



Assessor's Evaluation for the IQM CoE Award



School Name: Woodhill Primary School
Woodhill, Woolwich,
London SE18 5JE

Head/Principal: Aimi Vdovin

IQM Lead: Lauren Murphy

Date of Review: 25 January 2022

Assessor: Nina Cromwell

IQM Cluster Programme

Cluster Group: Four Seasons

Ambassador: Pauline Roberts

Date of Next Meeting: 10th February 2022

Next Cluster Group Meeting Focus: TBC

Sources of Evidence during IQM Review Day:

Discussions with:

- Senior Leaders
- Middle leaders
- Junior Leadership Team
- Students and parents.

Additional Activities:

- Discussion of the links with the School Development Plan
- Behaviour policy
- SEF
- Oracy Framework
- Relational Wellness Charter

Also, presentations from AHT's on the Oracy Framework, Presentation from the Junior Leadership Team on the Behaviour policy and self-regulation.



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Summary of Targets from 2020-2021

The School's targets from the previous year were based on the school developments focus of ensuring the promotion of deep engagement and a sense of belonging for all within a community that places diversity, equality, and wellbeing at its core.

Target 1: To ensure the school community is equipped and feel confident to discuss issues of race, gender, and sexuality.

- An audit of the curriculum and the systems took place which enabled school leaders to look at the texts being used in the classes and ensure that they enriched and reflected the whole school community.
- A whole school INSET was delivered by external speakers on the theme of Equality, Diversity, and Inclusion. It was also there that the curriculum was looked at and discussions around curriculum blind spots, bias and representations took place.
- A glossary of terms has been created by staff in the Equality, Diversity, and Inclusion (EDI) working party and shared across the school and the Trust so there is a common language for all, and that language is inclusive.
- A person from 'Undateables' was invited into the school where he talked about how to be positive despite having some disabilities and disfigurements. The school also invited the tallest man into the school to show that being the tallest, when some people think the smallest is a disability, has its challenges and can also be seen as a disability but spoke to the children about how to be positive and accept diversity and equality for all.
- The DHT is looking at working with the Governors to set up a parent EDI working group to develop things further on this theme.
- The school have pointed out that this target involves a lot more involvement and that the scale of this work is much larger than anticipated and so this has formed part of their flagship project.

Target 2: To ensure staff feel empowered to support children of all levels and abilities.

- An audit was carried out of the school behaviour system, from staff and the pupils' perspective. The results showed that it needed updating to reflect the progress of the school and the pupils. As a result of the outcomes from the audit, a new behaviour system was put in place where pupils' needs were taken into account i.e., those who needed to learn to self-regulate and manage their own behaviour.
- The staff feel more empowered as they have been trained in using the new behaviour policy and strategies to minimise children being out of class whilst managing behaviours.



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- The school have now introduced mindfulness sessions at lunchtimes to support improvements in behaviour. The Pastoral Team have trained others in pastoral interventions such as Draw and Talk and two staff have been trained as Mental Health First Aiders.
- The Pastoral Team have worked with key staff and new members of staff to model on how to de-escalate heightened emotions and challenging behaviours in the classroom. This has had a positive impact in having a low number of internal exclusions. They are working on reducing this further using the new system which has been positively received by all, including from the Junior Leadership Team who gave an excellent presentation about the behaviour system, self- regulation and the support that is now available to help others who have difficulties.

Target 3: To ensure that positive wellbeing drives every aspect of school life.

- There are daily and weekly SEMH interventions taking place for those pupils needing support for the varying level of needs. There are also daily afternoon provisions such as life/ social skills and nurture-based skills.
- There are now two trained Mental Health First Aiders and two pupil Mental Health First Aiders. The TA's have been trained in therapeutic interventions such as Theraplay and Draw and Talk.
- There are regular parental health Zoom and supportive workshops focussing on parenting techniques which have been run by the school counsellor and the Wellbeing specialist. There are robust procedures in place to support staff with absence and sickness. This now means that there is coaching in place to reduce and alleviate and further anxiety and absences.
- The Relational Wellness Charter has been developed within the Wellbeing Hub and serves as a useful tool in highlighting aspects of the practice to support wellbeing.

There are wellbeing check-ins at all levels. There are weekly circle times linked to real life issues such as the pandemic and Zones of Regulation daily check-ins. There is pupil voice also through the Junior Leadership Team where feedback is given.

Agreed Targets for 2021-2022

Target 1: Review and evaluate existing policy linked to Equality, Diversity, and Inclusion.

