



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR EDALE RISE PRIMARY AND NURSERY SCHOOL

Name of School:	Edale Rise Primary and Nursery School
Headteacher/Principal:	Sharon O'Connor
Hub:	Transform
School type:	Primary
MAT (if applicable):	Transform Trust

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	18/11/2019
Overall Estimate at last QA Review (if applicable)	Good
Date of last QA Review (if applicable)	13/03/2019
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	14/03/2017



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Quality Assurance Review

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

Leadership at all levels Effective

Quality of provision and outcomes Effective

AND

**Quality of provision and
outcomes for disadvantaged
pupils and pupils with additional
needs**

Area of Excellence (if applicable) N/A

**Previously accredited valid Areas
of Excellence (if applicable)** Curriculum 13/03/2019
Provision for pupils who are new to
English 13/10/2017

Overall Peer Evaluation Estimate Effective

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed peer evaluation estimates from the review are not equivalent to Ofsted judgements.

1. Context and character of the school

Edale Rise Primary and Nursery School is an average sized, one-form entry school that is situated in one of the areas of highest deprivation in Nottingham.

There is a significantly higher than average proportion of disadvantaged pupils. The large majority of pupils are from minority ethnic backgrounds, with almost half being of Pakistani origin. Approximately one quarter of pupils are White British. Well over half of the pupils speak English as an additional language (EAL) which is significantly higher than the national average. The proportion of pupils with special educational needs and/or disabilities (SEND) is below the national average and there are three pupils with an education, health and care plan (EHCP).

The school is one of eighteen schools in the Transform Trust which provides both support and challenge for school leaders in equal measure. Leaders are involved in several networks through the trust. This provides them with valuable continuing professional development (CPD), whilst creating many opportunities for them to share best practice from Edale Rise with other schools.

Edale Rise Primary School's mission statement is 'take care'. The aim is for core purpose and profound development for every pupil through the 'take care' model and, as such, the school prides itself on being a 'take care' school.

2.1 Leadership at all levels - What went well

- The previous EBIs have been addressed. There are plans to develop the hillside space as part of Forest School. Ambition is a golden thread that runs through the work of the school.
- The dynamic, dedicated headteacher and highly proficient deputy headteacher work in harmony to provide an aspirational education for the pupils at Edale Rise. Every decision is based on how each pupil can benefit from the best possible experiences to enable them to succeed in life. Leaders and staff are unwavering in their determination to overcome any barriers to learning.
- The inclusive culture at Edale Rise empowers pupils to be leaders. A pupil stated, 'We don't need rules! We know how to behave because we're a 'take care' school'. The variety of pupil leadership responsibilities, such as sports ambassadors, reading buddies and prefects is enhancing pupils' personal development. Pupils can articulate which qualities are contributing to their character development, including 'patience, kindness, tolerance and listening skills'.
- After school clubs, such as archery, football, dance, art and drama enrich pupils'

REVIEW REPORT FOR EDALE RISE PRIMARY AND NURSERY SCHOOL

experiences. After visiting the local windmill to make bread, one Year 2 pupil said, 'We went there because we were learning how the Great Fire of London started when the baker left the oven on'.

- Pupils show great respect for each other's differences. Typical comments included, 'We have respect for so many different religions here'; 'I helped a Polish child to learn some English words'.
- High quality CPD improves teachers' subject knowledge and accompanies each step of the curriculum journey to keep staff 'ahead of the thinking'. The high expectations of subject knowledge that pupils are expected to learn, remember and apply are demonstrated in lessons, throughout the environment and in pupils' books.
- Leaders have adopted the 'FED' (Future, Engage and Deliver) approach to leadership, which has extended to provide a shared language for leadership for all eighteen schools in the trust.
- The school is outward-looking, so leaders use their expertise to support and challenge other schools. The headteacher is a trust partnership leader, supporting three other schools in the trust. The deputy headteacher leads CPD for the other seventeen trust schools and also supports the Derby network of twenty schools. Succession planning is high on leaders' agenda. Middle leaders are training to be senior leaders and spoke confidently about their leadership of mathematics and Early Years Foundation Stage (EYFS). The EYFS leader is participating in the NPQSL course.
- Pupils' progress is tracked carefully through meetings involving both senior and middle leaders. Pupils are discussed as individuals, as leaders are adamant that the focus must be on 'names not numbers'.
- The learning environment promotes a love of reading and is enabling pupils to retrieve knowledge through interesting resources and knowledge planners. In Year 2, high quality fiction books and history displays showing art activities support pupils' learning well. In Year 6, a family tree with portraits of key people from the Tudor time period underpinned the knowledge-rich curriculum.

2.2 Leadership at all levels - Even better if...

...more pupils achieved greater depth.

...leaders implemented a whole school standardised approach to writing.

