



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR EDALE RISE PRIMARY AND NURSERY SCHOOL

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

<b>Estimate at this QA Review:</b>	GOOD
<b>Date of this Review:</b>	13/03/2019
<b>Estimate at last QA Review</b>	GOOD
<b>Date of last QA Review</b>	13/10/2017
<b>Grade at last Ofsted inspection:</b>	GOOD
<b>Date of last Ofsted inspection:</b>	14/03/2017



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#### 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>	OUTSTANDING
<b>Outcomes for Pupils</b>	GOOD
<b>Quality of Teaching, Learning and Assessment</b>	OUTSTANDING
<b>Area of Excellence</b>	ACCREDITED
<b>Previously accredited valid Areas of Excellence</b>	Provision for new to English pupils, 13/10/2017.
<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.*

## **1. Context and character of the school**

- Edale Rise Primary and Nursery School is one-form entry school that is smaller than the average-sized primary school. There are 244 pupils currently in the school.
- The Early Years Foundation Stage (EYFS) is made up of two Nursery classes and one Reception class. The 30-place morning Nursery is for the older children, whereas the afternoon session is for the younger children.
- 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 disadvantaged pupils is high when compared to the national average.
- The proportion of pupils who have special educational needs or disabilities (SEND) is above average.
- The deputy headteacher joined the school in April 2017.
- Edale Rise has recently been accredited with a healthy school award and an anti-bullying award.

### **2.1 School Improvement Strategies - Progress from previous EBIs**

Leaders now record and present performance information more effectively and efficiently. Their work with other schools, coupled with reflection on national research, has led to simplified systems.

Leaders are now in a better position to use achievement information to enable them to rigorously evaluate initiatives, such as shared reading.

### **2.2 School Improvement Strategies - What went well**

- Leaders are aspirational for their school community. They are very aware of local deprivation, and indeed of predicted life expectancy, when compared with other localities. Leaders are determined to give pupils the very best opportunities in order to pursue their future career choices.
- The current curriculum is very effective. One reason for this is leaders' continual reflection on its effectiveness. Consequently, at the time of this review the curriculum was being further refined to reflect current national thinking and the needs of current cohorts in the school.

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- Driven by the headteacher, the 'Take Care' ethos is evident in much of the school's work. Pupils' 'profound personal development' is at the core. The ethos of working better together is very evident. The school's mission statement is simply to 'take care' which relates to well-being and mutual care.
- The immersive curriculum is about teaching reading and writing through a range of subjects. Leaders have decided to focus learning on being knowledge-rich. In their documentation they make it clear what terminology actually means, for example 'broad curriculum'. Coherence is about pupils experiencing specific concepts / vocabulary at certain times in their school journey and then revisiting. Empire is one such word / concept. Pupils are required to think deeply and creatively. Securing effective schema is the desired outcome, with knowledge a prerequisite of securing any skill.
- Positive staff attitudes enable innovations to quickly become part of the school's day to day working. Senior leaders use research to inform practice and then empower staff to develop their own ways of working. For example, a relatively inexperienced teacher reflected on relevant research and then tailored this to teaching in Year 1. Colleagues from the Trust subsequently observed successful practice.
- Social justice drives staff morale. There is an ambitious drive for continual school improvement. Leaders articulate their rationale clearly. This includes being clear with teachers why careful sequencing of learning (within and across year groups) leads to pupils securing effective knowledge bases. This means that pupils can write well, drawing on secured information. Leaders are also aware of the danger of cognitive overload, so they are working with staff to reflect on what they are asking of pupils in lessons.
- The headteacher leads Trust colleagues on enrichment. The Transform Enrichment Diploma (TED) has been created. This is about pupils' personal and social development and engagement. At Edale Rise, pupils are encouraged and enabled to develop leadership skills and become successful ambassadors for the school. The Year 5 cohort follows a leadership programme (involving coaching and mentoring) and then have opportunities, via TED, to take on such roles.
- Senior leaders take time to think strategically. They discuss their thinking with other leaders, and then with classroom staff. This creates a strong sense of ownership of school improvement which promotes high staff morale.

