



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR PARK HIGH SCHOOL

Name of School:	Park High School
Headteacher/Principal:	Colette O'Dwyer
Hub:	Chrysalis Hub
School phase:	11 - 18
MAT (if applicable):	N/A

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	03/03/2025
Overall Estimate at last QA Review	Effective
Date of last QA Review	06/03/2024
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	08/10/2024

Quality Assurance Review

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

Leadership at all levels Leading

Quality of provision and outcomes Leading

AND

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

Area of excellence Accredited

**Previously accredited valid areas
of excellence** Effective careers provision in a
secondary mainstream academy,
06/03/2024; Effective SEND
provision on a secondary
mainstream academy, 06/03/2023

Overall peer evaluation estimate Leading

Important information

- The QA Review provides a peer evaluation of a school's practice in curriculum, teaching and learning, and leadership. It is a voluntary and developmental process, and the peer review team can evaluate and offer 'peer evaluation estimates' based only on what the school chooses to share with them.
- The QA Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.
- The QA Review report is primarily for the school's internal use to support the school's continuing improvement.
- If you choose to share this report, or extracts thereof, externally (e.g. on your website or with parents), please ensure that it is accompanied with the following text: *Challenge Partners is a charity working to advance education for the public benefit. We are not a statutory accountability body. The QA Review does not audit schools' safeguarding or behaviour policies and practices. However, Lead Reviewers and visiting reviewers are expected to follow Challenge Partners' safeguarding policy and report any concerns as set out in the procedures.*

1. Context and character of the school

Park High School (PHS) is a larger than average, non-selective, comprehensive secondary school with approximately 1500 pupils aged between 11 and 18 years old. It is based in the London Borough of Harrow. The original school dates back to 1939. PHS is a stand-alone academy which converted in 2011.

The school serves a diverse community. Around seven-tenths of pupils speak English as an additional language (EAL). Pupils from 16 out of the 17 possible ethnic groups on the Ofsted inspection data summary report attend the school. The proportion of pupils for whom the school receives pupil premium grant is broadly in line with the national average.

The school's ethos and vision are underpinned by its commitment to the character virtues of resilience, curiosity, integrity, teamwork and compassion. The school's vision is to 'inspire young people to be confident and successful learners who contribute positively to society as responsible citizens'. The PHS ethos is 'investing in each other to be the very best we can be.'

2.1 Leadership at all levels - What went well

- The determined headteacher, supported by her collegiate, passionate senior leadership team, has overseen significant developments in the school. Leaders' clear vision is realised in the united, positive tangible culture. Their measured, focused, purposeful and relentless approach helps to secure sustainable continuous improvements.
- The school has prioritised the development of its character curriculum. The carefully considered five virtues promote a sense of community, pride and belonging. These permeate all facets of the school and have helped to transform its culture. Pupils are very aware of them and understand their application. Staff value the virtues and describe them as 'shared language'. The school has been awarded the School of Character Quality Mark through the Association for Character Education.
- Leaders ensure a structured approach to support pupils' development of reading. Special events like 'race across the world' and 'book tasting' motivate pupils to read for pleasure. Sixth formers are trained as reading mentors to deliver to younger pupils a structured reading programme. There are tiered reading interventions. In two Year 7 reading groups, both teachers demonstrated strong subject knowledge which helped pupils to develop their understanding of key vocabulary.
- Middle leaders explain clearly the intentions behind the curriculum design and how this leads to implementation. A group of heads of department shared detailed descriptions of how they had extended the Key Stage 3 curriculum far beyond the National Curriculum to offer challenging content. Middle leaders, both pastoral and curriculum, undertake quality assurance activities to inform

their ongoing evaluations. They use this information to support, develop and challenge colleagues.

