



20th March 2020

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Summary

Woodside Primary Academy is an excellent example of inclusive practice. The whole team are passionate about the progress of all the children in the school and have created a learning environment where children develop both their academic skills as well as those of being a citizen of the future. Children, parents and visitors are welcomed by a friendly staff team member from the moment they enter the school at the front desk. Throughout the visit the welcoming and caring approach were reflected in the conversations with all members of the school community. The whole team from leaders, staff, children and parents were incredibly proud of their school and keen to celebrate its commitment to all children - a parent comment during the visit was "I am proud that my child comes to this school." The IQM award was originally awarded to Woodside Infant School in 2012 and then successfully renewed in 2016 following the amalgamation of the Infant and Junior School. The amalgamated school was part of The Synaptic Trust although is in the process of joining the Inspire Partnership following changes to The Synaptic Trust.

In the Ofsted report of June 2019, the school achieved a Good overall with Outstanding in certain areas including leadership and management. The accurate analysis of the schools highly effective leadership and management team was demonstrated throughout the visit.

The Headteacher has recently retired and the Deputy has taken on the role of Acting Headteacher in the interim period. It was evident throughout the visit that an effective leadership team has been developed over recent years which has enabled the change in leadership to have minimal impact on the running of the school. Systems have been established over time to improve the quality of education in the school including regular monitoring as well as the development of middle leadership teams. Different members of the team had accurately completed the IQM Self Evaluation Report reflecting the team approach. Members of staff noted the "strong sense of community... we are like a big family...it's a team..." as a strong element of the school's successful commitment to inclusion.

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Woodside Academy is a large three form entry school which falls into the highest 20% of all schools when comparing numbers on roll. However as with other local school's numbers have been falling over recent years which has led to the change in PAN from four form to three form entry. The school's level of mobility is higher than 60% of schools in England because of the high level of household movement within Croydon.

High aspirations for all pupils, staff and parents were a key element of the visit from the detailed teaching and learning handbook setting clear expectations of learning environments to the high level of training offered to staff as well as parents. Staff development is a key aspect of school improvement with the interesting dimension of 'Teacher on a Page' summaries as well as the use of Action Research as part of performance management. Leaders have introduced a Triad peer group opportunity using a lesson Study type approach to improve the quality of education. Staff commented that leaders will respond to training needs quickly and that staff meetings are really useful CPD sessions.

Governors were very clear regarding their role and the impact of the team in developing and retaining "inclusion as a key priority for the school." Almost three quarters of pupils are from a minority ethnic background with 47 different languages spoken by pupils at the school. Nearly 30% of the school population are in receipt of pupil premium funding. The percentage of pupils identified as having a special educational need is similar to the regional and national picture. Governors considered that it was very important that the school met the needs of its diverse community by demonstrating best practice in inclusive practice.

Inclusive practice is central to the work of the school. Leaders have committed funding to developing and improving the provision they offer all the pupils in the school. The high numbers of EAL pupils has led to the employment of an EAL teacher that despite a falling budget they have managed to retain. Pupils are able to work with the teacher in an identified room. There are a wide range of resources that teachers are able to access if required as well as the expertise of the teacher in promoting EAL teaching techniques within the classroom. The impact of the expertise has been reflected in pupil outcomes at the end of Key Stage 2 with a higher percentage of pupils for whom English is not their first language achieving the expected standard in all areas than their peers in the school and nationally.

The school has developed an alternative provision approach for those pupils who find a mainstream classroom too challenging and are not making progress. In both key Stage 1 and 2 "The Haven" Classrooms have been developed. The two Inclusion leads oversee the teaching and a practical small step approach has been developed. In Key Stage 1 children the approach reflects the best of EYFS practice with a continued use of the outside space as well as opportunity to revisit skills independently. Parents could not speak highly enough of the team in The Haven provision. They were particularly delighted that if their child was not able to take part in a whole class activity the staff had created an alternative that they could attend with small numbers. Staff have also developed a safe lunchtime space for pupils in both Key Stage 1 and 2. In Key Stage 1 the Caring Café is accessed initially by Nursery children and then other individuals who find the lunch hall and outside space overwhelming. In Key Stage 2 children access the Family Support worker room in a similar way.

