



**Woodlane High School**

achieving success in a nurturing environment

# Woodlane High School

## Self-Evaluation Form and School Improvement Plan (2022-2023)

### Summative Evaluation

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**Woodlane High School**  
**Self-Evaluation Form and School Improvement Plan 2022-2023**

**Overall Effectiveness – Outstanding**

**Quality of Education – Outstanding**

**Behaviour and Attitudes – Outstanding**

**Personal Development – Outstanding**

**Leadership and Management – Outstanding**

**Key to tables:**

**Who?** Purple – SLT/Lead Practitioners/Governors

Grey – Subjects Leaders/Teachers

Pink – TAs/Cover Supervisor/Support staff

Blue – Support Agency Partnerships

## **Covid-19**

As we move into another academic year and protecting our community from Covid-19 has become the new, but challenging normal, we are determined that our pupils access the outstanding education they are used to, whether they are physically in or out of school. Within our 2021/2022 self-evaluation we acknowledged that the quality of education at Woodlane was 'good', therefore despite remaining 'outstanding' in every other area, we considered ourselves to have an overall judgement of 'good'. This was due to the consistency of progress in a very small minority of subjects, which were specifically affected by the Covid-19 pandemic and we had not consistently reached our own outstanding threshold, despite interventions. We were keen to ensure pupils had access to a full, engaging curriculum when feeling well and not able to attend school thus eliminating any loss of curriculum time. The 2021/2022 plan set out how over a 12-month period we implemented robust targets to ensure the quality of education and overall provision returned to 'outstanding'. The plan was successful and we are now able to state that once again the quality of education at Woodlane is 'outstanding' and thus our overall effectiveness is 'outstanding'.

**Please see Appendix 1 for 'Covid-19 – How Woodlane responded to the challenges'.**

## Characteristics of Woodlane School

- At the start of the academic year 2022/2023, Woodlane currently has 113 pupils on roll.
- The school is heavily requested for places by parents and Local Authorities, however, careful consideration is always made to ensure pupils are appropriately placed. The school also ensures that, when appropriate for an individual pupil, we encourage a supported transition to mainstream provision.
- At Year 7 entry, pupils' abilities most commonly range from PS1 to PS5 under the progression steps framework. This would be considered similar to P5 to Level 2 under the old national curriculum. On entry the majority of pupils are broadly working within the age range 6-9 years old, or between 2 and 5 years behind their chronological age.
- Woodlane is expecting to receive £59,840 in Pupil Premium funding. This is equivalent to 64 pupils (61%) on roll.
- A calm, learning-focused environment enables pupils with a range of moderate, specific and complex SENDs to raise their self-esteem and resilience, succeed academically as well as gain a variety of qualifications that reflect the best of their ability.
- Pupils are supported in raising their level of independence and, therefore, the vast majority gain mainstream Post 16 College placements, 0% of pupils have been NEET in the last 10 academic years.
- The school's self-evaluation practices and improvement plans are analytical and reflective, as a result, small areas for improvement and areas of interest are identified early and addressed to ensure these do not grow into significant areas of concern. The Local Authority Lead Adviser and the School Improvement Adviser have both recommended our SEF/SIP approach to other SEND schools. Ofsted (2019) stated, *'leaders are meticulous in implementing the school's priorities for continuous improvement'*.

## Overall Effectiveness – Outstanding

### Evidence

- The vast majority of pupils usually make and the majority exceed expected progress overtime, from their individual starting points. As a result, pupil progress is substantial and sustained. However, over the year 2020-2021, during the Covid-19 pandemic, the large majority (96.02%) made and the minority exceeded (43.40%) expected progress overtime. We have worked tirelessly to ensure pupil progress returned to its usually outstanding level (97%+ meeting and 50%+ exceeding) and gaps in learning were filled for each and every pupil. During the year 2021-2022 the vast majority (98.69%) made, and the majority (54.43%) exceeded expected progress, returning Woodlane to its pre-pandemic outstanding level.
- There are some schools which may fail to acknowledge the impact of the pandemic on pupil progress, others may re-categorise or lower their expectations as a consequence. Woodlane's data analysis not only highlights the impact of the Covid-19 pandemic, but also outlined the specific steps required to return progress to pre-pandemic levels. Further reductions in progress were mitigated through a raft of strategies and targeted interventions, but some impact from the various school closures, pupil and teacher self-isolation and a switch to home-learning was inevitably seen. While we have reached pre-pandemic levels of progress the school continues to ensure gaps in learning are addressed.
- The school has taken the conscious decision to uphold the highest expectations of pupil progress. This has ensured that outstanding still means outstanding at Woodlane. We require results to be as good as, or better than our outstanding threshold and pre-pandemic levels for this judgement to be achieved.
- The vast majority of pupils meet and the large majority exceed their expected outcomes. This has been sustained through the Covid-19 pandemic and continues to meet the school's outstanding threshold. During the year 2021-2022 the vast majority (97.18%) achieved expected outcomes and the large majority (68.31%) exceeded expected outcomes.
- When comparisons are made with other similar schools recently judged as outstanding by Ofsted, Woodlane usually outperforms its peers.
- *'The curriculum offer is impressive, providing a wide range of academic, vocational and therapeutic learning opportunities. Specialist staff and external agencies work highly effectively with teachers to enrich pupils' experiences.'* (Ofsted, 2019).
- Teaching and learning is outstanding across the large majority of subjects and in the remaining it is at least good. Pupils and staff have created *'Woodlane Outstanding Teaching and Learning'* criteria, which is used to support and inform

judgements on the quality of teaching and learning. The school has also introduced *'Woodlane Outstanding TA/Apprentice Support'* criteria, which is used to support and inform judgements on the quality of support at Woodlane.

- Woodlane uses the *'Woodlane Flight Path'* to track levels of progress from individual starting points. The Flight Path is based on a combination of national data, progression guidance and the outcomes and practice of other outstanding special schools. Woodlane's expectations are appropriately challenging and often set above other outstanding special schools. If pupils fail to make at least expected progress, intervention strategies are always implemented swiftly.
- Leadership and management are outstanding at all levels. Staff regularly share their expertise with colleagues and are self-motivated. Ofsted (2019) stated, *'leaders, governors and all staff work tirelessly to provide high-quality learning experiences for all pupils'*.
- The school has experienced recruitment challenges over the last two academic years, as the impact of the Covid-19 pandemic has encouraged staff to move out of London or be less inclined to leave current schools.
- Behaviour is outstanding and the school enables pupils, with a range of social, emotional and mental health difficulties, to develop skills to manage their own behaviour. A particular focus is placed on raising self-esteem and building resilience.
- The school provides thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development, thus enabling successful personal development.
- Woodlane's curriculum is ambitious and designed to give all SEND and the most disadvantaged learners, the knowledge and *'cultural capital'* they need to succeed in life.
- During the Covid-19 pandemic, Woodlane maintained outstanding safeguarding procedures. Pupil engagement in the curriculum and wellbeing provision offered was high and comparable to mainstream secondaries. The school opened to a high proportion of pupils in the Summer Term 2019/20 and fully opened to all pupils in Autumn 2020/21. Another lockdown followed in January 2021, with the school able to offer emergency provision to 30% of the cohort, targeting those with the highest level of need, e.g. child protection plans etc. School once again returned to full opening in March 2021, with the implementation of new practices, e.g. mass-testing.
- Pupils enjoy school and are passionate about their learning and their school. This is communicated informally and formally.
- Parents regularly communicate their positive view of the school and its practices. *'Parents say that staff make all transitions for pupils as smooth as possible. They say that staff 'go the extra mile''* (Ofsted, 2019).
- Staff overwhelmingly support the school's policies and practices and formally communicate their satisfaction through questionnaires and feedback.

- Evidence of progress is celebrated visually in '*Pupil Achievement Books*'. Pupils are encouraged to discuss their progress and actively do so.
- In May 2019 the school received a Section 5 Ofsted inspection and achieved 'outstanding' in all categories.

**Refer to:**

- Lesson observations.
- Book Look/work scrutiny.
- Progress Report data and Outcomes for Year 11 report.
- Comparison reports.
- Behaviour data/Personal development, behaviour and welfare pack.
- Combined Progress and Wellbeing during the Covid-19 Pandemic report.
- Attendance data/pack.
- Pupil/Staff/Parent questionnaires.
- SIA and LA Adviser visits and reports.
- Case studies.
- Curriculum maps.
- Safeguarding/Health and Safety audits.
- Ofsted report (May 2019).

## Supporting factors

1. The curriculum is broad and balanced and is highly multi-sensory and tailored to individual needs.
2. Speech, language and communication support is integrated into everyday practice through our universal provision.
3. Staff are clear on Woodlane progress and outcome expectations and aim for all pupils to make above expected progress.
4. Woodlane's remote provision was robust and inclusive, when compared with other similar schools, throughout lockdown periods, allowing pupils who were absent for long periods of time to engage in learning and feel part of the school community. The school recognised there was additional work to be done in this area to further reduce loss of curriculum time due to the impact of the Covid-19 pandemic, therefore, Woodlane now provides virtual learning where pupils who are absent but still well enough to access live virtual learning. This change in practice is now able to support pupils with a range of medical and mental health needs.
5. The sensory room provides opportunities for targeted sensory support and enables pupils to regulate their emotions ready for learning.
6. Senior leaders encourage innovation and value ideas from staff and pupils; ideas are used to shape school plans, policies and decision making.
7. Staff are effectively supported to make personal and subject developments; improvements are celebrated. However, when necessary, staff are held accountable for any underperformance, through the school's appraisal process.
8. The school's policies and practices exceed statutory safeguarding requirements, drawing on the provision of various support agency partnerships, offering highly targeted 1:1 support and targeted interventions where required.

## Headline Areas for improvement (September 2022) – we are taking steps to:

1. raise the proportion of pupils who meet and exceed expected progress and outcomes in Science;
2. ensure TA/Apprentice support is outstanding to ensure the vast majority of pupils make substantial and sustained progress;
3. introduce a break and lunch play curriculum to positively engage pupils;
4. further improve the physical environment and facilities to ensure teaching and learning is supported by an inspirational environment; and
5. continue the growth and development of our Nurture provision to provide an appropriate pathway for our lowest ability pupils.

## Quality of Education – Outstanding

Woodlane uses the intent, implementation and impact model to clearly communicate the quality of education and wealth of provision on offer, as follows:

### Intent

- To provide an outstanding education, which is personalised to the need of each pupil.
- To provide a calm, learning focused environment, which is safe, caring and nurturing.
- To provide a holistic education, which incorporates guidance and strategies from support agency partnerships e.g. speech and language therapists, occupational therapists etc.
- To increase resilience and develop pupils' ability to self-regulate.
- To ensure Woodlane values are at the heart of learning.

Kindness Tolerance Honesty Independence Effort Aspiration Resilience Achievement Respect



- To develop pupils' essential life skills, developing their knowledge and the '*cultural capital*' they need to succeed in life (personal development).
- To promote physical and emotional well-being.
- To prepare pupils for the next stage of their education.
- To ensure all pupils leave Woodlane with outcomes that reflect the best of their ability.

## Implementation

Pupils have full access to a broad and balanced curriculum including the National Curriculum which is differentiated to meet pupils' learning needs and styles. Our curriculum is designed to be challenging and appropriate to every pupil's stage of development.

- Our curriculum offers a wide range of cross-curricula learning opportunities to ensure pupils make significant personal development.
- Our curriculum covers a wide range of core and foundation subjects. We dedicate substantial time to both.
- Our KS3 curriculum covers 14 subjects, which are taught through 25+ hours contact time each week.
- Our KS4 curriculum covers a range of 13 subjects (some are 'options'), which are taught through 25+ hours contact time each week. See our curriculum pages for full details: [www.woodlane.lbhf.sch.uk/page/?title=Curriculum&pid=91](http://www.woodlane.lbhf.sch.uk/page/?title=Curriculum&pid=91)
- We have adapted our curriculum to include Covid-19 'recovery' lessons. These lessons are used to specifically target subjects/areas which, identified through our data analysis, have areas of underperformance when compared to other subject areas. Our Covid recovery programme for KS3, covers 3 timetabled booster lessons per week (2.5 hours). KS4 (particularly Year 11) receive 2 additional timetabled lessons per week, as well as targeted lunchtime and after school support sessions, (3+ hours per week).
- Our curriculum is designed to build and expand on previous skills and subject knowledge, over a 5-year period. It also plans for opportunities for repetition to embed knowledge, increasing the chance of information recall.
- We offer a wide range of qualifications, which are selected to appropriately challenge, based on every pupil's stage of development.
- We offer substantial curriculum time to pupils in Year 11 to attend a weekly college link throughout the academic year and a work experience programme running in the Spring Term.
- Enjoyment in learning is incredibly important to us, we therefore also run regular whole school theme days throughout the academic year.
- We provide additional extra-curricular activities at lunch time, after school and when required specially targeted support on a Saturday.
- Our curriculum is adaptable to the different needs of pupils during the Covid-19 pandemic, allowing pupils opportunity to continue education through a blended approach, or entirely from home if necessary.

## Teaching and Learning

- Our pupils are taught by well-qualified and experienced transition teachers in Year 7 and subject specialists from Year 8 to Year 11. The vast majority of staff have expert subject knowledge.
- The school is also linked with teacher training establishments to support improvements in the quality of SEND education for training teachers. The school has completed training placements for numerous short and long term PGCE placements.
- Our Headteacher and senior leaders are well qualified, possessing a range of qualifications including NPQH, Masters in Education, etc.
- We have several SpLD specialist teachers. Our Lead Practitioner/intervention teacher holds a Level 5 in SpLD. Our Lead Practitioner/Special Educational Needs and Disabilities Co-ordinator (SENDCo), holds a Master's degree in Autistic Spectrum Disorder.
- Staff and pupils have collaborated to design bespoke criteria for '*Outstanding Teaching and Learning at Woodlane*', which are used to judge the quality of teaching and learning at Woodlane. The school has also introduced '*Woodlane Outstanding TA/Apprentice Support*' criteria, which is used to support and inform judgements on the quality of support at Woodlane.
- The curriculum is differentiated broadly into three levels of challenge, 'all', 'most' and 'some'. Further differentiation and personalisation are implemented when required.
- We offer various parent-pupil workshops throughout the year to enable parents to best support their child and work in partnership with the school.
- Following consultation with parents and pupils our homework is provided physically. All tasks use a standardised format and are differentiated and personalised to provide the appropriate level of challenge and support.

## Three Tiers

- We have a 3-tiered approach to supporting each pupil's learning, including:
  - **Universal** – this is the teaching and learning each pupil will receive from our transition/subject teachers and will include adaptations to match learning needs.
  - **Targeted** – it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to a pupil's learning.
  - **Specialist** – it may be necessary to seek specialist advice and regular long-term support from a specialist professional in order to plan for the best possible learning outcomes for a pupil.

## Assessment

- Each pupil collates a '*Pupil Achievement Book*', where they showcase their best work and demonstrate progress over time in a variety of subjects.
- Woodlane analyses internal and external data from a range of sources to effectively evaluate each pupil's performance. This allows us to determine whole school performance, moderate our own practice and plan for further improvement.
- Our bespoke '*Flight Path*' is used to track the progress of individual pupils and determine expected outcomes from different starting points, using a '*Progression Steps*' model.
- Our '*Assessment Map*' highlights the range of qualifications available and how these can be compared to one another.
- Teachers and senior leaders use a range of formative and summative assessment procedures to assess progress and attainment.

