



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR HAVELOCK PRIMARY SCHOOL, NURSERY AND ADDITIONAL RESOURCE PROVISION

Name of School:	Havelock Primary School, Nursery and ARP
Headteacher/Principal:	Naz Abaeian
Hub:	Compass Hub
School phase:	Primary
MAT (if applicable):	Not applicable (N/A)

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	15/04/2026
Overall Estimate at last QA Review:	Leading
Date of last QA Review:	22/01/2025
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	07/02/2024

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/or pupils with additional needs Leading

Area of excellence Additional Resource Provision (ARP)

Previously accredited valid areas of excellence N/A

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.

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RESOURCE PROVISION****1. Context and character of the school**

Havelock Nursery and the Additional Resource Provision (ARP) are part of Havelock Primary School, a mixed community school in Southall, Ealing, serving children from Nursery age through to Year 6. Guided by its aspirational vision to empower all pupils by seeking out and growing their potential, Havelock places strong emphasis on nurturing, supporting and challenging every child so that they flourish personally, socially and academically. In recent years, the school, including its Nursery and ARP, has continued to strengthen its inclusive practice and provision.

The culture of Havelock Nursery and the ARP is shaped by the school's shared values and rights-respecting ethos. Central to daily life are the 5 Rs – resilience, resourcefulness, responsibility, reflectiveness and relationships – which underpin expectations for behaviour and learning. Pupils are encouraged to understand their rights and responsibilities and to apply these consistently, helping to foster a calm, respectful and purposeful environment.

Havelock Primary, Nursery and ARP provide a caring, structured and stimulating setting where pupils settle quickly and develop secure relationships with staff. The team places a strong focus on emotional literacy, communication and early development, working closely with families to ensure that each pupil is well supported from their earliest experiences of school. Pastoral care and well-being are prioritised, enabling pupils to feel safe, confident and ready to learn.

The ARP offers specialist support for pupils with autism and speech, language and communication needs. Pupils benefit from tailored interventions, therapeutic approaches and a highly skilled staff team, while also being meaningfully included within mainstream classes. Strong partnership working with families and external professionals ensures that provision is responsive and closely matched to individual needs.

In all aspects of its work, Havelock Primary, Nursery and ARP aim to provide a highly inclusive and transformative educational experience, where every child is known, valued and supported to achieve their very best, and where the whole community thrives together.

2.1 Leadership at all levels - What went well

- Leaders at Havelock Primary School, Nursery and the Additional Resource Provision demonstrate a clear, strategic and forward-thinking approach to sustained improvement. They respond effectively to identified priorities and ensure that improvement activity is firmly rooted in the lived experiences of

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pupils and staff. Curriculum development is well planned, sequenced and continually refined, drawing on educational research and external frameworks, including rights-respecting and inclusive education approaches. This has strengthened staff confidence and enhanced pupils' learning experiences across the school.

- Leaders place strong emphasis on developing pupils' cultural capital through a carefully planned programme of lessons, visitors and trips. These opportunities broaden pupils' experiences, raise aspirations and reflect the community the school serves. Pupils articulate the impact of this approach clearly, with one pupil explaining, "History lessons help us understand how the past still impacts our lives today, and we enjoy learning in different ways such as drama and using our knowledge organisers to deepen our understanding." Systems for gathering pupil voice are embedded and increasingly influential, with pupils' views informing the School Improvement Plan and contributing to sustained change.
- Values-led leadership is securely established and consistently modelled. Leaders share a clear vision centred on developing pupils academically, socially and emotionally. The school's core values of resilience, responsibility and relationships underpin behaviour and learning and are evident in daily practice. Pupils confidently articulate these values and apply them through leadership roles such as pupil 'ministers.' For example, reading ministers monitor provision and suggest improvements, including making assemblies more inclusive and personal. This shared understanding promotes pride, maturity and a purposeful environment where pupils feel respected, safe and supported.
- Communication is a notable strength. Leaders ensure that staff, pupils and families are kept well informed through purposeful systems. Class Dojo enables immediate home-school communication, while coffee mornings, bespoke workshops and translated support strengthen engagement for all families, including those who are harder to reach. Staff benefit from consistent briefings that reinforce priorities and professional learning, contributing to a calm, respectful culture with high expectations. Pupils speak positively about their sense of safety and belonging; for example, a pupil in the ARP stated, "I enjoy my time at school and there is nothing I would change."
- Professional development is a central driver for improvement. Leaders provide personalised and well-considered training that strengthens subject knowledge and pedagogy for all staff, including those in Nursery and ARP. The professional growth model ensures that CPD is sharply focused and informed by staff feedback, learning walks and the School Development Plan. All staff participate in coaching-supported growth meetings, enabling manageable targets and reflective practice. Recent CPD on adaptive teaching, inclusive practice and greater-depth questioning has improved

