

Woodlane High School
Self-Evaluation Form and School Improvement Plan 2017-2018
(Evaluation)

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 98 pupils. We currently have 95 pupils on roll, which includes 10 pupils in the Medical Needs Unit. The school is usually heavily over-subscribed, however, careful consideration is always 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. The lower roll number is due to an LA error, however, following efforts from the school to rectify the problem, confirmed places for secondary transfer (September 2018) are secure for next academic year.
- 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 54% pupils received pupil premium funding, this was a reduction from 61% the previous year.
- The school has a mutually beneficial link with mainstream Burlington Danes Academy (BDA), 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. The school has also developed links with Kensington Aldridge Academy (KAA) over the last academic year, repeating the experience with BDA.
- A calm, learning-focused environment enables pupils with a range of moderate, specific and complex 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, as a result pupil progress is substantial and sustained.
- When comparisons are made with other similar schools recently judged as outstanding by Ofsted, Woodlane usually outperforms its peers.
- 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.
- Leadership and management are outstanding at all levels, where staff regularly share their expertise with their colleagues and are self-motivated.
- Behaviour is outstanding and the school enables pupils, with a range of social and emotional difficulties, to develop skills to manage their own behaviour. A particular focus is placed on raising self-esteem and building resilience.
- The school provides thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development.
- Pupils enjoy school and are passionate about their learning and their school. This is communicated informally and formally.
- Parents regularly communicate their positive view of the school and its practices.
- Staff overwhelmingly support the school's policies and practices and formally communicate their satisfaction.
- 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.
- Comparison reports.
- Behaviour data/Personal development, behaviour and welfare pack.
- Attendance data/pack.
- Pupil/Staff/Parent questionnaires.
- SIA and LA Advisor visits and reports.
- Case studies.
- Safeguarding/Health and Safety audits.

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. explore and select alternative subject specific qualifications to ensure qualifications are accessible and pupils' accredited outcomes reflect their progress;
2. raise achievement in Science, DT and Computing to ensure all pupils make substantial and sustained progress from their individual starting points in all subjects;
3. ensure at least 97% of pupils meet and 50% exceed expected progress in Science, DT and Computing;
4. raise accredited outcomes for pupils receiving Pupil Premium ensuring outcomes reflect the substantial and sustained progress made by other pupils; and
5. further improve the behaviour and attendance of identified key groups, 'Girls', 'Black Caribbean', 'White British' and 'Pupil Premium'.

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 and staff agree with their judgement. Staff at all levels are well trained to identify any causes for concern and understand the actions they should take.
- Leaders ensure all aspects of the school are thoroughly evaluated, considering feedback from all stakeholders and external professionals.
- Leaders evaluate the work and outcomes of the school against other similar outstanding SEND schools to ensure the provision at Woodlane is the best it can be.
- Leaders ensure that the skills of internal staff are utilised and developed to support and train both internal and external colleagues.
- 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, balanced and differentiated appropriately. The foundation subjects are valued equally to the core subjects.
- Leaders engage with parents regularly and, consequently, parents report excellent communication from the school.
- A high value is placed on extra-curricular and enrichment activities, 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 progress 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 regard 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 visits and reports.
- Financial reporting.
- Safeguarding/Health and Safety audits.

Supporting factors

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

Who? Purple – SLT/Governors

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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. explore and select alternative subject specific qualifications to ensure qualifications are accessible and pupils' accredited outcomes reflect their progress;
2. increase TA subject specific training to ensure skills are developed and in turn the positive impact on teaching and learning is maximised;
3. maintain outstanding safeguarding and child protection procedures;
4. ensure the school celebrates and represents diversity in Britain;
5. raise outcomes for pupils receiving Pupil Premium, ensuring outcomes reflect the substantial and sustained progress made by pupils;
6. further raise the level of parental engagement; and
7. create a robust travel training offer to raise the independence of pupils.

Area for Improvement	What?	Who? (Lead)	Success Criteria?	When?	Progress	Cost
1. Explore and select alternative subject specific qualifications to ensure qualifications are accessible and pupils' accredited outcomes reflect their progress.	<ul style="list-style-type: none"> Streamline our Science curriculum by offering a GCSE in Biology at KS4. Introduce a WJEC <i>preparation for work: life skills</i> qualification, with focus on textiles. Refine delivery of Computing OCR National qualification. Explore the suitability of adding a new module to Vocational studies BTEC in gardening. Introduce MALT maths age assessment, to provide more accurate assessment of pupils working below 6 years. 	(LK) (MJ) (Computing teacher) (SW) (SP)	<ul style="list-style-type: none"> GCSE in Biology is introduced, pupils are entered this academic year. 100% of Year 11 pupils achieve at least Entry Level 3 Certificate in WJEC <i>preparation for work: life skills</i> qualification. 100% of Year 11 pupils entered are able to gain a Level 1 Certificate in OCR National qualification. Decision regarding introduction of new BTEC gardening module is reached, plans are implemented if appropriate. Accurate maths assessment of pupils working below 6 years in Maths are gained. More accurate maths ages allow for more targeted planning and support. 	Autumn Term Spring Term Autumn Term	<p>GCSE in Biology was introduced, pupils were entered for the exam.</p> <p>100% of Year 11 pupils achieved Entry Level 3 Certificate in WJEC <i>preparation for work: life skills</i> qualification (Textiles focus). 1 Pupil also achieved WJEC Entry Level 3 Certificate in Media (Product Design focus).</p> <p>6 out of 7 Year 11 pupils entered for Level 1 Certificate in OCR National qualification in Computing achieved at least a pass. All pupils entered achieved ASDAN Gold.</p> <p>Computing outcomes (ICT and ASDAN combined) were outstanding, with 82% of pupils meeting expectations and 73% exceeding.</p> <p>Mock testing demonstrated positive progress from Year 9</p>	£250 – qualification training.

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					<p>pupils in Entry Level Computing qualification. Outstanding progress has been evident with 5 pupils achieving 100%. All pupils on track to achieve this qualification with submission in December 2018.</p> <p>MALT testing introduced, therefore a more accurate assessment of pupils working below 6 years in Maths is available. Ages have been used to support the transfer of EHCPs. Targeted Maths support is provided through 'Café' intervention. Teacher has noted increased confidence of pupils using money and communicating about numeracy, see intervention teacher case study/evidence.</p> <p>Successful recruitment undertaken for combined DT/Science position, start date was July 2018.</p> <p>Food Preparation and Nutrition introduced to replace product design,</p>	
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					GCSE and Entry levels qualifications introduced.	
<p>2. Increase TA subject specific training to ensure skills are developed and in turn the positive impact on teaching and learning is maximised.</p>	<ul style="list-style-type: none"> • Ensure all TAs have a named and specific whole school responsibility. • Schedule Drawing and Talking training for 2 x TAs. • TAs to identify and schedule subject specific training, related to their subject specialism (accredited courses will be supported). • Schedule Emotional Literacy training for 2 x TAs. • TAs to skill share in TA meeting and take a more active role. • TAs identify areas for training in TA meeting. 	<p>(TM)</p> <p>(RM) (LI/TT)</p> <p>(TM) TAs</p> <p>(RM)</p> <p>(TM) TAs</p> <p>(Evan Llewellyn)</p>	<ul style="list-style-type: none"> • 2 x TAs trained and able to deliver Drawing and Talking therapy. • TAs gain accredited training, subsequently raising skill level in a variety of areas. • INSET session designed around TA self-identified training needs. • TA meeting minutes demonstrate colleague to colleague skill share. 	<p>Autumn Term</p> <p>Spring Term</p> <p>Autumn Term</p>	<p>All TAs have a named a specific whole school responsibility.</p> <p>TT & LI gained Drawing and Talking certificate on 22/11/2017 and have scheduled sessions with named pupils.</p> <p>RL gained First Aid certificate on 15/12/17.</p> <p>TT gained The Explosive Pupil - A 10 week programme certificate for managing pupils' behaviour on 22/02/17 Programme scheduled for named pupil, resulting in a 100% reduction in referrals in the Summer Term, compared to the Spring Term.</p> <p>New TAs have started PGSS Level 1 training and are progressing well to assessment.</p> <p>TA meeting minutes demonstrate colleague to colleague skill share.</p> <p>Teachers and TAs requested additional</p>	<p>Training costs detailed below.</p>

