

Hounslow Performance Challenge Summer Term 2022 (Held in person)

PEER CHALLENGE REPORT Grove Park Primary School

Collaborative A/B/C/D

Date of Triad visit: 07.06.22

Date of last Ofsted Inspection and Judgement:

Lead Peer Challenger: Felicity Sulma

Support Peer Challenger(s): Daniel Willetts

Others present: Dushani Parker, AHT Norwood Green Nursery and Infant School (visiting) and Jonny Hibbert, Casey Arnaouti, Michelle McGregor, AHTs (host school)

Quality of Education: School SEF Judgement:		
Outstanding	Good	Requires Improvement
Quality of Education: Peer Challenge Judgement:		
Outstanding	Good	Requires improvement

Current Contextual Information

Grove Park Primary School continues to serve a mixed community with a higher than average percentage of pupils with English as an additional language and a percentage of pupils entitled to Pupil Premium in line with National. The senior leadership team continues to work effectively to engage with all stakeholders including an active governing body, some of whom joined the Peer Challenge Team to observe lessons in order to inform their understanding of the curriculum intent for Outdoor Learning and its implementation further as a new initiative.

The senior leadership team continue to demonstrate high ambition for their school with a consistent and well-planned approach to self-improvement based on sound reasoning and outcomes. The use of monitoring outcomes means that the objectives within the SDS (School Development Strategy) match the needs of pupils and families. They have made progress (see below) in working towards the SDS objectives, which is planned over a three-year cycle, giving time to embed and evaluate new initiatives to ensure that these are effective and that they are successful.

Following COVID-19 related school closures, the school identified pupils that required additional support as well as the importance of well-being for all stakeholders. Strategic actions taken to address both gaps in learning and wellbeing have been successful as confirmed by the results of pupil and parent surveys and the assessment of pupils' learning.

Wellbeing of staff and pupils

It is evident that wellbeing is a central theme within the school and the school has a number of initiatives in place to support this. These include the focus on outdoor learning (see below) which continues to be developed and embedded across the school and working with Place2Be to develop an all-encompassing mental health strategy involving a team of staff to ensure this is implemented effectively. Zones of regulation has been implemented across the school and further training is planned for next year with a focus on training for lunchtime staff. Specific interventions have continued, for example Lunch Club where pupils can bring a peer to play with and a 'drawing and talking' learning mentor who works with identified pupils. Parents have benefitted from workshops to learn about ways to help reduce stress in their children and the Zones of Regulation: these have been filmed and shared as a resource on the school's website so that they are more widely accessible as support. The school has a Parent Support Adviser who leads workshops and forums for parents and signposts based on families' identified needs.

Staff wellbeing is well-supported by the senior leadership team, with effective systems and structures ensuring that leaders have additional time to complete monitoring activities and work with the Curriculum Lead. Pupil Data and Progress meetings are based on a model of supportive professional dialogue by design. The school has bought external support for staff and change is introduced carefully to avoid a negative impact. Staff wellbeing is monitored carefully through regular meetings and surveys. The Governors have developed a USP statement indicating the importance placed on wellbeing by all stakeholders.

Brief summary of Safeguarding procedures in place.

Safeguarding procedures are effective within the school with the Headteacher as DSL: the main contextual issues have been identified and are a focus in interactions with pupils, parents and staff training. Clear chronologies are maintained for pupils where there are safeguarding concerns within the school to drive support and referrals are rigorously followed up. Information is shared with staff and outside agencies to ensure that pupils and families are supported as quickly as possible. The training for staff is up to date and training is run for all members of staff on key issues, for example Prevent training and positive handling. Training has also been completed to enable to DSL to use the Brook traffic light tool to ensure the school can robustly identify, report and respond to any instances of peer on peer abuse in response to the government report. The DSL ensures that the SCR is up to date and meets termly with the Safeguarding Governor and their deputy to review safeguarding including details of spending in respect of vulnerable pupils, all of which is reported on to the FGB ensuring rigorous challenge.

Pupils are taught how to keep themselves safe across all years with themes developing progressively through the PSHE curriculum. The leadership team carry out regular pupil and parent surveys to monitor pupils' attitude to school and their feelings of safety.

Subject focus for this Peer Challenge: Outdoor Learning, RE

Discussion on key findings from the day, addressing specifically:

Progress on initiatives (including actions from previous Peer Challenge visits):

The school's leadership team continues to make good progress towards meeting the initiatives set out in the SDS within the timescale planned for, including those areas for development identified during the last Peer Challenge visit in the Autumn Term.

- Regular opportunities for outdoor learning are clearly embedded within the school's curriculum. The lead for Outdoor Learning has developed plans for activities that have been shared with staff to support the successful implementation of this initiative.
- The school continues to build on its vision for wellbeing with an additional wellbeing mentor appointed and through working with Place2Be to develop a cohesive and school-wide mental health strategy.
- A new approach to RE (see below) has been trialled successfully in Year 6 and will be adopted across the school in 2022-23.
- The Curriculum lead has been part of a working party review of 'Widening Horizons', the LA's RE syllabus, using this to support the development of the school's RE curriculum.
- Since the last visit, the school's Governing Body has confirmed the new senior leadership team structure (HT, Business & Operations Lead and 3 x AHTs) following a thorough evaluation: this confirms the school's strategy in adopting this model which gives a clearly focussed and distributive leadership.
- A continued focus on the development of language and vocabulary across all phases and subjects was evident during the visit.

Quality of Education:

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

Conversations with all leaders (senior leaders and the leader for Outdoor Learning) demonstrated that they have a clear, shared curriculum intent driven by their vision for what they want pupils to be able to do and know by the time they leave Grove Park. The ambition and passion to ensure that pupils benefit from everything the school does was evident in all conversations.

