



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR PARK HIGH SCHOOL

Name of School:	Park High School
Headteacher:	Colette O'Dwyer
Hub:	Chrysalis Hub
School phase:	11-18
MAT (if applicable):	Not applicable

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	06/03/2024
Overall Estimate at last QA Review	Effective
Date of last QA Review	06/03/2023
Grade at last Ofsted inspection:	Requires improvement
Date of last Ofsted inspection:	16/06/2022

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	Leading
Quality of provision and outcomes	Effective

AND

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

Area of excellence	Effective careers provision in a secondary mainstream academy Accredited
Previously accredited valid areas of excellence	Effective SEND provision in a secondary mainstream academy 06/03/2023
Overall peer evaluation estimate	Effective

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

Park High School is a larger than average secondary school with a sixth form. It is a stand-alone academy, having converted in 2011. The proportion of disadvantaged students is in line with the national average. The proportion of students speaking English as an additional language (EAL) is above average, as is the proportion of students with special educational needs and/or disabilities (SEND). There are more boys in the school than girls. Year 7 students were first admitted into the school in 2010, when local education was reorganised. Provision for a sixth form was introduced earlier in 2007, resulting in a rapid increase in the overall roll. The headteacher's vision is founded on the idea that young people can become responsible citizens and aspire to be the best they can be. Park High school aims 'to inspire young people to be confident successful learners who contribute positively to society as responsible citizens.' The school's character values are compassion, resilience, integrity, curiosity and teamwork.

2.1 Leadership at all levels - What went well

- The headteacher and her leadership team have a clear vision and focus. Their strategy has clear priorities which link with 'The Park Way.' Senior leaders work together well. The clear school systems are understood by students, staff and families.
- Leaders and staff are knowledgeable and provide support to other schools. Partnerships are broad and increasing, and there is an outward-looking approach.
- Leaders invest in their staff. They trust middle leaders to take ownership and to create an ambitious curriculum, as well as enrichment such as trips and other opportunities. Middle leaders are articulate and confident. They can clearly explain why and how their subject links with school values, and are knowledgeable and creative. The teaching and learning champions promote teaching and learning. They role model strong pedagogy and lead training.
- The 'Park Way' was established as a blueprint for consistent learning routines and is embedded. This has now graduated to the '5Cs' and all teachers are expected to take ownership and ensure that these elements are taught in their lessons. Leaders have worked intentionally to ensure a more open door approach. There are weekly learning walks and all staff can join these to see stronger practice. Quality assurance, continuing professional development and performance development all work together well. Training is high quality

and often personalised. There is an impressive suite of in-house training resources and these match school values and priorities.

- Leaders and staff take on board student views and provide enrichment opportunities which reinforce the school's character virtues. Participation is tracked well, with 99% of students this academic year involved in clubs or trips.
- This is a multicultural school and students enjoy learning about other cultures and experiences. The tutor programme teaches students about diversity, with activities such as Black History Month and International Women's Day. Students give positive feedback about the personal social health citizenship and economic education (PSHCEE) curriculum which builds up students' knowledge over time. Students learn about British values, and how to stay safe and healthy. PSHCEE learning is timetabled weekly and further develops discussion and rapport.
- Leaders manage staff workload very well. Early career teachers (ECT) say there are lots of ways they can get support, with solutions to problems sought and put in place very quickly. They say that 'being an ECT is at the forefront of decision making here, and leaders are mindful of where we are in our career.'
- Careers and guidance are strong. Careers leaders have expert knowledge and communicate up to date information to students and families. There is a very wide range of support and provision. As a result, last year every student went onto employment, further education or training.

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

- ... the school further celebrated the impact of their external work.
- ... the school continued to build the confidence of leaders at all levels including governors and middle leaders.
- ... leaders further developed the coaching model.

3.1 Quality of provision and outcomes - What went well

- The 'Park Way' is embedded. Students know their learning routines. They behave very well and are respectful. There is a positive behaviour curriculum in place which sets out clear expectations and this links to the school's character virtues. Teachers write students' names on posters to highlight

positive work, and this promotes specific examples of strong behaviour. Behaviour routines are clear and include students having their resources on tables at the start of the lesson and sitting up straight ready to learn. The school takes a restorative approach and students are able to take responsibility for their behaviour, which is consistently excellent.

- In the vast majority of lessons there is a positive attitude to learning, with students responding well to high expectations. In these lessons, there is a strong level of challenge and tasks are well designed to allow students to build upon their prior knowledge and develop their skills.
- Teachers know their subjects and students well. The character virtues underpin the well sequenced curriculum. Teachers often create interesting activities such as the 'chocolate bar' activity which encourages students to remember prior learning and to share their ideas together. In one Year 10 drama lesson, curiosity and creativity was well delivered through a 'crime scene' setup.
- Teachers teach to the top and provide scaffolding for students so there is challenge and ambition for all. In many lessons, teachers ask questions which help students to remember prior learning, using subject specific vocabulary and pushing students to give accurate and detailed responses.
- Students have many leadership opportunities such as character virtue ambassadors, reading mentors, student councillors and prefects. Staff actively encourage students to take leadership roles in a variety of contexts, and pastoral teams select students for leadership where they see potential. Students see their peers in leadership and can identify with them; this further raises their aspirations.
- Character education is 'caught, taught and caught' as students learn the five virtues. The tutor programme is linked to these virtues. Students learn the language of character education and rewards are highly visible, including badges and certificates. Students know how to be responsible citizens. Each half term there is a focus on a specific character virtue and students are able to discuss this in form tutor time and learn more in assemblies. For example in a Year 9 careers assembly, there was a reference to curiosity, with the quote 'don't be afraid to be curious, when you're either correct or learning.'
- Reading is taught well. In English lessons there is now one lesson per week for all students that is a 'reading for pleasure' lesson to improve oracy and vocabulary. Teachers select the reading book and there is a mixture of teacher reading, student reading and silent reading. Students attend the library for their reading lessons and students can choose their own book with the help of the school librarian. There is accurate identification of students

with a lower reading age on entry with the New Group Reading Test (NGRT) and then a four stage approach to reading. This has a positive impact.

