Woodlane High School

Self-Evaluation Summary and School Improvement Plan 2015-2016

Overall Effectiveness – Good

Effectiveness of Leadership and Management – Good

Quality of Teaching, Learning and Assessment – Good

Personal Development, Behaviour and Welfare – Outstanding

Outcomes for Pupils – Good

Characteristics of School

- Following the completion of the new build extension in 2015 we are able to accommodate up to 93 pupils. We currently have 93 pupils on roll, which includes 9 pupils in the Medical Needs Unit. The school is heavily over-subscribed.
- On Year 7 entry pupils' abilities range from P6 to Level 5, using B-Squared level indicators. The average level on entry is between 1 – 2.
- 68% of pupils currently receive pupil premium funding.
- The school has a mutually beneficial link with mainstream Burlington Danes Academy, where more able pupils are able to gain mainstream experience and less able BDA pupils can receive additional SEN support at Woodlane. Pupils have permanently transferred in both directions.
- A calm, learning-focused environment enables pupils with a range of moderate SENs to raise their self-esteem and succeed academically.
- Pupils are supported in raising their level of independence and therefore as a result, the vast majority of pupils gain mainstream Post 16 college placements.

Overall Effectiveness – Good

Evidence

- Teaching and learning is good across the very large majority of subjects and the small minority is outstanding.
- The large majority of pupils make more than expected progress, particularly when on the GCSE pathway.
- Behaviour is outstanding and the school enables pupils to develop skills to manage their own behaviour.
- The school provides thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development.

Refer to:

- Lesson observations.
- Book Look/work scrutiny.
- Progress data/Outcomes for pupils pack.
- Behaviour data/Personal development, behaviour and welfare pack.
- Attendance data/pack.

Supporting factors

1. The curriculum is multi-sensory and tailored to individual needs.
2. The new build extension provides opportunities for increased sensory support.
3. Senior leaders encourage innovation and value ideas from all staff.
4. The school exceeds statutory safeguarding requirements, drawing on the support of various support agency partnerships, offering highly targeted 1:1 support where required.

Areas for improvement

1. Clarify what expected and above expected progress is at Woodlane in order to tighten pupil targets and ensure more pupils exceed expected progress.
2. Increase the level of outstanding teaching and learning to raise the number of pupils making above expected progress.
3. Raise achievement in Maths to ensure all pupils make at least expected progress and the vast majority make better than expected progress.
4. Raise the profile of fundamental British Values to ensure pupils understand how citizens can shape decision making.

Effectiveness of Leadership and Management – Good

Evidence

- Leaders work closely with all staff to sustain a culture of high expectations.
- Leaders systematically monitor pupil progress closely and ensure pupils who are not making adequate progress receive targeted support so that gaps in levels of attainment and progress are closed rapidly so that no pupil is left behind.
- Leaders ensure that the curriculum is creative and differentiated appropriately.
- Leaders seek to engage parents regularly and parents report excellent communication from the school.
- A high value is placed on extra-curricular activities, therefore both teachers and TAs run a wide range of lunch time and after school clubs.
- Leaders ensure the school places a high emphasis on safeguarding and child protection, creating a culture of vigilance.
- Pupil premium is spent effectively to raise the outcomes of disadvantaged pupils.
- Challenging and relevant performance management targets are set for all staff to sustain high expectations.
- Leaders place a high value in collaborative work with support agency partnerships.
- Leaders have a high presence and offer support to staff and pupils in regards to behaviour and social development.

Refer to:

- New teacher induction file.
- Headteacher reports to governors.
- Parent/staff questionnaire.
- Assessment data/pack.

Supporting factors

1. New highly motivated acting leadership team in place to refocus and challenge aspirations and expectations.

2. The school uses a distributed leadership model where responsibilities are named and specific.
3. A collegiate approach to management ensures staff ideas are valued, staff are motivated and are well prepared to adapt to necessary changes.
4. A high emphasis is placed on teacher development and training.

Areas for improvement

1. Increase governor understanding of the school and its practices to ensure governors appropriately challenge leaders through increased monitoring, formal focused visits and partnership.
2. Raise the level of Teacher/TA training to ensure skills are developed and positively impact teaching and learning, for example, in supporting pupils with SLCN.
3. Continue senior leadership development to progress specific areas of responsibility.
4. Improve the physical environment and facilities to ensure teaching and learning are supported by an effective working environment, for example, in raising the profile of learning in Mathematics.
5. Raise the profile of fundamental British Values to ensure, for example, that pupils understand how citizens can shape decision making.