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					<p>training to support named pupil in Year 7. Delivered 02.05.18.</p> <p>Unable to find training for Emotional Literacy in the Summer Term. Continue to seek in the 2018/2019 Autumn Term.</p>	
<p>3. Maintain outstanding safeguarding and child protection procedures.</p>	<ul style="list-style-type: none"> Schedule staff CP groups on a termly basis, feedback in whole school meetings. Schedule internal and external training on safeguarding and child protection. Maintain high levels of staff engagement with policy/statutory documents. Action plan is put into place to address any points identified external audit (if any are highlighted). Conduct annual safeguarding audit. 	<p>(CM)</p> <p>(Anne Bruce)</p>	<ul style="list-style-type: none"> CP group feedback in staff meeting, staff are fully informed of relevant CP information. External training is delivered by LA Safeguarding Lead. LA Safeguarding Lead provides audit and any points for improvement are actioned. Staff questionnaire highlights that 100% of staff believe children are safe at Woodlane. Pupil questionnaire indicates that 100% of pupils feel safe at Woodlane. Parent questionnaire states that 100% of parents believe children are safe at Woodlane. High staff engagement with statutory guidance and policies is evident. 	<p>Termly</p> <p>Autumn Term</p> <p>Autumn/Spring Term</p>	<p>CP group feedback provided termly regarding relevant CP information, see meeting notes.</p> <p>External safeguarding training was delivered by LA Safeguarding Lead on 20/10/17.</p> <p>Highly positive verbal feedback regarding LA safeguarding audit, report not received after repeated requests.</p> <p>FW attended Level 3 safeguarding training on 02/02/18.</p> <p>100% of staff strongly agree pupils are safe at Woodlane in staff questionnaire in September 2017.</p> <p>97% of pupils feel the school deals with any</p>	<p>£200 – training costs</p>

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					<p>problems so they feel safe. 2 pupils stated they do not feel safe – please note when interviewed one pupil does not feel safe due to being scared of old friends (who do not attend Woodlane) and lots of traffic. While not detailed in the pupil questionnaire feedback, pupils are generally keen for a Zebra Crossing to be placed outside the school, we will continue to campaign for this in the new academic year. 100% of pupils believe the school is well run.</p> <p>Staff thoughtfully engaged in Keeping Children Safe in Education task and presentation in September 2017, see task evidence in CPS folder.</p> <p>Parent questionnaire states that 100% of parents believe the school site is safe, July 2018.</p> <p>Unable to schedule alternative safeguarding audit for Summer Term.</p>	
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					However, 1 day Ofsted (May 2018) inspection confirm that safeguarding is effective, 'The leadership team has ensured that all safeguarding arrangements are fit for purpose' and 'Safeguarding records are kept meticulously. These provide evidence of swift follow-up and appropriate action taken by leaders.'	
4. Ensure the school celebrates and represents diversity in Britain.	<ul style="list-style-type: none"> Ensure teachers and TAs use resources which reflect a variety of ethnicities e.g. Communicate in Print, PowerPoints, display etc. Hold Black History Month celebration day. Provide a Culture theme day. Encourage visits/speakers from a variety of ethnicities and backgrounds. Update British Values display, in collaboration with pupils. Update diversity flags. 	<p>(SMT) Teachers/ TAs</p> <p>(TT)</p> <p>(MJ/DF)</p> <p>(MJ)</p>	<ul style="list-style-type: none"> Resources e.g. PowerPoints/ Communicate in Print/ IWB/ display etc. show a variety of ethnicities and celebrate successes in different cultures. Pupils provide positive feedback from Black History day and demonstrate learning. Pupils provide positive feedback from Culture day and demonstrate learning. Relevant displays are updated. 	<p>Autumn Term</p> <p>Summer Term</p> <p>Spring Term</p> <p>Autumn Term</p>	<p>Resources e.g. PowerPoints/ Communicate in Print/ IWB/ display etc. show a variety of ethnicities and celebrate successes in different cultures, see books/folders, class resources and display.</p> <p>Pupils provided positive feedback from Black History day and demonstrated learning, day was led by TT (TA).</p> <p>British Values display updated.</p> <p>Diversity flags have been updated with current pupils.</p>	£1000 – theme days

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					FW established a link with ICL related to pupil career development. ICL representative attended KS3 parents' evening to invite pupils to join a free summer programme. 3 pupils attended.	
5. Raise outcomes for pupils receiving Pupil Premium, ensuring outcomes reflect the substantial and sustained progress made by pupils.	<ul style="list-style-type: none"> Provide time-limited Saturday tuition (Maths/Science) for pupils receiving Pupil Premium who may not otherwise have access to this form of support. Share information on target groups with all staff through information displayed in staff room. Staff to engage in direct support for the target group through Good to Great programme. Good to Great strategies are shared with whole staff. Schedule INSET on Pupil Premium outcomes, closing the gap. 	<p>(CM) TH/RM</p> <p>(TH) Teachers</p> <p>(RM) Teachers</p> <p>(TH) (Guy Vincent)</p>	<ul style="list-style-type: none"> 100% of target pupils attend 5/6 sessions for each subject. Staff are more aware of target groups through, quick look staffroom poster. Good to Great strategies are used for pupils receiving Pupil Premium. Personalised Good to Great strategies are shared with all staff. Staff use closing the gap strategies. 	<p>Spring Term</p> <p>Autumn Term</p> <p>Autumn Term</p> <p>Spring Term</p>	<p>Saturday Tuition ran from 03/03/18 to 19/05/18. Regular attendance by 4 pupils. However, 2 target pupils had poor attendance.</p> <p>Target Groups displayed in staff room through 'quick look' poster increasing staff awareness.</p> <p>Good to Great strategies in use with pupils receiving PP as well as other targeted groups. TA training on Good to Great took place on 20/11/17 in the Autumn Term. Folder of evidence of impact collected over the Spring and Summer Terms. TA skill shared, strategies and impact of strategies which were discussed fortnightly in TA meetings. See folder of</p>	<p>Tuition costs detailed below.</p> <p>£0</p>

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					evidence and TA meeting minutes. Pupil Premium twilight training delivered on 14/03/18, which received excellent feedback, positive feedback was also given to the SIA and school governor in a meeting regarding CPD on 16.05.18.	
6. Further raise the level of parental engagement.	<ul style="list-style-type: none"> Provide parent/pupil after school fitness/OT sessions for Year 7. Provide parent/pupil after school fitness/OT sessions for Year 8. Implement results of parent reference group (June 2017) on parental involvement in EHCP Reviews/Transfer Reviews. Ensure clear communication continues with parents through KS3 daily reports. Consider additional end of day tutor time to finalise reports and provide circle time opportunities. Next Steps evening to continue to provide support for parents from 	<p>(PB/MM)</p> <p>(TH) TLR Teachers</p> <p>(RM/CM) Teachers TAs</p> <p>(TH) Teachers</p>	<ul style="list-style-type: none"> 75% of parents attend a least 1 session, enabling them to further support at home. SALT attends EHCP meetings for allocated time. Formalised report is used to collect information for indirect support agency partnerships outside of school, for EHCP. Parent's reflect through parent questionnaire (Summer Term) that they are involved in the life of the school and are able to share their views. All Year 11 parents attend Next Steps Evening and are better prepared to support their child in their transition. 	<p>Autumn Term</p> <p>Summer Term</p> <p>Autumn Term</p>	<p>100% of Year 7 parents attended OT/PE session, enabling them to further support their child at home.</p> <p>61% of Year 8 parents attended OT/PE session, enabling them to further support at home.</p> <p>80% of Year 9 parents attended OT/PE session. 100% would use the resources/booklet at home.</p> <p>Feedback from parents was extremely positive regarding OT/PE sessions, 100% of parents who completed the questionnaire rated the sessions as very good/excellent, an</p>	<p>£100 – resources</p> <p>Explore any associated costs for additional 5 minute tutor time.</p>