## Impact

- Teaching and learning is outstanding across the large majority of subjects and is typically at least good. Pupils and staff have created '*Woodlane Outstanding Teaching and Learning*' criteria, which are used to support and inform judgements on teaching and learning. Pupils and staff have also created '*Woodlane Outstanding Support*' criteria, which is used to support judgements on the quality of support.
- The quality of Teaching and Learning in English is consistently outstanding.
- The quality of Teaching and Learning in Maths is usually outstanding.
- Teachers plan lessons carefully, making effective and maximum use of lesson time.
- All Teachers and Teaching Assistants use a range of SALT strategies to support pupils.
- The behaviour management and safety of pupils are outstanding.
- Pupils are keen to learn and are enabled to develop resilience to failure.
- Teachers and Teaching Assistants check pupils' understanding systematically throughout the lesson and adapt teaching accordingly.
- Teachers provide effective feedback to pupils in line with the school's policy.
- Teachers use a variety of multi-sensory methods to support pupils.
- Pupils enthusiastically report that they are taught well.

- Teachers are well qualified and have a deep understanding of their subject areas. The senior leaders support staff in achieving higher level qualifications e.g. in Dyslexia and Autism and encourage evidence informed teaching.
- Analysis of pupil progress indicates that achievement is usually outstanding across the school. This is because, pupils progress well from their different starting points and achieve or exceed standards expected within the school's curriculum. However, pupil progress was judged as good in 2020-2021 during the Covid-19 pandemic, it returned to outstanding in 2021-2022.
- Prior to the Covid-19 pandemic, for over 5 years, the vast majority of pupils made expected progress, demonstrating that progress over time has historically been substantial and sustained. However, over the year 2020-2021, during the Covid-19 pandemic, the large majority (96.02%) made and the minority exceeded (43.40%) expected progress overtime. We have worked tirelessly to ensure pupil progress returned to its usually outstanding level (97%+ meeting and 50%+ exceeding) and gaps in learning were filled for each and every pupil. During the year 2021-2022 the vast majority (98.69%) made, and the majority (54.43%) exceeded expected progress, returning Woodlane to its pre-pandemic outstanding level.
- The vast majority of pupils meet and the large majority exceed their expected outcomes. This has been sustained through the Covid-19 pandemic and continues to meet the school's outstanding threshold. During the year 2021-2022 the vast majority (97.18%) achieved expected outcomes and a majority (68.31%) exceeded expected outcomes.
- Analysis of pupil progress indicates that achievement in the Core Subjects is usually outstanding, when compared to the bespoke Flight Path, which considers the performance of other outstanding special schools and national data. However, during the Covid-19 pandemic, 2020-2021 progress in Science was particularly affected and was a significant focus of 2021-2022 and will continue to be this year.
- Analysis of outcomes (2021) and pupil progress (Summer 2020/2021) indicates that there is little statistical significance between key groups, although there was a small dip overall in progress data:
  - The overall gap in progress between Pupil Premium and those not in receipt is extremely small, (1.2%) falling 0.6% year on year. Pupils in receipt of Pupil Premium outperformed their peers in the core subjects. The gap in exceeding is equally small, at 1.6% but Non-PP progressed faster than their peers in this measure.
  - When looking at outcomes, the gap is wider, with Non-PP meeting expectations 8% more commonly than their person, but pupils receiving PP exceeding expectations 9% more regularly.
  - The progress of four of the ten largest ethnicity groups is outstanding with WBRI, OOTH, BAFR and WOTH all meeting expectations in greater than 98% of cases.

- Progress within SEND groupings remains broadly consistent over time. All groups were over 97% meeting expectations and 50% exceeding in the core subjects.
- The progress of girls in STEM in 2021/22 (Science 89% and Maths 100% and DT 100%) exceeded that of boys, (Science 96% and Maths 99%, DT 98%) however gaps were small.
- Pupil attainment is similar to or better than other comparable outstanding special schools. Links made with other outstanding special schools provide opportunities for comparison and critical analysis.
- Woodlane pupils' academic starting points are often extremely low compared to their mainstream peers, but outcomes are usually much closer to expectations in mainstream. Progress towards expected outcomes is compared carefully using DfE published data each year. Due to the pandemic, school performance data was not published nationally through the usual results tables or the *Analyse School's Performance* website for 2019/20, nor was it for 2020/21. The last available data demonstrated that when Woodlane's adjusted progress and attainment scores are compared with only community SEND schools in England (450 schools), Woodlane regularly ranks in the top 30 school's nationally (top 5%).
  - Using the adjusted score of -1.29, in 2018/19, the school was ranked 13th nationally, a rise of 3 places from 2017-18, and 56 places from 2016-17.
  - Using Woodlane's Attainment 8 score of 8.6, in 2018/19, the school was ranked 22nd nationally. The score of 9.02 the previous year was higher, but the school was ranked 31st nationally.
  - Woodlane has conducted specific analysis on the published data a variety of other schools both local to Woodlane and wider afield. Analysis demonstrates that the school's dedication to higher level learning places it amongst the highest achieving special schools. Pupils at Woodlane continue to score higher for Progress and Attainment than almost all other schools, including those also graded Outstanding by Ofsted recently.
- When pupils transition from Woodlane in Year 11, they will have gained at least 1 and up to 11 externally accredited qualifications, which reflect the pupil's best ability. Using the '*Woodlane Flight Path*' pupils attain outstanding outcomes in Year 11 when formal accreditations are considered. It should be noted that when accredited outcomes are compared with other similar outstanding special schools Woodlane pupils significantly outperform their peers in these schools.
- Pupils develop outstanding behaviour over their time at Woodlane, increasing their ability to self-regulate.
- The Investor in Careers accreditation evidences outstanding practice in preparing pupils for the next stage of their education and future life. The large majority transition to mainstream colleges. No Woodlane pupil has left Woodlane Not in Education, Employment or Training (NEET) in the last 10 years.
- Pupils regularly return to Woodlane to celebrate their achievements Post 16.

## Refer to:

- Lesson observations, work scrutiny, performance management.
- Teaching and Learning film bank.
- Learning walks.
- Evidence trial feedback.
- AMMR/Marking/Teaching and Learning policy.
- Book look feedback.
- Pupil, staff and parent questionnaires.
- Pupil conferences.
- SIA visits and reports.
- Ofsted report 2019.
- Case studies.
- Progress data/Outcomes for pupils report.
- Special school comparison data and DfE published data comparisons.
- Moderation reports
- Pupil Achievement Books.
- B-Squared data and pupil tracking data.

## Supporting factors

1. Lessons are stimulating and interesting, using a highly multi-sensory approach, focused particularly on visual and kinaesthetic methods.
2. Lessons are structured and differentiated, to meet the complex needs of pupils, drawing on a high level of advice from support agency partnerships.
3. New technology is highly valued and used creatively to support learning.
4. Teaching Assistants increasingly provide outstanding teaching and learning support and are encouraged to grow their specific skills, particularly when creating resources. The school provides on average 5 teaching assistant apprenticeships per year. Apprentices are well supported and report so to their college.

Who? Purple – SLT/Lead Practitioners/Governors

Grey – Subjects Leaders/Teachers

Pink – TAs/Cover Supervisor/Support staff

Blue – Support Agency Partnerships

5. Teaching Assistants provide whole school support for a named area of responsibility e.g. Emotional Literacy, Drawing and Talking, display etc.
6. Expectations are high and often exceed that of other outstanding special schools.
7. B-Squared is used effectively to track and report pupil progress.
8. The '*Woodlane Flight Path*' is used to clearly demonstrate how pupils are progressing.
9. Target setting and monitoring is a collaborative process.
10. Pupils are part of the target setting process.
11. '*Pupil Achievement Books*' visually demonstrate progress, which pupils are able to explain.
12. Staff and Senior Leaders analyse data robustly using a variety of different methods.
13. Pupil work is not only moderated internally on a regular basis, but also externally with staff from a variety of schools.
14. Classroom observations, scrutiny of pupil books, analysis of data and deep dives allow for pupil progress to be analysed in depth.

#### **Areas for improvement – we are taking steps to:**

1. ensure the quality of teaching and learning remains outstanding;
2. raise the proportion of pupils who meet and exceed expected progress and outcomes in Science;
3. maintain the proportion of pupils who meet and exceed expected progress and outcomes in Maths;
4. maintain the proportion of pupils who meet and exceed expected progress and outcomes in English;
5. raise the proportion of KS3 pupils who met and exceed expected progress in PSCHE;
6. ensure qualifications are suited to the needs of the pupils, managed appropriately and provide the opportunity for all pupils to exceed expected outcomes; and
7. ensure TA/Apprentice support is outstanding to ensure the vast majority of pupils make substantial and sustained progress.



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|--|--|--------------------------------|--|--------------------|--|--|
|  | <ul style="list-style-type: none"> <li>• Career Leader training, Level 6</li> <li>• VI training</li> <li>• Zones of regulations</li> <li>• Post graduate opportunities etc.</li> </ul> <p>- Schedule opportunities for teacher research, to enhance evidence informed learning. Ensure evidence is retained on Middle Leadership audit document.</p> | <p>SLT/<br/>Teaching Staff</p> | <p>- Middle leadership audit document details EIL.</p> | <p>Spring Term</p> | <p>Music teacher contract agreed via Music Hub from September 2023. Teacher in post.</p> <p>Nurture teacher recruited and in post. Providing consistently outstanding teaching and learning.</p> <p>Several TA and Apprentice roles recruited for and in post. On-going recruitment challenges for support staff, however these are being well managed by the team.</p> <p>Creative teacher planning sessions were scheduled in February 2023.</p> |  |
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|  |  |  |  |  | <p>Teachers fed back that they found these sessions useful to support creative planning.</p> <p>A wide range of training has taken place (see training log).</p> <p>In the staff questionnaire in September 2023, 94% of staff stated the school makes appropriate provision for their professional development (2 members of staff disagreed). This was explored with the members of staff and a training plan implemented.</p> <p>Teacher and TA school visits took</p> |  |
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|  |  |  |  |  | <p>place in June 2023, observations informed personal practice.</p> <p>Opportunities for evidence informed research were scheduled for June 2023 – this was reflected in the middle leadership audit. It will also feed in to subject policies in the next academic year.</p> <p>Ongoing support for the PE and parent partnership leader was provided by the Assistant Head.</p> <p>Various recruitment activity took place for support staff. The Summer</p> |  |
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|  |   |   |   |  | break was also utilised.  |   |
| 2. Raise the proportion of pupils who meet and exceed expected progress and outcomes in Science. | <ul style="list-style-type: none"> <li>- Review entry level qualifications to ensure pupils are appropriately challenged and all can exceed expected progress.</li> <li>- Ensure high quality teaching and learning prepares pupils for their entry levels and they achieve at an outstanding level, in line with GCSE outcomes.</li> <li>- Ensure named pupils on the MMH pathway are supported personally and are able to make at least expected levels of progress.</li> <li>- Review and update the curriculum policy and map.</li> <li>- Implement changes to the timetable to ensure all lessons are 50mins, allowing for time in P1 lessons for Science experiments to take place, as this restricted some content delivery.</li> <li>- Continue with the weekly booster 'recovery' lessons, with a particular focus on Science and class-based investigations.</li> <li>- Revert the Food Science lesson (taught by DT Food Teacher)</li> </ul> | <p>TH/ MU</p> <p>MU</p> <p>TH/ CM</p> <p>MU</p> <p>TH/ CM</p> | <ul style="list-style-type: none"> <li>- Qualifications are appropriately selected and allow all pupils the opportunity to exceed expected outcomes.</li> <li>- The Science policy and map is updated effectively.</li> <li>- At least 97% of pupils meet expected progress in Science.</li> <li>- At least 50% of pupils exceed expected progress in Science.</li> <li>- At least 80% of pupils meet expected outcomes.</li> <li>- At least 50% of pupils exceed expected outcomes.</li> <li>- Science outcomes are in line with other CORE subjects.</li> <li>- Ensure the vast majority of 'groups' meet expected progress.</li> </ul> | <p>Autumn/ Term</p> <p>Autumn/ Spring/ Summer Term</p> <p>Autumn/ Term</p> | <p>Qualification review meetings took place to explore all available options, it was agreed that Entry Level OCR remains the most appropriate qualification for pupils in Science, (alongside GCSE Biology). The 11RF cohort received on average one additional lesson per fortnight throughout the year through the Thursday Recovery slots allocated. The group achieved well.</p> <p>1:1 time was provided for Science teacher and Science</p> | <p>£5,000 (resources etc.)</p> <p>£40,000 (Science Classroom)</p> |

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|  | <p>back to a Science lesson (taught by PE/Transition Teacher) with a focus on biology, and the human body – linked to PE lessons.</p> <ul style="list-style-type: none"> <li>- Targeted work is planned in Maths and Recovery lessons on investigation and problem solving etc. which is linked to Science.</li> <li>- Science subject leader to provide targeted resources to non-subject specialists.</li> <li>- A focus on Science practical is planned as this was most commonly missed during Covid lockdown.</li> <li>- Schedule line management with Assistant Head for Science and Maths only, to ensure significant guidance and support is provided.</li> <li>- Increase opportunities for Year 11 pupils to have high quality teaching and learning with the subject leader through additional Thursday afternoon recovery lessons.</li> <li>- Schedule teacher and TA outstanding school visits during INSET.</li> </ul> | <p>MU/ SP</p> <p>MU</p> <p>SC/ MU</p> <p>TH/ MU</p> <p>CM</p> | <ul style="list-style-type: none"> <li>- The proportion of pupils who met and exceed progress in Science, with particular focus on key groups: Year 8; Year 9; White British and Pupil Premium increases in line with their peers.</li> <li>- At least 80% of pupils meet their extension targets.</li> <li>- The proportion of pupils who meet and exceed outcome expectations in Science, with particular focus on key group: boys, increases in line with their peers.</li> <li>- The timetable reflects an increase in curriculum time.</li> <li>- Book Looks demonstrate a range of multi-sensory activities and strong individual pupil progress over the term.</li> </ul> | <p>Autumn/<br/>Spring/<br/>Summer<br/>Term</p> <p>Summer<br/>Term</p> | <p>specialist TA to work with 11EC Entry Level cohort in the Summer Term but impact was limited.</p> <p>Outstanding teaching and learning in Science observed in Autumn Term.</p> <p>The Science policy and curriculum map are of high quality and available on the school website.</p> <p>A high level of provision has been in place for the last 18 months, and analysing the Science data closely, shows that a lot of the hard work undertaken (e.g.</p> |  |
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Who? Purple – SLT/Lead Practitioners/Governors

Grey – Subjects Leaders/Teachers

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Blue – Support Agency Partnerships

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|  | <ul style="list-style-type: none"> <li>- Refurbish and improve the Science classroom, ensuring its design is best practice for SEND.</li> <li>- SIA to conduct a formal visit and review progress toward SIP targets in Science, SIA to carry out a Deep Dive.</li> <li>- Continue to engage pupils virtually who are absent but well enough to learn.</li> </ul> | <p>SIA</p> <p>MU</p> <p>Governor – Alex Greaves</p> | <ul style="list-style-type: none"> <li>- Recovery lessons have a positive impact on attainment and pupils track towards outstanding progress.</li> <li>- All pupils who are absent, but well enough to learn, participate in online learning.</li> <li>- Science Subject Leader feels well supported.</li> <li>- The Science classroom provides an inspirational space for teaching and learning.</li> <li>- PM targets, which triangulate with progress and outcome targets, are met.</li> <li>- The Deep Dive demonstrates strong practice in Science.</li> </ul> | <p>Spring Term</p> | <p>Recovery lessons, high quality Science teaching etc.) is beginning to have a positive impact.</p> <p>Across all year groups, 95.41% of expectations were met in Science in 2022/2023, and 32% are being exceeded. Science is behind the other core subjects in this area but this data reflects Good progress. The subject is rapidly improving with a 7% increase in exceeding year on year and the highest progress achieved since 2019.</p> <p>Gender progress has fluctuated across the year,</p> |  |
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Who? Purple – SLT/Lead Practitioners/Governors

