

Woodlands Park Primary School SEF - Notable Highlights, Successes and Celebrations

OFSTED (2015)

- Judged to be outstanding in all areas.
- ‘Outstanding teaching, characterised by high expectations, ensures that pupils fulfil their potential.’
- ‘Rich curriculum helps to ensure that pupils’ spiritual, moral, social and cultural development is outstanding.’
- ‘Pupils are very well cared for. They make great strides in their personal development as well as gaining the skills and knowledge to equip them securely for the next stage of their education.’

WeST Quality Assurance Review

- Despite the changes and challenges in the school’s leadership, the school has remained a strong and positive community.
- The teaching team are dedicated and reflective, they strive to provide challenge for all learners. Children’s conduct is exceptionally good in school and they demonstrate positive learning behaviours both in class and around the school.
- In all lessons children demonstrated a strong desire to learn and a passion to succeed.
- Books clearly evidenced the mastery journey that the teachers and children have embarked upon recently.
- As a result of the effective exploration of vocabulary, children were able to talk about their ideas and write well.

Parent and Staff Surveys

Parent Survey – What’s Working Well...



Staff Survey – What’s Working Well...



Safeguarding and Emotional Support

- Safeguarding audit described processes and procedures as ‘exemplary’.
- The school has a nurture team who use Boxhall and THRIVE principles enable our most vulnerable children to succeed in learning and life.
- The school has developed strong links with outside agencies, therefore providing more effective support for our highest needs pupils and maximising their progress.
- In 2018, the school was awarded the EH4MH Devon Diamond award for the depth of support to our pupils in terms of SEND and safeguarding.
- In March 2021, the school started a partnership with Plymouth Multi-Agency Support Team to further develop capacity to support our most vulnerable children and their families.



Self-Evaluation Framework 2021-22



Context and Key Characteristics

Woodlands Park Primary School converted to an academy on the 1st September 2016. The vast majority of children are from a White British background. The proportion of children who have special educational needs and/or disabilities and those with an education, health and care plan is below the average. 19% of pupils are in receipt of Pupil Premium funding.

Since its successful OFSTED inspection in 2015 the school has been through many changes, most significantly to its leadership. The school has been part of the Westcountry Schools Trust (WeST) since September 2016. Their main aim is that through effective collaboration and structures, its schools can be ‘Stronger Together’ and ‘with every child in a great school.’

In December 2017, the school appointed Steve Bone to be its new head teacher and he took up the post at the start of the summer term in 2018. In December 2018 the school promoted Karen Hunter from her role as team leader to deputy head and designated safeguarding lead. In September 2019, Lyndsey Walker was promoted to lead the nurture team and become the school’s new SENDCo.

Over the last 3 years, pupil numbers have increased by 18%. With future development in the area predicted to impact further on pupil numbers, the school has moved from a PAN of 45 model in July 2020 to a PAN of 60 model in September 2020. As a result, children are now taught in single year group classes which has improved the pitch and match of learning for all pupils. Despite low predicted numbers in Ivybridge, Woodlands Park is the only school in Ivybridge that is over-subscribed in September 2021.

Despite leadership changes and challenges over recent years, outcomes have remained high. However, these outcomes have been inconsistent in some areas.

Even with the changes and challenges in the school’s leadership, the school has remained a strong and positive community. Our teaching team are dedicated, reflective and challenge all learners every day. Our children’s conduct is exceptionally good in school and they demonstrate extremely positive learning behaviours both in class and around the school. Our parents support their children in their learning and engage positively with the school. As a result, many of our children were well supported during national lockdowns and when the needed to self-isolate. However, a range of strategies deployed by the school, lockdown has had a significant impact on the progress and well-being of many of our pupils; especially our most vulnerable.

Lockdown presented huge challenges for Woodlands, as it did for all schools. Pupil progress and well-being was maximised through a range of strategies and approaches. Teachers used Microsoft team to deliver live sessions and modelled learning through YouTube tutorials to ensure that children still felt connected to their classroom. Additionally, vulnerable children (as identified by the school) attended Provision for On-Site Education full time or to supplement home learning.

On roll	356
Pupils on SEN register	28
Pupils with ECHP	4
Looked After Children	0
Exclusions since September 2021	0
Pupil Premium Total	67
Forces	17
English as additional language	10
Attendance	97.7
Current SEF rating using Ofsted Criteria	Good with outstanding features
Current Ofsted rating	1