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	all teachers for GCSEs/college choices.	(Anissa Ilyas)			<p>example of comments made included, <i>'Really well planned and well organised, good balance of theory and practice' 'It was amazing. Encouraging kids with lots of activities to do at home, it seems so much fun'. 'It gave me loads of ideas to support my child at home, e.g. hand-eye co-ordination and on proprioception'. see questionnaires.</i></p> <p>10 out of 12 pupils in Year 11 attended Next Steps Evening to learn more about EHCPs, supporting with GCSEs and a transfer to college, and provided verbal positive feedback. Parent link with KS4 Deputy is strong.</p> <p>Assessment evening was attended by 36 parents and family members. Feedback showed that the session was extremely valuable for those in attendance. Prior to the event, 75% of parents surveyed did not know what the school's</p>	
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					<p>Flight Path was. Following, 81% of parents stated this was very clear. 94% of parents were able to identify how the school was performing by the end of the meeting.</p> <p>Supporting vulnerable pupils, parent reference group held on the 07/03/18. At the start of session 83% of parents reported they did not know how the school supported pupils. At the end of session 100% of parents understood how the school supports pupils and want training to support their child at home.</p> <p>A formalised report has improved feedback from other providers (GPs, external therapists, etc.) improving the speed of writing and quality of information within EHCPs.</p> <p>Year 7 homework festival was well attended by parents, where all expect 1 attended.</p>	
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					<p>OT/PE sessions delivered to Year 7 parents on 18/10/17. Year 8 parents on 10/01/18, Year 9/10 parents on 25/05/18. Feedback was positive, see parent responses.</p> <p>In the parent questionnaire in July 2018: -100% believe the annual parents' evening is helpful, providing them with useful information about their child's progress. Survey parents through parent questionnaire. -98% agree that when they contact the school staff are helpful and approachable (1 parent disagreed, deputy approached parent to explore possible improvements). 91% strongly agree. - 98% agree that the school engages well with parents/carers (1 parent disagreed, deputy approached parent to explore possible improvements).</p> <p>Parent emotional support training delivered on the</p>
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					10/07/18. Parent feedback stated: -100% of parents found the training useful and informative. -100% of parents felt that the resources and ideas would be useful to them and their child.	
7. Create a robust travel training offer to raise the independence of pupils.	<ul style="list-style-type: none"> • Create a travel training section of the school website to highlight the roll and services provided. • Create a single document that can be shared with parents containing all relevant information/documents. • Investigate offering the travel training service or a 'train the trainer' roll to other boroughs at a competitive rate. • Increase parent/carer confidence in ITT through a parent reference group, ensuring the benefits of travel independence are communicated clearly. 	<p>(TH/RL)</p> <p>(RL)</p> <p>(CM/RL/LA)</p> <p>(TH/RL)</p> <p>(Guy Vincent)</p>	<ul style="list-style-type: none"> • At least one pupil is travel trained each half term. • At least 6 pupils are travel trained during the academic year 2017/18. • Increased rate of referrals/uptake of travel training. • School website hosts a travel training section which all pupils have the opportunity to visit in tutor time. • ITT packs are shared with prospective parents during parent reference group. • Parent reference group is well attended. • Parents reflect on the benefits of travel training through parent questionnaire. 	<p>Autumn Term</p> <p>Autumn Term</p> <p>Summer Term</p>	<p>5 pupils have received travel training and can now travel to school independently. 3 of these pupils were on a school bus, and 2 were brought in by parents.</p> <p>Travel Trainer has successfully completed training with an external pupil from a K&C special school.</p> <p>Travel training section on website created, see http://www.woodlane.lbhf.sch.uk/page/?title=Travel+Training&pid=37.</p> <p>ITT coffee morning session 01/12/17 was attended by 3 parents. One pupil began ITT within 2 weeks of the session and completed successfully.</p>	Funding gained from LA.

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					A parent reference group was not hosted in the Summer Term.	
Total Cost						£1,100

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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.
- SIA visits and 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, display etc.

Areas for improvement – we are taking steps to:

1. maintain outstanding teaching and learning to ensure the vast majority of pupils make substantial and sustained progress;
2. raise the quality of TA support to consistently outstanding to ensure the vast majority of pupils make substantial and sustained progress;
3. continue to raise achievement in Science to ensure the vast majority of pupils make substantial and sustained progress;
4. raise achievement in DT to ensure the vast majority of pupils make substantial and sustained progress;
5. raise achievement in Computing to ensure the vast majority of pupils make substantial and sustained progress; and
6. develop the use of technology to ensure its use is innovative and therefore motivates pupils and enhances teaching and learning.

Area for Improvement	What?	Who? (Lead)	Success Criteria?	When?	Progress	Cost
1. Maintain outstanding teaching and learning to ensure the vast majority of pupils make substantial and sustained.	<ul style="list-style-type: none"> Provide IWB training for all staff. Good to Great programme to continue for TAs/Teachers. Ensure PGSS remains high profile and staff receive on-going training. Provide targeted teacher support where required. Provide the following INSET training: SALT (Social thinking)/Attachment Awareness/Positive behaviour policy and strategies/IWB/Mental Health/Literacy. Teachers/TAs to identify joint planning opportunities. Increase the modelling of outstanding teaching and learning, through team teaching/lesson plans/films. 	<p>(RM)</p> <p>(BK/AC)</p> <p>(RM/TH)</p> <p>(TH) Teachers</p> <p>Teachers</p> <p>(RM/TH) Teachers</p> <p>(Laurence Burn)</p>	<ul style="list-style-type: none"> Staff are more confident in their use of IWB and use innovative programmes. Good to Great strategies support personalised learning and are evident in pupil books. Lesson observations demonstrate outstanding teaching and learning in the vast majority of subjects. Learning walk evidences outstanding teaching and learning overall. INSET training has a positive impact on teaching and learning which is evidenced in learning walks. Bank of outstanding lesson plans/films etc. are collected and shared. 	<p>Autumn Term</p> <p>Termly</p> <p>Spring Term</p>	<p>IWB training provided on 02/01/18.</p> <p>Staff are more confident in their use of IWB and use innovative programmes, outstanding evidence gained in Learning walks on 31/01/18 and 02/02/18, see summaries.</p> <p>Good to Great strategies in use with PP pupils as well as other targeted groups. TA training on Good to Great took place on 20/11/17 in the Autumn Term. Folder of evidence of impact collected over the Spring and Summer Terms. TAs skill shared, strategies and impact of strategies which were discussed fortnightly in TA meetings. Booklook reports in Spring and Summer highlighted elements of personalised learning taking place.</p>	£2000 – training/INSET

Who? Purple – SLT/Governors

Grey – Subjects Leaders/Teachers

Pink – TAs/Cover Supervisor/Support staff

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					<p>Lesson observations demonstrate outstanding teaching and learning in the vast majority of subjects, in the Autumn Term 93% of teaching and learning observations were good or better, 71% were outstanding. In the Summer Term 100% were good or better and 82% were outstanding.</p> <p>Evidence trails were introduced on a whole school level for Spring Term assessment, resulting in 92% good or better, 69% outstanding.</p> <p>Learning walk on 08/12/17, focus on 'Progress of pupils receiving pupil premium'/'Representing diversity in resources' demonstrated outstanding teaching and learning overall.</p> <p>Learning walk on 31/01/18, focus on 'Pupil progress in</p>	
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					<p>Literacy/The use of the IWB' demonstrated outstanding teaching and learning.</p> <p>Learning walk on 02/02/18, with focus on 'Pupil progress in Numeracy/The use of the IWB' demonstrated good teaching and learning overall.</p> <p>In the pupil questionnaire 2017/2018 100% of pupils believe they are taught well. 99% of pupils think their work is assessed helpfully so they can see how to improve it.</p> <p>Unable to film and share examples of outstanding teaching and learning, however will be a focus for new academic year.</p> <p>1 day Ofsted (May 2018) inspection confirmed that the school offers a <i>'challenging learning and inspiring curriculum'</i>.</p>	
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Who? Purple – SLT/Governors

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<p>2. Raise the quality of TA support to consistently outstanding to ensure the vast majority of pupils make substantial and sustained progress</p>	<ul style="list-style-type: none"> • Embed subject specific roles. • Provide opportunities for increased external and accredited training. • Ensure all TAs have a named and specific whole school focus. • Increase opportunities for outstanding practitioners to model best practice. • Schedule sections in meeting for TA contributions. • Introduce 2 x apprentice roles, to enable 'grow your own' TAs and increase the TA support available. • Provide assessment training for TAs to raise knowledge and understanding in this area. 	<p>(Subject Leaders/TAs)</p> <p>(TM) TAs</p> <p>(TH/CM)</p> <p>(TH) TAs</p> <p>(Evan Llewellyn)</p>	<ul style="list-style-type: none"> • Subject specific roles have been assigned and recruitment as taken place. • TAs have gained subject specific training which supports their training needs. As a result resources are personalised. • All TAs have a named whole school focus and collate file of evidence e.g. display, drawing and talking, music etc. • TAs increasingly share their expertise in meeting which is noted in meeting minutes. 	<p>Autumn Term</p> <p>Termly</p> <p>Autumn Term</p> <p>Spring Term</p>	<p>Autumn term introduction of Teacher assigned TAs which are now subject specific.</p> <p>Recruitment has taken place for Science and DT TA position, with staff now in post.</p> <p>TT & LI trained on the 22/11/2018 to deliver Drawing and Talking therapy.</p> <p>RL gained First Aid certificate on 15/12/17.</p> <p>TT gained The Explosive Pupil - A 10 week programme certificate for managing pupils' behaviour on 22/02/17 Programme scheduled for named pupil, resulting in a 100% reduction in referrals in the Summer Term, compared to the Spring Term.</p> <p>New TAs have started PGSS Level 1 training and are progressing well to assessment.</p>	<p>£2000 – training</p> <p>+ £20,000 staffing saving due to apprentice positions</p>
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Who? Purple – SLT/Governors

