

EDALE RISE PRIMARY AND NURSERY  
SCHOOL

<b>Name of School:</b>	Edale Rise Primary and Nursery School
<b>Head teacher/Principal:</b>	Sharon O'Connor
<b>Hub:</b>	Transform
<b>School type:</b>	Converter Academy
<b>MAT (if applicable):</b>	The Transform Trust

<b>Estimate at this QA Review:</b>	Good
<b>Date of this Review:</b>	13/10/2017
<b>Estimate at last QA Review</b>	Good
<b>Date of last QA Review</b>	10/02/2017
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	14/03/2017

## Quality Assurance Review

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

<b>School Improvement Strategies</b>	GOOD
<b>Outcomes for Pupils</b>	GOOD
<b>Quality of Teaching, Learning and Assessment</b>	GOOD
<b>Area of Excellence</b>	Provision for New to English pupils. ACCREDITED
<b>Previously accredited valid Areas of Excellence</b>	Not previously submitted
<b>Overall Estimate</b>	GOOD

*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.*

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## 1. Information about the school

- Edale Rise Primary and Nursery School is one-form entry and smaller than the average-sized primary school.
- A large majority of pupils come from minority ethnic backgrounds, two fifths of Pakistani origin.
- Two thirds of pupils speak English as an additional language which is higher than the national average. There are fifteen different languages spoken in the school.
- The proportion of pupils known to be eligible for free school meals is high.
- The proportion of pupils who have special educational needs or disabilities is above average.
- The deputy headteacher joined the school in April 2017.

### 2.1 School Improvement Strategies - Follow up from previous review

- The previous review suggested that the school improvement plan should be smarter and that leaders adopt a coaching approach to improve teaching. The school received support from the trust is developing a smarter school improvement plan. This has more specific criteria and more measurable outcomes. There is still room for some tighter targets, for example in the proportions of pupils who should reach greater depth.
- The school looked into adopting a coaching approach to improving teaching. Leaders believe that current arrangements have a proven track record in improving teaching and addressing underperformance. This is borne out by the quality of teaching currently pertaining in the school.

### 2.2 School Improvement Strategies - What went well

- The headteacher and deputy headteacher form a cohesive team that provides clear and aspirational direction for the school. They complement one another's strengths.
- Robust monitoring enables leaders to gain an accurate understanding of the quality of education the school provides.
- Each teacher has a Teacher Development Plan. These summarise all the monitoring that has taken place and outlines strengths and areas to develop.
- Leaders act upon their findings in order to improve teaching standards, for example, in eradicating inadequate teaching. As a result, there have been significant improvements in teaching.
- The pace of change builds momentum; nobody is sitting on his/her laurels. Staff have implemented developments and these have brought about greater consistency in provision, for example, in continuous provision in the early years and in editing pupils' work.

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- There is a culture of embracing change. Teachers are keen to drive forward improvements through taking ownership of the school's agreed priorities. They want the best for the children. For example, the school is taking part in a mathematics problem solving and reasoning initiative which is being sponsored by the trust.
- The impact of high quality professional development is evident in classes across the school.
- The curriculum is providing relevant and meaningful links across subjects to enable pupils to apply their knowledge, skills and understanding. Leaders encourage teachers to try out new ideas and to be bolder in their approach. As a result, the creative curriculum is more practical and involves pupils in making choices about how they present their work.
- The trust has provided relevant and good quality support to the school, especially in building leadership capacity through the new deputy headteacher.

### **2.3 School Improvement Strategies - Even better if...**

...leaders find an approach to recording and presenting performance information that fully meets the school's needs.

...leaders make sure that current initiatives are continuously evaluated in order to have the maximum impact on pupils' outcomes.

### **3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review**

- The previous review commented upon the need to use time in lessons productively so that the pace was appropriate. There was also an 'even better if' about challenging all pupils. Leaders have worked hard since the review to improve teaching and to give specific feedback to individual teachers. This has resulted in more purposeful learning for pupils, better use of time in lessons and generally good challenge for different groups of pupils.

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

- Pupils are engaged and eager to learn: they show resilience.
- Teachers question and scaffold well, especially for pupils who are new to English.
- There is a great emphasis on building vocabulary, with 'working walls' setting out key examples to which pupils can refer.
- Teachers use resources imaginatively to interest pupils. For example, in Year 4, there is an inspiring book corner in the form of a forest. The introduction of high quality class texts has promoted pupils' love of reading.

