



GROVE PARK PRIMARY SCHOOL SELF-EVALUATION SUMMARY

2025/26

“Inspiring each other”



Leadership & Governance: Areas of Strength

Considering leadership and governance for different ages, phases and provision types; Strategic leadership; Governance; Staff well-being and workload; Professional learning and expertise; Parental, professional and community engagement

Leadership and governance is strong 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 (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. 94% (Summer 2022) of staff report that they have a clear understanding of the school's purpose;
- OFSTED (October 2024) graded Leadership & Management as Outstanding and noted that: “Staff are exceptionally positive about working at Grove Park. They are proud to work in a school that cares for them and that has such a welcoming ethos.”
- We are proud of our commitment to consistency and equality - our school policies are key to the ‘strong roots’ that enable us to constantly grow as a school and community. September 2025, staff sign to say they have read and understood key policies;
- 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. School and Class Council, Parents’ Forum, parent consultation meetings, 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.
- Peer Challenge Autumn 2023 noted that “It was clear from discussion with all leaders that there is a sharp focus on the school's curriculum intent for their pupils. All leaders had a common understanding of this and they were able to articulate how this aligns to the actions identified within the School Development Strategy”

- Peer Challenge Summer 2024 noted that “All leaders spoke confidently about the school’s vision and it was evident that the initiatives put in place had been carefully planned to link to the vision through the school’s SDS.”
- 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. During the OFSTED visit in October 2024, the inspection team noted that the leadership structure was very well-considered;
- The School Business Lead is on the SLT.
- 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.
- The leadership model has been identified as a strength in Peer Challenge visits: “The leadership of middle leaders is supportive and empowering meaning it is effective for all” (Autumn 2023);
- Curriculum Leadership has a very high profile at Grove Park; there is a Middle Leader with Curriculum Responsibilities: Phonics/Early Reading. RHE, Maths 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.
- 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.
- Continuous Professional Development (CPD) is a key school priority. Training is provided by staff with particular areas of expertise and by external agencies and school leaders: Hounslow Education Partnership, DfE Safeguarding webinars, White Rose Maths, Teach West Maths Hub, NCTEM, , Brook, Surrey Outdoor Learning & Development, Ross Young – Writing, Purple Mash Computing; 3D sculpture, RHE Curriculum and Policy, Grove Park’s History Curriculum, Sonar assessment tracker, display, effective use of Teaching Assistants, Phonics and Reading Curriculum and Book Week at Grove Park; Ordinarily Available Provision; Report Writing and Healthy Schools Week. These inspiring training opportunities ensure all staff are motivated to achieve the school’s aims thus driving school improvement;
- CPD for all teachers is held fortnightly to ensure that all are able to work together towards the objectives in the strategy.

- 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 2023 and Spring 2026 have included: Curriculum Vision and plans for the next 4 years; phonics teaching; intimate care; display expectations and training; behaviour and safeguarding; removing barriers to learning; report writing, Mental Health Week, Supporting Pupils with SEND and Zones of Regulation, supporting pupils with SEN and/or EAL during lesson inputs, Book Week and Reading at Grove Park and Healthy Schools Week; Behaviour Policy, Speech & Language support and staff well-being feedback
- 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;
- OFSTED (October 2024) noted that: “(Staff) appreciate the many professional development and research opportunities on offer.”
- 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 2023 Peer Challenge visit:
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. A rich example of this is the Spring 2026 Staff Feedback Meeting and Survey which was centred around Well-Being;
- OFSTED (October 2024) noted that: “Governors fulfil their statutory responsibilities well. They hold leaders to account for the quality of education at the school while also considering staff welfare.”
- 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.
- OFSTED (October 2024) noted that “Staff and pupils live by the school’s ‘TREE’ values of ‘trust’, ‘respect’, ‘empathy’ and ‘enthusiasm’ every day”

