

31<sup>st</sup> July 2018



Ms Melissa Carpenter  
Head of School  
Woodhill Primary School  
Woodhill  
Woolwich  
SE18 5JE

**Assessment Dates: 10<sup>th</sup> & 11<sup>th</sup> July 2018**

**Summary**

The pupils who attend Woodhill are fortunate to belong to such an inclusive school. They are happy children who are respected and valued. They are strongly supported in all areas of the curriculum by passionate and dedicated staff led by a Head of School who has a clear vision for ensuring that Woodhill offers the best possible education. She is ably supported by a strong team of senior leaders who share her determination that all stakeholders should be listened to and that all children can and will succeed, regardless of any barriers. The Inclusion Leader shares an inclusive ethos which pervades throughout the school.

The staff have made a warm, friendly and welcoming place. Everybody has a clear sense of purpose. The children have confidence in their teachers and support staff and know their needs will be met. They feel inspired in their learning by the highly imaginative teaching.

Visitors who enter the school are warmly welcomed by the office team and the smiles continue through the school from all the staff and children. There is a sense of safety and calm.

The school was last inspected by Ofsted in July 2016. Since then the school has continued to aim for high standards. The school wants to continue to improve. It works hard to ensure that attendance remains good.

The Executive Leadership Team (ELT) has worked hard to ensure that children and staff respect each other, the behaviour of the children is a strength of the school. They understand how to listen to each other.

Achievement and successes are celebrated in the Friday assembly. There are a variety of certificates that the children can earn. The Junior Leadership Team (JLT) know that their ideas will be taken on board and therefore have a deep sense of ownership. To be part of the JLT children not only have to apply but also act as role models and demonstrate that they are worthy of this privilege.

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Children understand that their actions can influence their future lives.

All of the classrooms are well organised; the vibrant displays celebrate the children's learning and progress. Prompts in the classes aid their independence. Children know what to do if they are stuck. The teachers plan their lessons carefully considering their children's needs and desires. Each lesson has a clear learning intention with steps to success (success criteria).

Support staff are well trained and make a valuable contribution in class or provide interventions for individuals and groups where necessary. There are high levels of analysis and the tracking of pupils is rigorous. Governors monitor the process and understand that they are critical friends to the school. They share the vision that Woodhill's journey must continue to improve and will do so if they continue to fulfil their role by providing support and challenge. The school is supporting Elaine Primary School which is currently 'Requiring Improvement'.

Parents feel that they are listened to and the school has fostered a real partnership ensuring both parties share the process of educating their children. Parents commented that communication between home and school is very good. If parents have a concern they are confident that staff will take them seriously and act immediately. They said that their children are making very good progress and they appreciate the support given by the very approachable staff.

Children who have certain needs are very well supported by the school and parents highly praised the school's practice. The staff work tirelessly to ensure their needs are met and the families feel reassured. The professionalism of the staff is highly valued and appreciated by the community who feel that children are fully supported in accessing all that the school has to offer.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

I also recommend that the school consider applying for Centre of Excellence status, which I would fully endorse. This would be subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards. It already supports a school within its partnership and therefore it fulfils the requirements for becoming a Centre of Excellence.

**Assessor: Ralph Silverman**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**



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Joe McCann MBA NPQH  
Director of Inclusion Quality Mark (UK) Ltd