Self-Evaluation Framework 2021-22



Leadership and Management	Judgement = 1/2 (Previous Inspection = 1)
<p>In December 2017, the school appointed Steve Bone to be its new head teacher and he took up the post at the start of the summer term in 2018. In December 2018 the school promoted Karen Hunter from her role as team leader to deputy head and designated safeguarding lead. In July 2019, Lyndsey Walker was promoted from her current role as foundation stage leader to SENDCo. In January 2020, the head teacher was appointed as hub lead for 6 primaries in the trust.</p> <p>Over the last two and a half years, pupil number have increased by 18%. With future development in the area predicted to impact further on pupil numbers, the school has moved from a PAN of 45 model in July 2020 to a PAN of 60 model in September 2020. As a result, children are now taught in single year group classes which has improved the pitch and match of learning for all pupils.</p> <p>Rebecca Wood chairs our governing body and is the lead governor for Pupil Premium. Mel Haymes is vice chair and is the lead governor for maths and finance. Rebecca and Mel are experienced governors and were nominated to their current posts at the start of the 2018-19 academic year. The structure of board meetings, governor visits and governor training has ensured that the governing body are in a strong position to further support the school in 2021-22. The school's governors challenge leaders during meetings and through governor visits, demonstrating and deepening their understanding of school leadership whilst ensuring that leaders are fully accountable for the impact of their leadership. Governor visits enable governors to fully evaluate SIP targets, engage with the school community and question the deployment of staff and resources.</p> <p>The skills of leaders are developed through effective CPD, this includes working alongside leaders as part of joint lesson observations, MAT heads' meetings, peer reviews, formal professional development such as the head teacher's NPQH (awarded in April 2019) and a MAT governor training days. Further professional development for school leaders include Karen Hunter becoming an accredited professional lead through the NCETM, Mike Tuckwell's completion of the NPQSL course (Autumn 2020) and Lyndsey Walker's completion of the NASEN award (Autumn 2020). During the 2021/22 Academic year, Karen Hunter will complete the NPQH and Chloe Sumner will start her NPQLT course to enable her to support our ECTs.</p> <p>Leaders communicate effectively with parents and model our school values in all of their roles. In a recent parent survey, 99% of parents stated that the school was well led and managed and 100% stated that the school responds to any concern raised.</p> <p>School improvement priorities have raised the standard and consistency of quality first teaching across the school and developed the wider curriculum and habitats for learning. The school recently upgraded its school library and computing suite. The library is at the heart of the school and one of the main vehicles used to promote high outcomes and develop a love of reading.</p> <p>The school recently reviewed its teaching and learning policy. Within the policy, the school has developed 10 key principles of teaching and learning. These principles are used to support teachers to plan and evaluate learning sequences and for leaders to use when monitoring.</p> <p>Leaders model a work-life balance and communicate effectively as a team and with teachers and support staff to ensure that workload is balanced through the year. The school developed its marking and feedback policy to enable marking to be meaningful, manageable and motivating whilst reducing workload for teachers. Alex Hooper is the school's well-being governor. Steve Bone and Alex Hooper are members of the Trust's well-being network.</p> <p>Safeguarding and Personal Development is at the heart of our school improvement. Leaders have developed 6 values under the acronym WARMTH that underpin the school curriculum.</p>	
<p>W = Well-being A = Achieve and Aspire R = Resilience M = Motivation T = Trust H = Holistic</p>	

The school uses its rich PSHE curriculum (underpinned by JIGSAW), assemblies and topics to widen our curriculum and the minds of our pupils. Whole school topics are used to promote areas of the curriculum in more depth such as British Values and to further embed the school values.

‘The leadership team and all staff are ambitious and work collaboratively to drive school improvement. There is a very strong feeling of a supportive team working together towards a common goal and leaders should be commended for achieving this as it places the school in a strong position to move forward.’ (QA review)

‘The school provides a broad, rich and exciting curriculum for the children and the whole school community are proud of their achievements.’ (QA review)

Middle Leaders

- ‘Teaching and Learning in Years 5 and 6 is a strength of the school as a result of strong leadership in this area. Children are on track to achieve their targets, including those for achieving greater depth and those who are disadvantaged.’ (MAT QAR).
- ‘Teaching and Learning in the Early Years is a strength of the school. Books clearly evidenced the mastery journey that the teachers and children have embarked upon recently.’ (MAT QAR).
- ‘Middle leaders are driven and talk eloquently about their impact across the school. From the beginning of the year, they have set up working teams which have enabled focused, targeted priorities. This has led to whole school improvement within all subject areas including the foundation subjects. All teaching staff have learnt more about school improvement as a result and share greater accountability.’ (MAT QAR).
- A review of the curriculum has enabled teachers to develop a ‘Big Picture’ of their subject area linking to the school’s values and teaching and learning policy. The ‘Big Picture’ also identifies a clear vision for each subject area and topic.
- Subject leaders have developed subject curriculum maps to ensure progressive coverage of core concepts.
- Learning sequences written by teachers and leaders apply subject specific key principles and working memory principles from in-house CPD (Jo Fearon)
- ‘Middle leaders were proud of the positive involvement of parents in the school. Strong links have been forged with them and leaders spoke about how much this has benefited the school.’ (MAT QAR).

Middle leaders have mentored volunteers and trainees through formal placements. The school has received praise from the training providers and trainees stating that their trainees made more than expected progress due the level of support and feedback received and the culture of the school.