- The Assistant Heads, SBM and ECT Mentor/Tutor have regular meetings with the Headteacher to discuss monitoring, priorities and direction for each area of the school.
- Subject Leaders and the Curriculum Middle Leader 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 a Middle Leader who is 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;
- Peer Challenge Autumn 2023, noted that a strength of the leadership at Grove Park is “full support for ECTs and their successful induction into the school’s systems and curriculum intent”
- 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 and contributes proactively towards the work of the Hounslow Education Partnership and the Primary West Partnership which allow for regular professional development and peer challenge opportunities. The Headteacher worked alongside another local Head to organise a highly effective Shared INSET Day for all 9 schools in the Primary West Partnership, realising the objectives of the local cluster e.g. using resources effectively, meeting the needs of our most vulnerable pupils and providing high quality CPD. The Assistant Head for Curriculum & Pedagogy has been asked by HEP to share their approach towards developing pupils’ agency and passion for Writing at Grove Park;
- The school contributes proactively towards the Local Authority e.g. Headteacher has been asked to join a Working Party for Standards, Partnership and Practice to help shape this division in Hounslow and also a reference group to explore the Local Authority’s Alternative Provision offer in Hounslow (Summer 2024);
- At the request of the Local Authority, Grove Park supported other Hounslow schools with the development of their Early Years provision and Curriculum CPD – showing our commitment to sharing good practice and being an outward facing school;
- The Headteacher has been asked to be a mentor for a new Headteacher in the Local Authority – 2025/26;
- The Headteacher has presented school’s work on Attendance at a Local Authority Forum – Autumn 2025
- 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, History retrieval practice, Relationships & Health Education, lunchtime provision and clubs, school meals and active play at lunchtime and Book Week.

- 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/>
- The highly effective way in which leaders at Grove Park prepare for and manage change has been noted as a strength in Peer Challenge visits: "Clear systems ensure that any curriculum changes are introduced in a planned and sustainable way, which also supports the well-being of staff." (Summer 2023); "As part of the school's review of how they can equip staff for leadership of people, two staff have now been supported to become ECT mentors, adding capacity for the leadership team. This is a further example of sustainable management of change" (Autumn 2023).
- 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, SEND 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.
- 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 2023/24 and 2024/25;
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.

Leadership & Governance: Areas for Development

See all Objectives in the School Development Strategy



GROVE PARK PRIMARY SCHOOL SELF-EVALUATION SUMMARY



2025/26

“Inspiring each other”

Curriculum & Teaching: Areas of Strength

Strategic leadership of curriculum and teaching; Securing strong foundations for all pupils; School and subject curriculum; Teaching; Inclusive curriculum and teaching.

Curriculum and Teaching at Grove Park is strong because:

- OFSTED (October 2024) graded Quality of Education as Outstanding and noted that: “The school has a broad and ambitious curriculum”;
- 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.
- “Consistency of approach and implementation of the school’s curriculum intent is evident” (Peer Challenge June 2023)
- “It was clear from discussion with all leaders that there is a sharp focus on the school’s curriculum intent for their pupils. All leaders had a common understanding of this and they were able to articulate how this aligns to the actions identified within the School Development Strategy.” (Peer Challenge November 2023)
- Stories with rich language and high-quality vocabulary are embedded in learning at Grove Park: e.g. Writing for Pleasure, 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, Reading Champions, weekly library sessions, The Terrace (books outdoors);
- OFSTED (October 20204) noted that: “The school’s focus on early reading is at the heart of curriculum thinking” and “This love of reading continues throughout the school.”
- 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.
- The curriculum offer at Grove Park 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, Book Week, RE, PSHE, Art, Writing, Computing, Outdoor Learning, Relationships & Health Education and History;
- A strong inclusion team, led by the Assistant Head for Inclusion/SENCO, offers children the opportunity to flourish with dedicated well-being support - Summer 2024 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”
- OFSTED (October 2024) noted that: “The school has the highest expectations for all pupils, including pupils with special educational needs and/or disabilities (SEND).” And “The school identifies the needs of pupils with SEND and those who are new to learning English with precision. Staff are ambitious for these pupils and ensure that they follow the same curriculum as their peers, with adaptations to teaching if needed.”
- An Occupational Therapist carrying out assessments of pupils at Grove Park was highly complimentary of Grove Park’s offer for its most vulnerable pupils and commented that: “I was very impressed with school and the resources available for the students” (February 2024);
- 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 Sonar;
- 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: “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, interviews with Year 6 pupils and pupil voice book looks.
- Ambitious and creative themed events punctuate and complement our outstanding curricular offer such as Mental Health Week, Textiles Week, 3D Sculpture Week & Art Gallery, Book Week, Healthy 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 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 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. ‘Retrieval and recall practice’ were both noted as strengths of Grove Park’s curriculum and pedagogy in our Autumn 2023 Peer Challenge;
- 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.

