

**Woodlane High School**  
**Self-Evaluation Form and School Improvement Plan 2016-2017**  
**Summative Evaluation – September 2017**

**Overall Effectiveness – Outstanding**

**Effectiveness of Leadership and Management – Outstanding**

**Quality of Teaching, Learning and Assessment – Outstanding**

**Personal Development, Behaviour and Welfare – Outstanding**

**Outcomes for Pupils – Outstanding**

**Who?** Purple – SLT/Governors

Grey – Subjects Leaders/Teachers

Pink – TAs/Cover Supervisor/Support staff

Blue – Support Agency Partnerships

## Characteristics of School

- Following the completion of the new build extension in 2015, it was mutually agreed with the LA, from April 2016 that we are able to accommodate up to 100 pupils. We currently have 98 pupils on roll, which includes 10 pupils in the Medical Needs Unit. The school is heavily over-subscribed, however, careful consideration is made to ensuring pupils are appropriately placed. The school also ensures that, when appropriate for an individual pupil, they encourage a supported transition to mainstream.
- At Year 7 entry pupils' abilities range from P6 to Level 5, using B-Squared level indicators. The average level on entry is between levels 1 – 2.
- During the last financial year 61% pupils received 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 and specific SENs to raise their self-esteem, resilience, succeed academically and gain a variety of qualifications which reflect the best of their ability.
- 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 – Outstanding

### Evidence

- The vast majority of pupils make and an increasing number exceed expected progress overtime, from their individual starting points, pupil progress is substantial and sustained.
- 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’ criteria, which is used to support and make judgements on the quality of teaching and learning.
- The school uses the ‘Woodlane Flight Path’ to track levels of progress from individual starting points. The Flight Path is based on a combination of progression guidance and the outcomes and practice of recently judged 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.
- Behaviour is outstanding and the school enables pupils 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.
- Pupils enjoy school and are passionate about their learning and their school.
- Parents regularly communicate their positive view of the school and its practices.
- Evidence of progress is celebrated visually in Pupil Achievement Books. Pupils are encouraged to discuss their progress and actively do so.

### Refer to:

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

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- Attendance data/pack.
- Pupil/Staff/Parent questionnaires.
- SIA and LA Advisor reports.
- Case studies.

### Supporting factors

1. The curriculum is highly multi-sensory and tailored to individual needs.
2. Speech, language and communication support is integrated into everyday practice.
3. Staff are clear on Woodlane progress expectations and aim for all pupils to make above expected progress.
4. The sensory room provides opportunities for targeted sensory support and enables pupils to manage their emotions ready for learning.
5. Senior leaders encourage innovation and value ideas from staff and pupils; ideas are used to shape school plans, policies and decision making.
6. Staff are supported to make personal and subject developments, improvements are celebrated, however, when required staff are held accountable for underperformance, through the school's appraisal process.
7. The school's policies and practice exceed statutory safeguarding requirements, drawing on the support of various support agency partnerships, offering highly targeted 1:1 support where required.

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

1. develop a strategy of school improvement, which aims to achieve an outstanding judgement at the next Ofsted inspection;
2. raise the quality of teaching and learning to consistently outstanding to ensure the vast majority of pupils make substantial and sustained progress from their individual starting points;
3. revise, streamline and restructure the school's assessment procedures to ensure they are accessible to all stakeholders.
4. raise achievement in Science and DT to ensure all pupils make substantial and sustained progress from their individual starting points; and

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5. improve the school's homework practices to increase pupil independence and raise the number of pupils making the highest levels of progress possible.

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## Effectiveness of 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. Staff 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 ensure that the skills of internal staff are utilised and developed to support and train both internal and external colleagues.
- Leaders systematically monitor pupil progress and ensure the low number of pupils who are not making sufficient progress 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 and differentiated appropriately.
- 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, therefore both teachers and TAs run a wide range of popular theme days, lunch time, after school/Saturday clubs and pupils attend purposeful educational visits regularly.
- 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 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 regards to, teaching and learning, behaviour and social development.
- 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.

- Leaders ensure the school offers special education which is of value for money; which is achieved using the lowest special school top-up funding in the Tri-borough.
- 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 reports.
- Financial reporting.

### Supporting factors

1. 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.
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. re-design the school's ethos, values and aims to reflect the school's high expectations;
2. further provide high level of Teacher/TA training to ensure skills are developed so that the impact of teaching and learning is maximised;
3. further improve the physical environment and facilities to ensure teaching and learning is supported by an effective working environment, including effective display;
4. maintain outstanding safeguarding and child protection procedures;
5. restructure line management responsibilities to reflect significant increase in pupil numbers and staffing; and
6. create a 3 year strategic plan, tackling issues such as academisation, federation and possible reductions in funding.

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| Area for Improvement  | What?  | Who?<br>(Lead)                         | Success Criteria?  | When?       | Progress   | Cost  |
|---|--|--|--|-------------|--|---|
| 1. Re-design the school's ethos, values and aims to reflect the school's high expectations                | <ul style="list-style-type: none"> <li>Research the presentation of other outstanding special school's ethos, values and aims.</li> <li>Consult all stakeholders in the re-design.</li> <li>Incorporate ideas and create new ethos, values and aims.</li> <li>Update school website and prospectus to ensure message and school expectations are clear.</li> </ul> | (CM)<br>Governors/<br>Teachers/<br>TAs | <ul style="list-style-type: none"> <li>All stakeholders have formed part of the design process.</li> <li>Pupils have an increased understanding of the school's ethos, values and aims (EVA).</li> <li>Pupils report in conferences that they understand and support the EVA.</li> <li>Simplified values are accessible to all pupils.</li> <li>Ethos, values and aims are communicated through the school website and prospectus and set a tone of high expectation.</li> </ul> | Autumn Term | <p>All stakeholders consulted and involved in designing ethos, values and aims. Nine clear values communicated through various mediums (see training PowerPoint/Governor minutes).</p> <p>School website and prospectus updated to include CiP image to ensure values are accessible to all pupils (see website).</p> <p>Pupils are able to detail and explain school values (at their individual level), (see pupil conference 08/12/16).</p> <p>School's Art work reflects new values.</p> | £2500 – Cost of prospectus.   |
| 2. Further provide high level of Teacher/TA training to ensure skills are developed so that the impact of | <ul style="list-style-type: none"> <li>Continue Achievement for All coaching to close the gap on underperforming groups named below.</li> <li>Senior leaders to undertake additional training/coaching to better judge the quality</li> </ul>  | (TH)<br><br>(CM)<br>RM/TH              | <ul style="list-style-type: none"> <li>Completion of Achievement for All training results in the production of case studies demonstrating the impact of self-esteem strategies used.</li> <li>PASS demonstrates at least 10 point increase in</li> </ul>   | Summer Term | <p>Leading teaching from good to outstanding course attended by CM on 21/02/17.</p> <p>SP/SW have completed taught sessions for Level 5 SpLD qualification, now undertaking direct</p>   | <p>£7000 – AfA</p> <p>£1000 – resources</p> <p>£1000 – SLT training</p> |

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| <p>teaching and learning is maximised.</p>  | <p>of teaching and learning in lessons over time.</p> <ul style="list-style-type: none"> <li>• Skilled teachers and TAs to provide relevant training to support colleges e.g. computing.</li> <li>• HUMs/Maths teachers begin OCR Level 5 SpLD qualification.</li> </ul>   | <p>(GA/JW)</p> <p>(SW/SP)</p> <p>(Evan Llewellyn)</p> | <p>how target group self-regard as a learner.</p> <ul style="list-style-type: none"> <li>• Senior leaders are better able to judge teaching and learning in lessons over time, focusing more on pupil progress.</li> <li>• TAs are better able to support in Computing e.g. Photoshop etc.</li> <li>• HUMs/Math teachers gain OCR Level 5 SpLD qualification.</li> </ul>   | <p><b>Autumn Term</b></p> | <p>session with pupils. SW to progress onto Level 7 course.</p> <p>Varied training provided, led by external trainers and internal staff (see training log).</p> <p>PASS survey in July 2017 shows a year on year increase of 8% in pupil's 'feelings about school', a 7% increase in 'perceived learning capability' and a 3% in 'attitudes to teachers'. 'Self-regard as a learner fell by 4%'.</p> | <p><b>£7000 – OCR Level 5 course</b></p>   |
| <p>3. Further improve the physical environment and facilities to ensure teaching and learning are supported by an effective working environment, including effective display.</p> | <ul style="list-style-type: none"> <li>• Fence in bin area to ensure the front of school is tidy and organised.</li> <li>• Make good the courtyard patio.</li> <li>• Continue classroom painting schedule.</li> <li>• Continue with maintenance works to main building to create an effective learning environment.</li> <li>• Refurbish staff toilets.</li> <li>• Ensure the school and classrooms are tidy and organised.</li> </ul> | <p>(CM/MB)</p> <p>(CS/RF)<br/>MJ/<br/>Teachers/</p>   | <ul style="list-style-type: none"> <li>• The entrance is tidy and welcoming.</li> <li>• Courtyard is useable space.</li> <li>• Governors positively detail impact/record on visits.</li> <li>• Classroom appearance is improved and rooms provide a positive learning environment.</li> <li>• Pupils find learning materials more accessible and their independence in the classroom increases.</li> <li>• Various areas in school are improved (e.g. courtyard, bins etc).</li> </ul> | <p><b>Autumn Term</b></p> | <p>Stakeholders report an improvement to the school appearance (see governor meeting minutes).</p> <p>Classroom painting paused due to budgeting constraints (see financial planning). Remaining classrooms to be scheduled next financial year.</p> <p>Bin area is now fenced in, pupils and parents report improvements verbally.</p>   | <p><b>£1600 – bin area</b></p> <p><b>£800 – Courtyard</b></p> <p><b>£20,000 – IWBs</b></p> <p><b>£4000 – classrooms</b></p> <p><b>£5,000 – Toilets</b></p> |