Intended outcomes:

- An audit of the school's existing policies will ensure they use non-binary language and reflect best practice in Equality, Diversity' and Inclusion.
- An audit the existing policy of EDI will enable an analysis the school's baseline regarding the seven protected characteristics to be looked at and acted upon.



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Target 2: Review and enhance curriculum so that all aspects of EDI are embedded and carefully taught to support children to become the best citizens they can be.

Intended Outcomes:

- To ensure that the core texts and the global curriculum is reviewed regularly so that progress be made in so far as making sure they show positive representations and tackle bias.
- To make sure that the content of the whole school assemblies learning is linked to the EDI agenda.
- To make sure that the existing RSE Curriculum is linked to all aspects of EDI and monitored through high quality Teaching and learning resources.

Target 3: Develop bespoke packages of training/ CPD for the different stakeholders which is relevant to individual levels of awareness

Intended Outcomes:

- Whole school offer of CPD related to the EDI agenda will be delivered so that Governors and trustees are appropriately trained and that this is regularly reviewed and updated.
- Engage with parent governors, Friends of Woodhill, and other parent groups to co-create an appropriate package of resources that meet the needs of the diverse community.

Target 4: Further develop the sense of community and positive culture through a robust offer of engagement including learning, events, and forums.

Intended Outcomes:

- Parent workshops will be created for them to attend on aspects of EDI, and they will be able to learn how to support their child.
- A common language will be created and shared with all stakeholders. Community events and celebrations will be held so that all groups are represented and celebrated at Woodhill as part of creating a positive culture and a sense of community.

The Impact of the Cluster Group

There were four meetings which the school attended. One of them was delivered by Woodhill where they gave a presentation via Zoom on 'online learning.' This enabled them to share good practice. Another meeting was on Zoom on parental workshops and use of the Government catch-up funding. This enabled the school to co-construct parental workshops with families as a package. The last two cluster meetings were held in a school around 'Talk for Writing' and RSE curriculum developments. This enabled



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the school to develop gender neutral environments and language, which are embedded in the curriculum and teaching. This has had a positive impact in the school and something the school is still developing as part of their target.

Overview

On arrival at the school, I was most welcomed by staff and the Leadership Team. I was warmly greeted by members of the Leadership Team where introductions were made and my expectations for the day were shared.

Woodhill Primary School is quite a large primary school of about 525 pupils on roll. It is part of the Inspire Partnership Trust. They officially became part of the trust in 2017. There have been some changes in the last academic year with the Deputy Head on leave and a new AHT appointment. Since 2018, Woodhill has played a key role in supporting new schools joining the Trust and continues to do so. The school has been recognised as having IQM Centre of Excellence status since 2018. The percentage of free school meals and in receipt of Pupil Premium is larger than average (56.5%). The percentage of pupils for whom English is not their first language is above the national average. The school serves a community of high deprivation, diversity, and mobility. Mobility is high with approximately 150+ pupils starting/leaving each year.

The school have worked hard to ensure that they keep going from strength to strength and are very inclusive. This particularly came across when speaking to the Junior Leadership Team and the parents. The parents said that there was real shared support for those who were struggling, not only during lockdown but also those who are still struggling whether this be with their mental health or financially. They were given extra food; a foodbank was set up and delivered to those struggling parents and some basic medical supplies too. The school has set up a 'Magic Breakfast' so that everyone can access a decent breakfast in the morning. One of the parents commented that 'this school is a safe and caring place to be.' Another parent said, 'they treat you as family here' and that 'safety is a priority here'. The parents said that the school is very inclusive and that there are lots of activities for all the pupils to do and plenty for those pupils with SEND needs too. This school advocates inclusion at its best.

The school has made a real effort to ensure that the school community is equipped and feel confident in discussing issues around race, gender, and sexuality. When speaking to the Junior Leadership Team, they discussed how the curriculum has been looked at in terms of the texts that are used in their classes to reflect the diversity across the school. They gave examples of texts that were used and how diversity and stereotypes were challenged. They also said that there were posters around the school on equality and diversity for everyone to see.

The school invited the Inclusion Leader across the Trust to come and give a presentation to all staff about Inclusion and the role played by all in supporting this. They also invited an external Equality, Diversity and Inclusion Leader who delivered training around the issues. They looked at the texts to be used in school, the curriculum, and the development of the EDI Working Party across the Trust. The DHT explained how the school has been looking at the school's Anti-Racist Policy and curriculum in a



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non-biased way. There are now 6 themes in the curriculum which underpin the curriculum.