- In Autumn 2025, SLT observed evidence of at least strong teaching and learning in all lesson observations (ECTs not graded);
- 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 is a Middle Leader with Curriculum Responsibilities: Phonics/Early Reading. RHE, Maths 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;
- 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.

Curriculum and Teaching: Areas for Development

See All Objectives 1 – 2 of the School Development Strategy



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“Inspiring each other”



Achievement: Areas of Strength

Considering achievement for different ages, phases and provision types; Foundational knowledge; Inclusive achievement: national tests and examinations; Inclusive achievement: across the curriculum

Achievement at Grove Park is strong/exceptional because:

- Hounslow school visit in July 2025 noted that: “It is clear from the discussions, tour of the school and end of key stage outcomes that there are high expectations for all pupils to achieve.”;
- Hounslow school visit in July 2025 noted that: “The school is reviewing the effectiveness of the core curriculum, in particular, spelling, times tables and writing. Evidence collected during the visit indicates that the school already has high expectations for these aspects of the core curriculum. The headteacher’s and SLT’s relentless determination for improvement ensures that standards remain high and the ongoing cycle of monitoring and evaluating the provision is effective”

- During a Hounslow school visit in July 2025, it was noted that: “Despite the school being a high performing school, the headteacher is not complacent. She reports that a distributive leadership model is used to ensure that leaders at all levels are involved in the review cycle to ensure school improvement priority foci are effective at improving outcomes for all pupils”
- 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
- 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;
- 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.
- 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;
- 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

Our Peer Challenge reports provide robust evidence of our Strong/Exceptional Achievement:

<https://www.groveparkprimary.co.uk/Challenge-Partner-Inspection/>

Early Years Foundation Stage:

	Grove Park 2025	Hounslow 2025	National 2025	Grove Park 2024	Hounslow 2024	National 2024
Pupils achieving a Good Level of Development by the end of Reception	77%	67%	68%	78%	67%	67%

Phonics Screening Check – Year 1:

Grove Park Phonics Results 2025	Grove Park Phonics Results 2024	National Results 2025	Hounslow Results 2025
90%	92%	80%	80%

End of Key Stage 2 SATS:

	2025			2024		
Age Related Expectations	Grove Park 2025	Hounslow 2025	National 2025	Grove Park 2024	Hounslow 2024	National 2024
Reading						
Meeting the Expected Standard	95%	79%	75%	98%	79%	74%
Working at a Higher Standard	62%	37%	33%	70%	32%	29%
Average Scaled Score	111	107	106	112	106	105
Writing						
Meeting the Expected Standard	95%	74%	72%	91%	78%	72%
Working at a Higher Standard	27%	22%	13%	30%	22%	13%

<p>The impact of the Education at outstanding</p> <p>Please see of website:</p> <p>https://www.groveparkprimary.co.uk/School-Performance/</p> <p>OFSTED (October 2024) noted that: “Published outcomes in reading and mathematics are consistently high. Pupils are very well prepared for the next stage of their education.”</p> <p><u>Achievement: Areas for Development</u></p> <ul style="list-style-type: none"> • See Objectives 1 – 2 of the School Development Strategy 	Maths							<p>Quality of Grove Park is because:</p> <p>Performance page</p>
	Meeting the Expected Standard	97%	80%	74%	98%	82%	73%	
	Working at a Higher Standard	52%	36%	26%	55%	32%	24%	
	Average Scaled Score	110	107	105	110	106	104	
	Grammar, Punctuation and Spelling							
	Meeting the Expected Standard	98%	80%	73%	98%	82%	72%	
	Working at a Higher Standard	65%	46%	30%	73%	45%	32%	
	Average Scaled Score	112	Not yet available	105	113.1	107	105	
	Reading, Writing and Maths Combined							
	Meeting the expected standard.	93%	65%	61%	84%	63%	60%	
Working at a Higher Standard	20%	14%	8%	16%	13%	8%		