The school offers a wide range of interventions to support individual children with an entry and exit baseline used to measure progress. In the Early Years the importance of

language development is a high priority. The EYFS two-year old and Nursery provision focuses on creating opportunities for language development with an excellent range of learning and play based opportunities both in and out. Staff model language and engage in play and children are encouraged in their independent learning to practice taught skills. The school has invested in “The Oracy Project” to further promote language skills training staff to support the development of skills.

The commitment to adapting and providing the appropriate provision for all pupils has a positive impact on end of Key Stage outcomes. The recent end of Key Stage outcomes (2019) reflected all pupils achieving higher than national in Reading, Writing and Maths at expected and in Maths at greater depth. The school is now working on improving Reading and Writing at greater depth alongside its Ofsted area of development which was to “Improve the challenge and depth of learning in Key Stage 1 so that outcomes rise, especially in subjects other than English and Maths.” The school development reflects aspects of this area of focus. Discussion with leader regarding the effectiveness of the current format of the plan led to an agreement that with the changes at Trust level the plan could become more focused.

The school team have developed their curriculum over time which has a very clear intent in how it is structured across the year groups. The value of books is central to the themes with the Power of Reading structure reflected in the termly overview. Each year group has different topic from heroes in Year 2 to Cycles in Year 5 this term. Questions have been developed by the staff team to promote interest and there is a planned WOW and end outcome reflected on the planned learning. A key factor in improving the challenge and greater depth outcomes is the effectiveness of the wider curriculum in developing the children’s knowledge and skills and particularly their vocabulary. A conversation regarding how the curriculum could be developed to improve the implementation and impact and ensure consistency of delivery was held with the leadership team.

Children have the opportunity to experience a range of learning opportunities. On one of the visit days children were taking part in an interesting Science workshop as part of their Science week. In Year 5 children had planned questions to ask a teacher about their cycling enthusiasm. The interview had been filmed and was then being used to support the children in writing a newspaper article linked to their theme of cycling. This use of technology was enabling all children to be able to respond to the task. In Year 6 children reflected on each other’s home learning articulating why they liked a particular piece of work.

The classroom environments mainly reflected the expectations of the Teaching and Learning Handbook with book corners, resources available for Maths and Writing, learning walls for English and Maths and often a Science display. The school has developed its own Learning Power characters based on the work of Professor Guy Claxton. Children described using Elephant Resilience and Resourceful Monkey to help with their learning. They recognised the importance of the Meerkat in helping them to develop their relationships as well as the Reflective Tortoise.

The school’s website highlights that the school “strives to be an outstanding school at the heart of the local community in which every child is empowered to have self-belief and to aspire and achieve her/his highest potential.” Staff are encouraged to look at all the children’s unique skills and value them encouraging them to become experts and share their knowledge and skills with each other. The children described the school as a

place where “everyone is always included everyone takes part and everyone is urged to work as hard as they can.” Children were delighted with the recent success of one of their Year 6 pupils in winning the local “Loud and Proud Public speaking competition for Girls”, particularly as it is for the second year running.

Both children and parents considered that Behaviour was a positive strength of the school. Each classroom has a Behaviour ladder in it and the children were very clear on the expectations commenting that there were opportunities to “learn to calm down.” This reflects the school’s introduction of Zones of Regulation to all the children to support them in recognising their emotions and also being able to manage them effectively. They were also very aware that the school had special spaces and adults available for children “who might have anger issues” to access and support them. The opportunity to celebrate positive behaviours through golden time, extra house points and in assemblies was commented on by all the children I met during the assessment.

