
CHALLENGE PARTNERS: Quality Assurance Review Written Report

Name of School:	Rosslyn Park Primary and Nursery School
School Address:	Amesbury Circus, Aspley, Nottingham, NG8 6DD
Hub:	East Midlands

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Unique Reference Number:	134425
Local Authority:	Nottingham
Type of School:	Primary
School Category:	Academy converter
Age range of pupils:	3-11
Number on roll:	680
Head teacher/Principal:	Scott Mason

Date of last Ofsted inspection:	25-26 February 2014
Grade at last Ofsted inspection:	Inadequate (The school has not been inspected since converting to academy status).

Date of Quality Assurance Review:	20-22 February 2017
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QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES¹

School Improvement Strategies:	Good
Outcomes for Pupils are:	Requires Improvement
Quality of Teaching, Learning and Assessment:	Good
Area of Excellence:	Developing

Mathematics

Previously accredited Areas of Excellence:

This was the school's first review.

Overall Review Evaluation

The Quality Assurance Review found indicators that Rosslyn Park Primary and Nursery School appears to have moved beyond the Inadequate grade as judged by Ofsted in the school's previous Ofsted report and is working within the Good grade.

1. 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.

Information about the school

- Rosslyn Park Primary and Nursery School is a much larger than average sized primary school located in an area of high social deprivation and mobility in Nottingham.
- Disadvantaged pupils account for almost two-thirds of the school's population.
- The proportion of pupils from minority ethnic groups is above the national average, while the proportion for whom English is an additional language (EAL) is broadly average. The majority of pupils are from White British backgrounds.
- The proportion of pupils with special educational needs and/or disabilities (SEND) is above average.
- After being placed in Special Measures by Ofsted in February 2014, the school became a sponsored academy through the Transform Multi-Academy Trust.
- The current headteacher took up post in April 2016. Since September 2015, twenty new teachers have been appointed.

School Improvement Strategies

What Went Well

- The school has undergone a period of substantial turbulence, culminating in being placed in Special Measures on the last Ofsted inspection. The appointment of the current, inspirational headteacher and the re-structure of a new leadership team have seen the school make great strides academically. The Strategic Development Group comprises the headteacher, deputy headteacher and three assistant headteachers. They are focused absolutely on removing the school from its Ofsted category and real progress is already evident.
- Through data analysis and the implementation of the new leadership structure, the school's priorities are identified clearly in the School Improvement Plan (SIP), with a clear strategic plan sitting behind each priority. Leaders articulate the strong vision behind each priority and how it links to Performance Management and Continuing Professional Development (CPD) for all staff. The CPD plan supports all the priority areas of the SIP, as do peer coaching and Career Conversations.
- The leadership team operates a clear, robust and rigorous monitoring cycle, resulting in high levels of accountability for leaders at all levels. Middle leaders are beginning to take greater responsibility for their areas, allowing senior leaders to become more focused on strategic planning.
- Leaders spoke clearly about how external reviews are integral to affirming their judgements and identifying that their strategies are effectively targeted. They have three external reviews each year to help moderate and evaluate the school's performance. The SIP is reviewed termly, its impact is measured and modifications added.
- Leaders talk very openly about a peer review cycle that they have in place and how this ensures that best practice is disseminated to all staff. Through bespoke support

and coaching, teaching is continuing to improve. This support is targeted accurately and leaders ensure that its impact is measured.

- There is a continually evolving plan in place to develop teaching and learning and the experienced assistant headteachers are leading their phases effectively through a number of in-house strategies. These include the Leadership Exchange, where leaders evaluate the performance of each others' phases, Teacher Improvement Plans which give feedback and targets to teachers following learning observations, peer lesson observations, CPD records and monitoring cycles.
- Records produced by the leadership team and accurate monitoring of lesson observations show sustained improvement in teaching and learning, resulting in significantly better outcomes.

Even Better If...

... senior leaders continued to empower middle leaders so that they are held more accountable for their subjects.