- Pupils speak proudly about the school's careers provision. A group of Year 11 prefects explained the assistance they receive to help inform them in their next steps. Careers fairs include over 30 external providers talking to pupils about possible options. Pupils engage well in Year 10 work experience. They benefit from 'mock interviews' from a wide range of external contacts and guidance meetings. Visiting speakers regularly talk to pupils and give practical advice such as information related to future student finance.
- Leaders ensure that pupil leadership is well-developed. All pupils benefit from leadership opportunities through the character curriculum. Pupils can also undertake roles such as character ambassadors, form captains, prefects, sixth form leaders and student council. Leaders use numerous opportunities for pupil voice, including 'the student weekly'. Leaders act upon ideas and opinions shared. For example, pupils, supported by leaders, led the development of a girls' football team.
- The school is outward facing. Leaders have formed an innovative partnership with Nestlé related to apprenticeships. Pupils benefit from opportunities to work in the community including through the 'Park High help out' and sixth formers undertaking a 12 week programme to provide support in a local special school.
- The school uses innovative, carefully considered approaches to facilitating continuing professional development (CPD). 'Teaching and learning champions' help to promote and share best practice. Leaders reflect carefully on the impact of all aspects of CPD. Staff voice shows they value the CPD opportunities highly.

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

- ... middle leaders continued to develop in sharing their expertise of teaching and learning in their subject.

3.1 Quality of provision and outcomes - What went well

- The 'Park Way' is a blueprint for exceptional teaching and learning that was developed in consultation with all staff. The '5 C's'— creativity and challenge, checking for understanding, communication, context and character —support the delivery of lessons. The 'Park Way' and the '5C's' are well embedded across the school.
- The school is calm, orderly and purposeful. Pupils and adults share strong relationships. In a Year 11 dance lesson, the teacher's confident and passionate delivery fostered a positive learning environment. Pupils were keen to answer questions related to two musical pieces they had previously explored. During a Year 11 food technology lesson, pupils were preparing a timeline. The established culture for learning supported all pupils to be on task and focused.
- Teachers have high expectations for pupils, who respond accordingly. In a Year 10 science lesson involving a practical activity on a series circuit, the teacher's clear instructions supported all pupils to engage. During a Year 10 mathematics session on fractions, the teacher demonstrated high expectations for pupils' conduct and readiness for learning. Clear established routines were evidenced. As a result, pupils began the session by working purposefully on calculations using all four operations.
- Teachers use 'Do nows' at the start of lessons to support retrieval practice. In a Year 11 history lesson linked to the Great War, the engaging starter activity served as a purposeful introduction. At the beginning of a Year 7 art lesson, the question posed on motifs encouraged pupils to make connections to their prior learning which was then used as a foundation for further exploration.
- Teachers across the school prioritise supporting pupils' vocabulary development. This includes a particular focus on tiers two and three vocabulary. In a Year 10 mathematics lesson on graphs, the teacher provided a strong emphasis on key words such as 'velocity', 'acceleration' and 'deceleration'. Pupils identified and explained these concepts on a graph and demonstrated their ability to connect abstract terms to visual representations. During a Year 12 biology lesson on 'granulocytes' and 'agranulocytes', the teacher ensured time was spent connecting these terms to language that students were more familiar with. Students then went on to use this language confidently and independently. In a Year 11 design technology lesson, the focus on key language, including 'innovation', 'specification' and 'properties', helped pupils to answer questions succinctly and accurately.
- Lessons are sequenced to support creativity in pupils' learning. During a Year 12 chemistry lesson on the production of nitriles, students circulated the room and moved to different work stations to use fact sheets in an innovative and engaging activity. In a Year 10 art lesson looking at the work of Tim Burton, the teacher built upon a series of lessons to enable pupils to use knowledge

from previous sessions. Pupils were inspired to produce their own character sketches.

- Pupils' personal development is supported through a range of provision including community projects, the character curriculum and assemblies. In an assembly for Years 9, 12 and 13, the use of a 'big question' helped to frame consideration linked to International Women's Day. The session promoted gender equality and equity with the tackling of stereotypes in the workplace. A captivating video, combined with clear explanation from the deputy headteacher, provided thought-provoking messages, with which pupils all engaged. Tutor times give pupils a rich diet of experiences. These activities include arts and cultural experiences, pupil-led presentations and student voice initiatives.

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

... teachers continued to develop best practice in pupil participation ratio.