Outdoor learning has become further embedded in the curriculum of the school, with each class having at least one outdoor lesson per week, and the lead spoke with enthusiasm about the benefits of this to the school community. To support staff who might otherwise have found this challenging, the lead has designed activities for others to use as models, which has ensured the embedding of this initiative as was

witnessed during the visit. All members of the team found the way that the outdoor space is used to provide the maximum benefit was impressive. Having reviewed the current practice, the lead next wants to develop a tool to assess the impact on pupils' wellbeing and to work with lunchtime staff to expand the opportunities available to pupils across the day.

This cycle of trialling, evaluating (taking into account the views of all stakeholders) and improving practice, so that initiatives are fully embedded across the school, was also seen in relation to the other initiatives currently being implemented. The revised RE curriculum has been trialled in Year 6, for example, with pupils able to explain the difference in the way they learn now compared to previously and how the new model has helped them to know and remember more. The use of this cycle ensures that the strategic vision of the school is realised successfully and continues to develop based on the outcomes of monitoring in addition to the involvement of all stakeholders.

Implementation (Teaching and Learning – book look, lesson observations, learning walks):

During the visit, the Peer Challenge team carried out learning walks observing a number of lessons, accompanied by some of the school's Governors, all of which were utilising the outdoor areas of the school. These included lessons with a focus on mathematics with Reception, Year 3 and Year 5 pupils; literacy linked to the half-termly themes with Reception, Year 2, Year 4 and Year 5 pupils. In addition, Year 6 pupils were using the skills they have developed in English to prepare for their end of year production and Year 2 pupils were developing their understanding of their science topic. Nursery pupils were observed learning positional and directional language which they subsequently had opportunities to apply independently through the well-designed continuous provision

In all lessons, pupils were consistently engaged in learning and demonstrated that they could collaborate well with each other and that they were resilient to challenge. Pupils worked independently and were confident to talk about their learning with each other as well as the visitors. Across the lessons observed, there was a clear focus on the use of appropriate vocabulary, which was evidenced by pupils when discussing their learning. Pupils in Key Stage 2 could explain how their current learning built on knowledge and skills learnt previously and the progression within the curriculum as pupils move through the school was evident. High expectations and interventions to address misconceptions or to secure additional progress were also seen in all lessons.

Impact (Pupil progress):

Discussions with subject leaders and the AHTs for Assessment, Curriculum and Inclusion demonstrated that they have a clear understanding of how the curriculum has impacted on pupils across the school. Data & Assessment is used in a meaningful way that enables staff and leaders to know where additional resources should be targeted to best effect. The Curriculum Lead has developed the use of

baseline/end of unit activities to be used in RE to support effective assessment and to evidence clearly the progression of skills across the school, building on the use of displays around the school for foundation subjects.

Discussions with pupils are a further source of evidence of the impact of the school's curriculum on pupils' learning. During the visit, pupils across the school could explain what they had learnt about previously that was of use in their current learning and how they might use the skill they were currently learning about. All pupils were able to use accurate vocabulary, showing the impact of the school's focus on the development of language, and could describe the benefits to them of outdoor learning in terms of their readiness to and enjoyment of learning. The use of pupil voice in the school to support its development and self-improvement is a real strength.

Data from the Spring Term shows that the school is on track to meet and exceed the targets set as part of the Hounslow Performance Challenge. In Reception, at least 80% of pupils were on track to achieve GLD at the end of the Spring Term, in line with pre-pandemic data. At Key Stage 1, the Assessment Lead shared that at least 80% of pupils were working at the expected level at the end of the Spring Term across subjects and that the teacher assessment was confirmed by the SATs papers sat in May. Outcomes for pupils at both Key Stage 1 and Key Stage 2 were therefore expected to be in line with or slightly above the results in 2019. At Greater Depth or the Higher National Standard, outcomes are expected to remain significantly above National.

Strengths:

- Pupils are engaged and collaborate well, demonstrating high levels of resilience
- Outdoor learning: this is a clear focus within the school and makes the best use of the outdoor space of the school
- Consistency of approach and teaching/learning across all subjects
- The systems in place to support all staff, particularly curriculum leaders through the development of systems for design, implementation and assessment in all subjects
- The focus on wellbeing of all stakeholders: pupils, families and staff.
- The way that change is implemented: this is grounded in pupil outcomes and driven with stakeholder involvement and positive engagement of staff
- The School Development Strategy is used effectively to plan for and drive school improvement

Priorities for Development:

- To continue to embed the use of outdoor learning
- To extend the new enquiry based RE curriculum planning across the school, moving to weekly lessons following a successful trial
- To develop writing across the school with a focus on pupils becoming 'real life writers'
- To continue to develop the school's mental health strategy
- To investigate the introduction of CPOMS or other electronic system to support with safeguarding
- To continue to monitor the gender gap, particularly in maths

Current support –

Support required -
None

Vulnerabilities –
None

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

- Outdoor learning
- Curriculum development
- Introduction and implementation of change
- Development of a whole school strategy for mental health
- Development of a longer term approach to strategic planning and school improvement

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

**Overall Peer Challenge Triad are in agreement with the SEF:
Outstanding**

**Early Years judgement, if applicable, in agreement with SEF:
Outstanding**

Any other comments about the visit including comments from any members of the Triad:

All members of the Peer Challenge team would like to thank Rachel, the senior leadership team and all members of staff for a very successful day. Everyone had a clear vision for pupils and how to make sure that this is implemented to have a lasting impact, and it was great to hear from pupils across the school how they felt about learning at Grove Park.

Signatures:

Headteacher

W. Oies.

Lead Peer Reviewer

Z. Silva