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					<p>All TAs have a named whole school focus, ranging from playground activity, to drawing and talking, see summary sheet.</p> <p>TA meeting minutes demonstrate colleague to colleague skill share.</p> <p>Autumn Term TA observations indicated that all support was good or better, 42% of observations were outstanding. In the Spring Term it was 42% and the Summer Term 45%. This will continue to be a focus for the new academic year.</p> <p>Unable to film and share examples of outstanding teaching and learning and support, however will be a focus for new academic year.</p> <p>Science TA specialist in place. Superb support provided to both pupils and supply teacher in challenging staffing circumstances.</p>	
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<p>3. Continue to raise achievement in Science to ensure the vast majority of pupils make substantial and sustained progress.</p>	<ul style="list-style-type: none"> • Provide targeted teacher support, including team teaching. • Seek and schedule training for Biology GCSE qualification. • Seek and schedule TA subject training, including technician training. • Continue Saturday tuition where suitable. • Purchase and implement the use of up-to-date physical and technological resources, (see innovative use of technology). 	<p>(RM) LK</p> <p>(LK)</p> <p>(Chika Omoruyi)</p>	<ul style="list-style-type: none"> • Lesson observations demonstrate outstanding teaching and learning. • Teacher is clear on GCSE delivery and able to plan teaching and learning accordingly. • TA is trained to technician level and able to provide increased assistance to teacher. 	<p>Autumn Term</p>	<p>Lesson observations demonstrate elements of outstanding teaching and learning, this has ensured that in challenging circumstances that progress and outcomes have improved.</p> <p>LK completed Level 2 Award in the Control of Substances Hazardous to Health COSHH.</p> <p>Teacher is currently exploring technician training for TA and planning to ensure course is worthwhile and costs effective.</p> <p>Science teacher purchased microscopes and their use supported Year 11 pupils in their GCSE Biology qualification. 100% of these pupils gained a GCSE. 83% met their expected outcome and 33% exceeded it.</p> <p>Saturday Tuition ran from 03/03/18 to 19/05/18. Regular attendance by 4 pupils.</p>	<p>£250 – GCSE Science training</p> <p>£500 – technician training</p> <p>£400 – supply cover</p>
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					<p>However, 2 target pupils had poor attendance.</p> <p>Successful recruitment undertaken for combined DT/Science position, start date July 2018. Additional lesson for KS3 timetabled in KS3.</p>	
<p>4. Raise achievement in DT to ensure the vast majority of pupils make substantial and sustained progress.</p>	<ul style="list-style-type: none"> Address areas for improvement highlighted on moderation report e.g. adopting common practices for presenting work. Hold a pupil conference to assess what exam support is required. Plan and deliver additional exam support. Targeted teacher support, including team teaching for Year 11. Schedule school visits to schools with outstanding DT departments. Participate in Good to Great. 	<p>(MK/MJ)</p> <p>(MK/MJ)</p> <p>(RM)</p> <p>(MK/MJ)</p> <p>(Chika Omoruyi)</p>	<ul style="list-style-type: none"> Moderation reports state that coursework has been marked and completed to specification. Moderation indicates levelling of pupils' work is accurate. Pupils feel prepared for the exam and are better able to access the exam. 97% of pupils meet and at least 50% exceed expected progress in DT. 	<p>Termly</p> <p>Autumn Term</p> <p>Spring Term</p> <p>Termly</p> <p>Autumn Term</p>	<p>Targeted support provided by a member of the SMT since the Autumn Term including co-planning, weekly team teaching.</p> <p>DT teacher has implemented feedback from previous moderation report evident in pupils' coursework folders. Teacher provided exemplar work to pupils.</p> <p>DT Textiles teacher and Product Design teacher working closely to standardise GCSE coursework for submission as per moderator report and new specification. Evidenced in</p>	<p>£300 – supply cover</p>

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					<p>coursework folders. Coursework moderation led by SMT between DT teachers prior to completion and external moderation. Coursework marks supported without changes by external moderator.</p> <p>In DT 95% of pupils met expected progress by the end of the Summer Term, a fall of 3% from the Autumn Term and 2% below the school's 97% target. 30% of pupils exceeded expected progress, which rose steadily over the academic year.</p> <p>Successful recruitment of outstanding DT teacher, following challenging staffing circumstances. RM/AS provided superb support to pupils and supply teacher during the changes, resulting in over 90% of pupils exceeding expected outcomes. The best DT results since this</p>	
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					measure was introduced.	
5. Raise achievement in Computing to ensure the vast majority of pupils make substantial and sustained progress.	<ul style="list-style-type: none"> Recruit subject specialist for computing role. Provide thorough induction programme. Introduce and train a subject specific apprentice TA. Skill-share with other SEN schools. Teacher to provide cross-curricula IT planning support, increasing innovative use of technology. Reintroduce Entry Level computing qualification for Year 10. Raise teaching and learning to outstanding. Provide Wednesday morning KS4 coursework club. 	<p>(CM)</p> <p>(RM/TH)</p> <p>(CM/TM)</p> <p>Teachers TAs (Computing Teacher)</p>	<ul style="list-style-type: none"> Computing teacher is in post by end of the Autumn Term. Subject specialist apprentice TA is in post by end of 1st half term. Teacher is able to incorporate exam preparation support effectively into planning. Learning walk evidences cross-curricula and innovative IT use. At least 50% of pupils gain Entry level 2/3 in Year 10. Lesson observations demonstrate outstanding teaching and learning. All pupils taking OCR National qualification attend morning clubs. 100% of pupils entered for OCR National qualifications met and at least 50% 	<p>Autumn Term</p> <p>Spring Term</p> <p>Autumn Term</p>	<p>Permanent Computing teacher recruitment has taken place and teacher is now in roll and successfully developing the subject area.</p> <p>Subject specialist apprentice TA recruited in Autumn Term.</p> <p>Teacher has demonstrated through Book Look and assessments that exam preparation is incorporated into planning.</p> <p>Learning walks in Spring Term demonstrate outstanding use of IT, specifically IWBs.</p> <p>Lesson observations demonstrate good teaching and learning in Computing. However, ICT results (ICT and ASDAN combined) were outstanding, with 82% of pupils meeting</p>	£500 – Recruitment costs

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			exceed expectations.		expectations and 73% exceeding. Wednesday morning Computer Club started in the Autumn Term, to support Year 11 pupils with qualification. Attended by 5 pupils regularly.	
6. Develop the use of technology to ensure its use is innovative and therefore motivates pupils and enhances teaching and learning.	<ul style="list-style-type: none"> • Increase the use of digital technology within GCSE exams. • Provide external IWB training. • Teachers to schedule opportunities for cross-curricula planning with Computing teacher following recruitment. • Provide training and support in use of iPad for speech to enhance learning of named pupil. • Encourage staff skill-share in staff meetings. • Named staff to research and visit other schools with an innovative use of technology. • Staff purchase relevant technology. • Formal governor visit scheduled to explore the use of technology. 	<p>(RF) Teachers</p> <p>(RM)</p> <p>(Computing Teacher) Teachers</p> <p>(AC)</p> <p>Teachers</p> <p>(Computing Teacher)</p>	<ul style="list-style-type: none"> • Mock testing shows increased access to GCSE through use of digital technology. • Named pupils practise use of appropriate technology and use it in exams. • Staff are more confident and innovative in their use of IWB, evidenced through Learning Walk. • Teachers plan on a cross-curricula basis. • Staff receive ipad training and are better able to support named pupil. • Staff skill share enabling innovative 	<p>Summer Term</p> <p>Spring Term</p> <p>Termly</p> <p>Autumn Term</p> <p>Spring Term</p>	<p>Learning walk in Spring Term demonstrate outstanding use of IT, specifically IWBs.</p> <p>One pupil undertook mock testing using Computer based supportive technology, exceeding expectations. The named pupil's predicted grade was increased as a consequence for English GCSE. Pupil achieved a GCSE grade 5 which was an outstanding achievement and would not have been possible without the use of a word processor for the exam.</p> <p>ipads purchased on 26/02/18. Training not</p>	<p>£500 – supply cover</p> <p>£5000 – new technology</p>

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	<ul style="list-style-type: none"> Pupil conference scheduled to feedback on use of technology. 	<p>(Laurence Burn)</p>	<p>technology use in a range of lessons.</p> <ul style="list-style-type: none"> Staff use innovative technology to motivate pupils and enhance teaching and learning. Formal governor visit shares details of best practice and celebrates successes. Pupils provide positive and specific feedback on use of technology in the classroom. 		<p>conducted in the Summer Term to await the arrival of further iPads in Autumn.</p> <p>Governor visit regarding IWB on the 31/01/18 reported staff and pupils were excited and engaged in the use of IWB during lessons observed.</p> <p>Cross-curricula planning with computing teacher took place in the Summer Term with Art Teacher to improve the use of iPads for photography and Photoshop use. Adaptions made to GCSE Art curriculum for the following year.</p> <p>Computing Teacher visited other SEND schools to observe use of technology and suitability of qualification. Changes suggested for 2018/19 including the purchasing of a class group of iPads.</p> <p>Pupil conference on use of ICT conducted</p>	
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					in the Summer Term. Pupil feedback is that a touch screen is their most common way of interacting with computers/devices. All pupils spoken to were keen to access iPads within the classroom.	
Total Cost						£11,450

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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. The school is Attachment Aware.
- Rates of exclusions are very low when compared with national figures for mainstream and extremely low when compared with other special schools.
- Pupils consistently report they feel safe at school.
- All staff communicate that they strongly agree pupils are safe at Woodlane.
- 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.
- There are no significant differences between the behaviour and attendance of key groups, however, thorough analysis enables small differences to be identified and targets/interventions implemented.
- Pupils are 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.
- Safeguarding/Health and Safety audits.