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

- ...the 'hillside' outdoor space was developed further to enable pupils to secure even better knowledge, in line with curriculum rationale.
- ...leaders clarified their academic ambition, for example in the SEF, and then used this to help write about outcomes to different audiences.

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

Teaching is more effective since the last review. Teachers are reflective and, as a result, 'iron out' inconsistencies in their own practice. A lag continues between current teaching and published outcomes.

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

- A healthy, respectful ethos is evident in all classrooms. Pupils are challenged to think hard. Trusting and supportive relationships, between pupils and adults and indeed between pupils themselves, contributes to this positive ethos. This resonates well with the 'Take Care' approach which is seen throughout the school's work. As a result, pupils demonstrate very positive behaviours for learning.
- Teachers know what they want pupils to learn. They are explicit in their instruction. Deliberate pedagogy means there is clarity in which aspects of pupils' learning are assessed. Teachers' learning enables them to adapt their thinking and planning for subsequent lessons. Lessons build on each other which ensures that pupils secure strong knowledge bases. There is a suitable balance of recap and new learning.
- Leaders' research is conveyed in teaching. During lessons, teachers ensure that pupils focus on the most important aspects of study. This leads to shifts in pupils' long-term memory which secures sustained learning. Consistent features of lessons, such as tiered vocabulary, mean that pupils are able to learn effectively. In discussion with other pupils, they know the purpose of such strategies.
- Teachers understand the importance of providing their pupils with an excellent education to enable them to pursue desired future paths. This means that ensuring pupils secure and apply a broad and relevant vocabulary is central to classroom work. Learning is skilfully and progressively built through effective teaching.
- Pupils are resilient. They know that they can rely on previously secured knowledge to support them well in tackling new learning. They effectively articulate their learning and how teaching supports them. When learning about big cats, one pupil said, 'I am a better writer now as I can use harder words .... before I just left them out'.
- Pupils are required to think hard. Staff are skilled in interpreting what this looks like during lessons. For example, pupils required time to process their thinking before beginning their writing. This meant that they did not write immediately. Staff did not panic but embraced this and gave pupils space.

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- Learning dialogue is regarded as a better way of supporting pupils than copious written feedback. During the review, work samples confirmed that pupils are making strong progress, notably in their writing. Whilst this clearly benefits learning and progress, it provides teachers with more time to reflect on what they will teach next time.
- All classroom adults support pupils effectively. Interesting examples were seen in the EYFS, where staff ensured that children were expected to think for themselves. In the outdoor environments, including the hillside area, staff make pupils' experiences purposeful. During the review, this was notable for pupils with particular needs. Such provision aligns well with the Take Care ethos.

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

...classroom staff further refined their 'in lesson' assessment work to enable them to glean more intelligence about pupils' understanding.

## 4. Outcomes for Pupils

- Over the past three years, reading and mathematics progress through Key Stage 2 was in the top quintile for all schools nationally. Writing was in the second quintile. Disadvantaged pupils' progress was in the second quintile for each subject. Last year's cohort made average progress in each of the three subjects.
- Last year's Key Stage 2 combined reading, writing and mathematics attainment was 14% above the national average. Disadvantaged pupils attained better when compared with their national non-disadvantaged peers.
- In Key Stage 1 in 2018, pupils' attainment at the expected standard or better was below the national average in reading and mathematics and in line for writing. Disadvantaged pupils attained less well than all pupils in each of the three subjects. No disadvantaged pupils attained the greater depth standard in any subject.
- A similar proportion of pupils attained the Year 1 phonics test in 2018 when compared to the national average.
- Over the past three years, the proportion of children attaining an overall good level of development has increased. Last year's proportion was below the national average. Typically, children enter the EYFS with skills and knowledge which are well below that typically expected for their age. Case studies demonstrate strong progress made by children with very low baseline attainment.
- There is little mobility at Edale Rise. This means that leaders are able to feel secure that their analysis of pupils' achievement, through the three key stages, is robust and valid. This is despite there being relatively few pupils in each cohort.

