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Summary

A lot of developmental work has taken place in the last year since the IQM Centre of Excellence Assessment. The inclusion manager is now also Deputy Head and a member of staff has been appointed as SENCO from September. This means that an inclusion /well-being team can be established, including the reception teacher, who has done the SENCO award and leads on SEND in EYFS. This will enable the school to continue to develop its excellent practice on all aspects of inclusion across the school. A lot of work has been done this year on the tracking of pupils with SEND and on ensuring that they have 'learning journey' books that capture their personal progress. A learning journey exemplar book was shared with staff and book-looks were undertaken by the SENCO and EYFS SEND specialist. This work will continue in the coming year with NQTs being trained in using the tracker system and with 'learning journey' books being developed for all children with SEND on personalised learning. Another focus this year has been on children's well-being and mental health. A focus of this work has been on self-harm with the school counsellor and SENCO having developed a flow chart for responding to this behaviour in conjunction with the CAMHS psychotherapist. The open door policy for parents means that they can get advice and support on a range of issues and can be signposted to other agencies where appropriate. For children, the school has been working on developing emotional resilience. This year, this has included introducing 'mindfulness playtime', which will be further developed in the coming year with all TAS being trained in positive engagement in play. Year 6 pupils have been introduced to a mindfulness app, which they can use to support themselves when they go onto secondary school. Another development has been on developing EAL strategies for the growing number of bilingual learners in the school, some of whom are refugees from Syria and elsewhere. Guidance has been shared with staff to ensure consistency in strategies used to support these children across the school. 'Communicate in Print' has also been used as a strategy to support the learners with a workshop provided by the SENCO. A 'Languages Day' has recently taken place with all children learning a new language and parents having been involved in leading sessions on the languages they speak. This work to highlight, celebrate and promote bilingualism is very positive and will continue in the coming year with interventions also being developed for pupils who are beginners at English.

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The school is very welcoming and has a warm, positive ethos with an open, friendly, happy atmosphere. The Head of School, Deputy Head/Inclusion Manager and SLT lead by positive example and set the tone for the supportive, caring, framework, where inclusive values are fundamental. The Inclusion Manager, who is also the Deputy Headteacher, oversees all aspects of inclusion, including EAL, SEND and disadvantaged children, including refugees, those on pupil premium and those with no recourse to public funds. The school provides a wide range of different types of support for pupils, led by the inclusion manager and the inclusion team, which is targeted carefully at their individual needs and everything is very well organised with excellent communication between all relevant staff.

A tour of the school and classrooms highlighted the wonderful inclusive atmosphere within the school with beautiful display along the corridors and in the classrooms and other spaces, reflecting the school's ethos and values. In the hall a beautiful art display had a professional feel with children's art work framed and displayed for parents and the community to see and purchase. This very impressive event, which had been attended by the Mayor of Greenwich and other members of the community as well as parents, had taken place on the previous evening and included a performance by the school choir. On my tour I also was also delighted to see the superb choir practising with their teacher. Choir members were very pleased to explain the events at which they had performed during the year. I was struck by the self-confidence that is developed in pupils here. A visit to EYFS highlighted the positive environment that has been created with children working individually and in groups with their support staff where appropriate. 60 children attend nursery part time and the school prepares them very well for reception during this time with early intervention strategies where needed. The outdoor area is very beautiful with children happily playing together on the range of activities available, including swings, a rope swing, a play house, a mud kitchen, sand play, drums and a role play area. The children were very welcoming and excited to show their space and to greet visitors and it was lovely to see children so happily engaged. Reception here is free flow for part of the day but also now includes table top activities to prepare the children for year 1. The environment is very positive with many activities for children to engage in both inside and in the excellent outdoor area. Children with SEND are able to be included with the help of support staff and staff use the 'Tapestry' app to capture what children are doing and the skills they are acquiring. The lessons I dropped in on in years 1,3,4 and 6 illustrated the inclusive nature of learning with children working in groups with the support of their teachers and support staff. In year 4 children were at the publishing stage in their final piece of writing for the year and were doing their reflections to send home to parents in their 'records of achievement' which are beautiful books encompassing every child's achievements in each year. In all lessons I was greeted by 2 learning ambassadors, who very charmingly explained the aims of the lesson and what their class was working on. These ambassadors are helped to develop their self confidence in speaking to adults through this strategy, with pupils taking turns during the year to do this and with less confident children being encouraged by their more confident peers. I was also very pleased to attend a 'speech link' session with a small group of reception children, led by the EYFS SEND teacher and was very impressed by the way she helped developed their language and vocabulary through the use of pictures and prompts. I was also able to sit in on a 'bucket session' in which a group of nursery children were very focused and interested in watching, listening and responding to the prompts of the teacher. As a

