

## Hounslow Performance Challenge Summer Term 2023

### PEER CHALLENGE REPORT

Grove Park Primary School

Collaborative B

Date of Triad visit: 22/06/2023

#### Date of last Ofsted Inspection and Judgement: March 2014 Outstanding

Lead Peer Challenger: Felicity Sulma, Headteacher Edward Pauling Primary School

Support Peer Challenger(s): Daniel Willetts, Headteacher Norwood Green Infant and Nursery School

Others present: Rachel Davies, Headteacher Grove Park, Jonny Hibbert, Michelle McGregor and Casey Arnaouti, Assistant Headteachers Grove Park, Tracey Riddell, Assistant Headteacher Norwood Green Infant and Nursery School

#### Quality of Education: School SEF Judgement:

Outstanding	Good	Requires Improvement
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#### Quality of Education: Peer Challenge Judgement:

Outstanding	Good	Requires improvement
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#### Current Contextual Information

Grove Park Primary School is a two-form entry maintained primary school with 435 pupils from Nursery to Year 6. There are 70 pupils currently eligible for free school meals (16.1%, slightly below National) and a further 4 PLAC pupils. The percentage of pupils on the SEN register is in line with National, including the number of pupils with EHCPs. There is some movement of pupils, with some pupils coming from abroad with little or no English adding some challenge, however this is not excessive and most pupils have left due to moves away from the immediate area out of London and abroad. Attendance is above the National figure and the school has made this a clear focus within the SDP.

The school works collaboratively with schools across the borough and within the immediate area. In addition, leaders take advantage of the expertise of others when focussing on subject-specific priorities, for example by being part of the working

party developing the new Hounslow RE scheme 'Widening Horizons' or by participating in groups via the local NCETM group. This places the school in the best position to plan for and implement its strategic priorities.

### Hounslow Performance Challenge Outcomes

Hounslow Performance Challenge 22-23	Outcomes for the school
<p><b>EYFS</b></p> <p>The Early Years Challenge is to move towards or beyond the 2019 GLD of 74%</p>	<p>Achieved.</p> <p>80% GLD is predicted</p>
<p><b>Phonics</b></p> <p>To embed the phonic programmes school use to make progress towards the 2019 target of 85% or better.</p>	<p>Achieved.</p> <p>93% Pass Year 1</p> <p>97% Pass Year 2</p>
<p><b>Key Stage 1</b></p> <p>To sustain overall performance at 2019 levels for Year 2 in Reading, Writing and Maths.</p>	<p>Achieved.</p> <p>R- 90%/ 47%</p> <p>W- 90%/ 40%</p> <p>M- 95%/ 37%</p>
<p><b>Attendance</b></p> <p>Given the challenges faced by all schools over the past few years, what steps have schools taken to ensure all children are attending school regularly?</p> <p>All schools will need to look at attendance and attainment data for certain groups including disadvantaged, SEND, from September 23. Young carers will need to be identified for January 23 census.</p>	<p>The school's attendance data shows that for the year to 26<sup>th</sup> May the attendance rate is 94.7%, above the National figure of 92.4% for the same period.</p> <p>The school monitors attendance closely and has a sharp focus on this as part of the SDS. Attendance is discussed termly as part of governor committee meetings. Staff refer pupils and families to a range of sources of external support in addition to the support that is offered by the school. Vulnerable groups are monitored as part of the school's robust procedures.</p>

**Wider curriculum focus for this Peer Challenge:** Writing/maths (mastery in reasoning)/ foundation subjects that have been a focus within the SDS (Art/Music/Geography/PE including the use of the outdoor learning environment)

**Discussion on key findings from the day, addressing specifically:**

**Progress on Autumn 2023 initiatives including actions from previous Peer Challenge:**

- The school has continued to embed its mental health strategy with a focus on measuring the outcomes and impact of initiatives on pupils and engagement of parents in this. Children's mental health strategy is a standing item as part of governor meetings demonstrating the importance of this within the school.
- RE, now in the second year of being part of the SDS, is working well and the new lead is working with the AHT Curriculum to embed this across the school from September. Trips to different places of worship are being included as part of this.
- The real-life writer approach to writing appears to be having a positive impact from the data outcomes and linking to a cross-curricular approach. This has been anchored by two-week writing projects giving pupils time to embed the skills needed. The school attributes the improvement in writing outcomes in part to the success of the whole class reading that has been introduced this year. Class texts have been reviewed to become more diverse and vocabulary from the texts is beginning to come through in the writing produced.
- The school has worked closely with the Hounslow NCETM group to work towards becoming an 'answer-free' school: this involves a focus on the process rather than the answer and was seen in action as part of the learning walk.

**Quality of Education:**

**Intent (Vision – discussions with senior leaders and subject leaders):**

The school continues to be guided by its clear curriculum rationale and intent and the school continues to build knowledge and skills of subject leaders through the 'keeping in touch' days with the Assistant Headteacher, Curriculum, who works with different leaders. Leaders have produced subject overviews to secure their understanding of progression within the subject across all phases. They have also used the Ofsted subject leader questions as a framework to carry out monitoring in their subjects.

