



Assessor's Evaluation for the IQM Flagship Project



School	Woodhill Primary School Woodhill Woolwich London SE18 5JE
Head/Principal	Mr Owen Phillips
IQM Lead	Mr Owen Phillips
Date of Review	26 th January 2024
Assessor	Ms Sharon Monaghan

IQM Cluster Programme

Cluster Group	Four Seasons
Ambassador	Mrs Pat Wood
Next Meeting	20 th February 2024
Meeting Focus	TBC

Cluster Attendance

Term	Date	Attendance
Spring 2022	15 th March 2022	Yes
Summer 2022	14 th June 2022	Yes
Autumn 2022	30 th November 2022	No
Spring 2023	29 th March 2023	Yes
Summer 2023	20 th June 2023	Yes

The Impact of the Cluster Group

Woodhill Primary School is part of the Four Seasons Cluster Group. They actively participate in Cluster Group meetings, each contributing significantly to the school's inclusive practices. In the meeting held on 29th March 2023, which focused on the global curriculum, wellbeing and the use of iPads for inclusion, Woodhill benefited from insights into assistive technology used at Barnehurst. This knowledge translated into staff training at Woodhill, where a variety of assistive technologies have been successfully integrated into classrooms, enhancing the learning experience for selected children and entire classes.

The meeting on 20th June 2023, which centred on inclusion, inspired Woodhill to reevaluate the structure of its Careers Fair and contemplate the implementation of an Enterprise Project. These initiatives aim to engage children more effectively and provide them with opportunities to explore various career pathways and entrepreneurial skills.



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Furthermore, the meeting on 14th June 2023, which discussed 'Speech bubbles – Drama for communication, confidence and wellbeing' and 'Coaching through drama', led to Woodhill applying to join the Action, Change and Equality (ACE) groups. This move is intended to empower pupils to express their views and opinions, reinforcing the notion that they can make a meaningful impact on their community.

These Cluster Group meetings have not only provided Woodhill with innovative ideas and practices but have also reinforced the school's commitment to fostering a community where every child is encouraged to achieve their full potential. Woodhill's engagement in these meetings highlights its dedication to continually evolving and sharing best practices in inclusive education.

Evidence

Discussions with:

- Special Educational Needs Co-ordinator (SENCo) and IQM Lead.
- Teachers.
- Pupils.
- Parents.

Additional Activities:

- Tour of the School.
- Scrutiny of website and social media platforms.
- Documents shared – School Development Plan (SDP), Self-Evaluation Form (SEF), curriculum progression and planning, pupil assessments.



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Evaluation of Annual Progress towards the Flagship Project

Woodhill Primary School's progress towards their Flagship Project on Equality, Diversity, and Inclusion (EDI) has been significant over the past year. The school conducted a comprehensive audit of EDI practices, leading to identification of key priorities. Termly reviews of core texts and curriculum by leaders across the hub, ensures a varied and diverse learning journey for students. A full review of assembly themes aligned with EDI was also undertaken, with key practitioners creating a timetable focused on protected characteristics and wider celebrations. Staff confidence in the correct use of language, particularly in RSE lessons, has been enhanced, and leaders are developing an agreed language policy for clearer communication. Parental involvement has been strengthened through sessions on protected characteristics and strategies to support their children.

Collaboration with the Inclusive and Nurturing Schools Programme and Tender has resulted in workshops, parental sessions, and staff CPD around 'Healthy Relationships', aiming to promote these values from a young age. The Mental Health and Wellbeing Grant is being utilised to create a nurture space for children, with staff receiving training from Nurture UK. The school's approach to inclusion extends to early identification of pre-key stage skills for children with complex needs, ensuring all students receive a broad and balanced curriculum. Events like the Panathlon and community events like Summer and Christmas Fairs, Iftar, and World Cafe have played a crucial role in involving all families in the school community, with plans for more diverse celebrations in the future.

Woodhill's focus on EDI is not just about policy implementation but is reflected in the lived experiences of the school community. Through these targeted actions and initiatives, the school is fostering an environment where every child feels valued and is empowered to reach their full potential, truly embodying their commitment to equality, diversity, and inclusion.

Leaders clarified that they would continue to embed the use of positive and affirming language. They will ensure parents remain a central focus in the school's community engagement strategy. There will be an extension of the Pathways to Professions programme to broaden opportunities for pupils other than Year 6. Leaders are committed to setting aspirational goals for all pupils. Furthermore, the emphasis on Personal Development alongside Equality, Diversity, and Inclusion (EDI) will be prioritised, reflecting a holistic approach to nurturing well-rounded individuals prepared for the diverse world outside the school gates.



