



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR WOODHILL PRIMARY SCHOOL

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

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	28/03/2022
Overall Estimate at last QA Review	Leading
Date of last QA Review	19/05/21
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

Quality of provision and outcomes Leading

AND

Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs

Area of excellence NA

Previously accredited valid areas of excellence Inclusive Teaching and Intervention, 03/12/2019

Overall peer evaluation estimate Leading

The Quality Assurance Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.

1. Context and character of the school

Woodhill Primary is a large, three-form entry school, housed in a beautiful Grade 2 listed Victorian building. It serves an extremely diverse community in Woolwich, an area where levels of deprivation are amongst the highest in the country. The school is surrounded by mainly council and social housing, some of which is being regenerated.

The proportion of disadvantaged pupils is four times the national average. The largest ethnic group is Black African. A quarter of pupils have a White British heritage with the remainder from a wide range of backgrounds. There are around fifty home languages with over a third of pupils having English as an additional language. Mobility is extremely high with new pupils frequently arriving from overseas or other areas of London. The proportion of pupils with additional needs is a little above average, including six with an EHCP. The number of pupils within and outside these groups that have emotional and mental health difficulties is reflected by the large pastoral team. The school has a permanent, part-time, educational psychologist, two counsellors, two learning mentors and twenty-four teaching assistants.

Leaders make a significant contribution to the activities of the Inspire Trust and Challenge Partners. In recognition of its practice and ongoing commitment to developing educational inclusion, the school recently became a flagship of the Inclusion Quality Mark

The headteacher is also headteacher of Rockcliffe Manor Primary School within the Trust. Her role across two schools helps share excellent practice, evaluation, and consistency. She recently became the regional education lead for the trust. The leadership team includes two deputy and two assistant headteachers. During the review, it was announced that Owen Phillips, one of the deputies, would take up his appointment as substantive headteacher of Woodhill after Easter.

2.1 Leadership at all levels - What went well

- Leadership at all levels is exceptional. The consultative approach of senior leaders is valued by all staff and reflected in the tangible sense of belonging that permeates the school. Senior leaders have an unswerving commitment to ensuring all children do as well as they can, and consistently demonstrate their success in this endeavour.

- School leaders, within and beyond the trust, routinely draw on the considerable expertise of leaders. Last year, teachers from Germany made a series of visits focusing on inclusion. In March, teachers from Italy and Slovakia visited to look at provision for pupils with English as an additional language. The school is also outward facing in approaches to collaboration and learning from others. Recently staff visited schools in Liverpool to further enhance provision in the early years and are currently collaborating with schools in Preston to develop exemplification materials for history.
- Leaders place a heavy emphasis on the development of children's character education through five 'character skills': wonder, integrity, leadership, mindset, and relationships. These are integral to the curriculum from the early years to Year 6 and are frequently the core of assemblies, circle times and day-to-day interactions. As a result of this consistent approach, pupils from a wide range of backgrounds get on with one another extremely well. Their enthusiasm during lessons and breaktimes is a delight to witness.
- A coaching culture is embedded across the school which supports the development of leaders at all levels. The warm and supportive relationships across the school contribute to an ethos which enables all to celebrate success and find solutions; independently, within teams and with external support.
- Trust and authenticity underpin the success of the professional developmental programme. Staff at all levels are highly positive about the wide range of opportunities available. Any training for leaders, class teachers and phase leaders is focussed on improving pupils' daily experiences and outcomes. Among numerous examples, the school's work on oracy and fluency in mathematics is bearing fruit.
- Middle leaders have a wide range of expertise and are highly effective. Subject leaders provide strong role models for colleagues in their own classroom teaching. They confidently highlighted the key strengths and quality of learning overtime and explained how teaching has an impact upon the pupils' progress. Phase leaders described how in-house coaching and professional development opportunities, such as 'Leading for Excellence' had enhanced their leadership skills. They are having a considerable influence on the implementation of whole school initiatives, such as the oracy project, sustaining high expectations, and live marking; at the same time encouraging teachers to be autonomous and confident in teaching in their preferred personal style.

- Pupil leadership is well established at all levels. Following a 'career fair', older pupils choose how they would like to contribute. When appointed, they take their responsibilities seriously and make a genuine contribution to school leadership. One remarked, 'I'm proud that younger children take inspiration from me.' Members of the junior leadership team (JLT) take ownership of their individual subject areas, collaborating with their subject lead on collecting pupils' opinions, taking part in 'deep dives', and working alongside all stakeholders to help ensure their subject area has a strong impact. They visited a sister school in Medway and supported the establishment of a JLT. This became the model for all three Medway schools in the trust.
- The wellbeing of the community is at the heart of the school, ensuring families are supported in a range of ways. The IQM report said parents regard the school as a community hub, and this is clear from activities such as reading initiatives, 'books and breakfast' and support with food parcels. The highly committed pastoral team is always on hand to support children and their families.

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

...leaders further enhanced the termly data process by formulating clear, measurable actions to ensure that planning and provision is even more precise and personalised.

