



QUALITY ASSURANCE REVIEW
PEMBROKE PARK PRIMARY
SCHOOL

Name of School:	Pembroke Park Primary School
Headteacher/Principal:	Toni Hayzen
Hub:	Wootton Bassett
School phase:	Primary
MAT (if applicable):	Magna Learning Partnership (MLP)

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	08/02/2023
Overall Estimate at last QA Review	N/A
Date of last QA Review	N/A
Grade at last Ofsted inspection:	Inadequate
Date of last Ofsted inspection:	06/03/2022

1. Context and character of the school

Pembroke Park Primary School is an average-sized 4-11 primary school located in Bemerton Heath, Salisbury. The school became a member of the Magna Learning Partnership (MLP) in September 2020. The school is in its third trust and has experienced significant turbulence in leadership prior to the appointment of the current headteacher and assistant headteacher.

The school's vision is underpinned by its P-PARK values of passion, politeness, aspiration, responsibility and kindness. Nestled at the foot of Old Sarum, the school has extensive grounds for the pupils to enjoy, including two large fields, two tennis courts and a new Playpod full of resources to fuel pupils' imaginations. In September 2022, leaders launched a new curriculum that aims to develop pupils' knowledge, skills and fluency in all subjects.

The school's pupil population is mainly White British. The proportion of pupils for whom English is an additional language (EAL) is well below the national average. The proportion of disadvantaged pupils is well above the national average, as is the proportion of pupils with special educational needs and/or disabilities (SEND).

The acting headteacher was appointed to the substantive post of headteacher in November 2022.

2.1 Leadership at all levels - What went well

- The headteacher provides highly effective leadership. Her passion, determination and high expectations are contagious and pupils and staff value and respect her. She is very well supported by a talented assistant headteacher and the wider leadership team.
- Leaders are relentless in their ambition for pupils. They communicate their conviction that anything is possible through the school's vision, 'every child, every chance, every day' which is visible throughout the school. There is a clear focus on the core business of a successful school and evidence of rapid improvement. The senior team is challenged and supported robustly by the trust's primary director of education and relishes external review and support.
- Senior leaders have rigorous processes for monitoring and evaluating performance. They use the accurate information that they gather intelligently through weekly meetings, accountability forms, feedback from subject release time and pupil progress meetings to plan short-term and long-term improvements. This successful strategy ensures that issues are addressed swiftly and is leading to pupils making accelerated progress.
- The school continues to undergo a period of change. Staff speak of a whole-school team culture. Leaders make it a priority to listen to staff feedback and

ensure workload and wellbeing are supported through termly keep/bin/trim exercises.

- There is a sustained drive to improve the quality of teaching and learning. Leadership of this area is strong and has ensured that teachers understand the importance of developing their practice. Extensive research underpins 'The Pembroke Way' which provides guidance to staff on the principles of teaching and learning. Teachers are responsive to this guidance with improvements in classroom practice evident.
- Leadership is now distributed more widely and opportunities to develop leaders are seized upon. Teachers and other staff are positive about the opportunities afforded them by senior staff and MLP.
- The Early Years Foundation Stage (EYFS) is well led. The leader has already identified what has been holding children back previously, action plans have been produced and the impact is evident in children's current achievements.
- Leaders have identified the main barriers to educational achievement faced by disadvantaged pupils and implemented a range of strategies to support their needs. A counsellor supports disadvantaged pupils and their families who struggle to access education.
- The curriculum matches the requirements of the National Curriculum. Subject leads have developed their curriculum areas to ensure that each subject is coherently planned and sequenced and outlines the knowledge and skills that pupils will learn.
- The co-curriculum enriches the pupils and provides them with opportunities to experience trips and activities. For example, Year 6 pupils participate in a residential at Liddington where they experience an exciting range of motivational adventure activities. Breakfast club provides pupils with an effective and structured start to the day, as well as helping them socialise with their friends.

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

- ... senior leaders continued to strengthen the impact of emerging leaders within foundation subjects.
- ... all leaders and staff took time to reflect on and consolidate strategies for school improvement.