- Attendance is positive and students arrive punctually to their lessons. Pastoral staff help maintain communication with families to resolve any issues and ensure that students come to school and succeed.

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

- ... leaders paired up middle leaders with strong outcomes with leaders where outcomes were less strong.
- ... teachers continued to embed creativity and challenge in lessons.
- ... paired discussion with a specific outcome was further embedded in lessons.

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

- The school is multicultural and inclusive. All students behave well and are able to learn collaboratively. Teachers are aware of which students need additional support and the strategies to use in lessons to meet their needs.
- All students are entitled to the same curriculum offer, which is broad and balanced linking well with the school values.
- Department meetings have a focus on disadvantaged students. Staff track students well and work to ensure all reach potential including more able disadvantaged students.
- Park High has three trained SENCOs who work very well together. They communicate well with nearly forty primary feeder schools, working two years in advance to ensure transition is secure for incoming students.
- SEND staff provide excellent training for teachers which is 'a little and often', including a one page summary of teaching strategies to be used in lessons, placed on Arbor. On Wednesday afternoon briefings, they advise on teaching tips, adaptations and the best approaches for specific students. The school has a very helpful online suite of training and there are drop in lunchtime sessions where teachers can gain further advice.
- There is bespoke support identified and resourced for all needs including hearing and visual impairments, occupational therapy and additional speech and language support. Higher level teaching assistants (HLTAs) deliver the reading intervention 'Lexonik Leap', and mentoring for students with social,

emotional and mental health needs (SEMH). There is also small group mathematics intervention for students in Year 7.

- There is a range of additional support such as equine therapy, forest school, a therapy room, an onsite counsellor, a study skills group, and a specialist in dyslexia to support specific needs.
- Leaders provide specific support to students to remove any potential barriers and to enrich their education This includes learning musical instruments, culture festivals, tuition and laptops. Students benefit from a wide range of clubs and trips, for example the recent trip to Washington DC was free of charge for sixth form students.
- Leaders identify student aspiration as the biggest barrier for disadvantaged students. They provide opportunities such as the 'Brilliant Club' to address this, as well as the 'Inspire Scholars' programme for Years 9 to 11, and 'Glia Learning' mentoring for Year 11 students and staff
- There is wrap around support leading to rapid improvement. Specific examples include staff changing a hearing device which has transformed a student's engagement and enjoyment of lessons. Staff adapt provision sensitively where required. Students who are new to the country often show accelerated progress due to the school's strong collaboration with parents.
- Outcomes are positive. Disadvantaged students make nearly as much progress as non-disadvantaged students nationally. Students with SEND make more progress than students with SEND nationally. The school is ambitious for students to continue to make this rate of progress.

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

... there was even more consistent application of the disadvantaged strategy which is well underway.

5. Area of Excellence

Effective careers provision in a secondary mainstream academy

Accredited

5.1 Why has this area been identified as a strength? What actions has the school taken to establish expertise in this area?

There is a comprehensive careers programme which has become established over the past seven years. The Compass scores are above the national average for each Gatsby benchmark. The school achieved the Quality in Careers Standard Award, the national quality award for careers education, information, advice and guidance (CEIAG) in secondary schools, colleges and work-based learning. The school is committed to the reaccreditation by July 2024.

The school works in partnership with Prospects and a Level 7 Careers Adviser attends school on Monday and Tuesday each week 8.45am - 3.30pm. The fifty minute one-to-one guidance meetings and group workshops include information on the full range of education and training options, including apprenticeships and other vocational pathways, and promotes the best interests of the students to whom it is given. All students receive a written action plan following the meeting and feedback is obtained from the student at the end of the meeting.

The Careers and Employability Coordinator has already supported other schools who have appointed a new careers coordinator or who want direction on a specific area. Meetings have taken place at Park High or virtually over Teams to discuss how particular topics are managed. The careers and employability section of the Park High website was used in a presentation by Bob Neame on 30th January 2024 to showcase how the school shares opportunities to students and parents.

The Careers and Employability Coordinator has completed the Teach First Careers Leaders course and then delivered and supported elements to new delegates. Institutions within West London meet once a term to share good practice. Ideas have been shared with other schools. The Careers and Employability Coordinator has also been asked to chair future meetings of the West London Careers Hub.

The June 2022 Ofsted report stated: 'There is a carefully planned careers programme in place to support pupils with their next steps. This includes external speakers as well as one-to-one careers guidance for pupils. In the sixth form, students are well supported with applications to universities and apprenticeships. The vast majority of sixth form students go on to attend university.'

The recent report by Polaris Multi Academy Trust (SIP) in February 2024 said of CEIAG: 'The leadership of this approach is a strength of the school. There is a coherent programme in place from Years 7 to 13. The numerous events focused on careers are strong and greatly welcomed by pupils. Careers is effectively taught through PSHCEE and effectively complements the school's events programme. The school is meeting and going beyond the Gatsby benchmarks.'

5.2 What evidence is there of the impact on pupils' outcomes?

All Year 11 students achieved their destinations in 2023. There is a carefully planned careers programme in place to support pupils with their next steps. This includes external speakers as well as one-to-one careers guidance for pupils. Sixth form students are well supported with applications to universities and apprenticeships. The vast majority of sixth form students go on to attend university.

5.3 What is the name, job title and email address of the staff lead in this area?

Donna Foster
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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>)