



## Assessor's Evaluation for the IQM Flagship Project



**School** Woodhill Primary School  
Woodhill  
Woolwich  
London  
SE18 5JE

**Head/Principal** Ms Swabra Lloyd

**IQM Lead** Ms Jodie Waterton

**Date of Review** 28th January 2025

**Assessor** Ms Heather Coward

### **IQM Cluster Programme**

Cluster Group Four Seasons  
Ambassador Ms Debra Joyce  
Next Meeting 3rd April 2025  
Meeting Focus TBC

### **Cluster Attendance**

| <b>Term</b>        | <b>Date</b>        | <b>Attendance</b> |
|--------------------|--------------------|-------------------|
| <b>Autumn 2023</b> | 29th November 2023 | Yes               |
| <b>Spring 2024</b> | 20th February 2024 | No                |
| <b>Summer 2024</b> | 13th June 2024     | Yes               |
| <b>Autumn 2024</b> | 5th November 2024  | Yes               |
| <b>Spring 2025</b> | 3rd April 2025     |                   |

### **The Impact of the Cluster Group**

The SENDCo, who is also the IQM Lead, usually attends the Cluster meetings and appreciates the opportunity to network with colleagues with the same vision of inclusion. She explained, "I always walk away thinking I've had a beneficial day." Alongside the main theme of the meetings, the SENDCo also values the ad hoc professional conversations and the ideas that are shared. For example, suggestions about how to run a session to support parents with conversation around gender identity.

Woodhill Primary School hosted the cluster in the summer term sharing their work on Personal Development and their school-based provision called Catkins class. There was also a session on Woodhill's new approach to staff development using StepLab as a



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coaching model. SENDCo shared that since the meeting, one school got in touch to share how they now have a dog mentor after hearing about the positive impact Coco the Dachshund has had at Woodhill.

At the most recent cluster meeting, the SENDCo visited Holy Trinity Primary School in Lewisham. Here she learned how Clean Language has been used alongside 5 to Thrive to train staff in de-escalation strategies. The SENDCo found the day useful and has plans to lead a Twilight session on how to use open questioning when managing challenging behaviour situations and how to avoid assumptions and imagination about what a child is presenting.

Unfortunately, the school was unable to attend the Spring 2024 meeting at Newlands Academy due to last minute staff illness.

### **Evidence**

- IQM Flagship review documentation
- School website
- Learning Walk
- IQM Google Drive folder including IQM Review Day presentation
- RHE Digital Learning Platform

### **Meetings held with:**

- IQM Lead /SENDCo
- Reception Teacher/Relationships and Health Education (RHE) Lead
- Year 1 Teacher/Art Lead
- Pastoral Lead
- Community Governor/Parent
- Pupils



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### Evaluation of Annual Progress towards the Flagship Project

#### Overall Evaluation of the Project

This year has been a consolidation of the project. Overall, Equality, Inclusion and Diversity (EDI) have been very successfully embedded across the school.

The Inspire Partnership Trust's EDI Working Party created an Equality and Anti-Racism Pledge for all schools demonstrating their commitment to inclusion. All members of staff, teaching and non-teaching, attended an INSET on EDI and unconscious bias to ensure clarity and unity in its message.

EDI is evident across the curriculum. The Assistant Headteacher explained how diversity and inclusion must not be a bolt on and described the school's curriculum as mirrors and windows; "pupils can see themselves but it's also a window into others' lives." Subject leaders undertake termly curriculum reviews using teacher and pupil voice. This ensures that pupils have a varied and diverse learning journey every term. Core texts include Hidden Figures, The Boy in the Tower and A Long Walk to Water. Throughout the school, displays and the classroom environment highlight this work. In Reception class, the pupils were learning about Chinese New Year and families had been invited to attend a dumpling making workshop later in the week. Year 6 pupils explained what they had learned from the No Ballet Shoes in Syria book they were currently reading, "We have all learned how to understand how to be in their shoes and the importance of making people feel included. We should always be respectful and to learn what is behind the story."

Assemblies are used as a forum to teach pupils about differences and to promote acceptance. Key practitioners from across the Greenwich hub create the yearly assembly plan linked to the protected characteristics, wider celebrations and key events throughout the year. For example, pupils learned about marriage and civil partnership and shown images of different types of relationships including same sex. Another assembly discussed gender identity and stereotypes and asked pupils to reflect on whether certain toys must be specifically for boys or girls.