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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:

To deepen the commitment to Equality, Diversity and Inclusion (EDI), expanding beyond the initial focus to encompass protected characteristics such as gender, race, sexuality, Special Educational Needs and Disability (SEND). The project seeks to enhance policy, practice, culture and curriculum, fostering a positive and inclusive school environment. Over the next three years, the project will equip all community members – children, staff, parents and Governors – with the tools to contribute to a culture of belonging and responsible citizenship.

Target 1:

Liase with Executive Leaders in the Central Trust team to continue to review gender-neutral pronouns in all our policies and documentation.

- Collaborate with the Central Trust Executive Team to review and update all school policies and documentation to include gender-neutral pronouns.
- Align these updates with Human Resources and recruitment practices to ensure consistency and inclusivity.
- Develop a comprehensive plan for introducing these changes to all staff, including timelines and methods for effective communication and training.

Target 2:

Careers Fair to be re-launched in the summer term.

- Plan for the relaunch of the Careers Fair in the summer term, drawing inspiration from the successful model used by Timbercroft.
- Actively engage with professionals from Science, Technology, Engineering and Mathematics (STEM) fields and local community members to offer a diverse range of career insights.
- Utilise staff expertise to enrich the fair with real-world contexts and examples.

Target 3:

Finalise an agreed language policy with staff, parents and children.

- Develop strategies to educate parents about the expected language use, ensuring sensitivity and inclusivity.
- Prepare for a comprehensive launch of the policy, involving staff, parents, and children, with clear guidelines.



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Target 4:

Ensure teachers have a workable platform to evidence progress in Relationships and Sex Education (RSE).

- Support the new RSE leader in implementing the curriculum.
- Introduce RSE portfolios as a tool for teachers and students to document and reflect on progress, incorporating both teacher and pupil voice.

Target 5:

Continue to support parents in educating their children on the protected characteristics.

- Organise coffee mornings where children take the lead in educating their parents about protected characteristics.
- Develop a year-long programme that develops parental knowledge of the protected characteristics.

Target 6:

Plan a yearly calendar of community events to celebrate more diverse cultures and religions.

- Continue the practice of planning yearly community events that celebrate a variety of cultures and religions.
- Regularly review and update the event calendar, incorporating suggestions from parents to enhance diversity.
- Focus on extending the range of events based on previous successes, thereby fostering a more inclusive and multicultural school environment.



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Overview

Woodhill Primary School is part of The Inspire Partnership Academy Trust, comprising nine primary schools across Croydon, Medway and Greenwich. Woodhill provides an inclusive education to its pupils. The school prides itself on being an inclusive institution with a strong commitment to serving its vibrant and diverse community in Greenwich.

Woodhill Primary School was last inspected by Ofsted in December 2019, where it continued to be recognised as a 'Good' school.

The ethos of Woodhill is deeply rooted in its core values: Kindness, Respect, Resilience, Collaboration, Responsibility and Individuality. These values not only infuse the global curriculum but also shape every interaction within the wider school community. At Woodhill, the emphasis on a global curriculum underpinned by these values, ensures a broad and enriched learning experience for all pupils.

During the assessment visit to Woodhill Primary School, the commitment to inclusion and meeting community needs was evident. The school, endearingly described as the 'Woodhill Family or Woodhill Web,' and even referred to as 'home' by a pupil, demonstrated strong community bonds. This terminology encapsulates the profound sense of belonging and nurturing atmosphere prevalent at Woodhill. The daily routine consists of morning check-ins with the pastoral team and a bagel station, setting a positive and caring tone for each day.

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) at Woodhill Primary School demonstrates remarkable passion, commitment and dedication towards inclusive education. Their work, pivotal in shaping an environment where every pupil is given the attention and support they need, reflects a deep understanding of special educational needs. The SENCo's leadership in projects and collaboration with external agencies signifies a proactive approach to improving school practices. Their efforts are integral to Woodhill's success in creating a nurturing and inclusive educational environment.

When meeting the Junior Leadership Team, their ability to articulate their thoughts and feelings was striking. They spoke about the school with a sense of pride and belonging, describing it as 'diverse', 'inclusive', 'compassionate' and 'inspiring'. This speaks volumes about the school's effective focus on oracy and personal development, creating a learning environment where every pupil feels not only valued and understood but also an integral part of the school community. Their views reflect the nurturing and supportive atmosphere fostered at Woodhill.

Woodhill Primary School's curriculum, meticulously reviewed each year, champions inclusivity and personal development. It blends crucial themes such as human rights and mental health, especially in the revised Relationships and Sex Education (RSE) curriculum, ensuring its relevance to current cohorts. The school's global curriculum, with its six themes, aims to broaden cultural understanding and challenge stereotypes. It includes subtopics and key texts that represent diversity, enhancing the pupils' learning experience. Detailed termly overviews and progression documents ensure a



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well-thought-out curriculum, with a focus on conflict resolution, personal development, and protected characteristics. The curriculum's effectiveness in developing oracy is evident in the pupils' articulate communication, fostered through strategies like Voice 21 Oracy and Kagan's collaborative methods. The school proudly shares pupils' learning experiences on social media platforms, showcasing events like the Food Fortnight and cultural explorations using tools like Lyfta for 3D world tours.