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Attendance and behaviour

Behaviour: Areas of strength

Considering behaviour for different ages, phases and provision types; Strategic leadership of behaviour; Behaviour, including bullying; Attitudes to learning; Inclusive approaches behaviour

Behaviour at Grove Park is strong 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.
- OFSTED (October 2024) graded Behaviour & Attitudes as Outstanding and noted that: “Staff and pupils live by the school's 'TREE' values of 'trust', 'respect', 'empathy' and 'enthusiasm' every day”.
- OFSTED (October 2024) noted that: “Pupils have trusting relationships with staff and each other. They feel safe. Bullying is not tolerated. If it does happen, pupils are confident that staff will deal with it quickly and fairly.”
- OFSTED (October 2024) noted that “Pupils respond well to clear and consistently applied routines.”
- 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'
- Peer Challenge Summer 2024 noted that: “Across all lessons, pupils were on-task and demonstrated positive behaviours for learning”
- 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.
- 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/RHE sessions.
- Parents and carers are valued and listened to at Grove Park. We have a Parent Support Adviser, Parent Forums, Coffee Mornings 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.

- 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.
- Hounslow school visit in July 2025 noted that: “Strong behaviour and attitudes are demonstrated consistently across the school. Adults and children alike are respectful to one another. Children enjoy their learning and are animated about their time in lessons as well as the opportunities that are offered outside of the classroom. Children are engaged in their learning and adults are deployed effectively to support learning. There is an atmosphere of purpose throughout the school.”

Attendance and behaviour

Attendance: Areas of strength

Considering attendance for different ages, phases and provision types; Strategic leadership of attendance; Inclusive approaches to attendance

Attendance at Grove Park is strong because:

- OFSTED (October 2024) graded Behaviour & Attitudes as Outstanding and noted that: “Staff and pupils live by the school’s ‘TREE’ values of ‘trust’, ‘respect’, ‘empathy’ and ‘enthusiasm’ every day”.
- Parents and carers are valued and listened to at Grove Park. We have a Parent Support Adviser, Parent Forums, Coffee Mornings 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.
- OFSTED (October 2024) noted that: “Leaders have effective systems for ensuring that pupils attend school regularly and on time. As a result, attendance is high.”

- Attendance is reported to governors on a termly basis and a detailed analysis is provided to ensure the school has high expectations of attendance and is working closely with families to ensure all pupils can achieve their best outcomes;
- 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.
- 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;
- 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;
- OFSTED (October 2024) noted that: "Leaders have effective systems for ensuring that pupils attend school regularly and on time. As a result, attendance is high."
- The Headteacher has presented school's work on Attendance at a Local Authority Forum – Autumn 2025
- National data collection shows that the attendance rate across the **2025/26 academic year as of 13th February** was 94.82% in state funded primary schools. The absence rate was, therefore, 5.18%. (3.79% authorised and 1.39% unauthorised);
- [Grove Park's attendance rate for this academic year \(up to 13th February is 95%, giving an overall absence rate of 5.9% \(5.0% authorised and 0.9% unauthorised\)](#)
- 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 and FGB monitor attendance to ensure this is high and any issues are being addressed positively.

Attendance: Areas for Development

- **See Objectives 3 & 4 of the School Development Strategy**



GROVE PARK PRIMARY SCHOOL SELF-EVALUATION SUMMARY

2025/26

“Inspiring each other”



Personal Development & Well-Being: Areas of Strength

Considering personal development for different ages, phases and provision types; Strategic leadership of personal development and well-being; The personal development programme; Pastoral support; Inclusive personal development and well-being