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outcomes for vulnerable pupils and increased challenge across subjects, supporting strong morale and retention.

- Collaboration is well established and increasingly distributed. Middle leaders have growing responsibility for monitoring their subjects using robust systems such as the subject mastery cycle, which includes curriculum review, focused drop-ins, book scrutiny and pupil voice. This process identified the need to strengthen historical coherency, now being addressed systematically. Leaders are outward-facing and work closely with partnerships, clusters and the local authority. National Professional Qualifications (NPQ) training, peer review and consultancy have led to tangible improvements, including shared ARP curriculum and assessment approaches using tailored software.
- Monitoring and evaluation are sharply focused on impact. Leaders prioritise subject leadership time and clear delegation, enabling swift identification and removal of barriers to learning. Coaching has improved teaching quality, including increased confidence and progress in mathematics within Key Stage One. Wellbeing remains central, with protected time, clear marking expectations, and positive staff feedback. Pupils receive strong emotional support, while leaders work closely with families to improve attendance through inclusive initiatives such as stay-and-learn sessions, workshops and breakfast club provision. Together, these approaches sustain high ambition, strong relationships and pride across the school community.

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

- ... leaders continued to implement and evaluate a clear cycle of school improvement focused on strengthening greater-depth opportunities across the wider curriculum, ensuring increasing consistency, ambition and measurable impact over time.
- ... leaders refocused curriculum planning and evaluation in response to recent changes in inspection and curriculum frameworks, ensuring continued alignment between intent, implementation and impact while maintaining high expectations for all learners

3.1 Quality of provision and outcomes - What went well

- Leaders have responded effectively to the identified priority of increasing challenge for pupils working at greater depth across the wider curriculum. Subject leaders have refined curriculum sequencing, clarified expectations and strengthened progression so that pupils are routinely encouraged to think more deeply, articulate their ideas and apply learning with increasing independence. Focused professional development on questioning, oracy and subject-specific language has sharpened challenge, particularly in the

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foundation subjects. Monitoring activities, pupil voice and work scrutiny show that expectations for depth are increasingly consistent. For example, pupils in history confidently justify their thinking using well-scaffolded talk stems, making increasingly sophisticated comparisons between the past and present.

