



VIRTUAL LEADERSHIP QUALITY
ASSURANCE REVIEW

REVIEW REPORT FOR
WOODHILL PRIMARY SCHOOL

Name of School:	Woodhill Primary School
Headteacher/Principal:	Aimi Vdovin
Hub:	Inspire Partnership
School phase:	Academy
MAT (if applicable):	Inspire Partnership Academy Trust

Overall Peer Evaluation Estimate at this virtual Leadership Quality Assurance Review:	Leading
Date of this Review:	19/05/21
Overall Estimate at last QA Review	Outstanding
Date of last QA Review	27/02/2019
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	03/12/2019



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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
School Improvement Strategies	Leading
Approach to recovery and remote learning	Not applicable
Area of Excellence	Accredited
Previously accredited valid Areas of Excellence	Inclusive Teaching and Intervention, 03/12/2019
Overall Peer Evaluation Estimate	Leading

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

The peer evaluation estimate included on this report has been collectively agreed between the lead reviewer, review team and host school. The estimate is based on the evidence seen as part of the virtual Leadership Quality Assurance Review.

Whilst every effort has been made to triangulate the evidence presented during the review, it is important to note that the nature of working remotely means that the estimate given only encompasses that which is able to be explored virtually.

1. Context and character of the school

Woodhill Primary is a large primary school with approximately 550 pupils. There are three classes in each year group from Year 2 to Year 6, with two classes in Reception and Year 1. The school is located in Greenwich, London in an area of significant deprivation, amongst the very highest in the country.

Woodhill is a fully inclusive school serving a diverse community; the proportion of disadvantaged pupils is higher than the national average. Twenty-eight per cent of pupils are from a Black African background and twenty-five per cent are from a White British background. Thirty-five per cent of pupils have English as an additional language and mobility is extremely high with large numbers of new pupils arriving from overseas or being moved into the area from other areas of London and beyond. A relatively small number of pupils have an education, health and care plan, with broadly average numbers of pupils on the SEND register.

The school is part of the Inspire Partnership Academy Trust and works closely with the schools in this partnership and beyond. The school has high ambition for all and works tirelessly to improve outcomes for all. Their links with others and leaders' strong drive for continuous improvement ensure that they are well placed to offer the very best to the pupils, families and staff at Woodhill. The school is a highly active and engaged member of Challenge Partners.

2.1 Leadership at all Levels - What went well

- The school's vision and values, developed by the pupils, staff and governors, are well understood and 'lived' by all. They underpin the curriculum and everything that takes place within the school.
- Leaders at all levels have ensured that the curriculum is highly effective in building positive attitudes and good character and in creating global citizens of the future. The curriculum is well sequenced, builds pupils' skills and knowledge over time and effectively prepares pupils for their next steps.
- The global curriculum has been carefully developed and crafted, underpinned by the school's values, and it encourages all to be caring and compassionate members of society.
- Leaders have ensured, through the development of a highly effective professional development, coaching and teaching offer, that a growth mindset has been fostered across the staff and pupil population. This enables pupils and staff, including those staff that are new to the school, to build resilience, challenge themselves and reach their full potential.
- Staff collaboration is a strong feature across the school and everyone shares the clear, school vision. All staff have an excellent understanding and ownership of the

school development plan priorities and this results in staff feeling highly empowered and included in the consistent drive for school improvement.

- Leaders' self-evaluation reflects their highly accurate understanding of the school's strengths and areas for further improvement. They have implemented and embedded a rigorous schedule for monitoring. This includes regular pupil review meetings which ensure that all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND), are making strong progress. These review meetings clearly identify pupils' barriers to learning and the next steps to address any concerns or issues.
- The school has been highly successful in developing leaders at all levels through a well-planned and well-executed professional growth model. Coaching is a key element in this and all staff access coaching on a formal and informal basis. Middle leaders have been well supported through this approach. For example, history and geography leads have developed an effective monitoring and assessment system to assess the impact of the new initiatives in their subjects. This system has enabled these leaders to demonstrate that, in a short space of time, the sequential history and geography curriculum has enabled pupils to build their knowledge and make connections and links across different time periods.
- The special educational needs coordinator's close partnership and work with the trust's special educational needs hub has resulted in the development of high-quality exemplification, key performance indicator and tracker documents that assist all teachers in their planning for pupils with SEND. This supports high quality planning for all pupils and an appropriate tailoring of the curriculum to enable all pupils to make strong progress in all areas.

