



Assessor's Evaluation for the IQM Flagship Project



School Woodhill Primary School
Woodhill
Woolwich
London
SE18 5JE

Head/Principal Mr Owen Phillips

IQM Lead Ms Lauren Murphy

Date of Review 1st March 2023

Assessor Dr Kenny Frederick

IQM Cluster Programme

Cluster Group Four Seasons
Ambassador Mrs Pat Wood
Next Meeting 29th March 2023
Meeting Focus TBC

Cluster Attendance

Term	Date	Attendance
Spring 2022	15th March 2022	Yes
Summer 2022	14th June 2022	Yes
Autumn 2022	30th November 2022	No
Spring 2023	29th March 2023	

The Impact of the Cluster Group

The school only attended two meetings over the last year due to staff changes. However, we discussed the importance of attendance at Cluster meetings and the importance of collaboration and networking. A reminder was also given that this is part of the Inclusion Quality Mark (IQM) Flagship Contract. The school agreed and told me it does value these events and will attend all in future. I explained that it does not have to be the IQM Lead or Special Educational Needs and Disability Co-ordinator (SENCo) but may be any member of staff that is involved in including children. This should be someone who can report back to the leadership team and colleagues on what they had learned.



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Evidence

- Headteacher
- Deputy Head (IQM Coordinator)
- Deputy Head (Curriculum)
- SENCo
- Assistant Head (Early Years Foundation Stage EYFS & Community Lead)
- Language Lead and Class Teachers-Year Five
- KS One Phase Leader & Class Teacher-Year Two
- Parent-new unofficial Chair of Parent Teacher Association (PTA)
- Teaching Assistant/Early Years (EY) Practitioner
- Three members of the Junior Leadership Team
- Sid – The school therapy dog!

Additional Activities

- A tour of the school
- Access to a wide range of documentation including:
 - the Safeguarding Policy
 - Curriculum documents
 - Education and Training Inspectorate (ETI) presentations

Evaluation of Annual Progress towards the Flagship Project

- A whole school audit of Equality, Diversity and Inclusion (EDI) practice across the school has identified the key concepts that the school needed to focus on before deciding its next steps.
- There have been termly reviews (by leaders) across the HUB, (three schools in the Multi- Academy Trust (MAT)) of core text choices and curriculum, which takes feedback from class teachers.
- A full review of current assembly schedules linked to EDI has taken place. Key practitioners from across the Greenwich HUB are trialing new assemblies to build up a bank of assembly resources.
- Key policies such as, the Inclusion policy, has been reviewed and updated to ensure they incorporate aspects of EDI.
- Staff had two training sessions delivered by Metro charity around Trans and Gender identity awareness. Weekly staff notices included a glossary of appropriate language and terminology from Stonewall throughout summer term 2022. Staff are now more confident on the correct use of language.
- Leaders are beginning to create an agreed language policy which clarifies specific language expectations.



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Next Steps

- Liaise with executive leaders in the Central Trust team to continue to review gender neutral pronouns in all policies and documentation. Ensure this aligns with Human Resources (HR) and recruitment practices.
- Ensure the recent review of assemblies is built into new assembly schedules.
- Careers Fair to be launched in summer term.
- Build on staff training from Metro (Transgender) in summer term with follow up sessions.
- Finalise and agree language policy with staff, parents and children.
- Ensure teachers have a workable platform to evidence progress in Relationships and Sex Education (RSE).

Agreed Actions for the Next Steps in the Flagship Project

Project Title: To embed best practice across all areas of inclusion for staff, pupils and parents.

Outline of Project:

A greater amount of work needs to be undertaken with regard to Equality, Diversity and Inclusion (EDI). While this has been a focus for the school in the development of the global curriculum and inclusive practice, the school recognises that there is wider and deeper work needed to embed the positive culture surrounding all areas of Equality, Diversity and Inclusive practice.

Over the past year, the initial work that has been undertaken has been linked to race in light of the events surrounding George Floyd and the BLM movement. Moving forwards, the focus must be holistic in terms of EDI, linking to gender, race, sexuality, Special Education Needs (SEN) and disability. This project will ensure that policy, practice, culture and curriculum are developed to the extent that they need to be so that this important work is recognised and upheld across the school community through children, staff, parents and governors. It is imperative that all stakeholders are able to articulate, practice, teach and learn how to be the best citizens they can be in the 21st century; where all members of the Woodhill community have received the tools to empower them to feel comfortable being uncomfortable which contributes to a truly positive culture and a sense of belonging is lived for all. This project will aim to accomplish this over the next three years.