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|  |  |  |  |  | <p>but by the end of the Summer Girls were 10% below the progress of boys in exceeding and 3.5% below in meeting. This group is required to be a focus as part of the Science Area for Improvement next academic year.</p> <p>The Pupil Premium data highlights that Pupils in receipt of PP are slightly up on their peers in the proportion meeting expectations, however there is a large gap in the proportion exceeding expectations. The gap has appeared in the space of a single term and needs further</p> |  |
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|  |  |  |  |  | <p>investigation. However, the true numbers behind the percentages remain small.</p> <p>MHD pupils in Science achieved a higher proportion exceeding expectations (44%) than their peers, (32%).</p> <p>50% of pupils exceeded expected outcomes, and 75% met. This is only slightly below the outstanding threshold and represents good achievement in Science. 100% of pupils taking the GCSE in science exceeded expectations.</p> |  |
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|  |  |  |  |  | <p>The timetable reflects an increase in Science curriculum time through recovery.</p> <p>Book Looks demonstrate a range of multi-sensory activities and strong individual pupil progress over the term in Science (see Autumn, Spring and Summer Term Book Look reports). Book Look was conducted in the Autumn Term and was deemed Outstanding. <i>'Progress is easily identifiable and topics are covered through a diverse range of activities, these are mostly in the</i></p> |  |
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|  |  |  |  | <p><i>form of practical experiments, matching activities, diagram labelling, key questions, watching clips and making observations and scientific drawings-these methods clearly support pupils and their understanding. This was repeated in the Spring and Summer, where Book Look was also outstanding.</i></p> <p><i>The large majority of pupils who are absent, but well enough to learn, have participated in online learning.</i></p> <p><i>The Science Subject Leader feels well</i></p> |  |
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|  |  |  |  |  | <p>supported by the Assistant Head. It is acknowledged that the focus on Science brings pressure, SLT have attempted to mitigate by reducing other demands e.g. Annual Reviews.</p> <p>PM targets triangulate with progress and outcome targets, are on track to be met. Reviews take place in October 2023.</p> <p>The Science classroom has been fully refurbished over the summer. Pupils and staff are delighted with the results.</p> <p>Visits to other outstanding</p> |  |
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|  |   |                         |   |                         | <p>schools took place in June 2023, observations have informed individual practice.</p> <p>Opportunities for evidence informed research took place in June 2023. This has been reflected in the middle leadership audit. It will also be reflected in the Science subject policy, which will be updated in October 2023.</p> |   |
| <p>3. Maintain the proportion of pupils who meet and exceed expected progress and outcomes in Maths.</p> | <ul style="list-style-type: none"> <li>- Curriculum maps to be completely rewritten to ensure topics are interwoven and revisited throughout the year.</li> <li>- The curriculum policy is amended and updated.</li> <li>- Ensure teaching and learning is outstanding, creating consistent progress and outcomes.</li> </ul> | <p>SC/ SP</p> <p>SP</p> | <ul style="list-style-type: none"> <li>- A quality curriculum map is available and available on the school website.</li> <li>- The curriculum policy is updated and available on the school website.</li> </ul> | <p>Autumn/<br/>Term</p> | <p>Following review of entry level qualification suitability, currently it does not appear that there is a need for a change. We already have the</p>  | <p>£5,000 (resources etc.)</p> <p>£30,000 (Maths Classroom)</p> |

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|  | <ul style="list-style-type: none"> <li>- Ensure named pupils on the MMH pathway are supported personally and are able to make at least expected levels of progress.</li> <li>- Implement changes to the timetable to ensure all lessons are 50mins.</li> <li>- Continue with the weekly booster 'recovery' lessons.</li> <li>- Review entry level qualifications to ensure pupils are appropriately challenged and all can exceed expected progress.</li> <li>- Ensure KS4 Nurture are well on their way to achieve unit award schemes.</li> <li>- Programme line management with Assistant Head for Science and Maths only, to ensure significant guidance and support is provided.</li> <li>- Increase opportunities for Year 11 pupils to have high quality teaching and learning with the subject leader through additional Thursday afternoon recovery lessons.</li> <li>- Schedule teacher and TA outstanding school visits during INSET.</li> </ul> | <p>CM/ TH</p> <p>SP</p> <p>CM</p> <p>TH/ SP</p> <p>CM</p> | <ul style="list-style-type: none"> <li>- Teaching and learning is consistently outstanding.</li> <li>- At least 97% of pupils meet expected progress in Maths.</li> <li>- At least 60% of pupils exceed expected progress in Maths.</li> <li>- At least 90% of pupils meet expected outcomes in Maths.</li> <li>- At least 60% of pupils exceed expected outcomes in Maths.</li> <li>- At least 80% of pupils meet their extension targets.</li> <li>- The proportion of pupils who meet and exceed progress expectations in Maths, with particular focus on key groups: SLCN and KS3, are in line with their peers.</li> </ul> | <p>Autumn/<br/>Spring/<br/>Summer<br/>Term</p> <p>Autumn<br/>Term</p> <p>Autumn/<br/>Spring/<br/>Summer<br/>Term</p> | <p>bridging qualification between GCSE and EL (Functional Skills). Expected outcome data is consistent with previous years.</p> <p>The Maths policy and curriculum map are of high quality and available on the school website.</p> <p>Good+ teaching and learning observed in Autumn and Spring Terms.</p> <p>All lessons are now 50 minutes in duration.</p> <p>The percentage of expectations met at the end of the Summer Term is 100% in Maths.</p> |  |
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Who? Purple – SLT/Lead Practitioners/Governors

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|  | <ul style="list-style-type: none"> <li>- Refurbish and improve the Maths classroom, ensuring its design is best practice for SEND.</li> <li>- Continue to engage pupils virtually who are absent but well enough to learn.</li> </ul> | <p>SP/ SI</p> <p>Governor - Chika Omoruyi</p> | <ul style="list-style-type: none"> <li>- The timetable reflects an increase in curriculum time.</li> <li>- Book Looks demonstrate a range of multi-sensory activities and strong individual pupil progress over the term.</li> <li>- Recovery lessons have a positive impact on attainment and pupils track towards outstanding progress.</li> <li>- All pupils who are absent, but well enough to learn, participate in online learning.</li> <li>- Maths Subject Leader feels well supported.</li> <li>- The Maths classroom provides an inspirational space for teaching and learning.</li> <li>- PM targets, which triangulate with progress and</li> </ul> | <p>Summer Term</p> <p>Autumn/ Spring/ Summer Term</p> | <p>77.45% exceeded. This figure highlights significant improvement to get Maths progress back on track following Covid-19 and is the culmination of a wide range of strategies (including Recovery) and support that was put in place. The proportion of pupils exceeding expectations is 2% higher year on year and now above 2019 results.</p> <p>All year groups are showing outstanding rates of progress, however there is a gap between the achievement of pupils in receipt</p> |  |
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|  |  |  | outcome targets, are met. |  | <p>of PP and their PPs – although both groups comfortably exceeded the outstanding threshold.</p> <p>MMH pupils in Maths exceeded expectations in 82% of cases, 5% above their peers, with no pupils below expectations. This is outstanding progress.</p> <p>Qualification results in Maths were again very strong, with 75% of pupils exceeding and 100% meeting expected outcomes.</p> <p>The timetable reflects an increase in Maths</p> |  |
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|  |  |  |  |  | <p>curriculum time through recovery.</p> <p>Book Look was conducted in the Autumn Term and was deemed 'Requires improvement'. The Maths leader has had significant support from the Assistant Head in improving the standard of the books since the start of the Spring term. An interim informal Book Look took place on 07/03/2023 and the books have improved significantly. In the Spring and Summer Terms good-outstanding practice was observed.</p> |  |
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|  |  |  |  |  | <p>The large majority of pupils who are absent, but well enough to learn, have participated in online learning.</p> <p>A governor visit took place on 03/02/23, which reported back positively, with a couple of questions for clarification.</p> <p>Maths Subject Leader feels well supported by the Assistant Head.</p> <p>Assistant Head and Maths Subject Leader have jointly carried out school visits to other similar schools. SC visited Capella House Secondary School 13/03/23. SC and SP</p> |  |
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|  |  |  |  |  | <p>observed Maths lessons with range of academic abilities. SC and SP met with the Maths lead, shared curriculum plans and discussed kinaesthetic strategies to motivate more complex pupils.</p> <p>PM targets triangulate with progress and outcome targets, are on track to be met. Reviews will take place in October 2023.</p> <p>A positive formal governing body visit took place on 03/02/23. The governor stated. <i>“I met with a panel of five pupils, who spoke positively and clearly about</i></p> |  |
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|  |  |  |  |  | <p><i>their experience of Maths lessons. They were happy to show me their books” (see governor report).</i></p> <p>The Maths classroom was fully refurbished over the summer. Staff and pupils are delighted with the results.</p> <p>Support continued from the Assistant Head in regards to general practice and Book Look. Significant improvements have been observed.</p> <p>Visits to other outstanding schools took place in June 2023, observations have informed</p> |  |
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|   |   |  |  |  | individual practice.<br><br>Opportunities for evidence informed research took place in June 2023. This has been reflected in the middle leadership audit. It will also be reflected in the Maths subject policy, which will be updated in October 2023. |  |
| 4. Maintain the proportion of pupils who meet and exceed expected progress and outcomes in English. | <ul style="list-style-type: none"> <li>- Curriculum maps are reviewed and amended.</li> <li>- The curriculum policy is amended and updated.</li> <li>- Ensure teaching and learning is outstanding, maintaining progress and outcomes.</li> <li>- Ensure named pupils on the MMH pathway are supported personally and are able to make at least expected levels of progress.</li> </ul> | NM<br><br><br><br><br><br><br><br><br><br>CM/ TH | <ul style="list-style-type: none"> <li>- Teaching and learning is outstanding, as evidenced in observations.</li> <li>- The outcomes of boys are in line with girls.</li> <li>- The proportion of pupils exceeding expectations begins to rise.</li> <li>- The progress of pupils receiving pupil</li> </ul> | Autumn/<br>Spring/<br>Summer<br>Term<br><br><br><br><br><br><br><br><br><br>Autumn<br>Term | Reviewing the Entry Level qualification in English in the Autumn Term led to the decision to move to OCR Entry Level. The OCR Entry Level breaks the content and delivery in to tiers. Handwriting is not part of the                                   | £5,000<br>(resources)<br><br>£30,000<br>(English<br>Classroom) |

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|  | <ul style="list-style-type: none"> <li>- Implement changes to the timetable to ensure all lessons are 50mins.</li> <li>- Continue with the weekly booster 'recovery' lessons.</li> <li>- Review entry level qualifications to ensure pupils are appropriately challenged and all can exceed expected progress.</li> <li>- Ensure KS4 Nurture are well on their way to achieve unit award schemes.</li> <li>- Increase opportunities for Year 11 pupils to have high quality teaching and learning with the subject leader through additional Thursday afternoon recovery lessons.</li> <li>- Schedule teacher and TA outstanding school visits during INSET.</li> <li>- Refurbish and improve the English classroom, ensuring its design is best practice for SEND.</li> <li>- Continue to engage pupils virtually who are absent but well enough to learn.</li> <li>- Seek funding for a complete review of all books in the library.</li> <li>- Programme reading activities for tutor time.</li> </ul> | <p>NM</p> <p>NM/ SW</p> <p>TH</p> <p>CM</p> <p>NM</p> | <p>premium is in line with their peers.</p> <ul style="list-style-type: none"> <li>- The progress of the Spoken Language strand across the school is in line with the other strands.</li> <li>- At least 97% of pupils meet expected progress in English.</li> <li>- At least 60% of pupils exceed expected progress in English.</li> <li>- At least 80% of pupils meet expected outcomes in English.</li> <li>- At least 50% of pupils exceed expected outcomes in English.</li> <li>- At least 80% of pupils meet their extension targets.</li> <li>- The English classroom provides an inspirational space for teaching and learning.</li> </ul> | <p>Autumn/<br/>Spring/<br/>Summer<br/>Term</p> <p>Summer<br/>Term</p> <p>Autumn/<br/>Spring/<br/>Summer<br/>Term</p> <p>Spring<br/>Term</p> | <p>assessment criteria so pupils can type, or use other means to communicate that might be more appropriate for their needs, e.g. speech to text software, etc. With OCR, learners on 'high support' can achieve an Entry Level 1, something that was not possible on the Step Up AQA. This model future proofs both the Entry Level for a few more years, but also will help the GCSE to be more closely linked to the EL topics hopefully seeing continued progress in both.</p> <p>The English policy and curriculum</p> |  |
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|  |  |  |  |  | <p>map are of high quality and available on the school website.</p> <p>Outstanding teaching and learning observed in Autumn Term.</p> <p>All lessons are now 50 minutes in duration.</p> <p>The percentage of expectations exceeded and met at the end of the Summer Term is 99.7%, showing excellent continued progress. English progress exceeds the school's outstanding threshold of 97% and comfortably exceeded the 50% threshold, (exceeding). Progress is 9%</p> |  |
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|  |  |  |  |  | <p>above the Core Subject average.</p> <p>In the Summer Term, the proportion of pupils exceeding is very similar across the 3 areas of study. There is less than 1% covering the proportions meeting and all 3 strands achieved more than 62% exceeding.</p> <p>Book Look was carried out in the Autumn Term 2022. English was deemed 'outstanding.'<br/><i>'The level of visual stimulus and kinaesthetic activities within English is exceptional, a subject which is traditionally</i></p> |  |
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|  |  |  |  |  | <p><i>centred around written work, you take every opportunity to use creativity to apply and contextualise pupil learning' (see Book Look report). In the Spring and Summer Outstanding practice was observed.</i></p> <p>In the Summer Term, 100% of pupils on the MMH Pathway are meeting expectations with 74% exceeding in English. The outstanding exceeding figure shows the positive impact of the provision over time.</p> <p>In qualifications, 100% of pupils</p> |  |
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|  |  |  |  |  | <p>met outcome expectations, with 90% exceeding. This is amongst the highest qualification results achieved.</p> <p>The large majority of pupils who are absent, but well enough to learn, have participated in online learning.</p> <p>PM targets triangulate with progress and outcome targets, are on track to be met. Review will take place in October 2023.</p> <p>The English classroom has now been fully refurbished over the summer. Staff and pupils are delighted with the results.</p> |  |
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|  |  |                      |   |             | <p>Visits to other outstanding schools took place in June 2023, observations have informed individual practice.</p> <p>Opportunities for evidence informed research took place in June 2023. This has been reflected in the middle leadership audit. It will also be reflected in the English subject policy, which will be updated in October 2023.</p> |                    |
| 5. Raise the proportion of KS3 pupils who met and exceed | - Programme PSCHE whole school recovery lessons, adding 50mins a week to the timetable. Plan topics linked to relationships and friendships. | CM/ TH<br><br>TH/ EC | - Teaching and learning is outstanding, as evidenced in observations. | Autumn Term | PSCHE Subject Leader has begun the Level 6 Careers Leader accreditation and is on track to   | £5,000 (resources) |