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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. further improve the behaviour of key groups, 'Girls' 'Y9 pupils' 'White British' and 'Black Caribbean';
2. further improve the behaviour of pupils in the Autumn Term;
3. further improve the attendance of key groups, 'Black Caribbean', 'White British', Pupil Premium';
4. improve the playground environment and equipment to ensure it is more conducive to positive play/activity;
5. further improve morning punctuality of named pupils who independently travel to ensure pupils are present for the start of tutor/assembly;
6. ensure all staff continue to be consistent in their approach to managing behaviour;
7. support pupils in developing understanding of key hygiene strategies; and
8. maintain strong mental health and well-being support.

Area for Improvement	What?	Who? (Lead)	Success Criteria?	When?	Progress	Cost
1. Further improve the behaviour of key groups, 'Girls' 'Y9 pupils' 'White British' and 'Black Caribbean'.	<ul style="list-style-type: none"> Provide direct support for named pupils. Create positive behaviour plans for named pupils Engage with parents of named pupils regarding behaviour. Refer/continue mental health support for named pupils through RESPOND and Drawing and Talking therapy. Provide speech and language pupil information morning to ensure pupils better understand their peers' needs. Consult 'girls' via pupil conference regarding break and lunch time activities. Implement activities identified as motivating by 'girls'. 	<p>(RM)</p> <p>(MJ)</p> <p>(RM)</p> <p>(Anissa Ilyas)</p>	<ul style="list-style-type: none"> Reduce 'girls' referrals by at least 33%. Reduce 'White British' referrals by at least 33%. Reduce 'Black Caribbean' referrals by at least 33%. 'Girls' break and lunchtime clubs implemented based on preference (open to both genders). Parents form part of positive behaviour plans. 	<p>Termly</p> <p>Autumn Term</p>	<p>2.5% reduction in 'girls' referrals in the Autumn Term, 28% reduction in the Spring Term, 7% reduction in the Summer Term. Overall a 14% reduction compared to previous year (see behaviour analysis for specific support and interventions).</p> <p>17% reduction in 'White British' referrals in the Autumn. 54% reduction in the Spring Term. 22% reduction in the Summer Term. Overall a 33% reduction compared to the previous year.</p> <p>21% reduction in 'Black Caribbean' referrals in the Autumn Term when compared to the 2016/2017 Autumn Term, a 20% reduction in referrals in the Spring Term when compared to the 2016/2017 Spring Term and a 25% reduction in the Summer Term when</p>	<p>£4000 – RESPOND therapy</p> <p>£100 – Break/lunch resources</p>

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					<p>compared to the 2016/2017 Summer Term.</p> <p>Pupil conference held on 15/11/17 and as a result a number of clubs/activities implemented at break and lunch from pupil ideas e.g. skipping activities, fitness activities, hula hoops, giant snakes and ladders.</p> <p>Parents form part of positive behaviour plans. Parents of named pupils have attended meetings to discuss behaviour plan to enable support to be provided at home.</p> <p>Varied support and intervention of named pupils resulted in a 75/66/44/40/27% reduction in referrals of 5 named pupils, when referrals are compared from the 2017/2018 Autumn Term to the 2017/2018 Summer Term.</p>	
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<p>2. Further improve the behaviour of pupils in the Autumn Term.</p>	<ul style="list-style-type: none"> • Provide further training on social thinking/social smarts. • Ensure Attachment Awareness remains at heart of behaviour management, providing on-going training. • Provide targeted support for named pupils. • Raise profile of prefect role and recruit new prefects. • Raise profile and expand house system. 	<p>(MJ/AC)</p> <p>(RM) Virtual Schools</p> <p>(RM)</p> <p>(RM) PB</p>	<ul style="list-style-type: none"> • Reduce referrals in the Autumn Term by at least 33%. • INSET training delivered to staff on social thinking/social smarts. • INSET delivered on Attachment awareness - emotion coaching. • Named pupils reduce referrals by at least 33%. • 5 new prefects are recruited and carry out duties. 	<p>Autumn Term</p> <p>Autumn/Spring Term</p>	<p>Autumn Term referrals remain the same when compared to the 2016/2017 Autumn Term. 39% reduction in the Spring Term when compared to the 2016/2017 Spring Term and 33% increase in the Summer Term when compared to the 2016/2017 Summer Term. An overall 10% reduction when compared to the 2016/2017 academic year.</p> <p>INSET training delivered to staff on social thinking/social smarts on the 05/09/17.</p> <p>05/09/17 INSET delivered recap on Attachment Awareness, emotion coaching. Strategies continue to be observed in use.</p> <p>100/25/19% reduction in referrals of 3 named pupils, 80% increase for 1 named pupil. When compared to the 2016/2017 Autumn Term.</p>	<p>£0</p>
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					<p>5 named pupils have reduced referrals by 83/100/27/22/50% in the Spring Term, when compared to the 2017/2018 Autumn Term. In the Summer Term 3 named pupils had a reduction in referrals by 50/100/20% and 2 named pupils increased referrals by the 40%/100% in the Summer Term when compared to the 2017/2018 Spring Term (see behaviour and attendance analysis for specific support and interventions).</p> <p>5 new prefects recruited and carry out duties e.g. school tours and pupils are detailed on website.</p> <p>Varied support and intervention of named pupils resulted in a 75/66/44/40/27% reduction in referrals of 5 named pupils, when referrals are compared from the 2017/2018 Autumn Term to the 2017/2018 Summer Term.</p>	
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					Targeted behaviour management support given to selected staff. History saw a 16% reduction in referrals in the Summer Term when compared to the 2017/2018 Spring Term. Food technology saw a 66% reduction in referrals in the Summer Term when compared to the 2017/2018 Spring Term. However, in Science there was a 16% increase in referrals in the Summer Term when compared to the 2017/2018 Spring Term.	
3. Further improve the attendance of key groups, 'Girls', 'Black Caribbean', 'White British', 'Pupil Premium'.	<ul style="list-style-type: none"> Engage parents through attendance and punctuality cards and letters. Devise individual targets/rewards for named pupils with parents. Weekly attendance and punctuality figures delivered at tutor time. Raise profile of attendance in assembly. 	(RM)	<ul style="list-style-type: none"> 'Girls' attendance raises above national average of at least 90.6%. 'White British' attendance raises above national average of at least 91.2%. 'Black Caribbean' raises above national average of at least 91.9%. 'Pupil Premium' raises above national 		<p>'Girls' Autumn Term attendance is 88.7% which is 1.9% lower than the national average for special schools. It was 86.2% in the Spring Term and Summer Terms. This is attributed to 3 named pupils (see attendance analysis report).</p> <p>'White British' Autumn Term attendance was 94.2%. It was 92.4% in the Spring Term and</p>	£100 – rewards

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			average of at least 89.9%.		<p>93.4%, in the Summer Term.</p> <p>'Black Caribbean' Autumn Term attendance was 93%. It was 87.2% in the Spring Term and 84.2% in the Summer Term. The reduction in attendance is attributed to one named pupil (see attendance report).</p> <p>'Pupil Premium' Autumn Term attendance was 91.9%. It was 88.3% in the Spring Term and 90.3% in the Summer Term.</p> <p>Following partnership work with the Early Help service to support named pupils, one named pupil has now returned to school attending full time (see attendance report). Named pupil attendance for the Spring Term was 61% and in the Summer Term 87%.</p>	
4. Improve the playground environment and	<ul style="list-style-type: none"> Explore and seek possible charitable funding. 	(CM) (CM/RM)	<ul style="list-style-type: none"> Charitable funding used to improve 	Summer Term	Break and lunchtime referrals have increased by 44% when compared	£10,000 – playground improvements