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Overview

One of the Deputy Heads had organised my visit and had gathered all the paperwork together. She had previously been a SENCo, as had her fellow Deputy Head. There is now a new SENCo since September, who is being supported by her colleagues. She is currently undertaking her SENCo qualification. I met with all three of them in my initial meeting and they gave me a good background to the school.

The school is part of the Inspire Partnership which has nine schools and I was told the partnership is good for the school. There are all sorts of benefits including shared Continuing Professional Development (CPD), collaboration across the MAT, visits to other schools, shared curriculum and shared policies. Woodhill was one of the original schools in the MAT. One of the deputies told me she had been seconded (for a year) to one of the partner schools in Kent. This was entirely voluntary but was a career opportunity which she learned a lot from. The school works closely with the three schools in the Greenwich HUB and they share a lot of CPD.

Whilst many policies are shared throughout the MAT, there is some autonomy on the way they are implemented. The school does try to have consistency of approach by following agreed schemes of learning however, it changes some aspects if it's not relevant to its school. The curriculum plans have been developed by practitioners from the different schools.

The Headteacher and Deputy Head gave me a tour around the school where I was able to see pupils and staff at work. The main building is a large Victorian building with large classrooms and halls and many nooks and crannies. Every bit of space is used well, the school is really well maintained and looked after by the premises staff. The children obviously show great respect for the buildings and playground and certainly avoid dropping litter. There is a newer building that is bright and airy, where classrooms, corridors and all spaces are utilised. Displays are varied and interesting, showing pupil's work. The art displays are very impressive.

There is a Prayer Room that can be used by any child or staff member who wants to pray during lunchtime. This room is particularly busy during Ramadan.

The school has a large number of pupils with Education, Health and Care Plans (EHCP), currently eleven but there are eight more in the pipeline with many others in development. The Local Authority (LA) is getting better at processing the EHCPs but there is still a delay. There are seventy-five pupils identified as SEN who are on a monitoring list. There is a significant number of pupils who need support in Year Three which is an outcome of the pandemic. In addition, there is a lot of need in nursery and reception. Issues and concerns that might have previously been picked up by Health Visitors were missed during the pandemic and are still being missed due to the shortage of trained and experienced professionals. Subsequently, the SEN needs in Early Years Foundation Stage (EYFS) is noticeably increased. Children are coming in with more extreme needs and the staff are doing their best to support them and identify their specific needs.



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There is a noticeable increase in the number of pupils with identified Social, Emotional and Mental Health needs (SEMH). Some of the behaviours of these pupils, often very young ones, are extreme and it can be very difficult to manage in school. There are good relationships with Child and Adult Mental Health Services (CAMHS) in the Borough and they can step in early to offer advice. Furthermore, the Autistic Spectrum Disorder (ASD) service outreach come into school to support. The Inspire Partnership has brought in their own Educational Psychologist (EP) service as they were not getting a good (enough) service from the LA EP service. The school also employs an in-house Assistant Education Psychologist (AEP) who adds great value to the support menu. Pupil Premium Funds pay for that service. The Speech and Language provision is very stretched across the LA and the Partnership is currently looking at securing a private service. However, there is a great shortage of Speech & Language therapists so this may not be possible. Furthermore, in a time of budget constraints, it may not be affordable.

The school invests heavily in inclusion and pastoral support. There are three Learning Mentors who largely ensure that behaviour rules are followed and pupils in distress are able to talk through different incidents or outbursts. There is also a School Counsellor who works across the HUB and she supervises the training of volunteer counsellors. The school also has a School Therapy Dog called Sid. I had the pleasure of meeting him during my visit.

There are two weekly CAMHS early intervention sessions every week for different families. Currently they have between three or six sessions and then a decision is made about whether they need to make a full referral to CAMHS, to the School Counsellor or just additional pastoral care from a Learning Mentor. I was told that parental referrals are more likely to get seen by CAMHS although the Greenwich Mental Health Team are good and are supported by different charities such as Green Light for children with diagnosed ASD. Most parents are willing to accept this support.

