



Rise Park Primary and Nursery School  
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5<sup>th</sup> May 2026

Dear Parent / Carer,

As you may be aware, Ofsted has introduced a new National Framework.

Under this framework, schools no longer receive an overall judgement. Instead, inspectors evaluate schools across several areas, including safeguarding, personal development and wellbeing, achievement, attendance and behaviour, curriculum and teaching, early years, inclusion and leadership and governance.

Following our inspection, I am delighted to announce that Rise Park received the 'expected standard' across all areas.

There are many wonderful positives noted in the report, but what I am most proud of is the paragraph entitled 'what it is like to be a pupil at this school'.

May I take this opportunity to say a big thank you to the staff, governors, yourself as a parent but most of all the children in making Rise Park a very special place to be.

Please see below for the full report.

Yours sincerely,

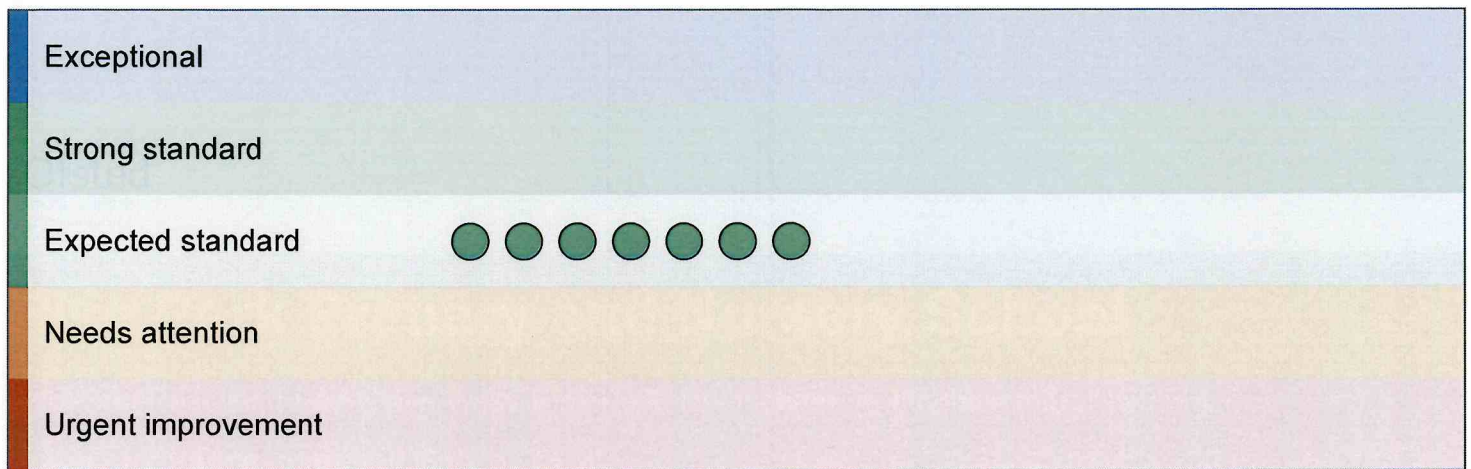
Mrs Kelly  
Headteacher

# Rise Park Primary and Nursery School

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

Unique reference number (URN): 122474

## Inspection report: 10 March 2026



### ✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

#### How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Expected standard ●

### Achievement

Expected standard ●

Pupils typically gain the knowledge that they need to read with comprehension and expression. They make connections across topics and about the texts that they read together. They readily demonstrate how they use their mathematical knowledge to solve problems and write with flair. If pupils' progress slows, the support that they get generally speeds up their learning again and gaps in their knowledge close. As a result, most pupils reach the standard expected at their age for reading, writing and mathematics. This includes disadvantaged pupils, many of whom achieve as well as their peers. Pupils with special educational needs and/or disabilities (SEND) make progress in line with the plans which are in place to help them to be well-prepared for their next steps. This includes those who attend the school's specially resourced provision for pupils with SEND, 'The Den', who achieve well from their starting points.

### Attendance and behaviour

Expected standard ●

Leaders make sure that all families understand the importance of attendance. These high expectations are in place from children's earliest days at school. The school provides the right support for families so that children are in school every day that they can be. Leaders act as soon as pupils' attendance begins to dip so that issues are swiftly addressed. Pupils enjoy attendance rewards, such as the chance to roll the 'classopoly' dice when their class has high attendance. The school is proud of the way in which everyone has worked together to ensure that pupils' attendance is typically above the national average.