Area for Improvement	What?	Who?	Success Criteria?	When?	Progress	Cost

1. Increase governor understanding of the school and its practices to ensure governors appropriately challenge leaders through increased monitoring, formal focused visits and partnership.	• Programme half-termly focused governor visits to raise the understanding of school practices.
	• Formally record visits, including details of appropriate challenge to demonstrate evidence of governor impact.
	• Complete a skills audit of the governing body to highlight potential need for recruitment.
	• Select named areas of governor responsibility.
		GV/CM	• Governors are able to feedback first-hand information during meetings and their knowledge of the school increases.
			• Governors are able to appropriately challenge the senior leaders via recorded 'Challenge Points'.
			• Evidence is available for self-evaluation.
			• Areas for support are identified and training initiated.
				Spring Term	• Specific governor roles identified and in action.
					• Increase in formal visits – now at least 2 x termly, including:
					  ➢ Pupil behaviour
					  ➢ Premises and grounds
					  ➢ Pupil progress and achievement
					  ➢ Progress of girls
					• All visits formally recorded.
					• Governors able to feed back in full governor meeting and challenge SMT next steps.
					• Child protection training undertaken by named child protection and safeguarding governor.
						£500

2. Raise the level of Teacher/TA training to ensure skills are developed and positively impact teaching and learning, for example, in supporting pupils with SLCN.	• Provide a schedule of training based on identified need and feedback from staff (e.g. SLCN/ASD/positive behaviour management/subject specific/dyslexia friendly/PGSS/use of data to support progress/small group/learning objectives).	**TH/MJ/RM/ Subject Leaders**	• Positive feedback from training sessions. • E.g. Increased use of PGSS. Resources used effectively. A better understanding of performance data. • At least one TA gains HLTA status. • At least two teachers gain SpLD qualification. • The number of observed outstanding lessons increase and proportion of	Autumn Term	• Trialled TLR3 time limited projects – in future recruit term before to maximize project time. • 11/04/16 and 13/04/16 SALT training delivered – session feedback based on 'quality of training' most staff judged as excellent, all staff judged at very good/excellent. • Outstanding teaching and learning training TLR3 will require 'inspire' and	£10,000

	• Increase external opportunities for training e.g. HLTA/SpLD qualifications.
	• Programme opportunities for teachers identified as consistently outstanding to offer training and targeted support to colleagues.
		SP/SW	pupils making better than expected progress is in line with targets.		'creative' focus in future projects.
					• Other training included:
					  ➢ ASD training
					  ➢ Epilepsy training
					  ➢ PGSS training
					  ➢ Various SALT
					• Limited progress in HLTA and SpLD qualifications for staff, 2 x teachers have now applied for 2016/2017.
					• Autumn Term teaching and learning observations O-6 G-7 RI-1 I-0. Spring Term assessment/ teaching and learning observations levels maintained. Summer maintained, Maths outstanding. Increased elements of lessons outstanding. Learning walk good overall, with some outstanding.
					• 97.79% of pupil expectations are being met or exceeded, demonstrating outstanding progress.	

3. Continue senior leadership development to progress specific areas	• Participate in focused project and training for Achievement for All. • Ensure the senior leadership team receive a high level of external	**CM/TH/RM**	• Completion of Achievement for All has a positive impact on named group 'girls', in core subjects, all girls make at least expected progress or	Autumn Term	• TH Achievement for All ongoing. Progress of girls is being regularly monitored and challenged. • Underperformance in science has been	£15,000

of responsibility.	training to raise skill level. • Headteacher to act on guidance of SIA to strengthen impact and evidence of impact.		above, particularly in Maths. • Deputies gain NPQSL and projects positively impact on teaching and learning. • Challenging performance management targets are met. • Governor focused visits provide evidence of specific SLT impact.		explored further. In the Autumn Term, 13.33% of girls were underperforming, compared to 1.96% of boys. Due to the group size this was only 2 girls. In the Spring Term this had fallen to 5.26% girls red flagged, (1 girl) whilst at the same time, 1 boy also underperformed (1.67%) demonstrating very little in the way of significant differences. • AT/ST data indicates that girls perform 1.5% better than boys in English and 0.5% better in Maths, gap is closing. • TH began NPQSL to be complete in Autumn 2016. • Challenging PM targets set. • Governor visits demonstrate improvements in grounds and premises. Show strength in behaviour of pupils at break and lunch time and new assessment procedures.	