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|   | <ul style="list-style-type: none"> <li>Ensure display contributes to the creation of an effective learning environment to stimulate interest and excite pupils.</li> <li>Purchase and install remaining IWBs.</li> <li>Film bursts of IWB use.</li> </ul>             | <p>TAs</p> <p>(RM/AK)<br/>(IF)<br/>Pupils</p> <p>(Jackie Walton)</p>  | <ul style="list-style-type: none"> <li>Pupil feedback is positive in school council and conferences.</li> <li>Governor focused visit, including learning walk on the use of IWBs and pupil interview.</li> <li>Film compilation of IWB use, filmed by pupils, used to demonstrate effective use.</li> <li>All classrooms have current IWB technology to enhance teaching and learning.</li> <li>100% of teachers achieve outstanding use of technology in Spring lesson observations.</li> <li>Staff toilets are improved.</li> </ul> | <p>Spring Term</p> <p>Summer Term</p> | <p>Governor visit details positive response to IWBs (see visit report 07/02/17).</p> <p>All classrooms have updated IWBs. Lesson observations and learning walks demonstrate a good use of technology overall (Spring Term observations).</p> <p>Staff toilet refurbishment and Courtyard refurbishment paused due to budgeting constraints (see financial planning).</p> <p>Targeted IWB guidance provided by RM. Formal IWB training to be scheduled for next academic year.</p> |                      |
| 4. Maintain outstanding safeguarding and child protection procedures. | <ul style="list-style-type: none"> <li>Schedule termly CP whole school feedback sessions, include scenario based training.</li> <li>Two members of staff to attend ELSA and offer referral system for various forms of support e.g. managing feelings etc.</li> </ul> | <p>(CM)<br/>RM/<br/>Teachers/<br/>TAs</p> <p>(RF/CS)</p> <p>CM/RM</p> | <ul style="list-style-type: none"> <li>All staff are aware of active CP cases.</li> <li>TAs are able to provide ELSA support, pupil progress is tracked and teachers provide feedback.</li> <li>2 x senior leaders gain Level 3 Safeguarding award.</li> </ul>  | <p>Autumn Term</p> <p>Spring Term</p> | <p>Staff are well informed regarding CP cases, including monitoring (see staff meeting minutes, see CP group minutes).</p> <p>CM/RM have gained Level 3 Safeguarding award, attended 25/11/16. BS/CM have gained safer recruiting</p>  | £100 – ELSA training |

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|  | <ul style="list-style-type: none"> <li>• Safeguarding Lead(s) to gain Level 3 safeguarding award.</li> <li>• Participate in CAMHS school link pilot project, TA to deputise.</li> </ul> | <p>RM<br/>GS<br/><br/>(Anne<br/>Bruce)</p> | <ul style="list-style-type: none"> <li>• CAMHS provide training and direct mental health support to pupils.</li> </ul> |  | <p>award, attended 18/01/17.</p> <p>CAMHS observations on 3 named pupils provided on 08/12/16, 27/01/16, 02/02/17. Feedback provided on how to further support named pupils (see reports).</p> <p>Staff attended whole Prevent Training on 14/05/17.</p> <p>TH/BS/MH gained Level 3 safeguarding award on 09/12/16.</p> <p>Undertook safeguarding audit with LA representative on 13/06/17. Awaiting report, however, verbal feedback highly positive, pupil responses were strong demonstrating a clear understanding of what they would do if they needed support and how safe they feel at Woodlane.</p> <p>ELSA training provided by RF/CS to TAs on 18/04/17.</p> |  |
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| <p>5. Restructure line management responsibilities to reflect significant increase in pupil numbers and staffing.</p>             | <ul style="list-style-type: none"> <li>Distribute line management responsibilities for teachers among deputies.</li> <li>Schedule and hold formal teacher line management meetings on at least a termly basis.</li> <li>Meetings to be held in directed time.</li> <li>Schedule and hold formal SLT line management meetings.</li> <li>Minute all meetings, including action points.</li> </ul> | <p>(CM)<br/>TH/RM</p> <p>(TH/RM)<br/>Teachers</p> <p>(CM)</p> <p>Admin</p> <p>(Guy<br/>Vincent)</p> | <ul style="list-style-type: none"> <li>Deputies hold line management responsibilities for teachers.</li> <li>Formal meetings are held which inform planning and evidence progress towards subject development plan targets and school improvement plan.</li> <li>Minutes are available and evidence meetings.</li> </ul> | <p><b>Autumn Term</b></p>          | <p>Deputies have named teacher line management responsibilities.</p> <p>Formal line management meetings are held on a termly basis, minutes demonstrate progress towards targets on this plan (see minutes).</p>   | <p><b>£0</b></p>                           |
| <p>6. Create a 3 year strategic plan, addressing issues such as academisation, federation and possible reductions in funding.</p> | <ul style="list-style-type: none"> <li>Headteacher to attend training in strategic planning.</li> <li>Headteacher and Chair of Governors consults all stakeholders, including LA.</li> <li>Headteacher visits other schools academies/federations etc.</li> <li>Create a cost-saving plan which takes into account various funding reductions.</li> </ul>                                       | <p>(CM)<br/>Governors/<br/>Teachers/<br/>TAs</p> <p>(Guy<br/>Vincent)</p>                           | <ul style="list-style-type: none"> <li>Headteacher has an increased understanding and the tools to create a 3 year strategic plan.</li> <li>3 year plan is available to all stakeholders and sets out clear actions for the school.</li> <li>Plan safeguards the school's finances against various scenarios.</li> </ul> | <p><b>Spring – Summer Term</b></p> | <p>CM attended course on 28<sup>th</sup> – 29<sup>th</sup> July 2016.</p> <p>The re-evaluation on use of TAs has created an adaptable model, notable cost-savings in this area.</p> <p>CM/BS undertaking financial planning to reduce costs and ensure the school is financially secure.</p> <p>Bid for travel trainer funding successful, Woodlane is currently supporting LA in designing Standard for</p> | <p><b>£1000 – Headteacher training</b></p> |

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|-------------------|--|--|--|--|---|----------------|
|                   |  |  |  |  | <p>Travel Training, which can be used with other schools.</p> <p>Chair of Governors leading on future planning and has created document. Future planning is an agenda item in governing body meetings (see minutes and document).</p> <p>Changes in the withdrawal of Hammersmith and Fulham from the Tri-borough arrangement increase the challenges of future planning at this time. CM met with LA representatives to explore challenges in funding and Peter Grey report on 13/07/17 (see CM document).</p> |                |
| <b>Total Cost</b> |  |  |  |  |   | <b>£50,000</b> |

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## Quality of Teaching, Learning and Assessment – Outstanding

### Evidence

- 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 is used to support and make judgements on teaching and learning.
- The quality of Teaching and Learning in English and Maths is consistently outstanding.
- Teachers plan lessons effectively, 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 is outstanding.
- Pupils are keen to learn and are enabled to gain 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.

### Refer to:

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

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- SIA reports.

### 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. An average of two TAs a year enrol in teacher training courses.
5. Teaching assistants increasingly provide whole school support for a named area of responsibility e.g. Emotional Literacy, Drawing and Talking etc.

