



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR ROSSLYN PARK PRIMARY AND NURSERY SCHOOL

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

Estimate at this QA Review:	OUTSTANDING
Date of this Review:	14/01/2019
Estimate at last QA Review	OUTSTANDING
Date of last QA Review	26/03/2018
Grade at last Ofsted inspection:	GOOD
Date of last Ofsted inspection:	14/11/2017



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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:

School Improvement Strategies	OUTSTANDING
Outcomes for Pupils	GOOD
Quality of Teaching, Learning and Assessment	OUTSTANDING
Area of Excellence	Not submitted for this review.
Previously accredited valid Areas of Excellence	Mathematics, 26/03/2018
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. Context and character of the school

Roslyn 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. Most year groups are full with waiting lists. Consequently, most in-year admissions are into Reception classes.

Two-thirds of the school's pupils are from disadvantaged backgrounds, which is much higher than the national average. 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.

The proportion of pupils from minority ethnic backgrounds is above average although White British pupils constitute the largest ethnic group in the school. The proportion for whom English is an additional language is broadly in line with the national average. The proportion of pupils who are at an early stage of learning English is about two per-cent and rising over time.

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 average.

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 - Progress from previous EBIs

- The school has continued to develop and embed the use of learning menus as a key tool in raising the achievement of more able pupils. Leaders' observations in lessons are showing that this is having a positive impact during independent learning activities. However, school leaders recognise that attainment data for 2018 does not necessarily confirm the impact of this work, while current tracking information is more positive. End of key stage data has, in the past, been affected when 'home-grown' more able pupils leave to go to other schools, to be replaced by those with lower levels of prior attainment.
- The school has approached the boy / girl attainment gap issue primarily through quality first teaching in the classroom. This is having the greatest demonstrable impact in Years 1 to 3, where the performance difference between genders is small. In order to try to reverse historic underperformance, the school has also continued to further develop the curriculum. Recent changes have specifically looked at the type of texts being used in class and how well they were supporting the development of pupils' vocabulary. Staff have worked with school's library

service to obtain advice and high-quality resources, choosing boy-centred texts. Teachers have also focused on boys in their differentiation. The school has continued to direct access to its social and emotional provision, including Place2Be services, and behaviour mentors to help boys in particular to be ready to learn. Leaders are appropriately focused on closing the gap between boys and national averages, rather than that between boys and girls internally.

2.2 School Improvement Strategies - What went well

- School leaders' accurate self-evaluation and systematic development planning continue to underpin ongoing improvement. As reflective practitioners, leaders have adapted their approaches in their quest to find alternative ways to secure better progress and higher levels of attainment. Their primary focus is clear; much of the school's improvement work is targeted at increasing the proportion of pupils reaching the expected standard by the end of Key Stage 2, particularly in reading.
- The development of the school improvement plan for reading is a prime example of recent adaptation of the school's approach. Rather than writing the basis of the plan himself and putting it out for consultation, the headteacher has adopted a team approach from the outset. The reading development team has been responsible for writing, implementing and monitoring the impact of the plan. The headteacher feels that this has made the process more rigorous.
- Leaders have also seen the benefit of using the information gained through closely monitoring the impact of such plans. This information is then used to modify the original plan as the year goes on. Compared to previous years, more actions have been successfully completed by using this approach.
- The introduction of phase leader roles has been the biggest change made by the school this year. In part, this action was taken to help address an unexpected change in the senior leadership team. It has allowed senior leaders to take a more strategic overview as these new middle leaders take on operational responsibility for monitoring and supporting their teams. This group of staff have already formed a strong and cohesive group that is working well. Their greater oversight of the situation 'on the ground' is having a demonstrable impact. For example, the traditional dip in Year 3 in attainment during the autumn term has been stabilised.
- The success of this initiative indicates that the school is in the process of overcoming the substantial challenge of achieving consistency in this larger than average school. Leaders have had to ensure that the work of leaders at different layers of the distributed model are not duplicating each other's work. There is a clear structure, where the senior leadership team organise running of the school and the strategic development group looks at outcomes of the regular monitoring cycle and what actions need to be taken. Any remaining issues with consistency are now seen to be more about issues with managing relationships and are dealt with as such. This is approached through a policy of seeking to retain staff rather than needing to recruit.

2.3 School Improvement Strategies - Even better if...

...leaders engaged with the Challenge Partners network to look at a wider range of approaches including, for example, Accelerated Reader to improving reading outcomes.

...leaders at all levels, through their monitoring of English lessons, ensured that there is sufficient challenge so that learning activities consistently deepen pupils' understanding.

