

Hounslow Performance Challenge Autumn Term 2022

PEER CHALLENGE REPORT

Name of School

Collaborative B

Date of Triad visit: 25th November 2022

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

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

Support Peer Challenger(s): Daniel Headteacher Norwood Green Infant School

Others present: Rachel Davies, Headteacher Grove Park, Jonny Hibbert, Michelle McGregor and Casey Arnaouti, Assistant Headteachers Grove Park, Dan Batchelor Edward Pauling Primary 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 438 pupils from Nursery to Year 6. There are 64 pupils currently eligible for free school meals (17.8%, slightly below National) and a further 3 PLAC pupils. An additional challenge is that 32.4% of pupils have English as an additional language, however the school also finds that some other pupils in the school who do not identify as EAL do come from families where English is not the first language. The percentage of pupils on the SEN register is in line with National, including the number of pupils with EHCPs. Although there has been a little movement in terms of pupils, this is not excessive and most pupils have left due to moves away from the immediate area out of London and abroad. This is something experienced by other schools following the COVID-19 pandemic. Attendance so far in 2022-23 is 96%, above the lower National expectation and this has risen from the Autumn Term 2021-22.

The school enjoys positive collaborative relationships with schools in the immediate locality but also works with others across the borough. 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 maths hub. This places the school in the best position to plan for and implement its strategic priorities.

Hounslow Performance Challenge Outcomes

The school met the Hounslow Performance Challenge for Recovery in 2021-22 fully across all phases.

Early Years

The Early Years Challenge is that all children, who are not on track at the start of the school year, make accelerated progress and that this is reviewed through the Peer Challenge.

In 2021-22, 80.7% of pupils achieved GLD. This was slightly below the percentage of pupils achieving GLD in 2019 (83.1%) but substantially above that within Hounslow (66.5%). The percentage of pupils achieving ELG in Reading, Writing and Number was higher than this at 82.5%, 84.2% and 82.5% respectively, whilst the percentage achieving ELGs in the Communication and Language strand was 87.7%, sig+ that within the LA. This was achieved through the accelerated progress of learners.

Phonics

To sustain overall performance at pre-pandemic (2019) levels for Year 1 in the Phonics Screening Check, with at least 85% at the expected standard or above.

The percentage of pupils in Year 1 that achieved the expected standard was 86.7%, sig+ that within the LA (76.7%).

Key Stage 1

To sustain overall performance at pre-pandemic (2019) levels for Year 2 in Reading, with at least 78% at the expected level or above.

The percentage of Year 2 pupils achieving the expected standard in Reading in 2021-22 was 93.5%, which was above that in 2019 and sig+ that in the LA.

To sustain overall performance at pre-pandemic (2019) levels for Year 2 in Writing, with at least 74% at the expected level or above.

The percentage of Year 2 pupils achieving the expected standard in Writing in 2021-22 was 83.3%, which was below that in 2019 and sig+ that in the LA. Writing is included within the School Development Plan from 2022-23.

Key Stage 2

For Hounslow local authority to achieve positive scores for progress in Reading, Writing and Mathematics.

The school met this part of the challenge for all subjects. The progress scores were:

Reading - +5.26

Writing - +2.64

Maths - +6.03

Subject focus for this Peer Challenge:

Phonics, reading, English, Maths, PE and Art.

Discussion on key findings from the day, addressing specifically:

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

- The outdoor learning seen in last year's Peer Challenge is continuing in line with the SDP and, although there are new leaders in place, support had been put in place to ensure continuity and consistency through attending the same conference and pupil voice.
- The spread of the new RE journeys to all year groups following a successful trial in Year 6 last year was underway and examples were shared: this will be a focus in the Summer Term visit.
- Writing, particularly at greater depth continues to be a focus and this year the school has split leadership of English to support the development of skills. The AHT for Curriculum has attended a course recently and is currently building a skills-based curriculum aimed at developing 'real life' writers.
- Training for staff on phonics has taken place to ensure further consistency and vocabulary remains a focus as was seen in whole class reading lessons.
- The school's mental health strategy has also developed with training for staff on unconscious bias and what this means in school.
- Although CPOMS as a system for recording has been explored, this will be implemented as part of the actions for 2023-24 as the current system is fit for purpose.
- The gender gap identified in maths at greater depth is closing.
- Staff wellbeing continues to be an important priority with social events and opportunities to use time flexibly being available to all staff. Although there has been a little staff turnover this year, the staff who left were moving back abroad or some distance from London. The school is fully staffed and has worked hard to ensure induction is successful for joiners.

