



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR HUNGERFORD PRIMARY SCHOOL

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

<b>Date of this Review:</b>	11/11/2024
<b>Date of last QA Review</b>	20/11/2023
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	05/10/2022

## **1. Context and character of the school**

Hungerford Primary is a one-form entry school in Islington, located in an economically and culturally diverse part of the borough. There are currently 160 pupils on role.

74 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.

Hungerford is part of the Bridge Trust, a unique organisation which consists of five special schools, one primary school, a Training & Development Service and an Outreach Service. Schools in the Bridge Trust are driven by the 'five Ps' – pride, passion, professionalism, positivity and partnership. All decisions and developments are anchored on these values.

Hungerford Primary is in a listed building in the heart of the Islington community, where the school has played a role in the rich history of the local area. The school works in partnership with parents and the wider community and is committed to providing a welcoming community atmosphere which celebrates the achievement of every child.

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

- Leaders have focused on the EBI from their last review. They have continued to develop an evolving and motivating curriculum while ensuring that there is coverage of the national curriculum.
- The school's senior leadership team continuously promote Hungerford's vision that 'all pupils are special and unique and can achieve to their fullest individual potential regardless of their ability'. Leaders increasingly make use of evidence-based learning to strategically plan long term strategies for improvement to make a proven and discernible contribution to continually refining every aspect of school life.
- Hungerford's leadership shares their expertise across the Bridge Trust. This year they have supported a school, which is new to the Trust, by developing a joint curriculum. This is beginning to support pupils in the wider Trust to articulate their learning.

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- Communication is a strength and results in staff, parents and students being clear about what is expected of them, leading to consistency, trust, and respect at all levels. Pupils are rightly proud to attend Hungerford Primary and the positive difference that the school has made to their lives. This was shown by a Year 5 pupil who proudly reported, 'There is a lot of good learning and focus in our school, and everybody has friends.'
- Conversations between leaders and staff ensure that continuing professional development (CPD) is targeted to meet the identified needs throughout the school. This approach has led to success, most notably with staff acquiring the skills to develop pupils' speech and language, thereby enhancing the overall quality of education.
- Shared accountability is a feature of the school's continuing success. Leaders work with the Trust school improvement leader to conduct regular monitoring of teaching and learning. The impact of these conversations is routinely monitored through follow up visits, which celebrate achievements and determine next steps.
- The leadership team clearly articulate their belief that all pupils should be 'equally valued in school and strive to develop an environment where all can flourish and feel safe.' They have worked to develop a cohesive approach to the teaching of diversity across the school. This has included an art project focusing on celebrating the work of 'impactful inventors' such as Josephine Cochrane and Maria Orosa. Pupil's cultural awareness is also developed through use of visits and visitors. Pupils regularly undertake a variety of experiences including trips to parliament.
- Staff and pupil well-being is taken very seriously, and the impact of new initiatives and policies are routinely discussed by the school leadership. This has resulted in several practical measures, such as the sharing of 'cakes and compliments' on Friday. High levels of staff retention demonstrate the impact of this work.
- Hungerford's governors have actively sought validation of leaders' work, and regularly complete visits linked to the school's development plan. In recent visits they have reviewed staffing, which has led to increased equality in responsibilities across the school.

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

- ... leaders continued to work with Trust colleagues to develop an IT infrastructure which promotes inclusion.
- ... leaders continued to provide opportunities for staff to observe each other to further promote school improvement.