- Havelock provides pupils with a high-quality education through a carefully designed and ambitious curriculum, reflecting leaders' clear vision to empower pupils and grow their potential. Learning is intentionally sequenced so that knowledge and skills build progressively from the early years to Key Stage 2. As a result, pupils develop confidence, independence and the ability to reflect on their learning. Teaching sparks curiosity and deepens understanding by linking learning to real-life contexts through exploration, discussion and purposeful talk, underpinned by the school's strong values of care, ambition and relationships.
- Pupils benefit from a broad and balanced curriculum taught with clarity and strong intent. Leaders and staff work collaboratively to agree shared concepts and ensure consistent sequencing, enabling pupils to make meaningful connections across subjects. Safeguarding is woven through the curriculum, supporting pupils to make informed choices. Carefully planned learning opportunities, such as history enquiries and mathematical investigations using manipulatives, help pupils apply knowledge beyond the classroom. As a result, increasing numbers of pupils, including those working at greater depth, are achieving well.
- Reading is a central priority. From the early years, pupils engage in frequent, purposeful reading that develops fluency, comprehension and enjoyment. High-quality texts are carefully selected, with structured interventions supporting pupils who need additional help. Consistent phonics routines secure strong early foundations, while strategies such as text marking support the development of more complex comprehension skills. This is reflected in pupils' writing, for example when Year 2 pupils accurately use precise vocabulary in extended explanations such as, "Lions are considered the second largest cat species after the tiger."
- Teaching reflects secure subject knowledge and a strong commitment to professional development. Staff use assessment well to address misconceptions and plan next steps. Questioning is purposeful and open-ended, helping pupils articulate reasoning. In mathematics, pupils are encouraged to 'talk like a mathematician', confidently using terms such as "addends". Manipulatives support reasoning and independence, and pupils show pride, resilience and positive responses to feedback.
- Many pupils make strong progress across the curriculum, supported by a consistent focus on well-being. Approaches such as the Zones of Regulation help pupils understand expectations and regulate behaviour. Leaders work closely with families to improve engagement and attendance, strengthening pupils' learning experiences.

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- Pupils demonstrate positive attitudes to learning, characterised by curiosity, collaboration and perseverance. A Key Stage 1 pupil commented, 'At this school I have the right to an education which develops my personality and allows me to respect others' rights and the environment.' Behaviour for learning is calm and respectful. In the Additional Resource Provision, warm relationships, strong routines and strategies such as sensory circuits and colourful semantics ensure pupils feel safe, confident and ambitious.
- Overall, the quality of provision reflects a strong commitment to excellence, inclusion and well-being. Pupils feel a strong sense of belonging and are well prepared for the next stage of their education.

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

- ... staff selection and refinement of curriculum texts was further developed to strengthen pupils' subject knowledge across the wider curriculum, with a particular focus on language development, decoding skills and comprehension challenge.

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

- The previously identified area for improvement relating to upskilling teachers to better meet the needs of pupils with SEND during whole-class input has been successfully addressed. Leaders have prioritised targeted professional development and coaching focused on adaptive teaching, ensuring that staff have the confidence to make effective adjustments from the start of lessons. As a result, pupils with SEND are better supported to engage, understand expectations and access learning alongside their peers. Monitoring activities, lesson visits and pupil feedback confirm that adaptations such as clear modelling, concrete and visual resources, and structured support are now implemented more consistently and with greater impact.
- Leaders demonstrate a thoughtful, values-driven approach to improving provision for pupils with additional needs. Inclusion and equality sit at the heart of the school's vision, ensuring pupils learn, achieve and celebrate success together. This commitment is underpinned by shared values that promote resilience, responsibility and belonging and is evident in the school's strong relational culture. Staff consistently embody this ethos, creating a calm, nurturing environment that supports well-being and engagement. The consistent use of the Zones of Regulation across both mainstream and ARP settings exemplifies this shared approach, supporting pupils to develop emotional awareness and regulation.

