

## Hounslow Performance Challenge Autumn Term 2021 (Held in person)

### PEER CHALLENGE REPORT Grove Park Primary School

Collaborative B

Date of Triad visit: 25.11.2021

**Date of last Ofsted Inspection and Judgement: 11-12 March 2014**

Lead Peer Challenger: Felicity Sulma

Support Peer Challenger(s): Daniel Willetts

Others present: John Duffy, AHT Edward Pauling Primary and 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
Improving		

### Current Contextual Information

Grove Park Primary School serves a mixed area. Although this varies, 30-40% of pupils have English as an additional language and approximately 17% of pupils are entitled to free school meals. The school takes positive action in facing the challenge of some families not wishing to acknowledge that they are EAL and also not applying for free school meals until their child reaches Key Stage 2, developing positive relationships to overcome these where possible.

The school works collaboratively with other schools both within HEP and also locally in a cluster, sharing good practice. Following school closures in 2019-20, the school adopted a longer term view on school improvement and used 2020-21 to embed initiatives before moving forward into 2021-22. These included embedding the new progressive art curriculum, the statutory RSE curriculum and reading for pleasure. The leadership team are also embedding outdoor learning, with opportunities for pupils to experience lessons across

subjects outdoors. The new SLT structure is now fully in place to support the school with continuing school improvement.

During the period of wider school closures, the school developed a high quality remote learning offer for its pupils. This included the use of twice daily live teaching sessions via Google Classroom and supporting materials and resources which did not require access to a printer. Live pastoral sessions were also held. The high take up of this offer is reflected in the subsequent pupil outcomes recorded at the end of the school year across all phases.

Where pupils were unable to access remote learning, the school invested both time and resources to engage parents and pupils by maintaining contact to resolve any access difficulties, offering the loan of devices and also places in school to ensure continuity of education (see below for more information on wellbeing).

Parents were surveyed on the remote learning offer to allow the school to understand if further adjustments were needed and the results demonstrated that parents were positive about the offer and the way that it catered for the needs of their children.

### **Wellbeing of staff and pupils**

Wellbeing of staff and pupils has continued to be key focus for the school and the governors take a keen interest in this.

When school was closed to most pupils, staff kept in regular contact with pupils and families to offer support, ensuring that families felt supported. This has continued and the school makes good use of feedback from parents and pupils to offer targeted assistance through the Wellbeing Team led by the AHT and SENCo and using the time of the in-house Learning and Wellbeing Mentors. In addition the AHT meets weekly with the MHST to access external support.

The school has clear systems in place and continues to act on feedback from staff to monitor and support staff wellbeing. Apart from the external support provided through Validium, regular team meetings have helped staff to feel supported throughout this difficult period, with SLT readily available when needed. An effective performance management system gives all members of staff access to focussed CPD and the SLT ensures that new initiatives are introduced in a carefully considered way so these do not add unduly to workload.

### **Subject focus for this Peer Challenge: English, Maths, Outdoor Learning**

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

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

- The new leadership structure is firmly in place giving an effective wider distributive leadership model that supports retention of more experienced staff as well as staff aspirations.
- The Art curriculum has been embedded across the last two years with clear progression in skills evidenced through displays and support for staff to be confident when teaching has been provided by CPD.
- The provision of a coherent programme of outdoor learning has been introduced and continues to be built on this year.

- The school has developed a highly effective model for remote learning which benefitted all groups of pupils and maintained the school's high standards of learning during the wider school closures.
- Mental wellbeing has been embedded as part of the school's high quality provision both through specific and targeted support as well as the PSHE curriculum.

### **Quality of Education:**

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

Across the day, the group met with the Headteacher and all three AHTs who were central to the visit. In addition, there were presentations from the English, Maths and Outdoor Learning leaders.

It was clear from these that the staff share a clear and ambitious vision for the school, understanding what further actions they need to take to make continued improvements. They take into account feedback from all stakeholders to achieve this and select CPD opportunities carefully to embed the vision.

All staff could articulate the skills that they intend that pupils should develop over their time at the school and how to achieve this through the purposeful application of these to real life contexts across subjects.

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

During the visit, the group observed phonics lessons in Reception and Year 1, an outdoor learning maths based lesson with Year 3, maths lessons in Years 4 and 5, an English/SPAG lesson in Year 5 and whole class reading in Year 6. These lessons evidenced the implementation of the curriculum priorities later referred to by subject leaders.

High expectations were evident in all lessons and pupils responded to these demonstrating excellent behaviours for learning with good engagement throughout. Positive praise was used to encourage pupils and questioning was strong. Learning time was used effectively but staff also ensured that all pupils had the time to secure their learning, supported by carefully chosen resources. Although there was a learning buzz in all classrooms visited, clearly embedded routines were evident across the school which contributed to a calm and purposeful learning atmosphere.

All groups of pupils were both confident and keen to share their learning, explaining what they had learnt and how this linked to prior learning. They were clear in their enjoyment of learning and love being at school. Pupils could explain what they would do if they found learning hard and what their next steps were.

**Impact (Pupil progress – Autumn baseline data/ Autumn outcomes):**

From an analysis of the data from the previous year, all groups of pupils had achieved well across all phases, meeting or being close to ambitious targets.

The SLT have a clear grasp of those areas where targeted support is needed and are monitoring, for example, writing progress in KS1 and KS2 and the progress in Communication and Language in EYFS based on data. Although the gender gap remains closed across the school, monitoring of this continues, particularly in Year 2 and in maths at the end of KS2 (girls). The success of the three teacher model in Year 6 previously has led to this being implemented in Year 2.

There is a focus on SEN pupils and those who are disadvantaged and the leadership team evidenced a clear ambition for these pupils to achieve in line with their peers, which is borne out by the data.

**Strengths:**

- Consistency achieved through considered leadership model
- All subjects are valued equally – contextualised learning gives pupils access to real life experiences and to develop their talents and interests
- Outstanding teaching and learning leads to secure progress for all groups of pupils
- Clear routines and systems are in place and pupils respond well to these
- Leaders' vision is clear
- Wellbeing for all is central to the school
- Outdoor learning is used in an innovative way to address pupil wellbeing and to broaden the experiences of those who may lack these

**Priorities for Development:**

- At KS2 particularly, attainment at greater depth standard for girls to be brought into line for girls.
- RE curriculum review to be undertaken to ensure that this is consistent with the new Hounslow framework once this has been finalised.
- Continue to support the development of the new RE subject leader.
- Continue to build the confidence of all curriculum subject leaders to be able to respond to changes.

Current support –  
None required

Support required -  
None required

**Vulnerabilities –**

None at present

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

The school is willing to offer any of its strengths noted above to any other schools, including staff wellbeing. The leadership team already work closely with other schools in the Chiswick cluster to offer these.

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

**Overall Peer Challenge Triad are in agreement with SEF for the following reasons:**

- The outstanding quality of education provided by excellent teaching and learning was evidenced through the observations carried out and demonstrated the implementation of the school's curriculum intent.
- The presentations from all members of the leadership team evidenced the consistent intent of the curriculum.
- It was clear from discussions with pupils and staff that both behaviour and attitudes and personal development are integrated within the school's systems; pupil voice is very strong.

**Early Years judgement in agreement with SEF:**

Outstanding

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

Thank you to the whole team for making this a very informative and enjoyable visit. It was particularly good to see the confidence of the AHTs when accompanying the visiting staff and the enjoyment of the pupils in explaining their learning.

**Signatures:**

**Headteacher** .....

**Lead Peer Reviewer**

*Z. Silber*