

**Woodlane High School**  
**Self-Evaluation Form and School Improvement Plan 2018-2019**  
**(Summative 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, that from April 2016 we were able to increase our roll to 100 pupils. We currently have 103 pupils on roll, which includes 11 pupils in the Medical Needs Unit, 2 pupils are due to start with us in the next couple of weeks, resulting in 105 pupils on roll. The school is 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, we encourage a supported transition to mainstream provision. In 2017-2018 our roll number was affected due to an LA error, however, following efforts from the school to rectify the problem, numbers increased over the year. It should be noted that the school therefore transitioned a number of 'mobile' pupils during the year, which came with its challenges.
- 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 42 pupils (44%) received pupil premium funding, this was a reduction from the initially budgeted figure of 47% and a reduction from 2016/17 and 2015/16, when this figure was 60%.
- 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, replicating the experience with BDA.
- A calm, learning-focused environment enables pupils with a range of moderate, specific and complex SENDs 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, 0% of pupils have been NEET for over 3 years.
- The school's self-evaluation practices and improvement plans are analytical and reflective, as a result small areas for improvement are identified early and addressed to ensure these areas do not grow into significant areas of concern. The local authority adviser has recommended our SEF/SIP approach to other SEND schools.

## Overall Effectiveness – Outstanding

### Evidence

- The vast majority of pupils make and the majority 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 frequently 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 and Learning' criteria, which are used to support and inform 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.
- Following our Section 8 one day Ofsted inspection (May 2018) the school achieved Outcome 2 and we therefore await our full inspection, which is expected 1-2 years from our short inspection. We aim to demonstrate that the school is 'outstanding' in all categories.

### 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.
- Curriculum maps.
- Safeguarding/Health and Safety audits.
- Ofsted report.

### Supporting factors

1. The curriculum is broad and balanced and is highly multi-sensory and tailored to individual needs.
2. Speech, language and communication support is integrated into everyday practice.
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 effectively supported to make personal and subject developments, improvements are celebrated. Staff are held accountable for any underperformance, through the school's appraisal process.
7. The school's policies and practices exceed statutory safeguarding requirements, drawing on the support of various support agency partnerships, offering highly targeted 1:1 support where required.

Who? Purple – SLT/Governors

Grey – Subjects Leaders/Teachers

Pink – TAs/Cover Supervisor/Support staff

Blue – Support Agency Partnerships

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

1. explore and refine subject specific qualifications to ensure qualifications are accessible and pupils' accredited outcomes reflect their progress;
2. develop and shape new Lead Practitioner role to ensure EHCPs are reviewed/delivered effectively and pupils meet their EHCP outcomes;
3. raise the quality of TA and Apprentice support to consistently outstanding to ensure the vast majority of pupils make substantial and sustained progress;
4. close the 50% gap in the proportion of 'Girls' who meet and exceed expected outcomes in Maths and the 10% gap in the proportion of 'Girls' who exceed expected outcomes in Maths; and
5. further improve the behaviour of key groups, 'Black African' 'White Other' 'Girls, particularly Year 10' 'ASD' and 'SEMH'.

## Effectiveness of Leadership and Management – Outstanding

### Evidence

- Leaders have an ambitious, yet achievable, vision for the school. Ofsted (May 2018) states, *'You [headteacher] lead with relentless ambition to secure the best possible outcomes for your pupils', 'Leaders at all levels are highly effective in their roles. This includes the school's governors...'* 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. Ofsted (May 2018) states, *'Safeguarding records are kept meticulously. These provide strong evidence of swift follow-up and appropriate action being taken by leaders'*. 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 that, the very few pupils who are not making sufficient progress in specific areas, receive targeted support, so that gaps in levels of attainment and progress are closed rapidly in order that no pupil is left behind.
- Leaders ensure that the curriculum is creative, balanced and differentiated appropriately. The foundation subjects are valued equally to the core subjects.
- Leaders engage with parents regularly and, consequently, parents report excellent communication from the school.
- A high value is placed on extra-curricular and enrichment activities, 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/appraisal 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, CPD is offered regularly, which is greatly valued by staff.
- Feedback from previous and current staff, state how much they have learnt during their time at Woodlane. All staff report they are proud to be a member of staff at Woodlane and that their contribution to the school is valued by the senior managers.
- Leaders ensure the school offers special education which is of value for money; which is achieved using the lowest special school top-up funding when compared to several London Local Authorities.
- Leaders ensure pupils are prepared positively for life in Britain and ensure fundamental British values are promoted throughout the school. British values are also embedded into the school's key values.