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<p>equipment to ensure it is more conducive to positive play/activity.</p>	<ul style="list-style-type: none"> • Hold a pupil conference to consult pupils on their opinions. • Ensure adequate equipment available at break times. • Ensure staff role model positive play and engage with pupils at break times. • Formal governor visit to observe break and lunch time. 	<p>(RM)</p> <p>(RM/ TM)</p> <p>(Azi Ahmed)</p>	<p>playground environment.</p> <ul style="list-style-type: none"> • Break and lunchtime referrals reduced by at least 33%. • Pupils report an increase in positive play. • Governors report positive staff engagement and observe and report specifics. 	<p>Spring Term</p>	<p>to the 2016/2017 Autumn Term. There was a 10% reduction in the Spring Term when compared to the 2016/2017 Spring Term. A 21% increase in referrals when compared to the 2016/2017 Summer Term. Overall there has been a 41% increase in referrals when compared to the 2016/2017 academic year.</p> <p>School council members reported less pupils getting upset when playing games in the playground. Pupils reported they would like more games and more referees in games.</p> <p>Hall display created detailing money raised to date for new playground.</p> <p>Pupils walked a combined 385 miles to raise money for the new school playground, expected to raise £1000.</p>	<p>£500 – additional equipment</p>
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					<p>Quotes gained in preparation for charitable funding applications for playground development. Pupils involved at every opportunity e.g. presentation by developer to governors and select pupils on 05/07/18. Named school council representative also wrote to parents regarding fund raising.</p> <p>Governor visit on engaging pupils at breaks times. Governor feedback stated: <i>'It was good to see staff engage in play with pupils to support positive play. Structured timetable of activities helps with pupils' engagement and interest in positive play. It was a fun relaxed atmosphere in the playground.'</i></p> <p>There was a 46% reduction in break and lunchtime referrals in the Spring Term when compared to the</p>	
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					2017/2018 Autumn Term. There was a 24% increase in referrals in the Summer Term when compared to the 2017/2018 Spring data.	
5. Further improve morning punctuality of named pupils who independently travel to ensure pupils are present for the start of tutor/assembly.	<ul style="list-style-type: none"> Pupil conference with target pupils, to gage areas which motivate, e.g. alarm clock project. Devise individual targets for named pupils with parents. Provide individual targets and rewards. Introduce morning clubs. 	(RM)	<ul style="list-style-type: none"> Pupil conference provide ideas to implement e.g. alarm clock. Reduce the incidents of lateness of named pupils by at least 50%. Reduce overall incidents of lateness by at least 33%. Morning clubs are introduced. Target pupils reduce incidents of lateness by at least 50%. 	Autumn Term	<p>1 named pupil lateness saw an increase of 26%. 50/95/67% reduction in lateness for 3 named pupils in the Autumn Term. Spring Term and Summer Term saw 3 named pupils reduce lateness by 31/27/23%. 1 named pupil increased lateness by 18%.</p> <p>A 15.4% reduction in overall lateness when compared to the 2016/2017 Autumn Term. Over the past 3 Autumn Terms there has been a 46% reduction. There has also been a 7% reduction in lateness in in the Spring Term when compared to the 2016/2017 Spring Term. There was a 28% increase in lateness in the Summer Term when compared to the</p>	£200 – rewards

Who? Purple – SLT/Governors

Grey – Subjects Leaders/Teachers

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					<p>2016/2017 Summer Term.</p> <p>Morning Computing club was introduced in the Spring Term, which is well attended, encouraging Year 11 pupils to be early to school. 3 named pupils have had a 23/50/28% reduction in lateness over the 2017/2018 Spring and Summer Terms when compared to the 2016/2017 Spring and Summer data.</p> <p>A pupil conference on 'How to improve punctuality in the school' was conducted on the 12/06/17. Pupils suggested a trial that pupils are given 3 chances before getting a sanction for being late and 1:1 session with Therapy dog or other reward for being on time for a week for those pupils who are regularly late.</p>	
6. Ensure all staff are consistent in their approach to	<ul style="list-style-type: none"> Gain feedback from staff through a more in-depth questionnaire. 	(RM)	<ul style="list-style-type: none"> Questionnaire developed and undertaken, feedback is actioned. 	Spring Term	Questionnaire was created however, was not undertaken, with a view to explore further	£0

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<p>managing behaviour.</p>	<ul style="list-style-type: none"> • Gain further feedback from pupils in pupil conference. • Schedule Attachment Aware recap and further training. • Provide INSET training for all staff, recapping positive behaviour policy. • Provide targeted support for staff, including modelling. 		<ul style="list-style-type: none"> • Attachment Awareness recap training delivered to all staff, strategies are put into practice. • Behaviour management strategies and emotion coaching training delivered to new staff. • INSET training delivered to all staff recapping positive behaviour policy and any areas of focus raised in staff feedback supported and addressed. • An increase of at least 25% of staff strongly agree with 'pupils behave well at Woodlane' in questionnaire. 		<p>following staff feedback in the new academic year, if required.</p> <p>INSET on behaviour management and recap training on Attachment Awareness Strategies and Emotion Coaching strategies delivered on the 5/09/17, 21/02/18 and 16/05/18.</p> <p>Attachment Awareness recap training delivered on the 04/09/17 and 28/02/18 to all staff, strategies were used in practice.</p> <p>Behaviour management strategies and emotion coaching training delivered to new staff on the 04/09/17.</p> <p>In pupil questionnaire 2017-2018 94% of pupils believe that pupils at Woodlane behave well.</p> <p>In parent questionnaire in Feb/July 2018 100% believe the school site is safe.</p>	
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Who? Purple – SLT/Governors

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					1 day Ofsted (May 2018) inspection stated that, 'the school is a calm and orderly environment where behaviour in lessons and around the building is exceptionally good. This is because clear guidelines and expectations are in place and pupils rise to these expectations.'	
7. Support pupils in developing understanding of key hygiene strategies.	<ul style="list-style-type: none"> • Provide hygiene guidance through appropriate assembly themes. • Plan and deliver tutor time hygiene programme. • School nurse to provide targeted guidance to pupils and advise parents. • Renew Healthy Schools Bronze award to maintain Gold – ensure targets are linked to hygiene support. 	(RM/Nurse)	<ul style="list-style-type: none"> • School nurse provides targeted guidance for pupils and parents and an increase in personal hygiene is observed. • Hygiene guidance delivered during tutor time, where pupils demonstrate progress. • Healthy Schools Bronze awarded in Autumn Term. 	<p>Spring Term</p> <p>Autumn Term</p>	<p>Healthy School Bronze Award renewed in Spring Term.</p> <p>Hygiene guidance delivered through assembly themes, e.g. Being Healthy, Summer Health and Hygiene.</p> <p>School nurse delivered hygiene sessions to Years 7/8/9 on the 18/04/18.</p>	£100 – resources
8. Maintain strong mental health and well-being support.	<ul style="list-style-type: none"> • Support Y11 pupils in reducing exam stress, by providing formal exam study guidance, using internal and external support. • Provide RESPOND student placement to 	(MJ) (CM)	<ul style="list-style-type: none"> • Improved emotional resilience of Year 11 pupils observed during exam time. • 3 named pupils receive RESPOND therapy and improvements 	Spring Term	<p>Therapy dogs introduced in the Autumn Term, pupils gaining significantly from experience, see pupil conference dated 24/11/17.</p>	£300 – training RESPOND costs previously detailed

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	<p>enable increased access to therapy.</p> <ul style="list-style-type: none"> • Raise awareness of mental health and emotional literacy with pupils. • Train two additional staff in Drawing and Talking methods, enabling them to deliver direct support. • Trial the introduction of a 5 minute tutor session at the end of the school day to celebrate positives from the school day. • Gain Healthy Schools Silver Award (to maintain Gold standards), relate main project to Mental Health support to demonstrate excellent practice. • Improve pupils' self-regard as a learner and response to curriculum demands, as assessed through PASS survey. • Gain Mental Health quality kitemark to evidence excellent practice. 	<p>(RM)</p> <p>(LI/TT)</p> <p>(CM)</p> <p>(RM)</p> <p>(TH)</p> <p>(RM) MH</p> <p>(Anne Bruce)</p>	<p>observed in their emotional resilience.</p> <ul style="list-style-type: none"> • Trained staff deliver Drawing and Talking sessions for targeted pupils and an improvement in emotional resilience is observed. • A happy end to the day is observed from 5 minute tutor time and increased communication with parents is evident. • Assemblies and tutor activities delivered to raise awareness of mental health and emotional literacy, pupils are able to answer key questions. • Healthy School Silver Award gained by July 2018. • A 10% improvement in pupils' 'self-regard as a learner' and response to curriculum demands compared to the 2016/2017 PASS survey. 	<p>Autumn Term</p> <p>Spring Term</p> <p>Summer Term</p> <p>Summer Term</p>	<p>RESPOND student placement in place and 3 named pupils have received therapy since the Autumn Term.</p> <p>Parent Reference Group – 'Supporting vulnerable pupils' held on 07/03/18. At the start of meeting 83% of parents did not know how pupils are supported in the school. At the end of session 100% of parents reported they now know how pupils are supported. Positive feedback received by parents e.g. <i>'the support provided is very impressive' 'thank you for helping my daughter'</i></p> <p>Parents reported they would like training on strategies the school uses to implement them at home to support their child.</p> <p>In the pupil questionnaire 97% of pupils feel the school deals with any problems so they feel safe. 2 pupils stated they do not feel safe – please</p>	
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					<p>note when interviewed one pupil does not feel safe due to being scared of old friends (who do not attend Woodlane) and lots of traffic, school continues to campaign for a Zebra Crossing outside the school. 99% of pupils have an adult in school they can talk to if they have a problem. 97% of pupils believe staff treat all pupils fairly and with respect. 100% of pupils believe the school is interested in their views.</p> <p>Spring Term PASS test demonstrates a 5% increase in both identified areas for improvement. This is on track for a 10% increase by the Summer Term.</p> <p>Parent training on specific strategies to support emotionally vulnerable delivered on the 10/07/18. Parent feedback stated, 100% of parents found the training useful and informative, 100% of</p>	
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					<p>parents felt that the resources and ideas would be useful to them and their child.</p> <p>1 day Ofsted (May 2018) inspection stated that, <i>'the care and attention given to pupils' personal needs underpin their very effective learning.'</i></p>	
Total Cost						£15,300