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|  |  |  |  |  | <p>Significant work was undertaken to ensure progress in PSCHE was outstanding.</p> <p>The percentage of expectations met or exceeded at the end of the Summer Term has risen substantially and 100% met with 87% of pupils exceeding expectations. Consistency is required but this is outstanding progress.</p> <p>Pupils on the MMH pathway are achieving well in PSCHE, with 96% exceeding and 100% exceeding.</p> <p>A wide range of visitors/workshops</p> |  |
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|  |  |  |  |  | <p>have shared experiences and held sessions with pupils, e.g. aspirations sessions, food and hospitality, apprenticeship workshops, healthy relationships, SRE, recycling centre etc. throughout the year. This is a particular area of strength.</p> <p>A theme day took place on 24/11/22, with various external visitors e.g. Careers and Enterprise company, London school of coffee), STEM Careers. A key skills event took place in the Summer Term.</p> |  |
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|  |  |  |  |  | <p>Relevant educational visits have taken place e.g. supported internships fair, careers and skills fair.</p> <p>The timetable reflects an increase in PSHE curriculum time through recovery.</p> <p>Book Look was carried out in Autumn Term 2022 and was deemed 'outstanding.' The books highlight that pupils are receiving a diverse PSHE curriculum, that is balanced and sensitive to our pupils. It is easy to follow the narrative of pupils' work. In the</p> |  |
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|  |  |  |  |  | <p>Spring and Summer Terms practice was outstanding.</p> <p>Targeted SRE support given to named pupils.</p> <p>Large majority of pupils who are absent, but well enough to learn, have participated in online learning.</p> <p>PSCHE Subject Leader has completed Level 6 careers qualification and awaits results. £2000 was paid to the school for Careers activity.</p> <p>A positive formal governing body visit took place on 24/11/22. The governor stated. <i>'I am really</i></p> |  |
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|  |  |  |  | <p><i>impressed by the level of commitment and dedication given by Miss Cullen. She is a real credit to the school' (see governor report).</i></p> <p>Visits to other outstanding schools took place in June 2023, observations have informed individual practice.</p> <p>Opportunities for evidence informed research took place in June 2023. This has been reflected in the middle leadership audit. It will also be reflected in the PSCHE subject policy, which will</p> |  |
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|   |   |  |  |   | <p>be updated in October 2023.</p> <p>Unit Award Scheme units in Vocational Studies (at EL3) achieved by all pupils taking this subject area. This led to 25% of pupils exceeding, and 83% meeting (Good) in qualification outcomes.</p>      |                                |
| <p>6. Ensure qualifications are suited to the needs of the pupils, managed appropriately and provide the opportunity for all pupils to exceed expected outcomes</p> | <ul style="list-style-type: none"> <li>- Tighten practices around record keeping for qualifications.</li> <li>- Schedule termly moderation of coursework.</li> <li>- Ensure NCFE qualification exams are formally scheduled and formally delivered.</li> <li>- Scrutinise entry level qualifications for Humanities, Science, Maths English to ensure they allow for pupils to exceed their expected outcomes.</li> <li>- Vocational studies programme is formalised, including robust baselines, a wider range of</li> </ul> | <p>RF/<br/>TEACHERS</p> <p>TH/ SC/ MJ<br/>RF/ SW/<br/>MU/ SP/<br/>NM</p> <p>SW/ EC</p> | <ul style="list-style-type: none"> <li>- Record keeping for exams is robust.</li> <li>- Termly moderation of coursework takes place.</li> <li>- NCFE exams scheduled and delivered formally.</li> <li>- Qualifications are appropriate and allow for pupils to exceed expectations.</li> </ul> | <p>Autumn/<br/>Spring/<br/>Summer<br/>Term</p> <p>Autumn<br/>Term</p> | <p>SLT and subject leaders jointly reviewed all core, and 3 foundation entry level qualifications. Changes were proposed in English, History and DT Food.</p> <p>NCFE exams have been scheduled as part of the school's formal processes.</p> | <p>£3,000 (resources etc.)</p> |

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Grey – Subjects Leaders/Teachers

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Blue – Support Agency Partnerships

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|  | <p>activities and links unit award scheme to the PSCHE curriculum.</p> <ul style="list-style-type: none"> <li>- Continue to monitor the Textiles qualification for suitability.</li> <li>- Continue to monitor the Food Technology qualification for suitability.</li> </ul> | <p>SC</p> <p>AH</p> |  | <p>Some challenges remained with staff entries and awarding of certificates so further work is needed to avoid this conflict. Next year, no staff will enter or submit information to NCFE. This will entirely be done by the exams officer.</p> <p>First year of Textiles GCSE has been a success. Across both DT subjects, 100% of pupils exceeded expectations in outcomes and 2 pupils achieving a GCSE grade 4.</p> <p>All qualification subject leaders met in November to discuss</p> |  |
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|  |  |  |  |  | <p>progress and pupils in danger of not achieving expected qualification. Plans were put in place for each pupil which ensured outcomes for the whole school were outstanding, with 95.72% meeting and 77.54% exceeding.</p> <p>All qualification subject leaders met in February to review progress towards agreed steps from November. PE and English were a high focus due to a change to Entry Level in English and a lack of PE coursework.</p> |  |
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|   |   |   |   |  | Extra time and support provided for PE and English (Entry Level) to ensure qualifications are completed and deadlines met. Outcomes.   |  |
| 7. Ensure TA/Apprentice support is outstanding to ensure the vast majority of pupils make substantial and sustained progress. | <ul style="list-style-type: none"> <li>- Embed the use of our new outstanding support criteria as part of TA performance management procedures.</li> <li>- Schedule high quality training for TAs/ Apprentices.</li> <li>- 3 x TAs lead on whole school attachment awareness project with the support of the deputy head.</li> <li>- TA/Apprentice lead teacher to: <ul style="list-style-type: none"> <li>• Lead on TA strategic planning, creating the Teaching Assistant Improvement Plan and monitoring progress towards targets with the entire TA team.</li> <li>• Coordinate, in partnership with the Senior TA, the TA performance management processes, reviewing and</li> </ul> </li> </ul> | <p>AH/ SB/ GW/ CP/ LF/ PO</p> <p>AH/ SB</p> <p>RM/ TT/ GW/ MB</p> <p>AH/ SB</p> | <ul style="list-style-type: none"> <li>- Our new outstanding support criteria, is in use and informs PM.</li> <li>- Staff are well trained and training and research informs practice.</li> <li>- The TA/Apprentice lead teacher leads on the development of TA practice.</li> <li>- Robust PM targets are created for the Senior TA, who in turn sets robust targets for her team.</li> <li>- Relevant training has taken place, which feeds into practice, excellent practice is evident in lesson observations.</li> </ul> | <p>Autumn Term</p> <p>Autumn/ Spring/ Summer Term</p> <p>Autumn/ Spring/ Summer Term</p> | <p>Outstanding support criteria is now used consistently for all support observations. The has increased consistency in observation and ensures that expectations are clear.</p> <p>A wide range of high-quality training has taken place, both internally and externally e.g. Mental health and</p> | <p>£5,000 (resources)</p> <p>CPD costs detailed above.</p> |

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|  | <p>improving the work of HLTAs/TAs as appropriate.</p> <ul style="list-style-type: none"> <li>• Creating robust PM targets and line manage the Senior TA, to support and challenge.</li> <li>• Schedule HLTA meetings on a weekly basis to ensure there is momentum towards SIP targets.</li> <li>• Jointly lead TA meetings/training with the Senior TA.</li> <li>• Formalise TA induction procedures, ensuring the policy is amended accordingly.</li> <li>• Hold TA/Apprentices to account where required.</li> </ul> <ul style="list-style-type: none"> <li>- All new TAs to receive classroom induction through the nurture provision, ensuring strategies are transferable to the main school. Spending at least 2 weeks (or longer if required) in the provision.</li> <li>- TA reading intervention sessions are scheduled in tutor time.</li> <li>- Learning walks are scheduled to assess the quality of support.</li> </ul> | <p>ED/ SB</p> <p>Governor - Chika Omoruyi</p> | <ul style="list-style-type: none"> <li>- New TAs/Apprentices report that they received an excellent induction programme.</li> <li>- The reading intervention has a positive impact on reading ages.</li> <li>- Learning walk indicates outstanding TA support.</li> </ul> | <p>Spring/ Summer Term</p> | <p>Makaton (see training log).</p> <p>2 x TAs completed attachment awareness project training and delivered attachment awareness strategies training on 14/06/23.</p> <p>TA/Apprentice lead teacher has led on TA strategic planning and used Teaching Assistant Improvement Plan to drive improvements. Monitoring towards targets continued with with the entire TA team.</p> <p>The TA performance</p> |  |
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|  |  |  |  |  | <p>management processes have been coordinated, in partnership with the Senior TA, improving the work of HLTAs/TAs as appropriate. TA/Apprentice lead teacher holds HLTA meetings on a weekly basis to ensure there is momentum towards SIP targets.</p> <p>TA/Apprentice lead teacher has jointly lead TA meetings/training with the Senior TA, however this was paused due to the flexible working trial.</p> <p>The TA induction procedures have been formalised,</p> |  |
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|  |  |  |  |  | <p>the policy is now amended accordingly. Classroom induction takes place for 2 weeks in the Nurture Class to ensure best practice and the 'Woodlane method' is demonstrated.</p> <p>The holding to account of TA/Apprentices, where required, has been undertaken primarily by SLT and the Senior TA.</p> <p>A reading session was scheduled for every Thursday in tutor time From Spring (d).</p> <p>A learning walk with the focus of support and</p> |  |
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|  |  |  |  |  | <p>challenge took place on 02/11/22, this was deemed outstanding overall. The Lead Advisor from the LA and parent governor attended (see learning walk report). A learning walk with the focus of reading took place on 22/06/23, outstanding practice was observed in the majority of lessons.</p> <p>2 x TAs completed attachment awareness project training and delivered attachment awareness strategies training on 14/06/23.</p> |  |
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|  |  |  |  |  |  | <b>Total Cost £143,000</b> |

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## Behaviour and Attitudes – Outstanding

### Evidence

- Pupils missed attending Woodlane during the Covid-19 lockdowns and were keen to return to school.
- Leaders and staff have high expectations for behaviour, pupils understand these expectations and as a result behave well.
- Behaviour is outstanding due to a consistent approach towards behaviour management from all staff, using strategies which enable pupils to manage their own behaviour, for example, by self-referrals, regulation techniques and emotion coaching. The school is *'Attachment Aware'*.
- Rates of exclusions are very low when compared with national figures for mainstream and extremely low when compared with other special schools.
- Incidents of bullying, peer-on-peer abuse or discrimination are low, however, on the rare occasions they are evident swift action is always taken, working in partnership with parents to support the victim and sanction and improve the behaviour of the perpetrator. Woodlane deems it essential that it is viewed as a safe haven for vulnerable pupils.
- Pupils consistently report they feel safe and happy at Woodlane.
- All staff communicate that they agree pupils are safe at Woodlane and pupils behave well.
- Strategies to raise attendance and punctuality are regularly implemented and the pupils' attendance exceeds the national average for special schools and is very close to the national average for mainstream schools, despite the significant medical and mental health needs of a notable proportion of pupils.
- The Covid-19 pandemic has inevitably had an impact on attendance, however, overall school attendance still remains above the national average for special schools.
- There are not usually any significant differences between the behaviour and attendance of key groups, however, thorough analysis enables small differences to be identified and targets/interventions implemented.
- *'Pupils are prepared exceptionally well for the next stage of their education or training. The school's outstanding transition arrangements are nationally recognised as an example of best practice'* (Ofsted, 2019).
- *'Pupils love their time at school and rarely miss a day'* (Ofsted, 2019).
- The spiritual, moral, social and cultural development of pupils is outstanding.

## Refer to:

- Behaviour and Attendance data.
- Personal development, behaviour and welfare pack.
- Pupil, staff and parent questionnaires.
- Positive behaviour policy.
- Case studies.
- SIA reports.
- Safeguarding/Health and Safety audits.
- Ofsted report 2019.

## Supporting factors

1. A positive behaviour system, which rewards excellent behaviour, effort, achievement etc. is highly motivating to pupils.
2. Low level disruptive behaviour is supported by a warning and office referral system, which is recorded, analysed meticulously and systematically. The data is used to identify where support is required, which is planned in a timely manner.
3. Pupils who receive an office referral are effectively supported back (when appropriate) into class by the senior leaders, using a variety of individually tailored methods.
4. Lessons are calm and learning-focused, something which is regularly observed and commented on by visitors.
5. Attendance and punctuality are regularly and effectively monitored by the SLT and governors, including the analysis of groups.
6. Parents are actively involved in behaviour, attendance and punctuality planning.
7. Support from external agencies is used effectively e.g. Respond therapy, SALT, OT etc.

## Areas for improvement – we are taking steps to:

1. continue to reduce the number of incidents of: 'VAT';
2. continue to reduce the number of behaviour referrals at break and lunchtime;
3. reduce the number of behaviour referrals and self-referrals in Science and PE;

4. ensure pupil attendance continues to exceed the national average for SEND schools over time; and
5. increase attendance of pupils on our MMH pathway.