#### Refer to:

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

#### Supporting factors

1. A highly motivated senior and middle leadership team inspire and challenge aspirations/expectations.

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2. An active and motivated chair of governors ensures governor roles are distributed, governors attend formal focused visits and can therefore, challenge and hold the school to account accordingly. They also celebrate excellent practice.
3. The school uses a distributed leadership model where responsibilities are named and specific.
4. A collegiate approach to management ensures staff ideas are valued and utilised, staff are motivated and are well prepared to adapt to necessary changes.
5. A high emphasis is placed on teacher and TA development and training. Leaders actively encourage staff to gain post graduate qualifications.

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

1. develop and shape new Lead Practitioner role to ensure EHCPs are reviewed/delivered effectively and pupils meet their EHCP outcomes;
2. develop and shape our external training offer to support external colleagues with SEND provision;
3. maintain outstanding safeguarding and child protection procedures;
4. create and develop links with teacher training providers and universities;
5. further raise the level of parental engagement; and
6. develop Food Technology/Science role to ensure all pupils make substantial and sustained progress.



Area for Improvement	What?	Who? (Lead)	Success Criteria?	When?	Progress	Cost
1. Develop and shape new Lead Practitioner role to ensure EHCPs are reviewed/delivered effectively and pupils meet their EHCP outcomes.	<ul style="list-style-type: none"> <li>Schedule induction for 2 x new teachers.</li> <li>Provide staff training based on observed needs throughout the year.</li> <li>Schedule EHCP training for staff providing reviews.</li> <li>Mentor/coach staff providing EHCPs.</li> <li>Line manage 2 x teachers.</li> <li>Shape SAP model, particularly OT support.</li> <li>Lead Practitioner to visit 2 x outstanding SEND schools to share ideas.</li> <li>Lead practitioner offered opportunities to visit other outstanding special schools and explore best practice.</li> </ul>	<p>(BK)</p> <p>(EA/CT)</p> <p>Teachers</p> <p>(RF/SI)</p> <p>(Anissa Ilyas)</p>	<ul style="list-style-type: none"> <li>2 x teachers are clear on school policies and practices and are observed putting into action.</li> <li>Various staff training takes place throughout the academic year, taking advantage of Wednesday directed time.</li> <li>EHCP training is provided to all relevant teachers.</li> <li>Teachers provide quality EHCP reviews and parents communicate their satisfaction.</li> <li>Lead Practitioner is able to provide rigorous appraisal and line management in line with the school model.</li> <li>OT is integrated into classroom practice.</li> <li>Lead Practitioner is able to implement appropriate ideas into practice.</li> <li>The school develops strong links with other outstanding schools.</li> <li>Reciprocal school visits take place.</li> </ul>	<p>Autumn Term</p> <p>Termly</p> <p>Autumn Term</p>	<ul style="list-style-type: none"> <li>New teacher induction coordinated by Lead Practitioner. Feedback from staff indicates quality support (see Autumn Term SIA report).</li> <li>Regular training has been provided, which included: <ul style="list-style-type: none"> <li>Prevent</li> <li>Deaf awareness</li> <li>Visual impairment awareness</li> <li>Progress</li> <li>Behaviour and attendance</li> <li>Safeguarding</li> <li>PGSS etc. (See training log).</li> </ul> </li> <li>EHCP targeted training has been provided for all staff undertaking EHCP reviews, staff confidence has raised. 5 additional staff are confidently chairing review meetings and writing quality reports.</li> <li>All teachers now using EHCP</li> </ul>	£500 – supply cover/resources

