



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR PEMBROKE PARK PRIMARY SCHOOL

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

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	15/11/2023
Overall Estimate at last QA Review	Effective
Date of last QA Review	08/02/2023
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 has just under 200 pupils on roll. Most classes have one form entry, although there are parallel classes in Years 1 and 6, which is a legacy from when the school was larger. The school also has its own nursery provision. It is situated to the west of the city of Salisbury, in the Bemerton Heath area which is an area of high deprivation.

The majority of pupils are of White British backgrounds, with almost one quarter from other ethnic groups. The proportion of pupils who have special educational needs and/or disabilities (SEND) is well above the national average, as is the percentage of disadvantaged pupils.

The experienced headteacher, who has a background in school improvement, was appointed to the substantive position in November 2022, following a period of acting headship from February 2022. She was joined by a new deputy headteacher in September 2022. There have been a number of other staff changes in recent years.

The school has been on a rapid improvement journey since February 2022, and received a monitoring visit from Ofsted in July 2023. This found that considerable progress has been made since the previous inspection which has led to the school quickly becoming a popular choice for local families.

2.1 Leadership at all levels - What went well

- The inspiring and ambitious headteacher leads the school with positivity and commitment. She is ably assisted by talented and enthusiastic senior leaders. They exemplify the Team Pembroke spirit, which is embodied in the PPARK values, consisting of passion, politeness, aspiration, responsibility and kindness. These were developed collaboratively and are known well by pupils, with one value revisited each week which helps to consolidate the ethos.
- Leaders at all levels work closely together and speak warmly of the collegiality and professional challenge established. It is notable that many leaders provide support both within and beyond the school. For instance, the mathematics leader is a Local Leader of Education (LLE), and the SENDCo shares her practice with external colleagues. This outward-looking approach helps to secure leadership capacity in the school, ensuring leaders keep their knowledge current whilst embracing new ideas.
- Subject leaders benefit from regular dedicated leadership time and work tirelessly to continually raise expectations. They have autonomy to lead their respective subjects and have produced three-year action plans which feed into school improvement planning.

- Trust professionals and the governing body provide much support and meaningful challenge to leaders, with regular visits and reviews from knowledgeable colleagues adding capacity to the school. Liaison between pupils is another valuable aspect, as exemplified during the review when Trust GCSE students led exciting drama workshops for Year 6.
- The learning environment is very spacious, due to a middle school previously being sited there. Classrooms show consistency, with purposeful working walls and displays specifically designed to be of low stimulus whilst celebrating pupils' learning. Moreover, pupils benefit from extensive grounds with large playgrounds, sports pitches and two dedicated forest school areas.
- Pupils are prepared effectively for life in modern Britain through a range of extra-curricular and leadership opportunities that enrich school life. For example, pupils relish being elected to the Children's Parliament, becoming sports captains or lunchtime buddies. In addition, Year 6 Citizenship Friday activities have recently been introduced when the oldest pupils gain experience working in community projects across the year, including reading at a local care home, helping at the food bank and litter picking. Furthermore, a wide variety of trips and visitors are linked with curriculum areas, spiritual events, or to raise aspirations. Recent examples include local field visits to Stonehenge and Old Sarum, and pupils welcoming visitors to the school who represent different professions or religious faiths.
- Leaders are committed to positive staff wellbeing. They carefully consider important aspects such as workload, teambuilding exercises, treats, and staff wellbeing days. Consequently, all adults feel supported and morale is very high.
- Warm and friendly relationships between pupils, and between adults and pupils, are key to life at Pembroke Park. The school dogs and guinea pigs further enrich the family feel and sense of belonging. This ethos has helped establish a productive climate for learning which pupils respond to with enthusiasm.

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

... subject leaders continued to enhance their contribution to the quality of education, by building evidence of their sustained impact.

3.1 Quality of provision and outcomes - What went well

- Leaders and teachers have developed a broad and balanced curriculum. It is unique to the school and celebrates the richness of resources in the local area. Knowledge and skills are mapped out by specific subjects, to ensure each aspect is progressive and designed to encourage pupils to develop their understanding.