## Element 1 - The Inclusion Values and Practice of the School

### Strengths:-

- Inclusion is deeply embedded in Woodhill. From the moment one enters the building the visitor knows that all the stakeholders support the inclusive ethos of the school. There are many types of coffee mornings advertised in the playground to encourage parents in for meetings and workshops.
- Individual differences are valued by the staff. Diversity is seen as a strength of the school and not a challenge to overcome. Special days and festivals celebrate diversity e.g. International Week.
- The school is managed effectively, the children know that their needs will be addressed by well qualified and experienced staff. The Head of School is well supported by the executive leader of the trust and by the executive leadership team. The school had a very favourable Quality Assurance Review last year, a year after the 2016 OfSTED.
- Staff are very proud of Woodhill. They are acknowledged by the SLT in the weekly Friday briefing for 'good things noticed'. There is also a 'shout out board' in the staffroom and merits for staff who have gone beyond the call of duty. They are courteous and respectful to each other.
- The induction process for new families is thorough, ensuring the medical, learning and social needs of every child are considered. Care plans are written with the family. Transition between each year group is carefully planned to start with a circle time in the child's present class. The following day they meet their new teacher and the parents are invited in. SEN childrens' transition starts with social stories and the children spend as much time as required with their new teacher going to their new class sometimes with their parent.
- Induction for NQTs and other staff is thoroughly thought through. Each person receives an electronic and written induction pack. All NQTs and School's Direct trainees have their own mentor. Relationships are quickly formed, they receive targets that are appropriate for their stage of development. Help and support is always available but new staff are given the space to grow and gain their independence. They feel that the ethos and communications are very good. They feel that the high expectations will help them to become outstanding teachers. They feel valued, when they have to stay late, food is provided. They like the fact that best practice is shared. They have received high quality training this year and it has helped their development. They enjoy training with other local schools. They said, 'We are part of an inclusive team who understand the issues'. NQTs felt that if they had a child with certain needs, 'there is always something that can be done'. 'We are part of an inclusive team who understand the issues'.
- Safeguarding procedures are secure and the school acts promptly if a child's welfare is endangered. The school uses an electronic system to log concerns called CPOMs. The SLT are trained and the DH is the lead. Staff have received training from the



NSPCC for Full Stop; training has been delivered on Prevent and County Lines. Blue forms are handed to the ELT. Governors have up-to-date training on safeguarding.

- The ELT feel it is important that all staff model good behaviour at all times to the children. They have a zero policy regarding swearing, homophobia, racism and pre-meditated violence.
- The childrens' behaviour is good. They are polite and respectful. The 'Good to be Green' system is understood and followed by everybody. Children sit on a behaviour panel and recommend sanctions, within a restorative justice system, for others who may have not made the right choices. For those who have been green all week, there is a Green party on Fridays where they feel valued and appreciated. If a child receives red, they miss some play time and will be asked to reflect on their behaviour. The Positive Behaviour Plan is very useful. It asks for a description of the key behaviours; the triggers; preventative strategies; early intervention and adult intervention.
- Staff are highly skilled in identifying when a child needs extra support. This is addressed immediately not allowing the child to fall behind. Woodhill has designed its own tracking system and carefully monitors childrens' progress. Carefully planned interventions are put in place for those in need.
- Childrens' achievements are celebrated in Friday assemblies. There is an array of certificates which children can earn.
- Foxfield trains staff who work with pupils with certain needs. Progress for these children is measured using pre-key stage indicators and shared with parents.
- New parents are encouraged to fill in forms for Free School Meals and entered into a raffle to win a bike. The Home School Liaison officer assists parents if needed. A Challenge the Gap research project working with Year 5 children has examined the learning behaviours of what makes a good learner. This has recognised the changes children have to make in themselves and helps children raise their self-esteem. It has helped to form confident, happy children. Pupil Premium funding helps fund trips which are integral to the Woodhill curriculum.

### Areas for development:-

- Develop gender neutral language throughout the school and make stronger links with Stonewall to ensure a greater understanding of LGBT.