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			<ul style="list-style-type: none"> <li>All pupils meet their EHCP outcomes over the course of the academic year.</li> </ul>		<p>outcomes to set termly pupil targets.</p> <ul style="list-style-type: none"> <li>To date all, excluding one parent, were satisfied with the quality of their EHCP.</li> <li>Talking Mats training attended (BK &amp; KR), targeted sessions held to collect pupil views for Annual Review.</li> <li>Successful and rigorous line management/ appraisal provided by Lead Practitioner. SIA conference call highlighted that new staff value the school induction procedures (see Autumn Term SIA report).</li> <li>Lead Practitioner has attended the following schools: Linfield School in Eastbourne and Jack Tizard in White City, ideas are being used to effectively plan for changes next academic year.</li> <li>In the pupil questionnaire (February 2019),</li> </ul>	
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					<p>97% of pupils believe the school is well run.</p> <ul style="list-style-type: none"> <li>• Lead Practitioner has trialled method to ensure all information reaches Year 7 parents in a timely manner before the review, this was successful but will be shaped further in the new academic year. Successful recruitment of a HLTA with EHCP support responsibility will stream line this further.</li> <li>• Induction policy created and available on school website, it is also shared in the recruitment process.</li> <li>• Zones of regulation training provided in September 2019 to enable all staff to integrate OT practice into whole school.</li> <li>• 6 EHCPs 'All about me' sessions ran on theme day for all pupils. Pupils</li> </ul>	
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					<p>carouselled to try the various 'Pupil Voice' options and voted on their favourite. As a result there has been an increase in 'All about me' PowerPoint presentations in meetings. It is scheduled for next academic year for Subject Leader (Computing and PSCH) to develop a scheme of work on making their own 'All about me' presentation in preparation for EHCP AR.</p> <ul style="list-style-type: none"> <li>In the Autumn Term 98% steps towards EHCP outcomes were achieved. In the Spring Term 94% steps towards EHCP outcomes were achieved. Summer Term is calculated in October and is therefore not included.</li> </ul>	
2. Develop and shape our external training offer	<ul style="list-style-type: none"> <li>Schedule external training.</li> </ul>	(MJ) TH	<ul style="list-style-type: none"> <li>At least 3 training sessions provided for Spring and Summer Term.</li> </ul>	<b>Spring – Summer Term</b>	<ul style="list-style-type: none"> <li>Maths and SEND training provided to Kings College students on 13/02/19,</li> </ul>	<b>£0 - increasing funds into school.</b>

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<p>to support external colleagues with SEND provision.</p>	<ul style="list-style-type: none"> <li>• Work in partnership with LA to promote training and delivery training suitable to LBHF need.</li> <li>• Explore Lilla Huset venue for delivery.</li> <li>• Arrange for LA to advertise training via newsletters and website.</li> </ul>		<ul style="list-style-type: none"> <li>• Lilla Huset advertise training and as a result at least 10 people attend each session.</li> <li>• The profile of the school is raised even further, as LBHF colleagues attend training and provide strong feedback in end of training feedback.</li> <li>• Lilla Huset is used to deliver training.</li> <li>• LA advertising increases numbers attending.</li> </ul>		<p>feedback was excellent, see page 14.</p> <ul style="list-style-type: none"> <li>• 5 x courses designed and ready to schedule, however, after exploration training at Lilla Huset for academic year 2019-2020 will not be possible, therefore Woodlane will be the venue. LA will advertise through bulletin and through advisors.</li> </ul>	
<p>3. Maintain outstanding safeguarding and child protection procedures.</p>	<ul style="list-style-type: none"> <li>• Schedule staff Code of Conduct consultation regarding staff uniform code. Use outcomes to review and shape current practice.</li> <li>• Provide assemblies on various pupil conditions Brittle Bones, Epilepsy etc. enabling pupils to support their peers.</li> <li>• Schedule E-Safety session for parents.</li> <li>• Introduce new front of house sign in electronic system, which is linked to SIMs (for staff and visitors).</li> </ul>	<p>(CM)</p> <p>(SI)</p> <p>(RM)</p>	<ul style="list-style-type: none"> <li>• Staff uniform code is updated where required based on staff feedback.</li> <li>• Pupils understand more about various conditions and how to keep their peers safe, they share their knowledge in assembly.</li> <li>• Parents communicate they are well informed regarding E-safety through session evaluation.</li> <li>• New sign in system is used effectively.</li> <li>• Biometric systems are installed.</li> </ul>	<p><b>Autumn Term</b></p> <p><b>Spring Term</b></p> <p><b>Summer Term</b></p>	<ul style="list-style-type: none"> <li>• Staff were consulted regarding our uniform code in Autumn Term, uniform code updated with two small changes, required from February 2019: <ul style="list-style-type: none"> <li>- Staff ID badges should be worn at all times.</li> <li>- Staff should ensure they wear closed toe shoes (e.g. not flip flops or sandals).</li> </ul> </li> <li>• Assemblies given on the following conditions, see PowerPoint presentation:</li> </ul>	<p><b>£5000 – sign in system/ biometric</b></p> <p><b>£2500 – CCTV</b></p>