result, they were able to sit quietly, pay attention, take turns, cooperate and respond. This is an example of the very careful attention the school pays to meeting individual needs and this strategy will be further rolled out in the coming year with 5 staff being trained to facilitate it. I was struck by the very positive relationships between pupils and between staff and pupils in this school and by the excellent behaviour and collaboration of children in their groups. In all the lessons I visited children were thoroughly engaged in learning and were listening to their teachers with interest, discussing their ideas together and learning from each other. The environment in the school is absolutely beautiful and great efforts have been made to ensure it is a very attractive and positive place for children to learn. This reflects the aim of the Headteacher, who leads with very high expectations of everyone and high aspirations for all and wants children who often come from very deprived backgrounds to experience a beautiful environment in which to learn, "We want children to have beautiful things here" and they certainly do!

Pupils are genuinely at the heart of everything the school does and they are supported, nurtured and encouraged to be independent during their time here. They are able to participate in consultation on a range of issues via the Junior Leadership Team and the school ensures that pupils are listened to and that their suggestions are acted upon. Roles that pupils are able to take on also include learning ambassadors who represent each class have on a rotation basis. These roles help pupils to develop their self-confidence, their use of formal language and leadership skills. Pupils spoken to during the visit, including the year 6 children who looked after me with care and dedication, explained how they love their school and the wonderful opportunities they have here. They were as happy, engaging, confident, positive and supportive of each other. They gave very positive views of their school and their learning, "I like the school because there are nice children and everyone is very friendly", "The learning has been very good – teachers put in a lot of effort and if we're stuck we can get help from the teacher or from each other", "It's a place for everyone to learn, where we all feel supported and everyone gives us support." The pupils were a real credit to the school and to the excellent support they have received during their time here. Two of the pupils I met had, for example, benefited from the school's well-being intervention, which provides support for behaviour with work on mindfulness and emotional literacy. They are encouraged to talk about their feelings and what has happened during the week. The app they have used, which has made a big difference to the way they behave in class, will now be embedded across the school. Pupils are also able to access counselling in the school with lunchtime sessions that are open to everyone, including teachers as well as individual sessions to deal with bereavement and other emotional issues. Other supportive services for pupils include a 'Friends for life' group in year 6.

Teaching and support staff are valued for their skills and expertise: classroom teaching demonstrates excellent practice and teachers are continually reviewing and further developing their skills to meet the diverse needs of all children. They also show case their superb practice to visitors on a regular basis. Support staff playing a vital role in the school, leading interventions within their year groups and supporting in class. The school develops its staff extremely well and they know they are valued and listened to. Teamwork is an important feature at this school with all staff working together to support the different needs of pupil in their care. They find many ways to share ideas and good practice and they have a very positive approach to meeting diverse needs and

to tackling challenging issues. Staff retention is very good and staff are encouraged to go to visit other schools to support them and to learn from their practice. The Headteacher explained how teachers challenge each other constantly and learn from each other. This is a result of the very inclusive and inspirational leadership provided by the Head of School and senior team who lead by very positive example and go out of their way to find solutions to the many issues they are faced with in terms of children's needs. Staff are trusted by the leadership team and are given opportunities to try out new strategies and to offer suggestions that they think may work for individuals or groups. Teaching and support staff, including the school counsellor and SLT spoken to on the day, were extremely positive about the school and about its supportive nature. The full time school counsellor provides a crucial service to staff and parents as well as to children. Teachers pride themselves on their exciting and innovative curriculum, which is engaging for children and they are continually trying to enhance learning opportunities for their pupils. Staff are encouraged to undertake training to further their skills, for example, the SENCO has become Deputy Headteacher this year and another teacher is now undertaking the SENCO qualification as has the reception teacher. Teaching and support staff are continually developing their skills and expertise, "We change with the children. We respond to their needs and those of the parents," said the Headteacher.