3.1 Quality of provision and outcomes - What went well

- The quality of provision at Pembroke Park is improving rapidly and the legacy of pupil underachievement is being addressed. The 'Pembroke Way for Behaviour' ensures that expectations are commonly understood. Pupils comment on the much-improved behaviour across the school.
- Children make a strong start to their education in the Nursery class. They make rapid progress in the EYFS, especially in their ability to communicate

and to interact confidently with other children. They settle into the school extremely well and immediately begin to learn. Their attainment on entry is often below expectations for their age, with an increasing number arriving with low levels of language and communication skills and with poor personal and social development. Staff get to know all the children very well. The information collected about children is used particularly well to ensure that the least able, disadvantaged and the most vulnerable children settle well.

- The phonics screening check outcomes for 2022 were above the national benchmark, including for disadvantaged pupils. The high-quality phonics programme helps pupils to hit the ground running with their reading and writing. In Year 1, a second phonics session takes place in the afternoon to ensure that all pupils are fluent readers and ready for Year 2.
- Reading is prioritised through the rigorous approach to the teaching of early reading and through the school's 'reading curriculum'. The 'reading curriculum' has a high-quality reading spine at its core exposing all pupils to a rich language and a range of story structures over time. The school library has been overhauled recently to match all books to need in order to develop fluency. All disadvantaged pupils and the bottom 20 per cent of pupils in all year groups read to an adult in school every day.
- Older pupils are making accelerated progress with their reading, writing and mathematics but are still somewhat behind with their attainment because of the legacy of prior underachievement. Pupils' workbooks, including disadvantaged pupils and those pupils with SEND, show that identified gaps in attainment are being addressed quickly.
- In the best lessons, teachers employ a 'Do Now' approach at the start of a lesson. This is successful in building the foundation for higher order thinking. In a geography class, the 'Do Now' activity enabled pupils to retrieve knowledge successfully about the differences between the natural and the human-made world.
- When pupils are challenged effectively, the 'I do/We do/You do' approach ensures that learning is successfully adapted and pupils know more and do more. Teachers use scaffolding techniques to make learning accessible to all pupils, including disadvantaged pupils and those pupils with SEND.
- Teachers and teaching assistants work well together. This ensures that pupils with SEND have the appropriate challenge and support that they need.
- Pupils develop an understanding of democracy through the children's parliament. Leadership opportunities are provided through the Bronze Young Ambassadors and the Sports Leaders schemes. Pupils in Year 6 support younger pupils during 'family lunch' to develop appropriate table manners. Weekly picture news assemblies provide opportunities for pupils to learn about British values. Awareness assemblies ensure that pupils understand about discrimination and its impact on societies.

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

- ... leaders continued to enrich the curriculum with a broad range of visitors, speakers and trips in order to strengthen pupils' cultural capital.
- ... teachers checked pupils' understanding more effectively.
- ... teachers encouraged pupils to track the speaker within the classroom and to listen more carefully to the contributions of their peers.
- ... pupils were provided with more opportunities to read for betterment.

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

- The provision for pupils with SEND is well led. The school building has wide corridors to enable wheelchair and walking frame access and a lift to all other floor levels. All play areas are accessible for wheelchair and walking frame users. Leaders ensure that the equipment used is accessible to all pupils regardless of their needs. Leaders make every effort to include all pupils in school co-curricular activities. The school day is flexible in order to meet the needs of pupils with medical or complex needs, where necessary.
- In order to meet the needs of a small number of pupils with complex social, emotional or mental health needs, leaders have opened a resource called Explorers. This ensures that individual pupils receive a personalised curriculum matched to their needs. This is often whilst awaiting a place at specialist provision for them or the outcome of a statutory assessment. Leaders have adopted Thrive. This whole-school approach helps prevent mental health issues from arising and supports pupils to feel safe, secure and ready to learn.
- The school identifies pupils' needs rather than giving pupils a label. Widening disadvantaged pupils' horizons is a key part of the school's pupil premium strategy. Leaders continue to build a culture of improvement; they don't 'settle' but are reflective and ambitious about what all pupils, including disadvantaged pupils, can achieve.
- Leaders have purchased resources to support teachers' subject knowledge in writing and mathematics, with a particular emphasis on supporting disadvantaged pupils. All disadvantaged pupils receive a pencil case with the appropriate equipment so that classroom learning can get off to a quick start.
- Disadvantaged pupils with identified gaps in their learning receive additional personalised tutor sessions each afternoon.

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

- ... all staff used scaffolding techniques more effectively in order to support all groups of pupils with their learning.
- ... the role of the classroom teacher in supporting pupils with additional needs continued to be developed.

5. Area of Excellence

The school did not propose an area of excellence for this review.

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>)