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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 when only formal accreditations are considered, which is rapidly improving. It should be noted that when accredited outcomes are compared with other similar outstanding special schools Woodlane pupils significantly outperform comparison schools, indicating Year 11 outcomes are in fact outstanding.
- Woodlane's Progress 8 score of -1.2 in 2016 is considered low in Raise Online, however, it states that pupil progress is not in the bottom 10% when compared with the national dataset. Given that our pupils' academic starting points are extremely low, their progress is very positive when compared to that of their peers nationally. Therefore, when compared with only community SEN schools in England (530 schools), we rank 19th, within the top 3% nationally.
- When analysing Woodlane's performance in Raise Online, a key indicator of curriculum success, and the range of recognised qualifications on offer, is Total Attainment. This data indicates results are outstanding, as Woodlane pupils are ranked 14th nationally for community SEN schools.
- The vast majority of pupils made expected progress in 2016-2017 with 98.61% of expectations met, in 2015-2016 this figure was 97.64%. Over 97% was achieved in the vast majority of subjects, including Maths and English. In 2016-2017 the majority of expectations (58%) were exceeded. In 2015-2016 this was 54.43%.
- The very large majority of pupils exceeded their additional extension subject targets, with 89.37% meeting in 2016/17. In 2015-2016 80.42% met this figure.
- 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 is outstanding, when compared to school's flight path, which takes into account other outstanding special schools and national data.
- Analysis of pupil progress in 2016/17 indicates that there is little statistical significance between key groups, however, White British attainment is 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 also 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 has 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 visits and reports.

Supporting factors

1. Expectations are high and often exceed that of other outstanding schools.
2. B-Squared is used effectively to track and report pupil progress.
3. The 'Woodlane Flight Path' is used to clearly demonstrate how pupils are progressing.
4. Target setting and monitoring is a collaborative process.
5. Pupils are part of the target setting process.
6. Pupil Achievement Books visually demonstrate progress, which pupils are able to explain.
7. Staff and Senior Leaders analyse data robustly using a variety of different methods.
8. Pupil work is not only moderated internally on a regular basis, but also externally with staff from a variety of schools.
9. Classroom observations, scrutiny of pupil books, analysis of data and evidence trails allow for pupil progress to be analysed in depth.

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Areas for improvement – we are taking steps to:

1. increase the proportion of pupils who meet and exceed expectations in accredited qualifications in the core subjects;
2. improve the outcomes for pupils in Science, particularly those taking entry level;
3. close the gap in terms of outcomes achieved, between:
 - Science mobile pupils and their peers;
 - Science compared to Maths/English;
 - Pupils with mental health difficulties and their peers in the core subjects.
4. close the gap in terms of termly progress achieved, between:
 - Ethnic groups, including, 'Black African' particularly in Maths, and 'White British' particularly in English;
 - Pupils with mental health difficulties and their peers, particularly in Science;
 - Mobile pupils and their peers, particularly in Science;
 - Pupils with ASD in practical subjects, particularly DT and PE;
 - Boys in Science.
5. raise outcomes achieved by increasing coursework marks in DT and Computing;
6. raise the number of pupils approaching functional literacy (8 Years - 9 Years 6 months) who make at least 6 months of progress over a year.

Area for Improvement	What?	Who? (Lead)	Success Criteria?	When?	Progress	Cost
1. Increase the proportion of pupils who meet and exceed expectations in accredited qualifications in the core subjects.	<ul style="list-style-type: none"> Implement appropriate/accessible qualifications in Science – GCSE Biology. Raise pupils' coursework grades, by ensuring moderation report feedback is adhered to in Maths and Science, skill-share best practice from English. Maintain outstanding teaching and learning in Maths and English. Provide differentiated revision guides. Increased focus on those pupils taking Entry Level. Increase the use of digital technology within GCSE exams. 	<p>(LK)</p> <p>(SP/LK/JJ)</p> <p>(SP/JJ)</p> <p>(SP/JJ/LK)</p> <p>(LK) SA</p> <p>(RF/ Teachers)</p> <p>(Alex Greaves)</p>	<ul style="list-style-type: none"> Biology GCSE is introduced and minimum of 50% of pupils in Year 11 are entered. Moderation reports state that coursework has been marked and completed to specification. At least 80% of pupils meet expectation in Maths and English. At least 50% of pupils exceed expectations in Maths and English. Pupils are able to access revision material and report that it was useful. At least 90% of pupils achieve Entry Level 2/3 in Science. Named pupils practise and use digital exam reading software. 	<p>Autumn Term</p> <p>Summer Term</p>	<p>GCSE Biology has been implemented. 6 out of 12 pupils (50%) in Year 11 were entered. 100% passed the qualification. All other Year 11 pupils had the opportunity to complete the Entry Level in Science. 82% of pupils met expected outcomes across the two qualifications. One pupil's absence for mental health difficulties meant they did not complete the entry level testing.</p> <p>The combined mean percentage achieved for the core subjects was 88% meeting and 56% exceeding expected outcomes. Above the school's target and the highest achieved since this measure was used.</p> <p>One additional lesson per week taking place for Year 11 Science GCSE group. One of many factors that successfully improved GCSE outcomes this year, and will be maintained in the next academic year.</p>	<p>£500 – training</p> <p>£50 – resources</p>

Who? Purple – SLT/Governors

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					<p>DT Textiles teacher and Product Design teacher working closely to standardise GCSE coursework for submission as per moderator report and new specification. Evidenced in coursework folders. Coursework moderation led by SMT between DT teachers prior to completion and external moderation. Coursework marks supported without changes by external moderator.</p> <p>All subjects have published revision materials on the school website, which were also sent home. Additional revision guides were also produced and shared. Resulting in a reduction of parents seeking guidance on GCSE topics.</p> <p>Successful recruitment undertaken for combined DT/Science position, start date was July 2018. Additional lesson for KS3 Science timetabled in KS3.</p> <p>Discussions with parents due to take place at Next Steps Evening in October in new academic year on the</p>	
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Who? Purple – SLT/Governors

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					effectiveness of revision materials.	
2. Improve the outcomes for pupils in Science, particularly those taking entry level.	<ul style="list-style-type: none"> • Introduce a GCSE in Biology. • Introduce an additional Science lesson in Year 11. • Introduce and train subject specialist TA in Science, include technician training. • Raise the quality of teaching and learning to outstanding. • Continue partnership links with outstanding mainstream school. • Purchase and implement the use of up-to-date physical and technological resources. 	<p>(LK)</p> <p>(CM)</p> <p>(CM)</p> <p>(LK)</p> <p>(LK)</p>	<ul style="list-style-type: none"> • At least 90% of pupils achieve Entry Level 2/3 in Science. • Additional Year 11 lesson is timetabled. • Subject specialist TA is in post and trained as technician. • TA observations demonstrate outstanding practice. • Teacher observations and learning walks evidence outstanding teaching and learning. • At least 80% of pupils meet expected outcomes. 	Autumn Term	<p>GCSE Biology has been implemented. 6 out of 12 pupils (50%) in Year 11 were entered. 100% passed the qualification. All other Year 11 pupils had the opportunity to complete the Entry Level in Science. 82% of pupils met expected outcomes across the two qualifications. One pupil's absence for mental health difficulties meant they did not complete the entry level testing.</p> <p>Subject specialist TA for Science now in place. Support has been outstanding.</p> <p>Teaching and learning was judged as outstanding in Autumn Term. Confidential matters resulting in challenging staffing in Science.</p> <p>The combined mean percentage achieved for the core subjects was 88% meeting and 56% exceeding expected outcomes. Above the school's target and the</p>	<p>£250 – training</p> <p>£300 – supply cover</p> <p>£1000 – resources</p>

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Blue – Support Agency Partnerships

					<p>highest achieved since this measure was used.</p> <p>One additional lesson per week taking place for Year 11 Science GCSE group. Impact will be monitored.</p> <p>Successful recruitment undertaken for combined DT/Science position, start date was July 2018. Additional Science lesson for KS3 timetabled.</p> <p>Science TA supported Science for vast majority of timetable. Next academic year will solely Science support.</p>	
<p>3. Close the gap in terms of outcomes achieved, between:</p> <ul style="list-style-type: none"> Science Mobile pupils and their peers; Science compared to Maths/English; Pupils with mental health difficulties and their peers in 	<ul style="list-style-type: none"> Provide 0.5 term targeted Maths tuition on a Saturday. Provide 0.5 term of targeted Science tuition on a Saturday Introduce an additional Science lesson in Year 11. Maintain outstanding teaching in Maths and English. Provide exam study support from internal and external (via Helen Arkell Centre) sources – provide for Year 10 and Year 11. Provide cross-curricula support by introducing Vocational Studies BTEC 	<p>(CM)</p> <p>(CM)</p> <p>(CM)</p> <p>(SP/JJ)</p> <p>(MJ)</p> <p>(SW)</p>	<ul style="list-style-type: none"> All pupils receiving pupil premium attend Saturday tuition, tutor reports demonstrate progress. All mobile pupils attend Saturday tuition, tutor reports demonstrate progress. At least 80% of pupils meet expected outcomes. Pupils demonstrate study skills and are 	<p>Spring Term</p> <p>Autumn Term</p> <p>Spring Term</p> <p>Autumn Term</p>	<p>All pupils (excluding 1) (including PP and mobile) taking GCSE Maths and Science have begun Saturday tuition. Saturday Tuition ran from 03/03/18 (Maths) and 10/03/18 (Science) and alternated weekly. Tuition ran until 19/05/18. Regular attendance by 4 pupils. 2 target pupils were poor attenders.</p> <p>All pupils have been able to complete speaking skills for life module of the Vocational</p>	<p>£5000 – tuition</p> <p>£500 – training</p>