Personal Development & Well-Being at Grove Park is strong 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.
- OFSTED (October 2024) noted that: “Staff and pupils live by the school's 'TREE' values of 'trust', 'respect', 'empathy' and 'enthusiasm' every day”
- Peer Challenge Summer 2024 noted that: “Across all lessons, pupils were on-task and demonstrated positive behaviours for learning”
- 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. The school provides rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen Grove Park's offer. This is key part of the Vision & Intent for each of our curriculum subjects and is celebrated in our Newsletters <https://www.groveparkprimary.co.uk/Parents/WeeklyNewsletter/> e.g.
 - **Art:** To provide opportunities for our pupils to explore local art galleries and museums, as well as create chances for practical instruction through workshops with local artists e.g. visits to The Design Museum
 - **History:** To provide experiences that go beyond the classroom, such as outdoor learning, as well as local and regional trips, which enrich the children's cultural capital and create opportunities for them to explore the past in an exciting and interesting way e.g. visits to the Water & Steam Museum and National Portrait Gallery
 - **RE:** To develop the cultural experience of our pupils with trips to significant places of worship within the local community. E.g. visits to the Gurdwara and Church
- OFSTED (October 2024) noted that “The school has established a comprehensive and age-appropriate programme to support pupils' personal development. Pupils learn how to improve their physical health and mental well-being. Teachers explain sensitive topics, such as consent, with care. They encourage pupils to debate important values, such as respect and equality, and to consider other people's points of view.”
- Oracy is at the heart of the curriculum at Grove Park: debating, speech writing, performance poetry, applications and interviews, writing and leading assemblies.

- 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'.
- Mental Health Week is a key part of the curriculum offer at Grove Park and is significantly develops pupils' confidence, resilience and knowledge about their own well-being. We work closely with the charity Place2Be – in February 2025 the theme was 'Know Yourself, Grow Yourself'. A range of staff CPD resulted in engaging activities, lessons and events to develop pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy;
- Nicola Marshall led whole staff training on trauma and its impact on young people in Spring 2025.
- 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.
- Peer Challenge Summer 2024 noted that: "Positive and resilient attitudes to learning by pupils and pride in their work"
- OFSTED (October 2024) noted that: "(Pupils) value the acknowledgement and praise they receive for their hard work and achievements. As a result, pupils adopt a positive mindset. From the early years, they see challenges or setbacks as an important part of learning."
- Grove Park consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality;
- Clubs are planned in response to pupil and parent voice and there is a wealth of opportunities on offer at Grove Park including: multi-sports, creative arts, chess, netball/basketball, mini-tennis, football, Spanish, performing arts, dodgeball, cricket, Lego building and hockey;
- OFSTED (October 2024) noted that: "Pupils appreciate the wide range of extra activities that take place at lunchtime or before and after school. These include many sports and other clubs, such as chess, construction, and art and crafts."
- 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 2023 was 'Inspiring Each Other' and 'Saluting Our Sisters'. The focus was to celebrate the exceptional achievements of black women, who have made remarkable contributions to many areas of life e.g. literature, music, fashion, sport;
- Black History Month theme 2025 was 'Stories of Celebration' inspired by the life and work of Olympic Medallist, activist, author and fashion designer Ibtihaj Muhammad;
- Healthy Schools week 2025 was linked with our school motto of 'Inspiring Each Other';
- Governor interviews of Year 6 pupils (Summer 2023) do we have an update from Summer 2025? 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 and this was acknowledged by OFSTED in October 2024. 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/>
- 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.
- OFSTED (October 2024) noted that: “The school has established a comprehensive and age-appropriate programme to support pupils’ personal development. Pupils learn how to improve their physical health and mental well-being. Teachers explain sensitive topics, such as consent, with care.”
- 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.
- OFSTED (October 2024) noted that safeguarding at Grove Park is effective and “Leaders work with families and other agencies to ensure that pupils’ welfare is carefully monitored.”
- Staff are kept up to date with developments in safeguarding practice – e.g. INSET days September 2025;
- The Headteacher refreshed their Safer Recruitment training in April 2023 and the Headteacher also attended the DfE webinar in February 2023. The 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 September 2025;
- 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.groveparkprimary.co.uk/docs/Relationships_Health_Education_Policy_-_Review_Spring_2026.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 April 2025 to ensure all staff are confident to deliver these lessons in the Summer Term;
- PE and Sports was identified in the Year 6 Governor interviews as a strength of the school and its curriculum – Summer 2023; do we have an update from Summer 2025?
- Pupils share their views in the end of year reports and the majority of pupils in Summer 2024 cited PE, Art, trips to places of worship, writing for pleasure 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”.
- Grove Park is currently collaborating with a group of Trainee Educational mental health practitioners at UCL to support them to learn and understand more about pupil wellbeing and how they are supported in schools and the wider community.