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

1. raise the quality of teaching and learning to outstanding to ensure the vast majority of pupils make substantial and sustained progress;
2. raise the quality of TA support to outstanding to ensure the vast majority of pupils make substantial and sustained progress;
3. raise the quality of teaching and learning in Literacy and Numeracy lessons to increase further reading, spelling and Maths ages;
4. increase the 'wow factor' in teaching and learning, maximising pupil engagement in all lessons;
5. raise achievement in Science/DT to ensure the vast majority of pupils make substantial and sustained progress;
6. continue to raise achievement in Maths to ensure the vast majority of pupils make substantial and sustained progress;
7. further increase the level of targeted specialist support to ensure all pupils make substantial and sustained progress; and
8. ensure all pupils are challenged and increase opportunities for contextually gifted and talented pupils.



| Area for Improvement  | What?  | Who?<br>(Lead)   | Success Criteria?  | When?                                 | Progress  | Cost  |
|---|--|--|--|---------------------------------------|---|---|
| 1. Raise the quality of teaching and learning to ensure the vast majority of pupils make substantial and sustained progress | <ul style="list-style-type: none"> <li>Continue Good to Great teaching and learning programme, which teachers can voluntarily participate in – focus on 5 named pupils (linked to concerns with behaviour and/or attendance).</li> <li>Gain relevant accreditations, including dyslexia friendly quality award, Artsmark and Investor in Careers award to support judgements.</li> <li>Increase team teaching opportunities to encourage joint planning and skill share opportunities.</li> <li>Extend the use of PGSS as a whole school approach.</li> <li>Ensure recruitment procedures are more robust, incorporating classroom observation.</li> </ul> | <p>(TH/RM)</p> <p>(ND)</p> <p>(JJ/BK)</p> <p>(FW)</p> <p>(CM)<br/>SP/KR/FW</p> <p>(AC)<br/>BK/RL</p> | <ul style="list-style-type: none"> <li>Lesson observations demonstrate that at least 80% of lessons observed, teaching and learning is judged as outstanding.</li> <li>Pupils are better able to access the lesson content.</li> <li>Named pupils make substantial and sustained progress.</li> <li>Artsmark status is renewed.</li> <li>Dyslexia Friendly status is renewed.</li> <li>Investor in Careers mark is renewed.</li> <li>Staff have a better understanding of why we use PGSS – communicated through a questionnaire.</li> <li>SALT and TA gain the Level 2 PGSS award.</li> <li>All new teachers are able to teach good-outstanding lessons.</li> </ul> | <p>Autumn Term</p> <p>Spring Term</p> | <p>67% of lesson observations were observed as outstanding in Autumn Term.</p> <p>Summer observations demonstrated that 75% of observations were judged as outstanding, 17% of lessons good with outstanding features and 8% requires improvement (1 lesson). Therefore 92% were good or better.</p> <p>Dyslexia Friendly mock was highly encouraging, with only minor areas for improvement. Full Dyslexia Friendly assessment took place on 11/05/17, we were successful and award was given, however, still await full report.</p> <p>Investor in careers final assessment was successful on 17/03/17 with the assessment report praising the school's partnership work, support for transitions and 'compelling examples of</p> | <p>£1000 – PGSS training</p> <p>£2000 – accreditation renewal</p> |

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|  |  |  |  |  | <p>CEIAG activities' (see report).</p> <p>Artsmark revised statement of commitment and signed by CM/GV 02/02/17. Limited progress evident. Artsmark status due to be renewed by July 2017. Artsmark case study sent in July awaiting result in September 2017.</p> <p>PGSS training update took place on 03/11/16.</p> <p>Level 2 PGSS AC/BK have completed course, challenge to find assessor, now scheduled for November.</p> <p>All short-listed teaching applicants now observed, highly informative in decision making, resulted in recruitment of PE teacher, achieving outstanding teaching and learning in Summer observations (see PM details for successes).</p> <p>PGSS targets to be formally agreed in 2017-2018 PM.</p> |  |
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|  |   |   |   |                                       | TAs will be observed in the classroom, delivery support, as part of recruitment process for 2017-2018.  |   |
| 2. Raise the quality of TA support to outstanding to ensure the very vast majority of pupils make substantial and sustained progress | <ul style="list-style-type: none"> <li>Provide teacher training on schemes of work, to ensure TAs are able to prepare in advance for lesson content.</li> <li>TAs to take lead roles on whole school projects e.g. Theme days/ ELSA support.</li> <li>Share TA skills, including the delivery of TA training e.g. computing.</li> <li>SALT, teacher and TA train for Level 2 PGSS award and is able to lead sessions.</li> <li>Trial 'smarter' use of TAs.</li> </ul> | <p>(Subject Leaders)</p> <p>(CS/RF)</p> <p>(TM) TAs</p> <p>(AC) BK/RL</p> | <ul style="list-style-type: none"> <li>TAs better understand the curriculum and are able to create resources in advance and contribute to planning where appropriate.</li> <li>TA skills are stretched and developed – emotional literacy referrals are made.</li> <li>Lesson observations demonstrate that at least 80% of lessons observed support is judged as outstanding.</li> <li>TAs are better able to support pupils in computing.</li> <li>SALT, teacher and TA gain Level 2 award and can deliver future PGSS, reducing future costs.</li> </ul> | <p>Autumn Term</p> <p>Autumn Term</p> | <p>Art training of schemes was provided, however, it was deemed that this form of training would not be suitable for all subjects due to time commitment required.</p> <p>'Smarter' use of TAs has been trialled, TAs are now subject assigned. Early qualitative feedback indicates quality of support is strengthening. Subject specific TA training required for 2017-2018.</p> <p>31% of TA observations were observed as outstanding in Autumn Term (see TA observation reports and summary). 57% of TA observations were observed as outstanding in Summer Term and the rest were at least good.</p> <p>Level 2 PGSS AC/BK have completed course,</p> | <p>ELSA – costs as above</p> <p>£500 – PGSS Level 2</p> |

Who? Purple – SLT/Governors

Grey – Subjects Leaders/Teachers

Pink – TAs/Cover Supervisor/Support staff

Blue – Support Agency Partnerships

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|   |   |   | <ul style="list-style-type: none"> <li>TAs gain subject specific training and incorporate into lesson support.</li> </ul>   |   | <p>challenge to find assessor, now scheduled for November.</p> <p>TAs joined Good to Great sessions throughout Summer Term (see Good to Great file).</p>  |   |
| 3. Raise the quality of teaching and learning in Literacy and Numeracy lessons to raise reading, spelling and Maths ages. | <ul style="list-style-type: none"> <li>Increase Literacy and Numeracy monitoring and book scrutiny – through Book Look. Complete collaboratively with subject leaders.</li> <li>Performance Management Dyslexia Friendly observations focus on Literacy and Numeracy lessons.</li> <li>Provide additional Literacy/Numeracy training.</li> <li>Raise the profile of Accelerated Reader.</li> <li>Timetable dedicated targeted maths support to named pupils.</li> </ul> | <p>(TH)<br/>JJ/SP</p> <p>(CM)<br/>TH/RM/JJ</p> <p>(JJ/SP)</p> <p>(SP/BK)</p> <p>(Chika Omoruyi)</p> | <ul style="list-style-type: none"> <li>Outstanding Progress is evident in Literacy and Numeracy books.</li> <li>Subject Leaders are able to identify where support is required.</li> <li>Teachers are better prepared for Literacy and Numeracy planning.</li> <li>Pupils are motivated to achieve AR awards.</li> <li>Named pupils make substantial and sustained progress.</li> </ul> | <p><b>Autumn Term – Spring Term</b></p> <p><b>Spring Term</b></p> | <p>Numeracy books present with well personalised, wide-ranging activities (see books).</p> <p>It is sometimes hard to see evidence of progress in Literacy books, however, support from these lessons feeds back into English lessons, where progress is evident throughout. It is also evidence through reading and spelling ages. In the Spring Term, 70% of pupils made progress in reading over 1 year. Only 20% of pupils tested are currently functionally literate (at least 9y 6m), however 60% of pupils who are over 8y 0m made at least 6 months progress over the year. 80% of pupils made progress over 1 year in spelling, with all these</p> | <p><b>£500 – resources/ additional cover for training</b></p> |

