



GROVE PARK PRIMARY SCHOOL SELF-EVALUATION SUMMARY

2023/24

“Inspiring each other”



Contextual Information – Autumn 2023 (as of 20th October 2023)

Pupils on roll	423 (Nursery – Year 6)	Pupils eligible for pupil premium funding	57 FSM 1 PLAC
Vacancies as of 20.10.23	23	Pupils with an Education Health Care Plan (EHCP)	8
New starters (since 26.05.23)	11	Pupils on SEN register	44 (29 pupils on monitoring list)
<u>Leavers (20) – since 26th May 2023</u> Independent school: 5 Local community school: 0 Community school out of borough/area: 4 Moved out of London: 4 Moved abroad: 7 Community school with SEN unit: 0 Specialist Setting: 0 Elective Home Education: 0		<u>Safeguarding</u> Child Protection (CP) Plans: 1 Legal Planning Court Order: 0 Child in Need (CIN) Plans: 1	
Suspensions or Permanent Exclusions	0	Complaints	0
High Level Behaviour incidents since Sept 2023 (recorded on SIMS)	1 (1 pupil)	Attendance (04.09.22 – 20.10.23)	96.2%
		Attendance Week Beg: 16.10.23	96.3%

Quality of Leadership & Management: Areas of Strength

The effectiveness of leadership and management is outstanding because:

- The Governors, Headteacher and Senior Leadership Team (SLT) have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice. The vast majority of staff strongly agree/agree that the leadership team has a clear vision for the future of the school (95% Survey Autumn 2021 – 44 members of staff completed the survey; 94% Summer 2022 – 34 members of staff completed the survey). Governor, leadership, staff meetings and INSET Days hold this vision at the heart of all agendas and discussions. 97.7% (Autumn 2021) and 94% (Summer 2022) of staff report that they have a clear understanding of the school's purpose
- The school's vision of 'upward and outward growth' is shared with all stakeholders. Leaders engage with pupils, the community, local partnerships, local schools and parents to ensure Grove Park can grow and deepen its roots: e.g. Parents' Forum, parent consultation meetings, bi-annual parent surveys, local clusters, PTA, charity work and accessing local services for families.
- A strong and long-term School Development Strategy (SDS) which focuses on quality of education and high aspiration for all, is at the heart of school improvement. The SDS is based clearly in context and evidence, is ambitious and forms part of all school staff appraisal. Governors use the SDS to ensure accountability and progress towards aims. All staff are aware of the SDS priorities each year and these form part of their teaching and core offer in classrooms. Governor minutes and Headteacher Reports demonstrate that the school is on track to meet all strategy objectives set. 90% (Survey Autumn 2021) and 94% (Summer 2022) of staff said that they strongly agree/agree that they have a clear understanding of the school's areas for development
- The SLT has a highly effective structure with clear roles and responsibilities across all areas of the school. This bespoke and distributive leadership structure is innovative and contributes to the success of our School Development Strategy (SDS). All staff have clear channels of communication with SLT and this promotes well-being and a shared vision.
- The leadership structure has been developed to take into account the needs of children and their well-being, curriculum and high attainment, retention and staff professional development.
- The School Business and Operations Lead is on the SLT; they have a wealth of experience and qualifications in many areas of school life including HR. This expertise is being shared with all members of the leadership team equipping them to be effective leaders and managers of people. This puts the school in a unique position. Teaching Staff and Teachers took up the opportunity for leadership training during the September INSET Days 2023/24.
- The leadership structure includes 3 Assistant Heads with responsibility for: Curriculum and Pedagogy; Data & Assessment and SENCO/Inclusion/Well-being. This ensures all areas of school life are led and managed robustly, with passion and attention to detail. 97.6% of staff strongly agree/agree that the leadership team at Grove Park is visible (Survey Autumn 2021); 97.2% (Summer 2022)