Brief Action Points

- To embed changes to the school’s curriculum and to evaluate and refine further through WeST’s curriculum training
- For all teachers and TAs to be delivering a systematic synthetic phonics scheme with confidence, consistency and fidelity
- Reading for Pleasure principles are embedded across the school with targets in action plan achieved.
- To evaluate, clarify and refine teaching pedagogy across the curriculum. Make key principles more visible and update teaching and learning policy.
- To use additional finding to target year groups and vulnerable groups most affected by the interruptions to their learning through COVID.
- To develop subject knowledge and skills of the leadership team through the completion of the NPQH (KH).
- Further embed I-Track during the autumn term to enhance the tracking of all pupils and vulnerable groups.
- To apply principles of working memory and cognitive load to ensure that lessons promote the acquisition of long term memory and that learning is well-sequenced.
- Provide effective support for Early Careers Teachers
- To increase opportunities for summative assessment against key performance indicators for the foundation subjects through integrated topics.

Quality of Education

Judgement = 1/2 (Previous Inspection = 1)

MAT QAR

- During lessons children collaborated well and teachers cleverly provoked dialogue to drive learning.
- Children were using a range of methods with precision and drawing appropriate mathematical images.
- As a result of the effective exploration of vocabulary, children were able to talk about their ideas and write well.
- The teaching team are dedicated and reflective, they strive to provide challenge for all learners.
- The majority of the teaching observed was good with some that had outstanding elements.
- The focus on vocabulary was a prominent feature and technical vocabulary was used accurately.
- Teachers' subject knowledge is strong and, in many lessons, there was an appropriate level of challenge for all children.
- Questioning was good and adults encouraged children to speak and explain their thinking.
- Children collaborate well and persevere with their work. They are well motivated and want to succeed. This links to the school's core values.

The school has further developed its positive climate for learning through the development and profile of the school's values. The school engages with parents effectively through 1:1 meetings and open mornings. These open mornings enable the school to engage the parents to support teaching and learning at home and build positive relationships. Over the last 3 years, pupil numbers have increased by 18% reflecting the positivity in the school community, which was further supported by a recent parent survey:

	Agree / Strongly Agree
My child is happy at this school.	100%
My child feels safe at this school.	100%
My child is making good progress at this school.	98%
This school meets my child's particular needs.	99%
This school ensures my child is well looked after.	99%
My child is taught well at this school.	99%
My child receives appropriate homework for their age.	94%
This school helps me to support my child's learning.	99%
This school makes sure its pupils are well behaved.	100%
The school deals effectively with bullying.	99%
The school is well led and managed.	99%
The school responds to any concerns I raise.	100%
I receive valuable information about my child's progress.	97%
I would recommend this school to another parent.	99%

The review of the curriculum during the summer term in 2019 re-established the purpose of the Woodlands Curriculum and embedded the school's 10 key principles for effective teaching and learning into all lessons. The curriculum review led to the review of timetabling across the school to give teachers increased opportunity to provide a broad and balanced curriculum. School leaders developed the Big Picture of the Woodlands curriculum

and used these principles to produce a 'Big Picture' of their subjects and topics. Further developments continued in the 2020-21 shape the second year of the school's 2 year rolling programme embed and further developments such as implementing working memory research and the application of knowledge organisers.

The Big Picture of the Woodlands Curriculum



INTENT	Vision	Together we all discover, learn, grow and succeed														
	Values	W	A	R	M	T	H									
		Well-Being	Aspire	Relationships	Motivation	Trust	Holistic									
	Curriculum Design	<i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>														
Learning Behaviours					Skills					Knowledge and Understanding						
	Attitudes and attributes for learning and life					Subject specific skills required to attain and excel					Deep learning of the key concepts of our curriculum and the National Curriculum					
IMPLEMENTATION	Our 10 Key Principles for Effective T&L	High Aspirations	Inspire and Challenge	Pupil Progress	Positive Habitats	Variation	Developing Learning Behaviours	Relationships	Questioning and Feedback	Assessment for Learning	Subject Knowledge					
	Our Integrated Curriculum	<i>Overarching topics and themes that has a significance for our learners and society, providing relevant and inspiring learning contexts...</i>														
		e.g. Express Yourself			e.g. Discovery			e.g. Health Heroes			e.g. World War Two			e.g. The Romans		
	Our Discrete Subjects	PE	PSHE	Phonics	Art and Design	Computing	Reading	EYFS	Music	Design and Technology	Science	Wild Tribe	Geography	Writing	Maths	MFL
Our Overarching Themes	Relationships		Mastery		Community		Vocabulary / Oracy		Being Healthy / Active		Equity of Education		Developing Learning Behaviours		Fluency	
IMPACT	Evidencing the Improvements in the standards of T&L through...	Behaviours and Attitudes							Quality of Education							
		Learning Behaviours	Conduct	Attendance and Punctuality	Healthy and Active Lifestyles	Outcomes	Professional Development	Self-Evaluation and School Improvement	Development of skills, knowledge and understanding							