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

...the skills, knowledge and experience of middle leaders were further developed through a variety of opportunities to lead, articulate and share their work in new and additional forums beyond the school and the trust.

3.1 School improvement strategies and the extent to which these address the needs of different groups of learners, especially disadvantaged pupils and those with additional needs - What went well

- All staff and governors are highly involved and engaged in self-evaluation and in the school's improvement planning processes. This ensures that there is an accurate, shared understanding of the school's strengths and areas for further improvement.

- There is a well-developed, rigorous schedule for monitoring, including regular pupil review meetings. Separate meetings for disadvantaged pupils and those with SEND ensure that the progress of these pupils is monitored particularly carefully. These review meetings help staff to identify pupils' barriers to learning quickly and to plan next steps.
- The clear and highly supportive line management, professional development and planned coaching opportunities result in staff feeling motivated and empowered. Middle leaders benefit from having dedicated leadership time and opportunities to work with others in school and beyond. Leaders at all levels share practice across their year groups, which has had a positive impact on consistency.
- The school has made reading a significant focus. The subject leader is highly knowledgeable and skilled. A rigorous, well communicated and established approach to reading underpins the curriculum and develops pupils' fluency and confidence when reading. This consistent approach, which provides pupils with books that are well matched to their levels, has meant that staff are confident and knowledgeable with the teaching of reading and phonics and reading outcomes are strong. A love of reading is evident across the school and pupils said that they have enjoyed reading highly relatable texts.
- The school provides well for pupils with SEND. There is a clear, shared leadership of SEND and all staff understand that they are 'all teachers of SEND'. Strong links have been established with local networks and the school works closely and effectively with parents. Teachers receive effective professional development, support and advice, which enable them to implement a range of strategies that result in pupils accessing the curriculum and learning successfully.
- The school is fully inclusive and leaders have identified a wide range of strategies to address disadvantaged pupils' barriers to learning; for example, the introduction of an oracy framework. The pupil premium report indicates clearly the impact of these strategies.

3.2 School improvement strategies and the extent to which these address the needs of different groups of learners, especially disadvantaged pupils and those with additional needs - Even better if...

...leaders deepened community engagement by further developing their links with local groups and charities.

4.1 Approach to recovery and remote learning - What went well

- Leaders were proactive and pre-emptive in their actions to establish effective strategies for remote learning; they successfully drew on research from a variety of sources to design a highly effective recovery curriculum. Leaders at all levels were very clear about how teaching and learning needed to be reframed in the light of the recovery curriculum. As a result, pupils were successfully reintegrated into school and have returned to school happily and have settled well.
- The school maintained its curriculum offer during lockdown, and included an appropriate balance of, for example, live and recorded lessons, posted work, small group interventions and webinars. Subject leaders carefully monitored planning to ensure that all pupils, including those who are disadvantaged, had full access to the curriculum. In addition, counselling and learning support continued remotely to ensure that no pupil lost out on important interventions.
- Pupils had access to their teachers for feedback to check understanding and to receive bespoke support when needed. The school's approach resulted in high levels of pupil engagement. Pupils were very positive about their learning at home; they said that their teachers were always there to support them and that their learning continued without too much disruption.
- The school made effective use of pupils', teachers' and parents' feedback to evaluate the best approach to remote learning. This feedback guided changes and refinements to the remote offer, resulting in high quality learning, access and opportunities for all. Parents were supported with technology and internet access at all times.
- The school ensured that the learning was tailored well to the different needs of pupils, including those with SEND. The individual work packs and one-to-one interventions, for example, enabled pupils to access their learning and continue to make strong progress.
- The school made great efforts to ensure that vulnerable pupils received quality in-school teaching and face-to-face pastoral support during lockdowns. As a result, these pupils continued to learn successfully.
- The well-being of all pupils, parents and staff throughout the pandemic has been a key focus for the school. A wide range of support, including online parent groups and training, has been offered. This has been highly effective and has resulted in very positive feedback from parents, pupils and staff. This has been closely monitored by leaders, governors and the trust.