Personal Development & Well-Being: Areas for Development

- **See Objectives 3 & 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**



GROVE PARK PRIMARY SCHOOL SELF-EVALUATION SUMMARY



2025/26

“Inspiring each other”

Inclusion: Areas of Strength

Considering inclusion for different ages, phases and provision types; Identifying, assessing and meeting needs, and reducing barriers; Supporting disadvantaged pupils; Supporting pupils with SEND; Supporting pupils who are known (or previously known) to children’s social care

The effectiveness of Inclusion at Grove Park is **strong** 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.
- The curriculum offer at Grove Park is rich and highly creative and supported by a dedicated PE teacher, Modern Languages Teacher and Music specialist ensuring all children’s talents are developed and enhanced in each year group.
- A strong inclusion team, led by the Assistant Head for Inclusion/SENCO, offers children the opportunity to flourish with dedicated well-being support - Summer 2024 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”
- OFSTED (October 2024) noted that: “The school has the highest expectations for all pupils, including pupils with special educational needs and/or disabilities (SEND).” And “The school identifies the needs of pupils with SEND and those who are new to learning English with precision. Staff are ambitious for these pupils and ensure that they follow the same curriculum as their peers, with adaptations to teaching if needed.”
- An Occupational Therapist carrying out assessments of pupils at Grove Park was highly complementary of Grove Park’s offer for its most vulnerable pupils and commented that: “I was very impressed with school and the resources available for the students” (February 2024);
- 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 Sonar;
- Meaningful and well-timed feedback and marking supports all groups of pupils to make rapid and sustained progress throughout the school
- 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.
- 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

- Half-termly meetings are held for Teaching Assistants, themes between Autumn 2023 and Summer 2025 have included: Curriculum Vision and plans for the next 4 years; phonics teaching; intimate care; display expectations and training; behaviour and safeguarding; removing barriers to learning; report writing, Mental Health Week, Supporting Pupils with SEND and Zones of Regulation, supporting pupils with SEN and/or EAL during lesson inputs, Book Week and Reading at Grove Park and Healthy Schools Week
- Hounslow school visit in July 2025 noted that: “Pupils with SEN and those who experience disadvantage are well supported within the school provision.”
- 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. The school provides rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen Grove Park’s offer. This is key part of the Vision & Intent for each of our curriculum subjects and is celebrated in our Newsletters <https://www.groveparkprimary.co.uk/Parents/WeeklyNewsletter/> e.g.
 - **Art:** To provide opportunities for our pupils to explore local art galleries and museums, as well as create chances for practical instruction through workshops with local artists e.g. visits to The Design Museum
 - **History:** To provide experiences that go beyond the classroom, such as outdoor learning, as well as local and regional trips, which enrich the children’s cultural capital and create opportunities for them to explore the past in an exciting and interesting way e.g. visits to the Water & Steam Museum and National Portrait Gallery
 - **RE:** To develop the cultural experience of our pupils with trips to significant places of worship within the local community. E.g. visits to the Gurdwara and Church
- The school participates and contributes proactively towards the work of the Hounslow Education Partnership and the Primary West Partnership which allow for regular professional development and peer challenge opportunities. The Headteacher worked alongside another local Head to organise a highly effective Shared INSET Day for all 9 schools in the Primary West Partnership, realising the objectives of the local cluster: meeting the needs of our most vulnerable pupils.
- The Headteacher has been asked to organise this event again for the PWP schools for January 2027.
- Grove Park is currently collaborating with a group of Trainee Educational mental health practitioners at UCL to support them to learn and understand more about pupil wellbeing and how they are supported in schools and the wider community.

