



# Inclusion Quality Mark (UK) Ltd

24<sup>th</sup> March 2016

Ms N Rancins  
Headteacher  
Woodrush High School  
Shawhurst Lane  
Wythall  
Worcestershire B47 5JW

**Centre of Excellence Review Date: 23<sup>rd</sup> March 2016**

## Summary

Woodrush High School retains its inclusive community, 'family' ethos. There was a palpably exciting atmosphere and buzz in evidence. The open stance demonstrated for honest, self-critical review and evaluation is sharply focused on cycles of continuous improvement to support the students, their families, staff, partners and the local community. Active listening and appreciation for the wide range of contributions to shape further improvement was evident. The evolving community dimension and Teaching School status both radiate excellence and help to underpin quality delivery at this vibrant and welcoming place of learning. Strategy, policy and practice review helps to ensure all students and staff are valued and supported. The Headteacher, senior staff including the IQM Coordinator and governors are rigorous in developing the school's inclusive vision and ensuring buy-in to its realisation in everyday practice. The commitment to supporting the academic, personal and social well-being of the students, families and the community remains superb and deserving of the accolades received.

There are very high expectations of all staff and students; professional and committed leadership from the Headteacher and SLT, excellent teaching and learning strategies and a determination to ensure barriers to success are minimized or removed so that every single child can achieve well. Whilst there have been some significant achievements in narrowing of gaps over time staff are in no way complacent. The school judges its work for the progress of most students to be above national expectations. Focus areas for further improvement are known with well conceived plans for support and development put into place, reviewed and the impact monitored on a regular basis. A proposed revision to the pastoral structure is focused on providing ever more specific support and monitoring for individuals and groups of students. This extends to closing Y6-Y7 progress gaps.

Over the past year of developing its Centre of Excellence status, Woodrush has used the IQM review process and visit constructively. Ideas, approaches and suggestions have been appropriately woven into the current School Development Plan. With a newly appointed Headteacher and certain SLT job role changes, the opportunity to review, refresh and

amend policy and practice is being carefully managed. The school has continued to move forward in terms of its work on inclusion in a variety of ways, including by developing its approaches to literacy and numeracy; support for the social and emotional needs of students and their families; the creation of new policies and practice for assessment; bookwork/oral feedback; outcomes for the more able and to address attitudes to learning. Data provided demonstrates the gains in Y7/8 reading ages; reduction in call outs related to behavioural concerns; cross phase working for 'flight path' modeling using assessment data, 'without levels', understanding and the expected improvements to the number of A\*/A GCSE grades.

Fundamental to the majority of these developments is the CPD provided for staff. Research and Innovation Groups investigate strategies and act as 'change agent' coaches to make an impact across the curriculum. Additionally, new posts have been created to support the priorities for challenging the more able and coordinating literacy across the curriculum. Quality Assurance reviews are scheduled and progress checks inform next step actions with reporting directly to the SLT required.

Training for staff and governors on the SEND Code of Practice has taken place. The SEN team have welcomed the additional Autism training. Parents are informed and fully engaged at review points.

There have been important developments in the areas of literacy and numeracy promoting independent learning. These have included a 'Drop Everything And Read' programme in which all students read for pleasure with their teachers. The "Book in Every Bag" initiative is promoted around the site using attractive posters. Students spoken to enjoyed the reading slots and said that they did read at home too. Students talked with pleasure about World Book Day and the current offer to be involved in a community literacy and art project: a Book Bench for the proposed sensory garden. Reading age gain results are encouraging. Positive approaches to numeracy are promoted and regularly shared with parents. New ideas and approaches are being used by the Maths team to encourage all staff to aid students' grasp of mathematical concepts. Y7 Catch-Up funding ensures the relevant students receive extra maths and English on a rolling programme and this is now delivered by trained teachers.

Consistently conversations demonstrated the centrality of the students to all that takes place. The development of the whole child receives deep reflection and creative working to ensure 'character' counts. It was helpful to hear about the revisions to the allied Aspire programme. An approach to capturing the degree of involvement/gaps for students taking part in trips, visits, sports and other activities is underway.

