
CHALLENGE PARTNERS: Quality Assurance Review Written Report

Name of School:	Grove Park Primary School
School Address:	Nightingale Close, London, W4 3JN
Hub:	West London

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Unique Reference Number:	3132022
Local Authority:	Hounslow
Type of School:	Primary
School Category:	Community
Age range of pupils:	3-11
Number on roll:	382
Head teacher/Principal:	Darren Jones

Date of last Ofsted inspection:	11-12 March 2014
Grade at last Ofsted inspection:	Outstanding

Date of Quality Assurance Review:	20-22 March 2017
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QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES¹

School Improvement Strategies:	Outstanding
Outcomes for Pupils:	Outstanding
Quality of Teaching, Learning and Assessment:	Outstanding
Area of Excellence:	Confirmed and valid for 3 years
Writing	
Previously accredited Areas of Excellence:	
None – this is the school’s first review.	

Overall Review Evaluation

The Quality Assurance Review found indicators that Grove Park Primary School appears to be firmly within the Outstanding grade as judged by Ofsted in the school’s previous Ofsted report.

1. 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.

Information about the school

- Grove Park Primary School is a much larger than average sized primary school located in an area of moderate social deprivation in Chiswick, west London.
- The proportion of disadvantaged pupils is just below the national average.
- The proportion of pupils from minority ethnic groups is more than double the national average. This figure is mirrored by the proportion for whom English is an additional language (EAL). Around a third of pupils are from White British backgrounds.
- The proportion of pupils in receipt of support for special educational needs and/or disabilities (SEND) is below the national average, as is the proportion with a statement or Education Health Care plan.
- Mobility in the school is quite high and is attributed to large number of families from the United States and Europe who move into the area for a short time for work purposes then return home.

School Improvement Strategies

What Went Well

- Grove Park is a unique and special place. The passionate, inspirational headteacher and his dedicated senior leadership team have created a warm, caring culture where every pupil is nurtured and encouraged to be the best they can be. The classes are named after trees and the school embraces the 'TREE' concept – Trust, Respect, Empathy and Enthusiasm, values that permeate every aspect of the school. The headteacher stated that, "to be Outstanding, you have to stand out!!" and this precisely sums up his attitude to leading the school forward.
- The school has robust systems in place to ensure accurate self-evaluation is undertaken and this is effectively used to inform school improvement planning.
- The school's documentation is clear and accurate. The Self Evaluation Form highlights the strengths of the school and points to areas for further development. The School Development Plan (SDP) identifies five main priorities, each of which form their own individual SDP, which will be evaluated after a year and become 'background' priorities going forward. TLR post-holders lead on each different area, all of which are new initiatives for this year and are projects that permeate the whole school.
- One of these areas, Multimodal and Digital Literacy followed inset from The Literacy Shed Organisation, informing teachers how to use film in an exciting way. Continuing Professional Development (CPD) was organised by the leader to illustrate how films can be used in Key Stage 1 and 2 to stimulate language development and enhance engagement. This has been linked to all areas of the curriculum so that reading and writing are key features of all teaching and learning and not simply restricted to English lessons.

- Another has been the Maths for Life initiative, which involves putting innovative methods into reasoning. It differs from pupils simply studying mathematics. As a result of these new, exciting approaches to this area, pupils leave Grove Park with wider experiences in mathematics, indicating that there is a purpose to everything they do and giving them the mathematical ‘tools’ they can use in real-life situations. It provides a whole school, inclusive model, where an hour and a half every other week is dedicated to this method. Data is very positive, indicating no difference in boys’ and girls’ progress and it has certainly boosted girls’ confidence in mathematics.
- A third strategy is Grammar and Spelling in a Creative Context, bringing spelling and grammar to life in a fun and more enjoyable way. Pupils are taught the rules and use of grammar through authentic, meaningful texts, creating greater interest. They are able to think through the skills required more effectively using a broad range of strategies, leading to significant improvement over the year.

Even Better If...

... leaders continued to pursue strategies to further diminish differences between groups of pupils with characteristic tenacity.

Pupil Outcomes

- On entry to the school, a large proportion of children are at age-related expectations, although weaker areas include reading, writing, shape, space and measures. These then become a clear focus for development.
- 2016 saw a continuation of the school’s excellent record of achievement. In the Early Years Foundation Stage, 85% of children achieved a Good Level of Development, which comfortably exceeded the national benchmark. The figures for reading, writing, number and shape, space and measures were well above national levels, indicating the success of the school’s focus on these areas.
- In Year 1, a phenomenal score was achieved in the Phonics Screening Check, with 98.3% achieving the pass mark, the national average being 81%.
- End of Key Stage 1 results were similarly high, with the national expectation easily surpassed in reading, writing and mathematics at both the expected level and at greater depth.
- Attainment at Key Stage 2 was equally impressive. Pupils at the expected and above expected attainment levels in reading, writing, mathematics and spelling, punctuation and grammar were significantly above the national average. The combined figure at the expected level was 83.3%, which is 30% above national, and the combined score at above the expected level was 26.7% against the national benchmark of 5%.
- Progress measures in reading, writing and mathematics were all above national averages.