**Behaviour and Attitudes**

| Area for Improvement                                     | What?  | Who? (Lead)   | Success Criteria?  | When? (Date)                         | Progress  | Cost (£)   |
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| 1. Continue to reduce the number of incidents of: 'VAT'. | <ul style="list-style-type: none"> <li>- Set whole school behaviour reward target. Pupils vote for end of term reward.</li> <li>- Introduce break and lunch play curriculum to positively engage pupils.</li> <li>- All staff to promote and encourage the use of self-referrals.</li> <li>- Schedule regular assemblies on self-referrals and how they can be used.</li> <li>- Ensure staff regularly recap policy and role model expected behaviour.</li> <li>- Schedule regular tutor sessions on expected behaviour.</li> <li>- Continue zero tolerance approach to VAT. Continue to immediately refer pupils to the office if this behaviour is displayed.</li> </ul> | <p>CM/ RM</p> <p>CM/ RM/ AH</p> <p>ALL STAFF</p> <p>RM</p> <p>TEACHERS</p> <p>ALL STAFF</p> <p>TT</p> <p>CM/ RM</p> | <ul style="list-style-type: none"> <li>- Pupils are motivated to achieve their target and attend the reward visit.</li> <li>- Break and lunch time VAT referrals reduce by at least 50%.</li> <li>- There is an increase in self-referrals and a decrease in office referrals, seeing a 25% adjustment.</li> <li>- Assemblies were held, with high engagement of pupils. Pupils were able to link school values with behaviour.</li> <li>- Staff are clear on policy and are consistent in its use.</li> <li>- Staff act as consistent role models.</li> <li>- Regular tutor sessions were held on expected behaviour.</li> <li>- Staff are more able to use attachment awareness strategies, which contribute to the</li> </ul> | Autumn/<br>Spring/<br>Summer<br>Term | <p>Whole school behaviour target (reward trip) has motivated pupils, they have attended a variety of clubs throughout the year.</p> <p>VAT referrals from Break and Lunch have reduced by 90% in 2022/2023, when compared to the previous academic year.</p> <p>Office referrals have reduced by 26% in 2022/2023 when compared to the previous academic year.</p> <p>Self-Referrals have increased by 157% in 2022/2023 when compared to the previous academic year. However, this</p> | <p>£2,000 (resources)</p> <p>Play curriculum costs detailed below.</p> |

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|  | <ul style="list-style-type: none"> <li>- Provide targeted anger management sessions to named pupils.</li> <li>- Provide time with therapy dogs to support behaviour regulation.</li> <li>- Named pupils participate in fitness sessions after break and lunchtimes.</li> <li>- Named pupils attend: <ul style="list-style-type: none"> <li>• Anna Freud sessions</li> <li>• Mind sessions</li> <li>• Respond sessions</li> <li>• Drawing and talking sessions</li> </ul> </li> <li>- Attachment awareness project begins, with 3 named TAs (with strength in behaviour management) taking the lead role.</li> <li>- Deputy to mentor 3 named TAs.</li> </ul> | <p>TT/ GW/ MB</p> <p>RM</p> | <p>reduction in office referrals.</p> <ul style="list-style-type: none"> <li>- Targeted interventions reduce the number of office referrals for named pupils by at least 25%.</li> <li>- VAT referrals reduce by at least 50%.</li> </ul> |  | <p>is viewed as pupils self-regulating.</p> <p>Lunch time play curriculum has been introduced and well received by pupils (see pupil conference dated 25/11/22). The SIA has commented positively on this provision and has linked us with another school to share our best practice.</p> <p>Break and Lunchtime referrals from the playground have reduced by 67% in 2022/2023 when compared to the previous academic year.</p> <p>Regular assemblies on behaviour and self-referrals have taken place on Mondays (see PowerPoints).</p> |  |
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|  |  |  |  |  | <p>Behaviour policy has been regularly recapped with staff, however, this was repeated in the Summer Term.</p> <p>Regular Tutor sessions of expected behaviour held at the start of each term.</p> <p>Pupils are immediately referred for an incident of VAT. VAT referrals have increased by 53% in 2022/2023 when compared to the previous academic year (from 13 to 20 referrals).</p> <p>Therapy dogs have supported the regulation of pupils who have been referred or self-referred to the office, supporting pupils to return to learning in quicker.</p> |  |
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|  |  |  |  |  | <p>Named pupils receive the following therapeutic support in 2022/2023, Art Therapy 6 x pupils, MIND 3 x pupil, Anna Freud Therapy 8 x pupils, Drawing and Talking 4 x pupils.</p> <p>Targeted interventions for named pupils has reduced the number of office referrals by 100%/75%/65%/64%.</p> <p>2 x TAs completed attachment awareness project training and delivered attachment awareness strategies training on 14/06/23.</p> <p>Attachment awareness training delivered to staff 14/06/23.</p> |  |
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| <p>2. Continue to reduce the number of behaviour referrals at break and lunchtime.</p> | <ul style="list-style-type: none"> <li>- Introduce a break and lunch time play curriculum.</li> <li>- Vary break and lunchtime clubs.</li> <li>- Schedule ongoing training/coaching of playground staff to manage and prevent inappropriate behaviour.</li> <li>- Purchase a range of equipment/games.</li> <li>- Refresh equipment on a regular basis to maintain interest.</li> <li>- Purchase a storage shed to store items.</li> <li>- Refresh structured activities at break and lunchtimes.</li> <li>- Pupils are aware and understand playground code of conduct.</li> <li>- Library continues to be opened a break and lunch, as a quiet area for pupils.</li> <li>- All staff to role model and remind pupils of expected behaviour.</li> </ul> | <p>CM/ RM/ AH<br/>RM</p> <p>CM/ RM/ AH</p> <p>ALL STAFF</p> <p>RM</p> | <ul style="list-style-type: none"> <li>- Pupils make positive reports regarding break and lunch time behaviour in pupil conference and school council meetings.</li> <li>- The number of break and lunch time referrals reduce by at least 50%.</li> <li>- TAs hold zoned areas of responsibility.</li> <li>- Pupils are more interested and engaged in games.</li> <li>- Library is used appropriately.</li> <li>- Governor reports positive engagement in the playground and effective use of equipment through formal report.</li> </ul> | <p>Autumn Term</p> <p>Autumn/ Spring/ Summer Term</p> <p>Autumn Term</p> <p>Autumn/ Spring/ Summer Term</p> | <p>Lunch time play curriculum has been introduced and well received by pupils (see pupil conference dated 25/11/22). The SIA has commented positively on this provision and has linked us with another school to share our best practice.</p> <p>Break and Lunchtime referrals from the playground have reduced by 67% in 2022/2023 when compared to the previous academic year.</p> <p>Clubs are varied each term, ranging from Music, Crafts and Football.</p> <p>Deputy Head delivered coaching to break and lunchtime staff throughout the 2022/2023 academic</p> | <p>CPD costed above.</p> <p>Play curriculum costs detailed below.</p> |
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|  | <ul style="list-style-type: none"> <li>- Individualised behaviour plans are created for named pupils.</li> <li>- 1:1 support is provided for named pupils to role model and engage in varied activities.</li> <li>- Named pupils continue to participate in non-competitive activities.</li> <li>- High levels of staff continue to be visible in playground by assigning zones of responsibility.</li> <li>- Each zone has designated games/activities staff can engage pupils with as part of new playground curriculum.</li> <li>- All staff on duty are aware of their roles and responsibilities.</li> <li>- Ensure staff use the Red and Yellow card system to support pupils' behaviour.</li> <li>- Hold a pupil conference to assess impact of break and lunch curriculum.</li> </ul> | <p>ALL STAFF</p> <p>RM/ AH</p> <p>Governor - Veronique Duporte</p> |  | <p>Summer Term</p> | <p>year and supported reduction of the office referrals by 67% in the playground when compared to the previous Academic Year.</p> <p>A significant investment in resources has been made. We now have a hardy storage shed with a variety of resources. Activities are varied and updated regularly.</p> <p>Code of conduct in the playground reminder assemblies delivered in the Autumn, Spring and Summer Terms.</p> <p>The library is regularly used as a calm space during break and lunch.</p> <p>1:1 support has been provided for 2 x</p> |  |
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|  | <ul style="list-style-type: none"> <li>- Schedule formal governor visit to explore break and lunch behaviour.</li> </ul> |  |  | <p>named pupils to role model and engage in varied activities and has had a positive impact on reducing the number of office referrals at break and lunchtime referrals by 100%/80%.</p> <p>Staff now have clearly zoned areas of responsibility. Staff lead/supervise appropriate games.</p> <p>Red and yellow card retraining delivered to TAs in the Autumn Term to support behaviour management at break and lunchtimes.</p> <p>Assembly delivered to pupils in the Autumn, Spring and Summer Terms to remind pupils of how they are used to support behaviour during these times.</p> |  |
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|  |  |                           |   |             | <p>A formal governor visit took place on 02/11/22, feedback was very positive. The governor commented, “A year 7 child wrote “we are happy” with a love heart on the chalk board/wall (that says it all!)” (see report).</p> <p>Parent reference group took place 04/07/23. An example of parent feedback included – ‘It was good to understand what types of activities are available during break times and how it helps with social skills’.</p> |   |
| 3. Reduce the number of behaviour referrals and self-referrals | <ul style="list-style-type: none"> <li>- Targeted support is provided to teachers and TAs.</li> <li>- Teachers to develop individualised strategies and interventions for</li> </ul> | RM/ SC/ MU/ PE<br>TEACHER | <ul style="list-style-type: none"> <li>- Targeted guidance and support are provided to named teachers.</li> <li>- Targeted guidance and support are provided to named TAs.</li> </ul> | Autumn Term | Deputy head has provided guidance and support in both PE and Science. Behaviour referrals have reduced by 2%  | £1,000 (resources and educational visits) |

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| <p>in Science and PE.</p> | <p>named pupils, with the support of the Deputy.</p> <ul style="list-style-type: none"> <li>- Teachers to develop personalised reward &amp; sanction plan for named pupils, with the support of the Deputy.</li> <li>- Teachers to develop ways to strengthen teacher/pupil relationships, with the support of the Deputy.</li> <li>- Schedule a reward trip for the most improved behaviour in Science and PE.</li> <li>- OT and teachers to ensure Zones of Regulation continues to be imbedded in teaching practice. OT to provide guidance as required.</li> <li>- Carry out recruitment of a new PE teacher.</li> <li>- Create individualised behaviour plan for named pupils.</li> <li>- Create personalised reward sanction plans for named pupils.</li> </ul> | <p>Therapy Teams</p> <p>CM</p> <p>RM</p> <p>RM/ SC/ MU/ PE TEACHER</p> | <ul style="list-style-type: none"> <li>- Office referrals for Science are positively reduced by at least 25%.</li> <li>- Office referrals for PE are positively reduced by at least 25%.</li> <li>- Staff have received an attachment awareness recap and continue to use strategies. This is evidenced in teaching and learning observations.</li> <li>- Pupils report in school council/questionnaires that they feel well supported in Science and PE.</li> <li>- Staff consistently use the positive behaviour policy. The staff questionnaire reflects this.</li> <li>- Relevant behaviour PM targets are set for teachers and TAs.</li> <li>- A Learning Walk takes place and celebrates excellent practice and supports improvement.</li> </ul> | <p>Summer Term</p> <p>Autumn Term</p> <p>Autumn/ Spring/ Summer Term</p> | <p>in Science and 19% in PE in 2022/2023 when compared to the previous academic year.</p> <p>Attachment awareness recap training delivered in INSET at start of the academic year to all staff this has supported the reduction in office referrals in Science and PE. This was repeated in the Spring and Summer Terms.</p> <p>Pupils report they feel well supported in Science and PE in school council meetings.</p> <p>PM targets set in Science and PE. To be reviewed in October 2023.</p> |  |
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|  | <ul style="list-style-type: none"> <li>- Schedule enrichment activities to maintain high pupil motivation and engagement.</li> <li>- Use increased challenge to ensure all pupils have opportunities to extend their learning.</li> <li>- Attachment awareness training is scheduled.</li> <li>- Lesson observations are scheduled to explore the behaviour in Science and PE.</li> </ul> | <p>RM/ TT/ GW/ MB</p> <p>CM</p> |  | <p>Autumn Term</p> | <p>Autumn Term (02/11/22) Learning Walk feedback reported pupils demonstrated excellent behaviour for learning and were motivated and engaged in their learning in lessons observed. Behaviour for learning was also excellent during the Spring (17/03/23) and Summer Term (22/06/23) learning walks.</p> <p>2 x TAs completed attachment awareness project training and delivered attachment awareness strategies training on 14/06/23.</p> <p>Reward trip took place in Science for most improved behaviour on 12/06/23 but did not take place in PE.</p> |  |
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| <p>4. Ensure pupil attendance continues to exceed the national average for SEND schools over time.</p> | <ul style="list-style-type: none"> <li>- Virtual Learning Leader to schedule virtual/home learning for any pupil who is unable to physically attend school but is well enough to access learning.</li> <li>- Work in partnership with parents to improve attendance.</li> <li>- Make Early Help referrals for named pupils.</li> <li>- Create targeted and individual attendance plans, developed with parents and pupil.</li> <li>- Continue termly attendance rewards (100% &amp; 98%+ attendance rewards, tutor rewards).</li> <li>- Continue termly attendance report cards.</li> <li>- Host regular assemblies on the importance of attending school every day.</li> <li>- MMH Lead Practitioner to provide home/virtual learning for pupils on</li> </ul> | <p>SI</p> <p>RM/ MJ</p> <p>RM</p> | <ul style="list-style-type: none"> <li>- Attendance total reaches at least 92%, exceeding the national average for special schools, which is currently 89.9%.</li> <li>- Named pupil attendance is improved by at least 25%.</li> <li>- Early Help works in partnership with the family and school to improve attendance, as a result named pupil attendance improves.</li> <li>- Attendance cards are sent to parents so they are aware of their child's level of attendance and the number of lessons missed.</li> <li>- Pupils on the MMH pathway have access to home tuition/virtual learning when required.</li> <li>- The absence for Covid-19 continues to reduce.</li> </ul> | <p>Autumn/<br/>Spring/<br/>Summer<br/>Term</p> | <p>Virtual learning is scheduled for all pupils who are absent but well enough to learn. The large majority of pupils attend.</p> <p>In 2023/2022 school attendance was 87.8%, which is above the national average for special schools but below school target of 92%.</p> <p>The Deputy Head in regular contact working in partnership with parents to improve their child's attendance. Attendance has improved by 113%/3%/16%/15%, 2 x pupil reduced by 26%/30% in 2022/2023 when compared to the</p> | <p>£1,000<br/>(resources<br/>and<br/>rewards)</p> |
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Who? Purple – SLT/Lead Practitioners/Governors

Grey – Subjects Leaders/Teachers

Pink – TAs/Cover Supervisor/Support staff

Blue – Support Agency Partnerships

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|  | <p>the MMH pathway who are unable to physically attend school but are well enough to access learning.</p> <ul style="list-style-type: none"> <li>- Schedule home visits for named pupils to support return to school.</li> <li>- Ensure frequent communication with parents, explaining current Covid-19 attendance practices and expectations.</li> </ul> | <p>TH</p> |  |  | <p>previous academic year.</p> <p>2 x Early Help referrals made in the Autumn Term. Deputy Head met with Ace team to discuss new attendance guidance from DfE referrals – referrals to Early Help can only be made with parental consent regarding attendance and parents are no longer required to engage in the service even if attendance is over 10% unauthorised. New guidance now responsibility with schools to fine parents with the support from ACE team.</p> <p>Termly attendance rewards have continued throughout the year, which</p> |  |
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|  |  |  |  |  | <p>supports whole attendance of 87.8% which and whole school attendance continues to be above the national average for special schools.</p> <p>Termly attendance is now reported to parents through pupil progress reports.</p> <p>Deputy Head delivered a number of assemblies around the importance of having good attendance. Attendance figures shared with whole school, individual attendance shared in tutor classes every half term.</p> <p>A number of strategies, have been implemented over the 2022/2023 academic year to improve</p> |  |
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|  |  |  |  |  | <p>attendance of MMH pupils including: individual attendance targets and rewards; parent/ pupil joint sessions in school to support pupils needs and parents; home visits; working with social care team; Anna Freud Therapy sessions. This has supported the improvement of attendance of MMH pupils from 67.6% in the 2021/2022 to 71.0% in 2022/2023.</p> <p>Home visits have occurred over 2022/2023 to encourage MMH pupil to attend more regularly. This has not had the desired impact and named pupils' attendance remains low. There are 2 pupils who are a significant cause for concern.</p> |  |
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Who? Purple – SLT/Lead Practitioners/Governors

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|  |   |                         |  |                                      | <p>MMH lead practitioner continues to maintain positive lines of communication with MMH pupils and parents. Regular phone calls home, emails and home visits arrange to encourage attendance.</p> <p>MMH Pupil attendance in 2022/2023 was 71% which is a significant increase from 67.6% from the previous academic year.</p> |   |
| 5. Increase attendance of pupils on our MMH pathway. | <ul style="list-style-type: none"> <li>- Ensure all pupils are integrated into the main school.</li> <li>- Continue to work closely with parents to improve attendance.</li> <li>- Continue to work closely with parents keeping positive lines of</li> </ul> | <p>TH/ MJ</p> <p>MJ</p> | <ul style="list-style-type: none"> <li>- Positive relationships are maintained, with an open line of communication.</li> <li>- Pupils on the MMH pathway receive half termly or weekly awards for meeting attendance targets.</li> </ul> | Autumn/<br>Spring/<br>Summer<br>Term | <p>MMH lead practitioner continues to maintain positive lines of communication with MMH pupils and parents. Regular phone calls home, emails and home visits arrange to</p>  | <p>£500 (awards)</p> <p>£10,000 (therapy)</p> |