... all leaders continued their relentless focus on diminishing the differences in the progress and attainment between groups of pupils.

... leaders ensured that data is presented in a clear and succinct manner that is easily accessible and understandable for all stakeholders.

Pupil Outcomes

- Six data collection points across the year ensure that progress is tracked closely and interventions are put into place swiftly. Detailed pupil progress records demonstrate a thorough understanding of individual needs.
- Baseline assessments for children entering the nursery are well below what is typical for children of this age; most are within the 16-24 months band. Despite good progress in nursery, children enter Reception below what is typically expected in all prime and specific areas.
- The Good Level of Development (GLD) has risen significantly over the last three years to 51% in 2016, with a further increase to 57% expected in 2017. Girls outperformed boys in the Early Years Foundation Stage (EYFS) in 2016 in all but one of both prime and specific areas. The greatest difference between boys and girls in 2016 was in writing. However, boys' GLD has risen dramatically from 7% in 2014 to 46% in 2016. Despite significant increases in GLD over recent years, the prediction for 2017 is below the 2016 national. Current assessments indicate that 14% children within EYFS are currently at GLD compared to 4% at the same point last year.
- Internal data shows that disadvantaged children and boys are still not doing as well as their peers. However, the gap is smaller this year than in previous years. SEND children are making good progress from their starting points. Leaders are aware of

the need to focus on the most able children, boys and disadvantaged children within the EYFS and this is a clear priority in the EYFS Improvement Plan.

- The number of pupils achieving the phonics threshold improved in 2016 although it remains below the national average. Girls outperformed boys in the test; however, the school is predicting both to be close to the national average in 2017.
- Attainment at Key Stage 1 in 2016 was well below national in all areas. However, from very low starting points upon entry to Year 1, the progress of these pupils within Key Stage 1 was outstanding. There was a large gap in attainment between boys and girls.
- Predictions for Key Stage 1 in 2017 are closer to the national average. Girls are expected to do significantly better than the boys despite boys making improved progress. There is no significant gap between disadvantaged and non-disadvantaged pupils for 2017. Leaders are aware that greater depth figures were well below national levels in 2016 and this is an area for development.
- In 2016 Key Stage 2 attainment in mathematics was broadly in line with the national average and has been so for the last two years. Progress was also close to the national average. Attainment in writing was close to the national average, an improvement on 2015 outcomes; this improvement is set to continue this year. In reading, pupils' performance was below national expectations in 2016. There were significant gaps in attainment in reading, writing and mathematics between boys and girls and disadvantaged and non-disadvantaged pupils in 2016.
- Key Stage 2 predictions for 2017 are ambitious and build on the improvements of the last two years. The combined prediction is 62%, compared to 40% in 2016 and, if achieved, will be above the national average. Internal data shows that there remains a gap in attainment between boys and girls although the attainment of girls is expected to be above national averages. The difference between disadvantaged and non-disadvantaged pupils will be closer to the national average for all subjects and progress is expected to be at least good. Current progress and learning in lessons confirm this data.
- EAL pupils outperformed non-EAL pupils in all subjects in 2016, most notably in writing.

Quality of teaching, learning and assessment

What Went Well

- Classrooms have a calm and purposeful atmosphere. Clear routines and well-established expectations promote opportunities to learn. There are positive relationships between adults and pupils and pupils themselves. Pupils feel happy and

enjoy learning at school, being keen to participate in their lessons. 'I like Rosslyn Park because it makes learning fun', stated one pupil.