- The leadership model has been identified as a strength in all Peer Challenge visits since Autumn 2019. “This model...gives a clearly focussed and distributive leadership” (June 2022)
- Curriculum Leadership has a very high profile at Grove Park; there are 2 Middle Leaders with Curriculum Responsibilities: Maths and Phonics/Early Reading. PSHE/RHE and Writing are led by Assistant Headteachers. This leadership means that our unique approach to the curriculum and the teaching of these subjects is embedded, inspiring and consistent across the school.
- The leadership structure includes Team Leaders who ensure that their teams are supported, directed and inspired. All staff in each team have a voice, a clear channel of communication and a secure understanding of the school’s direction and vision as applicable to their Key Stage. Team leadership also ensures that staff have regular and meaningful opportunities to give feedback and also share excellent practice and ideas with colleagues.
- Staff Survey – Autumn 2021: 98% and Staff Survey Summer 2022: 97.2% of staff said that the feedback they receive helps them to improve their performance; 95% of staff said that Grove Park inspires them to do the best in their job;
- Our SLT ensure that all staff within their team are aware of the school’s development priorities and the progress of these is discussed and evaluated in regular Planning and Direction meetings, CPD sessions and INSET days.
- Peer Challenge noted a strength of the school as: “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. (Autumn 2022),
- Continuous Professional Development (CPD) is a key school priority. Training is provided by staff with particular areas of expertise and by external agencies such as the Hounslow Education Partnership, DfE Safeguarding webinars, White Rose Maths, Teach West Maths Hub, NCTEM, Andy Phillips Subject Deep Dives, Meet the Expert, Brook, Surrey Outdoor Learning & Development, Mark Hartley & Ross Young – Writing, Purple Mash Computing; 3D sculpture, RHE Curriculum and Policy, Grove Park’s History Curriculum. These inspiring training opportunities ensure all staff are motivated to achieve the school’s aims thus driving school improvement;
- Peer Challenge noted that: “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.” (Autumn 2022)
- CPD for all teachers is held fortnightly to ensure that all are able to work together towards the objectives in the strategy. This was noted as a strength in our Summer 2022 Peer Challenge visit: https://www.groveparkprimary.co.uk/docs/Peer_Challenge_Report_-_June_2022.pdf
- Peer Challenge in Autumn 2022 noted 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”;
- Peer Challenge in Summer 2023 noted that “The school continues to be guided by its clear curriculum rationale and intent” and “Consistency of approach and implementation of the school’s curriculum intent is evident”:
https://www.groveparkprimary.co.uk/docs/Grove_Park_Primary_Peer_Challenge_Report_Summer_2023.pdf

- Half-termly meetings are held for Teaching Assistants, themes between Autumn 2021 and Autumn 2023 have included: Curriculum Vision and plans for the next 4 years; phonics teaching; intimate care; displays; behaviour and safeguarding; removing barriers to learning; report writing and Zones of Regulation;
- Internal and external CPD opportunities are focused on staffs' subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the meaningful use of assessment;
- Subject leaders are selected based on areas of interest, knowledge and passion; they work effectively to monitor provision and performance across the curriculum in order to identify areas for improvement.
- Teachers have worked in teams to develop the school's vision and intent for each curriculum area and to agree what they want children to know, experience and achieve through their study of each subject by the time they leave Grove Park.
- Subject Leaders work closely with the Assistant Head for Curriculum & Pedagogy via regular Keep in Touch (KIT) meetings, with a focus on intent, implementation and impact: This was noted as a strength in our Summer 2022 & Summer 2023 Peer Challenge visit: https://www.groveparkprimary.co.uk/docs/Peer_Challenge_Report_-_June_2022.pdf
https://www.groveparkprimary.co.uk/docs/Grove_Park_Primary_Peer_Challenge_Report_Summer_2023.pdf
- Staff have had CPD on 'what it means' to be a subject leader and the expectations and purpose of this leadership role. Subject leaders are given allocated time out of class to ensure they have the capacity to understand and develop their subject's content, progression and skills across the school. This also enables them to be the champion for their subject and make its vision a reality for all children at Grove Park.
- The Governors and Leadership Team are committed to staff feedback and well-being. SLT regularly ask staff for honest and open feedback. The culture of the school is one of transparency, integrity and feedback being viewed as a gift. The Staff Code of Conduct is well respected and the behaviour of the leadership team models the expectations for all staff, enabling them to feel safe and valued at Grove Park.
- The Assistant Heads have regular meetings with the Headteacher to discuss monitoring, priorities and direction for each area of the school.
- Subject Leaders and Curriculum Middle Leaders are led and mentored by the Assistant Head for Curriculum & Pedagogy.
- ECTs are well supported in school through the buddy programme, and personalised training plans linked with UCL University. ECTs have strong mentorship and induction from two Middle Leaders who are in-turn mentored by the Headteacher ensuring a robust approach to delivering ECT training;
- The increased workload for ECTs is recognised by leaders and they are given a buddy, additional support and additional PPA;
- New staff are successfully integrated into the school community through the use of the buddy programme and mentorship from SLT.
- The school sets high standards for individual pupil attainment which is rigorously tracked through termly data analysis, Subject Spotlights and moderation sessions (in-house and external);

