



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR HUNGERFORD PRIMARY SCHOOL

<b>Name of School:</b>	Hungerford Primary School
<b>Headteacher:</b>	Jo Stephens
<b>Hub:</b>	Camden Hub
<b>School phase:</b>	Primary
<b>MAT:</b>	Bridge London Trust

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	The school opted not to have estimates as they have been inspected by Ofsted two weeks prior to the review
<b>Date of this Review:</b>	17/10/2022
<b>Overall Estimate at last QA Review:</b>	Working towards effective
<b>Date of last QA Review:</b>	18/10/2021
<b>Grade at last Ofsted inspection:</b>	Not applicable (Predecessor school – inadequate)
<b>Date of last Ofsted inspection:</b>	Predecessor school 01/03/2017 Current school inspected October 2022, not yet published

## 1. Context and character of the school

Hungerford Primary School became part of The Bridge London Trust in May 2018. All the other schools in the trust are special schools.

The school has 140 pupils on roll. Hungerford serves an extremely deprived part of Islington, with over half of the pupils coming from socially disadvantaged backgrounds. Mobility is very high. Nearly half of the pupils come from backgrounds where English is spoken as an additional language.

The proportion of pupils with special educational needs and/or disabilities (SEND) and who are new to speaking English are above average. The school has provision for ten pupils with social, emotional and mental health (SEMH) difficulties and a class for pupils with autism spectrum conditions (ASC). Nearly a fifth of pupils have education, health and care plans (EHCPs) which is approximately ten times the national average. A further fifth of pupils have learning support plans.

Hungerford is a member of the Islington Trauma Informed Practice in Schools project, providing training for staff in supporting pupils who have experienced past trauma.

The school building continues to be renovated and improved, resulting in short term inconvenience and disruption to learning.

### 2.1 Leadership at all levels - What went well

- School leaders demonstrate their strong moral purpose to include and develop the potential of all pupils, who in most cases are vulnerable and/or disadvantaged. Leaders at all levels model these values. The school has a 'no exclusion' policy.
- Leaders have an accurate view of the school, with concise, clear and effective planning processes.
- Leaders appreciate and recognise local community needs. The school directly provides and facilitates additional tangible support to families, including a food bank, providing toys and a free breakfast club. They are working hard to engage and support parents and families.
- A parent support worker encourages and supports parents to help their children with reading and phonics, setting up reading workshops and finding novel ways to engage with them further.
- Leaders encourage pupils to see themselves as readers and writers. A staff book club has been set up as teaching staff model themselves as enthusiastic

readers. Talk for writing, Destination Reader and progressive genres have successfully improved reading for pleasure and reading outcomes.

- Senior leaders ensure that all staff are better equipped to understand and support pupils. Leaders have successfully utilised their Positive Behaviour Support (PBS) coach, at a Dutch university, to ensure that PBS is embedded at Hungerford. Staff are well trained in trauma-informed approaches and relevant approaches to support pupils with ASC and SEMH needs.
- In recent years, the number and range of after school clubs has increased, including sports, super scientists and board games.
- Leaders continue to build capacity to sustain improvement in teaching, learning and the resulting outcomes. Phases plan and work together to promote consistency.
- Passionate and articulate middle leaders appreciate the autonomy, responsibility and support they have received. They are clear on how they make a difference and next steps.
- The school continues to develop Project Based Learning (PBL) to teach foundation subjects. There is improved sequencing and mapping of knowledge, skills and understanding in the Hungerford curriculum. Pupils are encouraged to fulfil roles such as curators and botanists, inspiring pupils and raising their aspirations.
- Reading materials are now more representative of the backgrounds of the school community. The breakfast club promotes reading and leaders ensure that every chance to read and be read to is taken up. A pupil was heard to comment that the dress she was wearing to visit Bangladesh reminded her of 'Rickshaw Girl.'
- Lively, articulate, school councillors are a testament to the progress made by the school. They are representative of the whole school, speaking with clarity, confidence and passion. They support and listen respectfully to each other. They articulate their clear roles in canvassing their classmates and making representations to school leaders to improve the school, for example with healthy lunches.

## **2.2 Leadership at all levels - Even better if...**

- leaders further defined and refined the curriculum map to ensure that the curriculum was more knowledge rich and well sequenced.
- leaders articulated and shared their inclusive ethos and approaches to the wider education community, to promote improved inclusion in mainstream schools.

