



## QUALITY ASSURANCE REVIEW

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

<b>Name of School:</b>	Rosslyn Park Primary and Nursery School
<b>Headteacher/Principal:</b>	Scott Mason (Executive Headteacher) Matthew Barnham (Head of School)
<b>Hub:</b>	East Midlands South Hub
<b>School phase:</b>	Primary
<b>MAT (if applicable):</b>	Transform Trust

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	The school has chosen not to have estimates for this review.
<b>Date of this Review:</b>	26/01/2026
<b>Overall Estimate at last QA Review:</b>	Not applicable
<b>Date of last QA Review:</b>	03/02/2025
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	04/10/2024

**Quality Assurance Review**

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

**Leadership at all levels** Not applicable

**Quality of provision and outcomes** Not applicable

**AND**

**Quality of provision and outcomes for disadvantaged pupils and/or pupils with additional needs** Not applicable

**Area of excellence** Not applicable

**Previously accredited valid areas of excellence** Enhanced provision for pupils with complex special educational needs and/or disabilities, 22/04/2024.

**Overall peer evaluation estimate** Not applicable

**Important information**

- The QA Review provides a peer evaluation of a school's practice in curriculum, teaching and learning, and leadership. It is a voluntary and developmental process, and the peer review team can evaluate and offer 'peer evaluation estimates' based only on what the school chooses to share with them.
- The QA Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.
- The QA Review report is primarily for the school's internal use to support the school's continuing improvement. If you choose to share this report, or extracts thereof, externally (e.g. on your website or with parents), please ensure that it is accompanied with the following text:

*Challenge Partners is a charity working to advance education for the public benefit. We are not a statutory accountability body. The QA Review does not audit schools' safeguarding or behaviour policies and practices. However, Lead Reviewers and visiting reviewers are expected to follow Challenge Partners' safeguarding policy and report any concerns as set out in the procedures.*

## **1. Context and character of the school**

Rossllyn Park Primary and Nursery School is a large school, located in the Aspley area to the north of Nottingham. It has three form entry for most year groups, and two form entry for Reception and Year 1, due to a falling roll across the city. The Nursery is a popular choice locally, having 52 sessions across the mornings and afternoons.

The school serves a diverse catchment in an area of very high deprivation. Almost half of pupils speak English as an additional language (EAL), with 53 different home languages spoken. Almost three quarters of pupils are classified as disadvantaged, which is much higher than average. The proportion of pupils who have special educational needs and/or disabilities (SEND) is also well above the national picture. In addition, the school has two internal enhanced provision rooms (EPRs) to help support those pupils with the highest levels of need.

The school is a member of the Transform Trust, which comprises a family of 26 schools locally. The head of school has been in post since September 2025. The previous headteacher was appointed as the executive headteacher at that time, he now works at Rossllyn Park together with another Trust school.

### **2.1 Leadership at all levels - What went well**

- The head of school and the executive headteacher lead the school with confidence and conviction, sharing the drive to enable all pupils to have the best possible experiences within a quality education. They are supported by knowledgeable senior leaders, all of whom strive to constantly embed the aspirational and reflective culture.
- Senior leaders, teachers and pupils speak with sincerity about the school's vision and values. The vision identifies four key competencies that develop pupils' learning, namely collaboration, critical thinking, communication and creativity. This is embedded alongside the school's values of being respectful, motivated, inclusive, resilient, collaborative, always proud, and aspirational, which are encompassed within the 'We are Rossllyn' principles.
- Leaders at all levels are actively involved in school improvement planning, with subject leader action plans informing, and being informed by, strategic planning. The team focuses clearly on key priorities, which have been identified through careful scrutiny of outcomes and monitoring information. This analytical approach is exemplified in the leaders' decision to prioritise mathematics, writing and science teaching and learning for this review.