Pupils are eager to learn in the calm atmosphere that permeates the school. Everyone understands the school's approach to behaviour. Typically, pupils conduct themselves well around school. Playtimes are energetic and well ordered. Pupils are proud of the way they work together in their house teams on shared projects such as creating their 'empathy footprints'. Leaders address poor behaviour straight away. Such incidents are rare and pupils who find it hard to manage their behaviour are supported effectively. Pupils understand the importance of pausing and reflecting on their actions so they do not make the same mistake again.

### Curriculum and teaching

Expected standard ●

Leaders make astute decisions about how to improve the curriculum further. They put in place effective training to deepen teachers' knowledge. This makes a difference. For example, there is now a highly consistent approach to teaching mathematics. Pupils revel in their knowledge of number.

There is a clear focus on making sure that pupils gain the knowledge that they need to be successful learners. Staff model the way to form letters correctly. They make sure that there are lots of chances for younger pupils to practise this. Staff develop pupils' language through carefully chosen texts. Well-planned lessons engage pupils in thoughtful discussions about challenging topics.

Early reading is taught well. Teachers quickly identify pupils who may need more help. Regular checks take place so that staff can see whether the support that these pupils get is making a difference. The curriculum has been enhanced recently. All pupils, including those at the early stages of reading, have more chances to practise reading fluently. This refined approach is becoming embedded.

Staff make astute adjustments to lessons so that pupils with SEND can join in with their peers. For example, some pupils with SEND use equipment that helps them to understand abstract concepts in mathematics better.

## Early years

Expected standard 

Leaders are highly proactive in supporting families so that children are ready to start school. Children settle quickly, build friendships and enjoy playing together.

There is a sharp focus on children learning to read. Children learn the right way to hold a pencil. They successfully write words using the letters that they can form. Children use what they know about numbers to work out problems, for example about how many ducks are swimming when some have come back. As a result, they are prepared well for Year 1. Often, teachers use questioning to check children's understanding. Gaps in knowledge are swiftly spotted so that vulnerable children can catch up. Leaders and staff identify the needs of children with special educational needs and/or disabilities with precision.

Often adults choose the language that they use carefully so that children can learn new words. This helps children to describe the 'gloopy' dough, or explain that they need to roll it out. Many children concentrate well on the learning that they choose. However, leaders do not always check that all children benefit from the planned activities and high-quality conversations with staff.

## Inclusion

Expected standard 

Leaders want pupils with special educational needs and/or disabilities (SEND) to flourish. They are tenacious in their efforts to ensure that the right resources are in place to support these pupils. They make sure that staff understand how to include pupils with SEND in lessons alongside their peers. This includes pupils with SEND, who also learn in 'The Den', the school's specially resourced provision for pupils with SEND. These pupils learn the same curriculum as their peers wherever possible. In 'The Den', they benefit from individual support, which helps them to follow instructions, express their feelings and develop their social skills.

Staff know precisely what pupils with SEND should learn next. Pupils with SEND, including those who are known to social care, make steady progress. They explain with pride what they have learned and feel ready for their next steps. Leaders, including governors, check that extra help is making a difference. They choose the support which will help pupils with SEND make the best progress. Pupils who are disadvantaged benefit from well-planned support so that they can catch up with their peers. The school works constructively with

external agencies. Staff explain plans clearly to parents so they know how to help their child. Parents appreciate this effective communication.

## **Leadership and governance**

**Expected standard** ●

Service to the community is at the heart of how leaders see their role. They are deeply committed to making sure that all children and their families have what they need to thrive. They want all pupils feel that they belong to the school, including those with special educational needs and/or disabilities (SEND) and those who face challenges. Leaders are unwavering in their support of all.

Leaders know exactly what the school is doing well and what it needs to do to improve. They act on these areas quickly, checking that what they are doing is making a difference. They anticipate the support that staff will need, including those who are new to teaching. Leaders prioritise professional learning, giving staff the time to reflect and implement new approaches effectively. As staff take on new roles and responsibilities, they are well supported by experienced colleagues. Staff are fulsome in their praise for leaders' advice and practical support of them. They feel that the school is led and managed well. They are proud of the difference that they make, working together as a team.