- A typical feature of lessons is the emphasis on pupils retaining and retrieving information. Importantly, key learning is revisited regularly with 'do now' tasks at the beginning of lessons. This was evidenced in Year 4 and Reception classes when the teachers skilfully revisited prior vocabulary. Additional initiatives to enhance retrieval include Fun Fact Friday sessions, when pupils' interest is built with random recall activities, alongside pupil conferencing undertaken with a different focus each time. Consequently, pupils are developing a greater understanding of their learning and acquisition of knowledge across the curriculum.
- All adults in the school benefit from extensive professional development opportunities, linked to strategic planning or individual, identified needs. These are mostly delivered internally by subject leaders, across the Trust network or with external providers. Hence, the subject knowledge of teachers and other adults has developed well.
- Staff in the Early Years Foundation Stage (EYFS), have quickly built clear routines with the children, planning a range of adult and child-initiated activities. Notably, the introduction of an imaginative writing approach has particularly inspired the children. The outdoor area is large and well-resourced which further enables children to develop their independence and gross-motor skills.
- Early reading and phonics are taught effectively, with adults showing fidelity to the systematic programme. As a result, phonics screening outcomes are now above national averages, including for disadvantaged pupils.
- The commitment to developing reading continues into older years groups, with high-quality, purposeful, and diverse texts explored in every class. During learning walks across Key Stage 2 classes, it was evident that pupils engaged well in their learning. They answered comprehension questions generated by class teachers, after analysing gaps in learning from previous assessments.
- The teaching and learning of writing links closely to the reading curriculum. The explicit teaching of handwriting and spelling is given particular emphasis, together with consistent attention to the development of ambitious vocabulary. In addition, consideration of narrative, non-fiction and cross-curricular writing in the toolkits used, alongside the use of alternative methods of recording, are helping pupils to make strong progress.
- A mastery approach is taken to the teaching and learning of mathematics, with a consistent focus on the use of manipulatives and learning broken down into small steps. For instance, in a successful lesson in Year 1, pupils used part-whole methods, subitising, and mastering number. In addition, emphasis on the accurate use of vocabulary is consolidating pupils' understanding.
- Work in pupils' books shows a consistency of expectations, with knowledge strips affixed so that pupils can identify features of every learning objective. Feedback is consistently given through the four quadrants of peer marking, self-marking, whole-class feedback and teacher marking. These targeted methods are helping to inform future planning whilst supporting pupils to make accelerated progress from their starting points.

- It is evident the school is addressing historic underachievement, with very pleasing outcomes in recent times preparing pupils effectively for the next stages of their education. Notably, Key Stage 2 progress is now in line with national averages for reading and writing.

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

- ... teaching and learning strategies were further developed to ensure all pupils remained active throughout each lesson.
- ... tasks were consistently designed to ensure they include challenge for all.

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

- The leader with responsibility for disadvantaged pupils is the headteacher which indicates the emphasis placed on providing the best possible education for this significant number of pupils. She clearly articulates the ethos of “every child, every chance, every day”, and how this inclusivity helps all pupils to progress, including the most vulnerable.
- The SENDCo is knowledgeable and tenacious in her role, and another member of senior leadership. She has considerable leadership time to fulfil the role and shows much commitment to meeting the needs of SEND pupils whilst continually developing the practice of all in the teaching team.
- The inclusive curriculum has been designed to be of high challenge but low threat for all pupils, including those disadvantaged and/or with SEND, with all working towards the same learning objectives. Practical or visual tasks are adapted to the learning needs of each pupil to support them to access the learning appropriately.
- Teaching assistants are valued members of the staff team, having been empowered to take responsibility for the interventions they lead, and showing a skilled approach to meeting individual pupils’ needs. Interventions are planned to be quick-paced and targeted, with each pupil focusing on just one target at a time. As a result, tracking evidence indicates the most vulnerable pupils mostly make expected or accelerated progress from their individual starting points.
- The behaviour and attitudes of pupils, including those disadvantaged, have improved significantly and are now generally very positive. This is due to the high expectations and caring relationships apparent at all levels. Visual reminders of learning behaviours are used consistently in classes and further help to reinforce the positive culture.

- Attendance is above national averages for all groups of pupils. This is due to the dedicated focus of the home school liaison officer who understands the local community, together with the whole staff team working to break down barriers with families. Consequently, attendance has greatly improved and pupils are very happy to attend the school.

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

... good practice continued to be shared, so that highly effective scaffolding further strengthens the achievement of pupils with SEND in all subjects.

5. Area of Excellence

The school chose not to apply for 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.



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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>)