3.1 Quality of provision and outcomes - What went well

- As the school is a one-form entry school, each pupil equates to 4%. Children enter the school with skills and language that are significantly below what is typically expected and they make rapid progress to be ready for Year 1. As a

REVIEW REPORT FOR EDALE RISE PRIMARY AND NURSERY SCHOOL

result of systematic phonics teaching, pupils score highly in the phonics screening test each year. EAL pupils perform strongly, due to effective teaching. The gap between disadvantaged and non-disadvantaged pupils has been closing over the last few years. Outcomes at the end of Key Stage 2 have been on an upward trajectory since 2016 and were just above the national average for combined subjects at the expected level in 2019. The proportion of pupils achieving greater depth in reading, writing and mathematics has improved steadily over the last few years, to reach approximately 25% last year.

- Strong relationships at all levels form the basis of a happy, productive climate for learning. Attendance is high because pupils enjoy their lessons and have positive attitudes to learning. Mature learning behaviours shine through the 'take care' ethos. For example, Year 5 pupils showed great respect for each other even when disagreeing in Forest School.
- Pupils' books show a clear sense of pride in presentation and handwriting. Books also demonstrate clear progression and application of knowledge across the curriculum, particularly in history and geography. Stamina for writing, shown through the quantity and quality of pupils' work, demonstrates their enthusiasm for the cross curricular connections. Pupils respond eagerly to exciting hooks.
- The carefully considered development of the knowledge-rich curriculum confirms its uniqueness. Stakeholders are actively involved in monitoring the efficacy of the curriculum, including pupils, parents, staff and governors. Parents profit from discovering what their children are learning about through the regular knowledge organisers.
- Curriculum advancement has gathered momentum over the last two years as all staff buy into the concept that knowledge is taught to be remembered as opposed to encountered. Leaders have undertaken a great deal of work, based on a wealth of research, to create, and continue to review and refine, a curriculum where knowledge is sequenced purposefully and coherently. When discussing the primary sources of evidence for the Great Fire of London, a Year 2 pupil confidently explained, 'One source couldn't be photographs because this happened in the 1600s and cameras didn't exist then'. A Year 6 pupil chose the word 'revolt' in his title to capture the reader's interest because, 'it reminds me when I learned about the French Revolution last year'.
- The EYFS learning environment provides a motivating, appealing space for children to use their natural curiosity to learn early speaking, reading and writing skills. Children know initial sounds and confidently read 'tricky' words.
- The use of prior knowledge is well embedded. Pupils understand the purpose of what they are learning because the curriculum is sequenced logically. Teachers adapt their planning to take account of pupils' understanding and learning styles.
- Pupil engagement is high, and pupils speak fervently about the diversity and stimulation of their work; 'I was so interested in getting the right measurement that I almost forgot to eat my lunch!'; 'our work is creative!'; 'my favourite subject is maths. I love doing hard calculations because it makes me really think'. Year 1

pupils were visibly excited about the RE artefacts when learning about the Christmas story.

- Teachers build in many opportunities for pupils to collaborate to solve problems together. Discussions in Year 4 about adverbials were shared with the whole class, particularly addressing misconceptions.

3.2 Quality of provision and outcomes - Even better if...

... meeting the precise and specific needs of more able pupils enabled deeper learning.

... less able and/or less confident (not SEND) pupils had more opportunities to learn independently.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- Disadvantaged pupils have high attendance and receive equally high quality, and often bespoke, experiences as their peers. The gap between disadvantaged pupils and non-disadvantaged pupils has closed over several years. In disadvantaged pupils' books, there is clear evidence of progress as a result of direct feedback from teachers.
- The emerging whole school aim is for 'every teacher to be a teacher of pupils with special educational needs and/or disabilities, and every leader to be a leader of pupils with SEND'. SEND provision is well led because the systems and structures are successful in supporting pupils' needs. The SENCo leads regular meetings with the teaching assistant team that supports pupils with SEND.
- The Trust has appointed a SENCo and the Edale Rise SENCo attends the trust network meetings to share ideas with other leaders. Free city bus travel enables pupils to visit the local area on a frequent basis, affectionally known by the pupils as 'outie bouties!' These include bowling, visits to local parks, art galleries and restaurants.
- The focus to develop speech and language successfully addresses the deficit in children's skills when they enter the school. Talk Boost is one of the programmes that is steadily improving language.
- This year, leaders identified disadvantaged boys as the lowest performing readers. The strong vocabulary focus is developing knowledge and having a positive impact on closing the gap.
- The Corner Room offers bespoke provision for a small group of pupils with additional needs. These pupils receive direct instructional teaching and modelling whilst still following whole school curriculum aims.
- Several examples of the personalised curriculum were observed. Pupils with

REVIEW REPORT FOR EDALE RISE PRIMARY AND NURSERY SCHOOL

SEND were fully engaged in comparing present and past tenses in the Corner Room. Subtle differentiation and prompts around the room ensured that they stayed on task. In Forest School, high level needs pupils enjoyed orienteering because enlarged maps helped them to follow the route. The Year 3 teacher used her knowledge of recent CPD to extend pupils' sentences about the impact of a tornado through the 'see, infer, ask' approach.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

...further opportunities were created to share successful strategies and resources, in order to build further consistency in meeting the precise needs of disadvantaged pupils and those with additional needs across the school.

5. Area of Excellence

None submitted.

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

Leaders are happy with the support that the school receives from the Trust.

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.