



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR
SOUTH RISE PRIMARY SCHOOL

Name of School:	South Rise Primary School
Head teacher:	Hazel Brown
Hub:	Inspire
School type:	Primary
MAT:	Compass Partnership

Estimate at this QA Review:	OUTSTANDING
Date of this Review:	11/02/2019
Date of last QA Review:	This is the school's first review
Grade at last Ofsted inspection:	GOOD
Date of last Ofsted inspection:	14/03/2013



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	Not submitted for this review.
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

South Rise is a large primary school with 621 pupils on roll. A higher than average proportion of pupils has special educational needs and/or disabilities (SEND). The proportion that is disadvantaged is above average. More pupils come from ethnic minority backgrounds than is average in English primary schools. A high proportion has English as an additional language. There is a high proportion of pupils joining or leaving the school at other than the normal times.

The school has worked for some time with six other primary schools that form the Compass Partnership of Schools. In September 2014, the headteacher of South Rise took up the role of executive headteacher for the group and the deputy headteacher became headteacher at South Rise.

The school is involved in the Schools Direct programme of teacher training. 12 staff have gained qualified teacher status while working at South Rise. Additionally, many staff participate in higher education programmes and research. Leaders are very involved in outreach work to support improving leadership and teaching in other schools and local authorities, presenting materials developed within the partnership group.

Although recent members of Challenge Partners, South Rise, through its work with SSAT (Schools Students and Teachers), has links to another national network. The executive headteacher serves on the national primary board of SSAT and hosts days for its executive headteacher programme. The school has joined the Apple network to promote digital learning.

2.1 School Improvement Strategies - What went well

- South Rise prides itself on being a 'thinking school'. This is evident in the innovative range of improvement strategies it implements effectively.
- In the school development plan (SDP) 'all voices are heard'. Planning is a consultative process. Emerging priorities are phrased as stem questions. Related questions that follow challenge staff to think about ways in which they can be involved in taking supportive action.
- The sense of shared ownership is sustained in monitoring teaching and in performance management related to the SDP. These involve 'learning conversations' between leaders and those they line manage. Leadership is very much about sharing and developing. This reciprocal dialogue between leaders and staff is remarkably consistent with what is expected in the relationship between staff and pupils.
- South Rise trains teachers, but professional development goes well beyond getting started. Books on learning and leadership are plentifully available. There are opportunities to engage in research groups organised by the Partnership. Staff gain further qualifications and contribute to outreach work. The impact of this is to constantly refresh colleagues' thinking about how to do their job even better. Pupils reap the benefits.

- The curriculum is very clearly laid out. This facilitates teachers' medium-term planning. It allows very clear links to be made between subjects under the umbrella of the topic and connections reinforce pupils' learning.
- Regularly updated class 'data dashboards' provide teachers with very clear summaries of progress that enable them to target support and challenge in lessons.
- Once an issue is identified, South Rise takes action. This includes research and visits to centres of good practice. No issues remain from the last Ofsted report. When progress of pupils with SEND was not rapid enough, the school worked with educational psychologists and took account of good practice elsewhere. The consistent policy of time-bound withdrawal and testing of pupils and provision of sanctuaries in nurture group and the learning centre has had very evident effect.
- Membership of the partnership extends leadership resources. The executive headteacher manages to inspire and support without in any way diminishing the authority and autonomy of the headteacher and other leaders at South Rise. A recent meeting between the headteachers of all the schools in the partnership challenged each school by interrogating data from the previous academic year. This resulted in a thought-provoking document in which constructive lines of enquiry and challenge keep South Rise on its toes.

2.2 School Improvement Strategies - Even better if...

...the SDP developed clearer measures of impact both at monitoring deadlines and as a target for success on completion.

