topics presents pupils with a variety of opportunities to develop global citizenship, artistic and linguistic skills. The school's energetic commitment to the teaching of Spanish can be seen throughout all years of the school.
- The school has invested in the promotion of a number of writing strategies including Rainbow Grammar, the Big Write, Story Mountain and Poetry Champions. Evidence of work in books and on display demonstrates the significant impact on the development of language skills.

- Heightened attention to the development of pupils' competence in spelling, punctuation and grammar across the school is clearly paying dividends in raised outcomes.
- Pupils benefit from a well-resourced learning environment including extensive displays of pupils' work and celebrations of achievement in academic and social skills.
- The Early Years Foundation Stage (EYFS) development plan is carefully aligned with whole school priorities and includes a clear focus on the progress of specific pupil groups.
- There is clear evidence that both British Values and opportunities to develop spiritual, moral, social and cultural understanding are strongly embedded in planning. A range of theme weeks provides a full range of learning opportunities. The 'free to be me' student leadership scheme enables the school to challenge stereotypes and promote anti-bullying messages.
- Pupils benefit from a full range of extra-curricular opportunities and there are strong rates of participation including outdoor learning, sports, gardening club, meditation and performing arts.
- There is a varied range of pupil leadership opportunities including sports buddies, peer mediators, eco-monitors and chicken carers. The school's promotion of a culture of reward is achieved partly through a well-developed house system but also through the 'star of the week' and parental engagement with celebration events.
- The Continuing Professional Development (CPD) offer for staff is coherent, wide ranging and of high quality. The development of middle leaders is a clear priority for the school and the culture of talent development is helping the school to retain and grow effective teachers and managers. Staff evaluate the impact of personalised CPD on their teaching very strongly and there is clear evidence that the effective planning of training is having a positive impact on the quality of teaching. Staff work closely with colleagues from schools across the local and regional area to develop subject knowledge, understanding and skills.
- The school's commitment to working in partnership can be seen both in the range of initial teacher training programmes with which they are engaged and in the outcomes of early years collaboration.
- Middle leaders are positive about the opportunities to share best practice, both within the school and across the Alliance. A number of middle leaders have accessed both National College licensed programmes and other bespoke programmes developed by the Alliance.
- The school sets ambitious targets for pupil outcomes in all year groups and monitors progress using a system of regular assessment points and meetings. Staff engage in appropriate and rigorous moderation processes and are confident in their response to assessment information.

- The school's documentation for self-evaluation and improvement is highly comprehensive and actions are both appropriate and detailed.

Even Better If...

... there were enhanced opportunities for sharing and disseminating best practice in teaching, learning and assessment across all classrooms. The development of a culture of enquiry could help drive improvement around the key school priorities.

... the school refreshed and re-launched their strategy for the improvement of writing across year groups.

... protocols for marking and feedback were reviewed and training offered in order to ensure that teachers enhance consistency in promoting progress and moving learning onto the next stage.

... school improvement documentation was refined in order to articulate clearly specific data-led priorities and track progress against succinct actions and appropriate milestones.

Pupil Outcomes

- In 2016 across all national headline attainment measures, attainment improved. The school also performed well in comparison with local schools.
- Attainment at Key Stage 2 across reading, writing and mathematics combined was slightly above the national average. Given the lower starting points of pupils upon entry, the school continues to achieve a good level of progress.
- Disadvantaged Key Stage 2 pupils achieved an average scaled score equal to or above the national score for other pupils in mathematics. However, more able disadvantaged pupils underperformed in English in comparison with their peers nationally.
- Apart from boys, the expected progress of pupils in science was below national averages.
- In Year 6 tests, the majority of pupils attained scale scores that were in line with national averages in reading and SPAG.
- Over the last three years, the school has made rapid improvement in outcomes in phonics. Although disadvantaged pupils perform less strongly than other pupils nationally, by the end of Year 2 the gap has almost completely closed.
- Outcomes in Year 2 are below national averages although improving over time. However in Key Stage 1, boys do perform less strongly than girls in reading, writing, mathematics and science.
- Key Stage 1 attainment at greater depth in all subjects for all EYFS development groups was close to or above national averages.

- A good level of development was achieved by 80% of children in EYFS although the achievement of girls was more pronounced than that of boys.
- There continue to be no discernible differences in the progress of different minority groups represented in the school.
- Absence levels at the school are broadly in line with national averages. The school has no permanent exclusions and there are low levels of persistent absence. It is clear that pupils attend well and enjoy their learning.