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- The learning environment is spacious and very well resourced, indoors and outside which promotes a productive climate for learning. Notably, each phase has its own dedicated, colour-coded cluster area, with classrooms, breakout rooms and communal areas created for particular age groups. These smaller zones are designed to provide a sense of belonging within the large overall setting. In addition, there is a delightful and welcoming library in its own separate building and a variety of outdoor areas, including a multi-use games area and activity stations which are greatly enjoyed by pupils.
- The curriculum is enriched with a wide range of opportunities that help to prepare all pupils for their potential roles in modern Britain. Many extra-curricular clubs are offered, together with a variety of visits and visitors intended to widen outlooks and aspirations. It is notable all activities are subsidised for all families. Recent examples include visits to the university, theatre and art galleries, along with meaningful links made with local companies, such as Rolls Royce and Severn Trent Water. Furthermore, the school is a Royal Shakespeare Company Leading School, which provides many enrichment experiences, including working with professional artists. In addition, pupils are encouraged to take on leadership responsibilities, being voted onto the school council and pupil parliaments, across both the Trust and a citywide project.
- Warm and supportive relationships at all levels are key to every aspect of school life. Leaders speak passionately about how they strive for all pupils to have a genuine sense of belonging, which was confirmed by pupils who said, “Teachers get us”. All adults work to ensure that every child feels loved and cared for, with high expectations and clear boundaries that provide security. Consequently, Rosslyn Park is a happy place to be where pupils thrive in their time at the school.

## 2.2 Leadership at all levels - Even better if...

- ... leaders were to modify the monitoring framework to gain greater insight into pupils’ lived experiences across the curriculum.
- ... leaders were to further refine the non-negotiable expectations of teaching and learning to ensure consistency.

## 3.1 Quality of provision and outcomes - What went well

- Leaders and teachers have developed a bespoke curriculum which is coherently planned and sequenced, with progression of substantive and disciplinary knowledge embedded. Most subjects are taught specifically within the enquiry-based approach, with relevant cross-curricular links made when appropriate, and knowledge organisers used to define vocabulary, critical thinking and key learning.

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- Consistent expectations in lessons include a focus on oracy skills and retrieval activities, with quizzes and group discussions enhancing practical and written tasks. Many starter sessions take a previous week, previous term, previous year format which is helping pupils to build their knowledge over time. There is also continual commitment to developing pupils' executive functions, including emphasis on self-regulation, cognitive processes, mental skills, and the building of routines to enable productive learning. This is consolidated by a Learning to Learn Day each year, when pupils develop their practical skills. Additionally, all pupils from Year 2 upwards have ready access to their own iPads which are utilised across the curriculum.
- The teaching team benefits from a comprehensive professional learning offer. Much of this is provided internally with different teachers and leaders becoming experts and then training their colleagues, sharing best practice, and coaching others. In addition, the Trust offers many networking and group opportunities which are greatly appreciated. Hence, the subject knowledge of all adults is strong.
- The Early Years Foundation Stage (EYFS) provision is a delightful environment, indoors and outside, with well-planned resources supporting the development of gross and fine motor skills. In the Nursery, children were very engaged in the continuous provision activities, knowing the routines and expectations well. There was an effective balance of child- and adult-initiated tasks relating to modes of transport which the children responded to with enthusiasm.
- High expectations are evident in the teaching and learning of writing, with relevant vocabulary explored across different genres and themes. A focus on oracy strategies is apparent in lessons, with choral responses and sentence stems used routinely. For example, Year 2 pupils engaged well when writing a recount of a visit to their local area, using purposeful language to inform others about problems with litter. Pupils' writing is displayed in Key Stage 2 classrooms which indicates their progress over time, as does the work in books which shows an impressive range of work across the year groups.
- A mastery approach is taken to the teaching and learning of mathematics, with consistent expectations of partner talk, appropriate use of iPads, and the repetition of sentence stems to structure learning. For instance, in a Year 6 lesson the class teacher showed excellent subject knowledge of algebra in the 'I do, we do, you do' model. Pupils responded positively to the high levels of challenge, making swift progress with their calculations.
- During science lessons seen, again, there was emphasis on key vocabulary and discussion. For example, Year 3 pupils were exploring how light travels through different objects, with a visualiser used skilfully by the class teacher to model expectations. Much science learning evidence is now captured in class floor books, with this decision partly made following pupil voice feedback around the purposes of writing.

