



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR WOODLAND GRANGE PRIMARY SCHOOL

<b>Name of School:</b>	Woodland Grange Primary School
<b>Headteacher/Principal:</b>	Hayley Brown
<b>Hub:</b>	Northants Hub
<b>School phase:</b>	Primary
<b>MAT (if applicable):</b>	Oak Academies Trust

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	Effective
<b>Date of this Review:</b>	27/11/2023
<b>Overall Estimate at last QA Review:</b>	Effective
<b>Date of last QA Review</b>	29/03/2023
<b>Grade at last Ofsted inspection:</b>	Outstanding (Predecessor School)
<b>Date of last Ofsted inspection:</b>	17/04/2013



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR WOODLAND GRANGE PRIMARY SCHOOL

#### **Quality Assurance Review**

The review team, comprising host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

<b>Leadership at all levels</b>	Leading
<b>Quality of provision and outcomes</b>	Effective

**AND**

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

<b>Area of excellence</b>	Not applicable
<b>Previously accredited valid areas of excellence</b>	Not applicable
<b>Overall peer evaluation estimate</b>	Effective

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

## 1. Context and character of the school

Woodland Grange Primary is an oversubscribed, two form entry primary school with 425 pupils currently on role. The school recently introduced an admission cap of 60 to ensure class sizes were maintained at around 30. The school runs its own, well-regarded pre-school. In 2018 the school, along with three other local primary schools and one secondary school, formed the Oak Multi Academy Trust. The headteacher has been in post since August 2022. A new CEO was appointed to the Trust in 2022. There is a positive culture of collaboration within the school and across the Trust.

The number of pupils who have English as an additional language is over 65%. The proportion of pupils who are disadvantaged or have special educational needs and/or disabilities (SEND) is below the national average. However, there are 15 pupils with education, health, and care plans (EHCPs), which is relatively very high.

The aspirational ethos and ambition of the school is directly linked to the dedication and commitment of the whole staff team in ensuring pupils achieve and thrive. This is expressed in the collective vision of the school, 'aiming high to achieve excellence and success by working together'.

### 2.1 Leadership at all levels - What went well

- The forward looking headteacher, together with her proactive senior leaders, have built an ambitious and caring school which is valued by pupils, staff and parents. Leaders have established a strong staff team that share a clear vision for pupils' success and well-being.
- A wealth of professional development opportunities to support leadership include national professional qualifications and training for subject leaders through the school and the trust. Staff have embraced the opportunities to improve through professional development training and coaching programmes. Consequently, staff have a strong focus on curriculum development and an insightful understanding of teaching and learning. For example, the school is taking part in a speech and language trial project, 'Language for Living', which is giving staff the opportunity to address the importance of accessing language at all levels.

- The curriculum is comprehensive and cohesively framed with a wealth of resources to support delivery. Staff are clear about concepts, knowledge and pedagogy. They have a consistent and vibrant approach to teaching and learning across the school. The school has achieved a gold award in PE and a silver Music Mark Award.
- Leaders have developed an innovative approach to performance development allowing staff to pursue an inquiry-based research project. This engages staff, supporting their own and others' professional development. One teacher used research evidence to trial small group interventions on reading and shared the effect impact of this with colleagues.
- Pupils' behaviour is exemplary and reflects the importance placed on learning and the values held by everyone in the school. A strong rapport between teacher and class ensures that pupils are engaged, work hard and talk proudly about their work. One pupil in Year 5 said, 'so the *you do* is an opportunity for us to show we understand the concept'.
- Leaders ensure that all stakeholders are well informed about the school and new initiatives. Consequently, changes are embraced and then reinforced by parents at home. The school provides a range of workshops and curriculum evenings, for example when introducing the new phonics scheme, a motivating award system was also talked about. The school actively responds to feedback from parents via the 'you said, we did' newsletter.
- Pupils benefit from a wide range of extra-curricular and enrichment activities. These are woven through the curriculum with intentional provision made for relevant visits and trips. In addition, there are opportunities for pupils to perform to an audience during their time at school, including music experiences and peripatetic music lessons. There is a wide range of sporting clubs, competitions, and targeted provision such as 'Big Moves'. Pupils are involved in making charitable contributions and funding including the Oadby food bank. Pupils are given opportunities to excel and compete more widely, for example the Primary Maths Challenge, the Oak Trust 500 Words and a national poetry recital competition.

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

...leaders were able to build on the existing strong curriculum and pedagogy across the school and further improve the oracy development of pupils.