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- Leaders place strong emphasis on early identification and high-quality support. A well-embedded graduated approach ensures that provision closely matches pupils' needs. Effective collaboration between Nursery, early years and school staff enables secure understanding before pupils enter Reception, with routines, communication needs and barriers carefully assessed. As a result, pupils begin school with appropriate strategies in place. This impact is evident in outdoor learning environments where challenge is thoughtfully developed; pupils demonstrate growing confidence, communication and independence, supported by skilled adult modelling and the introduction of key vocabulary through song, story and play.
- Provision for pupils with SEND is robust and aligned with national expectations. Communication with families is a strength, with parents actively involved through planning meetings, reviews and accessible discussion opportunities. Pupil voice informs individual support. The SENDCo provides clear leadership through joint planning, lesson visits and targeted coaching, ensuring pupils with higher needs are well understood. Strong alignment between ARP and mainstream practice raises consistency, including the use of visual timetables, Now-Next-Then boards and shared regulation strategies.
- Adaptive teaching remains a key focus. Leaders maintain high expectations, ensuring assessment removes barriers to learning. Adjustments such as structured morning routines, Breakfast Club provision and sensory strategies support engagement. Resources such as Dienes enable pupils to secure understanding before moving to pictorial and abstract representations, supporting strong progress and confident participation.
- The curriculum is ambitious and inclusive. Targeted literacy support strengthens fluency and comprehension, while a focus on oracy builds communication and confidence. Technology and adapted resources support independence. Leaders remove barriers so that pupils with SEND fully access enrichment opportunities, including ambitious experiences such as travelling on the London Underground. Positive integration between ARP and mainstream pupils strengthens belonging and ensures that pupils with additional needs are well prepared to thrive beyond primary school.

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

- ... leaders and staff systematically extended the use of ARP assessment tools to pupils with EHCPs in mainstream classes, enabling sharper identification of need, more precisely targeted adaptations, and clearer evidence of progress and impact over time.

5. Area of Excellence

Additional Resource Provision

Accredited

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

This area has been identified as a strength due to the consistently strong impact of the ARP provision on pupils with significant speech, language and associated needs, alongside its growing reputation within the local authority and wider school community. Since opening in September 2021, the ARP has enabled pupils to make accelerated progress from their individual starting points, measured carefully through small-step assessment, and to thrive socially, emotionally and academically within a mainstream context. The provision is highly sought after, with a sustained planning list from across the borough, and is regarded by schools, parents and professionals as a model of high-quality inclusive practice. Positive parental feedback, successful reintegration and transition outcomes, and regular requests from other schools to observe practice all demonstrate that this work is not only effective but exemplary.

The school has taken deliberate and sustained actions to establish and deepen expertise in this area. A bespoke curriculum has been developed around pupils' needs and interests, underpinned by a wide range of evidence-based approaches including structured communication systems, sensory and regulation strategies, and independence-focused frameworks. Staff work closely with therapists to embed high-quality intervention throughout the school day and into the home environment. Expertise is further strengthened through targeted weekly CPD for ARP staff, specialist training in recognised approaches, and strong leadership oversight to ensure practice remains current and responsive. Crucially, the integration model and in-reach approach have built capacity across the wider staff team, ensuring that expertise is shared, embedded and sustainable beyond the ARP itself.

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

There is strong evidence that the ARP provision has had a highly positive impact on pupils' academic, communication and wellbeing outcomes. Pupils consistently make significant progress from their individual starting points, tracked carefully through small-step assessment using BSquared, with targets in speech and language, occupational therapy and academic learning being met and regularly updated. Accelerated progress is evident as pupils frequently achieve targets ahead of expected timescales, reflecting the effectiveness of personalised, embedded interventions. Many pupils who previously struggled in other settings, including those transitioning from specialist provision or following exclusion, have experienced sustained academic success for the first time.

The impact is also clearly demonstrated through pupils' social, emotional and behavioural development and through stakeholder feedback. Pupils develop increased confidence, independence and emotional regulation, enabling them to engage positively within a mainstream environment and prepare successfully for transition to the next stage of education. Parents consistently report that their children are happier, calmer and more confident, and express high levels of trust in the expertise and care provided by staff. Ongoing relationships with families, even after pupils move on to secondary education further indicate the lasting impact of the provision on pupils' outcomes and family confidence.

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

Name: Amy Braid

Job Title: Assistant Headteacher for Inclusion and ARP Lead

Email: Amy.braid@havelock.ealing.sch.uk

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 partnership of schools and trusts 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 partnership 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>)