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|  | <p>communication between home and school.</p> <ul style="list-style-type: none"> <li>- Continue half-termly attendance rewards selected by the pupils.</li> <li>- Continue weekly attendance rewards for named pupils.</li> <li>- Continue to set individual attendance targets set for all pupils on the MMH pathway.</li> <li>- Home visits take place for named pupils, encouraging pupils back into school.</li> <li>- Continue working in partnership with Early Help/Family support/Social Care to gain support for families.</li> <li>- Schedule family group.</li> <li>- Schedule Anna Freud therapy sessions for individual pupils.</li> <li>- Increase virtual education where pupils cannot physically attend but are still well enough to learn.</li> <li>- Increase home tuition where required for</li> </ul> |  | <ul style="list-style-type: none"> <li>- Pupils on the MMH pathway attendance reaches at least 75% overall.</li> <li>- Individual pupil targets are met.</li> <li>- The MMH Lead Practitioner works in partnership with Early Help to achieve improvements.</li> <li>- Named pupils receive therapy with Anna Freud therapist.</li> <li>- Pupils receive home and virtual learning as the norm where required.</li> <li>- Targeted parents and pupils attend family group.</li> <li>- Home and virtual learning is used where the pupil is absent but well enough to learn.</li> </ul> |  | <p>encourage attendance.</p> <p>MMH Pupil attendance in 2022/2023 71% which is a significant increase from 67.6% from the previous academic year.</p> <p>8 named pupils have received Anna Freud therapy in 2022/2023.</p> <p>6 targeted parents have attended parent/pupil group sessions. Parents have expressed they find the sessions useful in understanding and supporting their child.</p> <p>Home virtual learning offered and planned for, however very limited up take by named MMH pupils.</p> |  |
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|                           | pupils on our MMH pathway. |  |  |  | <p>Home visits have occurred over the academic year to encourage MMH pupils to attend more regularly. This has not had the desired impact and named pupils' attendance remains low. 2 pupils remain a cause for concern.</p> <p>Covid absence rate appears low with 4 pupils reported with confirmed cases.</p> |  |
| <b>Total Cost £14,500</b> |                            |  |  |  |   |  |

## Personal Development – Outstanding

### Evidence

- The curriculum at Woodlane is personalised and extends far beyond the academic, Woodlane's '*Cultural Capital Provision Map*' clearly outlines our wider curriculum.
- Woodlane uses a Universal, Targeted and Specialist model of identifying which pupils require the additional provision/support available.
- Woodlane's core values include '*resilience*' and '*independence*' which are both given a high profile in the school and actively celebrated.
- Pupils report that the school supports their independence and value the opportunity to train towards independent travel, when appropriate.
- We vigorously promote the positive mental health of our pupils and staff. For pupils this is directed using universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils. We strongly support improving mental ill health by providing a range of therapeutic approaches e.g. RESPOND/Mind/Anna Freud therapy, dog therapy, counselling etc. A staff well-being group coordinate a variety of activities to support positive mental health for staff. The senior managers can and have accessed counselling support for specific staff via the Local Authority, senior managers will also actively seek advice and guidance from occupational health when required.
- The physical health of pupils is enthusiastically promoted through outstanding PE teaching and learning and a wide variety of extra-curricular activities.
- The school has heavily invested in the redevelopment of its playground to ensure all pupils are active at break/lunch time and no corner of the playground go unused.
- Our self-referral system, where pupils are able to request a referral to the office enables pupils to self-regulate and positively move towards managing their own behaviour. A self-referral is viewed as a positive action, as the individual has identified, for themselves, a need for support.
- Woodlane recognises the multicultural, multi-faith nature of London and the United Kingdom. We understand the crucial role we play in promoting, developing and deepening pupils' understanding of the fundamental British values, including: democracy; the rule of law, individual liberty and mutual respect.
- We have an active school council which promotes democracy and includes all pupils in decisions made about their school.

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- We celebrate the culture and background of staff and pupils. We welcome staff from other countries, and visitors from other faiths to share their language and culture with pupils in formalised and informal settings.
- Pupils are actively encouraged to make their own choices, knowing that they are in a safe and supportive environment.
- Highly vulnerable pupils, with complex SENDs and social and emotional difficulties are able to access and sit demanding examinations.
- Woodlane provides an effective careers programme through its PSCHE curriculum, the outstanding practice of the school is evidenced through the Investor in Careers accreditation, *'the school's outstanding transition arrangements are nationally recognised as an example of best practice'* (Ofsted, May 2019).
- Pupils with complex SENDs are able to complete 2 weeks work experience placements in a range of settings.
- *'Pupils' spiritual, moral, social and cultural development is nurtured and celebrated in all aspects of school life. Through the school's values and promotion of positive behaviour, pupils develop a sense of moral purpose and care for the wider world'* (Ofsted, May 2019).

#### Refer to:

- Behaviour data/Personal development, behaviour and welfare pack.
- Attendance pack.
- Pupil, staff and parent questionnaires.
- Positive behaviour policy.
- Case studies.
- SIA reports.
- Safeguarding/Health and Safety audits.
- Ofsted report 2019.

## Supporting factors

1. High expectations ensure leaders and staff act as role models to pupils at all times.
2. British values are embedded within our Values, policies and Learners' Code.
3. Educational visits, in particular our Year 9 residential, specifically develop pupils' confidence, independence and resilience in the community.
4. Rights and values are taught directly through Personal, Social, Citizenship and Healthy Education (PSCHE) and on a cross-curricular basis.
5. Assemblies have a theme of the week which promote a range of British values.
6. Pupils are directly taught study and exam preparation skills.
7. Pupils are encouraged to make judgments and decisions on important life choices e.g. college placements, work experience etc.

## Areas for improvement – we are taking steps to:

1. introduce a break and lunch play curriculum to positively engage pupils;
2. maintain strong mental health and well-being support for staff and pupils;
3. maintain and develop our strong parental engagement; and
4. ensure our lowest ability pupils secure independence skills.

| Personal Development   |   |  |  |              |   |                                   |
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| Area for Improvement   | What?   | Who? (Lead)  | Success Criteria?  | When? (Date) | Progress  | Cost (£)                          |
| 1. Introduce a break and lunch play curriculum to positively engage pupils | <ul style="list-style-type: none"> <li>- Timetable TA teacher leader for lunch time sessions.</li> <li>- TA teacher leader to create a break and lunch time play curriculum.</li> <li>- TA teacher leader to work in partnership to lead staff.</li> <li>- Update resources, rotating as required.</li> <li>- Celebrate and detail break and lunch time curriculum on the school website, add images to enrich.</li> <li>- TA teacher leader to train and lead TAs in the curriculum.</li> <li>- Monitor break and lunch time referrals to assess impact.</li> <li>- Hold a pupil reference group to assess impact.</li> <li>- Explore impact through school council.</li> <li>- Formal governor visit to take place to assess impact.</li> </ul> | <p>CM/<br/>TH</p> <p>AH/<br/>SB/<br/>TAs</p> <p>CM/<br/>AH</p> <p>AH/<br/>SB/<br/>TAs</p> <p>AH</p> <p>CM</p> <p>Gover<br/>nor -<br/>Veroni<br/>que<br/>Duport<br/>e</p> | <ul style="list-style-type: none"> <li>- TA teacher leader timetabled for activity.</li> <li>- Break and lunch time play curriculum created and in practice.</li> <li>- Inspirational resources are in use and rotated.</li> <li>- Details of the curriculum are on the school website.</li> <li>- TAs are well supported and trained, thus enabling them to successfully implement the curriculum.</li> <li>- Break and lunch time referrals reduce by at least 50%.</li> <li>- Pupils provide positive feedback in pupil reference group.</li> <li>- Pupils provide positive feedback in school council.</li> <li>- A formal governor visit has taken place and feedback is positive.</li> </ul> | Autumn Term  | <p>DT Subject Leader has been timetabled as the lead teacher for the playground curriculum.</p> <p>A play curriculum has been created, this is available to view on the school website.</p> <p>Lunch time play curriculum has been introduced and well received by pupils (see pupil conference dated 25/11/22). The SIA has commented positively on this provision and has linked us with another school to share our best</p> | £25,000 (storage, resources etc.) |

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|  |  |  |  |  | <p>practice (see SIA report).</p> <p>A significant investment in resources has been made. We now have a hardy storage shed with a variety of resources. Activities are varied and updated regularly.</p> <p>School council have provided positive feedback and ideas (see minutes).</p> <p>SLT delivered training and guidance to TAs on managing playground behaviour. SLT regularly out in playground to offer guidance and support.</p> |  |
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Who? Purple – SLT/Lead Practitioners/Governors

Grey – Subjects Leaders/Teachers

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Blue – Support Agency Partnerships

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|  |  |  |  |  | <p>Playground office referrals have reduced by 67% in 2022/2023 when compared to the previous academic year.</p> <p>A formal governor visit took place on 02/11/22, feedback was very positive. The governor commented, <i>“A year 7 child wrote “we are happy” with a loveheart on the chalk board/wall (that says it all!)”</i> (see report).</p> <p>Pupil conference took place on 27/03/23. Feedback was highly positive, which a few specific requests for activities.</p> |  |
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|   |   |   |  |   | A parent reference group took place on 04/07/23. An example of parent feedback included, 'It was good to understand what types of activities are available during break times and how it helps with social skills'. |  |
| 2. Maintain strong mental health and well-being support for staff and pupils. | <ul style="list-style-type: none"> <li>- Explore the viability of a residential visit to Spain. If viable, schedule for the Spring/Summer Term. Plan and book early to allow for staggered payments from parents.</li> <li>- Gain charitable funding to support the costs.</li> <li>- Pupils share learning experiences from Spain in an assembly.</li> <li>- Ensure educational visits take place in all curriculum areas, encourage an increase where required.</li> <li>- Schedule keeping children safe in education training and tasks for all staff.</li> </ul> | <p>CT</p> <p>BS/ CT</p> <p>SW</p> <p>CM/ RM</p> | <ul style="list-style-type: none"> <li>- If viable, Spain residential is booked for 20 pupils.</li> <li>- Pupils love their trip to Spain and share their learning in assembly.</li> <li>- Charitable funding is explored and gained.</li> <li>- At least 25 educational visits take place over the academic year.</li> <li>- Staff have received safeguarding training and their knowledge remains strong.</li> </ul> | <p>Autumn/ Spring/ Summer Term</p> <p>Autumn Term</p> | <p>A residential trip to Barcelona is scheduled for November 2023. The teacher has carried about a visit to check accessibility and accommodation. The risk assessment is complete and ready to send to the LA.</p> | <p>£5,000 (residential etc.)</p> <p>£20,000 (therapy)</p> <p>£2,000 (training)</p> |

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|  | <ul style="list-style-type: none"> <li>- Schedule safeguarding and prevent training for staff.</li> <li>- Schedule MIND therapy for named pupils.</li> <li>- Schedule Respond therapy for named pupils.</li> <li>- Schedule Anna Freud therapy for named pupils on the MMH pathway.</li> <li>- Maintain SLT open door policy for any school or personal concerns.</li> <li>- Staff social planners gain funding for staff social events and team building activities, they plan activity accordingly.</li> <li>- Schedule JRR motivational sessions are scheduled for the whole staff.</li> <li>- Explore a compressed working week is for teachers.</li> <li>- Schedule the ' Great British Bark Off' therapy dog theme day.</li> <li>- A formal governor visit takes place to explore support in this area.</li> </ul> | <p>RM/<br/>MJ</p> <p>SLT</p> <p>DW/<br/>AS</p> <p>CM</p> <p>Governor –<br/>Jenny<br/>Jermain</p> | <ul style="list-style-type: none"> <li>- Named pupils receive MIND therapy.</li> <li>- Named pupils receive Anna Freud therapy.</li> <li>- Named pupils receive Respond therapy.</li> <li>- Staff gain support from SLT where required.</li> <li>- Staff social events are secured and funding gained to pay for them.</li> <li>- JRR motivational sessions take place.</li> <li>- Compressed working week for teachers is explored and SLT make an informed decision.</li> <li>- Positive feedback is received from pupils regarding the Great British Bark off theme day.</li> <li>- Governor reports on strong mental health practices for staff and pupils.</li> </ul> | <p>Spring<br/>Term</p> | <p>Costs have been kept to a minimum to ensure the trip is open to as many pupils as possible.</p> <p>Charitable funding has been raised through various school events to keep the costs down.</p> <p>Keeping children safe in education training and task was completed in September INSET. A recap and assessment of knowledge takes place in child protection group (see minutes).</p> <p>Whole school safeguarding training has taken</p> |  |
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|  |  |  |  | <p>place on 20/09/22.</p> <p>Whole school Prevent training took place on 25/01/23.</p> <p>Named pupils receive the following therapeutic support in 2022/2023, Art Therapy 5 x pupils, MIND 3 x pupils, Anna Freud Therapy 8 x pupils, Drawing and Talking 4 x pupils.</p> <p>An open-door policy has remained and staff feel confident using this.</p> <p>Staff were surveyed on the usefulness of the</p> |  |
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|  |  |  |  |  | <p>JRR sessions and voted to discontinue the sessions.</p> <p>A flexible working trial took place with 3 x staff and 1 x senior leader. Feedback has been positive to date, no negative impact seen on performance. This trial will be widened for the next academic year.</p> <p>Targeted support has been given to named staff, positive outcomes have been observed.</p> <p>Staff social planners here unable to plan a social event for staff due to the refurbishment.</p> |  |
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|  |  |   |  |  | 'The Great British Bark Off' therapy dog theme day did not take place.  |                              |
| 3. Maintain and develop our strong parental engagement | <ul style="list-style-type: none"> <li>- Recruit outstanding practitioner to our PE and Parent Partnership role</li> <li>- Programme parent workshops, including: <ul style="list-style-type: none"> <li>• E-Safety</li> <li>• Parent and family group sessions</li> <li>• Puberty</li> <li>• Supporting reading development</li> </ul> </li> <li>- Introduce end of term progress reports.</li> <li>- Introduce progress meetings 2 x annually.</li> <li>- Ensure the majority of parent meetings/ sessions are offered on a hybrid model, combining, meetings face to face and virtually to parent preference, including annual reviews and parents' evenings.</li> <li>- Schedule a virtual open morning for prospective parents, to be run by the Transition Leader.</li> <li>- Introduce Google classrooms for when paper homework unsuitable.</li> </ul> | Parent Partne<br>rship<br>Leader<br>/<br>Teach<br>ers/<br><br>SLT<br><br><br>SH<br><br>SI | <ul style="list-style-type: none"> <li>- We have recruited to our PE and Parent Partnership position.</li> <li>- Relevant workshops have been scheduled and attended by target parents.</li> <li>- End of term progress reports are issued.</li> <li>- Progress meetings have taken space in the Spring and Summer Term.</li> <li>- Parents meetings are offered boy face to face and virtually.</li> <li>- Virtual open morning was well attended and supported parents in making the most appropriate school choice.</li> <li>- Google Classroom is in use.</li> </ul> | Autumn Term<br><br>Autumn/<br>Spring/<br>Summer Term | PE and parent partnership lead recruited and in post from January 2023. Teaching and learning observations Good. Further focus on parent partnership role required. Targeted support was provided by the Assistant Head.<br><br>A range of parent workshops have taken place including E-safety, parent, family groups, puberty and reading sessions. | £2,000 (resource, workshops) |