Quality of Inclusion: Areas for Development

See All Objectives 1 – 4 of the School Development Strategy



GROVE PARK PRIMARY SCHOOL SELF-EVALUATION SUMMARY



2025/26

“Inspiring each other”

Early Years: Areas of Strength

Considering early years for different ages and provision types; Leadership of early years; Curriculum; Teaching; Achievement in early years; Well-being and welfare in early years; Inclusive practices in early years

The effectiveness of Early Years at Grove Park is **strong** because:

- In October 2024, our Early Years received a judgement of ‘Outstanding’;
- OFSTED (October 2024) noted that: “Pupils at the early stages of reading develop the phonics knowledge and skills they need to read with fluency.”
- OFSTED (October 2024) noted that: “(Pupils) value the acknowledgement and praise they receive for their hard work and achievements. As a result, pupils adopt a positive mindset. From the early years, they see challenges or setbacks as an important part of learning.”
- OFSTED (October 2024) noted that: “In the early years, staff provide high levels of support for children to develop their language and communication. Children flourish in this supportive and purposeful environment.”

Hounslow school visit in July 2025 noted that: “The Early Years Setting is well resourced to engage pupils in their learning...Pupils respond positively to the clear expectations. Routines and structures are embedded, and pupils are actively engaged in their learning. Sounds are modelled well, and adults are skilled at checking pupils’ understanding.”

- 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;
- At the request of the Local Authority, Grove Park supported other Hounslow schools with the development of their Early Years provision and Curriculum

Early Years Foundation Stage results:

	Grove Park 2025	Hounslow 2025	National 2025	Grove Park 2024	Hounslow 2024	National 2024
Pupils achieving a Good Level of Development by the end of Reception	77%	67%	68%	78%	67%	67%

Quality of Early Years: Areas for Development

See All Objectives 1 – 5 of the School Development Strategy



GROVE PARK PRIMARY SCHOOL SELF-EVALUATION SUMMARY



2025/26

“Inspiring each other”

Safeguarding: Areas of Strength

Considering safeguarding for different ages, phases and provision types; Leadership of safeguarding, including establishing an open and positive **safeguarding culture; Safeguarding information for all staff to know and act on; Management of safeguarding; Safer recruitment; Child-on-child violence**

The Safeguarding at Grove Park is effective because:

- OFSTED (October 2024) noted that safeguarding at Grove Park is effective and “Leaders work with families and other agencies to ensure that pupils’ welfare is carefully monitored.”
- 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. All members of SLT have had Designated Safeguarding Lead training.
- 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;
- 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.
- OFSTED (October 2024) noted that: “The school has established a comprehensive and age-appropriate programme to support pupils’ personal development. Pupils learn how to improve their physical health and mental well-being. Teachers explain sensitive topics, such as consent, with care.”
- 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 – e.g. on 22nd November 2024 during INSET day
- The Headteacher refreshed their Safer Recruitment training in September 2024 and the Headteacher also attended the DfE webinar in February 2023. The SBM attended Safer Recruitment in October 2023;
- All DSLs have completed the Operation Encompass training – Autumn 2025;
- All staff and DSLs have completed training as necessary for their role – 21st November 2025;
- 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 November 2024;
- 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.groveparkprimary.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 April 2025 to ensure all staff are confident to deliver these lessons in the Summer Term;
- 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
- 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.
- 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;
- Grove Park has a cloud-based monitoring service which includes visual threat analysis: if a violation ever occurred a screenshot would be provided, these screenshots are then to highlight if the content a user is accessing may be harmful or inappropriate so that the correct safeguarding and IT action would be taken if necessary;
- 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; KCSiE updates in September 2025
- On Friday 22nd November 2024 all new staff took part in Andrew Hall Safeguarding training.

- OFSTED (October 2024) noted that: “Pupils have trusting relationships with staff and each other. They feel safe. Bullying is not tolerated. If it does happen, pupils are confident that staff will deal with it quickly and fairly.”
- 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.
- 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”. November 2024 audit submitted on time – no feedback has been sent to schools to date;
- Half-termly meetings are held for Teaching Assistants, themes between Autumn 2023 and Autumn 2025 have included: Curriculum Vision and plans for the next 4 years; phonics teaching; intimate care; display expectations and training; behaviour and safeguarding; removing barriers to learning; report writing, Mental Health Week, Supporting Pupils with SEND and Zones of Regulation, supporting pupils with SEN and/or EAL during lesson inputs, Book Week and Reading at Grove Park and Healthy Schools Week

Safeguarding: Areas for Development

See All Objectives of the School Development Strategy

See Local Authority Audit and Action Plan – to be completed by December 2025 and shared at Spring T&L/FGB