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	<ul style="list-style-type: none"> <li>• Purchase and install biometric entry systems for key areas.</li> <li>• Following request from pupils install CCTV in the playground and by the lockers.</li> </ul>	(Anne Bruce)	<ul style="list-style-type: none"> <li>• CCTV is installed in the playground and locker area.</li> </ul>		<ul style="list-style-type: none"> <li>- Brittle bones</li> <li>- Epilepsy</li> <li>- Diabetes</li> <li>- Mental health</li> <li>• E-Safety workshop was delivered to parents and pupils (06/03/19) see page 15.</li> <li>• Biometric entry system installed Summer Term 2018.</li> <li>• CCTV installed in playground (04.01.19).</li> <li>• InVentry front of house system installed (09.01.19).</li> <li>• In the pupil questionnaire (February 2019) 99% of pupils feel the school deals with any problems so they feel safe. 1 pupil stated they do not feel safe - <i>please note, when interviewed this pupil does not feel safe due to being scared of pupils from other schools (who do not attend Woodlane), however, the pupil reports that nothing has actually happened.</i></li> </ul>	
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					<ul style="list-style-type: none"> <li>- 10.06.19 (x2 teachers)</li> <li>• Kings College London (13.02.19) SP/MJ delivered Maths/ SEND session to Kings PGCE Maths cohort. Feedback: <ul style="list-style-type: none"> <li>- <i>The presentation was well organised and easy to follow (100% agree)</i></li> <li>- <i>The presentation was useful to my teaching practice (100% agree)</i></li> <li>- <i>Questions and active participation was encouraged (95% agree)</i></li> <li>- <i>The facilitators demonstrated good subject knowledge (100% agree)</i></li> <li>- <i>I would consider undertaking a 1 week PGCE Placement at Woodlane (80% agree)</i></li> <li>- <i>Overall Rating (Very Good 95%, Excellent 30%)</i></li> </ul> </li> <li>• <i>'The school is outward-looking and</i></li> </ul>	
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					<i>shares best practice with a number of teacher training universities. The school is regarded, by these universities, as an example of outstanding practice in the education of pupils with special educational needs and/or disabilities (SEND)' (Ofsted, May 2019).</i>	
5. Further raise the level of parental engagement.	<ul style="list-style-type: none"> <li>• Schedule E-Safety session for parents.</li> <li>• Schedule parent and child cooking workshops.</li> <li>• Schedule parent and pupil OT/PE sessions.</li> <li>• Schedule parent and child creative maths workshops.</li> <li>• Recruit and expand Friends of Woodlane membership.</li> <li>• Governor visit is scheduled to scrutinise parental engagement practices.</li> <li>• Register and achieve LPPA award (Leading Parent Partnership Award).</li> </ul>	(PB) SI/EA/SP	<ul style="list-style-type: none"> <li>• Parents communicate they are well informed regarding E-Safety through session evaluation.</li> <li>• Parents find cooking workshop useful and communicate this through course evaluation.</li> <li>• Parents find OT/PE activities transferable to the home and provide positive feedback through session evaluation.</li> <li>• Creative maths sessions are well attended and valued by parents, communicated through session evaluation.</li> </ul>	<b>Spring Term</b>	<ul style="list-style-type: none"> <li>• E-Safety workshop was delivered to parents and pupils (06/03/19). 100% of parents agreed that the session was helpful, feedback included: <ul style="list-style-type: none"> <li>- <i>'Very, it started the conversation for many topics that we may not otherwise speak openly about' (Parent)</i></li> <li>- <i>'Really good information and fun' (Parent)</i></li> </ul> </li> <li>• Cooking workshop was delivered to parents and pupils on (05/12/18). 100% of parents agreed that</li> </ul>	<p><b>£300 – resources/in gredients</b></p> <p><b>£1500 – award</b></p>