4. Improve the physical environment and facilities to ensure	• Improve the appearance of the front of the school to ensure the school is welcoming to all stakeholders.	**CM/MB**	• Entrance is tidy and welcoming. Governors asked to gauge impact/record improvements, seek	Autumn Term	• New SMART boards installed for:
					  ➤ PSCHE
					  ➤ Maths
					  ➤ Science
						£50,000

teaching and learning are supported by an effective working environment, for example, in raising the profile of learning in mathematics.	• Continue with maintenance works to main building to create an effective learning environment. • Apply to the LA for funding to meet recommendations in the conditions report. • Ensure display contributes to the creation of an effective learning environment to stimulate interest and excite pupils.	**MJ/HK**	feedback from other stakeholders. • Classroom appearance is improved and rooms provide a positive learning environment. • Various areas in school are improved (e.g. windows/ planting etc). • Seek learners' and governor feedback on the changes.		➢ Art ➢ Computing ➢ MNU ➢ English ➢ French • All window frames repaired and painted. • Painting of classrooms has begun, 9 classrooms complete. • External planting and garden maintenance has been very effective. • Positive comments recorded in pupil conferences and governor visit in Autumn Term.	
5. Raise the profile of fundamental British Values to ensure, for example, that pupils understand how citizens can shape decision making.	• Summarise, on the school website, how the school promotes British Values. • Increase opportunities for democratic voting to ensure pupils shape decision making. • Ensure British Values are explicitly referred to in school assemblies and on a cross-curricula basis to raise pupil awareness and explicitly incorporated into planning.	**CM/MJ**	• All stakeholders are clear how the school promotes British Values evidenced for example, through parent reference groups and learning conferences. • Pupils have voted for change in the school and are able to detail the changes in school council. • Pupils are aware of the fundamental British Values.	Autumn Term Spring Term	• Democratic voting being used in school council, including votes on school uniform and ties over 75% of pupils voted for the introduction of ties. • School ethos and values to be made more explicit, including input from all stakeholders. • New website details how the school promotes British values. • Summer Term Parents reference group focused on how we promote British Values and improvements in this area	£100

					– 0 attendance, move earlier in term.	
					Total Cost	**£75,100**

Quality of Teaching, Learning and Assessment – Good

Evidence

- The very large majority of teaching is consistently good, with the small minority outstanding.
- Teachers plan lessons effectively, making good use of lesson time.
- The behaviour management and safety of pupils is outstanding.
- Teachers and teaching assistants check pupils' understanding systematically throughout the lesson.
- 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.

Refer to:

- Lesson observations, work scrutiny, performance management.
- AMMR/Marking/Teaching and Learning policy.
- Book look feedback.
- Pupil, staff and parent questionnaires.
- Pupil conferences.

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 make an excellent contribution to teaching and learning and are encouraged to grow their specific skills. An average of two TAs a year enrol in teacher training courses.

Areas for improvement

1. Raise the quality of teaching and learning to outstanding to ensure the vast majority of pupils make better than expected progress.
2. Raise achievement in Maths to ensure the large majority of pupils make at least expected progress or above.
3. Increase the level of targeted specialist support to ensure all pupils make expected progress or above.
4. Increase pupil resilience to ensure they are well equipped for the pressures of exams.
5. Work in closer partnership with external colleagues to share our expertise and support pupil progress in other schools.

