



QUALITY ASSURANCE REVIEW
REVIEW REPORT FOR
WOODLAND GRANGE PRIMARY
SCHOOL

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

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	29/03/2023
Overall Estimate at last QA Review	This is the first review
Date of last QA Review	N/A
Grade at last Ofsted inspection:	Outstanding (Predecessor School)
Date of last Ofsted inspection:	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:

Leadership at all levels Effective

Quality of provision and outcomes Effective

AND

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

Area of excellence N/A

**Previously accredited valid areas
of excellence** N/A

Overall peer evaluation estimate 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 is a larger than average primary school with 440 students close to Leicester. It also has a pre-school. Most pupils come from the local area. The school formed the Oak Academies Trust with three other primary schools and a secondary school in 2018. The headteacher and assistant headteacher have been in post since September 2022.

The proportion of pupils eligible for the pupil premium is well below the national average. The proportion of pupils with special educational needs and/or disabilities (SEND) is below the national average. There are 14 pupils with education, health and care plans (EHCPs), which is a high proportion.

Around two thirds of pupils speak English as an additional language (EAL). Most come from Indian or Pakistani heritage.

The school's mission statement is: 'Aiming high to achieve excellence and success by working together.'

2.1 Leadership at all levels - What went well

- The highly effective new leadership team has gelled together well. Senior leaders bring together their strengths and have a fresh perspective to existing knowledge and experience. Consequently, staff have embraced change.
- Staff are working well together. They trust each other to do what has been asked, or to ask for advice. They hold honest conversations. Morale is strong and leaders have grown a safe environment, where new ideas can be tried out. This gives middle leaders a chance to make their mark. Everybody is invested in the school's clear sense of direction.
- The school has a real culture of purpose and learning. The limitations of the building and the site have been overcome well and staff have all come together as one learning community. During drop ins, leaders write teachers a sticker with praise for something they have observed before they leave the room, reinforcing the positive culture.
- Leadership from the Trust has enhanced leadership within the school and has introduced a new level of professional dialogue. Leaders from the Trust make a positive contribution as well as holding schools accountable. They recognise that each school is on a different journey. Leaders from the school also support schools in the Trust, for example when the assistant headteacher worked with the infant school.

- Through personal, social and health education (PSHE) pupils' aspirations are raised. Parents have come in to talk about their own careers. An Islamic teacher talked about her faith. Events such as British Science Fair Week provide a Science Technology Engineering and Mathematics (STEM) focus. The school has links with local banks and has plans to take part in the primary maths challenge with the Trust secondary school.
- Middle leaders are enthusiastic about their subject areas and have faith in the decision making process. They have been devoting their time to developing the curriculum. They are clear about the sequence of learning in their subjects and make links with other subjects. They engage in fruitful dialogue with one another and have developed their own subject knowledge and adapted schemes. The PSHE leader said, 'Out of all the subjects, that's the one thing I wanted!'
- Leaders adapt the curriculum to reflect the local context. For example they have introduced a unit on Sikhism in the RE syllabus. They have ownership over their own professional development. There are several middle leaders taking NPQs. They are ambitious for their subjects and feel empowered.
- The new phonics scheme has been introduced very well and is taught consistently. Training has been effective. The impact has been so strong that Rocket Phonics are keen for the school to become a lead school, supporting other schools.
- Leaders have a passion for outdoor learning, ensuring that Forest Schools is embedded as an important part of the curriculum in the early years and Key Stage 1. It is soon to be extended into Key Stage 2. Children enjoy cooking over the fire and making hot chocolate on a cold mizzly day.
- Each year group is linked to a governor and subject leaders have had conversations with them about how their subjects are developing. Governors make regular visits to see the school at work
- The school has effective links with its community, visiting the local church for a carol singing concert. Church leaders take assemblies. Community clubs make use of the school's facilities. There are very strong links with other schools in sport as part of the sports' partnership. Leaders also work with the Leicestershire and Rutland School Centred Initial Teacher Training (SCITT); the headteacher sits on the Leicester University Primary Partnership Management Group.

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

- ... subject leaders articulated how the curriculum was implemented in classrooms to identify and share best practice.