The importance of recognising individual needs has been developed though the school’s work on the UNICEF Rights Respecting Programme as well as the most recent introduction of the “No Outsiders in our School” scheme. The children had an excellent understanding of the rights of the Child and in some classrooms the displays fully reflected the work the children had been doing to develop this understanding with washing lines modelling the rights across the room. Ofsted identified the personal development and behaviour of the school as Outstanding stating that the “pupils have a strong understanding of human rights and believe that respect is of fundamental importance and should be shown to everyone. This prepares them exceptionally well for moving on to secondary school and for their future lives in modern Britain.”

Evidence was gathered from a variety of sources within the school. The range of evidence was extremely useful presenting a full picture of life in school. Meetings over the two days included Governors and Parents, the Senior Leadership Team, the Trust CEO, the recently retired Headteacher the Local School Improvement Partner from Croydon, Children, Support Staff and Teachers. Learning Walk’s also informed the evidence base.

The Self Evaluation Report reflects the high quality of evaluation that exists in the school. It is comprehensive and reflects the school as seen by the assessor. Woodside Primary is an excellent example of a school committed to meet the needs of all its children. Its unswerving approach to the implementation of inclusive practice creates an environment that develops the whole child.

I am of the opinion that Woodside Primary fully meets the standard required by the Inclusion Quality Mark. Areas of development were discussed throughout the two days and the school is aware of these. I recommend that the school be awarded the Mark and that it be considered as a Centre of Excellence.

Assessor: Jane Whitehurst

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



Element 1 – The Inclusion Values and Practice of the School

Strengths:-

- Inclusion is central to the school's vision and purpose and this sets the framework in which all work takes place in this warm and welcoming school.
- Senior Leaders have developed a team that are completely focused on improving the skills of the learners in their care.
- Staff are exceptionally dedicated and work very hard to provide a safe secure environment where learners feel valued and nurtured.
- All staff and pupils were welcoming and proud of their school.
- The school has established clear policies to reflect the individual needs of the children and ensure that they feel safe and secure in the school.
- New staff are welcomed into the school with an induction programme and staff handbook that clarifies expectations. New staff commented on how well they had been supported by both year group partners as well as members of the different leadership teams.
- The school has introduced effective safeguarding processes with the recent introduction of CPOM's to record all concerns. Annual update training as part of Inset includes Prevent, FGM, online safety, health and safety. Staff are updated on Safeguarding issues via email as well as Safeguarding updates as a standing agenda item on SLT meetings.
- High expectations are modelled throughout the school - from the leadership team's approach to monitoring and feeding back to staff using the "Teacher on a Page" form to consistent high expectations for Behaviour.
- Inclusion leaders have established thorough systems for SEND referrals as well as teacher information packs to support effective classroom practice. Teachers described the high level of support they were able to access to discuss individual needs from either the Inclusion leaders, EAL lead, Family support worker and Support staff running key intervention strategies.
- Achievement is celebrated through Assemblies, Displays, Postcards home, House points.
- The Inclusion Leads have developed over time a thorough approach to training staff with regular updates planned for all staff as well as Governors.
- Pupil Premium funding is used effectively to improve outcomes for pupils. The school has recognised the challenging circumstance of many of their children and developed a plan that reflects their needs. Areas of focus include employing extra teaching staff, offering a range of therapeutic and family interventions that impact



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on the well-being and emotional health of pupils, employing mentoring and individual interventions to improve engagement as well as employing a range of academic and enrichment interventions that improve attainment of disadvantaged pupils particularly the more able.

Areas of Development:-

- To continue to build and develop teacher skills and knowledge of effective inclusive practice in the classroom to ensure consistency across all year groups.
- To review and update the values so that they are central to the future developments within the school reflecting the changes at Trust level.