During lockdowns and additional periods where pupils needed to self-isolate, pupil engagement was high and children displayed positive learning behaviours. Provision for on-site education, regular phone calls, effective use of Teams, and high expectations minimised the impact on the most vulnerable pupils. However, the school recognises that there are academic and well-being challenges that we will face in 2021-22

There has been a significant improvement in the teaching and learning of maths. The maths lead has become a Professional Development lead through the NCETM, and led significant professional development for all staff within the school. All lessons are now planned and delivered using mastery principles. Staff are using Maths No Problem as a basis for their planning and adapting this for the needs of their children. This has reduced the inconsistencies within and across teams. All staff have a deeper understanding of mastery principles including the five big ideas 'coherence, representation and structure, mathematical thinking, fluency and variation.' The quality of the text books and teaching guidance from MNP is high which has had a positive impact on teacher's workload, giving them the time to discuss pedagogy.

Marking and Feedback procedures have been updated as a result of a teacher led review. As a result, shallow marking expectations remain high however next step marking has been significantly reduced ensuring that written comments are meaningful, manageable and motivating.

All staff now have a good understanding of the aspects of formative assessment and how these principles impact on the quality of teaching and learning. Children say that their teachers know them well and they feel well supported by teachers and teaching assistants.



Self-Evaluation Framework 2021-22



Teachers are determined that pupils will achieve their potential. They encourage pupils to be self-motivated, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers and leaders have consistently high expectations of all pupils' attitudes to learning and are skilled to develop metacognition. Children are explicitly taught about the characteristics of effective learning and teachers and pupils use this language openly when discussing their work and behaviours. The vast majority of children love the challenge of learning and are resilient to failure. Teachers are now working hard to support all children to have this attitude. The school has ensured that this aspect is linked to British Values and to the school values.

Rigorous tracking of pupil progress and pupil progress meetings clearly identify any child at risk of falling behind both in attainment and progress. Teachers offer clearly directed and timely support including the provision of pre teaching and intervention programmes. These systems have been supported by I-Track.

Expert teachers demonstrate a deep knowledge and understanding of the subjects they teach. These lead practitioners support all teachers to ensure subject knowledge is secure and as a result all teachers plan and deliver learning that interests, motivates and engages children. Teaching assistants are deployed effectively and are highly skilled to lead specific academic and pastoral interventions. Our TAs are deployed to teaching teams but work flexibly across the school to provide effective support for our most vulnerable pupils when needed.

Early reading, reading progress and reading for pleasure is a focus throughout the school. Teachers engage with parents to enable parents to feel empowered and motivated to support their children at home. In 2019, reading resources we developed including opening a new school library and a significant investment in guided reading resources for KS1. Reading progress is supported by the effective use of Accelerated Reader such as extracting targets for individuals to be used in catch up interventions/home learning and the Millionaires Club.

The school continues to be dedicated in providing pupils with a broad and rich curriculum that provides an exciting and enriching context for learning. Plentiful opportunities are provided for extra-curricular activities that support and develop children's interests and skills in a variety of areas including; drama, storytelling, the creative arts, music and PE. The quality of provision through specialist teaching in PE and Music allows all children to achieve high standards and those who will continue to pursue these areas leave primary school ready to excel in secondary. The school fully supports the many high-attaining musicians and sportspeople and their commitments outside of school.

Parents are well informed about their child including how well their child is progressing and how well their child is attaining. Biannual parent consultations and written reports ensure strong lines of communication in regards to this information. The school has an open door policy and parents know they can contact the class teacher to discuss any aspect of their child's learning. Likewise teaching staff are proactive in contacting parents with any concerns they may have and also to celebrate positive outcomes. They ensure that we don't have any 'hard to reach' parents. Parents' attendance at curriculum events such as 'bring a parent to maths' and 'developing positive relationships' is high. Parents value the work the school does and are keen to support their children in making progress. The feedback from such events is overwhelmingly positive. Communication with parents remained high during lockdown as the school moved to weekly phone calls and using the chat features in Teams.

Homework is set weekly to consolidate the teaching and learning that has taken place that week. It is becoming more personalised to support children in closing gaps and provide regular feedback to parents in relation to their child's progress. This is particularly evident in the Early Years and KS1 where home learning has significantly impacted on outcomes, e.g. phonics. In a recent parent survey, 94% stated that their child receives appropriate homework for their age.

Outcomes

Standards have been at least good in KS2 over time. In 2018, attainment in literacy was outstanding. In 2019, Year 6 attainment was again well above national in reading and writing. Attainment significantly increased in maths to well above the national average. Attainment at greater depth increased significantly in 2019 in all areas, especially in maths. As a result, 21% of the cohort achieved greater depth in reading, writing and maths combined.

Foundation outcomes remained well above national over the last 3 years, with 100% of the cohort making good or better progress over the last 2 years. Phonics outcomes in 2018 and 2019 are in line with the national average. The school is implementing a systematic synthetic phonics scheme in 2021-22.

In 2019, outcomes in KS1 remained in line with national in reading and writing. In maths, attainment was below national in 2019. During 2019-20 significant developments in the team and professional development opportunities resulted in teaching that was consistently good or better.