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<p>the core subjects.</p>	<p>module <i>'speaking skills for life'</i>, improving the confidence of pupils with mental health difficulties, including anxiety.</p>		<p>better able to revise at home.</p> <ul style="list-style-type: none"> • Pupil questionnaire states an increased confidence in study skills. • 100% of pupils successfully complete <i>'speaking skills for life'</i> module. • 100% of pupils are able to attend interviews at colleges. • <i>'Confidence in Learning'</i> in PASS survey exceeds 80%. • The gap is closed within each group. 		<p>Studies BTEC. Leading to 100% of pupils attending at least one college/sixth form interview.</p> <p><i>Confidence in learning is still below 80% half way through the year, to be reassessed in October.</i> However, the percentile score for this area is one of the strongest, rising 14 points from Summer to Spring Term on the PASS test.</p> <p>Pupil Premium twilight training delivered on 14/03/18, which received excellent feedback, positive feedback was also given to the SIA and school governor in a meeting with the GB regarding CPD on 16.05.18.</p> <p>Booklook focus: Mobile Pupils in the Spring Term 2018. Feedback on those pupils who recently joined the school was excellent. Pupils had settled well and Booklook report (March 18) highlights improvements in homework and opportunities for extended writing.</p>	
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					1 day Ofsted (May 2018) inspection stated, ' <i>you [Headteacher] and senior leaders now use this assessment information in a highly analytical way, which secures an in-depth understanding of how well pupils are achieving. As a result of this, pupils' progress is strong in most subjects.</i> '	
4. Close the gap in terms of termly progress achieved, between: <ul style="list-style-type: none"> Ethnic groups, including, 'Black African' particularly in Maths, and 'White British' particularly in English; Pupils with mental health difficulties and their peers, particularly in Science; Mobile pupils and their peers, particularly in Science; 	<ul style="list-style-type: none"> Conduct training with all staff on how to support pupils with Mental Health through INSET. Named pupil referrals made to RESPOND for pupils with specific Mental Health needs. Support and guidance for pupils with Mental Health to manage exam anxiety. Maintain transition support for mobile pupils. Pupil conference to obtain the interests of target groups, which then feed into lesson planning to increase motivation. Implement strategies explored in pupil conference to improve the behaviour and attendance of 'Black African' and 'White British' further. Conduct a case study, including strengths and difficulties questionnaire. 	(RM) (MJ) (BK) (TH) (RM) (TH)	<ul style="list-style-type: none"> At least 97% of BAFR pupils meet expectations in Maths. At least 97% of WBRI pupils meet expectations in English. At least 97% of boys meet expectations in Science. Boys close the gap on Girls in Science to less than 3%. At least 97% of mobile pupils and those with mental health difficulties meet expectations in Science. The gap is closed within each group. Target group ASD are better able to 	<p>Spring Term</p> <p>Autumn Term</p> <p>Autumn Term</p>	<p>The gap in terms of progress of the BAFR group has increased (by 1) leading to 10% of pupils working below expectations.</p> <p>Over 98% of WBRI pupils met expectations in English.</p> <p>93% of boys are meeting expectations in Science, this is 3% higher than the girls group.</p> <p>100% of Mobile Pupils in KS4 are meeting progress expectations in Science.</p> <p>100% of pupils in Year 11 with Mental Health Difficulties are meeting expected progress in Science.</p>	<p>£500 – training</p> <p>£250 – resources</p> <p>Science technology costs detailed above.</p>

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<ul style="list-style-type: none"> Pupils with ASD in practical subjects, particularly DT and PE; Boys in Science. 	<ul style="list-style-type: none"> Good to Great strategies to focus on target groups 'Black African' and 'White British'. OT to observe and offer guidance in regards to target ASD group in PE and DT. Use innovative technology and practical in Science to motivate target group 'boys' and increase positive behaviour. 	<p>(RM)</p> <p>(PB/MK/MJ)</p> <p>(RF)</p>	<p>access the curriculum in DT/PE, at least 97% achieve expected progress and at least 50% exceed.</p> <ul style="list-style-type: none"> 'Boys' are motivated and engaged in Science. 		<p>Pupil Conference completed in the Summer Term with BAFR group in Maths. See pupil conference report 24.05.18. Pupils suggested some ways they know they are achieving well, and ways that they think they are supported to achieve. Pupils' comments were used to plan for academic year 2018/19.</p>	
<p>5. Raise outcomes achieved by increasing coursework marks in DT and Computing.</p>	<ul style="list-style-type: none"> Address areas for improvement highlighted on Moderation report. Introduce standardised homework across the school, following successful trial in KS3. Targeted teacher support, including Team Teaching with Year 11 pupils. Deputy to model and support in Year 11 DT class. Peer support from English teacher in regards to coursework submission, sharing best practice. 	<p>(MK)</p> <p>(Teachers)</p> <p>(RM)</p> <p>(JJ)</p>	<ul style="list-style-type: none"> Moderation reports state that coursework has been marked and completed to specification. Coursework grades in Computing are improved by at least 5 marks on average. Coursework grades in DT are judged as accurate by external moderator and not lowered. Homework presentation is consistent and in line with KS3 trial, demonstrating differentiation. 	<p>Spring Term</p>	<p>Coursework in Computing exceeded marks in 2016/2017.</p> <p>DT Textiles teacher and Product Design teacher working closely to standardise GCSE coursework for submission as per moderator report and new specification. Evidenced in coursework folders. Coursework moderation led by SMT between DT teachers prior to completion and external moderation. Coursework marks supported without changes by external moderator.</p>	<p>£500 – training</p>
<p>6. Raise the number of pupils</p>	<ul style="list-style-type: none"> Targeted Literacy intervention to continue for different learner profiles. 	<p>(BK)</p>	<ul style="list-style-type: none"> Case studies show sustained improvement in a 	<p>Autumn Term</p>	<p>59% of pupils who are classed as Working Towards Functional Literacy</p>	<p>£30,000 – staffing</p>

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<p>approaching functional literacy (8 Years - 9 Years 6 months) who make at least 6 months of progress over a year.</p>	<ul style="list-style-type: none"> • Three staff to complete specific training on providing literacy support for pupils with Downs Syndrome. • Provide INSET training for non-specialist literacy teachers. • Provide Dyslexia training to TAs. 	<p>(BK/JJ/TM)</p> <p>(JJ)</p> <p>(Alex Greaves)</p>	<p>range of literacy skills.</p> <ul style="list-style-type: none"> • At least 75% of pupils approaching FL (8-9.6years) make 6 months or more progress over a year. • Teachers provide positive feedback on quality of literacy training. • Teachers provide positive feedback on quality of Dyslexia training. • Quality of TA support in Dyslexia increases and is evidenced in Learning Walk. 	<p>Spring Term</p>	<p>made at least 6 months progress over the course of one year, whilst only 26% of Woodlane pupils are functionally literate.</p> <p>Case studies demonstrate the high levels of progress being made by 4 out of 5 of Woodlane's contextually high achieving pupils. One pupil showing slower progress which has been shared with staff and specific strategies introduced.</p> <p>Dyslexia Friendly Lesson observations demonstrate outstanding teaching and learning in the vast majority of subjects, in the Summer Term 100% good or better, 82% outstanding. Summer Term TA observations were 100% good or better, 45% were outstanding.</p> <p>Investigated the progress of one pupil through a case study in the Summer Term who is not meeting expectations in English. This pupil received multi-agency support for mental health and other personal matters. Progress in other subject areas was usually</p>	<p>£450 – training</p>
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					<p>good. Pupil exceeded expectations based on her starting point and qualification.</p> <p>The progress of three lowest ability pupils was investigated through case studies which highlighted areas of strength, usually within the foundation subjects, as well as areas for improvement. All information was brought together, including reading ages, BSquared data and pupil work. Case studies were discussed in moderation meetings in Spring and Summer, enabling staff to share best practice and improve progress.</p> <p>External moderation with partner schools has allowed limited comparison between functional literacy progress in Woodlane and other similar outstanding SEND schools. See external moderation feedback.</p>	
Total Cost						£31,700

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