Element 2 – The Learning Environment, Resources and ICT

Strengths:-

- The Teaching and Learning Handbook clearly identifies the expectations of each learning environment. Children commented on being able to use the Learning Walls to help them with their Maths and English “sometimes teachers put demonstrations on the wall, put flip chart paper up and sometimes pin work up.”
- Subject Leaders monitor resources and there was evidence of a wide range of practical resources in all learning environments.
- Purpose built storage units within the classroom enable staff and pupils to access resources easily as well as providing extra learning walls and whiteboard spaces.
- The Inclusion team regularly review resources for specific needs children were able to use coloured exercise books, overlays following dyslexia screening as well as weighted cushions and writing slopes.
- Effective communication is a high priority for the school with adapted entry packs developed for all EAL families as well as regular use of interpreters and apps to support access and understanding of the school.
- Support Staff are well managed and used effectively to improve outcomes for children both in the classrooms and in alternative provision teaching spaces. Support staff commented on the high level of training that they receive to support them in their roles as well as the whole team approach to provide excellent provision.
- Throughout the school displays and photographs represented the children’s positive experiences of learning and the progress that they make.
- The school has a wide range of IT resources. Interactive whiteboard background colour and font adjusted as required and iPad apps are used to support individuals.
- The school has recently developed a Sensory room to further compliment the alternative provisions of The Haven, The Warren, the EAL room and the Family support spaces.
- An independent learning area has been developed for Years 5 and 6 to support their transition to Secondary school which the children found a useful space as it was “quiet and they could focus on their learning.”

Areas of Development:-

- To develop consistency in all learning environments as identified in the Teaching and Learning Handbook – developing learning journeys that reflect the depth of knowledge, skills and vocabulary that children will learn
- To further use the EAL expertise to enhance the learning environments and teaching approaches.



Element 3 – Learner Attitudes, Values and Personal Development

Strengths:-

- The school has established Behaviour policies and strategies that are evidenced within the school from Behaviour ladders in the classrooms to the BEE Golden Rules. The children commented that they “use them everywhere, gets you better at stuff.” They were also very aware of the strategies of using the ladders from “Warnings to extra Golden time.” Parents commented that the school has a Anti bullying policy in place and staff “will always act if they need to.”
- The school has developed effective Transition programmes from entry into school with meetings and visits for Reception children and parents to visits to Secondary schools in Year 6. Senior schools are becoming more proactive in working with the primary schools including visiting pupils in school. Staff hand deliver records to Senior school to ensure they are received. EHCP’s for Year 6 take place in July so that Senior School SENCo’s can be involved in setting new targets. Staff will accompany the more vulnerable pupils on the train to their new schools as well as setting up extra visits and providing transition booklets with photographs.
- All staff, parent and children commented on their understanding of respecting each other and the appreciation of different needs that has developed with the work on the Rights Respecting Programme. The monthly review of each Right help to consolidate and embed understanding for both children and staff.
- The school has well established systems for children to be able to talk to members of staff for support. These include the Family Support worker, Learning support assistants particularly within The Haven. The school has introduced the mentoring programme (Kick London) as a further external provision to support children.
- Children were very confident with regard to their understanding of the marking and feedback system commenting on the use of the “green pen which encourages us to check and improve our work” as well as the “purple pen for us to respond” to teacher comments.
- The school has established a range of roles to enable the children to develop their understanding of taking responsibility for a community. Children have the opportunity to be elected to the roles of School Council, Eco Warriors, Head Boy and Head Girl, Prefects, Peer Mediators and Playground Buddies. Each of the roles enable the children to learn to care for each other as well as develop campaigns and fundraise for others less fortunate. The children commented on being able “to meet the local MP Sarah Jones as well as change things in school as part of the anti-bullying focus” and “say things in Assemblies as well as run the Merit Assembly.”
- The school has a wide range of out of class activities that children are able to access. Children were very enthusiastic about the range of different sessions they could access from the more usual Sports and Dance focused ones to den building, film and musical theatre. The children explained that each term there was always access to



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the most “popular clubs but that there were also news ones” offered half termly which they liked.

- The school has recently introduced a Just Do It group which also offer a wide range of experiences and is aimed at further raising children’s aspirations by providing experiences that they would not normally be able to access.