## Element 2 - The Learning Environment, Resources and ICT

### Strengths:-

- The whole school environment is bright and engaging. The displays in the corridors, halls and classes proudly show the progress the children have made. There is a consistent approach from the nursery through the rest of the school. All the outside learning and playing spaces are very attractive and ensure the children have plenty of opportunities to learn and play.
- The role play area in the nursery and reception spaces are related to the topics the children are studying. In the outside areas children play nicely, talking to each other and share resources.
- The resources throughout the school are used sensibly and are well maintained and easily accessible for all the children. Woodhill is well resourced. It has a computing suite with MacBook Pros including professional software. It has a green screen; voice-over technology and photos for learning. Some older children are proud to be Digital Leaders who share their learning with younger pupils.
- Resources are clearly labelled. The early years have pictures of the stored items and how they should be stored neatly. There is a consistent approach through every class, so the children can access the resources easily. The SENCo shares resources electronically and physically throughout the school. Teachers are released to speak to the Educational Psychologist and they find this 1:1 meeting invaluable and it also makes them more accountable. The IT leader ensures that iPads are shared across the school.
- Communication within the school and between the school and the parents is a great strength. Parents recognise that all staff are accessible and are able to discuss issues in open or in confidence depending on the circumstances. There are good quality rooms available for such meetings.
- TAs are highly effective and have up-to-date training. Because of their experience and knowledge, they are able to help address the needs of certain children efficiently and effectively by working with them in small groups or individually. An example of intelligent deployment is the organisation of the Burnet News Club. This is run by a keen TA who encourages enthusiastic children to discuss topical issues. When the articles are written they are uploaded so other schools can read them.
- At the start of the day Learning Mentors plus other adults greet the children and parents as they enter the playground. There is a very orderly atmosphere. The Walking Bus gathers local children safely to school. Nothing is too much trouble. When a mother sought help to bring her child in who has ASD, a member of staff brought the child to school. There is a late gate and parents of children with SEND have the opportunity to speak to staff. There are 'A' frame boards in the playground advertising school events.



- There are positive images of high quality work around the school. The artwork enhances the displays, many of which show the childrens' progress over the year.
- Children who are awarded merits based on the value system receive Good News Cards through the post which enhances their self-confidence and pride. The 'Good to be Green' behaviour system promotes positive behaviour. Poor behaviour is recorded on the CPOMs system.
- The use of IT is encouraged throughout the school. Some of the older learners apply to become Digital Leaders helping less experienced pupils across the school. The IT suite is fully equipped with the latest technology and the children enjoy using the equipment to support their learning.
- There is a lift in the KS1 building but presently there is no lift in the main building. However, the Leadership team recognise this and plan for people with physical needs if they need access. There are different start times for some children with certain needs to make entry into school safer and friendlier. There is a fenced area in the KS1 playground for children to ride tricycles at lunchtime to ensure that others are kept safe.
- Resources are purchased to support those with certain needs e.g. a sensory weighted blanket for the hyperactive; move and sit cushions to assist those with ASD; sensory chews for those who like to put things in their mouths etc.
- The role play areas in the early years' spaces are related to their topics. Nursery children are escorted to the post box; Numicon and writing areas are linked to their core learning and the mud kitchen supports transition to reception. Nursery artwork is displayed in corridors in the main building.

### Areas for development:-

- Expand the Forest School provision.
- Undertake a feasibility study to explore the possibility of installing a lift in the main building to become DDA compliant.

### Element 3 - Learner Attitudes, Values and Personal Development

#### Strengths:-

- Children like the Good to be Green Behaviour system. Parents are informed as soon as possible if their child goes to red and everybody thinks it is fair.
- Children are encouraged to listen to each other's opinions. They know they should not judge people. 'We should respect each other by the content of their heart' said one child.
- Pupils felt that the transition process at the beginning and end of each year runs smoothly and helps allay any fears. In each class a couple of children are trained as 'Meeters and Greeters' who go up to a visitor and explain what learning is going on in class. 'Now and Next' boards are used for certain children to help them with transition.
- Pupils know how to improve their learning by asking their shoulder or face partner or a friend or seek support from an adult in the room. Some of the older children like to be able to walk around the class to discuss their work with their friend. They understand that homework should support their learning in school.
- Children understand that they are responsible for certain areas of their own development. Many children throughout the school have certain responsibilities; Reading Ambassadors; Junior Leadership Team; Digital Leaders; Behaviour Panel; Pen Licence Panel; Peer Mediators; Science Ambassadors; Sports Leaders and working on the salad bar.
- There is evidence of inclusive behaviour on the playgrounds which are accessible for the different age groups. The children have several areas to choose from including the nurture area.
- Children are encouraged to be kind to each other and some said they should respect older people and show good manners. Pupils are proud to look after each other and their environment.
- Children are pleased to have so many clubs to attend during and after school; dog-walking, hockey, film club, science, cooking, forest school, basketball, tag rugby, Lego, multi-sports, drama, football, tennis, street dance, gymnastics, spelling, archery, handball, art, netball, homework, and the Burnet newspaper club.
- Pupils have interesting aspirations and know how they will achieve them: one child would like to be a marine biologist.