Area for Improvement	What?	Who?	Success Criteria?	When?	Progress	Cost
1. Raise the quality of teaching and learning to outstanding to ensure the vast majority of pupils make better than expected progress.	• Schedule good to great teaching and learning programme, which teachers can voluntarily participate in. • Increase the use of Communicate in Print to support pupils with SLCN. • Further increase the use of PGSS to support language development. • Offer targeted advice and guidance for resource adaptation of named pupils.	**TH/RM** **AC/HK** **ND** **BK**	• Lesson observations demonstrate that at least 75% of lessons observed teaching and learning is judged as outstanding. • Pupils are better able to access the lesson content. • Pupils' language skills improve. • Named pupils make at least expected progress or above. • Artsmark status is renewed. • Dyslexia Friendly status is renewed.	Spring Term	• 7 teachers participated in Good to Great programme ongoing next year. • On average 50% of observations are outstanding, further developments required, although elements of teaching and learning within lesson increasingly outstanding. Maths outstanding in Summer Term. • TA/Teachers have received SALT/CiP training, Summer Term observations through learning walk show high level of use. • PGSS course (3rd group) all passed assessment in Summer Term. • Visuals – sign of the week in assembly and on the board in the staff room. • TAs continue to use 3 PGSS signs per meeting. • The progress of named pupils with high SLCN needs is	£1000

				tracked termly, the group is *, *, * and *. 2 pupils meeting expectations in Spoken Language, 1 pupil exceeding and one working below. All pupils need to make or exceed expected progress. • Artsmark status renewal demonstrated limited progress. TA input strong. • Dyslexia Friendly status renewal is ongoing, strong DF support evidenced. Urgently renewal required.	
2. Raise achievement in Maths to ensure the large majority of pupils make at least expected progress or above.	• Increase the uptake of Maths GCSE support classes to ensure pupils make at least expected progress and above. • Maths leader to gain OCR Level 5 Diploma in SpLD to strengthen the support offered to pupils of lower ability. • Raise the profile of Maths to increase pupil motivation. • Provide staff training and increase cross-curricular Maths opportunities.	**SP/TH**	• At least 80% of the GCSE group attend the booster sessions. • All pupils make at least expected progress or above. • 80% of pupil's maths ages increase by at least 4 months over the year. • Maths leader gains SpLD qualification. • Staff confident in using Mathletics and can therefore be used during tutor time creating a	Autumn Term Spring Term	• 90% of pupils attend booster club. • Numeracy groups, ability set based on Maths ages have started. Support has been offered by the Maths coordinator to teachers. • SP has collected a resource bank for all numeracy teachers. • Pupils motivated and talking about Mathletics, healthy competition observed,	£4000

	• Trial the use of Maths tutors in KS4. • Increase the use of readers and scribes where appropriate.		healthy level of challenge and competition.		• awards given out in assemblies. • Maths after school club highly attended 90% of Year 11 pupils. • Teachers using maths activities in tutor time. • 39% have increased their Maths ages by 6 months. • Maths leader has not yet enrolled on SpLD qualification, now applied for 2016/2017. • Summer Term pupil conference will be focused on developments in Maths.	Up to £15,000
3. Increase the level of targeted specialist support to ensure all pupils make expected progress or above.	• Named pupils to participate in self-confidence and self-esteem programme to enable appropriate academic risk-taking. • Named pupils given specific targeted support. • Programme increased training for all staff. • Programme dedicated targeted maths support time to named pupils.	MJ SP	• Pupils are more able to trial new things with reduced fear. • Named pupils make at least expected progress. • Staff are more able to offer suitable targeted support.	Autumn Term	• TAs have received training/skill-sharing. • Providing targeted pupil support on self-esteem. • TA skill sharing has increased. • 98% of the KS3 Girls group are meeting or exceeding expectations in English and this is 100% in Maths. • 93.5% of the White Boys group are meeting or exceeding expectations in English and this is 96.55% in Maths. The English	£500

#	Objective	Actions	Who	Success criteria	Timescale	Evidence / Impact	Cost
						result demonstrates an area of additional focus. • Adapting resources and training for TAs by MJ. TA Summer Term observations demonstrated 5 O, 6 G, 4 I – further improvements required. • TAs attended external training offered by Woodlane.	
4.	Increase pupil resilience to ensure they are well equipped for the pressures of exams.	• Ensure pupils complete practice papers in exam conditions, following guidance, to prepare them for their final exams. • Ensure pupils practise using readers and scribes where appropriate to prepare them for their final exams. • Prepare pupils using social stories.	**CS/RF/Subject Leaders**	• Pupils are better able to cope with the demands of exams. • Pupils understand how readers and scribes are used.	Spring Term	• Mocks for Maths/Science/English practiced in exam conditions. • Walking/Talking mock trialled in English lessons to support exam preparation. • Pupils using readers and scribes in controlled assessments. • Increase in lower school requests to practice exam questions.	£500
5.	Work in closer partnership with external colleagues to share our expertise and support pupil	• Design and deliver training sessions to external colleagues. • Design and deliver training sessions for PGCE/Teach First students.	**MJ/TH**	• Expertise of external staff increased. • Positive session reviews received. • Bookings increase. • SENCO role becomes self-funding.	Spring Term	• Delivered training for external colleagues – feedback highly positive see forms. Training has generated an after expenses profit of £1089 for the school.	Training cost neutral £4000 (website)