2021/2019 Data Summary

Foundation Stage

- 2021 Percentage of children achieving a good level of development (GLD) = 72%
- 2019 Percentage of children achieving a good level of development (GLD) = 75%
- GLD national 2018 = 72%
- Woodlands 2018 = 79%

Phonics

	Year 1 – Met Standard	Year 2	Year 2 Cumulative
Woodlands 2019	81%	63%	94%
National 2018	83%	-	-
Woodlands 2018	82%	50%	88%

KS1

	Reading ARE (GD)	Writing ARE (GD)	Maths ARE (GD)
Woodlands 2021	74% (26%)	76% (20%)	76% (22%)
Woodlands 2019	74% (21%)	68% (21%)	60% (15%)
National 2018	75% (26%)	70% (16%)	76% (22%)
Woodlands 2018	71% (22%)	68% (17%)	73% (32%)

Year 6 Attainment

	Reading ARE (GD)	Writing ARE (GD)	Maths ARE (GD)
Woodlands 2021	85% (39%)	81% (17%)	78% (19%)
Woodlands 2019	81% (35%)	85% (46%)	83% (35%)
National 2019	73% (27%)	78% (20%)	79% (27%)
Woodlands 2018	93% (27%)	93% (29%)	78% (11%)

Year 6 Attainment

	RWM Combined ARE - TA	RWM Combined GD - TA
Woodlands 2021	72%	9%
Woodlands 2019	77%	21%
National 2019	65%	11%
Woodlands 2018	78%	7%

Year 6 Progress

	Reading ARE (GD) - TA	Writing ARE (GD) - TA	Maths ARE (GD) - TA
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Woodlands 2019	+0.3	+2.4	-0.8
National 2019	0	0	0
Woodlands 2018	+0.93	+1.72	-2.00

Vulnerable Groups

- In 2019, attainment of pupil premium children in Year 6 was significantly higher than their peers. 90% achieved ARE in reading, writing and maths. Combined attainment was also 90% which again was significantly higher than their peers.
- In 2019, progress of pupil premium children in Year 6 was again higher than their peers in all areas. Progress in writing is estimated to be +3.95.
- In 2019, the vast majority of children with SEND made expected progress, 100% of SEND pupils except one child in one subject. Many of these children made rapid progress against their individual targets and some of this rapid progress was also evident in the end of year ARE judgements. In Year 6, progress for SEND children is lower than their peers across all subjects, however, these figures are skewed by the progress of one pupil.
- During the 2020-21 academic year, the percentage of children at age related expectation has dipped significantly for the cohorts that will be in Year 2 and Year 6 next year. This reflects the SEMH needs of the new year 6 cohort and the impact of an interrupted foundation stage and Year 1 for our new Year 2 cohort.

Brief Action Points

- To embed changes to the school's curriculum and to evaluate and refine further through WeST's curriculum training
- Further embed I-Track during the autumn term to enhance the tracking of all pupils and vulnerable groups.
- To further develop learning outside the classroom opportunities through school curriculum and local trips.
- Fully embed I-Track. All teachers are able to evaluate pupil progress; especially the progress of vulnerable groups through quality first teaching and targeted interventions.
- Computing curriculum is developed through the implementation of the Teach Computing curriculum, whole staff CPD and collaboration across the Devon Hub
- Knowledge Organisers are used consistently across the school to facilitate long term memory acquisition and to ensure that learning sequences are well-structured and focused.
- Children to make rapid progress at the start of the academic year. Target groups continue to make rapid progress and close gaps through effective use of catch up funding.
- Single age classes provide effective pitch and match and specialist environments are developed (e.g. Year 1).
- Adapt and further embed Maths No Problem, including in the Foundation Stage.
- KS1 attainment and progress increased to above the national average through effective whole class teaching and learning and consolidation through KS1 principles.
- Rapid progress of pivotal pupils across the school to close or narrow the gap to ARE and target greater depth.
- Achieve a positive maths progress measure (Year 6 outcomes).
- Reading for Pleasure principles are further developed through the achievement of targets in the Reading for Pleasure research project. Outcomes evident in terms of teachers' subject knowledge and the attitudes of learners
- Implementation of RWInc results in increased progress of pupils, especially bottom 20% in reading and writing
- Staff are highly skilled in the delivery of RWInc reading and writing through effective training, mentoring and evaluation
- Target rapid progress within the Year 2 cohort to narrow attainment gaps



Self-Evaluation Framework 2021-22



- Teachers are effectively structuring learning sequences across the curriculum – application of working memory theory, cognitive load.
- To implement a synthetic phonics scheme so that the delivery of phonics has fidelity and principles of the scheme are taught consistently across the school
- For all teachers and teaching assistants to develop their subject knowledge of phonics teaching and the specifics of RWInc
- For children to be making rapid progress in phonics; especially the bottom 20%
- For phonics to be timetabled across the foundation stage, KS1 and KS2 to ensure all children's learning is well pitched
- To make progress against all key actions from English Hub phonic audit (May 2021)