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

- To help ensure that teachers model subject-specific and/or complex vocabulary as part of the approach to providing greater challenge for all pupils, the school has put a range of strategies in place.
- In the Early Years Foundation Stage (EYFS), there has been a focus on developing a language rich environment, moving away from the decorative wallpaper of downloaded commercial products to resources that are useful to the planned learning intentions for developing vocabulary over time. Leaders have introduced the 'comment, comment, comment, question' approach to ensure language is modelled before children are expected to use it.
- The school identified that tier 2 vocabulary was an area of relative weakness for pupils in Year 1 and above. Teachers are now working to ensure that pupils build a useful and broad range of vocabulary through the diligent implementation of the Read Write Inc. programme in Year 1. From Year 2 onwards, the school has adopted shared reading. This approach uses a whole class text, with lower prior attainers having a different reading programme or intervention to accelerate their progress. The school is also working on developing a 'reading army' of volunteers to ensure there are opportunities for pupils to read 1:1 with an adult.

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

- Teachers know their pupils and plan lessons that secure their engagement very well. They use baseline assessment information effectively to plan differentiated learning activities that support pupils to make progress from their starting points. Engaging starter activities hook pupils into learning, using resources particularly effectively to promote enquiry-based learning.
- The school's learning menu approach, with levels of difficulty ranging from starter to dessert, is used consistently well by teachers across the school. Pupils have a clear understanding of the system which provides increasing levels of challenge

and depth of learning. The approach provides opportunities for pupils to direct their own learning and make choices under the supervision of the teacher while securing their active involvement in learning. Work in pupils' books demonstrates both that the system is well embedded and that it is having a positive impact on pupils' learning as a result of the immediate feedback that they receive.

- Teachers typically set high expectations of pupils in terms of the pace and quality of their work. Consequently, pupils are focused and on-task, demonstrate strong behaviour for learning and interact with staff and their peers respectfully. Teachers' enthusiastic delivery is often infectious, such as in Year 4 where pupils learning about electricity through drama were clearly keen to learn.
- Increasingly, teachers constantly model and promote the use of challenging technical vocabulary and grammar because this has been a particular focus of school improvement since the previous review. Over time, this is having a positive impact on pupils' learning, particularly in the EYFS, where teachers use their modelling to correct pupils' mistakes and misconceptions. This modelling practice is supported by increasingly language rich environments in all classrooms, which are actively used by pupils to support the development of their vocabulary.
- The skilled deployment of teaching assistants (TAs) to work inside and outside the classroom ensures that their work with pupils is highly purposeful. Each withdrawal session is thoughtfully planned, ensuring that there are no opportunities for issues to arise. In the classroom, TAs circulate around the room to support a wide range of pupils and are not just focused on individuals. In the EYFS, TAs provide a model which is as effective as that provided by the teacher.
- Teachers use questioning well to delve deeper into pupils' knowledge and understanding. In their planning they give appropriate consideration to the kind of answer being sought while avoiding the restrictive 'guess what's in my head' approach. From an early age, pupils are conditioned to be ready to explain their thinking. For example, during a mathematics lesson in Reception, the teacher asked children to explain their responses by simply saying, "convince me..."

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

...leaders revisited the school's approach to how teachers develop opportunities for challenge, independence and risk taking, particularly for more able pupils.

4. Outcomes for Pupils

- The headline picture of outcomes at Rosslyn Park is one of improvement that is following, but has not yet completely caught up with, the improvements in leadership and teaching that have been secured over the past few years.
- Baseline assessment of children's attainment on entry to Nursery shows that they start school with levels of development which are well below that expected for

their age. The attainment on entry of children who join other than at the normal time of admission is often below average.

- Over the past term, high proportions of children in the Early Years Foundation Stage (EYFS) have made at least typical progress. The school's appropriate focus on literacy and numeracy skills helps children to make particularly rapid progress in these areas in Nursery.
- The proportion of children completing the EYFS with a good level of development has maintained a trend of continued improvement over time, while remaining below that seen nationally in 2018. Current assessment information indicates that this trend is set to continue this academic year.
- Similarly, the trend over time for the proportion of Year 1 pupils passing the phonics screening check is also one of improvement while the headline figure remains below average.
- The school's comprehensive tracking of pupils' progress clearly shows the positive impact of improved teaching since the change of leadership three years ago. For example, gaps between the attainment of boys and girls are much smaller in Years 1 to 3 than in Years 4 to 6.
- In Key Stage 2, the focus on the development of pupils' vocabulary is particularly effective, with improvement evident through lessons and over time. Pupils receiving additional support, for example in reading, develop confidence and resilience in lessons and develop their skills well.
- The school's analysis of achievement as Year 6 pupils approach the end of Key Stage 2 shows that the proportions of pupils currently working at the expected and higher standards in English and mathematics are higher than the equivalent figures from last year. This is giving leaders confidence in their predictions, which indicate that trends of improvement are set to continue.
- In 2018, pupils (included disadvantaged pupils) completing Key Stage 2 made below average progress in reading, but average progress in writing and mathematics. The progress scores of pupils with SEND were not as strong as those of their peers in all three core subjects.
- The proportions of pupils achieving the expected and higher standards in reading, writing and mathematics combined were below the national average. School leaders recognise that there remains work to do to ensure that more pupils with high prior attainment reach the higher standard in future years.

5. Area of Excellence

Not submitted for this review.



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

The school would like to investigate how other schools in the network have successfully improved the proportion of pupils reaching the expected standard in reading.

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.