

You said...we did

April 2023

Does my child do well at school?

I want to share some of the feedback we received from Challenge Partners at the end of last term. A Challenge Partners review is a three-day rigorous peer evaluation of teaching and learning, curriculum and outcomes and leadership at all levels. We had a team of five reviewers in school who carried out 18 quality assurance observations, meetings and learning walks and several extended meetings with the Senior Leadership Team (SLT). I have pulled together some of the comments from the final report for you to read.

Leadership at all levels

- The school has a real culture of purpose and learning.
- Staff are working well together. They trust each other to do what has been asked, or to ask for advice.
- Middle leaders are enthusiastic about their subject areas and have faith in the decision-making process. They are clear about the sequence of learning in their subjects and make links with other subjects.
- Leaders...are ambitious for their subjects and feel empowered.
- Governors make regular visits to see the school at work.
- The school has effective links with its community...there are very strong links with other schools in sport as part of the sports' partnership.

Quality of provision and outcomes

- Adults care about the pupils.
- The curriculum is well sequenced and planned. The key knowledge and vocabulary are clearly identified.
- Teachers make links to prior knowledge explicit to the pupils.
- The new Rocket Phonics scheme is proving effective as it is taught consistently well.
- Teachers challenge the pupils throughout the school. There is higher order thinking taking place in each subject.
- Teachers' high expectations mean pupils want to succeed and are motivated to learn...They are fully engaged in their activities and enjoy coming to school.
- High quality continuing professional development (CPD) has a real impact upon classroom practice.

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

- Pupils with SEND access quality first teaching.
- The pupils with EHCPs are sensitively supported, receiving the help they need but also encouraged to work independently and fully included in class.

Challenge Partners identified some areas for us to think about. The SLT will reflect on these and update our School Improvement Plan, ensuring that we continue to build our practice and curriculum.

Woodland Grange
Primary School



Issue 3