Self-Evaluation Framework 2021-22



Behaviour and Attitudes	Judgement = 1 (Previous Inspection = 1)
<p><u>MAT QAR</u></p> <ul style="list-style-type: none"> • In all lessons children demonstrated a strong desire to learn and a passion to succeed. They were confident to talk about their learning and the majority of children felt well supported to build on prior knowledge. • Children’s conduct is exceptionally good in school and they demonstrate positive learning behaviours both in class and around the school. • Children collaborate well and persevere with their work. They are well motivated and want to succeed. This links to the school’s core values. • Children remained engaged in their learning for extended periods of time and learning behaviours are a real strength in the school. <p>In a recent parent survey, 100% of parents stated that the school makes sure its pupils are well behaved.</p> <p>Teachers and pupils are clear about what constitutes outstanding behaviour. These aspirations are clearly stated in the teaching and learning policy and are evident in the culture of the school:</p> <p>At Woodlands Park Primary School we know that anyone can be a good learner. A good learner is someone who understands that learning is a never-ending process that includes, building on prior knowledge, struggle, making mistakes, practise, asking questions and facing and overcoming challenges. They understand the emotional process that goes hand in hand with learning and are able to acknowledge and articulate these feelings appropriately. A good learner is resilient, actively seeks success, while understanding that they may fail initially and knows when and how to ask for help. They are able to work alone and also as part of a group knowing how supportive this can be and valuing others roles within the group.</p> <p>Children are proud of their school and involve themselves in all aspects of school life; especially sports events. In 2019 our children demonstrated the skill and character required to become Devon Cross Country Champions and qualified for the national swimming finals in both the freestyle and medley relay. Additionally, children contribute to the school community through leading fundraising events, being peer mediators and coaches.</p> <p>Attendance is good and persistent absenteeism is low. Attendance increased in 2021021 to 97.7%. Rigorous systems are in place to identify children whose attendance or punctuality is beginning to cause concern. Intervention is rapid and consistently leads to improvements. The Head teacher and Attendance Officer set challenging targets for all groups and governors check that systems are supporting continual improvement. The school introduced a termly golden ticket system during the 2019-20 academic year to give all children the opportunity to win a prize for achieving 100% attendance each term. The introduction of InVentry has increased the accuracy of the monitoring of attendance. This data is used to evaluate punctuality and to communicate to parents.</p> <p>Effective use of CPOMS enables the school to communicate targets relating to behaviour and attitudes to relevant members of staff.</p> <p>The children’s behaviour is impeccable. They are confident, articulate and take a great deal of pride in their school. They are considerate and respectful of their peers’ ideas and opinions and will happily engage in discussion to explore someone else’s viewpoint. Children have clear understanding of British Values which are explicitly linked to the school’s values. Visitors to the school are always impressed with the children’s warmth and exemplary behaviour.</p>	



Self-Evaluation Framework 2021-22



In 2019-20, there were five fixed term exclusions (four children) which led to significant improvements in behaviours in school. In 2020-21, there were no fixed term exclusions. This is largely due to how the school used Provision for On- Site Education to support the most vulnerable children during national lockdowns.

The school has high expectations and deploys effective strategies to ensure pupils' behaviour is a strength of the school. During the very vast majority of lessons, pupils are fully engaged. They want to learn and will manage any distractions they encounter so that they can do their best. On the extremely rare occasions where there is low-level disruption, it is managed effectively by adults to ensure learning is not interrupted and behaviour improves. Children's excellent attitude to their learning has a positive impact on their rates of progress.

Children feel safe at Woodlands Park, this is evidenced from regular monitoring by the DSL and governors. Children know who the safeguarding leads are in school and also confidently talk about other adults in school who they trust. There are regular assemblies and through PSHE lessons children are given the opportunity to learn and talk about keeping safe and e-safety. Our safeguarding audit stated that 'Learners report that they feel safe and are well cared for, listened to and can approach staff easily should they wish to.'

Incidents of bullying are extremely rare. When they are reported they are swiftly dealt with and as a result never become long-standing issues. In a recent survey, 99% of parent stated that the school deals effectively with cases of bullying. Children trust teachers and school leaders to keep them safe. They know that they can approach any member of staff for support and that there are many available alternative options if they don't want to speak to an adult such as our concerns box, peer mediators and coaches.

Behaviour and attitudes remained high during lockdown but will have been affected by changes in routines. Provision for On-Site Education places were offered to children who struggled emotionally and academically.

Brief Action Points

- For cross-school approaches for personal development to be impacting on key cohorts and key individuals
- For targeted interventions through MAST to be impacting on behaviours of top 2%
- For school values to be embedded through September curriculum
- Develop children's ability to make links between behaviours, school values and British Values.
- Review behaviour systems across the school.
- Increase self-motivation for all learners; especially PP and other vulnerable groups.