The school population is dropping because many blocks of flats have been knocked down and are to be rebuilt at some point. This means lots of families have been moved out to Kent and elsewhere, resulting in the school having to manage a reduction in numbers. Many families who have been moved out of the area still want their children to attend Woodhill and try to keep them at the school, often travelling long distances every day. The reason for this is they are in temporary housing, so they don't want to change schools. This is not ideal.

It was a great pleasure to meet the Headteacher who has been in post since April 2022. Previously, he had been the Deputy Head and has been working at the school since 2014. Subsequently, he knows all the children, all the staff and parents. He has gathered a Headship Team around him that includes:

- The Headteacher.
- Two Deputy Heads.
- Two Assistant Heads (Class Based).
- The SENCo.
- Four Phase Leaders, who are all class based.



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The Leadership Team all share a large office called the Leadership Suite and they work very closely together. An example of real collaboration and teamwork in action.

The Deputies and SENCo cover classes and are on the Planning, Preparation and Assessment (PPA) schedule. They are all very visible across the school and often drop into lessons. The Headteacher obviously loves being in school and being around the school. The pupils know him and are very excited when they see him in the playground or when he comes into class.

The two deputies told me the school is a listening school and when staff make suggestions or put forward ideas, the Senior Leadership Team (SLT) work hard to put things in place. The school has an open-door policy and people know each other well. There is a family ethos, and everybody is included. There is real focus on teaching, learning and recognition and this is its core purpose. Continuing to improve the quality of teaching and learning is a key priority for the school. The commitment to inclusive policy and practice is evident by the resources that are put into staffing this area of the school. There are four SENCos (three ex-SENCos) on the Senior Leadership Team (SLT), they make sure inclusion in all its aspects are always on the agenda. Collaborations and partnership are really important in this school.

We had a discussion about the well-established global (Oxfam) curriculum which has been implemented and further developed for a number of years. It is now well established. The curriculum comes with good schemes of learning and is well resourced. This means it reduces teacher workload, but they do have some autonomy within that.

The school uses White Rose Maths and this helps drive the notion that all children should receive the same curriculum diet but teachers should provide appropriate adaptations and scaffolding. However, there are a few who need a bespoke curriculum because they can't access the curriculum. Teachers plan for them at different levels with adaptations.

The school is making great efforts to ensure that the curriculum is diverse. I met with other teachers and subject Leads who told me more about what happens to ensure the curriculum reflects the curriculum. The school is proud of the broadness of the curriculum, there is a wide selection of books that represent different countries and languages and have been working on it for a long time. It is now trying to bring this to the next level where the text used in English and other foundation subjects are challenging and represent a range of authors and viewpoints. There is an Inspiration Trust EDL Working Party, and this is mostly focussed on Race. An expert on diversity advised the Trust to look at all the nine Protected Characteristics and to work on parent materials. Assembly and a circle time are also included as ways that children can be informed about these issues.

The school ensures that children learn about visible and invisible disabilities. It speaks to the children about children in their class who may have a disability and who need support from their peers. However, this depends on what parents and children are comfortable with. The book "What's my Normal" is used by workers from ASD outreach to have these discussions.



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I met with the teacher who is the Languages Lead and she told me that new arrivals come in with very little English and little information or knowledge about our education system. They come from many different countries. The school buys into a programme called 'Race into English' which is a picture-based approach to learning. This is working well. She has done some training with teachers so they know and understand the barriers even fluent speakers may face with their writing. She told me that they try to immerse new arrivals when they first come to the school, and they use a dual language widget and have reintroduced the original English as an Additional Language (EAL) codes to assess language. The school recognises that speaking more than one language is an amazing skill and it promotes bilingualism as a positive attribute and promote First Language Literacy. There are pupil Language Ambassadors, and it recruits different ones every year.

The subject Leads told me they have looked, and continue to look, at text they use in class and identify role models from all over the world, these may differ in a wide range of subjects. I was told teachers have been involved in developing the global curriculum and have introduced different books/text to use with all children. They said they constantly review these to see what works well.