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

- Staff have continued to focus on the EBI from their previous review. Teachers are continuing to reinforce taught oracy within lessons.
- Staff at Hungerford Primary pursue a shared vision to provide a broad and ambitious curriculum for all pupils, which provides regular opportunities to reinforce knowledge. The impact of this vision is evident in well-presented project-based learning books and displays, demonstrating learning across a range of curriculum areas. The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned towards building sufficient knowledge and skills for future learning.
- Positive attitudes in all lessons demonstrate pupils' engagement, as do comments which show their deep level of learning, both inside and outside of school. Pupils are proactive in making tangible contributions to the life of the school and the wider community. This was demonstrated by a Year 6 pupil's comment that, 'we use our focused learning when performing music at the local old people's home.' The positive impact of the school's curriculum was also described by a Year 4 pupil, 'I enjoy learning about Shakespeare every year, it allows me to develop my language.'
- Leaders' strategies to develop reading, underpinned by a consistent focus on developing vocabulary, has provided pupils with the means to clearly articulate their opinions and evaluate their learning. The impact of this focus, which has further developed pupils' curiosity across the broader curriculum, was demonstrated by a Year 4 pupil's observation that, 'I have enjoyed learning about light and understand what translucent, transparent and opaque mean.'
- Teachers' strong subject knowledge, which is developed through well targeted professional development, allows them to provide precise feedback to further accelerate progress. Pupils value feedback which encourages them to reflect on strategies to improve their learning and to build sufficient knowledge and skills to support their future learning. For example, when asked to reflect on her writing a Year 4 pupil stated, 'visiting the beach made me feel exceptionally proud because I am usually scared of waves.'
- The Hungerford curriculum provides aspirational learning opportunities to prepare pupils for the next stages of their lives. The school leads the Islington 11 by 11 scheme, where every pupil is presented with 11 cultural experiences by the time they are 11. The teaching of key themes, such as 'Knife Crime', is

routinely supported by external speakers and visits which encourage pupils to consider choices that they will make in their future.

- A continued focus on the importance of attendance is evidence of Hungerford's positive learning culture, which is supported by the school's approach to supporting pupils' personal development. Each class follows a PSHE curriculum, which is clearly sequenced and allows opportunities for teachers to include topics which are pertinent to the school's circumstances. A recent example of this has seen a focus on secondary school readiness.
- Assemblies provide regular opportunities for collective reflection and a stimulus for important cultural, social, and curricular topics. This focus on personal development ensures that all pupils behave with high levels of respect for others. This was demonstrated by the school's 'remembering assembly' where pupils proactively supported each other to recall aspects of their prior learning.

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

... staff continued to develop pupil talk, using the 'Skills Builder' framework to implement a scaffolded approach.

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

- Staff have focused on the EBI from their previous review and have continued to develop a range of strategies to support pupils' independence.
- The school leadership team articulates a clear vision that 'we believe that all children can succeed if they are taught using approaches which are individual to their needs and talents.' This shared approach encourages all staff, parents, and pupils to work closely together to ensure that those with additional needs are consistently provided with high quality personalised learning opportunities.
- Effective SEN provision is provided for those pupils with the highest level of need through the teaching of bespoke curriculum provision. This draws on the experiences of a wide range of professionals from within the school and external organisations. It supports vulnerable learners by providing a range of

activities, including activities to develop respectful relationships, which equips them with the skills needed to thrive academically, socially, and emotionally.

- The individual needs of disadvantaged pupils are known, and support is put into in place for all staff to identify and share barriers to learning. The prioritisation of vocabulary supports them achieving the best possible outcomes from their starting points.
- There is a clear expectation in the school that all pupils with additional needs, deepen their learning through the specific learning interventions which support their behaviour and emotional needs. The success of these pupils is celebrated by all, whether it is demonstrated by their academic progress or improved motivation and confidence.
- The school's effective range of partnerships with external providers ensure that vulnerable pupils have a smooth and purposeful transition into the next stage of their education. All disadvantaged pupils receive priority places in extracurricular clubs and regularly visit other settings, including local museums, to further develop their language acquisition and raise their cultural awareness.
- Leaders have developed positive relationships with parents by helping them to overcome barriers to learning for their children. The school values parents as a 'child's key educator'. A range of opportunities to engage parents in school, including opportunities to signpost support in the wider community and involvement in extracurricular activities, lead to positive comments such as 'I love everything about Hungerford. The teachers are very supportive, and my kids love coming to school every day'.

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

... leaders further developed communication systems that are being used in specialist provisions, to have a positive impact across the wider school.



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#### **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>)