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|  |  |  |   |   | <p>pupils making at least 6 months progress. 80% of pupils over the same period in numeracy also made progress.</p> <p>Alternative ways to track progress using reading/spelling/maths age including using 'functionally literate' as a guide were implemented, (see Progress Pack)</p> <p>Moderately increased amount of Literacy and Numeracy evidence available in Achievement Books (see books).</p> |   |
| 4. Increase the 'wow factor' in teaching and learning, maximising pupil engagement in all lessons. | <ul style="list-style-type: none"> <li>Strengthen the use of Ipads in the classroom to engage pupils.</li> <li>Increase the use of interactive technology in Computing.</li> <li>Schedule opportunities for skill share.</li> <li>Encourage cross-curricular performing arts in planning.</li> </ul> | <p>(RM/AK)(IF)<br/>FW/LK</p> <p>(GB)</p> | <ul style="list-style-type: none"> <li>All pupils are motivated and engaged, which is observed in observations.</li> <li>Quality of teaching and learning in computing is enhanced and increasingly outstanding.</li> <li>Creative use of ICT is increased.</li> <li>Film pupil conference, where pupils discuss and evaluate use of</li> </ul> | <p><b>Spring Term</b></p> <p><b>Autumn Term</b></p> <p><b>Summer Term</b></p> | <p>Learning walk in Autumn and Summer demonstrated outstanding teaching and learning overall, included external monitoring via Achievement for All Coach (see learning walk summary 15/12/16 and 10/07/17, governor visit report 15/12/16, AFA visit report).</p> <p>Creative use of ICT in some lessons was observed, however, further development on use of SMART software</p>                         | <p><b>£500 – resources</b></p> <p><b>£3000 – interactive technology</b></p> |

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|  |  | (Laurence Burn)  | interactive technology.  |                    | required (see observation reports).  |                                |
| 5. Raise achievement in Science/DT to ensure the vast majority of pupils make substantial and sustained progress | <ul style="list-style-type: none"> <li>Provide targeted teacher support. e.g. Resistant materials focus on preparing pupils for exams.</li> <li>Saturday tuition to include 1 hour cross-curricula Science/Maths, with a focus on formulae etc.</li> </ul> | (RM/TH)<br>MK/LK | <ul style="list-style-type: none"> <li>Outcomes in Science at least equal that in English and Maths.</li> <li>80% of pupils achieve at least Entry Level 3.</li> <li>Year 10/11 pupils resistant material outcomes are as high as possible.</li> </ul> | <b>Autumn Term</b> | <p>Science progress data for the Summer Term demonstrates good progress is being made. 95% of expectations are being met. This has fallen below the outstanding progress seen in English (98%) and Maths (99%). Three pupils are working below expectations in Science. All three are Year 11s.</p> <p>Science outcome data (Year 11) for the Summer Term requires improvement. The number who met expectations within recognised qualifications (GCSE and EL) was 59%.</p> <p>Science sessions alternated with Maths on a Saturday until the end of the Spring Term.</p> <p>Revision packs for Science were created, including using video/visuals (see packs).</p> | <b>£7500 – Science tuition</b> |

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|  |  |  |  |  | <p>The vast majority of pupils are meeting expectations in DT (98%), however the numbers exceeding expectations are lower than other outstanding subjects, at 35%.</p> <p>DT outcome data (Year 11) for the Summer Term requires improvement. The number who met expectations within recognised qualifications (GCSE Product Design, GCSE Textiles, and EL) was 44%. This is being contested with the exam board due to the cohort being marked down by up to 4 GCSE grades.</p> <p>Additional time was devoted to Science and DT revision on Thursday when Year 11 completed William Morris course.</p> <p>5 additional hours were provided for DT GCSE coursework completion.</p> <p>Phone calls were made home to increase parental engagement in DT. In most cases parents were unable to</p> |  |
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|   |   |  |   |   | <p>support due to the specific nature of the course and will require focused guidance from the teacher in the future.</p> <p>Specific revision materials, (e.g. Design Technology) provided at parents' evening 29/3/17 to borderline pupils (see revision material).</p>  |   |
| 6. Continue to raise achievement in Maths to ensure the vast majority of pupils make substantial and sustained progress | <ul style="list-style-type: none"> <li>Start Saturday Maths tuition Year 10.</li> <li>Increase monitoring in Numeracy, use feedback to provide targeted teacher support.</li> <li>Subject Leader to gain experience and training in judging teaching and learning.</li> <li>TA training and support provided for schemes of work.</li> <li>Timetable team teaching to provide joint planning opportunities.</li> <li>Raise the level of challenge by introducing increased opportunities for problem solving.</li> <li>Link with 2 other outstanding special</li> </ul> | <p>(CM)</p> <p>(TH)<br/>SP/Teachers</p> <p>(Subject Leaders)</p> <p>(CM)</p> <p>(SP)</p> | <ul style="list-style-type: none"> <li>Year 10 pupils start tuition in Summer Term.</li> <li>Subject Leader able to observe and offer appropriate advice to colleagues.</li> <li>TAs have an increased understanding of topics taught in Maths.</li> <li>Pupils are able to apply their knowledge and attempt challenging real life problems.</li> <li>Subject Leader shares and incorporates learning from other schools.</li> <li>Subject Leader gains qualification</li> </ul> | <p><b>Summer Term</b></p> <p><b>Spring Term</b></p> <p><b>Autumn Term</b></p> <p><b>Autumn Term</b></p> | <p>99% of pupils in the Summer Term are meeting and exceeding expectations. Maths results have continued on an upward trend from the Autumn term.</p> <p>Maths Subject Leader provided support and guidance regarding setting numeracy targets, and supporting non-specialist teachers to teach Numeracy. Teachers agreed this was quality support, (see pre-training/post-training survey).</p> <p>Increased evidence of pupil progress for Maths in Achievement books.</p> | <p><b>£7500 - Maths tuition</b></p> <p><b>£250 – Maths subject leader training</b></p> <p><b>OCR Level 5 costs as above</b></p> |

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|  | <p>schools, visit and feedback to colleagues.</p> <ul style="list-style-type: none"> <li>• Maths teacher to gain OCR Level 5 SpLD qualification.</li> </ul>  | <p>(SP)<br/>(Evan Llewellyn)</p>                                | <p>and is better able to support pupils with SpLD.</p>   | <p><b>Summer Term</b></p> | <p>Mastery was defined in Woodlane context, with training provided, however, further exploration required for use in special school.</p> <p>Increased evidence trails, strength shown in Transition Maths and DT (see SIA report Summer Term).</p>  |  |
| <p>7. Further increase the level of targeted specialist support to ensure all pupils make substantial and sustained progress</p> | <ul style="list-style-type: none"> <li>• Introduce an 'Intervention Teacher', who will focus on increasing the functional reading levels of named pupils/functional maths and SALT support in the classroom.</li> <li>• Provide specific SLCN programmes for named complex pupils.</li> <li>• Provide workshops to parents relating to SLCN.</li> <li>• Provide ELSA interventions to support various areas e.g. self-esteem/managing feelings etc.</li> </ul> | <p>(BK)<br/><br/>(AC)<br/><br/>(AC)<br/>MJ<br/><br/>(RF/CS)</p> | <ul style="list-style-type: none"> <li>• Named pupils gain functional Literacy and Maths skills.</li> <li>• Named pupils reading ages increase by at least 6 months.</li> <li>• Named pupils gain functional life skills, evidence through TEACCH assessment.</li> <li>• Positive feedback from teachers and TAs regarding level of support – in evaluation questionnaires.</li> <li>• Practical strategies for use with named pupils shared and used by staff, observed in learning walks.</li> </ul> | <p><b>Autumn Term</b></p> | <p>Two case studies created to explore progress of pupils working with Intervention Teacher. One pupil showed raised confidence and an increase of 3 months in reading age. One pupil shows limited progress and some regression (concerns regarding placement for this pupil) (see Autumn Term and Spring Term Intervention Teacher case studies).</p> <p>5 lowest ability pupils in terms of spoken language successfully run break time café building confidence in communication and practicing life skills, (see smile assessment outcomes).</p> | <p><b>£60,000 – Staffing and resources</b></p> |

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|   |  |                            | <ul style="list-style-type: none"> <li>Named pupils achieve 6 highly personalised/ individualised targets on a termly basis.</li> <li>Case study demonstrates the impact of the intervention on other subjects.</li> <li>SIA to investigate and report on impact of the intervention strategies.</li> <li>Governors to seek and visit outstanding special school to compare and contrast use of intervention teacher.</li> <li>Formal presentation made to governors – Impact of intervention at Woodlane.</li> </ul> | <p><b>Spring Term</b></p> <p><b>Summer Term</b></p> <p><b>Summer Term</b></p> | <p>Case study shows one named pupil is exceeding expectations in Maths and Science, largely due to improvements in English (See Spring Term Intervention Teacher case studies).</p> <p>5 out of 6 pupils achieved all 6 personalised targets from the Autumn to Spring terms (See Intervention Folder – Literacy Profile).</p> <p>Formal presentation made by intervention teacher to governors and positive feedback received (See presentation dated 17/11/16 and governor minutes).</p> <p>Additional feedback and case studies were not presented in full GB in Summer Term.</p> |   |
| 8. Ensure all pupils are challenged and increase opportunities for contextually | <ul style="list-style-type: none"> <li>Trial pupil placed in upper year group, with the aim pupil completes selected GCSEs early.</li> <li>Provide guidance and training on setting</li> </ul> | <p>(CM)</p> <p>(TH/MJ)</p> | <ul style="list-style-type: none"> <li>Named pupil follows the GCSE curriculum early and achieves CATS test GCSE predictions in 2 years.</li> </ul>   | <p><b>Autumn Term</b></p> <p><b>Spring Term</b></p>                           | <p>Named pupil trialled in class, pupil was observed as mainstream ready, LA agreed and consultation was made to relevant school (see letter from LA). Pupil</p>   | <p><b>£500 – resources for homework</b></p> |