Governors check that the changes that leaders enact are making a difference. They work closely with leaders so that resources are used for the benefit of all pupils, including those with SEND. They check that staff workload and wellbeing are thoughtfully managed. Leaders and governors ensure that all staff, including those who are new to the school share the school's inclusive vision and aspirations for all.

## **Personal development and wellbeing**

**Expected standard** ●

Opportunities to consider different points of view are woven through the curriculum. For example, pupils readily discuss ethical issues, such as homelessness and racial discrimination. Teachers plan this skilfully so that cultural diversity is valued and celebrated by all. They can explain how decisions can be taken fairly, through voting, and how they learn to accept each other's point of view. This prepares them well for their responsibilities as citizens. Pupils have respectful attitudes towards different religions. However, some of their knowledge about key beliefs is not as detailed as it could be.

Leaders have carefully planned a rich programme of extra-curricular activities, from 'hispanicrafts' to salsa club. Uptake is high and pupils say that there is something for everyone. Leaders ensure that all pupils benefit from this provision. Pupils work together to improve the school. They help each other by serving water at lunchtime and running clubs. Leaders ensure that pupils are included in decision-making. Pupils explain how they have been involved with the redevelopment of the playground and changes in the local environment. They make good use of the different spaces outside, such as their areas for planting and growing.

The programme for pupils' personal development is well planned. It reflects challenges that pupils may face in the local area so that they are prepared for them. Leaders have thought particularly carefully about the extra support that pupils with special educational needs and/or disabilities might need so that they know how to stay safe. Pupils understand the

risks to their wellbeing that they might face when they are online and what they can do to keep themselves safe. Pupils quickly recall the school's 'steps to success'. They explain how these values prepare them well for secondary school and their future employment.

## **What it's like to be a pupil at this school**

Pupils, staff, parents and carers believe that being a 'Rise Parker' is something special. Expectations of pupils' behaviour are high. Pupils say that the rules are fair and enable them to work together and enjoy active social times too. They recall few incidents of poor behaviour and trust adults to resolve any issues. Pupils relish their leadership roles. They explain how they help to improve the school further. Older pupils feel ready for secondary school. They feel that the school has taught them to work hard. Pupils are ambitious and describe what they need to do to get a job or apprenticeship. They are deeply respectful of each other, accepting one another's differences. Pupils become articulate, confident individuals whose morals guide them well.

Children in the early years quickly learn to socialise well. Staff care about the children and know what they need to learn next. Often, staff help children to join in purposeful activity. Parents describe their children's great enthusiasm to get to school in the morning. Special occasions become opportunities for parents to join in the fun with their children. For example, the special breakfasts held for Mother's Day give parents and children the chance to enjoy crafts together. One parent, speaking for many, explained that the school was their child's 'happy place'. This is a community where all are welcomed.

Leaders want pupils to be ready for life in modern Britain. Pupils learn how to keep themselves healthy and safe. Their knowledge of cultural and religious diversity is developing. Parents are proud of the school. They describe a school where 'children come first' and where the staff are deeply committed to pupils' wellbeing and progress. Parents praise the support that the school gives to children with special educational needs and/or disabilities and their families.

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## **Next steps**

- Leaders should ensure that pupils continue to get opportunities to use foundational knowledge fluently.
- Leaders should ensure that pupils further deepen their knowledge of different religions.
- Leaders should ensure that children consistently benefit from activities and interactions planned by staff to extend their learning.

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## **About this inspection**

The chair of the board of governors in this school is Jeanette Kirkby.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, deputy headteacher and staff during the inspection. They also spoke with governors.

Inspectors confirmed the following information about the school:

The school is about to open a specially resourced provision for pupils with special educational needs and/or disabilities (SEND). Currently, a group of pupils with SEND are taught in a school-based provision called 'The Den'.