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- By the end of Key Stage 2, pupils achieve standards in reading, writing and mathematics which are close to national averages at the expected level, and often higher at greater depth. Projections for 2026 are very positive, indicating accelerated progress over time. Consequently, pupils are being prepared effectively for the next stages of their education.

#### **3.2 Quality of provision and outcomes - Even better if...**

- ... all teachers developed their live modelling pedagogy, with particular focus on the 'I do' system, by learning from the best practice evident.
- ... the school's plans for adaptive teaching became fully embedded, using assessment for learning strategies to check for understanding and address misconceptions in the moment.

#### **4.1 Quality of provision and outcomes for disadvantaged pupils and/or pupils with additional needs - What went well**

- The assistant headteacher is the leader with responsibility for disadvantaged pupils, which reflects the importance placed on supporting these vulnerable pupils. Similarly, the joint SENDCOs are members of the senior leadership team, they have much experience and are passionate about championing every pupil. Furthermore, both SENDCOs work in the EPRs for part of each week which helps to inform their practice.
- The school has an extensive pastoral team, led by the assistant headteacher, and includes behaviour, attendance and safeguarding specialists. In addition, the school has an emotional literacy support assistant, and a counselling team, who work with pupils and their families. The team meets weekly, all know the pupils very well, and use their combined knowledge to decide on the best pathways to meet differing needs.
- The curriculum is successfully adapted to respond to the needs of SEND pupils, together with those disadvantaged. The adaptations include an extensive selection of additional resources and well-considered interventions, in and out of lessons. Fundamental to the inclusive approach taken is the belief that what is good for SEND pupils is good for all. EAL pupils are also supported appropriately, with different languages and cultures celebrated, and many multilingual books available.
- The two EPRs are welcoming and purposeful, helping pupils with the highest levels of need to progress. Evidence shows the provisions are accelerating these pupils' abilities to communicate. Importantly, the pupils integrate with their peers whenever possible, including accessing some of the wider curriculum and during educational visits, when parents will often accompany their children which helps to build supportive networks for these families.

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- Careful analysis of assessment information indicates that SEND pupils are generally progressing positively from their individual starting points. Notably, achievement gaps for disadvantaged pupils have diminished significantly over time.
- Attendance is tracked closely with the robust and proactive processes implemented by the attendance officer proving effective, alongside the undertaking that the expectation of attending school is the responsibility of all adults. As a result, attendance for all groups is improving, with rates of persistent absenteeism reducing over time.
- The behaviour and attitudes of all pupils, including those disadvantaged, are mostly good or better, with the staff team managing any issues promptly. Pupils generally show strong levels of engagement, in and out of lessons, and respond positively to the high expectations made of them. Rosslyn Park is a welcoming place for all, where pupils clearly feel nurtured and are proud to play their part.

#### **4.2 Quality of provision and outcomes for disadvantaged pupils and/or pupils with additional needs - Even better if...**

... timetables were refined to ensure that foundational knowledge is always prioritised.

#### **5. Area of Excellence**

Not submitted for this review.

#### **Following the QA Review**

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse content reports from across the partnership of schools and trusts including using AI tools to create an aggregate picture of what is going on across the sector (sharing these with the partnership) each year. The QA Review reports remain confidential to Challenge Partners and the host school. This ensures that schools embrace the review as a development process, acting as a catalyst for their ongoing improvement. This is the primary purpose of the QA review. However, our aim is that the thematic analysis will demonstrate the additional value of a sector wide overview, illustrated with real-life examples.



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For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national partnership of schools. The School Support Directory can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)