progress in other schools.	• Update school website design to ensure Woodlane presents itself well externally and website exceeds statutory requirements re: published information.		• The website continues to be accessed externally for training/support.		• SENCO role will be self-funding in the next academic year. Training to commence following maternity leave. • New website went live in March – pupil feedback positive, see comments. New website usage statistics to be explored during Summer Term – fault on programme, will be up and running in 2016/2017.	
					Total Cost	**£25,000**

Personal Development, Behaviour and Welfare – Outstanding

Evidence

- Behaviour is outstanding due to a consistent approach towards behaviour from all staff, using strategies which enable pupils to manage their own behaviour.
- Rates of exclusions are low when compared with national figures.
- Pupils consistently report they feel safe at school.
- Strategies to raise attendance are regularly implemented and the school's attendance is currently 93%.
- Analysis of pupil progress indicates no significant difference between the behaviour and attendance of various groups.
- Pupils are well-prepared for the next stage of their education.
- The spiritual, moral, social and cultural development of pupils is outstanding.

Refer to:

- Behaviour data/Personal development, behaviour and welfare pack.
- Attendance pack.
- Pupil, staff and parent questionnaires.
- Positive behaviour policy.

Supporting factors

1. Low level disruptive behaviour is supported by an office referral system, which is recorded and analysed meticulously and systematically.
2. Pupils on an office referral are effectively supported back into class by the SLT, using a variety of individually tailored methods.
3. Lessons are calm and learning-focused.

4. Attendance is regularly and effectively monitored by the SLT and governors including the analysis of groups.
5. Parents are actively involved in behaviour and attendance planning.
6. Support from external agencies is used effectively e.g. Respond therapy.

Areas for improvement

1. Increase opportunities for positive interaction at break and lunch times to support the development of social skills.
2. Increase the level of pupil self-motivation to raise the level of individual progress.
3. Increase the level of targeted sexual health support for vulnerable group 'girls' to enable them to protect themselves further.
4. Improve morning punctuality of pupils who independently travel to ensure pupils are present for the start of tutor/assembly.

Area for Improvement	What?	Who?	Success Criteria?	When?	Progress	Cost
1. Increase opportunities for positive interaction at break and lunch times to support the development of social skills.	• Trial KS3/KS4 lunch times to provide a more appropriate environment for pupils with sensory needs. • Increase the resources used at break and lunch to increase positive interaction and constructive leisure activities. • Provide positive behaviour management and social skills training for TAs to ensure they are able to support pupils effectively. • Review and implement dedicated areas for pupil activities and support.	**CM/RM**	• Office referrals at break and lunch time reduce by at least 80%. • Pupils higher on the ASD spectrum are able to attend and manage themselves appropriately in the lunch hall and on their break, reducing the need for 1:1 support. • Governor visits report positively engaged pupils enjoying their lunch time experience. • All pupils participate in at least 3 activities or clubs a week.	**Autumn Term** **Autumn Term**	• Calmer atmosphere in the lunch hall – ASD pupils better able to cope with sensory impact, all pupils now able to eat in the lunch hall. • 44% reduction in break and lunch time referrals. • 30% pupils participate in 3 activities or clubs a week. • Self-referrals are used positively to support a calmer environment at lunch time. AA uses a self-referral lunchtime and 3 other pupils have used them where necessary to self-regulate. • Range of clubs has encouraged more pupils to engage e.g. high attendance to dance club, particularly for girls. • Positive behaviour management training provided, attachment aware training scheduled for next year.	£500
2. Increase the level of pupil	• Introduce named awards for targeted areas to encourage	**CM/RM**	• Pupils are more motivated in the following areas:	**10/15**	• Increase in motivation towards Maths. A rise in	£1000