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|  |  |  |  |  | <p>The introduction of pupil progress reports is now fully embedded. Positive feedback from parents has been received through our assessment event (see session notes).<br/> <i>“It’s been really good that you have taken on board parent and carer viewpoints with the questionnaire. I was one that thought at the end of each term it would be nice to have an update on progress and that has been really helpful as that sets me up with things to work on with my child.”</i></p> |  |
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|  |  |  |  |  | <p>We now offer both 2 x virtual and 2 x face to face options for parent teacher meetings, following aren't feedback. We currently have 50% of parents attending parent teacher meetings with this evenly spread between online and face to face. Both options will continue in to the next academic year.</p> <p>Virtual open evening took place on 21/09/22.</p> <p>Google classroom formed the focus for a recovery lesson on Monday mornings in the</p> |  |
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|  |  |  |  |             | Spring Term B. All pupils were trained to use Google Classroom and the amount/quality of homework being provided increased.  |                                  |
| 4. Ensure our lowest ability pupils secure independence skills | <ul style="list-style-type: none"> <li>- Adapt the Nurture curriculum to ensure independence tasks are an everyday part of learning.</li> <li>- OT to run a lunch hall club to support development of pupils' use of lunch time tools and lunch time manners, for our lowest ability pupils.</li> <li>- OT and teachers to ensure Zones of Regulation continues to be imbedded in teaching practice. OT to provide guidance and training as required.</li> <li>- OT/SALT to schedule pupil intervention.</li> <li>- Schedule OT workshop with parents to support the learning of basic skills.</li> <li>- OT to offer guidance and support for pupils with fine motor skills difficulties to change for PE.</li> </ul> | ED/<br>SW<br><br>JJ/<br>Therapy<br>Teams | <ul style="list-style-type: none"> <li>- Nurture schemes of work reflect independent learning tasks.</li> <li>- Pupils are able to use their cutlery and appropriately eat their lunch, showing appropriate manners.</li> <li>- Zones of regulation continue to be used in every classroom.</li> <li>- OT interventions take place for the lowest ability pupils.</li> <li>- SALT interventions take place for the lowest ability pupils.</li> <li>- OT workshop for parents receives positive feedback from parents, who are able to implement strategies at home.</li> </ul> | Spring Term | <p>The Nurture curriculum has been adapted to include increased opportunities for independent working.</p> <p>Nurture schemes of work refined to include more focus on independence, including progression to adulthood targets in KS4.</p> <p>Lunchtime visuals created for whole school and used</p> | Staffing costs already budgeted. |

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|  |  |  | <ul style="list-style-type: none"> <li>- Pupils are better able to change for PE, with appropriate support if required.</li> </ul> |  | <p>to support pupils in table manners.</p> <p>Zones of regulation interactive displays in NC classrooms and activities in books.</p> <p>Carousel of OT activities created with support of OT and refined weekly with her support. Target setting based on this and all pupils met their targets. Governor observed one of these sessions and reported positively.</p> <p>Arranged for OT to be present when NC pupils changing for PE and advise staff on how to</p> |  |
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|  |  |  |  |  | <p>support. These targets taken into OT class sessions</p> <p>Individualised OT provision throughout lunch periods provided to pupils with high needs including consultation with families.</p> <p>OT input throughout NC KS3 VS sessions provided.</p> <p>Education session delivered to teaching assistants regarding strategies to support pupils with mealtime plans in collaboration with SLT/dysphasia service.</p> |  |
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Blue – Support Agency Partnerships

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|  |  |  |  |  | <p>Individualised education provided to teaching assistants supporting pupils with assistive technology.</p> <p>Provision of visual aids to support pupil understanding of expectations in the lunch hall.</p> <p>Sensory processing training delivered to teaching assistants which included theory and practical demonstration of sensory-motor regulation strategies.</p> <p>OT co-facilitated session throughout SEND theme day -</p> |  |
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Who? Purple – SLT/Lead Practitioners/Governors

Grey – Subjects Leaders/Teachers

Pink – TAs/Cover Supervisor/Support staff

Blue – Support Agency Partnerships

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|  |  |  |  |  | <p>exploring preferred/non-preferred sensory-motor regulatory strategies with pupils.</p> <p>Provision of individualised support as requested by teachers regarding recommendations for specified pupils.</p> <p>Individualised support has been provided for parents regarding development of self-care skills</p> <p>Education provided to teaching assistants/PE teacher regarding strategies to</p> |  |
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|  |  |  |  |  | <p>support pupil skill development.</p> <p>Visual schedules provided to support sequencing of tasks.</p> <p>Parents workshops took place on 03/05/2023 regarding puberty.</p> <p>OT has been available for consultation with parents throughout parents' evenings.</p> <p>Several AT requests have been submitted and are pending order by school or approval by LA for individualised</p> |  |
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|  |  |  |  | <p>specialised seating.</p> <p>Supportive seating inserts have arrived and are being trialled (process took time as had to obtain funding to be able to complete trials to then request funding from LA).</p> <p>Assessment/ advice provided for individual pupils at mealtimes.</p> <p>Liaison with lead TA and PE teacher/TA regarding needs/current routines with changing for PE</p> <p>Observations/ support provided to TAs supporting</p> |  |
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|  |  |  |  |  | nurture group with changing. |                           |
|  |  |  |  |  |                              | <b>Total Cost £54,000</b> |

**Who?** Purple – SLT/Lead Practitioners/Governors

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## Leadership and Management – Outstanding

### Evidence

- Leaders have an ambitious, yet achievable, vision for the school. Leaders work closely with all staff to sustain a culture of high expectations.
- Leaders have very high standards for safeguarding, child protection, health and safety; creating a culture of vigilance. Pupils feel safe and all staff agree with their judgement. Staff at all levels are well trained to identify any causes for concern and understand the actions they should take.
- Leaders ensure all aspects of the school are thoroughly evaluated, considering feedback from all stakeholders and external professionals.
- Leaders evaluate the work and outcomes of the school against other similar outstanding SEND schools to ensure the provision at Woodlane is the best it can be.
- Leaders ensure that the skills of internal staff are utilised and developed to support and train both internal and external colleagues. They place a particular focus on ensuring continuing professional development is closely aligned with the curriculum.
- Leaders systematically monitor pupil progress and ensure that, the very few pupils who are not making sufficient progress in specific areas, receive targeted support, so that gaps in levels of attainment and progress are closed rapidly in order that no pupil is left behind.
- Leaders ensure that the curriculum is creative, balanced and differentiated appropriately. The foundation subjects are valued equally to the core subjects.
- Leaders engage with parents regularly and, consequently, parents report excellent communication from the school.
- A high value is placed on extra-curricular and enrichment activities.
- Pupil Premium is spent effectively to raise the progress of disadvantaged pupils.
- Challenging and relevant performance management/appraisal targets are set for all staff to sustain consistently high expectations, so that pupils benefit from effective teaching wherever they are in the school.
- Leaders value collaborative work with support agency partnerships. They ensure SALT and OT support is embedded into an increasingly personalised curriculum.

- Leaders have a high presence and offer support to staff and pupils in regard to, teaching and learning, behaviour and social development etc. CPD is offered regularly, which is greatly valued by staff.
- Feedback from previous and current staff, state how much they have learnt during their time at Woodlane. All staff report they are proud to be a member of staff at Woodlane and that their contribution to the school is valued by the senior managers.
- Leaders ensure the school offers special education which is of value for money; which is achieved using the lowest special school top-up funding when compared to several London Local Authorities.
- Leaders ensure pupils are prepared positively for life in Britain and ensure fundamental British values are promoted throughout the school. They are also embedded into the school's key values.

#### Refer to:

- New teacher induction file.
- Headteacher reports to governors and governor minutes.
- Parent/staff questionnaire.
- Assessment data/pack.
- SIA visits and reports.
- Financial reporting.
- Safeguarding/Health and Safety audits.
- Ofsted report.

#### Supporting factors

1. A highly motivated senior and middle leadership team inspire and challenge aspirations/expectations.
2. An active and motivated chair of governors ensures governor roles are distributed, governors attend formal focused visits and can therefore, challenge and hold the school to account accordingly. They also celebrate excellent practice.
3. The school uses a distributed leadership model where responsibilities are named and specific.

4. A collegiate approach to management ensures staff ideas are valued and utilised, staff are motivated and are well prepared to adapt to necessary changes.
5. A high emphasis is placed on teacher and TA development and training. Leaders actively encourage staff to gain post graduate qualifications.

**Areas for improvement – we are taking steps to:**

1. further improve the physical environment and facilities to ensure teaching and learning is supported by an inspirational environment;
2. maintain and gain relevant accreditations to demonstrate and celebrate best practice;
3. ensure the Woodlane staff team is strong, with complimentary skills, following recruitment challenges due to the Covid-19 pandemic;
4. continue the growth and development of our Nurture provision to provide an appropriate pathway for our lowest ability pupils; and
5. safeguarding and Child Protection practices remain outstanding.



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|   |  |    |  |             | <p>Maths outdoor learning space is paused due to budget constraints and other priorities.</p> <p>We are now exploring 2 x classrooms at the back of the school, rather than use of the BDA building. A QS has been managing the project. Funding has been secured from the LA and the project is now seeking planning permission.</p> |                                 |
| 2. Maintain and gain relevant accreditations to demonstrate and celebrate | <ul style="list-style-type: none"> <li>- Gain Investors in Careers award: <ul style="list-style-type: none"> <li>• Collate evidence</li> <li>• Programme any necessary improvements</li> <li>• Schedule theme days</li> <li>• Schedule pupil reference groups</li> <li>• Schedule parent reference groups</li> <li>• Schedule formal governor visit</li> </ul> </li> </ul> | EC | <ul style="list-style-type: none"> <li>- The Investors in Careers award is renewed, it celebrates best practice.</li> <li>- Artsmark award is renewed, it celebrates best practice.</li> </ul> | Summer Term | RF and SC are currently working towards the Artsmark Award which is due to be assessed in the Autumn Term 2023. The   | £5,000 (awards, resources etc.) |

Who? Purple – SLT/Lead Practitioners/Governors

Grey – Subjects Leaders/Teachers

Pink – TAs/Cover Supervisor/Support staff

Blue – Support Agency Partnerships

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| <p>best practice.</p> | <ul style="list-style-type: none"> <li>- Gain Arts Mark award: <ul style="list-style-type: none"> <li>• Collate evidence</li> <li>• Programme any necessary improvements</li> <li>• Schedule theme days</li> <li>• Schedule pupil reference groups</li> <li>• Schedule parent reference groups</li> <li>• Schedule formal governor visit</li> </ul> </li> <li>- Share achievements with pupils and parents.</li> <li>- Post kitemarks on the school website, with reports and links to relevant areas.</li> </ul> | <p>RF/<br/>SC</p> <p>SLT</p> | <ul style="list-style-type: none"> <li>- Pupils and parents are well informed and share in the school's success.</li> <li>- The school website celebrates achievements.</li> </ul> | <p>statement of intent has been completed and sent.</p> <p>A whole school project including staff and pupils led the Summer Term cycle of recovery lessons. In Summer E term, this was based on Puppetry and coincided with the school's target to achieve the Artsmark Accreditation. Art Theme Day on 30/03/23 supported the school in achieving this.</p> <p>RF and SC took part in a scheduled call with Artsmark to support their</p> |
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|  |  |  |  |  | <p>assessment on 30/03/23.</p> <p>Artsmark statement of intent submitted in September 2023 with an aim to achieve Platinum.</p> <p>With a change in staffing, it was not possible to begin the Investors in Careers Award in the Summer Term. A change in process means the school cannot reaccredit, only start a new application.</p> <p>However, agreed with liC that the school can retain the accreditation until renewal.</p> |
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|  |  |  | <ul style="list-style-type: none"> <li>- Deputy Head gains NPQH.</li> </ul> |  | <p>SBM promoted internally from December 2022 to allow for smooth transition. Some challenges have presented and therefore we have recruited a Senior SBM, who is now in post.</p> <p>PE and parent partnership lead recruited and in post from January 2023. Teaching and learning observations Good. Further focus on parent partnership role required. Assistant Head providing targeted support.</p> <p>Music teacher contract via</p> |  |
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|  |  |  |  |  | <p>Music Hub from September 2023.</p> <p>Nurture teacher recruited and in post. Providing consistently outstanding teaching and learning.</p> <p>Several TA and Apprentice rolls recruited for and in post. On-going recruitment challenges for support staff. However, these are being managed well with the team.</p> <p>Deputy Head has completed NPQH course and await results.<br/>Succession planning has taken place to explore maternity leave of</p> |  |
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Blue – Support Agency Partnerships



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|  | <ul style="list-style-type: none"> <li>- Explore the use of the school's target setting process for pupils working at PS1 on Entry.</li> </ul> | <p>Governor – Alex Greaves</p> | <ul style="list-style-type: none"> <li>- At least 97% of pupils meet expected progress.</li> <li>- At least 50% of pupils exceed expected progress.</li> <li>- Governor reports on strong practices, progress and outcomes in our new Nurture class.</li> <li>- The school secures funding for pupils over roll number.</li> <li>- The Flight Path is reviewed for pupils on PS1, and is amended if deemed appropriate.</li> </ul> | <p>number is 111. This may be needed for next year.</p> <p>A case for base funding increase based on roll number was submitted to the LA, unfortunately, we have still not been informed of the outcome. We have however, secured funding for our 2-classroom build.</p> <p>Quality schemes of work have been created.</p> <p>In the Nurture Class, 100% of pupils are meeting expectations. 49% of pupils are exceeding expectations which shows</p> |
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|  |  |  |  |  | <p>substantial progress is being made.</p> <p>Agreed that 4 pupils are appropriate on PS1 and their progress is well assessed. One pupil on PS1 requires a different method of assessment. The school are trialling using Steps4Life (Curriculum Pathway in BSquared) as an alternative assessment method for this one pupil. Further integration required in the next academic year but it seems to be mostly appropriate for many within NC.</p> |  |
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|  |   |                                |  |             | On 13/06/23 a governor visit took place to find out how NC ensure our pupils secure independence skills, and attended one of our OT/Life Skills sessions. <i>The governor found that there is a wide range in the pupils' independence levels and tasks set are individualised, practical and necessary. The children are confident in their efforts and proud of their progress.</i> |  |
| 5. Safeguarding and Child Protection practices remain outstanding. | <ul style="list-style-type: none"> <li>- Policies are updated, based on new guidance.</li> <li>- Create a Safeguarding and Child Protection information leaflet which can be issued to visitors and parents.</li> </ul> | <p>CM</p> <p>RM</p> <p>SLT</p> | <ul style="list-style-type: none"> <li>- All policies are updated appropriately with the relevant information.</li> <li>- A Safeguarding and Child protection</li> </ul> | Autumn Term | Policy updated in January 2023 to reflect change in guidance, available on school website.  | £1,500 (DSL and safer recruitment training). |

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|  | <ul style="list-style-type: none"> <li>- Ensure CPOMS Staff Safe is used to log low level and more serious staff concerns.</li> <li>- Timetable PSCHE subject leader for SRE targeted interventions, to support safeguarding in this complex area.</li> <li>- PSCHE subject leader to attend DSL level training to enhance safeguarding and child protection knowledge.</li> <li>- Schedule keeping children safe in education training and task.</li> <li>- Schedule whole school LBHF safeguarding and child protection training.</li> <li>- Ensure Covid risks assessment is amended and updated accordingly.</li> <li>- Explore possibility of a Tannoy system for emergency announcements.</li> <li>- Schedule safer recruitment training for relevant staff.</li> </ul> | <p>EC</p> <p>CM/<br/>ALL<br/>STAFF</p> <p>CM</p> <p>DB</p> <p>BS</p> | <p>information leaflet is in use.</p> <ul style="list-style-type: none"> <li>- CPOMS is used to track and monitor low level and more serious staff safeguarding concerns.</li> <li>- SRE targeted interventions take place, pupils are supported and well informed.</li> <li>- PSCHE subject leader has attended DSL training.</li> <li>- Staff have received safeguarding training and their knowledge remains strong.</li> <li>- The Covid risk assessment is available on the school website.</li> <li>- If deemed appropriate, Tannoy system is fitted and in use.</li> </ul> | <p>Leaflet has been created and is available on entry to the school.</p> <p>CPOMS Safe Staff is up and running and used to record staff concerns.</p> <p>PSCHE has allocated targeted interventions to provide 1:1 SRE support where required.</p> <p>PSCHE subject leader has completed DSL training 03/10/22.</p> <p>Keeping children safe in education training and task was completed in September INSET. A recap and assessment of knowledge</p> | <p>£8,000<br/>(Tannoy system)</p> |
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|  |  |  |  |  | <p>takes place in child protection group (see minutes).</p> <p>Our Covid risk assessment has been amended and is available on the school website.</p> <p>Quotes have been gained for the Tannoy system, feedback has been provided and they are being refined. This has not yet progressed.</p> <p>Safer recruitment training has taken place for key staff (see safeguarding audit).</p> <p>A wide range of safeguarding training has taken</p> |  |
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|                            |  |  |  |  | <p>place (see safeguarding audit).</p> <p>Leaflet has been uploaded to the school website.</p> <p>PSCHE Subject Leader to completed 'managing harmful sexualised behaviour in schools' on 28/03/23.</p> |  |
| <b>Total Cost £434,500</b> |  |  |  |  |   |  |

## Appendix 1

### Covid-19

#### How Woodlane responded to the challenges

#### Safeguarding and Child Protection Arrangements during School Closure

Child protection and safeguarding practices remained our over-arching priority when we closed the week before the national school closure (16th March 2020). Specific closure practices were introduced on the day of closure and a Safeguarding and Child Protection Annex to our policy produced and shared with staff.