Quality of teaching, learning and assessment

What Went Well

- Additional adults work closely with teachers to provide targeted support and meet the needs of specific pupils. There is a good level of sustained engagement in learning amongst children in intervention sessions.
- Teaching is informed by well-planned sequences of learning and well-designed resources. Where the sequence of activities is appropriate to age and stage, the pace of learning is rapid and pupil progress accelerates.
- The school has embraced the many benefits of rainbow grammar and children are beginning to develop strong skills in spelling, punctuation and grammar.
- Teachers demonstrate strong subject knowledge and use this to create dynamic and relevant learning opportunities. Target language is used effectively to promote language skills in Spanish lessons.
- Good working relationships are evident between staff and pupils and between adults across the school workforce. As a result, pupil engagement is good and positive attitudes to learning are evident across all year groups.
- There is significant evidence of effective phonics practice and the application of a wide range of appropriate strategies.
- Early years provision is well planned and the learning environment is rich and varied. Careful integration of new children is underpinned by the promotion of high expectations. Parental engagement is closely fostered and reporting on progress is regular and appreciated.
- Teachers use a range of assessment for learning strategies to identify and address misconceptions swiftly. Pupils are also comfortable with the use of self and peer assessment strategies.
- Pupils are encouraged to take risks in lessons which seek to develop their social skills alongside academic knowledge and understanding. Pupils are confident and able to meet the high expectations of their teachers.
- Strategic leadership of ICT is strong and pupils benefit from a range of dynamic and relevant opportunities.
- A range of questioning strategies was observed in lessons, designed for the development of knowledge in different curriculum areas. However, teaching

assistants demonstrate less confidence in the use of extended questions to develop knowledge and understanding.

- Presentation in books is generally good and the most able appear to take pride in their high standards of presentation. Some effective examples of extended writing were found in a work scrutiny of English books, suggesting that these skills are being fostered and developed.

Even better if...

... teachers enhanced the range of opportunities to develop greater challenge for more able pupils, moving them on rapidly to the next steps in learning .

... the opportunities to practise early writing were extended in EYFS, taking full advantage of curriculum planning to promote pencil control, letter formation and word level skills.

... expectations of feedback and next step marking were refreshed to enhance consistency in target setting.

... strategies which meet the needs of targeted pupil groups were reviewed regularly in order to ensure that gaps in attainment continue to diminish.

Quality of Area of Excellent Practice: MFL and International Links

Why has this area been identified as a strength?

The school has invested considerable resource in developing the infrastructure for teaching Spanish and forging international links. The appointment of a language consultant has provided extra capacity in planning and leadership and has helped the school to form effective partnerships with secondary feeder schools. Spanish is embedded in the curriculum in every phase of the school, including EYFS and resources are evident across all areas of the school site. The school is keen to ensure that they provide a range of opportunities for young people to develop a passion for languages alongside the attributes of global citizenship.

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

The school has forged links with schools in Columbia and Spain. They have developed a range of opportunities including teacher exchange, setting up a regularly updated blog, establishing a Spanish library, developing shared curriculum theme weeks including a specific focus on Eco week. Best practice in teaching languages is shared across a MFL Network with partner primaries. An annual MFL conference run by Nottingham Trent University has provided the school with a significant local profile as an source of expertise in language teaching. In September 2015, the school achieved the International School Award

on the basis of the presentation of a 'well presented impact evaluation'. The school has also submitted an application for MFL accreditation through EMPLAS.

Teachers pursue cross-curricular learning opportunities in planning for teaching in core and topic lessons. A hispanic country project has enhanced pupils' enthusiasm and provided opportunities for celebration. The whole school assembly 'El Boletin Semanal' ensures that the school community develop a shared understanding of language based activities. An extra-curricular club also offers pupils a space to develop skills and confidence. Language activities are also mapped to the whole school SMSC tracker and Columbian moral values. Use of the well-regarded rainbow grammar system enables pupils to develop their grasp of key concepts and structures. Collaboration with secondary partners ensures that information on language proficiency is communicated as part of transition work.

What evidence is there of the impact on students' outcomes?

A clear framework for assessing skills progression has been implemented which makes judgments across the four national curriculum language skills. Intercultural learning is assessed using the whole school's marking and feedback policy and skills ladder. High expectations for rigorous cross-curricular planning are checked through regular work scrutiny and learning walks. The many impacts of project based learning in languages can be seen in dynamic displays of pupils' work, feedback on staff surveys, parent questionnaires and pupil panel comments. The best practice conference with local primary schools presents an opportunity to moderate assessment judgments and discuss the impact of teaching and learning on pupil progress.

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

Following discussion with the Acting Headteacher, the school would like to reflect further about what support they might like.

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.