self-motivation to raise the level of individual progress.	pupils to work towards longer term goals. • Increase the level of positive contact with parents to demonstrate positive link between home and school to pupils, including positive calls home and an annual reward ceremony. • When appropriate highlight levels and progress to pupils to encourage motivation to improve. Through individual learning conferences.		➢ Numeracy ➢ Literacy ➢ Hard work and effort ➢ Independence ➢ Role model, feedback provided in school council meetings. • All pupils (with the capacity) are aware of their levels/maths/spelling/reading ages and are working towards improving them.		pupils requesting past exam papers, and wanting to sit mock tests. • A large number of Mathletics certificates given out in assembly with prizes – 363 bronze awards, 58 silver awards and 2 gold awards in the Autumn and Spring Terms. • Pupils responded highly positively to awards, congratulated and cheered their peers. • Not enough pupils in KS3 are aware of their levels and grades – strong in KS4, improved in KS3 although further focus required. • Pupils in KS4 are aware of their levels and grades and are able to talk about them. • Woodlane has conducted pupil conferences with specific groups of pupils on topics including; Book Look & the quality of feedback and School Ties.	

#	Objective	Actions	Lead	Success Criteria	Timescale	Progress/Impact	Cost
3.	Increase the level of targeted sexual health support for vulnerable group 'girls' to enable them to protect themselves further.	• Offer targeted support from the Women's Network to tackle named concerns. • Introduce a CP group, with staff representatives to ensure actions are always reported back to staff.	**RM/FW**	• Named girls are better prepared to protect themselves and demonstrate this through end of topic surveys. • Staff are more aware of the support provided to pupils and are actively involved in the planning of support, staff report better communication through staff questionnaire.	**Autumn Term**	• Named pupils in Year 7 scheduled for support in Summer Term. • Sexual health worker provides sessions every Monday, pupils positively engage. • PSCHE lessons have very targeted support. • Y7 relationship education has been provided and social skills improved as a result. Image in Action impact report demonstrates increase in pupil understanding around key SRE issues. • School nurse more visible, attended KS3 parents' evening and met with 10 parents.	None
4.	Improve morning punctuality of pupils who travel independently to ensure pupils are present for the start of tutor/assembly.	• Encourage parents to be more involved in punctuality planning to reduce incidents of lateness. • Remind parent/carers of expectations to clarity appropriate punctuality and attendance rates. • Target pupils with lateness rate of 6% or more to improve punctuality. • Plan with pupils and use their ideas to ensure they are motivated to improve.	**RM**	• Parents are actively involved in improving punctuality. • Parents are aware of expectations. • Rates of lateness reduce by at least 25%.	**Spring Term**	• Sanctions in the form of after school detentions are used to make up missed time –33% lateness reduction observed from the Autumn to the Spring term. • 6 of 10 pupils (60%) within the target group for lateness, (*, *, *, ME, *, *, *, *, *, *) have had a reduction in lateness from the Autumn to the Spring term, although still requires focus.	None

					- Success stories in lateness include AA's reduction, 12.5% lateness to 2.4% lateness from Autumn to Spring terms. RM dropped from 14.6% to 4.2% over the same time period. - Attendance and punctuality cards were sent home in the Summer Term – positive response by a number of parents, who found them useful.	
					Total Cost	**£1500**	

Outcomes for Pupils – Good

Evidence

- Analysis of pupil progress indicates that achievement is good. This is because, pupils' progress well from their different starting points and achieve or exceed standards expected within the school's own curriculum.
- The very large majority of pupils met their subject targets in 2014-2015.
- The very large majority of pupils made above expected progress in Years 7-10.
- Analysis of pupil progress indicates that achievement in English is good when compared to national figures.
- Analysis of pupil progress indicates that achievement in Maths requires improvement, however, analysis of 2014-2015 pupil progress indicate that improvements have been made and achievement in Maths is closer to good, when compared to national figures.
- Analysis of pupil progress indicates that there is little statistical significance between key groups, however, girls attainment is lower in Year 11.
- Pupil achievement is good because the very large majority of pupils make at least expected progress and above in the very large majority of subjects.
- Pupil achievement has risen over the last two years.
- Pupil attainment is broadly similar to other similar 'good' special schools and measures will be taken to ensure results are now compared to 'outstanding' special schools to drive improvement.
- Pupils are well prepared for the next stage of their education, where no pupils have been NEET for the last 3 years.