#### Evaluation of specific targets

##### **Target 1: Liaise with Executive Leaders in the Central Trust team to continue to review gender-neutral pronouns in all our policies and documentation.**

The Central Trust Executive Team has reviewed and updated all school policies and documentation to include gender-neutral pronouns. All policies are now gender neutral where appropriate. The Trust sought advice from the central Human Resources team and Metro, an equality and diversity charity, to ensure consistency and inclusivity. All staff have received training.

##### **Target 2: Careers Fair to be re-launched in the summer term.**

The SENDCo explained how, due to resources, they have been unable to re-launch the Careers Fair. However, other strategies are in place to raise aspirations of pupils through the curriculum. For example, using 'Skype a Scientist' to give pupils the opportunity to meet scientists from different backgrounds. The Junior Leadership Team ran a Jobs Fair in the summer term to promote the pupil leadership roles the school



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offers and to encourage their peers to apply. The school does plan to reinstate the Careers Fair in the future and the Assessor suggested looking at the model another London borough has used.

### **Target 3: Finalise an agreed language policy with staff, parents and children.**

There are robust policies and procedures in place to ensure appropriate language is used consistently by members of the school community. Staff have received training from the Metro charity on how to model the correct use of language particularly around sexual orientation and gender identity.

Following the Behaviour Policy, incidents are dealt with. Staff are empowered to address all inappropriate and discriminatory behaviour. Parents are always spoken to if their child has used this language, and pupils learn to understand what and why this is unacceptable. Derogatory language, including racist, homophobic and sexist vocabulary, is simply not tolerated and instances of this have decreased. Pupils are in agreement. As a member of the Values Champions explained, "teachers take it very seriously. They don't tolerate disrespect. We are taught to treat each other like you want to be treated." This work is monitored by leaders through staff surveys, pupils voice and behaviour data.

### **Target 4: Ensure teachers have a workable platform to evidence progress in Relationships and Health Education (RHE).**

The school has bought into the KAPOW scheme to ensure curriculum coverage and to provide teachers with clear guidance. This is a spiral curriculum where previous skills and knowledge are revisited and deepened. Within the curriculum, pupils learn about the nine protected characteristics and their importance. The curriculum and policy were introduced in consultation with parents, pupils and staff.

The Trust has introduced Digital Learning Journeys as a tool for teachers and pupils to document and reflect on progress, incorporating both teacher and pupil voice. These include photos of activities, key focus and vocabulary evidence. They are also used for recall and to support progression.

Before implementation, the RHE Lead led a Professional Development Meeting for all staff. Regular RHE workshops, drop-in sessions and planning support for Early Career Teachers (ECTs) further support staff confidence levels.

The Kapow scheme of work is complemented by the school's involvement with the Inclusive and Nurturing Schools (INS) Programme. The programme is delivered by Nurture UK, which champions nurture in education, and Tender, a charity specialising in the prevention of gender-based violence and the promotion of healthy relationships. Both have led pupil workshops, parent sessions and whole-staff staff CPD.

Implementation and impact of the RHE curriculum is monitored by the subject lead using evidence from the Digital Learning Journeys and staff and pupil surveys. Tender has also supported the school in evaluating the RHE curriculum.



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The RHE Lead is fully supported in her role. She received a thorough handover from the former Lead and attends half termly Trust meetings. Support from other Greenwich schools was received when leading parent sessions.

The RHE Lead shared her next steps which included thinking how the curriculum and assemblies can be adapted to reflect the impact of social media. Another plan is to offer more RHE workshops for parents and to provide additional information on the school website.

### **Target 5: Continue to support parents in educating their children on the protected characteristics.**

A dedicated EDI page on the school website sets out the vision and shares policies and Equality and Anti-Racist Statement. EDI is also highlighted in the weekly newsletters.

In September 2024, the RHE Lead ran a parent consultation workshop introducing them to the new curriculum. This shared the importance of RHE, how the curriculum is taught and how it links to the protected characteristics. Parents were also introduced to the language pupils are taught. The school also ran a 'How to raise anti-racist children' workshop for families. Presentations are always sent out to parents so those who are unable to attend can access the content.