The school has fostered excellent relationships with parents and it finds many ways to communicate with them and to involve them in the life of the school. A parent spoken to, who has two children in the school, explained the thorough, caring and effective approach that the school takes towards meeting her children's needs. Her daughter in reception struggled with speech on entry and is now very chatty and doing very well. She also explained how the school ensured her son's needs were correctly assessed and how he has been supported very sensitively and effectively by the school, despite the fact that he hasn't yet got an EHCP. She trusts the school completely and cannot speak more highly of their work to support her son, who is at the end of year 3, including the excellent social stories that help her son with transition year on year. The parent also mentioned how the school goes out of its way to support her and her child and, as a result of all the care and support the school has provided, she now doesn't worry about him so much, "The school will contact me if there are any problems - communication is excellent and we can talk in the playground or we have meetings. It's a second home for me." She added that the school's help has been invaluable and her son is now engaging more, has better speech, he has friends and a much better attitude. The school also goes further in its partnership with parents by helping those in need to access other support services, where possible. The school holds a number of sessions to support parents in supporting their children, including coffee mornings and workshops on various topics of interest. The parent I spoke to has also attended an 'early bird' course for parents of children with ASD as well as a course on ADHD, all with the support of the school, "I try all the strategies at home, including now and next and social stories." They also print things off for me to use and point me to certain useful websites." Parents also support the school's events and the parent mentioned the wonderful arts' fair last night, including food stalls and face painting and the different events parents organise to raise money for charity, including cake sales.

The school plays a key role within its trust group of schools, especially in terms of inclusion and is also a member of a 'Challenge Partners' hub of schools and frequently welcome visitors to disseminate its excellent practice. The school also works closely with the University of Greenwich and helps to train several teachers every year, some of whom later become members of staff.

Exceptional features of this school include the ethos of including, listening to, challenging and supporting all children; the excellent behavior, self-confidence and positive attitudes of pupils; the motivating and challenging curriculum; the excellent teamwork and inclusive practice of teaching and support staff; the excellent partnership work with parents; the exceptional support for children with SEND; the wonderful learning environment in all classrooms, including superb displays and the overall positive, happy, supportive, family atmosphere of the school.

The school is continually developing its excellent practice on inclusion and is sharing its practice with a range of other schools. I recommend that the school retains its Centre of Excellence status and is reviewed in one year's time.

Assessor: Mrs Pauline Roberts

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



Sources of Data

Meeting with the Deputy Head/Inclusion Manager and the member of staff who is about to become the SENCO, learning walk of the school with the Deputy Headteacher and SENCO, meeting a parent, meeting the Head of School, observing a speech link session and an attention autism session, meeting the EYFS phase leader/well-being lead and the school counsellor regarding well-being and emotional interventions, meeting the leadership team and providing feedback.

Future Targets:-

1. The focus on mental health and resilience through implementing 'zones of regulation' across the school will be an excellent project for this school that puts the children's needs at the heart of its work and already does a lot to develop emotional well-being.
2. The work on positive engagement in play with TAs trained in this should be very interesting and worthwhile.
3. The work on E-Safety and Cyber Bullying is very important and the involvement of parents in this will be crucial.
4. The work to develop processes for capturing the daily and short term progress of children with SEND will be very interesting, ensuring that progress measures for these children take account of the whole range of positive achievements they make.
5. The co-planning opportunities for NQTs in personalised learning for children with SEND should be very helpful for the staff concerned in their understanding of the strategies needed to teach children with SEND in their classes.

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