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- Teaching staff have high expectations of what pupils can do and achieve.
- Pupils take a pride in their work and the presentation in their books is neat.
- Good levels of differentiation accelerate learning in most lessons.
- The quality of the work of support staff is good; they have been trained well in supporting pupils.
- Phonics is taught well. Year 1 pupils refer to 'common exception words' and their daily practice reinforces their knowledge of letters and sounds and contributes towards their correct spelling.
- The school has adopted a new approach to teaching mathematics. This has a clear structure which teachers find helpful. In Year 4, the teacher is piloting a version of 'Singapore Maths'. The impact of this is to consolidate pupils' concepts in mathematics very well. As a result, problem solving and reasoning in mathematics are evident in lessons and in books.
- Examples in books and displays show the creative curriculum having a positive impact.
- The school is placing more emphasis on standardised tests to measure pupils' performance in the core subjects rather than just relying on teacher assessment. This is providing a baseline from which progress can be tracked.
- Good relationships between adults and pupils, and between pupils, enable learning to thrive. This is evident in the 'forest school' provision, where pupils enjoy regular sessions outside on the school's hillside, for example, making Andy Goldsworthy inspired collages out of natural materials.
- Good continuous provision for children in early years means, for example, that children are eager to practise their writing skills.

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

...some inconsistencies in individual classes were ironed out, including:

- enabling pupils to participate actively;
- ensuring all pupils understand grammatical terminology, such as 'what is an adverb';
- targeting individuals, such as through lolly sticks, to keep all pupils alert;
- challenging the most able in mathematics;
- using books rather than whiteboards for extended recording.

## 4. Outcomes for Pupils

- At Key Stage 2 in 2016, progress was in line with the national average in all subjects.
- In reading, no pupils with average prior attainment reached the higher standard and only half the pupils with high prior attainment did so. No pupils reached greater depth in writing.
- There were no significant differences in the achievement of disadvantaged pupils

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and other pupils nationally.

- Attainment in English spelling, punctuation and grammar was a little above the national average.
- At Key Stage 1 in 2016, attainment was close to the national average for all groups of pupils. No disadvantaged pupils reached greater depth in writing and the proportion of pupils reaching the expected standard in phonics was below the national average. There was a rising trend in the early years of children reaching a good level of development, although this was still below average.
- In 2017, the rising trend in early years outcomes continued and the proportion of pupils reaching the expected standard in phonics was up on 2016 and in line with the national average.
- At Key Stage 1 in 2017, pupils' attainment in writing and mathematics was below the national average at the expected standard, but in line at greater depth. Pupils' attainment in reading was in line with the national average at the expected standard but below at greater depth.
- At Key Stage 2, attainment at the expected standard was below the national average in all subjects. The proportion of pupils reaching the higher standards or at greater depth compared favourably with the national average. Pupils' progress in mathematics was below average.
- Fewer than two thirds of pupils with average prior attainment reached the expected standard in mathematics, yet all these pupils reached the expected standard in English spelling, punctuation and grammar.
- Two new to English pupils joined Year 6 in 2017 prior to the national tests, resulting in lower outcomes until the validated figures are published.
- There was variable attainment, assessed by teachers, across subjects and year groups in other year groups in 2017. Greater depth varied considerably. For example, in Year 4, more than four fifths of pupils were at age-related expectations, but none were assessed at being at greater depth. Pupils in Years 1, 5 and 6 did not make enough progress in reading and writing. Progress in mathematics in general was an issue in 2017. There was positive progress in Years 2, 3 and 4. Reception children made rapid progress from their starting points in 2017.
- The 'Rising Stars' tests administered this term produced outcomes below the teacher assessments in the summer term attainment data.
- Books show that for current year groups, progress is generally good, especially in writing and mathematics. For example, Year 4 pupils produced a detailed and attractive brochure advertising Nottingham Castle.
- The level of attainment in topic work was good. For example, Year 3 pupils have been studying life under the sea and have done some interesting research on different sea creatures.
- Books show that current pupils in Year 1 have made good progress from the beginning of the term in writing.

## **5. Area of Excellence**

### **Provision for New to English pupils.**

#### **5.1 Why has this area been identified as a strength?**

The school's focus on meeting the needs of new to English pupils really benefits them and their families. Pupils new to English are happy, confident and have high self esteem as they learn English and this leads to accelerated progress. This is over and above what one may expect from a school in this position.

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

The employment of a specialist teacher is an innovative approach and brings real strength and expertise to the school and the trust. This expertise is shared with all staff. Fun and inspirational teaching leads to children who have high levels of confidence and self esteem in speaking and understanding English. They are even able to act as translators for their families. The specialist teacher supports new to English pupils successfully as they transfer back into mainstream classes.

#### **5.3 What evidence is there of the impact on pupils' outcomes?**

New to English pupils spoken with by the reviewers were highly expressive and engaging in English. They reflected maturely on their experiences and said how much the school had helped them to integrate into the life of the school. They make rapid progress from their starting points and become confident lifelong learners. They are respectful of one another and their different languages and cultures.

#### **5.4 What is the name, job title and email address of the staff lead in this area?**

Kelly Sullivan

New to English lead teacher

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## **6. 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.

**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.**