The SENDCo reflected that although parental engagement has increased over the last year, this is still an area of focus. Leaders want to continue the conversation with parents through more information-sharing sessions and workshops led by school staff and external agencies such as INS. The SENDCo has recently been considering how to reach more parents such as sending out pre-recorded sessions to watch in their own time.

### **Target 6: Plan a yearly calendar of community events to celebrate more diverse cultures and religions.**

Woodhill Primary continues the practice of planning yearly community events that celebrate a variety of cultures and religions.

Alongside the Summer Fair and Christmas Fair, the annual Iftar gathering has become a popular community event. All families, of all faiths and none, are invited to share food and celebrate. The Community Governor, who is also a parent, explained how it has given the opportunity to connect with parents and for the community to come together.

During DT food fortnight, each year group learns about food from a different culture. This concludes with the World Cafe where they showcase their food project, and families share food from their own culture. Pupils are also invited to wear their cultural dress. It a huge success and celebrates the school community and has become so popular that the school's neighbours join in. Pupils explained how they enjoy discovering new things and speaking to members of their community. They shared some of their highlights from last year which included baking banana bread, making tzatziki and eating Ukrainian pancakes.



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### Agreed Actions for the Next Steps in the Flagship Project

With the successful implementation of the project, the Assessor and SENDCo agreed that the school is ready to begin a new Flagship project and discussed the targets for the coming year.

#### **New Flagship Project Title:**

**To enhance our inclusive practice through the use of specialist provision, Trauma Informed Practice and interventions across the school.**

This will be a 3-year project and links to the school priorities and a significant change to the school from September.

#### **Target 1: To create a new Designated Special Provision for pupils with Autism.**

Due to the high number of applicants for the currently low number of spaces in specialist provision, Woodhill Primary School has been granted funding by Greenwich to open a new Designated Specialist Provision (DSP) in September 2025. This funding is for 16 spaces for pupils with Autism. This will expand the current school-based provision, Catkins class, that was set up 18 months ago in the former nursery. The space has access to an outdoor area, toilets and a kitchen. These two new classes will be run by specialist teachers and TAs and work has already started on the offer package including policy and assessments. The school will receive external support from the Greenwich Autism Outreach Team, the Educational Psychologist and SALT. The SENDCo already attends half termly meetings run by the Trust for school with a DSP. The Assessor suggested contacting one of the schools in the Four Seasons cluster who already have an established and successful DSP.

#### **Target 2: To embed Trauma Informed Practice across the school.**

The school aims to enhance their current offer to support SEMH by further embedding Trauma Informed Practice across the school. The NIS project will continue into next year. Leaders will build on the success of the Nurture interventions and introduce additional groups for pupils in KS1. The Boxall Profile will be used to assess all pupils from Year 3 to enable early identification and intervention.

There will be further training to ensure staff are responding in an appropriate way to de-escalate, reflect and repair with children both in class and on the playground.

#### **Target 3: To increase parent engagement around mental health and wellbeing.**

The IQM Lead reflected on the need to develop parents' language and vocabulary around mental health. This will be through family workshops and one-to-one sessions such as supporting behaviour at home using the Zones of Regulation.



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### Overview

Since the last IQM Review at Woodhill Primary School, there have been changes in leadership with a new Interim Headteacher and Acting Deputy Headteacher. The school had a positive visit from Ofsted in March 2024 resulting in a 'Good' overall judgment with Personal Development highlighted as 'Outstanding'.

At Woodhill Primary School there is a positive climate of inclusivity amongst the whole school community. When asked why they thought the school is a Flagship school for inclusion, pupils responded:

- "Our school makes sure everyone feels included and no one is left out. Loyalty to others."
- "Everyone is included; all the teachers treat everyone the same. Everyone respects each other and we are kind to everyone."
- "Because we make everyone feel safe and feel included and welcome. It doesn't matter who you are, you are part of the Woodhill community and you are respected."

During the learning walk on the review day, the atmosphere across the school was positive and purposeful. The school's emphasis on excellent behaviour for learning was evident, with every classroom maintaining a positive and celebratory environment. The hessian-backed display boards and natural furniture create an atmosphere of calm and encourage connection to the outdoors. At Woodhill Primary School, the classroom environment is used as a learning resource. Working walls, word trees and anchor charts are interactive resources used to support teaching, learning and assessment. Leaders recently introduced Live Learning Process displays for art, DT and science. Corridors and classroom displays are adorned with examples of pupils' work. Knowing they cannot display every pupil's work, teachers have created the publishing of books of pupils' writing which was started by the Year 6 teacher.