RSE is carefully planned and transgender training with staff has already started. They are building on this and running workshops for parents/carers and children. As in most schools, there has been some pushback from parents about teaching certain aspects of relationships. The school runs consultations to ensure parents know what it is teaching. These consultations and workshops enable parents to ask questions and ask relevant questions. I was told it knows its families and want to reassure them. Sexuality and transgender issues are the ones that cause most worry for parents and the school uses the 'Everyone is Welcome' programme (rather than No Outsiders) and is developing parent materials to help them understand what is being taught.

Community Engagement is a priority at Woodhill School, and I had the privilege of meeting with the Assistant Head with responsibility for this area (as well as being the EYFS lead) and with one of the Early Years Practitioners who is heavily involved in making this whole school priority a reality. They told me that COVID had such an impact on families and they had to set up a foodbank and this was a lifeline for many families. Magic Breakfast was introduced, and this is still ongoing with large numbers of children taking up the offer of free bagels and drinks in the morning.

The school has turned the old swimming pool (long defunct) into a Community HUB. It's really a Warm HUB but it did not want to call it that as parents/carers might feel awkward about using it. It's a place where they can keep warm, charge their mobile phones and make tea or coffee, they can meet each other and support each other also. Currently, there around fifteen families use it every week. There are plans to run courses (with the local college provider), but it wants parents/carers to decide what courses they want, it needs to be their decision. There is a Local Community Centre run by Council nearby and the school wants some of the advisors from there to come in to run sessions in the HUB.



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There is a newly formed PTA (Friends of Woodhill) and a volunteer is running the room every morning, she really makes people welcome. I was able to meet this parent myself later in the day. She was a past pupil herself and is therefore, very attached to the school and wanted to help out in some way. Her youngest child has additional needs, and she is often anxious about when she is at school. She commented to one of the senior team that the school needed a PTA and they asked why don't you do it? There are two others who work with her, but others join in to help with events. She confirmed the plans that the Assistant Head had already told me about and it was obvious that she is properly supported by the school. It's a real partnership and a team effort between school and parents. She said that the new Community HUB is very welcoming and helps parents to de-stress, especially if they have had trouble getting their children into school in the morning. Parents who are having a hard time are not judged and so can relax.

The FairShare event every Friday is increasingly popular; some parents stand back and are embarrassed to have to make use of this service. Now they send out an email to tell parents to respond and say how many children they have so they can prepare packs for them. This means they don't have to worry about choosing things and be frightened about taking too much. The pack is ready and can be handed over very quickly. The word is now spreading, and parents are increasingly asking for help or just wanting to chat.

A member of PTA said originally that she would be in school for three days a week but as it's starting up, she is in every day. She told me this involvement and giving something back to the school has helped her increase in confidence and she is subsequently more outgoing. She told me this role gives her a purpose as she tries to make a difference. The school sent out a survey to parents to ask what they wanted in terms of workshops and courses. Currently, they want more information about housing, and debt and information about different services. As these are cut, there is more for the school to do. She commented that parents/carers need referrals to use official foodbanks, they don't need a referral to use FairShare. Its open to anyone, no questions asked.

The day of my visit the school was celebrating World Book Day and there was a book swap that was organised by parents in the Community HUB. This was proving to be a big success.

The school has organised an application for a Disclosure and Barring Service (DBS) for the parent volunteers but as yet there has been no safeguarding training for them. This needs to be done as soon as possible and I discussed this with the Designate Safeguarding Lead (DSL) who said they would get this sorted very quickly.

Lots of different celebrations and activities have been planned as part of the community engagement strategy. One of which, the Christmas Fair included lots of traditional activities. The IFTAR meal planned in the next few weeks will be a meal for the community and previous IFTAR meals were attended by a wide range of people from the community, they are hoping for a similar turnout this year. The school does not charge parents for food at IFTAR and there is free henna. It is not about making a profit, it is about bringing the community together. Other planned events include an Easter



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Bonnet Parade, a Summer Fair, school discos, film nights and family day out to a beach. I asked how these events would be funded and was told that the school fundraises all year and asks for donations. The PTA (Friends of Woodhill) raise funds, and these are ploughed back into the school. It is working to find ways to make school trips affordable so that every child can go. It is applying for grants and has built up a relationship with the local Tesco who are very supportive. There is a trip overview for the academic year, and it maps trips out so parents can budget for them (if possible). Parents/carers can choose to come on any trip. The school also does lots of free trips such as on the Thames Clipper. There is a Year Five residential trip next week and they are going to Mersey Island in Colchester which is a new residential centre. This is partially funded through the 'Tony Trust' that gave a grant of £100 for thirty children. The total cost of the trip is £280 and the £100 goes towards that cost. The school tries to raise more funds (singing and bag packing in Tesco). Whatever happens, every child is able to go. Many children have never been away from home before and sometimes parents are too anxious to let them go. In order to address this problem, the school is trying to organise an overnight sleepover at the school and/or a short weekend away.