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| <p>gifted and talented pupils.</p> | <p>appropriate extension activities.</p> <ul style="list-style-type: none"> <li>• Revise homework procedures: <ul style="list-style-type: none"> <li>➢ Explore with stakeholders through conferences and reference groups.</li> <li>➢ Pilot strategy.</li> <li>➢ Revise and prepare strategy for the summer term.</li> </ul> </li> </ul> | <p>(CM/RM)<br/>Teachers</p> | <ul style="list-style-type: none"> <li>• Teachers set relevant and challenging extension activities, evidenced in PM observations.</li> <li>• Parents report that homework set is effective and accessible.</li> <li>• Parent questionnaire reports homework procedures as excellent.</li> </ul> | <p><b>Summer Term</b></p> | <p>gained place at KAA, positive feedback received.</p> <p>Changes to homework implemented, parents/carers consulted in Parent Reference Group 15/12/16, (see Parent Reference Group Report). Homework policy updated, to be reviewed by governors.</p> |                |
| <b>Total Cost</b>                  |  |                             |  |                           |   | <b>£83,250</b> |

## 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, for example, by self-referrals, regulation techniques and emotion coaching.
- Rates of exclusions are low when compared with national figures for mainstream and extremely low when compared with other special schools.
- Pupils consistently report they feel safe at school.
- Strategies to raise attendance are regularly implemented and the school's attendance exceeds the national average for special schools and is very close to the national average for mainstream schools.
- Analysis of behaviour and attendance indicates no significant difference between various groups, however, smaller differences are identified and targets/interventions scheduled.
- 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.
- Case studies.
- SIA reports.

## Supporting factors

1. Low level disruptive behaviour is supported by an 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.
2. Pupils who receive an office referral are effectively supported back into class by the senior leaders, using a variety of individually tailored methods.
3. Lessons are calm and learning-focused, something which is regularly observed and commented on by visitors.
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, SALT, OT etc.

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

1. improve the behaviour and attendance of key underperforming group 'White British', which triangulates with their level of progress;
2. improve the playground **environment** and equipment to ensure it is more conducive to positive play/activity;
3. further improve morning punctuality of pupils who independently travel to ensure pupils are present for the start of tutor/assembly;
4. increase opportunities to develop practical life skills of lowest 5 pupils;
5. ensure all staff continue to be consistent in their approach to managing behaviour;
6. set up specific programmes of intervention for higher level pupils with ASD/social communication difficulties; and
7. maintain strong mental health support.

| Area for Improvement   | What?   | Who?<br>(Lead)   | Success Criteria?   | When?       | Progress   | Cost            |
|--|---|------------------|---|-------------|--|-----------------|
| 1. Improve the behaviour and attendance of key underperforming group 'White British', which triangulates with their level of progress. | <ul style="list-style-type: none"> <li>Continue AFA programme and strategies.</li> <li>Good to Great programme to deliver highly personalised curriculum support.</li> <li>Plan directly with parents.</li> </ul> | (RM)<br>Teachers | <ul style="list-style-type: none"> <li>5 named pupils behaviour incidents reduce by at least 25%.</li> <li>5 named pupils attendance improves to at least 95% or above.</li> <li>Parents and school work together.</li> </ul> | Autumn Term | <p>3 x named pupils reduction in behaviour incidents by 66/75/55% in the Autumn Term. No significant reductions for 2 x named pupils (see behaviour data).</p> <p>4 x named pupils have achieved over 95% attendance year to date. 1 x named pupil has not, however, attendance has improved from 90-93% in the Autumn Term. In the Spring Term 4 x named pupils continue to achieve over 95% attendance year to date. 1 x named pupil has not, however, attendance continues to maintain over 93% compared to 90% in the previous Spring Term.</p> <p>2 x named pupils, consulted staff to discuss and share successful strategies, to further support behaviour. Strategies discussed in staff meeting 21/2/17. Implemented over the</p> | AfA costs above |

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|  |  |  |  |  | <p>Spring and Summer Term. Significant reduction in behaviour referrals for both pupils over the Summer Term (see summative data)</p> <p>CAMHs guidance for 2 named pupils gained. Observations of pupils by CAHMs in December 2016 with suggested strategies given. See point below regarding named pupils.</p> <p>In the Spring Term 3 x named pupils reduction in behaviour incidents by 66/28/20% when compared to the previous Spring Term. However, no significant reductions for 2 x named pupils (see Spring Term behaviour data). Further development of behaviour strategies required for these pupils. In the Summer Term all 5 named pupils reduced in behaviour incidents by 77/75/73/60/44% when compared to the previous Summer Term. As a result of continued</p> |  |
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|   |   |                                     |   |                    | <p>development of CAMHs and staff behaviour strategies (see summative behaviour data).</p> <p>Over the academic year, 4 x named pupils have continued to maintain over 95% attendance. 1 x named pupil has not, however, attendance has improved from 90% to over 93%, when compared to the previous academic year.</p>   |   |
| 2. Improve the playground environment and equipment to ensure it is more conducive to positive play/activity. | <ul style="list-style-type: none"> <li>Seek charitable funding to improve playground facilities.</li> <li>Introduce 5 day resource boxes to ensure pupils are engaged and motivated towards play etc.</li> <li>Headteacher to visit other special schools to view playground environments.</li> <li>Consult pupils.</li> <li>Cost the purchase, installation and maintenance of outside gym equipment and playground refurbishment.</li> <li>Refurbish playground in the new financial year.</li> </ul> | <p>(CM)</p> <p>(RM)</p> <p>(CM)</p> | <ul style="list-style-type: none"> <li>At least £10,000 gained through charitable funding.</li> <li>Pupils are engaged in positive activity, observed and reported through formal governor visits.</li> <li>Gain pupil feedback in school council and conferences.</li> <li>A physical improvement in facilities is observed.</li> <li>Tally activities/ inactivity over a week period demonstrate high levels of engagement, repeat</li> </ul> | <b>Summer Term</b> | <p>5 different boxes set up in Autumn Term for break and lunch time, more pupils observed being engaged with equipment.</p> <p>A 31% reduction in behaviour referrals at break and lunchtime when compared to the 2015/2016 academic year.</p> <p>Formal governor visit to observe playground engagement took place on 02/03/17. Governor reported pupils were engaged in positive play and equipment being</p> | <b>£20,000 – playground development school contribution</b> |

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|   |  | (Laurence Burn) | <p>before and after upgrades.</p> <ul style="list-style-type: none"> <li>Pupil views are provided in Vox Pop (film) format, which demonstrates excitement and motivation towards equipment/activities.</li> </ul>  |                    | <p>used (see formal visit report).</p> <p>School council, 19/05/17 fed back on playground equipment. Pupils liked the range of equipment offered. School council agreed to provide funds to purchase further equipment.</p>   |                                    |
| 3. Further improve morning punctuality of pupils who independently travel to ensure pupils are present for the start of tutor/assembly. | <ul style="list-style-type: none"> <li>Encourage parents of named pupils to be more involved in punctuality planning to reduce incidents of lateness.</li> <li>Send punctuality and attendance cards on a half termly basis.</li> <li>Target named pupils with lateness rate of 6% or more to improve punctuality.</li> <li>Plan with pupils and use their ideas to ensure they are motivated to make improvements.</li> <li>Create targeted attendance plan for pupils with attendance below 90%, which includes rewards.</li> <li>Introduce parent texting service.</li> </ul> | (RM)            | <ul style="list-style-type: none"> <li>Parents are actively involved in improving punctuality.</li> <li>Parents are aware of expectations.</li> <li>Rates of lateness reduce by at least 25%.</li> <li>Parents receive texts detaining absence or lateness.</li> </ul> | <b>Autumn Term</b> | <p>Attendance and punctuality cards sent out half termly throughout the academic year. Parents reported they found it useful.</p> <p>In the Autumn Term, incidents of lateness reduced by 35% (see Autumn Term attendance data). Overall incidents of lateness have reduced by 30% When compared to the 2015/2016 academic year (see summative data 2016-2017).</p> <p>In the Autumn Term, 5 named pupils have reduced lateness by 82/80/44/40/33% (see Autumn Term</p> | <b>£250 – resources and awards</b> |

