



## QUALITY ASSURANCE REVIEW

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

<b>Name of School:</b>	Edale Rise Primary and Nursery School
<b>Headteacher:</b>	D M Crosby
<b>Hub:</b>	Transform
<b>School phase:</b>	Primary
<b>MAT:</b>	Transform Trust

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	Not applicable
<b>Date of this Review:</b>	27/01/2025
<b>Overall Estimate at last QA Review:</b>	Effective
<b>Date of last QA Review:</b>	18/11/2019
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	06/06/2023



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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** Not applicable

**Quality of provision and outcomes** Not applicable

**AND**

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

**Area of excellence** Early years provision for children who are new to English: Accredited

**Previously accredited valid areas of excellence** Not applicable

**Overall peer evaluation estimate** Not applicable

#### Important information

- The QA Review provides a peer evaluation of a school's practice in curriculum, teaching and learning, and leadership. It is a voluntary and developmental process, and the peer review team can evaluate and offer 'peer evaluation estimates' based only on what the school chooses to share with them.
- The QA Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.
- The QA Review report is primarily for the school's internal use to support the school's continuing improvement. If you choose to share this report, or extracts thereof, externally (e.g. on your website or with parents), please ensure that it is accompanied with the following text:

*Challenge Partners is a charity working to advance education for the public benefit. We are not a statutory accountability body. The QA Review does not audit schools' safeguarding or behaviour policies and practices. However, Lead Reviewers and visiting reviewers are expected to follow Challenge Partners' safeguarding policy and report any concerns as set out in the procedures.*

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

Edale Rise is a one-form entry school, serving 239 pupils, from the ages of 3-11, in Sneinton, one of the areas of highest deprivation in Nottingham. Most pupils are from Pakistani, Asian or Asian British heritage backgrounds. Two thirds of pupils speak English as an additional language. A third of pupils are new to English (N2E), having arrived in the country in the last four years. This proportion is increasing. Half of the pupils are socially disadvantaged. Pupil mobility is high with a significant proportion of pupils joining in Years 3 and 4, often N2E. The proportion of pupils with special educational needs and/or disabilities (SEND) and those who require Education, Health and Care plans (EHCPs) is in line with the national average and is growing significantly.

The school is part of the Transform Multi Academy Trust, contributing to the Trust and using Trust resources, which provide support and challenge. Staff retention is an exemplary feature of Edale Rise.

The Edale vision is to improve the life chances of every child through the pursuit of knowledge and to ensure children are well-rounded individuals with strong moral values through the 'Take Care' approach.

### **2.1 Leadership at all levels - What went well**

- The passionate, highly effective and aspirational headteacher and deputy headteacher team set the tone for this vibrant and inclusive school. Pupils, often from challenging home circumstances, engage with learning to be the best they can be.
- Leaders continually use research to develop and refine the curriculum. The curriculum is deliberately knowledge rich. Subject leaders are well supported, to monitor the implementation of their curriculum area. One page subject reviews successfully chart progress and arising issues.
- Leaders are highly visible across school, as resources to support teaching staff. They also monitor with wider leaders using a variety of methods, including walk throughs and book looks.
- Well thought out, evidenced based Edale Rise teaching and learning principles, including subject specific documents for reading and mathematics, support continuing improvements in teaching and learning.

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- At Edale Rise behaviour is a strength. The empathetic 'Take Care' ethos underpins the approach, resulting in pupils who respectfully engage. Behavioural incidents are rare, and restrictive physical interventions much rarer.
- Leaders are rigorous and unrelenting in engaging and supporting parents and families. Parental engagement is a significant strength of the school. Due to the flexibility of leaders at all levels recent open mornings had 100% attendance. Positive engagement with families begins in the admissions process, developing communication and providing practical support to build trust with the school. Leaders use coffee mornings to deliver practical support, for example around toilet training, anxiety, behaviour and sleep.
- Leaders support pupils' wellbeing and mental health through everyday universal positive support, augmented by the Learning Mentor and Mental Health Support team and the special educational needs and/or disabilities coordinator (SENCO). Interventions and support are delivered with the pupil often alongside parents, or in some cases directly with parents. The impact has been to dramatically reduce suspensions and improve attendance.
- Personal development is well planned and extensive. The offer includes the popular and highly effective Forest School, residential visits, a broad enrichment calendar, including cultural visits to Nottingham Playhouse to join workshops and see backstage in action. Leaders tap in to the Nottingham Cultural Guarantee. Leaders are open and honest with families from a variety of cultural backgrounds when delivering Relationships and Sexuality Education. As a result no children were withdrawn from these lessons. 'Votes for Schools' has provided opportunities to discuss relevant current issues
- Leaders work tirelessly to raise aspirations, including linking with the University of Nottingham outreach programme.
- Pupil voice has resulted in changes to the lunchtime play arrangements, designing the school playground and moving from French to Spanish as the modern foreign language.
- Leaders take a leading role across the Transform Trust delivering support and continuing professional development (CPD) in reading, writing and the curriculum. The deputy headteacher has taken a leading role in supporting and improving early years practice and developing enabling learning environments. Leaders are taking enhanced roles in improving provision outside of the Trust. The headteacher supports a school which requires improvement.