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		(Anissa Ilyas)	<ul style="list-style-type: none"> <li>• Membership for Friends of Woodlane increases.</li> <li>• Governor report demonstrates and celebrates strong school practice.</li> <li>• LPP Award is successfully achieved.</li> </ul>		<p>the session was helpful. 71% thought the recipes were excellent and would you use them at home, 29% rated them as very good. Feedback included:</p> <ul style="list-style-type: none"> <li>- <i>'Yes, very helpful, it teaches them how to be independent and prepare food'. (Parent)</i></li> <li>• Creative maths workshop for parents and pupils delivered (30/01/19). 100% of parents thought the practical session and resources were excellent. Feedback included: <ul style="list-style-type: none"> <li>- <i>'Maths workshop was fun and beneficial for my learning' (Parent)</i></li> </ul> </li> <li>• A meeting has been held with the Friends of Woodlane to increase membership. The chairperson has written a letter, which was sent to parents. <b>Membership remains an on-going challenge.</b></li> </ul>	
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					<ul style="list-style-type: none"> <li>• School has enrolled on LPPA award in February. A self-evaluation and action plan has been completed. Evidence is being gathered and improvements are being made, the award is expected to take 6-12 month to complete.</li> <li>• PE/OT parent and pupil workshop delivered to parents 15/07/19, 8 parents attended. Parent Governor was invited and attended the PE/OT parent workshop. Governor evaluation was completed. Excellent feedback with highly positive comments from parents and Governor, see evaluations.</li> <li>• <i>'Parents praise the quality of communication from all staff within the school. They are kept well informed of their child's progress and are offered all the</i></li> </ul>	
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					<p><i>support and advice that they need. The school's open-door policy allows them to feel that they are always welcome and that any concerns are dealt with swiftly. Parents value the additional support provided during transition into the school and when pupils move on to college. Parents say that staff make all transitions for pupils as smooth as possible. They say that staff go the extra mile' (Ofsted, May 2019).</i></p>	
<p>6. Develop Food technology/ Science roles to ensure all pupils make substantial and sustained progress.</p>	<ul style="list-style-type: none"> <li>• Permanently recruit to Science Subject Leader position.</li> <li>• Ensure new schemes are in place on a termly basis.</li> <li>• Create curriculum maps.</li> <li>• Schedule induction, including opportunities to observe colleagues delivering teaching and learning at an outstanding level.</li> </ul>	<p>(CM)</p> <p>(EA/Science Leader)</p> <p>(BK)</p>	<ul style="list-style-type: none"> <li>• Science Subject Leader begins post at the start of Spring Term.</li> <li>• New schemes are reviewed by SMT and are fit for purpose.</li> <li>• High quality curriculum maps are available on the school website.</li> <li>• Teachers have observed best practice in teaching and learning and use strategies to ensure maximum pupil progress.</li> </ul>	<p><b>Autumn Term</b></p>	<ul style="list-style-type: none"> <li>• Food Technology teacher recruited and in post. Targeted support being provided. New schemes of work and policy are in place.</li> <li>• DT curriculum maps complete for Y7/Y8, Y9, Y10, however, Y11 still required.</li> <li>• Science curriculum maps remain uncompleted,</li> </ul>	<p><b>£2000</b> (recruitment costs).</p>