Areas of Development:-

- To continue to embed the transition programmes particularly for in year admissions.
- To rationalise the Golden rules to ensure that all children fully understand the differences between Behaviour and Behaviour for learning.



Element 4 – Learner Progress and the Impact on Learning

Strengths:-

- The attainment of pupils at the end of Key Stage 1 and Key Stage 2 is similar or better than the attainment of pupils nationally with disadvantaged pupils attaining similar or better than all pupils nationally. These outcomes reflect the careful use of funding to support pupils in the school and the targeted use of interventions.
- The school has introduced individual SEND learning passports to ensure that SEND progress is tracked carefully which has again supported good progress for SEND pupils particularly in reading and maths. Parents and staff regularly review progress of children together “every six weeks”. Parents feel involved and “able to help” their children.
- Leaders have designed and developed clear systems for analysis of data of all children including different groups to review progress with both middle and senior leader teams. The school uses Target Tracker and Sims to track progress at least termly. Teachers use the pupil progress meeting forum to discuss progress and identify next steps.
- Staff have the opportunity to plan and work together in year group teams supporting each other and using a range of teaching strategies. Staff commented on the “cohesion across year groups that helps them to plan learning and discuss individual pupil needs.”
- Leaders have provided staff with a range of resources in different folders from Inclusion and EAL to Assessment and Interventions. These promote a consistency of expectation and support as well as encouraging a variety of different teaching approaches for improved pupil access to learning.
- Planned interventions have entry and exit data monitoring as well as focused ongoing monitoring by leaders to develop consistency of practice.
- Children have targets within their books for Maths and English and were confident in how they use them to help them improve their learning.
- The school has developed its marking and feedback system with an opportunity for children to respond to feedback as well as revisiting learning an example the children gave was “before English will go through something like grammar if we haven’t understood it.”

Areas of Development:-

- To continue to develop challenge for all pupils to further improve attainment and progress and greater depth understanding.
- To investigate alternative tracking programmes so that the small steps of learning SEND pupils make can be tracked effectively and progress evidenced.



Element 5 – Learning and Teaching (Monitoring)

Strengths:-

- Performance management targets link to the school development plan as well as including a year group research target and peer group target to impact on improving teaching and learning. Staff valued the performance management approach particularly the opportunity to work with each other to improve skills in their Triads. The use of the TOP's monitoring document reflects the open and shared approach to improving the quality of teaching.
- New staff commented how well supported they were by Senior leaders with the provision of mentor's extra provision and support provided if needed. Comments included "being recognised for expertise that we can offer as well as feeling valued."
- Leaders have established monitoring procedures in place to review the implementation of the Teaching and Learning handbook. All leaders contribute to the TOP's sheet. Concerns regarding the quality of teaching are quickly acted upon with focus support plans put in place. Senior leaders including the Acting Trust CEO and external School Improvement Partner are used to both support and challenge teachers in developing their skills.
- The school has developed its long-term plans for the curriculum and the teachers use these to plan learning. Subject leaders and year group leaders are involved in monitoring the impact of planned learning on raising attainment.
- Planning is shared with support staff and LSA's feedback to children within their books. Where Support Staff are planning interventions teachers and leaders generally have an overview of the planned sessions.
- Staff use learning objectives and children have the opportunity to self-assess against the objective. There is an expectation that teachers adapt learning from their daily evaluations of progress.
- Termly learning reviews review children's learning attainment and progress. Children select learning they are proud of to discuss with their parents and teachers. End of year reports always include next steps for children.

Areas of Development:-

- To improve the quality of teaching, learning and assessment so that all pupils whatever their starting points make substantial and sustained progress.



