



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR HUNGERFORD PRIMARY SCHOOL

Name of School:	Hungerford Primary School
Headteacher/Principal:	Jo Stephens
Hub:	Camden
School phase:	Primary
MAT (if applicable):	Bridge Academy Trust

Overall Peer Evaluation Estimate at this QA Review:	Leaders chose not to have estimates.
Date of this Review:	20/11/2023
Overall Estimate at last QA Review	N/A
Date of last QA Review	18/10/2022
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	05/10/2022



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Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers, agree that evidence indicates these areas are evaluated as follows:

Leadership at all levels N/A

Quality of provision and outcomes N/A

AND

Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs

Area of excellence Not submitted for this review

Previously accredited valid areas of excellence N/A

Overall peer evaluation estimate N/A

The Quality Assurance Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.

1. Context and character of the school

The characteristics of this school are unique. It has 140 pupils on roll aged 4 to 11. Thirty eight pupils have education, health and care plans (EHCP). There are three provisions within the school for pupils with special educational needs (SEND). These are: an early year's provision for preverbal children who have significant social and communication difficulties; provision in Key Stage 1 for pupils with social emotional and mental health difficulties (SEMH), many of whom have social and communication difficulties; and Key Stage 2 provision for pupils with autism. These pupils are included as often as possible within mainstream classes.

Over half the pupils are disadvantaged and a third are learning English as an additional language. It is co-located with the Bridge Primary Special School and the Bridge Satellites. The headteacher and other members of staff are supporting another primary school that has been judged inadequate.

2.1 Leadership at all levels - What went well

- Leaders work highly collaboratively with the whole staff team to build capacity and share responsibilities. They support each other's health and well-being highly effectively through excellent teamwork. Senior leaders do not ask for any paperwork that is not essential.
- Leaders have implemented training for all staff so that they fully understand and can implement systems that support pupils' emotional needs and potential dysregulation. These are zones of regulation, positive behaviour support (PBS) and trauma informed practice. Senior staff researched and visited a school in the Netherlands before adopting the form of PBS they chose.
- The foundation subjects of the curriculum are taught through project-based learning (PBL). The pedagogy and planning underpinning these is detailed, not only for subject knowledge but also for wider transferable skills. This enables teachers to support pupils' exploration of the key question and ensures a broad, relevant curriculum that begins with the diversity of the school community.
- The projects are named using work titles, for example, meteorologists, historians, and scientists. This shows pupils future careers and raises aspirations as pupils learn about people working in these fields, such as Amy

Tang and Maggie Aderin-Pocock. Pupils eagerly recalled their detailed knowledge of these in response to questions in 'remembering assembly', earning tokens for their responses as part of the PBS strategies.

- Subject leaders continually support colleagues in evaluating the projects and adjusting content. The curriculum leader ensures that relevant, contemporary, representative people are chosen for pupils to learn about. Core subject leads reinforce the use of the most appropriate resources in classes. The mathematics leader, for example, supports the assessment of pupils who missed chunks of schooling during the Covid-19 pandemic. Pupils have concrete resources to fill the gaps in their learning and experience.
- Staff plan a wide variety of trips and experiences for pupils to exemplify and extend their learning. Staff describe how many come from families that rarely go beyond their local supermarket. Pupils explained how visits, including libraries, theatre and a city farm, had supported their understanding.
- Staff work exceptionally well with parents in a very deprived community. They support them through clothing and foodbanks and pick children up from their homes on their way to school to improve attendance. All members of the school community are highly valued as individuals.
- Leaders continually learn and have recently participated in the Exemplary Leadership Programme. Others pursue their own academic and personal interests such as creative writing and diversity and representation that have had a direct impact on the curriculum. They belong to a local partnership of mainstream schools that enables them to share good practice and collaborate.

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

... leaders continued to develop the evolving and motivating curriculum while ensuring there is coverage of the national curriculum.

3.1 Quality of provision and outcomes - What went well

- Children in the foundation stage are highly enthusiastic in sharing what they are learning. They excitedly explained their knowledge and drew accurate pictures of the characters in the Diwali story. Staff work highly flexibly with individuals and small groups to accelerate children's learning and assess their

progress. This highly individualised approach resulted in almost all the children reached a good level of development in 2023.

