

Name of School:	Rowlatts Hill
Principal:	Jay Virk
Hub:	East Midlands South
School type:	Primary
MAT:	Rushey Mead Educational Trust

Estimate at this QA Review:	Outstanding
Date of this Review:	26/02/2018
Grade at last Ofsted inspection:	Not applicable
Date of last Ofsted inspection:	Not applicable

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
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

- Rowlatts Hill caters for pupils aged 3-11. There are 350 pupils on roll currently.
- The proportion of disadvantaged pupils is above the national average.
- The proportion of pupils whose first language is other than English is three times the national average.
- Rowlatts Hill has a greater proportion of pupils who have special educational needs and/or disabilities (SEND) than the national average.
- The school joined Rushey Mead Educational Trust in April 2017. The school is also part of the East Midlands South hub.
- Since becoming an academy, the school has not had a Challenge Partners review.
- The school became a SCITT core school in 2010.
- There is one newly qualified teacher in school this year.
- There are two classes in each year group. Pupils of the same age are taught in each year group.
- High pupil mobility in and out of each year group influences the achievement of each cohort.

2.1 School Improvement Strategies - What went well

- Leaders convey strong ambition for pupils at Rowlatts Hill. They have demonstrated sustained improvement over several years. A current focus is on increasing the proportion of pupils attaining greater depth by the end of each year. This is because teachers are proficient at supporting pupils to attain expected standards.
- Leaders gather achievement information from termly 'drops'. Teachers submit their assessments. They then receive notes from senior leaders prior to attending progress meetings. This enables staff to reflect in more depth about how well individual pupils are progressing in each year group.
- Some year groups have 20% of pupils moving in and out of school. This adversely affects the reliability of analysing groups of pupils' progress. Hence the focus on individual pupils.
- Senior leaders meet with middle leaders to discuss their improvement action plans. Senior leaders ensure that such work ties in with whole school improvement priorities. Key meetings occur in June, which enables staff to look ahead to the new academic year. Distributed leadership is effective as all contribute well to school improvement work.
- Leaders are committed to staff development. Performance management processes refer to leaders' action plans. The focus is on how well leaders monitor provision and evaluate their findings. Monitoring is based on frequent learning walks.
- Leaders use the computer tracking system to drill into headline figures. This helps them gain a better understanding of reasons for weaker or stronger progress in different year groups and subjects. Leaders reflect on the impact of their strategic

work, including investment in keeping class sizes small.

- Senior leaders and link governors are identified for reporting on stated priorities. This helps ensure that all leaders engage in improvement work. They are well informed and so are able to make appropriate decisions to benefit the school further. An example here is matching teaching staff with particular skill sets to different year groups.
- The curriculum was modified five years ago because leaders recognised the need to broaden the opportunities presented to pupils. It has evolved over this time period, becoming more enquiry led. Most topics are underpinned by key texts. This helps pupils acquire an enriched and extensive vocabulary.
- The curriculum is enriched with inspirational, topic based learning environments. Committed and talented premises staff create such areas. The designs are multi-sensory, with sound and visual elements. They stimulate pupils' curiosity, learning and enquiry, for example when exploring mini beasts. Environments are interactive, with pupils engaging with real life experiences, for instance in an air raid shelter. All pupils do not necessarily gain such experiences out of school.
- Well-being surveys show that staff morale is high. This is because staff are, and feel, valued. They enjoy the on-site gymnasium and contribute to the Friday pudding club. Staff can nominate colleagues for rewards. There are no supply staff, which means that staff understand the importance of looking out for each other. Leaders' promotion of staff mental health and well-being is a successful feature of the school.

2.2 School Improvement Strategies - Even better if...

...leaders continued to support teachers in embedding effective challenge across all subjects.

...leaders ensured that different ethnic and traveller groups achieved well when compared with their classmates.

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

- Classroom routines are consistently applied in all year groups. This leads to pupils exhibiting excellent behaviour for learning. Learning environments enable pupils to develop confidence and resilience as learners.
- Pupils are given sufficient opportunities and time to talk about their learning, both with classmates and staff. They readily take risks, as they challenge themselves in their own learning. A 'have a go' ethic was evident in all observations during the review. Teachers can trust pupils to conduct themselves well. This gives teachers confidence to take risks themselves, for example in providing very challenging work.
- Pupils' learning is active, rather than passive. Talk in lessons is focussed on learning activities, as opposed to distractions. From the Early Years Foundation Stage (EYFS) through to Year 6, pupils' talk enables them to rehearse ideas and share thinking. Teachers have developed and implemented a range of strategies,

including talk partners.