- The school participates in the Hounslow Education Partnership and the Primary West Partnership which allow for regular professional development and peer challenge opportunities.
- A strong cycle of evaluation exists with able and active governors holding the school to account for both performance, standards and the curriculum
- Pupil Voice is a vital part of school improvement e.g. children's opinions on Zones of Regulation; Reading, Writing, Maths Mastery, Outdoor Learning, RE, PSHE remote learning, well-being during lockdown, the return to school after COVID;
- Governor interviews (Summer 2023) of Year 6 pupils showed a very positive response to the school's mastery approach to Maths: "Allows more time to explore a subject", "It allows you to explore your understanding more", "Allows you to really focus on a method before moving on", "Allows you to go deeper into topics", "We learn in more depth", "Allows you to expand your knowledge"; development
- Pupil Voice sessions take place weekly in the form of Class & School Council and the agendas are set by the children, the parents, data and objectives within the School Development Strategy, see newsletters for half-termly impact of School Council & Pupil Voice: <https://www.groveparkprimary.co.uk/Parents/WeeklyNewsletter/>
- Our Peer Challenge visit in Summer 2022, noted a strength of the school as being: "The way that change is implemented: this is grounded in pupil outcomes and driven with stakeholder involvement and positive engagement of staff";
- Our Peer Challenge visit in Summer 2023, noted a strength of the school as being: "Clear systems ensure that any curriculum changes are introduced in a planned and sustainable way, which also supports the well-being of staff."
- Each governor committee has the SDS as a standing item and is the central document used to check and assess progress using detailed success criteria; this along with Headteacher reports throughout the year ensure a robust measure of impact and success
- Governors use the success criteria in the SDS to determine the impact and success of the initiatives. They use a range of monitoring methods: e.g. learning walks; pupil case studies; pupil voice book looks; analysis of data; pupil, parent and staff surveys
- Governors are active in the school and have a strong understanding of the quality of teaching, the direction of the school and the Pupil Premium, SEN and Safeguarding governors meet each term with The Headteacher and SENCO.
- New Governors have been appointed as terms of office came to an end; the skill set of the FGB reflects the terms of reference and working aims of each committee.
- At Grove Park Primary School we fully recognise our responsibility for safeguarding. We aim to ensure that children are effectively safeguarded from the potential risk of harm and that the safety and well-being of the children is of the highest priority in all aspects of the school's work. In addition, we aim to maintain an ethos whereby staff, pupils, parents and governors feel able to articulate concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.

- School achieved very positive feedback on Local Authority Safeguarding Audit 2020 – “it is evident that safeguarding policies, systems and practice continue to be robust, well-coordinated and supported by a strong leadership structure who are striving for best practice”. April 2022 audit submitted on time – no feedback has been sent to schools to date;
- The school’s response to COVID was central to its development plan in 2020/21: A carefully planned and sensitive evaluation of the far-reaching impact of the pandemic on all areas of the school (including mental-health & well-being, curriculum, staffing, family support, admissions & finance) to inform future priorities. This ensured that attainment and progress remained high for all pupil groups and attendance was above the Local Authority target (96.6%);
- The current School Development Strategy continues to have a sharply focused response to any on-going impact of COVID – as a result, pupil attainment and progress was excellent at the end of 2022/23
Key Stage 1: <https://www.groveparkprimary.co.uk/End-of-Key-Stage-1>
Key Stage 2: <https://www.groveparkprimary.co.uk/End-of-Key-Stage-2/>
- A three-year mental health strategy forms part of our School Development Strategy: this is evidence of the school’s use of feedback from all stakeholders to inform future work and priorities: 47% of parents surveyed in Spring 2022 said that they feel the pandemic continues to impact their children and 42% of these parents identified emotional needs as an on-going concern.
- Peer Challenge Summer 2023 noted: “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”.

