



QUALITY ASSURANCE REVIEW REPORT FOR
WOODLAND GRANGE PRIMARY SCHOOL

Date of this review – 22/01/25 – 24/01/25

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

Leadership at all levels **Leading**

Quality of provision and outcomes

AND

Leading

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

Leadership at all levels

- The dedicated and ambitious headteacher, ably supported by a knowledgeable and cohesive senior leadership team, works tirelessly to improve outcomes for pupils. Leaders are open, transparent and reflective. They know their school well and operate proactively. Recent initiatives such as the introduction of iPads across the school, illustrate the brave decisions leaders are prepared to make in order to 'drive up' standards further. New initiatives are introduced collaboratively and as a result, 'buy-in' from staff has been established.
- The school is an active member within the Trust. At a local level, governors provide welcomed scrutiny and are the 'eyes and ears' of the community, whilst the Trust's central team offer more formal challenge and support.
- Providing high quality coaching for all staff is considered a priority for leaders. They are passionate about the approach and the benefits it brings to the school. Leaders believe the process provides the opportunity to support all staff with their bespoke continuing professional development (CPD) through the celebration of good practice and high-quality feedback. Staff have the opportunity to work with colleagues from different key stages. Leaders ensure the processes are manageable and are aware of the workload and well-being of staff. The process is accessible for all and even, 'coaches are coached'.

- Subject leaders provide effective support for staff in the implementation of their curriculum areas. Whilst at different stages, they work diligently to ensure the intended curriculum, with all its component parts, is delivered consistently. Rigorous quality assurance provides leaders with a critical insight into how effectively their subject is being taught. Monitoring activities such as regular book scrutinies and conversations with pupils help shape the way the curriculum is enacted. Subject leaders facilitate CPD opportunities for staff both within the Trust but also through the use of external providers. The school also provides support for other schools in a number of areas such as physical education and mathematics and has recently been approached to become a hub for its provision of systematic synthetic phonics.
- Leaders ensure that the curriculum is consistently under review and that it meets the needs of the pupils and the community. They encourage staff to trial new ideas and are open to exploring different ways of working. Staff welcome this autonomy within a supportive framework.
- Leaders have established successful partnerships with a range of providers. These enhance the curriculum offer to pupils, for example, through the School Sports Partnership and the Primary Language Association. Close links have also been developed with other schools within the Trust.

Quality of provision and outcomes

- Recapping and the retrieval of key information and skills are key features of the teaching pedagogy. For example, pupils in Year 5 were able to talk confidently in history about timelines and could accurately place where the Vikings and Anglo Saxons would be located on them.
- Pupils' behaviour is well managed through the use of clear instructions, praise and reward. Teachers set high standards and expect all pupils to engage fully in the learning process. Rewards in the form of house points are awarded where and when appropriate. Staff use rewards selectively alongside the promotion of pupils being intrinsically motivated.
- Teachers use a wide variety of skills and techniques to impart learning. Questioning is used skilfully across all year groups to check and challenge pupils' understanding. In the early years foundation stage (EYFS), children were asked to clarify their understanding with such questions as, 'How do you know?' Also, in Year 4, pupils were asked to discuss the different ways three quarters can be represented in mathematics.
- Modelling is used effectively in lessons to embed learning. In a Year 1 English lesson, the learning had been broken down into component parts with key vocabulary being modelled for a pupil with EAL to write a sentence.

- Digital technology through the use of iPads is being used increasingly throughout the school to enhance the learning process and extend pupils' understanding. Pupils in Year 1, for example, used the 'voice note' facility on the iPad to record adjectives about their 'new best friend'. The recorded notes were used as a starting point for further development. The impact of iPads was also evident across the wider curriculum with, for example, pupils being able to compare and contrast maps in history and look forensically at a 3-D model of the spine in science. Pupils were proficient in how they were able to store and retrieve information.
- Relationships between pupils and adults are warm and supportive. They are based on mutual respect and relate to one of the school's values of being 'respectful and empathetic.'
- Teachers have strong subject knowledge which is used to support and develop the progress of pupils. Where appropriate, they link learning from different areas of the curriculum. For example, in a Year 2 English lesson, the teacher skilfully referred to reptiles in science, whilst describing the features of a dragon.
- Systems and procedures have been established that contribute to the effective use of time and resources. For example, transitions between activities are smooth and well-rehearsed. The notion of 'I do, we do' is used extensively across the school, which provides pupils with a clear understanding of the intended learning. In pre-school, the teaching assistant set the scene for the afternoon session very skilfully through a combination of rhymes and reference to the visual timetable.
- Developing and extending pupils' vocabulary is a priority for the school. Opportunities for this are planned and deliberate. For example, in the EYFS, texts such as 'Granny went to market' are chosen to provide rich opportunities for the promotion and acquisition of specific language.
- Pupils are knowledgeable across the curriculum and are able to retain key information. They are articulate and provide detailed recounts of what they have learnt. For example, in history, pupils were able to describe in detail significant events such as the 'Windrush Scandal'.

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

- The SEND co-ordinator is knowledgeable and determined that all SEND pupils make progress from their starting points and have equality of opportunity alongside their peers.
- The school has a well-above-average percentage of pupils with EHCPs compared to schools nationally. Provision for these pupils is personalised, and the learning is highly scaffolded. Plans build on pupils' interests and learning is linked to 'real life' wherever possible.

- Leaders promote the core principle that, 'all teachers are teachers of SEND.' This philosophy is evident across all areas of the school. Staff receive regular training with regard to SEND provision and are able to skilfully recognise and identify those pupils who may require additional support.
- Establishing effective communication with parents is prioritised by the school. Regular meetings, a home school book and an 'open door' policy provide opportunities for both parents and school to discuss the provision that is in place.
- In lessons, SEND pupils are supported successfully through a number of strategies. All staff, including teaching assistants (TAs), intervene with pupils when and as appropriate, encouraging pupils to gain independence wherever possible. In a Year 1 English lesson, for example, SEND pupils were encouraged to share their ideas with an adult during a whole class discussion. The teacher then captured the pupils' ideas and shared them with the rest of the class. Similarly in Year 3, pupils worked as part of a group supported by a TA. The TA used praise effectively to help pupils feel secure and valued and as a result they confidently completed the task. Working walls are used to consolidate and embed pupils' knowledge and understanding.
- The school has fostered an inclusive environment where pupils see themselves as part of a team and are supportive of each other. Pupils readily 'step-in' to help one another if they are struggling to complete the task.
- Both groups of pupils benefit greatly from the high-quality relationships that have been developed between staff and pupils. A culture has been developed in which support is available to pupils at an academic and emotional level.
- SEND pupils are prioritised in terms of access to extra-curricular activities and there is no limit to their involvement and participation.
- The leader responsible for the provision for disadvantaged pupils has created a carefully considered plan in which evidence-based strategies have been adopted to support pupils to achieve in-line with their peers nationally. Case studies are used to exemplify the progress the pupils make from their starting points.