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

- The school believes that the entitlement should be the same for all pupils and has high expectations for all within their community. All staff are seen as leaders of inclusion. The school has four trained special educational needs and/or disabilities coordinators. These leaders help to support inclusive provision across the school and ensure that reasonable, appropriate adjustments are facilitated for vulnerable individuals.
- Pupils enjoy a broad range of enrichment opportunities. Activities include those within the arts, sports and debating. Leaders use 'Arbor' to support the monitoring and tracking attendance at sessions. Pupils' take-up is high. Vulnerable pupils' rates of participation are in line with their peers.
- The school provides targeted interventions. These are internal and external. They include academic, therapeutic, pastoral or support based on specific needs. Pupils appreciate these and describe how they are tailored for them as individuals.
- Leaders ensure a culture where there is a focus on the early identification of needs. Staff, including curriculum and pastoral leaders, work together to ensure a holistic understanding of needs so that vulnerable pupils are well supported in lessons and through wider provision. The 'disadvantaged register' serves as a valuable system that helps capture strategies for pupils. Inclusive best practice is well shared amongst colleagues, including in 'drop in surgeries' and through the weekly teaching and learning briefings.
- Support staff are well deployed in lessons. They provide valuable support to pupils. For example, in a Year 8 English lesson on settings and stories, the

learning support assistant worked with vulnerable pupils to clarify their understanding which allowed them to access the learning.

- Staff know pupils well. Leaders ensure that all staff give consideration to the context of pupils. Staff form strong, positive relationships with families, which helps provide valuable information that can be used to tailor personalised support. Questionnaires with pupils are used to develop understanding. Teachers produce seating plans which include details of strategies they are going to use to support vulnerable pupils. Arbor allows 'pen portraits' to be shared with all staff to assist them in meeting needs.

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

... the development of EAL provision continued, reflecting the school's evolving needs.

5. Area of Excellence

Driving whole-school improvement through a comprehensive CPD programme.

Accredited

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

The school ethos of 'investing in each other to be the very best we can be' is reflected in their approach to CPD. Over the three previous years, the school's approach to CPD has underpinned the school improvement journey. There is a wide ranging, comprehensive CPD offer at PHS.

CPD feeds into staff's performance development. All staff have a personal CPD target where they are encouraged to identify their own CPD needs with support from their line manager. Leaders have created a 'menu' of internal and external CPD opportunities each of which have differing values of 'credits' assigned to them. Staff aim to achieve 100 'credits' during the course of the year. To support internal progression, the school offers immersive programmes for new staff and provides three internal leadership CPD pathways. These six-session courses run throughout the year and aim to develop staff in middle leadership, pastoral leadership and senior leadership. The programmes act as developmental opportunities that help to prepare colleagues for their next steps in professional development. The 'teaching and learning champions' support the organisation of professional learning, monitor its impact through quality assurance and support staff through coaching and

mentoring. Best practice is shared in a range of ways. The 'teaching tip' is a short weekly session where a range of staff contribute to the professional learning of the school by sharing a strategy that they have trialled in their classroom. 'WOW' (watching others work) walks allow colleagues to visit a variety of lessons and provide peers with positive feedback. The CPD programme extends to all staff, including support staff, with bespoke programmes.. The school has an annual staff conference in November which is dedicated to celebrating teaching and learning and includes a variety of external speakers.

Visitors to PHS would gain insights into a robust, well-rounded CPD programme that not only enhances teaching quality but also positively impacts pupils' outcomes and staff satisfaction.

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

The school measures the impact of CPD through their quality assurance programme which includes senior leaders' weekly walks, middle leaders' subject quality assurance and pupils' voice.

Progress and attainment at the school at the end of Key Stage 4 have been above national averages.

The school measures the impact of CPD through staff evaluations which are overwhelmingly positive. One hundred percent stated that the CPD provision has enhanced their understanding of 'The Park Way'.

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

Louise Cramp, assistant headteacher, lcramp5.310@parkhighstanmore.org.uk.



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REVIEW REPORT FOR PARK HIGH SCHOOL

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 content reports from across the hub networks including using AI tools to create an aggregate picture of what is going on across the sector (sharing these with the partnership) each year. The QA Review reports remain confidential to Challenge Partners and the host school. This ensures that schools embrace the review as a development process, acting as a catalyst for their ongoing improvement. This is the primary purpose of the QA review. However, our aim is that the thematic analysis will demonstrate the additional value of a sector wide overview, illustrated with real-life examples.

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. The School Support Directory 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>)