### 3.1 Quality of provision and outcomes - What went well

- The passionate co-leaders of the early years foundation stage (EYFS) have created a cohesive and capable team. The settings are attractive with well-organised resources and inviting areas. This encourages the children to explore, investigate, write, and develop their language skills both indoors and outdoors. Leaders recognise the importance of progression. For example in pre-school, children take local walks to post letters to Santa, whilst in Reception pupils take walks to the park and create simple maps which leads into geography learning later in school.
- The enthusiastic leadership of reading has resulted in a strong reading culture. This includes the careful teaching of phonics by skilled and well-trained staff. The selection of high-quality texts across the school has promoted high expectations and challenge. Reading for pleasure is celebrated within classrooms and in the new library. For example, Year 6 were enthusiastic when reading Darwin's Dragon, describing it as 'gruesome and dramatic'. In Year 4 the text Stone Boy was used effectively to create cross curricular links with history.
- Staff exhibit strong subject knowledge and pedagogical skills, which results in lessons that are effectively sequenced and focused. In Design and Technology lessons, the clear sequence of learning enables pupils to observe, self-correct and adjust their initial designs. In Year 4, pupils evaluated their use of levers and understood the importance of prototypes in the design process. In Year 5, pupils confidently discussed creating a switch on their model vehicle, explaining what would work best.
- Teachers use the Oak Trust lesson structure with clear routines for retrieval, modelling, explanation, scaffolding and independent work. This allows pupils to transition across different lesson segments, maximise learning time and enable the teacher to pick up misconceptions. In Year 2 the clear identification of mathematical vocabulary ensured pupils were confident in explaining specific terms - for example 'an edge is where two faces meet'. Teachers regularly develop their teaching skills through coaching sessions and practice, including the use of Step Lab resources.
- The knowledgeable mathematics leader, together with staff, has revised and adapted the use of the White Rose resource to include wider materials and policies, such as the bar model policy. As a result, mathematics teaching is focused and clear. For example, the use of multiplication sentence stems in Year 5 enabled pupils to use these as a scaffold support when completing an independent task.

- A well thought out writing programme has been developed ensuring key English knowledge is built and applied across the curriculum. In the EYFS, children are supported in developing gross and fine motor skills using dough gym and linking physical movement with drawing. In Year 1, the modelling of language structures and use of visual resources supports pupils to say, hold and write a sentence with accuracy. They are also given opportunities to write at length through writing diary entries and re-telling stories. In Key Stage 2, teachers develop specific grammar knowledge and relate this knowledge to texts which is then applied in writing. For example, Year 6 pupils looked at parentheses in grammar lessons, related this to the reading of biographies and then wrote biographies. The effective use of the 'No More Marking' resource is helping to develop and affirm teachers' assessments and skills.
- Pupils enthusiastically embrace opportunities to take on leadership roles, such as lunchtime play leaders and becoming members of the School Council.

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

...leaders secured effective and cohesive assessment of all foundation subjects.

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

- The school provides well for pupils with SEND. Teachers are skilled at ensuring appropriate adaptations are made to learning. In Year 4, a pupil was able to access the same mathematical task as his classmates and supported through using adapted place value grids.
- Where pupils have high level needs as outlined in an EHCP, staff are well trained to meet these, follow clear plans and targets, and support pupils' well-being. A pupil in Year 6 had additional support to work on a task at an appropriate level and was encouraged to develop independence in completing.
- The school has a well-articulated process for monitoring disadvantaged pupils and those with additional needs. Review meetings highlight key pupils and bespoke responses are identified and actions taken. For example, additional interventions in Year 3 regarding phonics and language for thinking, allowed pupils to catch up.

- Teaching assistants are well trained and deployed effectively across the school. Within the classroom they use a range of appropriate strategies, including dual coding techniques such as picture cues, to adapt and support learning. They help pupils to identify positive learning behaviours and remain on task.
- Pupil Premium funding is targeted appropriately and ensures pupils access additional learning support and benefit more widely. Trips and resources are subsidised to enable all pupils to engage. This includes residential trips in Years 4 and 6.
- Staff have access to a range of advice and training. As a result, they are clear about interventions and specific strategies needed to support key pupils. Staff use a range of strategies and interventions with pupils who have English as an additional language. Pupils are assessed and receive targeted action to accelerate acquisition. For example, a Year 1 pupil who started in February made significant progress in phonics by October.

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

...teachers strengthened their provision of reading for the lowest attaining pupils.

### **Following the QA Review**

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice (SLP) events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)