3.1 Quality of provision and outcomes - What went well

- Due to high quality teaching, underpinned by an engaging and challenging curriculum, pupils do exceptionally well. From a very low start, children make particularly good progress in the early years, to the extent that the proportion reaching a good level of development is typically above average. Subsequently, pupils make good and often rapid progress through the school, against the odds. Current Year 6 pupils are on track to reach the above average standards achieved by previous cohorts. Pupils also achieve well across the board, with high standards evident in subjects such as art, science, and the humanities.
- The key aims of the curriculum are, 'to give children opportunities to make sense of the increasingly complex and rapidly changing world', and to 'think critically about world issues'. Discussions with pupils indicated that these ambitions are realised remarkably well. Learning is routinely contextualised to take account of pupils' diverse heritage.

- Through studying core texts, pupils' gain a deep understanding of issues, such as racism and fairness, whilst developing essential skills. Year 5 pupils drew on their studies in history, centred on Windrush Child, by Benjamin Zephaniah, to inform their insightful and moving letters composed during English lessons. Reading *The Paper Bag Princess*, by Robert Munsch prompted younger pupils to think about gender stereotyping.
- The learning environment in Reception is exceptionally strong. The EYFS leader's insightful understanding of how young children learn is evident across the provision. Classrooms are vibrant and stimulating. Indoors and outside there is a wealth of resources, carefully set up to avoid 'cognitive overload.'
- Pupils joining Woodhill with little English, are supported very well, using resources, such as *Communication in Print*¹, and a range of bi-lingual books. These pupils soon develop confidence to learn alongside their classmates and, in time, often outperform their peers.
- Pupils rise to the high expectations during phonics sessions. Teachers and support staff model correct pronunciations and pupils quickly pick up technical terms and seamlessly move between groups to complete independent tasks. Reading continues to be a high priority through the school, as this was the area most affected by the pandemic.
- Positive relationships between children and adults contribute to the purposeful atmosphere in lessons. Teachers create exemplary learning environments. Immaculate displays of pupils' 'published' work illustrate their engagement and mature responses to curriculum themes. Flip charts used in previous lessons are displayed to provide immediate prompts for learning. This was evident. For example, when pupils in Year 3 were referring to a record of previous discussions around 'what makes good newspaper article'. Word banks, timelines, and knowledge organisers with 'sticky knowledge' are frequently used to scaffold learning.
- Teachers' subject knowledge and pedagogy are excellent. They use questions skilfully, particularly when addressing pupils' misconceptions. Modelling is included in most lessons. When illustrating a subordinate clause for Year 5 pupils, the teacher highlighted the need for a comma using *error spotter*.² Teachers promote collaboration well, using a variety of grouping strategies. One pupil commented, 'It's an individual letter, but we can share our ideas as a group.'
- One reviewer's comment, 'It's hard to tell who the teacher is', sums up the significant contribution made by teaching assistants. Pupils, staff, and parents greatly value their skills, dedication, and good-humoured support.

¹ Communicate In Print is a desktop publishing program for creating symbol-supported resources for printing.

² Error spotter is an online tool designed to find spelling, basic grammar, and stylistic mistakes, in English texts.

3.2 Quality of provision and outcomes - Even better if...

... the use of technology was maximised to enhance pupils' learning experiences across the curriculum.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- The SENDCo leads the provision for pupils with additional needs with passion and commitment, underpinned by a high degree of expertise. Her remark, 'There is always something we can do', aptly reflects the attitude of the whole team.
- Meticulous tracking of pupils' progress, using a bespoke addition to the central assessment system, enables individual needs to be pinpointed. Pupils' 'Learning Passports' (IEPs) indicate the success of finely tuned interventions.
- Pupils respond extremely well to the skilled support provided in the two nurture rooms, the sensory den, and a variety of indoor and outdoor spaces. Class teachers assume equal responsibility for promoting pupils' learning, and their emotional and mental health. Early intervention through 'quality first' teaching contributes much to pupils good and often rapid progress from their starting points. Zones of Regulation in every classroom enable pupils to self-regulate and see the steps towards the 'green zone'.
- The pastoral team provides highly effective support for disadvantaged pupils. As this group is in the majority, the strategies used to engage and motivate all pupils, to enrich their experiences and inspire them to attend well, are particularly significant for vulnerable pupils. Indeed, their achievement is frequently higher than their peers. In-school assistance by the counsellors, learning mentors and the educational psychologist, plus signposting to external agencies, provides valuable support for vulnerable families. Discussion with pupils revealed that such support is bearing fruit. They talked confidently about their learning and had high aspirations for their future education and lifestyle.
- The trust's selection process proved highly effective in identifying pupils who would benefit most from catch-up funding. Of the school's 265 pupil premium children, 60% are targeted to receive additional support. Two experienced tutors continue to be employed and, as a result, outcomes are proving to be positive.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

No significant areas for improvement were identified during the review.

5. Area of Excellence

None submitted.

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

Leaders would like to further develop middle leaders by exploring opportunities for them to exchange ideas across the Challenge Partner Network of Excellence

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, the main findings will be shared within the school's hub in order that it can inform future activities and CP will collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

Schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your 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.