4.2 Approach to recovery and remote learning - Even better if...

- There were no significant improvements needed in this area.

5. Area of Excellence

Continuing professional development (CPD) that empowers leadership at all levels

Accredited

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

Leaders at Woodhill strongly believe that investing in continuing professional development for all staff enables and empowers everyone to be a leader. There are several strategies that they have developed over the last few years, and which they continue to embed, that have established expertise in this area.

Leaders utilise one of their weekly CPD sessions to formulate their school development plan with all staff. From their core priorities based around pupil progress, leadership at all levels, well-being and engaging their community in the global curriculum, they are able to formulate their weekly sessions.

To ensure that their CPD would be able to be measured for impact and sustained throughout the year, leaders added in two new aspects to CPD:

- 1) Whole school strategy sessions to be continuous and revisited throughout to enable staff to build upon their progress and to have the opportunity to reflect.
- 2) The inclusion of a gap task element to enable them to ensure what they were delivering was enacted straightaway.

An example of a successful whole school strategy which has been built upon through CPD is the school's 'Limitless Mind' approach to teaching and learning, based on the book by Jo Boaler. This training has been delivered in four parts to teachers so that they have time to learn some of the strategies, embed them, return to reflect together on the next steps and monitor the progress of their pupils. The 'Limitless Mind' approach focuses on a mindset shift and embedding six key strategies to unlock pupils' full potential to learn.

Part of their CPD approach is the belief that as a staff they all have a collective responsibility to lead on the core priorities. As a partnership and school, leaders invest heavily in leadership CPD for middle leaders and budding middle leaders, as well as ensuring that support staff have a robust menu of training. The impact of leadership training has created an ambitious and passionate culture within the school in which teaching staff drive the school development plan and model being a continuous learner.

This ethos has also been embedded through the coaching programme. Every member of staff has a coach and they are supported through the appraisal process to develop a leadership project throughout the year that will impact on the delivery of their school

development plan. Staff projects have ranged from support staff supporting pupils' well-being and positive play on the playground to whole school approaches such as 'Limitless Mind' and oracy. The impact of coaching is reflected in the most recent teaching and learning drop-ins in which leaders crafted 'what went wells' and 'even better ifs' alongside year groups; they then shared feedback together in coaching sessions to create actions against the 'even better ifs'. They then supported others across the school by sharing each year groups' areas of expertise.

Through the CPD programme, leaders are also extremely reflective and they encourage staff feedback on the process. The programme is a working document and the second half of the year offer changes due to feedback directly from staff. This year for the first time, because of staff feedback, the partnership has offered sessions specifically for the early years teams to support their learning and transition to the new early years framework.

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

The impact of the school's investment in continual CPD for leadership has been immense. Leaders have reflected on and captured how the training has supported their leadership development and fostered their ambition. The commitment to leadership professional development, as well as the carefully crafted in-house CPD offer, has empowered all staff to be leaders in their areas of expertise and has created a culture of passion and ambition for personal growth. The coaching programme has given staff the autonomy to make an impact on both the school and its pupils, as well as allowing staff to be continually reflective.

From the extensive offer of support staff CPD, leaders have most recently seen its impact on pupils' outcomes through the most recent teaching and learning drop-ins. Elements of the 'Limitless Mind', oracy and EAL training provided for support staff were evident in the language being used by the additional adults to encourage pupils, the well-scaffolded communication imprint resources, as well as the high-quality modelling of oracy strategies.

The impact of oracy CPD is most notably seen in lessons when pupils are utilising the strategies with their peers. It is also seen in the outcomes in books with the significant progress pupils have made in writing since returning from the lockdown period.

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

Name: Melissa Molnar



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Title: Assistant Head/Accredited Professional Development Lead

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

Continued opportunities to access networks, training and CPD opportunities to share and learn about best practice.

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.

Schools can also access the School Support Directory, the Challenge Partners online tool that enables schools to connect with other schools in their hub and across the national network of schools.

Schools can also attend Sharing Leading Practice 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.