The school is a genuine hub of the community. The Teaching School Alliance provides a wide ranging programme of cross phase CPD and training for schools across the West Midlands. Woodrush staff, for example, are fully involved in the practical delivery aspects of the NPQML and NPQSL. With its own focus on securing outstanding classroom practice and outstanding leadership the network of professional relationships and visits continues to grow. An accompanying high quality, termly TSA Acorn magazine actively promotes inclusive

classroom practice. The school is currently working with SSAT to host elements of the “Leading Outstanding Schools” programme.

Teaching and support staff are valued. Staff are proactive, flexible and motivated with their career progression encouraged and enabled. The teacher appraisal process and allied pay review structures have been introduced skillfully with few concerns arising. The school has recognised the value attached to developing the staff’s capacity to coach effectively. Moving from partnership to triad models for developing teachers’ skills to be outstanding across subjects has been thought through supportively. In addition, this objective has been supported by recent CPD sessions in which teachers have led workshops on issues relating to AfL, questioning and differentiation to share their expertise and good practice with colleagues.

I am of the opinion that this school continues to move forward in terms of inclusion and there have been excellent initiatives demonstrating this over the past year. Areas for development are included in the school’s Centre of Excellence action plan for 2016-17. These include retaining the focus on progress and attainment not least to close gaps for disadvantaged/non disadvantaged, improve outcomes for the more able and the sixth form; continuing to develop the work to involve students in the decision making and leadership of their school and to reach more parents; continuing to develop teaching and learning and governance to secure outstanding practice and further developing its links with other schools. The potential of the new Community Hub will be an exciting area to monitor as it seeks to extend its inclusive learning offer for the mutual benefit of the school and community it serves.

**Assessor: Selina Westwood**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**



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Joe McCann MBA NPQH

Director of Inclusion Quality Mark (UK) Ltd



# **IQM Review Report 1/2/3** (highlight appropriate Review number)



*Centre of Excellence*

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**School/College Name: Woodrush High School**

**School Address: Shawhurst Lane, Wythall, Worcestershire, B47 5JW**

**Tel No: 01564 823 777**

**Headteacher's/Principal's Name and Email Address: Natasha Rancins ([nrancins@woodrushhigh.worcs.sch.uk](mailto:nrancins@woodrushhigh.worcs.sch.uk))**

**IQM Coordinator's Name and Email Address: David Monk ([dmonk@woodrushhigh.worcs.sch.uk](mailto:dmonk@woodrushhigh.worcs.sch.uk))**

**School Website: [www.woodrushhigh.worcs.sch.uk/](http://www.woodrushhigh.worcs.sch.uk/)**

**Number of students on roll: 1004**

**Review Date: 23<sup>rd</sup> March 2016**

**Assessor: Selina Westwood**

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**School context description: Raise-online, Ofsted Data Dashboard, performance tables etc. (school to update accordingly if there have been significant contextual changes).**

Woodrush High School is an 11-18 comprehensive in the north of Worcestershire, on the southern border of Birmingham. Conversion to an academy occurred in July 2011. The possibility of moving to a Multi Academy Trust is still being considered to aid collaboration and to further enhance academic progress. With five main feeder primary schools the school principally serves the local area. There are around 978 students currently on roll. Numbers staying on into the sixth form continue to rise and currently stand at 96. A small number of students attend off-site provision for courses not available internally.

Of particular note is the creative energy invested to sustain and grow valued youth and community partnerships. Well over 500 young people make use of the facilities, events and support on a weekly basis. The provision of a new, bespoke school/community Hub facility is now open and being used by the youth centre. The introduction of the whole school Character Education programme is purposefully linked into community and, as one Year 7 reported, "It is making us better people isn't it." The Aspire program continues to grow and now has greater links to using outside support in its delivery. A recent HMI visit commended the school on its delivery of Enterprise Education across the school.

FSM, PP, EAL and SA percentages are all below national averages. Numbers with K/S statements are above the national average with the new categories for EHCs now completed. There are eleven LAC children. Students largely enter in line with national averages although newer cohorts are entering above national averages. There is a current refreshed approach to supporting numeracy and literacy progress across the primary-secondary phases.

### **School Data**

- The 2015 cohort's attainment on entry was broadly in line with the national average.
- 171 students on roll at the end of year 11 however of these, 5 were educated off-site in alternative medical provision.
- 29 students were statemented or school action plus (17% of the cohort).
- 20% disadvantaged students in this cohort.