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	<ul style="list-style-type: none"> <li>• Provide coaching/mentoring by Lead Practitioner.</li> </ul>				<p>however, a new permanent Science Subject Leader has now been recruited and will complete in the new academic year. Curriculum overview has been completed and is detailed on website.</p> <ul style="list-style-type: none"> <li>• Induction provided for new members of staff, including supply, coordinated by Lead Practitioner (see point 1 above).</li> <li>• New permanent Science Subject Leader recruited in the Summer Term, to start in September 2019. Teacher experienced in SEND and GCSE.</li> <li>• New teachers have observed their colleagues delivering outstanding teaching and learning.</li> </ul>	
<b>Total Cost</b>						<b>£12,300</b>

## Quality of Teaching, Learning and Assessment – Outstanding

### Evidence

- Teaching and learning are outstanding across the large majority of subjects and are typically at least good. Pupils and staff have created ‘Woodlane Outstanding Teaching and Learning’ criteria, which are used to support and inform judgements on teaching and learning.
- 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 are outstanding.
- Pupils are keen to learn and are enabled to develop resilience to failure.
- Teachers and teaching assistants check pupils’ understanding systematically throughout the lesson and adapt teaching accordingly.
- Teachers provide effective feedback to pupils in line with the school’s policy.
- Teachers use a variety of multi-sensory methods to support pupils.
- Pupils enthusiastically report that they are taught well.
- Teachers are well qualified and have a deep understanding of their subject areas. The senior leaders support staff in achieving higher level qualifications e.g. In Dyslexia and Autism.

### Refer to:

- Lesson observations, work scrutiny, performance management.
- Teaching and Learning film bank.
- Learning walks.
- Evidence trial feedback.
- AMMR/Marking/Teaching and Learning policy.
- Book look feedback.

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- Pupil, staff and parent questionnaires.
- Pupil conferences.
- SIA visits and reports.
- Ofsted report 2018.

### Supporting factors

1. Lessons are stimulating and interesting, using a highly multi-sensory approach, focused particularly on visual and kinaesthetic methods.
2. Lessons are structured and differentiated, to meet the complex needs of pupils, drawing on a high level of advice from support agency partnerships.
3. New technology is highly valued and used creatively to support learning.
4. Teaching assistants increasingly provide outstanding teaching and learning support and are encouraged to grow their specific skills, particularly when creating resources. The school provides on average 3 teaching assistant apprenticeships per year. Apprentices are well supported and report so to their college.
5. Teaching assistants 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. ensure pupils are inspired and engaged in and out of the classroom;
3. raise the quality of TA and Apprentice support to consistently outstanding to ensure the vast majority of pupils make substantial and sustained progress;
4. ensure new teachers provide outstanding teaching and learning in their subject area; and
5. raise the consistency of homework provided.