- Pupils show healthy respect for themselves, their classmates and for adults. This culture of mutual respect promotes equality well at Rowlatts Hill. Pupils and staff value each other's opinions.
- A key feature of lessons is the attention on developing pupils' character muscles. Pupils show their independence by selecting tasks which make them think hard. Such attributes include respect and concentration. Pupils' reciprocal skills are very evident. For example, Year 2 pupils readily collaborated in designing and building their Tudor houses.
- Consistency in teachers' application of the marking policy is evident in a range of books sampled. The entry and exit assessment strategy demonstrates how well a pupil has progressed in specific aspects of learning, for example fractions. Pupils show pride in their learning through their well-presented books.
- Teachers and learning support assistants (LSAs) are skilled in asking effective questions. These are used to check pupils' understanding and to probe further. This leads to pupils having to think hard. In a Year 6 mathematics lesson, specific questioning led to pupils being placed in groups which received different levels of support.
- During most observations, LSA work was very effective. In a Year 2 cookery lesson, pupils were supported well through skilled intervention in their learning. As a result, pupils developed a broad, technical vocabulary. This example illustrates well leaders' drive to support pupils in developing language.
- Teachers and LSAs demonstrate secure subject knowledge. They are confident in dealing with pupils' misconceptions that arise from probing questions. Examples include science activities in Years 3 and 5.
- Pupils of all abilities are challenged effectively. Teachers use their knowledge of pupils' prior learning to design tasks which require pupils to think carefully. There is a 'no ceiling' approach.

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

...pupils, especially the most able, were moved on to harder work more quickly in lessons.

...LSAs were utilised even more effectively by working with groups of pupils who would benefit most.

4. Outcomes for Pupils

- Typically, children enter EYFS with skills well below what is typically expected for their age (in Nursery), and below in Reception. Half of the children in Reception transfer from the school Nursery.
- The Nursery cohort are making similar progress to the Reception children. There is high mobility in Reception this year, with 60% of children moving in and out of school so far this academic year.

- Last year, when compared with national, a similar proportion of children attained a good level of development (GLD). Over the past two years, the disadvantaged group of children attained higher than the national average for all pupils. Over the past three years very few children exceeded GLD.
- For the last three years, a greater proportion of Year 1 pupils than national, attained the standard required in the phonics screen. Last year, 98% attained the standard.
- Last year in Key Stage 1, a similar proportion of pupils compared with national, attained the reading and writing expected+ standard. In mathematics, a greater proportion attained this standard. Regarding greater depth when compared with national averages, reading was below, with writing and mathematics in line.
- When compared with 2017 national figures, a greater proportion of Year 2 pupils are currently on track to attain the expected standard in reading, writing and mathematics.
- Last year, the school was in the top 20% of all schools for Key Stage Two writing and mathematics progress. This success was maintained from the previous year. In reading, the progress trend dipped over the past three years. However, the school remained in the top 40% of all schools.
- Last year, in Key Stage Two, disadvantaged pupils made stronger progress in writing and mathematics, when compared with reading.
- Last year, reading attainment was above national at the expected+ standard, below at the high standard. Writing and mathematics attainment was above national at both standards. Attainment in grammar, punctuation and spelling was above national at both standards.
- Year 6 pupils are making stronger progress than in other year groups so far this academic year. This is due, in part, to leaders deploying more teachers to enable higher staff: pupil ratios.
- Currently, pupils' progress in writing and mathematics is stronger than in reading. Leaders were disappointed with the Year 6 reading attainment last year. This year, they are expecting an increase in the proportion of pupils attaining greater depth.

5. Area of Excellence

How to overcome barriers to learning in mathematics. A basket of strategies to support other schools.

5.1 Why has this area been identified as a strength?

- All teachers and LSAs follow and apply agreed teaching strategies. This ensures that pupils receive consistent teaching.
- Published materials, such as Big Maths, have been used to inform a tailored approach at Rowlatts Hill. Leaders have taken what they regard as helpful elements, and built these into their curriculum model. So, staff do not stick to a given scheme, as this aspect of school work is more about challenge and

engagement.

- The 'Calculation methods' document captures and illustrates key skills and written methods for all related learning. Staff refer to this when planning lessons.
- Pupils express very positive views about mathematics. In a recent survey, 77% stated they 'loved' maths. They cite reasons as '...because it is fun and challenging.'
- Pupils are encouraged to choose different levels of challenge. There is no ceiling on the level of challenge in mathematics. They opt for activities which they know will make them think hard.
- Teachers carry out entry and exit assessments for each sequence of learning. This leads to pupils being grouped appropriately. Lessons are then tailored to address gaps in learning, identified via the entry assessment.
- Leaders have worked with staff to facilitate mathematical learning through other subjects. For example, in geography when exploring 'The Boy in the Striped Pyjamas' text, pupils developed their mathematical skills. These included map skills and comparing populations in different countries. Blooms 'bubbles' were used to provide pupils with challenging problems to explore.
- The school can offer leaders from other schools a variety of solutions to specific problems. For example, enabling girls to better engage in learning, groups to be more active in their learning and changing attitudes to mathematics from negative to positive.

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

- Sustained effective leadership of mathematics. Currently, the key leadership role is being transferred from the substantive leader to a developing leader.
- The school culture is one of continual reflection, so refining strategies and adding to the already enriched resource base.
- Staff subject knowledge is secure. This includes an understanding of what knowledge is required in order for pupils be successful at the end of each key stage.
- Staff who are 'mathematical champions' teach in a range of year groups. This ensures that expertise is spread through the school.

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

Over the last 2 years, expected and greater depth data has been well above the national averages:

- In 2016, expected+ 94% and greater depth 28%, compared with national figures of 75% and 17% respectively. The overall progress measure was +5.9.
- In 2017, expected+ 93% and greater depth 40%. The overall progress measure was +5.7.

Predictions for 2018 are: expected+ 90% and greater depth 46%.

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

Liam Johnson

Numeracy leader

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

Nothing 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.