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|  |   |      |  |                    | <p>attendance data). Overall incidents of lateness reduced by 14% when compared to the previous Autumn Term (see Autumn Term attendance data). In the Spring Term, 5 named pupils continued to reduce lateness by 100/58/50/41/33% (see Spring Term attendance data). Overall 5 named pupils have reduced lateness by 75/67/53/49/44% when compared to the 2015/2016 academic year.</p> <p>The Summative analysis indicated that two other pupils increased incidents of lateness and will be given targeted support in the new academic year.</p> <p>Text communication was investigated, however, was not deemed value for money at this time.</p> |  |
| 4. Increase opportunities to develop practical | <ul style="list-style-type: none"> <li>Increase targeted external social skills visits.</li> <li>Increase TEACCH based activities.</li> </ul> | (CS) | <ul style="list-style-type: none"> <li>Pupils visit various places on a weekly basis to develop social awareness.</li> </ul> | <b>Spring Term</b> | Weekly visits took place with pupils showing increased communication and   | <p><b>£200 – visits</b></p> <p><b>£300 – resources</b></p> |

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| life skills of lowest 5 pupils.  | <ul style="list-style-type: none"> <li>• Trial the use of Onwards and Upwards tracking and monitoring programme to evidence progress.</li> <li>• Order Woodlane life skills badges.</li> </ul>  | <p>(TH)<br/>CS</p> <p>(Azi Ahmed)</p>                  | <ul style="list-style-type: none"> <li>• Onwards and Upwards programme demonstrates above expected progress.</li> <li>• Pupils achievement is rewarded through life skills badges, given in assembly.</li> </ul>   |   | <p>social skills (see ASD specialist folder, Evolve visit logs, SENCO notes).</p> <p>Life Skills Badges and new end of year trophy were not introduced.</p> <p>Onwards and Upwards requires exploration.</p>   |   |
| 5. Ensure all staff continue to be consistent in their approach to managing behaviour. | <ul style="list-style-type: none"> <li>• Undertake training to become a lead attachment aware school.</li> <li>• Expand the use of attachment aware regulation strategies.</li> <li>• Positively engage all pupils, particularly 5 named pupils at break time and lunch time.</li> <li>• Provide targeted behaviour training and support in Resistant Materials and for new staff.</li> </ul> | <p>(RM)<br/>Focus Group/<br/>Teachers/<br/>TAs/SAP</p> | <ul style="list-style-type: none"> <li>• Woodlane qualifies as a lead attachment aware school and provides support to other schools.</li> <li>• Behavioural incidents reduce by at least a further 20%.</li> <li>• Self-referrals are positively reduced by at least 33% and not abused by named pupils.</li> <li>• Break and lunch time incidents are reduced by at least a further 33%.</li> <li>• Incidents of verbal abuse are reduced by at least 33%.</li> </ul> | <p><b>Summer Term</b></p> <p><b>Autumn Term</b></p> | <p>£5000 funding for attachment aware training gained from Virtual Schools.</p> <p>Training in Attachment Awareness completed, now Attachment Aware school. RM contributed to Virtual Schools conference on the 26/06/17 (see certificates and INSET sessions 06/09/16, 30/11/16, 02/01/17).<br/>Details of attachment awareness on school website March 2017. Further details required.<br/>Re-cap session held for all staff, 10/05/17 TA meeting session, 02/05/07 teacher meeting session.</p> | <p><b>£1000 – resources and equipment</b></p> |

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|  |  |  |  |  | <p>Increase in overall behaviour incidents in the Autumn Term, behaviour support for named Year 7 pupil and emotional support for Year 11 pupils provided in the Spring Term.</p> <p>However, it should still be noted that behaviour incidents have reduced by 34% when compared to the 2014/2015 Autumn Term. In the Spring Term behaviour referrals reduced by 10% when compared to previous Spring Term.</p> <p>In the Summer Term behaviour referrals reduced by 49% when compared to the previous Summer Term. Demonstrating impact of developing strategies to support pupil behaviour. Overall behaviour referrals have reduced by 16% when compared to the 2016/2017 academic year, however, they have reduced by 33% since the 2014/2015 academic year (see summative data)</p> |  |
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|  |  |  |  |  | <p>In the Autumn term 4 x named pupils' behaviour incidents reduced by 66/75/55/100% When compared to the previous Autumn Term (see Autumn behaviour data). 4 x named pupils' behaviour incidents reduced by 66/28/20/16% in the Spring Term. 4 Named pupils reduced behaviour referrals by 77/75/73/60% when compared to the previous Summer Term (see summative data). Pupils report a continuing improvement in behaviour, stating to SIA that it is better than the last Ofsted inspection when the school was judged as outstanding in this area (see SIA report for pupil interview Autumn Term).</p> <p>Skill share with staff on 21/02/17 regarding Year 7 and Year 11 behaviour strategies (see summary). Year 7 pupil reduced referrals 76% in the Summer Term when compared to the Spring Term. 3</p> |  |
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|  |  |  |  |  | <p>named Year 11 pupils reduced referrals by 57/88/89% in the Summer Term when compared to the Spring Term.</p> <p>In the Autumn Term Self-referral numbers remained consistent compared to the previous Autumn Term. However, 2 named pupils reduced self-referrals by 100/47% (see Autumn behaviour data). In the Spring Term self-referrals reduced by 52% compared to the previous Spring Term Named pupil reduced self-referrals by 93/76% (see Spring Term data). overall self-referrals have reduced by 48% when compared to previous academic year (see summative data)</p> <p>In the Autumn Term, break and lunch time incidents have remained consistent compared to the previous Autumn Term (see Autumn Term data). In the Spring Term, break and lunch</p> |  |
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|  |  |  |  |  | <p>time incidents reduced by 32% when compared to previous Spring Term (see Spring Term data). Overall Break and lunch time incidents have reduced by 31% however, they have reduced by 60% since the 2014/2015 academic year. (see Summative data).</p> <p>In the Autumn Term, Incidents of verbal abuse have reduced overall by 30%.<br/> VAT – 20% reduction<br/> VAP – 50% reduction (see Autumn Term behaviour data). In the Spring Term, overall incidents of verbal abuse have reduced overall by 58%.<br/> VAT – 54% reduction<br/> VAP – 60% reduction (see Spring Term behaviour data). Overall Incidents of verbal abuse have reduced overall by 43% when to the 2015/2014 academic year.<br/> VAT – 38% reduction<br/> VAP – 50% reduction (see Summative behaviour data).</p> |  |
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| <p>6. Set up specific programmes of intervention for higher level pupils with ASD/social communication difficulties.</p> | <ul style="list-style-type: none"> <li>• Measure and evaluate input with TAs relating to 'socially speaking' work.</li> <li>• Adapt, design, deliver a differentiated 'socially speaking' programme based on feedback, for named pupils.</li> <li>• Deliver interventions with TAs.</li> </ul>  | <p>(AC)</p>  | <ul style="list-style-type: none"> <li>• Planning and resources are created.</li> <li>• Pupils and staff positively evaluate programme.</li> <li>• Named pupils social communication improves.</li> </ul>   | <p><b>Spring Term</b></p>                           | <p>Evidence of named pupils increased social communication through taking part in break time shop (see Intervention teacher folder/SaLT reports).</p>   | <p><b>£0</b></p>   |
| <p>7. Maintain strong mental health support to raise self-esteem, regulate emotions and increase motivation.</p>         | <ul style="list-style-type: none"> <li>• Provide ELSA interventions to support various areas e.g. self-esteem/managing feelings etc.</li> <li>• Participate in CAMHS school link pilot project, TA to deputise.</li> <li>• Mindfulness activities undertaken in Monday assemblies, create booklet of activities.</li> <li>• Use increased attachment aware strategies.</li> </ul> | <p>(CS/RF)</p> <p>(RM)<br/>GS</p> <p>(CM)</p> <p>(RM)<br/>Focus group</p> <p>(Jackie Walton)</p> | <ul style="list-style-type: none"> <li>• Positive responses in staff questionnaires related to ELSA interventions.</li> <li>• Reduced office referrals on Monday morning, by at least 50%.</li> <li>• Positive pupil feedback following CAMHS intervention.</li> <li>• Mindfulness booklet available to staff.</li> <li>• Named pupils better able to manage emotions.</li> </ul> | <p><b>Summer Term</b></p> <p><b>Autumn Term</b></p> | <p>ELSA training took place in April. Two staff members completed training in Summer Term.</p> <p>In the Autumn Term, 4 named pupils had 50/75/100/100% reduction in Monday morning office referrals. In the Spring Term, named pupils had 66/100/100/100% reduction in Monday morning office referrals compared to the previous Spring Term. In the Summer Term, named pupils had 100/45/100/100% reduction in Monday morning office referrals, compared to the previous Spring Term</p> | <p><b>£100 – mindfulness resources</b></p> <p><b>£200 – intervention resources</b></p> |