All the staff I met told me that the school supports their wellbeing. There is a Wellbeing HUB (across the partnership) and staff Voice Groups meet to look at issues that arise, they map out wellbeing activities and things they would like changed. The senior team are always around and approachable and staff are very supportive of each other. They told me staff voices are heard and they did have a say in agreeing the School Values (they had a vote) and when reviewing the Behaviour Policy. They said they do feel valued in the school and the Headteacher is always telling them how good they are and saying thank you. They also receive Good News Postcards from SLT.

My final meeting of the day was with three members of the Junior Leadership Team. They told me they had to complete an application form and if shortlisted, they had to do a speech, then their classmates could vote for them. The speech was about what they would do to improve the school. They meet every three weeks or so and have been in post since October. They told me there are many other posts of responsibility that children can apply for including:

- Music Leader
- Digital
- Science
- Excellence
- Sports
- School Council Junior Leaders
- Maths
- Art & DT
- Language
- Operations
- A New ECO role

Furthermore, there is a Head Boy and Head Girl and deputies. You can apply for lots of roles, but most children have only one role.



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One in the group, the Head Girl told me she got shortlisted from fifteen applicants to four, they then wrote and gave a speech that the whole school listened to. The whole school then voted. I was told that when they have ideas for improvement, they can go to the Leadership Suite to tell the Head and other SLT about their ideas. They also use Google Classroom for Leadership Groups and can input any ideas or information and what the Junior Leadership Team can do to help the school, it also has a calendar of events that are happening.

I asked how the items for discussion at meeting were arrived at and they said they can put things on the agenda, but they rarely (if ever) discussed what happens in the classroom. They don't discuss teaching and learning, and they don't feel confident to say if (the way the teacher is teaching something) is not working for them. We had a long discussion about this, and they told me they would not want to be disrespectful to their teachers. Instead, they say nothing. This needs to be addressed and they need permission to talk about this topic as it impacts directly on them.

I asked the team members what the best things about school are and they thought very carefully and came up with the following:

- The adults in the school are all very supportive.
- Assemblies every morning are great.
- The good learning so your brains develop.

They said it would be even better if:

- Playground equipment is repaired.
- They had more equipment (chrome books etc).
- If all children look after things like computers and books and whiteboard pens.
- Proper balls for each sport e.g. volley balls.

I then asked them what happens when they misbehave, and they said it depends on your "emotional state". They said they get a warning, which led to a discussion about the fact that there are no longer any red or yellow. They were not sure if this was a good thing. We had a discussion about this, and the Deputy Head was surprised that they still remembered these as they have been phased out over a year ago. She explained to them why the cards were no longer used.

I asked the pupils how they know how well they are doing (progress being made) in school. They responded that they get feedback from teachers and get merits.

Finally, the children told me about the 'The Groves' which is a radio station where they make podcasts. Currently, they are working on a series of podcasts called "Woodhill in the studio". They are interviewing different people from different classes and have a



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very special guest interview coming up. They refused to tell me who this was but hinted it may be a man who had a very important job in the school.

Woodhill School is a happy school where children come first, families come second and where staff at all levels are valued. There is a real team effort at every level. Relationships are strong and these are the cement that binds the school and community together.

The Deputy Head and SENCo discussed the school's plans going forward and these are entirely appropriate. This is a very inclusive school that has a great deal to share with other schools. They have much to be proud of.

I am therefore firmly of the opinion that the school continues to fully meet the standard required by the Inclusion Quality Mark's Inclusive School Award to maintain its status as a Flagship School. I therefore recommend that the school retains its Flagship Status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of cluster working will underpin the capacity for the school to maintain its Flagship status.

Assessor Dr Kenny Frederick

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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