- Where lessons were effective, they were well structured with a clear learning intention and sequence to the lesson. These lessons resulted in a high level of engagement that, in turn, promoted progress throughout the lesson. Teachers' strong subject knowledge enables them to support and challenge pupils to extend their learning.
- Teaching assistants and additional adults are used effectively to support pupils at different ability levels. Interventions work well and support pupils effectively, where needed. Quality-first teaching is the standard approach and teaching assistants work well with more able as well as less able or SEND pupils.
- Lessons are well resourced with materials made readily available to support learning. Prompts and visual aids scaffold learning, where appropriate. In some lessons, the teacher modelled examples of high quality work and pupils were then able to bounce ideas and 'magpie' suggestions from others to further extend their learning.
- Where questioning works well, teachers' high expectations enable them to probe and challenge pupils to justify and clarify their understanding. In many lessons observed, teachers reinforced key vocabulary to consolidate pupils' learning and understanding. Pupils are aware of what they are learning and how to be successful through the sharing of clear success criteria. Teachers make frequent referral to these criteria to ensure pupils remain on track.
- Differentiation is central to all lessons and pupils are given the autonomy to self-differentiate through the 'starter, main, dessert and beverage' options. Teachers are quick to move pupils on from their 'starter' so that no time is wasted. Very often, this 'course' is skipped and pupils 'tuck-in' to the main course straightaway.
- There is a robust system in place that monitors the quality of teaching and learning through lesson observations, learning walks and bi-weekly work scrutiny. Development points are identified and feed into teachers' performance management and continuing professional development. Peer coaching has enabled teachers to share best practice and identify developmental points to improve teaching and learning.
- Pupils' books are generally well-presented and quality and quantity of work is appropriate, leading to good progress. Teachers' marking is supportive in helping pupils to improve and their responses to the teachers' comments are insightful and constructive. 'Challenge the Gap' additional challenges further extend pupils' knowledge and understanding.

Even Better If...

... teachers developed their questioning further so that pupils are given more opportunities to extend and develop their understanding through more open-ended questions.

... challenge was increased for all learners, particularly for the most able pupils.

... leaders continued to develop boy-friendly strategies to support progress for this group of pupils.

... teachers focused more closely on the structure of the lesson. Occasionally, time was lost at the beginning of the lesson and at transition points. This meant that more able pupils, who needed less teacher-input, could have moved on more quickly with their work.

Quality of Area of Excellence

Mathematics

Why has this area been identified as a strength?

There is no doubt that mathematics is an emerging strength of the school. From very low starting points on entry, pupils make rapid progress. Attainment remains some way off meeting national averages but it is improving. While the school went through its highly turbulent period, mathematics continued its upward trajectory and predictions show that this is set to continue this summer and into the future. The recent introduction of the White Rose programme is having a very positive effect on improving outcomes further in mathematics. Books are well-presented and show challenge and progress in all phases.

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

The subject is expertly led by a highly-qualified and motivated coordinator. He is MAST-trained (Maths Specialist Teacher) and is also a Specialist Leader in Education in mathematics. The subject is in 'good hands' and standards look set to improve over time. He is also the lead for mathematics across the Transform Hub where good practice is shared widely. His expertise has been recognised locally and he is supporting the teaching of mathematics in other schools. The line manager for mathematics has similar credentials, highlighting the strength in depth the school has in this area. Quality first teaching is at the heart of the school's practice and interventions support learners effectively at all levels. The employment of additional teachers attached to each year group will support all subjects. It will also provide an extra boost to the teaching of mathematics and is aimed at driving up standards further.

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

Prior attainment, which is well below national expectations as pupils enter the school, leads on to low attainment at Key Stage 2. However, this gap is narrowing and predictions for 2017 indicate that pupils will achieve in line with, or close to, national expectations. Pupils' achievement at greater depth is currently well below the national figure. Leaders are confident that in the future, the excellent teaching of mathematics and the inspired leadership of this subject will lead to attainment that exceeds national averages in all areas. To conclude, progress is rapid and sustained across all key stages in mathematics and

current data indicates that in each year group, pupils are already exceeding predictions to be secure in mathematics by the end of the year.

Whilst mathematics remains a strong area of the school, more time is required to embed practice fully and raise attainment and progress even higher. For this reason, the review team considers this area to be developing as an area of excellence.

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.