

**REVIEW REPORT FOR
ROSSLYN PARK PRIMARY AND
NURSERY SCHOOL**

Name of School:	Rossllyn Park Primary and Nursery School
Head teacher/Principal:	Scott Mason
Hub:	Transform
School type:	Primary
MAT (if applicable):	Transform Trust

Estimate at this QA Review:	Outstanding
Date of this Review:	26/03/2018
Estimate at last QA Review	Good
Date of last QA Review	20/02/2017
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	14/11/2017

Quality Assurance Review

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

School Improvement Strategies	Outstanding
Outcomes for Pupils	Outstanding
Quality of Teaching, Learning and Assessment	Outstanding
Area of Excellence	Accredited
Previously accredited valid Areas of Excellence	Not applicable
Overall Estimate	Outstanding

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. Information about the school

- Rosslyn Park Primary and Nursery School is located in an area of high social deprivation in Nottingham. It is much larger than the average-sized primary school.
- Two-thirds of the pupils are from disadvantaged backgrounds, which is much higher than the national average.
- The proportion of pupils from minority ethnic backgrounds is above average although White British is the largest group in the school. The proportion for whom English is an additional language (EAL) is broadly in line with the national average.
- The proportion of pupils in receipt of support for their special educational needs and/or disabilities (SEND) is above average, although the proportion with a statement of special educational needs or an education, health and care plan is below.
- Mobility in the area is high and a larger than average proportion of pupils leave or join the school at other than the usual times.
- In February 2018, the school received designation as a National Support School and the headteacher became a National Leader of Education.

2.1 School Improvement Strategies - Follow up from previous review

- Senior leaders have focused on developing the middle leaders group. Staff at this level of leadership are not only more accountable, but increasingly confident in their roles. Differences in groups have diminished, particularly for disadvantaged pupils. The boy/girl achievement gap still exists but is decreasing. National and in-house data is now clearly documented, making it more user-friendly.

2.2 School Improvement Strategies - What went well

- The vision established by the headteacher on taking up his post in 2016 is firmly embedded. His inspiring leadership, allied to the invaluable support provided by his dedicated leadership team, has seen the school go from strength to strength. Outcomes have improved dramatically because the calibre of leadership has led to better quality teaching.
- The school's self-evaluation is accurate and aspirational in equal measure. Areas for further improvement feed seamlessly into the school development plan, resulting in precise priorities.
- NFER tests have been introduced this year, assisting leaders in accurately moderating performance in mathematics. These tests have also become a useful diagnostic tool for monitoring reading. Teachers also visit other Trust schools to gain improved confidence in assessing the progress their pupils are making.

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- The reward system is having a positive effect on raising pupils' aspirations. These rewards encompass behaviour and academic work, but equally important is the way parents can gain rewards through supporting their children's learning. As a consequence, parental engagement has improved significantly.
- Additional language support from the specialist teacher has been provided to counter the effects of an increase in the number of EAL pupils. This has brought about considerable improvements for this group. Enlisting parental support has also assisted greatly.
- An additional teacher has been employed in Year 5. This has facilitated smaller classes, resulting in a more focused approach to raising the achievement of this year group. The school's data for these pupils shows improvements, validating this initiative.
- To improve writing, a new approach has been introduced particularly aimed at higher achievers. This is having some success, although it is still in its infancy and impact is somewhat limited thus far.
- Reading is another major focus. Leaders introduced shared reading last year. This strategy has been refined over time and outcomes in this area are continuing to improve. A reading specialist teacher has introduced Hot Reads, related to books teachers are reading, which has captured staff and pupils' interest as well as raising the profile of reading.
- The monitoring of teaching and learning is secure. A tight schedule, taking in a range of sources, is leading to greater accuracy in assessing the quality of teaching. The sharing of resources across the Trust has added to the reliability of moderation of work in the school. Teachers therefore have greater awareness that their judgements are valid.
- An annual 'career conversation' with all staff ensures that professional development needs are met. It is also a successful strategy for staff retention. Through this personal interest in teachers' development, staff feel rewarded and valued which adds to their goodwill. All staff at Rossllyn are prepared to 'go the extra mile' for the benefit of the pupils.