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 led the groups during the visit. Governors of the school were also making a visit to the school as part of their role in governance. In addition, there were presentations from leaders explaining the school's intent and implementation for whole class reading (English lead), mastery in maths (Maths lead), the progression of skills and rationale relating to the art curriculum (new leader) and an update on the embedding of the RE curriculum begun in 2021-22 (AHT).

From these meetings, it was evident that there is a clear and shared vision intent that gives focussed direction to the strategic priorities of the school seen within the school's SDS. All leaders were consistent in sharing the

ambitious intent for their subjects and could explain both the rationale behind this and the actions that they were taking as leaders to ensure that this supports all staff in delivery of the curriculum. The actions were linked to the outcomes not just from data but also from stakeholders within the school to ensure that these are grounded in the shared vision.

The SLT has ensured that support is in place for new staff and, in particular new leaders, through the use of focussed induction. The school's subject leader handbooks were shared and subject leaders have been able to access CPD from a variety of providers including HEP to support their development.

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

The team observed lessons in phonics (Reception and Year 1), whole class reading (Year 5), English (Year 3) and Maths (Years 4 and 6 and a Year 2 outdoors lesson), as well as a Year 5 PE lesson. A walk to review the Art displays was also undertaken.

Across the school there was evidence of a calm and purposeful atmosphere where pupils were able to explain what they were learning about, the skills being taught and how this linked to their prior learning and other areas of the curriculum. Pupils were observed to be confident to 'have a go' and were supported where needed by teachers and teaching assistants with strong knowledge of subjects and the pupils being taught. The teaching of phonics demonstrated clear subject knowledge and the school has invested in training across all phases to ensure that their scheme secures progress and application of skills for all pupil groups.

The team also met with groups of pupils from Reception, Key Stage 1 and Years 4 and 6. Pupils were consistently confident and took pride in their work being able to explain their learning, as well as what they enjoyed about learning and their school.

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

Outgoing data from 2021-22 showed that attainment and progress across the school was in line with or exceeded that in 2019, a clear indication of the impact of the school's curriculum in core subjects (see Hounslow Performance Challenge for Recovery above).

From this data, key focus groups and pupils have been identified for interventions and additional support from two of the Assistant Headteachers in Autumn Term 2022, including Year 3, rather than Years 2 and 6 ensuring that support is carefully targeted. Communication and language remain a focus for the school which is being addressed through the explicit teaching of vocabulary across all lessons - seen during observations of lessons.

The gender gap at greater depth in Maths has either been closed or is closing and so other groups, including disadvantaged pupils, are being monitored through the rigorous system of pupil progress meetings.

The confidence of pupils speaking about their learning was evidence of the impact of the school's wider curriculum, for example the enjoyment of outdoor learning, RE including visits to places of worship, and art.

Strengths:

- All leaders share the school's clear vision: SLT is reflective and has identified key priorities from taking into account pupil outcomes combined with pupil, parental, staff voice and governor feedback.
- Change is planned for and carefully introduced.
- Teaching was observed to be of a consistently high quality with high expectations.
- Pupil engagement was high and behaviours for learning were positive.
- Pupils showed confidence when speaking about their learning and in sharing their views: they demonstrated pride in their books and work as well as in their school.
- Following on from its introduction last year, outdoor learning continues to be implemented to provide meaningful learning experiences for pupils.
- Resources and materials are used effectively to scaffold and support pupils.

Priorities for Development:

From the school's identified development priorities and discussion, the following have been identified and are a focus within school:

- The school is continuing to develop and embed the new RE scheme of work including visits to places of worship.
- Whole class reading is also being embedded across the school.
- The mental health and wellbeing strategy and mastery in maths are being developed more this year.
- From pupil outcomes and voice, writing is a focus within the SDS
- Other priorities for moving forward include a discussion around the assessment of foundation subjects and also to identify other pupil groups as a focus now that the gender gap is closed or closing.

Current support –
None

Support required -
Support to prepare for OFSTED including that offered by the LA (meeting to be held in Spring Term to discuss)

Exploration of approach used for Writing in other schools to develop our own skills based/real-life writers approach to support a greater number of children to move into Greater Depth.

Vulnerabilities –
None

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

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

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

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

- **Clear and consistent ambitious vision shared by all.**
- **Implementation of the school's curriculum demonstrated consistency in high expectations and a drive to embed learning effectively.**
- **Positive and confident behaviours for learning and sharing of work show that the school's curriculum has a positive impact on pupil outcomes.**
- **Self-sustaining opportunities to improve practice and outcomes.**

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 of the visitors enjoyed meeting the pupils and staff and it was good to learn how the school continues to work to improve its service to the school community.

Signatures:

Headteacher



Lead Peer Reviewer