The vision to develop confident and articulate learners was clearly seen within the learning walks and, in the foundation subjects, an enquiry-based approach presents a clear link for learners across subjects, giving further consistency. Subjects following this approach include RE, History, Geography and RHE, with Science to move to this approach next year.

Staff wellbeing and workload continues to be an important focus with changes to the curriculum being carefully planned to ensure that this is sustainable.

**Implementation (Teaching and Learning – book look, lesson observations, learning walks – *feedback from school*):**

During this visit the team had the opportunity to see lessons linked to the curriculum priorities across the school. This included maths in Reception, Year 3 and Year 4, English in Years 1, 2 and 4, RHE in Years 1 and 2, Art in Years 3 and 5, Geography in Year 5 and PE (active learning) in Year 5, all of which have been a focus as part of Grove Park's 3 year School Development Strategy (SDS). In addition, the team visited Nursery and saw free flow play in Reception, Music in Year 4 and Year 6 pupils rehearsing for their end of year production, as well as speaking to pupils from Years 2 and 4 who had been in lessons observed.

Lessons observed evidenced high expectations and provided pupils with the resources and skills to work independently as well as to practise newly learnt skills. The curriculum intent set out for each subject was in evidence, with pupils able to explain the process being used and consistent use of accurate subject specific vocabulary. Within lessons, teachers demonstrated good subject knowledge through clear modelling and used assessment effectively to ensure that misconceptions were addressed. Engaging lesson design and real life purpose meant that pupils across all groups were on task and enthusiastic about sharing their learning.

Pupils who spoke about their learning as part of the learning walks and pupil voice groups were able to speak confidently sharing what they had enjoyed or were proud of; this confidence and a love of learning was also reflected in positive behaviours and purposeful activity across all phases. These are central values within the curriculum intent.

**Impact (including Pupil progress):**

- Data outcomes show that the school has met all parts of the Hounslow Performance Challenge.  
The school anticipates that outcomes at the end of Key Stage 2 will continue to be in line with previous years and all judgements as part of the moderation of Year 6 writing had been agreed and there were no areas for development.
- Progress is measured carefully through pupils' progress meetings and interventions planned for pupils who may be at risk of falling behind.  
The collaboration of the AHTs responsible for the curriculum, inclusion and assessment working together at Pupil Data Meetings has enabled identification of further actions to improve the curriculum so that gaps are addressed more effectively.

- Pupils' confidence and consistently positive attitudes to learning, as well as their enjoyment of activities across the curriculum reflect the success of personal development of pupils across the school. This was seen in PE, art, RHE, music and drama lessons.
- These are all evidence of the successful implementation of the school's curriculum intent that all pupils can gain confidence, achieve success and develop a love of learning.

**Strengths:**

- Consistency of approach and implementation of the school's curriculum intent is evident.
- The use of the outdoor space to engage pupils in their learning is well-embedded across phases.
- Pupils' highly positive behaviours for learning and confidence in explaining their learning from what has come before to what they are doing currently are evidence of the impact of the curriculum.
- All staff used questioning very effectively and this ensured that all groups of learning make at least sustained progress – this was seen across the curriculum.
- Subsequent outcomes are exceptionally high and pupils are clearly ready for the next stage of their learning.
- Clear systems ensure that any curriculum changes are introduced in a planned and sustainable way which also supports the well-being of staff, in conjunction with a focus on mental health and wellbeing for all stakeholders.
- The SEN offer is woven into the daily practice of staff meaning that this group of pupils are engaged in learning and have the same opportunities as their peers.

**Priorities for Development:**

To continue the embedding of specific areas of the curriculum in line with the SDS.

To support new subject leaders in implementing initiatives through 2023-24.

To continue to reflect on the delivery of lessons to ensure active learning opportunities are available to all.

Support required: N/A

**Vulnerabilities – N/A**

**Good Practice that can be offered to other schools across the Peer Challenge – be specific**

*(Quality assured through the Peer Challenge process or through external validation)*

- Managing/introducing change;
- Whole Class Reading approach;
- Leading Subject Leaders

**Overall Peer Challenge Triad are in agreement/not agreement with SEF for the following reasons:****Outstanding**

- The Leadership Team continue to set a tone of high aspiration for all;
- Behaviours for learning are excellent and pupils are confident and ready for their next stage of education through consistent implementation of the school's vision.
- There is clear evidence that school leaders continue to monitor and build on successes to ensure that the curriculum is accessible to all groups of pupils.

**Early Years judgement, if applicable, in agreement/ not agreement with SEF:****Outstanding****Any other comments about the visit including comments from any members of the Triad:**

Thank you to all the staff and pupils for an inspiring day and the opportunity to engage (first hand in the case of PE) with the learning activities alongside pupils. We would also like to wish Casey the best for her future.

**Signatures:**

**Headteacher**

A handwritten signature in black ink, appearing to be 'W. O. G.' with a period at the end.

**Lead Peer Reviewer**

A handwritten signature in blue ink, appearing to be 'Z. Silva'.