Self-Evaluation Framework 2021-22



Personal Development	Judgement = 1 (Previous Inspection = 1)
<p>The school promotes its school values and cultural capital through whole school assemblies which link the PSHE learning sequences in the classroom. The PSHE curriculum is embedded across the school and has been developed further through the implementation of the Jigsaw PSHE curriculum.</p> <p>In 2020-21, the school reviewed its Relationships and Sex Education curriculum and the RE curriculum. The adapted RSE curriculum was taught in the summer term in 2021 after a consultation period with parents and governors. The adapted RE curriculum was trialled in 202-21 in the Year 5/6 teaching team and rolled out to all year groups in 2021-22.</p> <p>Principles to develop learning behaviours are embedded across the school, especially in foundation and KS1 where learning characters are used to make metacognition explicit to the pupils. Learning metaphors, e.g. the learning pit are used across KS2 to develop learning behaviours.</p> <p>Provision for children with additional needs are strong across the school due to the motivation of all staff and effective communication with outside agencies. SEND, Nurture Provision and Safeguarding have a designated leader, however support is led by teams and underpinned by effective systems, communication and knowledge.</p> <p>Rose Brooks, SLCN Advisory Teacher (Babcock) reported:</p> <p>Year 2 pupil: ‘The school provides a significantly differentiated curriculum for this pupil who is working at P levels. Planning is at just the right level to ensure progress and a feeling of success, thus supporting the child’s self-esteem and well-being. Staff celebrate her small steps of achievement. Excellent use is made of outside agency support to obtain accurate assessments, which in turn have led to carefully targeted planning at all levels of provision – class, group and individual. Support is also provided for social skills and friendships. Positive relationships have been developed with the parent, who suffers from anxiety and has received considerable Early Help intervention.’</p> <p>Foundation pupil: ‘The school provides a stable and caring environment in which the pupil has slowly begun to communicate with peers and trusted adults. The Foundation staff have an excellent understanding of child development and Social, Emotional & Mental Health (SEMH). Once again, excellent use is made of outside agencies to gain clear advice in order to provide early intervention. Staff provide daily parenting support and have been successful in teaching the child toileting skills, such that she does not need to wear a nappy at school.’</p> <p>Health and Well-Being is been promoted through events such as Active Travel and now has an increased presence in PSHE and the wider curriculum. Despite COVID restrictions, the school prioritised school trips in the summer term in 2021, including 1 day ‘residential’ for children in Years 4,5 and 6.</p> <p>There is a well-established ethos of respect, empathy and understanding of other’s needs. This is especially evident in the care and nurture they show towards the few children that find learning challenging or those experiencing difficulty in managing their own behaviour. Those children who have social, emotional or behavioural needs receive support from trained Thrive practitioners, highly skilled teachers and teaching assistants.</p> <p>The whole of the school’s learning community including lunch time assistants and office staff know the most vulnerable children and receive training in strategies of how to communicate effectively and support these individuals. Through high quality support systems, children with significant needs and challenging behaviours have</p>	



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been able to make meaningful relationships with others and be integrated with their peers. As a result of this they are making good progress emotionally and in their learning.

As a result of PSHE, Science, and PE teaching, the children have a very clear understanding of how to keep healthy, physically and emotionally. The Computing and PSHE curriculum enable pupils to stay safe online and regular updates are provided for parents to enable them to support their children. Relationships Education is taught across the school, SRE education is taught in KS2.

There are a number of ways that the children demonstrate they are active citizens in the school and wider community. The children take on roles such as 'Peer Mediators', 'School Council Representative'; leading to relationships across the age groups and school improvements based on pupil voice. Children in Year 6 have trained as coaches to support Year 3 children who have found the transition into key stage 2 difficult. The Year 6 children talk about the impact this has on their leadership skills and the responsibility they have. Peer Mediators are chosen from year 4 and year 6. They are trained to encourage children to solve their own problems. This empowers them to problem solve and resolve conflict in a constructive way. SMSC and British Values are woven through the curriculum and whole school assemblies so that the children have a range of opportunities to develop into positive citizens of the world.

As a result of the school's review of the curriculum in 2019, teaching and learning is defined as knowledge engaged – where knowledge and skills are taught together. Skills are defined as learning to learning skills (metacognition) and subject specific skills (e.g. enquiry in science).

As part of the school's growth planning, we planned to buy in to the Plymouth Multi Agency Support Team in September 2021. However the receipt of some growth funding from the local authority and the assessment of need by the safeguarding team brought this date forwards to March 2021 to coincide with the reintegration of all children back in to school. So far, the school have 5 children (and their families) when are receiving SEND / SEMH / Safeguarding structured support and all staff have received supervision sessions to review and adapt quality first teaching approaches.

Brief Action Points

- Increase the profile of health and fitness, including mental health and well-being through the school's curriculum, extra-curricular opportunities and active travel.
- Further develop daily physical activity in school.
- Further develop building learning power approaches, especially in KS2.
- To further develop approaches to support personal development through Boxall principles and share case studies for pilot pupils
- Jigsaw curriculum, school values and updates to KCSIE (including SVSH) empowers children to communicate their feelings and make appropriate choices in specific situations
- The school can evaluate the impact of MAST provision on initial cases where MAST's involvement has ceased and on 'live' cases for SEND / SEMH and safeguarding.