Quality of Leadership & Management: Areas for Development
See all Objectives in the School Development Strategy



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2023 - 2024

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Quality of Education Intent and Implementation: Areas of Strength

The effectiveness of the Quality of Education at Grove Park is outstanding because:

- Our curriculum is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life. We have a strong focus on vocabulary, rich language and progressive subject knowledge, contextualised learning, creativity and academic rigour. “Conversations with all leaders 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.” (Peer Challenge June 2022);
- “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” (Peer Challenge November 2022)
- “Consistency of approach and implementation of the school’s curriculum intent is evident” (Peer Challenge June 2023)
- Stories with rich language and high-quality vocabulary are embedded in learning at Grove Park: e.g. Creative Writing, Outdoor Learning, Maths, History.
- A strong culture of reading for pleasure and rich opportunities for writing permeates the school. Reading for pleasure is a golden thread that runs through our school community: daily reading to classes, reading buddies, weekly library sessions, The Terrace (books outdoors);
- Mathematics is enhanced through our mastery approach, regular Real-Life Maths and Maths Through Story lessons, where children contextualise the theoretical application of mathematics concepts into a meaningful situation.
- Humanities work is rich and highly creative and supported by a dedicated PE teacher, Modern Languages Teacher and Music specialist ensuring children’s talents are developed and enhanced in each year group
- A highly effective School Council add to the rich curriculum through offering advice and guidance to the Headteacher on the curriculum areas they would like to see developed further. The School Council, Governor pupil interviews and surveys contribute to the SLT’s understanding of how to develop our curriculum offer even further e.g. by gathering the views of their peers on reading comprehension, RE, PSHE, Art, Computing & Outdoor Learning;
- A strong inclusion team, led by the Assistant Head for Inclusion/SENCO, offers children the opportunity to flourish with dedicated well-being support - Summer 2022 data showed that average SEN progress is at least expected for the majority of children on the SEN Register in all year groups;
- Peer Challenge (Summer 2023) noted a strength of Grove Park as being: “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”
- All staff work on diminishing the difference and ensuring all children meet ambitious targets and aspiration from bi-weekly planning and direction meetings and constant reflection and on-going assessment against the National Curriculum objectives through Target Tracker
- High quality CPD is offered to staff through INSET days and bi-weekly meetings.

- High quality teaching and learning permeates the curriculum through an ambitious SDS. Peer Challenge reports states that: “High expectations were evident in all lessons and pupils responded to these demonstrating excellent behaviours for learning with good engagement throughout.” (Autumn 2021) “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.” (Summer 2022) “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.” (Autumn 2022) “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” (Peer Challenge Summer 2023);
- SDS is the dynamic driving force for standards, teaching and learning and integrating the curriculum across the school – governors monitor through learning walks, case studies and pupil voice book looks.
- Ambitious and creative themed events punctuate and complement our outstanding curricular offer such as Mental Health Week, Textiles Week, Book Week, Health Schools Week and Black History Month.
- A contextualised approach to the curriculum is at the centre of learning whereby learning is enhanced through educational visits and visitors to the school
- Outcomes in books and on displays are highly creative and reflect outstanding pride in pupils’ work
- Meaningful and well-timed feedback and marking supports all groups of pupils to make rapid and sustained progress throughout the school
- Strong support and challenge to ECTs through UCL training and excellent mentoring and induction ensure our teachers receive high quality support in all aspects of teaching, curriculum knowledge and professional standards.
- Internal and external CPD opportunities are focused on staff’s subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the meaningful use of assessment.
- Subject leaders are selected based on areas of interest and work effectively to monitor provision and performance across the curriculum in order to identify areas for improvement.
- Peer Challenge in Summer 2022 noted that: “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”;
- Teachers have worked in teams to develop the school’s vision for each curriculum area and what they want children to know, experience and achieve through their study of each subject by the time they leave Grove Park.
- Staff have had CPD on what it means to be a subject leader and the expectations and purpose of this leadership role. Subject leaders are given allocated time out of class to ensure they have the capacity to know their subject’s content, progression and skills across the school. This also enables them to be the champion for their subject and make its vision a reality for all children at Grove Park.
- Regular observations and robust appraisal from leaders ensure all teaching is good or above with 60% outstanding in Spring 2023 (3 ECTs not given grades in first year to ensure focus is on rich professional dialogue and target setting);
- Local Authority cluster moderation sessions (Summer 2022) against the new EYFS framework noted the accuracy of Grove Park’s assessment of children’s progress and attainment in the early years and noted the high quality of our children’s writing;