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

... leaders explored Fischer Family Trust materials to recognise progression from pupils' starting points and use the information to promote continuous improvement.

## **3.1 Quality of provision and outcomes - What went well**

- The highly aspirational teaching team has excellent knowledge, ambition and empathy for pupils, resulting in a calm, purposeful learning ethos. The Edale Rise teaching and learning principles are consistently demonstrated. Pupils' movement around school and engagement in learning is exemplary.
- Environments are well thought out, cared for, enticing and clutter free to promote inclusion. High quality displays are used discerningly.
- Well deployed Teaching Assistants (TAs) use positive relationships with pupils, applying their subject knowledge well, to address pupils' needs.
- In phonics, pupils benefit from clear and precise modelling with fidelity to the scheme, using appropriate scripts and sequencing. In the Nursery, incidental learning opportunities around the 't' phoneme were fully exploited, with misconceptions addressed in a timely manner. In a Year 2 phonics session teaching staff used careful scaffolding, including lines on the board and gesture, gradually faded to promote independence.
- In the Nursery, high expectations with clear routines promote independence and skill acquisition. Children learn to pull up their sleeves, choose their fruit, using 'orange please' or 'apple please'. Children develop a calm confidence.
- Teaching staff use well-rehearsed routines, non-verbal cues and positive framing, to exemplify what is required, resulting in learning behaviours that are consistently strong across the school as exemplified in a Year 1 mathematics lesson, where the teacher modelled vocabulary accurately in a well organised, well-paced lesson.
- Pupils benefit from thoughtful scaffolding, addressing cognitive load to develop their writing. In a Year 6 writing lesson, the teacher used their excellent subject knowledge to skilfully scaffold learning for a very diverse class, with significant learning challenges, taking every opportunity for developing reading, oral rehearsal and comprehension. Interventions from earlier in the day enabled everyone to be included, to produce sentences incorporating high level vocabulary.

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- In Year 4 and Year 6 reading lessons, with engaging texts, success criteria were clearly modelled. Misconceptions from previous lessons were addressed and evidence based reading interventions applied with fidelity, promoting accelerated learning for all pupils.
- In Year 3 and Year 5 reading sessions pupils benefited from explicit vocabulary teaching, well defined and exemplified where necessary used dual coding. Opportunities for repetition were well utilised, developing fluency. Well planned questioning developed comprehension. At Edale Rise vocabulary acquisition is like breathing.
- In a Year 4 geography lesson about climate change, including pupils with significant additional needs, pupils built on Year 2 learning, developed geographical thinking and wrote or drew with knowledge.
- The English and humanities book look showed consistent well planned scaffolding to access lessons, essential for pupils who are N2E and with SEND. The writing and humanities curriculum was consistently implemented. Teachers use a variety of methods to check on long term retrieval of knowledge, in fiction and non-fiction, including Socratic quizzing. The clear structure enabled pupils to write with knowledge.
- Pupils from Year 1 gleefully explained their learning about Queen Victoria and the Victorians. Year 4 pupils demonstrated their understanding of various techniques in art and how their art project was addressing issues of immigration. Year 6 pupils shared their learning using 'Floorbooks' and a recording app. They demonstrated how their waistcoat design was supported by previous learning.
- In 2024 Key Stage 2 outcomes, unusually, were below the national average at the expected standard and greater depth in most subjects. Progress was strong for this challenging cohort of pupils with high levels of N2E pupils and additional needs. Rigorous current data strongly predicts outcomes to be in line with national averages this year, representing exceptional progress.

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

- ... corrective feedback was further explored.
- ... existing think, pair, share practice incorporated talk tactics, to further develop oracy and deepen understanding.