- In discussion with leaders, it is clearly evident that they share the same language when describing the achievement of pupils. For example, the same view about what 'expected' progress actually means i.e. 'required progress for a pupil based on their prior summative attainment'. Standardised tests are used to inform their knowledge about which pupils are on track or not.
- Leaders are both effective and efficient in their recording and presenting of performance information. They know the pertinent aspect of pupils' learning to record and use to inform future provision. Progress meetings with teaching staff are used to explore how teaching needs to be adapted to ensure that any pupil in danger of not making at least expected progress is better supported.

## **5. Area of Excellence**

Curriculum – clarity of leaders' vision using relevant academic and local context research to ensure pupils develop a secure knowledge base ready to take on new learning in order to make a positive contribution to the world.

Accredited

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

This Area of Excellence is timely. Leaders find this school's journey fascinating.

The curriculum is defined as the entirety of the provision delivered to pupils. All aspects of the curriculum improve outcomes and increase life opportunities for pupils. The intention is to provide profound personal development for every child.

The curriculum is inclusive and encapsulates the 'Take Care' ethos to ensure pupils are well-rounded with strong moral and social values.

The knowledge-rich curriculum ensures pupils develop a broad, rich and powerful knowledge base that will empower them to have positive impact on their world.

The curriculum incorporates three key aspects of provision: the 'Take Care' ethos; a knowledge-based immersive approach; and character education including enrichment opportunities.

The 'Take Care' ethos is a whole school set of guiding principles. The main impact has been the development of pupils' social and personal skills in order for them to be ready for learning and positive about their education. The key principles are: take care of ourselves; take care of each other; take care of our work; and take care of our school and our world. These principles are woven through all elements of the school day.

The knowledge-rich academic curriculum has been informed by research into curriculum design and cognitive psychology. Such a curriculum is broad (knowledge is grounded in history, science, geography and the arts), rich (knowledge learnt is culturally rich, transferable and valuable to know), powerful (knowledge learnt allows pupils to think

deeply and creatively) and coherent (knowledge is strategically sequenced to develop rich schemas).

In line with research from the field of cognitive psychology, knowledge is a prerequisite of skills. In order for pupils to think deeply and creatively, they must first have a deep and secure understanding. We know that experts in any field rely heavily on rich and developed schemas, which lead to automaticity. Knowledge is highly transferable between contexts and is generative i.e. the more you know the easier it is to learn new things. Leaders at Edale Rise know that the most vulnerable pupils are disadvantaged by their lack of knowledge and vocabulary and that this cumulative dysfluency hinders them throughout their education.

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

Research about approaches to character education and to a whole school ethos have provided in depth knowledge and guided work completed in this school. This included visits to, and work with, staff in other schools. Dialogue between leaders in school about needs of pupils have informed decisions. All staff have worked collaboratively to develop a whole-school enrichment map, with key activities linked to their academic topic of study.

The deputy headteacher has undertaken extensive research in the area of knowledge-rich teaching and continues to develop his understanding. Staff have received CPD sessions and taken part in training to develop their understanding of the importance of knowledge and to develop their own curriculum for their year groups. Teaching staff have embraced the knowledge-rich approach and have taken ownership of their professional development.

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

A focus on the development of knowledge and vocabulary has led to improved outcomes in reading and writing. Pupils have a richer knowledge base on which to draw when writing. Their developing schemas and understanding of the world allow them to tackle richer and more demanding texts in their reading sessions.

The Key Stage 2 results in Summer 2018 were the highest the school has ever achieved.

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

Name: Sharon O'Connor



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Title: headteacher

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

The school is well placed at the moment for support and challenge.

**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.**