Who? Purple – SLT/Governors

Grey – Subjects Leaders/Teachers

Pink – TAs/Cover Supervisor/Support staff

Blue – Support Agency Partnerships

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 progress.	<ul style="list-style-type: none"> <li>Review teaching and learning observation criteria with pupils and staff add 'learning' criteria.</li> <li>Review Book Look criteria with staff and amend as necessary.</li> <li>Model best practice evidence trails.</li> <li>At least 1 x teacher to gain SpLD qualification.</li> <li>Create quality of teaching and learning video compilation for the school website.</li> <li>Purchase 10 x ipads for computing, teacher to attend relevant training and incorporate strategies into teaching and learning.</li> <li>Refine the use of communicate in print.</li> <li>Ensure PGSS continues to be consistently used, by: Delivering First Award; Teacher refreshers; TA refreshers; Senior Management refreshers; Diploma and Certificate.</li> </ul>	<p>(RM)</p> <p>(TH)</p> <p>(SP/JJ)</p> <p>(FW)</p> <p>Teachers</p> <p>(RM/Sl)</p> <p>(KR/AC)</p>	<ul style="list-style-type: none"> <li>Updated outstanding teaching and learning criteria is used for lesson observations.</li> <li>Updated Book Look criteria is used for reviewing pupil books.</li> <li>Teachers have viewed at least 1 model evidence trail.</li> <li>Teacher gain SpLD Level 5 OCR qualification.</li> <li>All new staff gain PGSS First Award</li> <li>Teachers and TAs are confident in use of PGSS following refresher courses.</li> <li>Senior Leadership (SLT) are confident in use of PGSS following refresher course.</li> <li>At least 3 x key staff gain PGSS Diploma and Certificate.</li> </ul>	<p>Autumn Term</p> <p>Summer Term</p> <p>Autumn Term</p>	<ul style="list-style-type: none"> <li>Following review with pupils and staff Woodlane's 'outstanding teaching criteria' was updated (November 2018), it now includes 'outstanding teaching and learning' criteria.</li> <li>Book Look feedback criteria updated following staff review (18.12.18) and used in the Spring Term.</li> <li>Example evidence trail video produced and shared with teaching staff in teaching meeting (05/03/19). Evidence trail with this teacher was graded outstanding.</li> <li>Teacher on track to achieve SpLD Level 5 qualification from IOE, assessment submitted, 15 hours of intervention remaining.</li> <li>PGSS is regularly observed in effective use in lessons, SLT use directional signs to support office referrals. However, due to nature of the system regular</li> </ul>	<p>£2000 – training/INSET</p> <p>£3500 – iPads</p> <p>£5000 – SpLD qualification</p> <p>£500 – QTLS</p>

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	<ul style="list-style-type: none"> <li>Recruit for Job share DT position and support teacher through QTLS.</li> </ul>	<p>(Chika Omoruyi)</p>	<ul style="list-style-type: none"> <li>Job share DT teacher gains QTLS.</li> </ul>		<ul style="list-style-type: none"> <li>updates for all staff continue to be required.</li> <li>JJ on track to gain PGSS certificate. KR on track to gain PGSS Diploma. Exploring third member of staff, ideally from TA team. <b>Completion date has now been moved to Spring 2020.</b></li> <li>DT teacher successfully achieved QTLS. Good (with outstanding features) teaching and learning observed in the Summer Term.</li> <li>10 x ipads purchased (07.09.18). Incorporated into Computing teaching and learning, which is evidenced in lesson observations and learning walks e.g. TA visually demonstrating key word and definition while main teaching takes place.</li> <li>Carried out self-assessment observations and filmed lessons. 10 were judged as outstanding, 2 good and 1 RI, this was generally in line with previous observations. <b>However, further support</b></li> </ul>	
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					<p>required for critiquing own teaching and learning effectively.</p> <ul style="list-style-type: none"> <li>• In the pupil questionnaire (February 2019): <ul style="list-style-type: none"> <li>- 97% of pupils believe they are taught well.</li> <li>- 100% of pupils believe teachers expect them to work hard and do their best.</li> <li>- 96% of pupils think their work is assessed helpfully so they can see how to improve it.</li> </ul> </li> <li>• Creative <i>'Throw the Rule Book Out'</i> teaching and learning observations took place in the Summer Term, resulting in 12 teachers achieving outstanding and 2 good.</li> <li>• SI provided staff training for use of iPads through tutor-time training supported by pupils (digital leaders). Training took place Tuesday and Friday mornings in March and April 2019.</li> <li>• <b>Teacher and TA training on reviewing teaching and learning did not take</b></li> </ul>	
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					<p>place during the Summer Term.</p> <ul style="list-style-type: none"> <li>'The quality of teaching and learning is outstanding. This is because teachers' subject knowledge is strong and they plan lessons that are highly personalised to the needs of every pupil' (Ofsted, May 2019).</li> </ul>	
2. Ensure pupils are inspired and engaged in and out of the classroom.	<ul style="list-style-type: none"> <li>Schedule 'creative observations' where we 'throw away the rule book!' focusing only on progress and safety, colleagues also observe the lesson. Use learning to shape best practice.</li> <li>Schedule the following skillshare opportunities: practical (RF/ZL); visual support (BK/KR); wake up activities (PB); 'wow' literacy activities (JJ); 'wow' numeracy activities (SP).</li> <li>Survey pupils regarding desired theme days.</li> <li>Organise educational visit to France, undertaking conference call with the SIA to explore options.</li> </ul>	<p>(CM) Teachers</p> <p>(TH) Teachers</p> <p>(RM) CT</p> <p>SP/FW</p>	<ul style="list-style-type: none"> <li>Teachers have experimented ideas and shared them with their colleagues.</li> <li>Teachers use ideas from skillshare in their teaching and learning.</li> <li>Theme days are planned for next academic year based on pupil ideas.</li> <li>20 pupils attend educational visit to France.</li> <li>At least 3 speakers have attended the school and shared their experiences in PSCE.</li> </ul>	<p>Spring Term</p> <p>Autumn Term</p> <p>Spring Term</p>	<ul style="list-style-type: none"> <li>Good to great strategies shared in staff meetings, (see minutes).</li> <li>Creative 'Throw the Rule Book Out' teaching and learning observations took place in the Summer Term, resulting in 12 teachers achieving outstanding and 2 good.</li> <li>Pupils were surveyed in Autumn Term, next year's theme days to include: gaming/languages.</li> <li>Parent preference for France visit was slightly in favour of residential, however, small number meant only 1 day visit was possible. 15 pupils attended the visit. Feedback from pupils</li> </ul>	<p>£2000 – France educational visit</p>