These are:

- Human Rights
- Peace and Conflict
- Equality, Diversity, and Inclusion
- Sustainability and development
- Social Justice.

They are using different texts for each theme which come from the CLPE. The ideas of the texts to use are shared and discussed with the School Council - many of whom are on the Junior Leadership Team. There is a clear sense of a strong inclusive ethic in the school where everyone's voice is heard and valued. This is something the school has really worked hard on and should be extremely proud of. There have been discussions with the pupils as to what is racism. Any racism incidents are logged, and challenge is done in workshops to address the issues ensuring equality and diversity is at the forefront of what the school does. To focus on diversity and inclusion even further, the school invited an author into school as part of the 'We are Woodhill event'. At this event, different music, different cultural costumes, and food were experienced and appreciated. It is at this event works are shared from different backgrounds such as poetry readings in different languages to show the real cultural mix and appreciation in the school community. To ensure that the school is equipped and confident to discuss race, gender, and sexuality, they make sure that there are links shared in their assemblies. For example, around diversity and equality they did a large assembly on Marcus Rashford and what he has done for the community.

An audit of the school behaviour system has taken place and a new system is in place which is now embedded in the school. The AHT talked about how the system of 'self-regulation' works and gave a thorough presentation on what it is and how it works in the school. She showed that the new behaviour system now takes better account of pupils' needs so that they can emotionally regulate and begin to manage their own behaviour. This was trialled in the previous Summer Term and has now been implemented in the Autumn Term and proving to be very successful and inclusive. The staff have been trained on using this system and given strategies to minimise pupils being sent out of class. The Pastoral Team have worked with all staff on how to de-escalate heightened emotions and challenging behaviours in the classroom and so there has been a marked reduction in internal exclusions.

When meeting the Junior Leadership Team, they spoke confidently about the new behaviour system and how they feel that it has transformed the ethos of the school. They said it is 'very inclusive and no matter whatever the pupils' needs are they are responsible for their own self-regulation and so the class teacher can get on and teach.' I must say, I was blown away when someone from the Junior Leadership Team spoke so positively and this way about a behaviour system in the school. There is now a focus on the positive language around the behaviour system where the pupils are taking ownership of their own behaviour which was not the case before. There are now mindfulness sessions at lunchtime, draw and talk interventions and two fully trained



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Mental Health First Aiders and two young person Mental Health First Aiders to ensure inclusivity.

Two AHT's in the school delivered an excellent presentation on the 'Wellbeing for all members of the school community.' They have looked at the wellbeing part of the curriculum, for example a book called 'The Goldfish Boy' and how to deal with different mental health issues. They also invited Kooth to come into the school to train and speak to the Year 6's about their services. The school have introduced targeted interventions, such as a social skills group Friends for Life, an Australian based therapeutic intervention. They are also prioritising wellbeing in the school by making sure that the 'Relational Wellness Charter' is used and is a 'live' document. They have compliment slips in the staff room where staff can fill them out about colleagues, and one is picked out weekly to compliment the staff member which boosts one's wellbeing. There are robust procedures to support staff with absences and sickness and there is coaching to reduce anxiety, any further absences and support for staff well-being.

There have been CAMHS sessions set up for parents on a weekly basis and parent workshops on attachment theories, Anxiety, Anger, Family Mental Health and Wellbeing. To ensure inclusivity, for those parents who are unable to attend, video clips are sent out to support the positive parenting around those issues. This has proved to be a great success.

I truly believe that the school has come on leaps and bounds and have taken staff, governors, parents, and pupils together on this journey to ensure that Equality, Diversity, and Inclusion is high on the agenda. There has been a lot of intense work done by all where innovative strategies such as the new behaviour system has now become embedded and that the Relational Wellness Charter is a live working document. The staff have worked exceptionally hard on what it means to be inclusive and have achieved some great successes around these targets. The notion of Equality, Diversity and Inclusion is not lost to this school.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. Following three years as a Centre of Excellence the team at **Woodhill Primary School** has established a commitment to the Inclusion Quality Mark and to continually self-reflect to improve as one school. From discussion with leaders, it was evident that the school is ready to become an IQM Flagship School. I would recommend that **Woodhill Primary School** moves to being an IQM Flagship School and is reviewed again in 12 months' time.

Assessor: **Nina Cromwell**

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

Joe McCann MBA NPQH
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