



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR
WOODHILL PRIMARY SCHOOL

Name of School:	Woodhill Primary School
Head teacher/Principal:	Karolina Jankowska
Hub:	Inspire Partnership Hub
School type:	Academy converter
MAT (if applicable):	Inspire Partnership Academy Trust

Estimate at this QA Review:	Outstanding
Date of this Review:	27/02/2019
Estimate at last QA Review	Outstanding
Date of last QA Review	01/11/2017
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	13/07/2016

Quality Assurance Review

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

School Improvement Strategies	Outstanding
Outcomes for Pupils	Outstanding
Quality of Teaching, Learning and Assessment	Outstanding
Area of Excellence	Accredited
Previously accredited valid Areas of Excellence	Early Years Foundation Stage, 01/11/2017
Overall Estimate	Outstanding

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

1. Context and character of the school

Woodhill Primary School is a larger than average school in the London borough of Greenwich. The school is situated in an area of significant deprivation that is amongst the very highest in the country. Pupil mobility is very high as a result of the regeneration of local housing stock, moves from and into temporary housing and the large numbers of new pupils who originate from overseas that start school. Most pupils come to school with significant barriers to learning including limited language and social development. Many pupils that start at school after the Early Years Foundation Stage (EYFS) have had no previous formal education. The school serves a community with traditionally limited literacy levels and low aspirations.

The proportion of pupils from disadvantaged backgrounds is very high and accounts for approximately two thirds of the pupil population. The proportion of pupils entering school speaking English as an additional language is much higher than the national average at around half of all pupils. Most pupils are from Black African backgrounds, mainly from Nigeria and Somalia. European pupils are the next largest cohort with the smallest cohort coming from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities (SEND) is around the national average. Very few pupils at the school have an education, health and care plan.

For many years, the school had not provided pupils within the community with the quality of education that they deserved. Consequently, since 2013, the school has undergone significant changes to leadership. The school was one of the founding members of the Inspire Partnership Academy Trust in June 2017. Shortly afterwards the school received a full inspection that resulted in the first positive outcome at the school for many generations.

2.1 School Improvement Strategies - Progress from previous EBIs

- The school has worked hard to address the interaction between adults within the classroom. There has been a clear focus on improving the support that pupils receive from adults. Most use their knowledge and skills well to support effective learning. Consequently, results at the school are consistent and the previous EBI has been successfully completed.

2.2 School Improvement Strategies - What went well

- Leaders are flexible and adaptable to the changing pupil population. They respond with great enthusiasm and vigour to ensure that all pupils receive the best possible learning experience at the school. The school recently achieved the

Inclusion Quality Mark that recognises the ongoing commitment to providing quality education for the local community.

- Leaders have an accurate and deep understanding of the performance of the school. They regularly review the robust development plans that are evident across all stages of learning. Consequently, leaders remain acutely focused on whole school improvement. Leaders are relentless in their pursuit of excellence.
- Leaders use a range of highly refined data to drive forward improvement. They use information gathered throughout the year from the tracking of pupils and from results they achieve in tests. Although currently in a period of transition to a new data management system, leaders take almost every opportunity to measure performance across the school.
- Leaders have implemented a series of whole school improvement initiatives such as the recent focus on the depth of learning. They provide compelling evidence to illustrate that a much higher proportion of pupils are currently securing the depth of learning that they need for the next stage of their education.
- Teachers have reaped significant positive benefits from the high-quality training opportunities that they receive in school, across the Trust and through external training. As a result, the consistently high standard of teaching reaches across all year groups.
- Leaders ensure that moderation activities provide the school with highly detailed tracking and confidence in the accuracy of internally marked work. This helps leaders to have high levels of confidence in the predicted outcomes for pupils.
- Leaders receive dedicated training to ensure that they have the skills and knowledge to secure consistently effective provision. They have high expectations of academic staff but allow them to have the autonomy to experiment, take managed risks in the classroom and take ownership of learning areas. Consequently, teaching areas are vibrant, and learning is consistently strong. Staff morale is high.
- The school has a range of highly effective parent partnerships. These partnerships lead to improved pupil outcomes, particularly for those who come from areas of highest deprivation and have weak literacy skills on entry to school. Leaders have provided training and support for parents, including language training so that they are able to support their children when they are not in school.

2.3 School Improvement Strategies - Even better if...

...the school used its shadow data to illustrate the exceptional progress that pupils make from their very low starting points.

...leaders ensured that higher ability pupils made better progress.

3.1 Quality of Teaching, Learning and Assessment - Progress from previous EBIs

- The quality of feedback given to pupils is consistent across all year groups. Almost all pupils respond well to feedback. The learning dialogue between teachers and pupils results in well-scaffolded learning where gaps in pupils' knowledge are effectively addressed. Therefore, the previous EBI has been closed down.