- Year 6 Writing was moderated by the Local Authority in Summer 2023 and there were no areas for development identified, demonstrating the accuracy and robustness of our assessment procedures and secure knowledge of staff;
- Peer Challenge in Summer 2022 noted as a strength of the school: “Consistency of approach and teaching/learning across all subjects”;
- Peer Challenge in Autumn 2022 noted as a strength of the school: “Teaching was observed to be of a consistently high quality with high expectations.”
- A robust and rigorous assessment system is in place through termly assessment weeks, pupil target setting enabling teachers and children to look at areas of strength and development
- TAs take part in a meaningful appraisal system and targets are related to pupil progress and personal professional development.
- Curriculum Leadership has a very high profile at Grove Park. There are 2 Middle Leaders with Curriculum Responsibilities: Maths and Phonics/Early Reading. PSHE/RHE and Writing are led by Assistant Headteachers. Placing Curriculum Leadership as part of the Extended SLT means that our unique approach to pedagogy to these subjects is embedded and consistent across the school;
- Art Galleries are changed on a half-termly basis to show the progression of skills across the school for all stakeholders and form part of the Art leader’s judgement of the impact of their subject and children’s outcomes;
- Outdoor Learning Lead joined the Peer Challenge visit in Summer 2022 and a Governor Learning Walk and was able to assess the impact of this pedagogy across the school for all learners;
- Team Leaders ensure that their team are supported and inspired to make the school’s vision for education a reality in the classroom.
- Assessment and Pupil Data Meetings are used to discuss the needs of individuals and in this way are a very meaningful and powerful tool for future curriculum planning and use of interventions.
- End of year reports provide children, parents and future teaching staff a secure understanding of each child’s progress and attainment in all subjects.
- An outstanding remote learning offer was developed during the pandemic: https://www.groveparkprimary.co.uk/docs/Remote_Learning_-_Information_for_website.pdf Pupil and parent feedback was used in its design and constant assessments show that the children were all ready for their new year groups – evident in school reports, observations, on-going assessments and data.

Quality of Education Intent and Implementation: Areas for Development
See All Objectives 1 – 5 of the School Development Strategy



GROVE PARK PRIMARY SCHOOL SELF-EVALUATION SUMMARY

2023 - 2024

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Quality of Education Impact: Areas of Strength

Our Peer Challenge report provides robust evidence of our Outstanding Quality of Education:
https://www.groveparkprimary.co.uk/docs/Peer_Challenge_Report_Autumn_2021.pdf

https://www.groveparkprimary.co.uk/docs/Peer_Challenge_Report_-_June_2022.pdf

https://www.groveparkprimary.co.uk/docs/Peer_Challenge_Report_Grove_Park_Autumn_2022.pdf

https://www.groveparkprimary.co.uk/docs/Grove_Park_Primary_Peer_Challenge_Report_Summer_2023.pdf

Our Autumn 2022 Peer Challenge visit provided assessment data in response to Hounslow's Performance Challenge. The report noted that: "The school met the Hounslow Performance Challenge for Recovery in 2021-22 fully across all phases."

Our Summer 2023 Peer Challenge visit provided assessment data in response to Hounslow's Performance Challenge. The report noted that: "Data outcomes show that the school has met all parts of the Hounslow Performance Challenge"

Spring/Summer 2022 - Greater Depth attainment in both boys and girls in reading has increased in most classes following the introduction of a new approach to Whole Class Reading across the school – further evidence of Grove Park's high aspiration for all its pupils. This was introduced in response to pupil voice, staff feedback and data.

Spring 2023 - Boys and Girls are progressing at a similar rate across all class. Average points progress is similar across all pupil groups.