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|  |  |  |  |  | <p>Overall named pupils reduced Monday morning referrals by 100/100/100/53%.</p> <p>CAMHS intervention has provided recommendations and guidance to staff, rather than direct pupil support in the Autumn and Spring Terms. The result of recommendations included scheduled Year 7 positive relationship sessions in tutor time. This was delivered by tutor TAs in Summer Term for a 4 week period (see CAMHS guidance). Recommendations also enabled one pupil to better able to control emotions, reducing office referrals by 66% in the Autumn Term, compared to the previous Autumn Term. In the Spring Term, named pupil continued to better control their emotions, reducing office referrals by 30% when compared to the previous Spring Term. Overall (2016-2017)</p> |  |
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|-------------------|--|--|--|--|--|----------------|
|                   |  |  |  |  | named pupil reduced office referrals overall by 44% when compared to the previous academic year. |                |
| <b>Total Cost</b> |  |  |  |  |  | <b>£22,050</b> |

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## Outcomes for Pupils – Outstanding

### Evidence

- Analysis of pupil progress indicates that achievement is 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, using the Woodlane 'Flight Path' pupils attain good+ outcomes in Year 11, which is rapidly improving. It should be noted that when outcomes are compared with other similar outstanding special schools Woodlane pupils significantly outperform comparison schools, indicating Year 11 outcomes are in fact outstanding.
- The vast majority of pupils made expected progress in 2015-2016 with 97.64% of expectations met in the vast majority of subjects including English, Maths and Science. The majority of these (54.43%) exceeded their expected progress.
- The very large majority of pupils exceeded their additional subject targets, (80.42%) in 2015-2016 in the vast majority of subjects.
- Autumn Term data indicates that the vast majority continue to meet or exceed expectations, this has risen to 98.22%.
- Analysis of pupil progress indicates that achievement in English is outstanding, when compared to school's Flight Path, which takes into account other outstanding special schools and national data.
- Analysis of pupil progress indicates that achievement in Maths has significantly improved and is now outstanding, when compared to school's flight path, which takes into account other outstanding special schools and national data.
- Analysis of pupil outcomes in 2015/16 indicates that there is little statistical significance between key groups, however, girls' attainment appears lower in Year 11 in English and Science, White British were lower in English and Black African were lower in Maths (although due to small cohort sizes caution must be exercised when doing such comparisons).
- Analysis of pupil progress in Autumn 2016/17 shows that girls have closed the gap on boys in all three core subjects, but significantly so in Science.
- The number of pupils meeting and exceeding expectations in the three core subjects have improved year on year for three consecutive years. So too has the number of pupils exceeding expectations.
- Pupil attainment is broadly similar or better to other comparable outstanding special schools. Links made with other outstanding special schools provide opportunities for comparison and critical analysis.
- Pupils are well prepared for the next stage of their education, where no pupils have been NEET for the last three years.

## Refer to:

- Progress data/Outcomes for pupils pack.
- Special school comparison data.
- Pupil Achievement Books.
- B-Squared data.
- Pupil trackers.
- Case studies.
- SIA reports.

## Supporting factors

1. B-Squared is used effectively to track and report pupil progress.
2. The 'Woodlane Flight Path' is used to clearly demonstrate how pupils are progressing.
3. Target setting and monitoring is a collaborative process.
4. Pupils are part of the target setting process.
5. Pupil Achievement Books visually demonstrate progress, which pupils are able to explain.
6. Staff and Senior Leaders analyse data robustly using a variety of different methods.
7. Classroom observations, scrutiny of pupil books and analysis of data allow for pupil progress to be analysed in depth.

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

1. revise, streamline and restructure the school's assessment reporting to ensure they are accessible to all stakeholders;
2. review baseline assessment so that progress may be tracked as soon as possible from individual starting points;
3. raise the number of pupils exceeding expectations, particularly in English, Maths and Science;
4. close the gap in terms of termly progress and outcomes achieved, between:
  - Science compared to Maths/English
  - Girls compared to boys in Science;

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5. raise outcomes for White British pupils in English ensuring all pupils make substantial and sustained progress;
6. raise outcomes for Black African pupils in Maths ensuring all pupils make substantial and sustained progress; and
7. introduce additional monitoring activities to judge how effectively basic skills are promoted and boosted across the curriculum.

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| Area for Improvement   | What?  | Who?<br>(Lead)  | Success Criteria?  | When?  | Progress   | Cost                    |
|--|--|---|--|--|--|-------------------------|
| 1. Revise, streamline and restructure the school's assessment reporting to ensure they are accessible to all stakeholders. | <ul style="list-style-type: none"> <li>Increase the use of visuals in reporting on progress and outcomes.</li> <li>Streamline reporting acting on advice from SIA.</li> <li>Hold a parent information session to highlight school assessment practices.</li> <li>Clearly present assessment practices on school website.</li> <li>Increase discussion with pupils on progress and assessment.</li> <li>Incorporate value added scores into whole school assessment procedures.</li> <li>Analyse value added provided by the DfE and compare with other outstanding schools.</li> </ul> | <p>(TH)<br/>SIA</p> <p>(CM)</p> <p>(TH)</p> <p>(TH)<br/>SIA</p> | <ul style="list-style-type: none"> <li>Parent feedback through session evaluation that assessment procedures are clear.</li> <li>Pupil feedback in conference an increased understanding of assessment procedures.</li> <li>In Book Look pupils are able to discuss their own progress more effectively.</li> <li>Governing body feedback that reporting is more accessible.</li> <li>VA and comparisons reported to governors in meetings.</li> </ul> | <p>Autumn Term</p> <p>Spring Term</p> <p>Spring Term</p> | <p>Details of pupil assessment provided in assembly on 15/09/16.</p> <p>Following Governing Body presentation on 16/03/17, governors stated a greater understanding of school assessment practices.</p> <p>During Booklook (22/03/17), pupils are able to verbally describe how Woodlane measures and tracks progress, and what a flight path is (see pupil conference).</p> <p>School conducted an analysis of RAISE scores, including VA, and compared to other outstanding SEN schools. Woodlane ranked 19<sup>th</sup> in the UK for Progress 8 and was always within the top 5% of similar schools nationally.</p> <p>Assessment presentation was shown during KS3 parents' evening for those who wished to know more, feedback was positive but <b>no formalised feedback requested.</b></p> | £750 – SIA support time |

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| <p>2. Review baseline assessment so that progress may be tracked as soon as possible from individual starting points.</p> | <ul style="list-style-type: none"> <li>Assessment tools scrutinised prior to use, improvements made where required.</li> <li>Mobile pupils baselined within first 2 weeks of entry and compared to current cohort and Flight Path.</li> <li>Include mobile pupils within assessment observations.</li> </ul> | <p>(TH)<br/>Subject Leaders</p> | <ul style="list-style-type: none"> <li>Accurate baselines.</li> <li>Accurate baseline tools which reflect increased challenge and changes in the curriculum.</li> <li>The gap is closed between mobile and non-mobile pupils.</li> <li>Evidence is collated from assessment observations.</li> </ul> | <p><b>Autumn Term</b></p> <p><b>Spring Term</b></p> | <p>Baselines are set and moderated. Internal moderation in November suggested that Woodlane's baselines are accurately related to both Woodlane's assessment criteria and B Squared criteria. Some minor changes were highlighted and acted upon, (see Moderation Folder).</p> <p>External moderation on Thursday 09/03/17 with Cambridge and Clarendon Schools suggests that Woodlane's baselines in English and Maths are accurate reflections of pupil ability (see moderation file). This is strengthened further when considering and comparing other available standardised evidence (see moderation file).</p> <p>Analysis of mobile and non-mobile pupils suggests that the progress of these pupils is outstanding and matches the rest of the cohort in English and Maths.</p> <p>In Science, the progress of mobile pupils remains good, as the numbers who meet expectations (92%) and exceed expectations (42%)</p> | <p>£0</p> |
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|  |   |  |   |                                  | <p>is lower than the other core subjects.</p> <p>Analysis of Year 11 mobile and non-mobile pupils suggests that the outcomes achieved in qualification subjects by these pupils is below the rest of the cohort in all three of the core subjects, which is a trend seen over three years at Woodlane.</p>  |                                |
| <p>3. Raise the number of pupils exceeding expectations, particularly in English, Maths and Science.</p> | <ul style="list-style-type: none"> <li>Regular testing of borderline D/C pupils to select the appropriate tier and increase confidence.</li> <li>Maintain outstanding teaching and learning in English.</li> <li>Timetable dedicated targeted English support for GCSE candidates.</li> <li>D/C borderline sessions.</li> <li>Targeted study sessions for all GCSE pupils.</li> </ul> | <p>(TH/JJ/SP)</p> <p>(JJ)</p> <p>(CM)</p> <p>(JJ/SP)</p> | <ul style="list-style-type: none"> <li>At least 3 pupils entered for higher tier exams in Maths/ English.</li> <li>At least 33% of pupils exceed expected outcomes in English, Maths and Science in Year 11.</li> <li>At least 50% of pupils exceed Flight Path expected progress in English, Maths and Science.</li> </ul> | <p><b>Spring-Summer Term</b></p> | <p>One pupil was entered for the Higher Tier in Maths. The new curriculum and exam has increased challenge and accessibility, alternatives were explored.</p> <p>Alternative qualifications were explored in Maths and English. In Maths, NCFE Functional Maths was selected. Research has ensured that pupils are appropriately challenged and this resulted in an increased number (8% increase year on year) meeting or exceeding expectations within the subject.</p> <p>Outcomes for Year 11 pupils suggests that 44% exceeded expectations in</p> | <p><b>£200 – resources</b></p> |