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

- Teachers at South Rise regard display as 'the silent teacher'. Everywhere one sees pupils' high-quality work. Learning walls in the classroom provide helpful hints and reminders. Pupils refer to these independently to help their work reach a high standard.
- From Early Years Foundation Stage (EYFS) onwards, teachers make sure pupils, including those new to English, extend their knowledge through language. In Nursery, children repeated culinary terms when baking. Year 6 pupils readily referred to decomposition and preservation when studying how a tomato goes rotten. The teacher even reminded them of the link with mummification as seen in a trip to the British Museum.
- Resources support creativity which underpins the curriculum at South Rise. Observational drawing in a Year 2 art lesson involved washboards and flat irons, linking with the Victorian topic. In religious education in Year 4, pupils used several apps simultaneously on their electronic tablets.
- Typically, teachers challenge pupils of different abilities all subjects. A Year 3 pupil with SEND labelled a drawing of a skeleton with prepared post-it notes written in French. He went on to explain the activity to other pupils returning from an intervention. In Year 6, a boy responded to a marking question by explaining precisely why the 'pace' of his story had faltered.

- Questions asked during lessons challenge pupils to employ higher-order thinking skills, such as metacognition. For example, in history pupils could reflect on how studying a period from the past enabled them to understand the present by contrasting changes that have come about.
- Marking challenges pupils to go further. In a range of books seen, this resulted in rapid progress for pupils of varying ability across the age-range.
- Teachers and teaching assistants lead phonics groups effectively by employing consistent methods. Familiar routines, gestures and example words support pupils' learning well.
- Teachers identify gaps in the learning of pupils with SEND. For a limited time, pupils work intensively out of class with a teaching assistant on an intervention strategy. Tests demonstrate the efficacy of the strategy. If the intervention has not worked, then a different strategy will be applied.
- Some pupils, who need a lot of help to adjust to school, attend a nurture group led by a teaching assistant with a formal qualification in helping such pupils. Others experiencing difficulties gain confidence at the South Rise Learning Centre - a small, intimate classroom. One boy wrote movingly about how he used to cry and be lonely and how that had all changed because of attending the centre.

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

...as in the best lessons seen, teachers always used a range of strategies to get the whole class involved in articulating their thoughts when responding to questions, not just the ones selected because their hand was up
...when answering a question, pupils addressed the whole class clearly, reinforcing learning by teaching others what they know.

4. Outcomes for Pupils

- Typically, pupils join the school with a low baseline of attainment. This is evidenced by rigorous assessment during their first weeks in Nursery or Reception. By the time they leave EYFS, the great majority have made rapid progress to a good level of development, well exceeding the national proportion reaching that level.
- Phonics results have fluctuated a little since reaching an exceptionally high level in 2016. Pupils who do not at first speak any English take some time to become as competent as their peers in phonics skills. Nevertheless, the proportion of pupils reaching the expected standard in the Year 1 test exceeds the national figure. Steps taken by the school to return to a very high level are preparing pupils well for the forthcoming test and the prediction is that results will rise this year.
- By the end of Key Stage 1, outcomes are well above national in all subjects. No groups stand out as underperforming.
- In all year groups 'class dashboards' show rapid progress. Three quarters of almost all cohorts (except in just one year group in one subject) are already reaching levels expected by the end of the year and the proportions on target to achieve greater depth are rising.

- Book scrutiny during the review corroborated the reliability of data presented in class dashboards. Books are an excellent record of learning within an exciting, broad curriculum.
- Attainment by the end of Key Stage 2 is well above national averages in all subjects. Progress measures have fluctuated over recent years and declined a little last year. This Year 6 cohort had a very high proportion of pupils whose prior attainment was Level 3. Leaders do not make excuses, they believe that assessment was accurate. In any case, many of those pupils fell only a few points short of the higher progress thresholds. Writing in particular – self-assessed very rigorously by the school – reduced the overall progress score.
- South Rise has a track record of accurately tracking and predicting final outcomes. This year progress scores are expected to be higher, including for high prior attaining pupils.
- Initiatives, designed to address the needs of pupils with SEND, have improved progress for this group in the past two years. Approximately one third of this group across the school is now reaching expected levels of attainment. This represents strong progress from a low baseline.
- Disadvantaged pupils at South Rise achieve higher outcomes than non-disadvantaged pupils nationally. The gap from their peers internally is narrower than is the case nationally.
- The school has responded well to historic boys' performance being weaker than girls. Some boys from White British and Black African groups, who have social, emotional and mental health difficulties, adversely impact on the difference. Steps taken by the school are having good impact. For example, in the current Year 6 cohort, boys' progress overall is above girls'.

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

The school does not require additional help 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.