*Headline figures Post 2014 Accountability changes*

	<b>2015</b>	<b>2014</b>	<b>National 2014</b>
<b>Number of Students</b>	171	170	-
<b>KS2 APS</b>	27.7	28.3	27.9
<b>Basics En &amp; Ma</b>	58% ↓	64%	58%
<b>5A*C EM</b>	58% ↓	62%	55%
<b>5A*C</b>	76% ↑	74%	64%
<b>5A*G</b>	94% =	94%	92%
<b>5A*A</b>	14% ↑	8%	-
<b>1A*A</b>	42% ↑	32%	-
<b>EBacc</b>	16% ↑	15%	24%
<b>Capped Point Score</b>	321.2 ↑	310.9	306.9
<b>Best 8 Value Added</b>	1003.2 ↑	985.8	1000
<b>Expected Progress English</b>	60% ↓	74%	70%
<b>Expected Progress Maths</b>	58% ↓	69%	65%

- Value added for this year group is 1003.5. This is a significant improvement on the previous year which was 985.9 and above the 2012 VA of 1002.
- Capped average point score is 321.2 which is an increase of +17.3 on the previous year and +14.3 compared to the 2014 national average
- The percentage of students achieving 5 or more A\* to C has increased to 76% despite this cohort having a lower KS2 prior attainment.
- 5A\*G is 94% which is above the national average.
  - o 5 students were educated off-site on reduced timetables due to medical grounds
  - o 5 students were extremely low ability and only able to access entry level and some level 1 qualifications
  - o These 10 students account for 5.8% of the cohort.
- The percentage of students achieving A\* and A grades has increased in 2015 with the percentage achieving 5A\*A grades nearly double compared to 2014

- The percentage of students achieving the EBacc combination of subjects is still below the national average but this is a reflection of the courses students have chosen to study at KS4 and not on their achievement. The uptake of students choosing to study MFL is the limiting factor in this accountability measure. This has been addressed for future years.
- 5A\*CEM and the Basics measure have fallen slightly this year and levels of progress in both English and Maths are lower than national. For a detailed analysis see the English and Maths section

The school has been judged as Outstanding at its last two OfSTED inspections, the most recent reported in December 2013. A more recent HMI visit gave an extremely positive report on the delivery of Enterprise Education and Work Related Learning. The school's October 2015 self-evaluation processes record, in summary, "outstanding" ratings for leadership and management, behaviour and safety, teaching and achievement. The similar sections, reviewed with a focus on the sixth form, are summated to a current "good" grade. Staff and parents recognise "Communication is big time here" and the investment made to get to know the students and their families really well is a fundamental key to success for all.

Woodrush was awarded DfE Teaching School status in July 2014 and has already established a Teaching School Alliance. (It is one of only six such schools in Worcestershire.) As such Woodrush acts as a National Support School with the Head teacher recently confirmed in the prestigious National Leader of Education role. Nine other staff have been confirmed as Specialist Leaders of Education, including the IQM Coordinator. Other school awards more recently achieved include Leading Edge (June 2013), Princes Trust Geography (Sept 2013), St Johns (Feb 2014), Challenge in Numeracy (May 2014), Princes Trust History (Sept 2014) and the School Games Mark (Jan 2015) ICT Mark (Dec 2015).

Woodrush was awarded IQM with Centre of Excellence status in July 2014. The award was celebrated with parents and carers, and the governing body as well as staff and students. The October 2014 governing body minutes report positively on the achievements and set out a commitment to working on the areas for development highlighted from the July 2014 IQM visit. The academy submitted the required documentation to be re-assessed as a Centre of Excellence for the current IQM visit.