#### Areas for development:

- To raise awareness of mental health issues and embed mindfulness.
- To broaden pupils' minds on diversity, LGBT, disability and racism issues by finding appropriate texts.



## Element 4 - Learner Progress and Impact on Learning

### Strengths:-

- Learning intentions are clearly defined at the beginning of every lesson and children know how the steps to success helps them to achieve. SEND children often have a visual display to assist them.
- Teachers pre-assess before planning the work. They are well skilled at ensuring the work is suitably matched for the children to make good progress.
- The variety of teaching styles and the special days or weeks have a positive impact on the childrens' learning. Each year-group have six core books for the term. The school uses Kahoot which is a pre-assessment app to identify gaps in any subject.
- Assessment is thoroughly embedded throughout the school. Staff use Google Translate for key vocabulary for feedback to certain children. A Syrian refugee who had been in the country less than six months had made outstanding progress.
- Childrens' attainment is assessed consistently in each group from the initial baseline through to the end of the school year.
- SEN children have Learning Passports which clearly show each child's progress using key performance indicators. The school uses the Kagan Approach to learning ensuring that each student participates equally in a group as each person has a defined responsibility.

### Areas for development:-

- If boys are performing less well than the girls in this year's KS2 data, seek texts that might capture their imaginations.
- Embed growth mindset throughout the school.
- To adopt the tracking system used by Foxfield.



## Element 5 - Learning and Teaching (Monitoring)

### Strengths:-

- Performance Management is consistent across the partnership. There are key people who monitor the quality of learning throughout the school who undertake formal observations. They focus on a core subject each term with a book-look and progress of every child is reviewed. Concerns are discussed, the question is asked, 'What can we do for those not making sufficient progress?'
- TAs know the weekly plans in plenty of time, so they know what they will be doing to support the childrens' learning.
- Individual childrens' needs are known by all the relevant staff. The process is embedded from the nursery upwards. 'We celebrate everyone'. Mermaids UK have supported a transitioning transgender child.
- All lessons have a clear purpose. The Learning Passports for SEND pupils are assessed each half term.
- Targets are set by AHTs who ensure that the high expectations are moderated across the partnership.
- All resources including people, are used efficiently to ensure childrens' learning is maximised. iPads are used for focused work. TAs meet senior leaders each half term to ensure the set intervention programmes are appropriate.
- Teachers use various forms of communications to ensure that learning is consistent across the year group. There is a staff briefing every Friday morning with a printout to ensure everybody knows what events are coming up and who is released. Everybody has access to the school calendar.
- Marking is live which has helped peoples' well-being. If a child has achieved their target they are given certain challenges which are easily accessible in class. The Corrective Teach approach identifies a group to work on certain misconceptions.
- Reports to parents include the child's attendance record with a detailed record of what the child has covered in the curriculum during the year; the child's profile; a photo; examples of good work across the curriculum; next steps and an opportunity for the pupil to reflect on their learning and for the parent to make their own reflection.

### Areas for development:-

- To examine the language surrounding 'greater depth'.
- To embed the SEN KPIs across the school for those working below the expected level.