#### General action

SLT took many general actions as part of our usual practices, with the wellbeing of all children at the centre. These were documented in updated policies and displayed on the school website:

- Pupils were reminded of who to contact if they felt they were at risk or immediate danger in a tutor session, at the end of the school day before closure.
- To increase the probability that pupils were engaged in appropriate activity during closure, daily tasks were posted to the school website and then on Firefly. The following rules applied:
  1. All pupils are expected to complete the set tasks each day.
  2. Tasks will be posted before 10.30 each day, during term time.
  3. Tasks will remain active for two days or until the due date, they will then be removed to make way for the next task.
  4. Tasks will be differentiated to enable the parent or child to select the most appropriate level.
- A new Child Protection and Safeguarding Policy Annex During Closure for Covid-19 was adopted and updated weekly.

- A newsfeed regarding access to the foodbank was sent on the school website, inviting parents in need of support to contact the foodbank directly or contact us for support.
- Other signposting elements were added to the school website and shared with parents, regarding mental health, accessing different language Covid-19 documents, services for those shielding, etc.

## Communication

The school has always prided itself on personalised communication with all partners, however Covid-19 introduced new challenges, particularly in maintaining communication with historically hard to reach parents, the following was implemented:

- Regular newsfeeds were added to the school website with information and advice for parents, weekly updates of the Child Protection Annex, messages from staff including moral support and social stories, and important messages about closure/re-opening.
- The school adopted a parent text messaging service to ensure rapid communication was possible. This was already part of the school plan but Covid-19 resulted in these plans being expedited.
- The school used a rapid email system to improve the speed of email communication, particularly sharing information about live and remote learning.
- The school answerphone message indicated that the school was closed, stating that senior managers can be contacted on admin@woodlane.lbhf.sch.uk. Remote access to answerphone was set up to retrieve messages. The SBM checked messages daily.
- Tutors called parents/pupils in their tutor group once weekly on a Wednesday.
- Tutors recorded brief notes and sent them to SLT on the same day. SLT followed up where required. Staff ensured they called on a withheld number, left a message and called back if necessary.

## Targeted Support

The school put in a range of measures to support those pupils who have increased vulnerabilities, due to involvement from social services e.g. a Child Protection Plan/Child in Need/Early Help Plan etc:

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- Social workers were all informed of closure.
- Additional twice weekly calls (Monday and Thursday) by SLT, who must have spoken directly with the pupil. SLT called on a withheld number and brief notes were made.
- Reminders given regarding foodbank if required and vouchers offered.
- Liaised with social workers as required based on feedback. If an emergency, reporting took place to duty line as per usual practice.
- SLT attended planned review meetings, (remotely) unless otherwise directed.
- School continued to use the CP reporting system.
- School was able to accommodate initially a small number of pupils on CP plans and those identified as struggling with their mental health. This group returned to school w/c 30<sup>th</sup> March 2020 and we remained open throughout the Easter break.
- These pupils initially attended 2 days per week. This provision took the following form:
  - 7 pupils attended throughout, limited to those with mental health difficulties, children of key workers and those on CP plans.
  - Pupils attended initially on Tuesdays and Thursdays, which grew to 3, and then to 5 days.
  - All pupils were risk assessed individually.
  - All pupils wore non-School uniform.
  - School was cleaned every day after use with particular focus on the rooms that pupils were in.
  - A mixture of activities was offered including cooking, sports, school work and communication skill support.
  - Strict social distancing and Covid-Secure risk assessment adhered to.
  - Attendance was restricted to ensure pupils avoided public transport.
  - Agreement from Local Authority to bring pupils in, or walk if the distance was close enough.

## Further Developments

Over the weeks there were increasing numbers of requests from parents for their child to return to school. With the help of staff who volunteered to come in to school to support pupils, the school was able to take a further 13 pupils from 1<sup>st</sup> May 2020, pupils were prioritised according to:

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- Child Protection
- Mental Health
- Key Worker parents
- Safe travel arrangements
- Pupils ability to socially distance within the school.

This provision was a Care+Education blended model during May 2020, with an increased focus on education from June 1<sup>st</sup> – at which point the school increased numbers to 30% of the school cohort.

Pupils joined ‘bubbles’ which were not able to mix during the school day. These were mixed year groups and based on pupil relationships first and foremost. The rationale behind this was due to the numbers attending being different in each year group, and the transport arrangements – which the school ensured was a factor in groupings.

Pupils were supported by 2 members of staff in each bubble and daily activities had a focus on fun/engagement and included Live Learning, to ensure pupils working from home still had a link to the school.

This model continued throughout the Summer Term.

Woodlane applied for and received 9 laptops from the DfE and LBHF, which the school set up and distributed to parents. Disappointingly, these laptops did not arrive until the last week in July despite applications being submitted in April, leading pupils without the necessary technology at home to be without it for the whole Summer Term.

School kept all decisions under constant review based on the most readily available information. This was communicated to parents/carers through the communication methods outlined above.

- Woodlane’s offer grew quickly to be extremely broad in content, and robust enough to enable staff to monitor progress (see Covid-19 Closure: Summer Term Report 2019/2020: introduction; end of year data; Covid-19 closure curriculum; engagement and progress; child protection and wellbeing; staff views; parent views; pupil views; conclusions).
- **Woodlane was the first SEND school in the LA to establish a virtual learning offer for pupils. Anecdotally, we believe we were one of the first, if not the first nationally.**
- As a school committed to continuous improvement, our usual monitoring practices required adaptation. During the period of closure, remote learning reviews took place to inform practice and identify areas for improvement.

- The removal of exams required adaptation of practices, teacher assessed grade practices were robust. Please refer to determining teacher assessed grades Summer 2021 – summary report, which includes details on the following: how grades were selected; assessment and evidence; review of initial data entry, historical comparisons; individual pupil and subject investigations.

### How we implemented the curriculum during the pandemic

- As detailed above:
  1. Lesson by lesson tasks posted daily.
  2. Tasks posted on Firefly.
  3. Virtual learning.
  4. Targeted face:face school places for our most vulnerable pupils.
- As school closed (16th March 2020), Woodlane was using the school website 'Homework' section to upload daily homework. This was in the form of a Word document with space to write (if printed) or type answers. There was an expectation that all pupils completed work, but an understanding that this would be in different amounts due to personal situations at home. School set up a temporary Homework email address for parents/pupils to send in completed work. Staff were asked to upload in the usual way they did for weekly homework, but ensure work was provided for each lesson that they were timetabled to teach each day.
- This method required adaptation, as each year group had 12 tasks per day added. Teacher and parent feedback from this time suggested pupils were getting through 2 or 3.
- Finding the right piece of work became challenging the more that were added. Due to the significant build-up of documents on each page, work had to be removed manually each day so there were never more than 30 items within the list. This meant that if pupils missed a couple of days, they would miss work that supports/leads on to the next task, limiting progression and making longer consecutive pieces of work impossible. Pupils frequently reported that they had often resorted to scanning the list to find their favourite lesson and only doing those pieces of work. Parents regularly reported that they could not open some documents due to not having Microsoft Office, and it was not possible to use more personalised tasks as there was no 'logon' system, so all pupils (and the internet as a whole) had access to the website.

- The tasks were well differentiated in a format with which pupils were familiar, but staff were finding they were constrained by the technology. Videos had to be linked-to using a long web address, which was useless to those who printed the homework. There were no opportunities for even basic feedback, and the vast majority of pupils were not sending work back to school so it was unclear how many accessed and completed work, or the quality of their answers. During this initial phase, Woodlane received multiple calls and emails from parents who were either/or; still trying to work from home, had fallen sick and still trying to care for their families, were trying to meet the complex needs of their child amongst their other responsibilities, or simply struggling to manage in the new normal. Often, questions expressed were regarding, “Where will I find the time to help my child with their work?” and “How much is he/she expected to do?” As a school there was a conscious decision to reduce this pressure on families. Work would continue to be shared in full, with each lesson having a piece of work available. However, pupils and families were best placed to determine the number of these that were being completed due to their changing personal circumstances. Regular calls home allowed us to gauge what was being done and encourage/prompt work from those where families or the pupil were not engaging at all.
- The school did not immediately have systems in place to return homework through a single method. As there was no indication of how long school would be closed, some pupils chose to hold on to their paper homework to hand to staff at a later date, others took photos of completed work, whilst others some sent work back to the school homework email address to be shared with staff. All methods were acceptable in these initial weeks of school closure.
- Woodlane used this stop gap method for just over 2 weeks, from Tuesday 17th March 2020 until 2nd April 2020 when school closed for Easter. During the Easter break, (at which time Woodlane was open 2 days a week to children of key workers and those on any form of child protection plans), project style work was put online using the same method but only once per week.
- During this period, school worked tirelessly to find a longer term and more accessible method to ensure pupils could continue learning from home. Woodlane had been actively looking to migrate to a more inclusive digital package for homework but Covid-19 fast tracked this process.

## Use of Firefly

On 4<sup>th</sup> May 2020, Woodlane’s new online learning platform (Firefly) went live. Firefly is an app, as well as a website, which uses an individual password. All pupils were invited to an assembly to learn about the system and receive their logon details. These were also shared directly with parents by email.

The school began by using Firefly in its simplest form. Homework tasks were set daily as per the school's timetable. Firefly enabled staff to set homework tasks live on the website using text boxes of varying lengths to encourage different types of response from pupils. This avoided previously seen challenges of downloading/re-uploading documents and limited issues with not having the right software. The response from pupils was positive (as noted by teaching staff and tutors in their weekly call logs) and the initial novelty of completing homework online led to improved engagement.

The school enhanced this learning with 10 live learning sessions per week. Although these were hosted in Microsoft Teams, Firefly had the functionality to link pupils directly to the live session from the Firefly homepage or even through a piece of homework set on the site. These sessions were provided for all pupils and gave opportunities for face to face contact, targeted support and had an extremely positive response (supported by Pupil Views – Section 8). Woodlane trialled different methods of delivery for these sessions over the first few weeks and settled on the most consistent and accessible for pupils. Further increases in these live sessions were trialled but it appeared there was a cap on the number of sessions an individual would attend each day, and numbers diminished in sessions the more that were added. 2 live sessions was sustainable for staff and encouraged the greatest number of attendees. This was in addition to 6 pieces of work on Firefly each day.

Pupils attended the live learning sessions in great numbers (supported by Staff Views – Section 6), with particularly strong turnout at those sessions based around areas of interest. This particularly included the Woodlane Weekly Quiz, (for which we handed out prizes), and Live Art sessions. Woodlane continued to build on these successes and streamlined practice. Pupils consistently completed tasks published online and returned these to staff for basic feedback and acknowledgement of their work and effort. By the end of the academic year, Firefly was in use by almost all of the school, with consideration to each pupil's personal circumstances at home.

### **Future Developments**

- Parents, Pupils and Staff were consulted in the Summer Term and were in favour of continuing to use Firefly for Homework in the Autumn Term.
- An added benefit of Firefly is, if a second lockdown took place or significant numbers had to self-isolate, the school would already be using a familiar system and work could seamlessly move online.
- Further communication from school regarding the expectation around school work continuing during further school/partial closure.

- Cross-curricular ‘Challenge’ Workbooks provided to all pupils who need to isolate, which also includes their logon details for Mathletics/Readiwrite/Firefly to ensure no breaks in learning, even for those who cannot or will not engage in Firefly/Live Learning (approximately 10% of pupils according to data).
- Monitoring the quality of provision:
  1. Covid-19 Closure: Summer Term Report 2019/2020 – progress and wellbeing report.
  2. Remote learning reviews.
  3. Teacher assessed grades and evidence.

### **What arrangements were implemented for the transitional period**

- On-going virtual learning
- Recovery lessons – driven by data
- Increased level of moderation

### **Remote learning still in place**

- We maintain a remote learning offer where if pupils are absent from school but well enough to learn, they are encouraged to attend virtually.
- This offer now extends wider than those pupils effected by Covid-19 and supports pupils who may have medical or mental health needs.
- Staff who are absent for Covid-19 but are well enough to work are expected to do so from home and teach/support their lessons virtually. Our School Improvement Advisor reported that following observation in a learning walk, this way of working was seamless in the lesson observed.
- We have appointed a Virtual Learning Leader with the responsibility of leading and managing this important area of the school’s work.
- This way of working is a positive we can take from learning during the pandemic.

## Summary

It was inevitable that the pandemic presented with significant challenges, however, our planning and practices ensured that the impact was not catastrophic and therefore recovery could be made quickly. Within our self-evaluation for 2021-2022 we acknowledged that the quality of education at Woodlane was 'good', therefore, despite remaining 'outstanding' in every other area, we considered ourselves to have an overall judgement of 'good'. As stated above, this was due to the consistency of progress in a very small minority of subjects, which have been specifically affected by the Covid-19 pandemic and at this time we had not consistently reached our own outstanding threshold, despite interventions. Last year's plan set out how over a 12-month period we would implement robust targets to ensure the quality of education and overall provision quickly returned to 'outstanding'. Although there is more work to be done to ensure consistency, our plan was successful and we have returned to 'outstanding' in all areas.

**Please refer to the following document Covid-19 Closure: Summer Term Report 2019/2020 – A report exploring the impact of the school's Covid-19 curriculum and wellbeing support mechanisms on pupils, parents and staff.**