Spring 2023 – Internal data shows that the progress of pupils eligible for Pupil Premium is high across the whole school

Early Years Foundation Stage:

	Grove Park 2023	Grove Park 2022	Hounslow 2022	National 2022	Grove Park 2019	Hounslow 2019	National 2019
Pupils achieving a Good Level of Development by the end of Reception	78%	81%			83%	74%	72%

Phonics Screening Check:

Phonics Screening Check Results 2023	Phonics Screening Check Results 2022
93%	86.7%

End of Key Stage 1 SATS:

Age related Expectations	Grove Park 2023	Grove Park 2022	Hounslow 2023	National 2023	Grove Park 2019	Hounslow 2019	National 2019
Reading							
Meeting the Expected Standard	90%	93%			92%	78%	75%
Working at Greater Depth	47%	40%			38%	29%	25%
Writing							
Meeting the Expected Standard	81%	83%			90%	74%	69%
Working at Greater Depth	19%	27%			28%	19%	15%

Maths

Meeting the Expected Standard	95%	93%			90%	79%	76%
Working at Greater Depth	37%	33%			33%	29%	22%

End of Key Stage 2 SATS:

	2023				2022		
Age Related Expectations	Grove Park 2023	Hounslow 2023	Hounslow 2023	National 2023	Grove Park 2019	Hounslow 2019	National 2019
Reading							
Meeting the Expected Standard	98%	73%	73%		90%	77%	73%
Working at a Higher Standard	68%	Not yet published		29%	53%	31%	27%
Average Scaled Score	110.2	Not yet published			109.3	105.2	104.4
Progress Score	Not yet published	Not yet published			3.06	0.20	0.00
Writing							
Meeting the Expected Standard	86%	75%			88%	82%	78%
Working at a Higher Standard	25%	Not yet published			37%	27%	20%
Progress Score	Not yet published	Not yet published			0.71	1.00	0.00
Maths							
Meeting the Expected Standard	97%	77%			97%	83%	79%
Working at a Higher Standard	45%	Not yet published			68%	35%	27%

Average Scaled Score	108.8	Not yet published			110.5	106.4	105.0
Progress Score	Not yet published	Not yet published			3.95	0.90	0.00
Grammar, Punctuation and Spelling							
Meeting the Expected Standard	96%	Not yet published			93%	84%	78%
Working at a Higher Standard	73%	Not yet published			81%	48%	36%
Average Scaled Score	111	Not yet published					
Reading, Writing and Maths Combined							
Meeting the expected standard.	84%	61%			86%	69%	65%
Working at a Higher Standard	20%	13%			28%	16%	11%

The impact of the Quality of Education at Grove Park is outstanding because:

Please see Performance page of website: <https://www.groveparkprimary.co.uk/School-Performance/>

Quality of Education Intent and Implementation: Areas for Development

- See Objectives 1 – 5 of the School Development Strategy
- To achieve all Hounslow Performance Challenges set for 2023 - 2024



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Behaviour & Attitudes: Areas of Strength

Behaviour & Attitudes are outstanding because:

- Pupils at Grove Park show high levels of engagement, courtesy, collaboration and cooperation in lessons. Pupils take great pride in their achievements and show commitment to learning. This is evident in lesson observations, data and pupils' books and displays. This is underpinned by our 'personal growth' model of teaching. Our school values of Trust, Respect, Empathy and Enthusiasm (TREE) permeate and underpin everything that we do and ensure that our pupils are well prepared to contribute to wider society.
- We have extremely high expectations of behaviour and this can be seen in all areas of the school including at break and lunchtimes. Children are rewarded for good behaviour through our House Point system and they also take ownership of any poor behaviour choices by using the 5W form which helps the children to reflect on their behaviour and think about its effect on others and what they can do to 'put things right'.
- All members of the community are aware of the school's 'personal growth' model of teaching and this is evident in all areas of school life:
- Pupils at Grove Park show self-confidence, self-awareness and understanding of how to be a successful learner. This is particularly evident from talking to pupils and looking at their books. Pupils are involved in setting their own learning targets and their responses to teachers' marking shows an excellent grasp of what it means to be an engaged and proactive learner.
- We have a Governor who is responsible for Safeguarding who meets regularly with the Designated Safeguarding Lead (DSL) to ensure all is in place and effective. The Staffing & Community Committee monitor attendance to ensure this is high and any issues are being addressed positively.
- Pupils at Grove Park are ready for each stage of their future education. During the Summer Term the children are prepared for their next year group and more personalised transition plans are designed for children with any additional needs. All staff have very high expectations of all groups of pupils so that they are ready for their next class. Year 6 are supported in their transition to secondary school through visits and PSHE sessions.
- Parents and carers are valued and listened to at Grove Park. We have a Parent Support Adviser, Parent Forums and Parent Workshops. We have high expectations of regular attendance and punctuality and this is rigorously monitored. Parents receive a text if their child is late, meetings are held with teachers and the SLT if there are ongoing issues. We follow all statutory guidelines reporting children who are missing from education.
- We have a dedicated Attendance Lead who meets regularly with the Headteacher and School Attendance Support Officer and creates reports for the Governors. Families are offered support and set targets where necessary.
- Attendance is reported to governors on a termly basis: 96.3% (week beg 16.10.23);
- There have been no permanent exclusions since 2015;
- Through the curriculum, pupils are taught how to keep themselves safe from relevant risks, including when using the internet and social media and they have a good knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating. We have themed weeks on Healthy Living and Mental Health as well as using PSHE and Science lessons to embed these life skills.