Element 6 – Parents Carers and Guardians

Strengths:-

- Leaders have recognised the vital role that parents have in supporting pupil achievement and progress. Regular workshops and meetings are offered to parent to help them understand the different areas of the curriculum. Parents described the Phonic and Maths session that they had attended which they had found very useful particularly as their children were leading them in the learning journey.
- Parents are encouraged to talk to staff. Leaders are available in the playground daily as well as teachers on the door as well. Parents commented that if they are not able to talk to a member of staff on the door, they will always get a phone call during the morning.
- There are two ‘Meet the Teacher’ sessions a year as well as a detailed Report for parents at the end of the year to share the progress their children are making. Parents valued the monthly tea and talk sessions when they are able to look at their children’s work.
- Reading is promoted through regular Breakfast sessions that parents are able to attend.
- Parents of children with EHCP’s commented on the exceptional support that is provided for parents by the staff when unpicking the needs of children. Parents felt that “they are not alone” and that the staff are often the “only ones who listen” to them. The importance of the learning passport in helping them to understand children’s next steps as well as the opportunity to ask questions were important aspects of feeling that it was a partnership.
- Parents commented that staff at the school are “devoted to the children” and that the extent of the provision available has enabled their children to make progress. They valued the commitment of all staff and their ability to always ask how they or their children are progressing even if the children have moved to Senior schools.
- Communication is a strength of the school and parents considered that they were well informed through texts, the website and newsletters. Parents attend a range of events in school as well as helping with school trips. They regularly contribute to questionnaires about the school.
- There is an active Parents association that organise a variety of events to raise funds for the school from discos to Summer and Christmas Fayres that the local community will attend.

Areas of Development:-

- To continue to extend parental engagement.



Element 7 – Governing Body and Management: External Accountability/Support

Strengths:-

- Governors have a clarity of understanding of the needs of the school and recognised the central role inclusion has on ensuring the school meets the needs of the community. They had an excellent understanding of the key strengths and area of development the school is working on.
- Governors have been allocated key roles to support Inclusive practice including SEND, Pupil Premium and Safeguarding.
- Governors are able to attend training and are also supported in their understanding of the school during Governor visit mornings. Staff will offer short training sessions prior to visit to the classroom.
- Governors regularly visit the school to meet with staff, complete learning walks as part of their monitoring role.
- The school welcomes external support and reviews. The local School Improvement partner attended during the visit and commented on the focus and commitment to improve outcomes for children of the leadership and school team.
- Governors were aware of the careful management of the budget over time that had enabled the school to be able to retain staff and offer alternative learning provisions.
- The changes at Trust level have been carefully reviewed with local Governors and they feel informed about the changes and understand the reasons behind the decisions.

Area of Development:-

- To manage an effective transition to a new Trust.



Element 8 – The School in the Community

Strengths:-

- The school has worked in partnership previously with the Synaptic Trust – a cluster of local schools focusing on developing good practice across schools and sharing CPD opportunities.
- The school also works with Chipstead Valley Teaching School to induct NQT's, work with Trainee teachers and develop leaders within the school.
- The school runs a range of afterschool clubs that promote healthy lifestyles as well as developing creative and social skills. There is a Breakfast and After School club run on the site by an external provider.
- The school team have recognised the important role the school has within the community and have considered carefully how they can access local resources as well as supporting the community. Teachers plan visits to the local area including South Norwood swimming pool, Ashburton library and St Luke's Church to enrich the curriculum. There are regular visitors to the school from the local vicar Father Sam to the police and MP. Pupils also visit the local care home Barrington Lodge.
- The local children's centre is on the school site and offers a range of occasions for the local community to access courses, play and stay sessions as well as local midwives attending to offer advice.
- The team recognise the importance of accessing support from local agencies to help children and families. Agencies include Speech and Language, Occupational Therapy as well as Bereavement.
- The school has a Steel band which meets weekly in the school and involves both current and previous pupils. The band regularly performs at local events in the Borough.
- Leaders have established effective systems to review the impact of the school using questionnaires for parents as well as asking for feedback from outside agencies and visitors.

Areas of Development:-

- To establish effective working partnerships within the Inspire Partnership of Schools.
- Continue to work collaboratively with partners to support individuals and families.