In the Early Years, the environment is language rich and every area is purposeful and organised. Communication support is evident, for example, choosing boards and workstations using the Picture Exchange Communication System (PECS). A focus on prior learning is evident across the school. Classroom doors each have a poster displaying prompts for adults to ask pupils, "I remember, I liked, Ask me about" to support recall and retention.

The creative arts are highly valued at Woodhill Primary School and pupils' talents are beautifully displayed around the school. The school benefits from their Artist in Residence and her impact is clear. She supports teachers with planning and through team teaching and has begun to lead therapeutic art interventions. She also leads the Arts Fortnight project which all pupils take part in. This included a family mark making workshop with Catkins class based on the Colour Monster text and their work was displayed in the hall, pride of place.



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Woodhill Primary School provides plenty of opportunities for pupils to take part in extracurricular activities, particularly in sport. They have strong links with the Greenwich Sports Partnership and were very proud to win the trophy for attending the most competitions last year. Through the Inspire Partnership Trust, pupils take part in a multitude of tournaments including girls' football, tennis and hockey. The school works with the Panathlon charity who provides competitive sporting opportunities to pupils with SEND, including horse riding.

The support for Social and Emotional Mental Health (SEMH) at Woodhill is excellent. Alongside whole class strategies such as calm corners, Zones of Regulation and not forgetting Coco the therapy dog, additional support is in place. The Pastoral Team runs interventions including ELSA, Draw and Talk and Circle of Friends. Leaders have invested in external support, for example, a psychotherapy nurse, who runs parent sessions to support life at home and a counselling service. Links with external agencies such as Greenwich MHST and Imago, a young carers' charity, further support pupils with their wellbeing.

Collaboration with the Inclusive and Nurturing Schools Programme and Tender has continued. Nurture sessions run 4 afternoons a week and pupils are targeted based on Boxall assessments. They take part in team building games and social situations such as tea parties where they develop conversation skills sat around a table. Nurture Group gives pupils a safe space and structure to remove the barriers to learning. It supports those pupils who find it difficult to manage emotions and friendships and to stay regulated in the classroom environment. Pupils are showing more resilience and independence going into their classrooms and use the toolkit learned at Nurture Group to self-regulate. Assessment procedures are in place and once a child is ready to move on from Nurture Group, the SENDCo and Pastoral Lead will liaise with the class teachers to ensure a smooth transition. The Pastoral Lead will follow up with regular check-ins.

The Community Hub room next to the school entrance is used in different ways. At the start of the day, it is used for those who need a 'soft start' where pupils can enjoy breakfast and are supported with emotional check ins. Zones of Regulation are displayed, pupils can sit and talk or have a run around with the Pastoral Support Team. The school subscribes to Magic Breakfast which provides a bagel breakfast for all pupils.

Woodhill also prioritises looking after the mental health and wellbeing of its staff. The Wellbeing Working Party developed the school's Wellness and Workload commitment to help all staff members manage their own wellbeing. The large, cosy staff room is one of the most welcoming I have seen. The room is zoned into dedicated areas; a dedicated PPA space ensures teachers always have somewhere quiet to work, alongside 'comfy' armchairs and places to eat. There is a staff wellbeing display signposting to support such as Mental Health First Aiders and the Employee Assistance Program which is a 24-hour helpline. Strategies to support a work-life balance are also shared here.

There are exciting plans for the playground in the coming term at Woodhill Primary School in the form of a new project called JUMP (Joyful, Uplifting and Motivating Play). Pupils spend 6 hours a week in the playground and leaders want to maximise this time by creating a wide range of purposeful play opportunities. They hope this will have a





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positive impact on behaviour at playtimes by developing resilience, social skills and sportsmanship. Staff and pupils have been consulted, and plans include sandpits, construction, board games and chess.

It is clear from the review process that all stakeholders at Woodhill Primary School continue to be fully committed to inclusive education, with many areas of excellent practice to share. I am confident their new Flagship Project will have a hugely positive impact on providing exceptional support for all pupils at the school. Thank you to all for such a well prepared, enjoyable and informative day.

The school continues to move from strength to strength in terms of its superb inclusive practice and I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark 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: Ms Heather Coward**

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

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