- All children in Year 1 - 6 engage in at least 1.5 hours per week of high quality PE at least 1 additional lesson per week is taught outside to promote active learning – all children take active movement and mindfulness breaks throughout the day. EYFS have continuous access to outdoor learning;
- At Grove Park, we have a dedicated Learning Mentor who is trained to deliver ‘Drawing and Talking’ sessions and a Children’s Well-being Mentor who runs interventions for those children with additional emotional, social or mental health needs. This provision is monitored by SLT and has been shown to have a positive impact on children’s self-esteem, resilience, attendance and educational progress.
- Safeguarding is of paramount importance at Grove Park and all members of the community understand that it is everyone’s responsibility. Our safeguarding culture is ‘it could happen here’. Policies relating to Child Protection and Safeguarding are in place. Our SCR is checked and monitored by the Headteacher every term and has been shared with the Safeguarding Governor.
- Staff are kept up to date with developments in safeguarding practice e.g. Child on Child Abuse and use of terms ‘victim’ and ‘perpetrator’ in KCSiE 2022 and filtering and monitoring in 2023.

Behaviour & Attitudes: Areas for Development

- **See Objectives 1 – 4 of the School Development Strategy**
- **To ensure all new staff know and understand the updated Evacuation/Lock Down Procedures and these have been practised**



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Personal Development: Areas of Strength

Personal Development is outstanding because:

- Pupils at Grove Park show high levels of engagement, courtesy, collaboration and cooperation in lessons. Pupils take great pride in their achievements and show commitment to learning. This is evident in lesson observations, data and pupils’ books and displays. This is underpinned by our ‘personal growth’ model of teaching. Our school values of Trust, Respect, Empathy and Enthusiasm permeate everything that we do and ensure that our pupils are well-prepared to make a positive contribution to their community and society.
- We have extremely high expectations of behaviour and this can be seen in all areas of the school including at break and lunchtimes. Children are rewarded for good behaviour through our House Point system and they also take ownership of any misconduct by using the 5W form which helps the children to reflect on their behaviour and think about its effect on others and what they can do to ‘put things right’.
- Our school’s ‘personal growth’ model of teaching is shared with all stakeholders and this is shown in all areas of school life:

- Pupils at Grove Park show self-confidence, self-awareness and understanding of how to be a successful learner. This is particularly evident from talking to pupils and looking at their books. Pupils are involved in setting their own learning targets and their responses to teachers' marking shows an excellent grasp of what it means to be an engaged and proactive learner.
- Mindfulness is key to life at Grove Park – staff are trained on how to use it for themselves and their pupils.
- Black History Month theme in 2022 was 'Inspiring Each Other' and 'Sharing Journeys' – linked with school motto;
- Governor interviews of Year 6 pupils (Summer 2023) showed a highly positive response to the visits to places of worship, which are an integral part of our RE Curriculum: "Interesting to compare places of worship to my own religion", "Good to learn about other people's views so you get their perspective", "Allows you to respect other people's beliefs", "It's good to broaden your knowledge";
- Our whole school PSHE scheme links with our commitment to mindfulness, well-being, personal growth and creativity. We have weekly PSHE Celebrations e.g. 'Trying to solve a problem'. These are recognised across the school in every class and form the theme for assemblies.
- We have a Governor who is responsible for Safeguarding and a Designated Safeguarding Lead who meet regularly to ensure all is in place and effective.
- Pupils at Grove Park are very well prepared for the next stage of their education. During the Summer Term the children are prepared for their next year group and more personalised transition plans are designed for children with any additional needs. All staff have very high expectations of all groups of pupils so that they are ready for their next class. Year 6 are supported in their transition to secondary school through visits and PSHE sessions.
- Parents and carers are valued and supported at Grove Park. We have a Parent Support Adviser, Parent Forums, Consultations, Surveys and Workshops: <https://www.groveparkprimary.co.uk/Parents/>
- We have high expectations of regular attendance and punctuality and this is rigorously monitored. Parents receive a text if their child is late, meetings are held with teachers and the SLT if there are ongoing issues. We follow all statutory guidelines reporting children who are missing from education.
- The importance of good attendance is communicated to parents by the Headteacher at all Meet the Teacher events in September;
- As part of our high aspiration for attendance for all pupils, the school is currently ensuring that parents are aware of the importance of not taking holidays during term time;
- National data collection shows that the attendance rate was 93.1% across **all** schools in the **week commencing 25th September 2023**. Authorised absence in state funded primary schools: 4.7% Unauthorised absence: 2.2%
Grove Park's attendance in this week was 96.5%. Authorised absence: 3.1% Unauthorised absence: 0.3%
 The data shows that the attendance rate across the period from 4th September 2023 to 29th September 2023 was 94%, giving an overall absence rate of 6%.
Grove Park's attendance rate for this same period was: 96.6%, giving an overall absence rate of 3.4%
- Grove Park are wholly committed to maintaining (and developing) our excellent record of attendance and have incorporated the DfE's new guidance on attendance in our 3 year School Development Strategy;
- Through the curriculum, pupils are taught how to keep themselves safe from relevant risks, including when using the internet and social media and they have a good knowledge of how to keep themselves healthy, emotionally and physically, including through exercising and healthy eating. We have themed weeks/days on Mental Health, Healthy Living & Anti-Bullying as well as having a Computing, PSHE & Science curriculum to embed these skills

- At Grove Park, we have a dedicated Learning Mentor who is trained to deliver 'Drawing and Talking' sessions and a Children's Wellbeing Coordinator who runs interventions for those children with additional emotional, social or mental health needs. This provision is monitored and the impact measured by SLT and has been shown to have a positive impact on children's well-being and educational progress.
- Our dedicated Parent Support Adviser has completed the Mental Health First Aid Qualification for Children – January 2023;
- All classes have a Bubble Box – a confidential and safe way for children to access support from a trusted adult for any concern or worry e.g. bullying
- Safeguarding is of paramount importance at Grove Park and all members of the community understand that it is everyone's responsibility. Policies relating to Child Protection and Safeguarding are in place. Our SCR is checked and monitored by the Headteacher every term and this is shared with the Safeguarding Governor in termly meetings.
- Staff are kept up to date with developments in safeguarding practice.
- The Headteacher and Business & Operations Lead refreshed their Safer Recruitment training in April 2023 and the Headteacher also attended the DfE webinar in February 2023. The Business & Operations Lead and Assistant SBM attended Safer Recruitment in October 2023;
- The Headteacher has attended training on Understanding the drivers /dangers of extremism (radical right) – January 2023;
- As part of our cycle of regular safeguarding training, reminders of the mandatory duty to report known cases of FGM was shared with all staff in April 2023;
- The Evacuation/Lock Down Procedures have been updated by SLT and the Premises Manager in light of the expansion and LA advice.
- High quality consultation with our whole community and training resulted in a meaningful and sequential Relationships & Health Education policy and curriculum for our children: https://www.grovesparkprimary.co.uk/docs/Relationships_Health_Education_Policy_-_Review_Spring_term_2024.pdf
- PSHE/Relationships & Health Education (RHE) is led by one of the Assistant Headteachers showing the priority we place on this curriculum area as a school;
- CPD on our RHE Policy & Curriculum was held in March 2023;
- PE and Sports was identified in the Year 6 Governor interviews as a strength of the school and its curriculum – Summer 2023;
- Pupils share their views in the end of year reports and the majority of pupils in Summer 2023 have cited PE, Art and Outdoor Learning as their most memorable experiences;
- During a Pupil Voice session to measure the impact of the introduction of the pedagogy of outdoor learning, pupils said: "it makes me a different person with a different attitude", "I love it, it makes my learning tangible and memorable".

Personal Development: Areas for Development

- **See Objectives 1 – 5 of the School Development Strategy**
- **To ensure all new staff know and understand the updated Evacuation/Lock Down Procedures and these have been practised**