2.3 School Improvement Strategies - Even better if...

- ...strategies to raise the achievement of more able pupils were embedded so that increased numbers achieved greater depth levels.
- ...the difference between girls' and boys' attainment was further diminished.

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

- The outcomes for boys have improved although an attainment gap still exists. Leaders are fully aware of this and it remains a whole-school focus. Questioning is a strong feature in all classrooms because teachers place a high importance on

deeper, probing questions. Challenge has improved as a result of training, ensuring that more able learners are stretched appropriately.

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

- A talented group of teachers, ably assisted by a large team of teaching assistants (TAs), have the responsibility for providing the pupils of Rosslyn Park with high quality learning experiences; duties that they execute with aplomb. TAs support pupils well in helping them overcome any difficulties in learning. They take initiative in leading group sessions for pupils of all ability levels and their contribution is much valued.
- Teachers set high expectations for pupils in the classroom and this is repaid with very positive behaviour. They plan stimulating lessons that use pupils' prior learning and consolidates their understanding. Extremely high levels of engagement are a common feature in all classrooms because pupils are eager to learn. Equally strong are the positive learning behaviours exhibited by pupils across all age groups.
- All staff promote a 'growth mindset' approach to learning that instils self-belief in pupils. They are aware that they can make mistakes in the knowledge that they have the resilience to learn from them. A Year 5 girl commented, "Making mistakes helps me to improve my learning."
- The benefits of training to develop questioning is evident in all classes. Teachers skilfully target pupils with the appropriate level of questions. They pose open-ended questions that effectively probe understanding, and frequently push pupils' responses with supplementary questions.
- Challenge is pitched at the correct level. The 'menu' system works well because pupils can select their own entry point in the lesson. An incline of difficulty begins with the 'starter', continues through to the 'main course' and ends at the 'dessert', which is set at the age-related expectation. For further challenge, pupils may partake of a 'beverage' which is aimed at the more able, but teachers meticulously check that pupils have selected the appropriate 'course' to commence their learning.
- Teachers scaffold the learning intention clearly so that there are few misconceptions and pupils can commence their learning sooner. Teachers also provide clear modelling to help pupils if they get stuck in their work. As one Year 6 teacher recommended in a lesson on coordinates, "Don't forget, if it's tricky, draw a piccy!", suggesting they use a diagram to plot the exact route to arrive at various points.
- Provision in the Early Years Foundation Stage (EYFS) is exceptional. A passionate team delivers exciting learning experiences that develop independence and foster enquiring minds. Staff maximise use of the well-resourced outdoor areas to enable children to learn within a range of different environments. The effectiveness of this provision is evident in the accelerated progress the children make from very low starting points.

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

...teachers ensured that they model subject-specific and/or complex vocabulary to extend the challenge for all pupils.