EYFS	Judgement = 1 (Previous Inspection = 1)
<p><u>MAT QAR</u></p> <p>Provision in Foundation is strong. The learning environment, especially outdoors, is highly engaging and provides children with the opportunity to develop all areas of learning. This learning is moved on effectively by high quality interaction from most of the adults which is still child initiated and embodies the ideal of learning through play. At other times, children are led by teachers through carefully considered learning opportunities which are much more formal in style. The children manage these with confidence as they have well developed skills which have been taught directly through the Building Learning Power ethos. The adults are very aware of each child’s starting points and know how to engage them to move them on. The Foundation Leader has an excellent knowledge of the Foundation Stage and has worked hard to build a more collegiate way of working which is having a positive impact on children’s progress in all areas.</p> <p><u>MAR QAR</u></p> <ul style="list-style-type: none"> • Teaching and Learning in the Early Years is a strength of the school. • Books clearly evidenced the mastery journey that the teachers and children have embarked upon recently. • Marking and feedback was used effectively to correct key mathematical language as well as number reversals being spotted early. • In the continuous provision, the children demonstrated a real love for learning, especially outside. • The learning environment contained supportive displays and a celebration of work, including an example of each child’s writing on display. • The lead practitioner in the foundation team was very knowledgeable about the school’s approach to teaching and learning in foundation. <p>From their starting points children make good or rapid progress resulting in standards that are consistently above national in all areas. This has been sustained over a period of time. Pupil progress is exceptionally strong for the most vulnerable pupils.</p> <p>Effective leadership of the foundation stage has led to a seamless transition from our range of nursery settings enabling them to settle into school quickly and with ease. The Foundation Stage Lead teacher has developed and maintained good links with our local nurseries and through this, good practise is shared and developed. Parents are guided in strategies that enable them to support their children as they enter this stage of their education.</p> <p>Support includes:</p> <ol style="list-style-type: none"> 1. Foundation Stage teachers and the head teacher conducting home visits to ensure they meet with all new families in their homes. 2. Visits to feeder nurseries throughout the year to ensure all the FS team have a good understanding of every child before they start school. 3. Regular open mornings/afternoons focused on a specific area of learning that enable parents to understand what their child is learning and how they can support their child make further progress at home. 4. A notice board which includes questions to ask children during the week, guides parents in how to talk to their children and develop communication skills. 5. Thrive practitioners are based in FS to support children’s emotional well-being and they meet with parents to give guidance on strategies that can be used at home. 	



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Parents are overwhelmingly positive about the start their children make to school. They value how nurtured and challenged their children are and how well the adults in the Foundation Stage know them. Strong relationships are developed in the foundation year between parents and teachers which enable challenging conversations to be productive not only in the foundation year but also as the child moves up through the school.

Staff intervene appropriately through the use of careful questioning and modelling enabling children to make excellent progress. Their teaching is directed well towards the individual child's next steps in learning. They work well as a team to ensure that the environment is rich and inspires the children in their learning.

A mastery approach to the teaching of maths in the Foundation stage has developed through a Maths Hub project. Staff have had the opportunity to work with colleagues and visit other outstanding settings. This has been shared with staff across the school so that there is a shared understanding of how mastery is being developed. This has had a positive impact on quality first teaching and continuous provision of maths within the Foundation Stage.

The quality of teaching is often exemplary. Practice is continually evolving as the teachers recognise the need to ensure that children leave this stage ready for the increased demands of the KS1 curriculum. Children work well together. They display empathy towards one another and are able to remain on-task and focused for extended periods of time independently, in pairs, in groups and as a whole class. Their confidence, happiness and willingness to be challenged in their learning is of a high level and they enjoy the plentiful opportunities to pursue their own interests. Behaviour expectation, rewards and sanctions are mirrored across the two classrooms which ensures consistency and high expectation. The foundation team themselves model effective learning behaviours.

Children feel secure with their teachers and teaching assistants and due to this they are happy to take risks in all areas of their learning. They know how to keep themselves safe and are able to manage risk and work through challenges including those that require physical and/or emotional resilience.

In 2019, Early Years outcomes were subject to an external moderation. The process demonstrated the deep understanding of the curriculum and knowledge of the pupils across the team.

Brief Action Points

- To implement RWInc in September for phonics and widen to RWInc sessions later in the term
- Assessments, especially in phonics, are adapted to monitor the progress of all children and especially the bottom 20%
- To implement changes to the foundation curriculum
- To implement the new foundation baseline assessment and to rapidly complete the literacy assessments to increase phonics teaching time
- To implement the new Maths No Problem scheme for foundation in line with the rest of the school and using mastery principles from maths hub engagement
- That effective collaboration with the Year 1 team has enabled them to successfully implement continuous provision into their timetable