3.1 Quality of provision and outcomes - What went well

- Adults care about the pupils. A pupil said, 'They try their best to help us in any way possible. If there is a problem, it will be settled as soon as possible.'
- The curriculum is well sequenced and planned. The key knowledge and vocabulary is clearly identified. In PE, the sports coach works with teachers to give them the skills and knowledge they need to deliver a high quality progressive curriculum. They often work alongside him.
- Teachers make links to prior knowledge explicit to the pupils. This is facilitated through 'do now' tasks at the start of lessons and regular references later. For example, in French, the teacher developed a phrase from a previous lesson exploring verbs. In English, pupils built up their knowledge of literary devices in a series of lessons which enabled them to write a figurative poem.
- Pupils' ability to use new vocabulary, infer, predict, explain, retrieve and summarise (VIPERs) is developed through comprehension exercises and a coherent approach to teaching reading in Key Stage 2. In the early years and Key Stage 1, the new Rocket Phonics scheme is proving effective as it is taught consistently well. Pupils are well prepared for the phonics check and end of key stage assessments.
- Pupils enjoy equality of access to the curriculum in their parallel classes. Teachers share resources and planning and ensure all pupils benefit from quality first teaching.
- Teachers challenge the pupils throughout the school. There is higher order thinking taking place in each subject. For example, in history pupils were thinking about aspects of the Anglo Saxon justice system in Year 4 and how Vikings are presented in sources in Year 5. In RE, pupils were asked to sequence the 10 commandments in order of importance but only had nine spaces to use, so had to decide which one to leave out and explain why. In orienteering, Year 6 pupils had to follow a map which led them to clues for solving a hidden maths problem, making links to geography and mathematics.
- The school's values, which include risk taking, being self-motivated, resilience and independence, are worked out through the curriculum. Pupils support one another in achieving their goals. A strong feature of learning is pupils' ability to work easily in pairs, sharing ideas and evaluating one another's ideas.
- Attitudes to learning are very strong. Teachers' high expectations mean pupils want to succeed and are motivated to learn. They know the purpose of what they are learning. They are fully engaged in their activities and enjoy coming to school. This is evidenced in their above average attendance.
- Pupils are increasingly proficient in recalling what they have learnt, such as when Year 2 pupils spoke about their understanding of the Great Fire of

London in detail. These pupils brought their learning alive by constructing model Stuart houses and setting them alight in the playground!

- High quality continuing professional development (CPD) has a real impact upon classroom practice. Examples of cold calling, talk partners, 'do nows' and dealing with misconceptions in lessons were observed, all of which were focus areas this year. The introduction of 'drop ins' has monitored this closely.
- Teachers are consistent in their use of vocabulary, ensuring that they reinforce the subject-specific vocabulary listed on the knowledge progressions.
- The strong quality of education has resulted in above average outcomes in end of key stage assessments, both at Year 2 and Year 6.
- The pre-school learning environment is language rich, welcoming and stimulating, zoned into different areas of learning, with resources children can access independently. All children are actively engaged in their learning.

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

- ... teachers consistently raised the profile of reading-for-pleasure texts in classes and book corners to promote a love of reading.
- ... staff reviewed where the White Rose mathematics scheme is working well and where it could be adapted to become even more effective.

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

- Pupils with SEND access quality first teaching. They said that teachers included everybody. 'It's very diverse. The teachers don't treat anybody differently.'
- The pupils with EHCPs are sensitively supported, receiving the help they need but also encouraged to work independently and fully included in class.
- Pupils are identified swiftly, resulting in a large proportion with EHCPs with younger pupils securing them.
- The school has been very successful in helping pupils to integrate who struggled in the past.
- The leader of SEN is very passionate. Pupils were observed being supported well in mathematics and science. The school has an inclusive approach, making adaptations as necessary. For example, in science a pupil had an iPad to move pictures around. A learning support assistant was making sure that she was successful, classifying items as alive, dead or never alive.

- The disadvantaged pupils receive individual tuition, which is helping them to make good progress. Staff have had thorough training to deliver the sessions effectively.
- The school ensures that disadvantaged pupils can participate in clubs and residential visits without finance being a barrier. There are no real gaps between the attainment of disadvantaged pupils and the others in the school.

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

... during drop ins leaders made sure that the strategies on individual education plans were being implemented.

5. Area of Excellence

Not applicable

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/>)



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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>)