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|  |  |  |   |                           | <p>Maths and 38% exceeded in English.</p> <p>Progress data suggests that 57% in English exceeded their Flight Path expectations, and 65% in Maths.</p> <p>Targeted teacher support for Science was provided e.g. SIA coaching/Team Teaching etc.</p>   |                                |
| <p>4. Close the gap in terms of termly progress and outcomes achieved, between:</p> <p>Science compared to Maths/English</p> <p>Girls compared to boys in Science.</p> | <ul style="list-style-type: none"> <li>• Introduce Year 11 Science support club.</li> <li>• Raise the quality of teaching and learning to outstanding.</li> <li>• Subject Leader to attend relevant training.</li> <li>• Subject Leader to participate in Good to Great programme.</li> <li>• Targeted support and team teaching with Subject Leader.</li> <li>• Introduce formal mock exam sessions.</li> <li>• Provide 1 hour weekend Science sessions.</li> </ul> | <p>(RM/LK)</p> <p>(CM/LK)</p> <p>(Anne Vu)</p> | <ul style="list-style-type: none"> <li>• Subject Leader is observed teaching outstanding lessons.</li> <li>• 80% of pupils and above achieve at least Entry Level 3 in Science.</li> <li>• The majority of Year 11 pupils attend weekend tuition.</li> <li>• Subject Leader uses Good to Great strategies in the classroom.</li> <li>• Progress of girls equal that of boys.</li> </ul> | <p><b>Spring Term</b></p> | <p>The gap in termly progress in Science closed in the Autumn Term with 98% of pupils meeting and exceeding expectations, this had widened slightly again by the Summer Term to 95%.</p> <p>Tuition was generally well attended, however 2 borderline pupils did not engage as regularly as anticipated.</p> <p>Girls have closed the gap on boys' progress in Science. 100% of girls met and exceeded expectations.</p> <p>Good to great strategies used in class (see Good to Great minutes and folder).</p> | <p><b>£0 – costs above</b></p> |

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|  |   |         |  |                             | <p>Increased extended writing tasks evidence in Science through Book Look (see report for April 2017 and science folders).</p> <p>Some accessible Science revision material designed for use with Y11 pupils.</p> <p>Following research in to other outstanding SEN schools, the Science qualification will change in 2017/18 and Biology will be offered at GCSE along with the full Entry Level.</p>   |                         |
| 5. Raise outcomes for White British pupils in English ensuring all pupils make substantial and sustained progress. | <ul style="list-style-type: none"> <li>• Include target group in Good to Great.</li> <li>• Monitor progress of target group through AfA.</li> <li>• Provide targeted behaviour and attendance support for target group.</li> <li>• Ensure role models visit and inspire pupils.</li> <li>• Increase the engagement of parents.</li> </ul> | (TH/JJ) | <ul style="list-style-type: none"> <li>• 80% of White British pupils meet or exceed Flight Path progress in English.</li> <li>• Parents attend next steps and GCSE support Evening.</li> <li>• Parents attend parents' evening, Annual Review and reference groups.</li> </ul> | <b>Autumn – Spring Term</b> | <p>Within Outcomes, 100% of White British pupils in Year 11 met or exceeded their expected grade.</p> <p>In terms of progress, 95% of White British pupils are now meeting and exceeding expectations in English by the end of the Summer Term. The gap with their peers has narrowed, (see Summer Term progress data pack).</p> <p>White British pupils are now more likely to exceed their expectations in English and Maths than their peers (see</p> | <b>£0 – costs above</b> |

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|  |  |                          |   |                             | Summer Term progress data pack).  |  |
| 6. Raise outcomes for Black African pupils in Maths ensuring all pupils make substantial and sustained progress. | <ul style="list-style-type: none"> <li>• Include target group in Good to Great.</li> <li>• Monitor progress of target group through AfA.</li> <li>• Ensure role models visit and inspire pupils.</li> <li>• Continued support for Maths subject Leader, including team teaching.</li> <li>• Sustain outstanding teaching and learning in Maths.</li> <li>• Schedule world maths day activities.</li> </ul> | (TH/SP)<br><br>(Anne Vu) | <ul style="list-style-type: none"> <li>• 80% of Black African pupils met or exceed expected Flight Path progress in Maths.</li> <li>• Weekly visits from ex pro basketball player.</li> <li>• Black history celebration inspires pupils and they provide positive feedback.</li> <li>• Year 10 pupils provide support for KS3.</li> </ul> | <b>Autumn – Spring Term</b> | <p>Within Outcomes, 100% of Black African pupils in Year 11 met or exceeded their expected grade.</p> <p>95% of Black African pupils met or exceed expected Flight Path progress in Maths. The gap with their peers has narrowed, (see Summer Term progress data).</p> <p>Positive response from pupils regarding pro basketball player visits (qualitative conversation with pupils no formal evidence).</p> <p>Black History theme day was successful and enjoyed by pupils (see newsletter and display).</p> <p>Year 10 pupils continue to act as Maths mentors, during numeracy lessons. One named pupil's self-esteem significantly increased and predicted grades are increasing.</p> | <p><b>£500 – external visitors</b></p> <p><b>£250 – World Math Day</b></p> |

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| <p>7. Introduce additional monitoring activities to judge how effectively basic skills and communication are promoted and boosted across the curriculum.</p> | <ul style="list-style-type: none"> <li>• Trial a range of SALT tools to measure progress for named pupils.</li> <li>• Evaluate the usefulness and adapt.</li> <li>• Pilot two SLCN progression tools, using elements of SCERTs</li> <li>• Explore and trial monitoring tool to track the development of basic skills.</li> <li>• Trial the use of Onwards and Upwards tracking and monitoring programme to evidence progress.</li> <li>• Trial the use of Self-Help strand in B-Squared.</li> <li>• Continue the use of PASS to evaluate pupil self-esteem.</li> </ul> | <p>(AC)</p> <p>(TH/CS)</p> <p>(Anne Bruce)</p> | <ul style="list-style-type: none"> <li>• An appropriate tool is selected to monitor development of the spoken language.</li> <li>• An appropriate tool is selected to monitor development of basic skills.</li> <li>• Evidence is collected to demonstrated named pupil improvements.</li> <li>• Onwards and Upwards or B-Squared programme demonstrates above expected progress.</li> </ul> | <p><b>Spring Term</b></p> | <p>5 out of 6 pupils achieved all 6 set personalised targets within intervention teaching.</p> <p>Trialled a measuring tool, which was deemed appropriate, tool demonstrated that all pupils in SaLT group made progress in the number of verbs they were able to use (see SaLT file and analysis).</p> <p>No progress towards B-Squared self-help strand development.</p> <p>Intervention teaching case studies shows analysis of wide range of skills gained through café intervention, including through observation, checklist and pupil self-assessment.</p> <p>PASS survey demonstrates that “overall attitudes to school” rose by 2%, with an 8% increase in “pupil’s attitudes to teachers.” “Confidence in learning” rose by 6% but “self-regard as a learner” fell 5%.</p> | <p><b>£1000 – reporting tool</b></p> |
| <p><b>Total Cost    £2700</b></p>  |  |  |  |                           |  |                                      |

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