## Element 6 - Parents, Carers and Guardians

### Strengths:-

- Parents feel that they have plenty of opportunities to be involved in their childrens' education. They feel they get a lot of feedback from the school. They use Tapestry which is an online tool. Parents of SEND children have regular meetings with the SENCo and they feel that they receive good practical advice.
- Parents are comfortable with the communications the school offers. They are happy because their children are happy. If necessary, they can make appointments, but they feel that their concerns will always be addressed quickly.
- Parents are confident that their children are well looked after at Woodhill. 'They are loved here; our children are safe here'. Children enjoy the routines and are rarely upset.
- Parents appreciate the provisions that are offered to the children and they feel that the school meets their childrens' needs. They feel that there is always someone to go to if they need help, 'the school accommodates our needs'.
- There is a range of courses and workshops that the school offers including: Bedtimes and Sleeping; Supporting Your Child's Learning at Home; The Local Offer; What is Autism? Secondary Transfer; What is ADHD? How Can I Manage my Child's Behaviour? ASD Cinema Night; What Can I do to Help my Child Make Friends? Managing Anxiety; Art Therapy and Maintaining Strong Relationships. Most of these are well attended and many friendships have been formed as a result. The parent workshop, Discover Me Project, supports those through Domestic Violence and one parent is now training to be a teaching assistant. The Welcare Charity works with parents and children to overcome certain challenges. The Home School Liaison Officer knows every child well and helped some to overcome their anxiety when terrorists hit London last year.

### Areas for development:-

- To build further links with hard-to-reach parents.
- Seek ways of raising aspirations for parents and children.



## **Element 7 - Governing Body and Management: External Accountability/Support**

### Strengths:-

- The Governing Body want every child to achieve and fully supports the inclusive ethos in the school. They believe that 'no matter what the barriers, support will be given'. Children are accepted at Woodhill and the governors are proud to work alongside and be part of the leadership team.
- The Governing Body has undertaken training on safer recruitment, SEN and LAC. There is a named governor for SEND, inclusion and safeguarding.
- Governors feel that they are here to support the Leadership Team as critical friends, 'to ensure the school is doing what it says it's doing'. The Governing Body has seen the changes over the past few years. They examine the progress made in the books and scrutinise the outcomes. There is a high degree of transparency.
- Governors make regular focused visits to the school. When they are in class they ask the children questions to see if they understand the work. One governor in a written record congratulated the SENCo for the SEND provision, 'No matter what needs the child has, there is a desire to keep them with their class as much as possible' The governor went on to say, 'I am stunned at the way in which (diversity) is delivered.
- Governors hold each other to account. They are a diverse group who have different skills and backgrounds. There is a rigour in meetings where all are encouraged to ask questions.
- One of the governors sits on the Multi Academy Trust board which offers governor training. The governors feel strongly that Woodhill must retain its voice and its character and not lose its identity.
- A governor said that she wishes she could bring back her older children who attended the school several years ago as they would so benefit.

### Areas for development:-

- The Governing Body could seek ways to be more available to parents on the playground.
- Encourage the governors to build on their relationships with the staff.



## Element 8 - The School in the Community

### Strengths:-

- The school feels that the local community is becoming more supportive. The local shopkeeper thinks that most of the children are very respectful. The school received an e-mail from someone who wanted to congratulate the staff for how well behaved the children were on the London Transport system.
- The school has links with the local nursing home, Fire Brigade and the Community Police Officer.
- The local church uses the school hall for some functions.
- Road Safety Ambassadors have spoken to drivers who park on the corner opposite the school.
- Woodhill won the School of the Year for the South East region at the Create Development Awards a couple of years ago when Duncan Goodhew came to inspire the childrens' swimming programme.
- The school provides certain social evenings for parents and children; quiz nights; magic shows and a pantomime. A refugee came in to talk to the children.

### Areas for development:-

- To actively seek opportunities to become involved in local community projects.
- To seek new ways to engage families from ethnic backgrounds to engage in school life and share their cultures.