The learning environment at Woodhill Primary School is a dynamic and nurturing space, thoughtfully designed to support the diverse needs and interests of its pupils. The Community Hub provides a welcoming space for parents to network, enhancing community engagement. In the Early Years Foundation Stage (EYFS) area, exploration and child-led learning are central, with learning areas reflecting the unique interests and strengths of both pupils and teachers. Classrooms are equipped with core elements like Recall and Retention posters and Zones of Regulation areas, fostering a consistent learning atmosphere. The Sensory Room and breakout tables in corridors cater to pupils requiring a quieter space for regulation. The class and corridor displays celebrate pupil achievements and creativity, with published writing and art displays prominently featured.

The bespoke Catkins classroom was established to meet the needs of pupils with complex needs who are not accessing mainstream education. Working on the Engagement Model, Catkins offers a nurturing environment where the Autism Spectrum Disorder (ASD) outreach team, an Assistant Psychologist and a Speech and Language Therapist provide specialised advice and support. The curriculum, meticulously planned by the SENDCo, encompasses cooking, music therapy and Intensive Interaction, based on the Birth-to-5 Matters framework and the Autism Education Trust (AET) progression framework. This specialised approach helps staff identify clear outcomes, ensuring enhanced support. Regular collaboration with families and continuous professional development for teaching assistants and EYFS practitioners ensures a high-quality provision.

Staff development with a focus on consistent language around protected characteristics shows a dedication to inclusivity.

When speaking to a staff member of the Wellness and Wellbeing Hub, staff wellness and wellbeing are pivotal to the school's ethos. Recognising the impact of workload on staff, the Hub focuses on providing support and promoting positive mental health. Initiatives like the Golden Week, implemented in the final week of term, aim to reduce workload by having no meetings or after-school clubs. The Steplab project encourages positive feedback among staff and the Pledge Charter, underlining values that foster a supportive work environment, further demonstrates this commitment. Regular wellbeing checks and staff social events emphasise the importance of community and collective wellbeing, creating a positive and supportive workplace atmosphere.

Leadership opportunities for staff are a cornerstone of its approach to professional development. Staff are encouraged to lead in areas they are passionate about, especially Early Career Teachers, fostering an environment of empowerment and growth. This not only supports staff in developing their skills but also contributes to a dynamic and innovative school, where diverse perspectives and leadership styles enrich the learning experience for all.



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Coco, the school dog, plays a vital role in supporting targeted pupils, particularly those with persistent absences or social-emotional needs. 'Coco Club' offers emotional check-ins and learning projects that significantly improve pupil attendance and regulation. Pupils respond enthusiastically to Coco, often eager to stroke her or greet her before starting their school day. It was heartwarming to see pupils' faces light up as they proudly showed their work to Coco – it is like she is one of their favourite classmates!

A key strength of Woodhill lies in its active engagement with a range of educational, charity and community initiatives. This includes Pathways to Progression, enhancing the school's commitment to inclusivity, particularly in areas of career aspiration. Additionally, the school's involvement in events like the Panathlon, a charity offering competitive sports and training for pupils with special educational needs, further showcases its dedication to providing diverse opportunities for all its pupils.

The pastoral team at Woodhill Primary School plays a crucial role, particularly through their involvement in the Inclusive and Nurturing Schools Project funded by the Mayor of London. This initiative, targeting critical issues like domestic and gender-based violence, not only offers vital support to pupils but also equips staff with essential resources and training.

The parents, carers and guardians who were part of the review day spoke highly of the school, praising its inclusivity and the active role everyone plays in the school community. They noted the school's success in engaging more parents through coffee mornings and the variety of workshops offered, which cater to diverse interests. The collaboration between the school and FareShare and the Clockhouse Community Centre was also mentioned as a positive aspect. Long-term parents observed significant positive changes over the years, such as the introduction of after-school clubs and various events. The school's commitment to its community is particularly evident in its response to challenges faced by parents, such as those affected by the demolition of housing and subsequent displacement. This emphasis on listening to parents and providing support during such difficult times highlights the school's dedication to the wellbeing of its entire community.

The school's commitment to safeguarding is reflected in the school's careful monitoring and advocacy for pupils, particularly those with SEND.

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 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 Flagship status.

Assessor: Ms Sharon Monaghan

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH

Director of Inclusion Quality Mark (UK) Ltd