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

- Edale Rise supports increasing numbers of pupils and their families who are socially disadvantaged, refugees often N2E and pupils with additional needs. Pupils may have a combination of additional challenges.
- Support for pupils and their families start with class teams with significant support from senior leaders, the SENCO, learning mentor and mental health support team.
- Leaders at all levels go the extra mile to provide essential, practical support for families, including provision of food, delivering shopping and clothing, use of washing machines and support with a variety of paperwork, translation of educational and practical information. Edale Rise is part of the Nottingham Refugee Forum and is applying for the 'School of Sanctuary' award. Coffee morning support has also yielded parents as advocates who support each other, emotionally and with translation for example.
- Edale Rise approaches are trauma informed. The learning mentor and SENCO ably engage external additional support, including social, health and psychological services.
- The learning mentor and SENCO are proactive but also recognise the need to support families in crisis, sharing practical ideas to support home learning and behaviour as required.
- Learning at Edale Rise is inclusive. A minority of pupils spend time out of the classroom. Currently, being in their full time class would overload and dysregulate them. However, they are based next to their classroom. Some pupils have successfully increased their time learning in their classroom with their peers.
- Despite the often overwhelming challenges faced by pupils and families, pupils want to attend school. The family liaison officer creatively supports attendance. Recently a walking bus was set up, to help pupils get to school safely. As a result, attendance is in line with the national average, a great achievement given the challenging circumstances of a growing proportion of families.
- Pupils with SEND achieve well from their starting points. Disadvantaged pupils perform well, closing gaps in reading and outperforming non pupil premium pupils in writing, if N2E issues are taken into account.

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

... No additional EBI was identified.

## **5. Area of Excellence**

Early years provision for children who are new to English

### **Accredited**

### **5.1 Why has this area been identified as a strength? What actions has the school taken to establish expertise in this area?**

At Edale Rise there has been a significant influx of pupils who speak English as an additional language (EAL) and are N2E. Currently most children in Nursery and nearly half of Reception children are N2E. Although early years provision is an exemplary feature of the school, leaders recognised that this was not enough. The curriculum needed to be modified to better address the needs of this group of children.

Discerning leaders developed bespoke CPD to support staff to develop quality play, interactions and sustained shared thinking, utilising the work of Julie Fisher, Alistair Bryce-Clegg and Gregg Bottrill. As a result, leaders thoughtfully developed a curriculum and a teaching team who utilise a combination of child initiated, adult initiated and adult supported play, to tune in to children and ensure that children are engaged in the types of play that are appropriate for their current interests and levels of development and understanding.

The learning environment is deliberately designed and nurtured, to enable children to explore new concepts, apply language and vocabulary and develop their learning to an extremely high standard.



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Skilled and experienced practitioners ensure that children access the correct interventions, including Early Talk Boost and Talk Boost. Teaching staff use pre-teaching, focusing on new vocabulary, sentence stems and concepts that children need for whole class sessions, alongside post-teach sessions as required.

Practitioners are highly skilled at providing families with practical support alongside specific help to develop their child's language and learning.

The exemplary practice is shared throughout the Transform Trust, resulting in early years leaders adapting their early years provision. Each year the early years provision is visited as CPD for early years practitioners across the Trust, including colleagues from neighbouring local authorities.

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

Children join the school in the early years with significant gaps in knowledge and skills. Given these circumstances they make strong holistic progress from their starting points. In 2024, N2E children attained in line with or above the national average for a Good Level of Development (GLD) at the end of Reception.

Data from 2023 shows that two thirds of children who were N2E made strong progress from their low entry points to exceed the expected standard in speaking, word reading, comprehension and writing at the end of their Reception year. Children had the prior knowledge and experiences needed to successfully access the Key Stage 1 curriculum. Most N2E children met the expected standard in reading at the end of Year 1.

In 2024 most children who were N2E made rapid progress from their low baseline levels to exceed the expected standard in speaking, word reading, comprehension and writing. The projections for 2025 show that this will be maintained, with most N2E pupils projected to attain the expected standard in reading.

Progress and attainment data for N2E children shows that teaching and learning in the early years is exemplary, allowing children N2E to develop a good understanding of spoken language and apply this learning more widely, to conversations, reading and writing, so that accelerated progress continues into Key Stage 1.

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

Kirsty Bradley  
Deputy Headteacher and Early Years Lead



**Following the QA Review**

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse content reports from across the hub networks including using AI tools to create an aggregate picture of what is going on across the sector (sharing these with the partnership) each year. The QA Review reports remain confidential to Challenge Partners and the host school. This ensures that schools embrace the review as a development process, acting as a catalyst for their ongoing improvement. This is the primary purpose of the QA review. However, our aim is that the thematic analysis will demonstrate the additional value of a sector wide overview, illustrated with real-life examples.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools. The School Support Directory can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>).

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>).