- Disadvantaged pupils perform well across the school. They achieved 7% above the national combined measure at Key Stage 2, although there was a significant difference against the level for non-disadvantaged pupils. The leadership team is highly focused on rectifying this position and have established a Diminishing the Difference team to address this matter. They have an established assertive mentoring model in which every pupil is interviewed to sustain their performance. This is accentuated for disadvantaged pupils to ensure they receive the support and interventions that will best suit them. These are implemented and monitored by the Diminishing the Difference team.
- Careful attention is given to the progress of all pupils through well-established and rigorous systems, but particularly where there are discrepancies in the performance of different groups. These are swiftly identified and effective whole-school action is planned, for example, contextualised mathematics has been introduced to help build girls' confidence.
- Leaders provided clear evidence that outcomes for this academic year will reach the same heights in each subject in all phases.

Quality of teaching, learning and assessment

What Went Well

- Teachers have extremely high expectations and ambition for the pupils in a non-pressurised way. In such a positive learning environment, pupils thrive. They are immersed in their learning and behaviour for learning is exemplary. Classrooms are vibrant, colourful and supportive to learning. High quality vocabulary is displayed around the room and in a Year 6 lesson, many pupils were actively using these prompts to expand their writing.
- Teachers plan exciting learning experiences, adopting a range of teaching styles to suit individual needs. They bring the lesson content to life, which draws pupils in and encourages them to expand their boundaries. Teachers utilise resources thoughtfully and appropriately, contributing effectively to the learning environment. They encourage independence and creativity at every turn and use rich language that constantly challenges pupils and further promotes high expectations.
- Work in pupils' books is beautifully presented. Quality is of the highest order and pupils take great pride in their work. This was particularly evident in creative writing books, where expression and deeper thinking was clear. Writing is an obvious strength of the school and the insistence upon the use of fountain pens encourages pupils to produce their very best. Marking and feedback in books gives positive guidance to help pupils to improve and they make informed responses to their teacher's comments.
- Teachers go the extra mile to remove barriers to learning. Pupils enjoy discussing their work with their peers and are keen to share ideas and opinions. Teachers use

mini-plenaries purposefully so that the flow of lessons is not disturbed and any misconceptions are quickly corrected. Learning objectives are re-stated when required to ensure pupils remain focused on the lesson content. High quality texts stimulate pupils' imagination and evoke deep and thoughtful written and verbal responses.

- Mathematics is imaginatively taught through Maths for Life, where real-life scenarios bring this subject into the real world. Staff and pupils commonly use technical mathematical vocabulary alike. Reasoning skills are highlighted and encouraged and a rich, investigative culture pervades these lessons.
- Knowledgeable teaching assistants (TAs) skilfully support pupils and lead them towards greater progress. There is a real sense of teamwork between TAs and teachers. They plan together and TAs are effectively deployed to support learning. Relationships between pupils and all adults are extremely positive.
- There is a clear correlation between teaching and learning, which is consistently of the highest quality, and the level of outcomes pupils achieve.

Even Better If...

... teachers exploited opportunities to further develop oracy in lessons.

Quality of Area of Excellence

Writing

Why has this area been identified as a strength?

Writing has become a major strength of the school as it encapsulates the ethos of a personal growth model of teaching, where each pupil is seen to be unique. It equips them with a narrative of exactly who they are, empowering them and giving them a voice through story. This method is delivered every fortnight in hour and a half sessions and books chosen are linked to reading and writing across the curriculum. They are largely picture books, some without text, but they are highly evocative, capturing pupils' imagination and encouraging them to use high quality vocabulary. What has started as a 'niche' area has swiftly become an integral part of school life. Every member of staff has successfully adopted the pedagogy to deliver this approach effectively. Pupils state how much they enjoy their writing, one stating, "I absolutely love creative writing now."

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

The school has a wealth of in-depth experience that ensures the strength of this area. The headteacher is close to completing a PhD on the use of picture books to explore pupils' spirituality and engagement with literature. In addition, the Literacy lead teacher is completing an MA in children's literature. This passion for literacy permeates across all areas of the school, embedding in pupils a true love of reading and writing that is clearly

evident in their extended writing. In this field, pupils produce work of the highest quality. Senior members of staff have presented and spoken at the United Kingdom Literacy Association and the International Association of Children's Spirituality on the use of writing to promote identity and voice. The sharing of good practice is commonplace in the school and bespoke CPD ensures that all staff have high levels of expertise in teaching these areas. A workshop for parents was well-attended and they were highly impressed with the quality of work their children are now producing. Leaders have supported other neighbouring schools and have hosted regular visits to Grove Park so that teachers can observe practice and examine standards in writing. The school's expertise has also been widely utilised in moderation activities.

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

The impact on outcomes has been exceptional. Attainment and progress in reading and writing for all pupils at Key Stages 1 and 2 are well in excess of national expectations at the expected and greater depth measures. However, the value of this area goes beyond results and includes the development of literacy skills that equip pupils of Grove Park to go into the world and make a difference. It is a methodology that doesn't simply improve reading and writing but fires pupils' imagination and encourages them to explore language in exciting and stimulating ways. It inculcates a deeper love of reading that motivates pupils to express their thoughts and feelings using high level vocabulary, and the insistence on the use of fountain pens leads them to write with care and fluency. Handwriting in exercise books was immaculate. The method moves away from planning, editing, re-editing and writing final drafts. These more traditional strategies are removed and pupils are given the freedom to 'write without fear' and the content and quality of the work they produce confirms the success of this initiative. Teachers teach English to produce literate young people, rather than teaching literacy to produce good writers or readers.

The school would be happy to host a Leadership Day on this area.

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

Following discussion with the headteacher, the school would not like any further support 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.