## Review Report

There does not have to be action identified against each element. The school is expected to complete the 'Future Plans' one month before review/assessment and to then submit the Review Report to IQM

Element	Future Inclusive Plans <i>(school to fill in) one month before review/assessment and forward to IQM)</i>	Assessment Commentary <i>(assessor to complete as a result of review/assessment and then forwarded to IQM)</i>
1	<p><u>The Inclusion Values of the School</u> Further impact on closing the gap between Disadvantaged students and non-disadvantaged students and High Attainers</p> <p>Student Voice to continue to develop; to have greater say in decision making within the school</p> <p>Make the new Community Hub a strategic element for links to the community</p>	<p>Continue to identify gaps in student achievement. Plan appropriate personalised/group intervention; review and revise based on your regular progress checks. Monitoring/analyses continues to be shared and used to inform planned CPD eg in relation to Attainment 8 and Progress 8.</p> <p>Investing in the direct involvement of your students to shape further school/community improvement is supported. Governors, SLT, Community Hub managers all make use of such input.</p> <p>Keep under review the strategic aims/purposes of the new Community Hub. Ensure an independent mechanism is in place to assess the impact for school and the community. Aim for quality outcomes for all those partners and services already involved and those others who may join in the future. Consider creating a visual time line/comments record to support the growth of your vibrant community network.</p> <p>To support the growth and development of your 'one staff' ethos you might want to take time to consider the opportunities for more non-teaching staff to be included in and contribute to SLT leadership. This could be prefaced by further work to provide an equivalently valued, developmental and accountable appraisal process, similar to the one already devised for your teachers.</p>
2	<p><u>The Learning Environment, Resources and ICT</u> Develop learning spaces in the Community Hub and for Behaviour Support Unit</p>	<p>Roll out plans to provide the identified learning spaces in the Community Hub and for Attitudes to Learning reparation. Check pastoral team posts, training and rotation arrangements best support the range of identified need eg to address emotional well-being and mental health.</p>



	Develop a further area for ICT development and greater access for all learners, dependent on grants	Financial planning and bids are in place to support an increased capacity and rolling upgrades to student and community learning resources with regard to IT hardware, software and technical support.
3	<p><u>Learner Attitudes, Values and personal Development</u> Further develop the Schools 'new' Student Voice and 'new' Prefect Systems</p> <p>Implement new Pastoral Structure to Support Progress of all learners and Pastoral Care</p>	<p>Your progress to involve more students through a range of opportunities across the age and ability groups is commendable. Embedding this approach is appropriate. Students as prefects, community leaders, working with their peers in classrooms and across the phases, as literacy and numeracy champions has occurred. Others could well contribute to your preference to widen the number and type of celebrations the school/community holds across the year. The Aspire programme is wide ranging in its aims, content and delivery mechanisms. It provides a unifying approach to 'character' development: "You can't teach people character. You can provide them with opportunities to demonstrate and grow their experience so they can develop." The recent visiting HMI OfSTED inspector was impressed. As before involving a longitudinal study of its impact should be considered eg through peer review or the inputs of a primary Headteacher.</p> <p>Proposals relating to a revised pastoral team structure are coupled to improving the quality of personalised support and intervention. Early pilots do seem to have had a helpful impact on attitudes to learning and the need for key staff to be overly reactive. Harnessing the skills and experience of the personnel to move towards a more bespoke and proactive approach is positive. The flexible, open minded, evaluative strategy to its implementation is refreshing. "Yes it has to be about what works best for our children ... their total care."</p> <p>The Attitude to Learning tiered expectations sanctions framework is helpful for both students and staff. Consider as a priority the equivalent framework and responsibilities associated with merits, praise, positive behaviours and attitudes to learning. "Yes we do believe here in a rewards driven culture." Involve the students as well as representative adults in moving this aspect of the SDP forwards.</p>
4	<p><u>Learner Progress and the Impact on Learning</u> Develop the new Assessment and Feedback Policy to support outstanding progress and student support</p>	<p>This area of development is excellent and in the English books seen already having a structured impact on 'next learning for demonstrating progress'. Feedback was highly personalised. Staff and students who spoke to the assessor appreciated the changes and felt these were positively helping the learning progress. The policy implementation has been supported by high quality staff CPD and modelling for students too and this is set to continue.</p>