3.2 Quality of Teaching, Learning and Assessment - What went well

- Learning routines are very well established across the school. Teachers' subject knowledge is very strong. There is evidence of planning for learning across the school with very clear learning intentions that are reinforced regularly. All teachers use a broad range of resources to support learning.
- Behaviour for learning is very strong. There are no instances of poor behaviour. All pupils work together with respect exhibited at all times. Pupils allow each other to take turns to get their point across. For example, in a Year 6 philosophy lesson, pupils debated the impact that humankind has had on deforestation.
- Learning environments are vibrant. Pupils across the school produce a range of exhibited works of art, vocabulary rich written work and contextual displays of work across the curriculum such as from history and science. Pupils take pride in their work.
- At its best, teaching support in classes enables pupils to make strong progress. For example, in a Year 6 English session, teaching assistants scaffolded learning to identify language structures from the core reading text and ensure that correct grammar was used when pupils responded to questions.
- Pupils are proud of their school community. They speak extremely positively about the experience that they have in school and the impact that learning has on their own lives. The breadth of the curriculum keeps pupils interested in life outside of their own community such as in Year 5 where pupils are learning about other countries and cultures in geography.
- Pupils respond well to feedback. They respond in depth to the prompts that are supplied regularly by their teachers. The ongoing dialogue about learning in books enables many pupils to deepen their subject knowledge such as in Year 2 English where pupils routinely complete extended and additional written pieces to a high standard.
- Pupils speak at length about what they have learned, including what they have learned by making mistakes. For example, in a Year 2 physical education lesson, the teacher explored the importance of listening to instructions. By coaching pupils, the teacher allowed pupils to test each other on correct basketball techniques. Pupils made adjustments where the required technique was not achieved the first time.
- Junior leaders have a school-wide role to uphold the ethos of the school. They

engage with other year groups and support school events both inside and outside of school. Junior leaders have high aspirations of themselves as well as what their peers can achieve. They manage learning and behaviour effectively and are held in high regard by their peers.

- The exemplary relationships between staff and pupils enable almost all pupils to remain highly engaged in learning and make strong progress.
- Teachers consistently use high-level questioning to probe and dig deeper with their pupils. For example, in a Year 4 English lesson, the teacher explored the correct use of grammar by rigorously testing pupils' knowledge with well-scaffolded questions about their reading of 'The Tin Man'.

3.3 Quality of Teaching, Learning and Assessment - Even better if...

...all teachers provided consistently challenging activities for all pupils, but particularly for the more able, to deepen their knowledge further.

4. Outcomes for Pupils

- There are a high proportion of children that start in the EYFS with very limited language, cognitive, physical or social development. There are significant barriers to learning including poor nutrition and lack of adequate clothing.
- The school has developed a very close relationship with parents so that they can support their children to speak in sentences. The school supports parents with very low literacy levels so that they can support their children to learn at home.
- The proportion of children that leave the EYFS with a good level of development is consistently higher than the national average. This demonstrates the significantly positive impact that the school's interventions are having on children's progress. They join Key Stage 1 with the skills that they need to thrive in learning.
- In Year 1, the proportion of pupils working at the expected standard in the phonics screening check is in-line with the national average. By the end of Key Stage 1, the proportion of pupils achieving the expected standard for reading, writing and mathematics is above the national average. The proportion of pupils achieving greater depth is also above the national average.
- Current pupils produce work of a very high standard. The quality of displayed work, written work in pupils' workbooks and other work such as art exemplify the pride that pupils have in what they can achieve.
- At the end of Key Stage 2, the proportion of pupils attaining the expected standard is in line with the national average. The proportion of pupils achieving the higher standard in reading and mathematics is much lower than the national average but for writing is much higher. The school has clear improvement plans, case studies and contextual information to support that this is not indicative of a deficit in the quality of teaching at the school.
- Progress in writing and mathematics is particularly positive. However, there has

been a decline in pupils' progress in reading although this measure is still slightly higher than the national average. The recently introduced whole class reading programme is starting to have a positive impact on the progress that pupils are making in reading, particularly in Years 5 and 6.

- The high proportion of pupils who speak English as an additional language make exceptional progress and attain much higher than the school and national average. These measures demonstrate the excellent ongoing support and intervention that they receive. The large proportion of disadvantaged pupils perform better than similar cohorts nationally.
- Every pupil is prepared as well as possible for the next stage of learning. Given the low starting points for the large majority of pupils on entry to the school, it is clear that their life chances have been greatly enhanced.

5. Area of Excellence

Inclusive Teaching and Intervention

Accredited

5.1 Why has this area been identified as a strength?

The school introduced a range of inclusion strategies approximately four years ago to improve outcomes for the very large proportion of disadvantaged pupils, those speaking EAL and other pupils with complex support needs that enter school every year. The partnership with parents and the wider community is fundamental to the success of this initiative. This has been recognised with the school securing the Inclusion Quality Mark for its commitment to providing the best possible education for the local community. From their extremely low academic starting points as well as often limited physical and emotional development, pupils make exceptional progress.

5.2 What actions has the school taken to establish expertise in this area?

The school has worked with parents and outside agencies to improve the self-esteem and confidence of pupils who come mainly from backgrounds of significant disadvantage. The school has learned from within the Trust SEND Hub, supporting a number of other schools to drive forward their inclusion offer. In addition, all teaching staff are highly trained in identifying, assessing and supporting pupils with complex needs. The school has a clear focus on providing an inclusive education and has recently been awarded the Inclusion Quality Mark for its commitment to providing high quality education for its pupils within the community.

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

The positive impact on outcomes is in all Key Stages but particularly upper KS2 who were first recipients of the strategy. Attendance remains high against the national average and persistent absence has reduced. The school has a comprehensive range of internal benchmark data that tracks pupil progress from their extremely low starting points. Pupils enter school requiring significant support and intervention but over time this reduces with only a few requiring ongoing, additional support. Disadvantaged pupils and those with EAL perform significantly better than the national average particularly in mathematics and writing. All pupils are exceptionally well prepared for the next stage of learning.

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

Jennifer McKenna

Deputy Headteacher and SENDCO

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6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

The school would like to reflect on its next steps and any additional support that may be required prior to committing to support from the Challenge Partners network.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.