### 3.1 Quality of provision and outcomes - What went well

- Positive nurturing and trusting relationships are a feature of the school. Strong subject knowledge, passion for their subjects and detailed knowledge of pupils, result in clear, well-rehearsed learning routines and consistent pupil engagement and positive attitudes to learning.
- Well embedded PBS is resulting in a calmer more productive learning ethos. Staff do not use punishments, using specific praise for required behaviours. Subtle adjustments to teaching styles result in pupils being ready to learn. Pupils generally make smooth transitions and move around school calmly, with purpose. Movement breaks after assembly, seamlessly supported engagement.
- Thoughtful curriculum development has resulted in significant improvements in many areas of learning. Teachers model ambitious and rich vocabulary and use challenging English texts. Pupils take advantage of well-structured opportunities and support for speaking, including talk partners, alongside stimulating learning experiences, resulting in much improved oracy.
- Pupils are curious and want to learn more. In many cases, teaching staff, with high expectations develop and utilise this well. In a Year 6 lesson, concerning sight and vision, pupils responded enthusiastically and in many cases, chose to conduct further research.
- The remembering assembly supports pupils to recall previous learning, articulate it and make connections between areas of learning.
- Teaching staff generally identify misconceptions in a timely manner and address them to enhance learning. Pupils say that they understand that making a mistake and putting it right is an important part of learning. In a phonics and writing session in a Reception class, the teacher encouraged pupils to have a go, spotting misconceptions, kindly helping them to put things right.
- Classroom environments are well planned, uncluttered, with appropriate levels of visual supports and displays on the walls. Pupils with additional needs access the classrooms and this approach makes them more accessible.
- Teachers make good use of mini plenaries to address misconceptions and to model and reinforce learning expectations
- Teaching staff confidently and respectfully facilitate discussion. Pupils are encouraged to give their views with justification, knowing that sometimes there is no 'right' or 'wrong' answer. Pupils often take advantage of opportunities to develop their reasoning skills.
- Teaching staff take many opportunities to model learning. Their explanations are clear. In a Year 3 reading lesson, a teacher used a 'thinking aloud' approach to support pupils in understanding inference.
- Academic outcomes are improving over time. The school results in the phonics screening check were above the national average in 2022. Although the end of key stage results are still below the national average, the progress measures are now significantly positive.

- Almost all of the most vulnerable pupils make significant progress in emotional literacy and sensory regulation. A significant proportion of pupils who previously could not safely leave the school grounds are now experiencing and contributing to the local community, for example in intergenerational projects.

### **3.2 Quality of provision and outcomes - Even better if...**

- in PBL sessions, the clarity of what pupils will learn and how this will be achieved was made clearer.
- there was consistent, appropriate challenge and support, so that all pupils maximised their progress in learning.
- more opportunities for assessment for learning were used, to address misconceptions and further improve progress.

### **4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well**

- Hungerford Primary aims to be 'the most inclusive school that likes children the most.' There is considerable evidence to support this assertion.
- Very few pupils are not socially disadvantaged and/or have additional needs. The inclusive, understanding and nurturing school ethos benefits all.
- Leaders have a clear commitment to building cultural capital. Pupils experience '11 by 11', activities, experiencing culture at the heart of their learning and development. For example, pupils experience Shakespeare in every year group, often fondly remembered by pupils. Other experiences include working with an inclusive theatre group, an art therapist and opportunities to play with a ukulele orchestra.
- The ASC provision is well organised, providing a Treatment and Education of Autistic and related Communications Handicapped Children (TEACHH) based structure, with appropriate visual supports. The atmosphere was calm and purposeful. Pupils followed routines and made a smooth transition to their well-planned reading activity.
- Leaders are discerning about providing interventions and therapeutic approaches to promote self-esteem, communication, sensory and emotional regulation. This includes using the services of an art therapist and an Emotional Literacy Support Assistant.

- Pupils with additional needs and/or social disadvantage make strong academic progress from their starting points with clear personal development and behavioural progress, enabling them to make their contributions to school life and preparing them for life outside and after they leave Hungerford.

#### **4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...**

- leaders explored opportunities to develop expertise and capacity to better meet pupils' high demand sensory needs.
- leaders developed a framework of expectations for visual support, to aid communication and promote inclusion.