Headteacher: Natasha Kelly

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**Lead inspector:**

Hazel Henson, His Majesty's Inspector

**Team inspectors:**

Lisa Harrison, Ofsted Inspector

Helen Loader, His Majesty's Inspector

Sarah Sadler, Ofsted Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 10 March 2026

## School and pupil context

**Total pupils**

**458**

Well above average

**What does this mean?**

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

### **School capacity**

**420**

Above average

#### **What does this mean?**

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

### **Pupils eligible for free school meals (FSM)**

**33.17%**

Close to average

#### **What does this mean?**

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

### **Pupils with an education, health and care (EHC) plan**

**1.31%**

Below average

#### **What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

### **Pupils with special educational needs (SEN) support**

**9.83%**

Below average

#### **What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

## Location deprivation

### **Below average**

#### **What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

## Resourced Provision or SEND Unit (if applicable)

### **No resourced provision**

#### **What does this mean?**

Whether school has Resourced Provision or SEND unit (if applicable).

## All pupils' performance

### **Pupils reaching the expected standard in reading, writing and mathematics**

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	70%	61%	Above
<b>2024/25 (revised)</b>	70%	62%	Above
<b>2023/24 (final)</b>	72%	61%	Above
<b>2022/23 (final)</b>	67%	60%	Close to average

### **Pupils reaching the expected standard in reading**

The percentage of pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	79%	74%	Close to average
<b>2024/25 (revised)</b>	72%	75%	Close to average
<b>2023/24 (final)</b>	78%	74%	Close to average
<b>2022/23 (final)</b>	87%	73%	Above

### **Pupils reaching the expected standard in teacher-assessed writing**

The percentage of pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	82%	72%	Above
<b>2024/25 (revised)</b>	80%	72%	Above
<b>2023/24 (final)</b>	83%	72%	Above
<b>2022/23 (final)</b>	82%	71%	Above

### **Pupils reaching the expected standard in mathematics**

The percentage of pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	77%	73%	Close to average
<b>2024/25 (revised)</b>	87%	74%	Above
<b>2023/24 (final)</b>	75%	73%	Close to average
<b>2022/23 (final)</b>	70%	73%	Close to average

### **Disadvantaged pupils' performance**

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

### **Disadvantaged pupils reaching the expected standard in reading, writing and mathematics**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	56%	46%	Above
<b>2024/25 (revised)</b>	63%	47%	Above
<b>2023/24 (final)</b>	52%	46%	Close to average
<b>2022/23 (final)</b>	52%	44%	Close to average

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	66%	62%	Close to average
<b>2024/25 (revised)</b>	63%	63%	Close to average
<b>2023/24 (final)</b>	61%	62%	Close to average
<b>2022/23 (final)</b>	76%	60%	Above

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	74%	59%	Above
<b>2024/25 (revised)</b>	79%	59%	Above
<b>2023/24 (final)</b>	70%	58%	Close to average
<b>2022/23 (final)</b>	71%	58%	Above

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	66%	60%	Close to average
<b>2024/25 (revised)</b>	83%	61%	Above
<b>2023/24 (final)</b>	57%	59%	Close to average
<b>2022/23 (final)</b>	57%	59%	Close to average

### **Disadvantaged pupils' performance gap**

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

### **Disadvantaged pupils reaching the expected standard in reading, writing and mathematics**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	56%	68%	-12 pp
<b>2024/25 (revised)</b>	63%	69%	-7 pp
<b>2023/24 (final)</b>	52%	67%	-15 pp
<b>2022/23 (final)</b>	52%	66%	-14 pp

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	66%	80%	-13 pp
<b>2024/25 (revised)</b>	63%	81%	-18 pp
<b>2023/24 (final)</b>	61%	80%	-19 pp
<b>2022/23 (final)</b>	76%	78%	-2 pp

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	74%	78%	-4 pp
<b>2024/25 (revised)</b>	79%	78%	1 pp
<b>2023/24 (final)</b>	70%	78%	-8 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	71%	77%	-6 pp

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	66%	80%	-14 pp
2024/25 (revised)	83%	81%	3 pp
2023/24 (final)	57%	79%	-23 pp
2022/23 (final)	57%	79%	-22 pp

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.4%	5.2%	Below
2023/24 (3 term)	5.2%	5.5%	Close to average
2022/23 (3 term)	5.4%	5.9%	Close to average

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	10.8%	13.3%	Close to average
2023/24 (3 term)	13.4%	14.6%	Close to average
2022/23 (3 term)	12.5%	16.2%	Close to average

## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

### Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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