	<p>Further Support the outcomes of Sixth Form Learners</p> <p>Implement a provision mapping and management system for SEN pupils – mapping ‘additional and different’ provision for all pupils Evaluate impact in SEN of interventions, especially Cognition and Learning</p>	<p>More effective curriculum planning and the range of subjects/courses on offer is under consideration. A new Head of Sixth Form is proposing a range of strategies beyond this to improve the outcomes.</p> <p>Bespoke SEN programmes are planned with the quality of outcomes tracked at the individual student level. Certain staff roles will support this move both in terms of delivery and impact. The reintroduction of phonics last year is also viewed as being an effective decision. Students could explain what skills they were learning and “We enjoy the approach” was added.</p>
<p>5</p>	<p><u>Learning and Teaching</u> Continue to move full time staff to be good/outstanding by individual support and High Impact CPD</p> <p>Focus on challenging the more able, at earlier stages and to lead learning through the curriculum</p> <p>Develop practices so students respond in greater depth to oral and book feedback</p>	<p>This objective remains in place. The support for teachers to reach and sustain this standard is excellent. SLT leadership is instrumental and they are accredited NPQSLs. In addition, there are six SLEs and the Headteacher is a trained OfSTED inspector. The TSA, CPD calendar, RIGs, appraisal system all contribute to this fundamental priority for school improvement. The importance of triad lesson delivery, observation and feedback will be rolled out next year and rests on the inputs this year to ensuring more staff are confident at coaching. A Leading L+T Team has been established this year made up from eleven volunteers across the curriculum (currently all teachers) who are helping to drive L+T initiatives and modelling best practice coaching in the process. Feedback from the February 2016 training day was highly positive: All staff visited another school for the day and used a follow-up twilight session to share best practice and reflect on “what we have here...family, warmth, the buzz and variety, a positive ethos.”</p> <p>The approaches to working with the more able have been a focus for staff development this year. A RIG and SLT member head up a wealth of good practice support and advice. Data trawls suggest an impact has been made on last year’s equivalent results. Senior staff recognise this area of development will need to be developed further and from the earliest years.</p> <p>See the earlier references to this initiative. Training for students as well as the staff is understood. The developmental nature of this new approach will be supported in the coming year(s). Lesson observations, learning walks, data analyses, bookwork scrutiny are providing</p>

		exemplars of best practice. “It’s about quality rather than rushing through content; a genuine understanding.”
6	<u>Parents and Carers</u> Continue to improve methods of gaining parental views	Practices to hear from more parents and carers have continued to be explored, as has the commitment to engage more hard to reach parents. A range of approaches has been used including face to face, texts, telephone calls, emails and FROG messaging. Where findings are collected the school ensures these are collated and fed back. For example, following a Parental Questionnaire on Numeracy in September 2015 the comments and views were shared and a clear list of what the school was going to do next in response was added. Staff would welcome more input from parents and carers. Some schools have tried the approach of contacting one tutor group at a time in full, to gather opinion.
7	<u>Governing Body and Management, External Accountability and Support</u> Improve the professional development of the governing body to make leaders in the school more accountable	CPD and training for governors has occurred including the use of on line materials. New governors have been recruited bringing a range of skills and experiences not least to hold the Headteacher and other leaders to account through appropriate questioning styles. Sustain.
8	<u>School and the Community</u> Further develop all aspects of the community Hub to be at the Heart of the School Community Links	The realisation of the draft plans, as seen at the IQM visit in March 2015, to actual build and facilities (almost operational) was a highlight of the current tour. The buildings and surrounding grounds offer superb potential to provide an amazing school and community facility. The Director of Youth and Community has a strong vision for inclusive practice. It is clear the development of the Community Hub will actively involve students, staff, governors, local residents and a broad array of community partners. The facilities incorporate areas for Youth activities, café/catering, gym, public and school libraries/IT, TSA facilities, teaching bases, sixth form provision and meeting/conference/relaxation spaces. An aviary, sensory garden and soft play centre are planned. This exciting dimension to the growth of Woodrush will be interesting to track and could well provide a national model of excellence.

### **Sources of data**

- Listening to senior leaders and other teaching and support staff.
- Views of some students.
- Data, survey, feedback and other analytical materials.
- Publications, policies, governors' reports.
- Learning walk around school and the new Community Hub.

### **Summary Comment**

See the summary at the beginning of this report.

### **Recommendation**

- The school should retain its COE status: it is an excellent model for inclusive practice at both school and community levels.

### **Further Developments agreed after discussion**

- These are included in the COE action plan for 2016-2017 and referred to in the review report and summary section of this report.