4. Outcomes for Pupils

- Children enter the EYFS at levels of development that are considerably lower than would typically be expected. Boys' development is especially behind that of girls, so there is a direct focus on this group from the start. The four-year trend of improvement for children achieving a good level of development continued in 2017, with this figure approaching the national average. Leaders are confident that this measure will improve further this year.
- For Year 1 pupils, the proportion who passed the phonics screening check also improved and was broadly in line with the national average. The majority of pupils passed the re-take in Year 2.
- The strong progress pupils make is illustrated in the data for Key Stage 1. In 2017, attainment was approaching or in line with national expectations at the expected and greater depth levels in reading, writing and mathematics.
- Similarities were evident in the Key Stage 2 data, with figures for reading and writing at the expected level closing on the national averages. The proportion was well above average in mathematics. At the higher standard, results were below the national figures although only just below in mathematics.
- The combined score was in line with the national average, as was the percentage achieving expected level in the grammar, punctuation and spelling. However, in the latter measure at the higher level, pupils performed better than the national expectation. Progress was comfortably above average in reading and writing but particularly strong in mathematics, indicating how far pupils had come on their journey through the school. Data shows that pupils are on track to better the 2017 results by some margin this year.
- Disadvantaged pupils made equally impressive progress, with mathematics again being the strongest subject. Indeed, their progress was better than their non-disadvantaged peers. Attainment for this group was below the national averages at both levels and in the combined measure. Improvements in the quality of teaching have ensured that the differences between them and all pupils nationally in reading, writing and mathematics has significantly diminished.
- Pupils with SEND made strong progress. Teachers are acutely aware of their pupils' barriers to learning. Through skilful teaching and bespoke support, pupils made giant strides from their individual starting points. Similarly, EAL pupils, often with limited language acquisition, made equally strong progress.
- The headteacher has a clear view that, while there remains a difference between the attainment of boys and girls, girls should continue to exceed national measures and boys should edge closer and closer to these expectations over time.

5. Area of Excellence

Mathematics

5.1 Why has this area been identified as a strength?

Over time, mathematics has developed into a key strength in the school. Two MAST-trained members of staff (mathematics specialist teachers) have collaborated effectively to raise standards from figures that placed the school in the 98th percentile in 2014. The performance of mathematics continues to improve, with this year's results indicating that attainment and progress were above the national levels for the first time. All teaching is research-based, so the quality of teaching is much improved because the lead teachers are able to promote a 'mastery' model approach. Staff have eagerly changed their practice to embrace this new methodology, which has increased pupils' powers of reasoning and problem-solving. The White Rose scheme has been successfully embedded, including a good deal of staff training to maximise the use of associated resources.

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

Two members of staff, neither of whom are class-based, are leading this area in school and conduct wide-ranging training and support for other members of staff. One of these teachers has a release-day per week, while the other leader is undertaking his national professional qualification for headship specialising in mathematics, so both are able to expand their knowledge and expertise. In school, there is a great deal of sharing of good practice, so staff always have the vital support to develop their own teaching. All staff have visited one of the leaders to observe their methodology which they have then adopted in their own classroom. Teachers are now becoming 'facilitators of learning', not just class teachers, and pupils have their own choice of challenge level in mathematics lessons. This allows pupils to become more independent in their learning because they are able to choose their own starting point.

Staff are very outward-looking and have worked in other schools to develop their approach to mathematics. They are also willing to bringing good practice from those establishments if it can add to the teaching at Rosslyn. Moderation with other schools in the Transform Trust has given greater accuracy in assessing progress, leading to greater confidence in predictions. Teachers from within the Challenge Partners network would certainly benefit observing the practice at Rosslyn Park should they wish to strengthen mathematics in their own school. The two members leading this initiative have embedded the strategy effectively so that other members of staff are confident in the approach to sustain the good practice going forward.

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

Outcomes in mathematics have improved dramatically over time to the point that from pupils' very low starting points, national expectations have been exceeded in 2017. This is attributable to improvements in the quality of teaching in this subject and is also testament to the expertise and vision of the two leaders of this area. This leads to consummate confidence that the current Year 6 cohort will generate even better results this summer. The latest data, based on 'mock' tests, indicates that they are already exceeding expectations from the same point last year. Girls performed better than boys although they are catching up. Boy-friendly strategies are having a positive effect, but this is enabling girls to excel even more. However, it is believed their achievement will peak, so that boys will improve proportionately. Most notable is the meteoric rise in achievement for disadvantaged pupils, whose performance is better than their non-disadvantaged peers.

Improvements in attainment and progress are not simply restricted to the older pupils in the school. In-house data indicates that mathematics is the strongest performing subject in most year groups, suggesting that the legacy of high levels of achievement are set to continue.

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

Phil Herd

Leader of mathematics

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

No support required at the moment.

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.