**Woodlands School School Improvement Partner (SIP) visit Report Summaries 2018 – 2020**

**November 2018 Focus of visit – Quality of teaching, learning and assessment**

The school currently judges that in this aspect, they are good/outstanding, and I would support that judgement as being accurate and sustainable. To be considered as outstanding the school will need to be able to evidence that outcomes for pupils are also outstanding.

In all lessons visited there was clear evidence that teachers had high expectations and that pupils were expected to work hard and behave well. Pupils are expected to work and activities are differentiated in lessons.

**January 2019 Focus of visit – Personal development, behaviour and welfare**

The school judges that for pupils this area is outstanding, and I would support this judgement.

Pupils are confident and self-assured within their limitations. The school encourages discussion and debate in the curriculum and, as pupils get older, they are encouraged to express their views and are taught to listen to others and to respect other opinions.

Preparation for transition to adulthood is outstanding and the school has practice which other schools are adopting. It is a leader in providing internships for students and works closely with a wide range of partners to provide extensive opportunities of students.

**March 2019 – Focus of Visit Sixth Form**

There is some excellent practice and the 6th form is close to being outstanding. Students that are more able are taught very well and have a rich and extensive curriculum that enables them to build their skills and is doing an excellent job in preparing them for the future. Leaders need to focus on the lower ability groups to ensure that their needs are equally well met by scrutinising planning and delivery of lessons and further embedding a culture of student independence in their work as far as possible.

Leadership is very strong at Woodlands and is continuing to improve. Under Iain’s leadership and with the support of an effective SLT Woodlands has constantly improved and is now a highly effective school.

**May 2019 Focus of visit – Early Years and Leadership Management**

During the lesson observation there was clear evidence of an appropriate balance between adult led and child led activities. For some of the most challenging children most activities are child led because they are not yet ready to fully engage in adult led activities. Some of the other children demonstrated very good social skills, initiating shared and imaginative play. Adults were skilled in exploiting opportunities to encourage the most reluctant children to join in and adult use of language was highly appropriate to the needs of the children.

**Woodlands School June 2019 Focus of visit – Overall Effectiveness and updating new SLT**

The continual drive that all leaders have shown has resulted in year by year improvements and the school has, in my opinion, reached a point in its development where it can be confident that at the next inspection a judgement of outstanding is a strong and realistic possibility.

**SIP visit report Summaries 2019 – 2020**

**September 2019 Focus of visit – MAT SLTs: Curriculum SEF: building the judgements**

The changes to the EYFS team, the greater emphasis on outdoor learning and more precise use of targets is already having an impact.

It was not possible to visit all the new teachers but of those seen most demonstrated a sound level of teaching skill and all demonstrated excellent relationships with the pupils.

**October 2019 Focus of visit – Quality of Education**

The SEF is much easier to access and gives a clear picture of how the school judges itself against each of the Ofsted key judgements. In the two lessons visited the inconsistency which leaders have identified became apparent. The SLT member who accompanied me on these visits was very accurate and insightful in her assessment of the lessons.

The Soup Kitchen showcased Woodlands at its best. Here the students knew what they were to do, how to do it and understood the need to complete tasks on time. Adults were aware of the need to stand back as far as possible and let the students work as independent as possible.

The school judges that the quality of education is good with many strengths and I agree. It is the small inconsistencies that are stopping the school being confident in judging itself to be outstanding. Leaders have a very secure understanding of the issue and what needs to be done. They are acting on the outcomes of their monitoring.

**November 2019 Focus of Visit – Behaviour**

The school judges that behaviour and attitudes are outstanding, and I agree with that judgement. The SEF identifies the strengths and areas for development and this visit would suggest that the development areas are correct. The Relationship Policy is extensive and establishes an ethos of mutual respect and understanding as to why and how some pupils may have difficulties managing their behaviour.

**Woodlands School January 2020 Focus of visit – Personal development**

The involvement of the new leadership team in my visits continues to be a really positive development and provides a forum for discussion and debate. As a result, team working is strengthened, new leaders become better informed and more confident in stating their views.

Personal development is a real strength of the school and I believe that leadership and management (my next visit focus) is well on its way to becoming outstanding as the new team beds in further.