Refer to:

- Progress data/Outcomes for pupils pack.
- B-Squared data.
- Pupil trackers.

Supporting factors

1. B-Squared is used effectively to track and report pupil progress.
2. Target setting and monitoring is collaborative.
3. Pupils are part of the target setting process.

Areas for improvement

1. Provide clarity to staff regarding expected and above expected progress to ensure target setting is realistic but challenging.
2. Raise the achievement of vulnerable group 'girls' to ensure the large majority all girls make at least expected progress and above.
3. Establish systems to demonstrate good and better progress of mobile pupils and pupils on entry level pathway to demonstrate the actual progress achieved.
4. Increase the level and quality of progress evidence to ensure physical examples of progress can be shared with all stakeholders.

Area for Improvement	What?	Who?	Success Criteria?	When?	Progress	Cost
1. Provide clarity to staff regarding expected and above expected progress to ensure target setting is realistic but challenging.	• Create a visual map detailing school's expected and above expected progress to ensure all stakeholders are clear on what constitutes good and outstanding progress. • Update teaching & learning and AMMR polices to reflect changes.	**TH**	• Staff are clearer on what expected and above expected progress looks like and are able to communicate this in assessment interviews. • Policies are updated and available on the school website.		• Visual flight path map has been produced – needs to be added to website. • Teaching and Learning policy has been updated. • AMMR has been re-written to reflect changes. • Polices are available on school website – summarised assessment pages required.	None

							• Further input has been received. Although reports and analysis need to me more accessible to a wider audience.	
2.	Raise the achievement of vulnerable group 'girls' to ensure the large majority of girls make expected progress and above.	• Select and complete Achievement for All project to close the gap on named group girls. • Offer targeted support where required to raise progress.	**TH/MJ**	• All girls make at least expected progress in core subjects.	**Autumn Term**		• In the Autumn Term 96.04% girls have made at least expected progress in the core subjects.	£1000
3.	Establish systems to demonstrate good and better progress of mobile pupils and pupils on entry level pathway to demonstrate the actual progress achieved.	• Compare and contrast school's practice with other similar special school with an outstanding rating. • Update progress pack accordingly to demonstrate progress of these groups.	**TH**	• Better able to demonstrate good or outstanding progress of mobile pupils. • Better able to demonstrate good or outstanding progress of pupils on the entry level pathway. • School's practices are more in line with other similar special schools.	**Autumn Term**		• Comparisons show Woodlane's assessment expectations match challenge and usually exceed challenge in other outstanding special schools. • Comparisons with other outstanding special schools has been made – details required in annual progress pack. Possible further links to explore termly data. • School is exploring different grading systems and trialling options for qualifications. • Progress packs include details on mobile pupils. • In the Autumn Term, there was no difference	None

						between mobile pupils and non-mobile pupils in terms of meeting or exceeding expectations in the core subjects. 94% of pupils are meeting expectations.	
4. Increase the level and quality of progress evidence to ensure physical examples of progress can be shared with all stakeholders.	• Introduce pupil achievement books to catalogue and demonstrate progress made. • Schedule regular moderation to certify teacher levelling is accurate. • SLT to meet with teachers individually to track, share and moderate the progress of pupils half termly.	**SLT/ Teachers**	• Teachers and Senior managers have instant access to pupil progress books which visually demonstrate progress. • Accuracy of marking and levelling is strong. • Teachers are able to use CATS results to set challenging targets and make more accurate predicted grades.	**Autumn Term**	• Pupil achievement books received – pupils excited and engaged evidenced in filmed pupil conference. Receiving positive feedback from high number of visitors to the school. • All pupils now have flight path, must be updated in the first week of every term. • Moderation meetings take place internally and externally on a termly basis – teachers able to support and justify judgements. • Increased analysis/strategy meetings on progress, involvement of TAs and Teachers. • Book Looks shows high quality marking and feedback. Which triangulates to appropriate levelling in most cases. Progress is highly evident	£1500

					in teachers regularly observed as outstanding. • Year 7 CATs were a useful data source and allowed a greater degree of accuracy with baselines. All baselines were compared to CATs as part of the baseline scrutiny in November. Year 9 and 11 CATs to be conducted in Summer Term.	
					Total Cost	**£2500**