- Pupils acquire phonic skills well. Staff assess and organise them in groups as they make progress through the 'Read Write Inc', systematic, synthetic phonics programme. Pupils in Year 1 demonstrated their listening and oral skills to repeat sounds and blend them into words such as 'suspicious' and 'ferocious'.
- Pupils in Year 2 learnt how to organise number bonds to ten systematically so that they could see the pattern in their answers. Careful questioning by staff and well-organised teaching enables pupils to make discoveries for themselves and motivates them.
- Teachers plan a series of lessons well in English so that pupils understand the purpose for writing and build the skills they will need. Year 2 pupils developed their knowledge of adjectives so they could describe an island and Year 6 pupils converted informal language to more formal language in a letter. They understood the appropriate use of each.
- Pupils in Year 4 explored how partitioning supported addition of three-digit numbers and they competently split numbers representing hundreds and tens accurately in a diagram. More able pupils worked independently with word problems that involved three-digit additions, explaining how they worked out the solution. Pupils supported their peers learning English as an additional language so that they could understand the calculation.
- Teachers use the Destination Reader (DR) programme for teaching reading skills at Key Stage 2. Pupils in Year 5 eagerly explained the story so far, of 'The Boy at the Back of the Class', and how they were using prediction skills, supported well by the 'stem sentences' provided. Teachers' judicious pairing of pupils supports their learning and quality of their discussions. Pupils understood the wider issues of refugees raised in the story. Teachers choose texts that are relevant to pupils' experiences and background.
- Teachers' careful planning of PBL including the knowledge organiser ensures that pupils understand the key question and progressively extends their subject knowledge and skills as they move up through the school. Teachers use the skills frameworks from 'Skills Builder' which begin to give pupils teamwork and communication skills that they will need in any future workplace.
- Year 6 pupils were enthusiastically learning some of the complexities of the key question, 'How do you run a country?' They had learnt about different systems of government and using their geographical skills were designing

their own country determining the land, people, history, flag, and form of government for it. One said, 'This is the best PBL ever'. Pupils leave well prepared for the next stage of their education. In 2023, a fifth of Year 6 pupils achieved at greater depth in the combined scores for reading, writing and mathematics, which is much higher than the national average.

- The school employs specialist staff for music and physical education (PE). They fully implement the PBS system and this was used highly effectively when teaching Year 4 strumming and chord skills on ukuleles. Pupils understood musical terminology such as tempo and pitch.
- Staff know pupils exceptionally well. For example, in a PE lesson the teacher provided just the right amount of challenge for each pair as they eagerly tried to beat their personal best. Pupils coached each other well and quickly improved their skills for the triple jump. Pupils explained their participation in local football leagues and said this is one of their favourite lessons.

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

... teachers continued to reinforce taught oracy and collaborative skills for talk partners and signed strategies for whole class discussion.

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

- Leaders' determination to include all children and pupils, and not to exclude has resulted in taking several pupils who have been excluded from other schools. These pupils are supported well in understanding their specific needs and how to self-regulate more effectively.
- Pupils describe how they are valued and respected by staff, saying 'It's very inclusive; this school lets all children come here and it shows me that they respect every child.' Support staff are well trained and very experienced in supporting pupils so that pupils are as independent as possible in lessons.
- The headteacher and assistant head manage the complex, flexible and responsive arrangements for pupils with SEND. Classrooms and spaces are organised to facilitate transitions between working with peers in a classroom and individual or small group support as seamlessly as possible.
- Children and pupils in the specialist provisions frequently participate in classes with mainstream peers. Support staff are highly skilled at managing

pupils' self-regulation, quickly supporting them to movement breaks or other activities to prevent any disruption to learning.

- All staff know and understand pupils and their individual needs well. They make judicious choices for paired work to foster the optimum independence and challenge for pupils with SEND.
- The early years children in the specialist provision are supported by weekly visits from the speech and language therapist (SALT). The SALT works with staff to train and support them to provide, for example, specific programmes to help children's skills in maintaining attention. Some children who arrived with no spoken language in September 2023 are now saying single words in context.

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

... staff continued to develop a range of strategies to support pupils' independence.

5. Area of excellence

N/A

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice (SLP) events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)