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	<ul style="list-style-type: none"> <li>• Invite speakers from ICL to inspire pupils.</li> <li>• Raise the level of 'creative maths', by scheduling NumberFit activities.</li> </ul>		<ul style="list-style-type: none"> <li>• Progress in Maths remains outstanding and reaches school target of 97%+ for all pupils by the end of the academic year, pupils provide positive feedback in a pupil conference.</li> </ul>		<p>indicated they were delighted with the day, with a number stating it was, <i>'the best trip they have ever been on'</i>. Plans are in place for a residential in the next academic year, which will be booked early to allow for staggered payments.</p> <ul style="list-style-type: none"> <li>• Unsuccessful application made for 'speakers for schools' for PSCHE lessons, however, teacher arranged for a police officer, dance teacher and actor to speak to various year groups in the Summer Term.</li> <li>• Year 10 MIND workshops provided to support with dealing with stress and GCSE pressures.</li> <li>• Following investigation it was deemed that NumberFit was an inappropriate match at this time. Therefore, the following has been implemented: <ul style="list-style-type: none"> <li>- Maths Attax</li> <li>- Premier League Maths Challenge</li> <li>- Active learning</li> </ul> </li> </ul>	
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					<ul style="list-style-type: none"> <li>- Calculating with time in football</li> <li>- Match Fixtures challenge</li> <li>- Team selection challenge</li> <li>- League tables challenge</li> <li>- Describing positions and directions on the football pitch</li> <li>- Handling data in football</li> <li>• Skillshare opportunities were scheduled during teacher meetings in Spring Term (see teacher meeting minutes). KR skillshared with RF &amp; EA PGSS/ visual strategies in the classroom. BK skillshared with RF &amp; EA regarding CiP resources. Other staff skillshared resources and strategies for named pupils to improve behaviour for learning in weekly staff meetings using the Good to Great methodology.</li> <li>• 11 educational visits took place in the Autumn Term. 15 took place in the Spring Term and 31 took place in the Summer Term.</li> </ul>	
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<p>3. Raise the quality of TA and Apprentice support to consistently outstanding to ensure the vast majority of pupils make substantial and sustained progress</p>	<ul style="list-style-type: none"> <li>• Review pay policy, exploring performance related pay for support staff.</li> <li>• Update pay policy to include criteria.</li> <li>• Schedule ½ day leave for support staff to demonstrate gratitude to support staff commitment.</li> <li>• Recruit 4 x apprentices.</li> <li>• Advertise HLTA position, with specific responsibilities, including apprentice support/coaching and mentoring.</li> <li>• Link all new TAs/apprentices with a buddy system and provide opportunities for colleague observation.</li> <li>• TAs schedule visit to other outstanding SEND schools. And incorporate ideas into practice.</li> <li>• TAs undertake a PGSS refresher course.</li> <li>• Assign a subject TA/Apprentice specialist to every teacher.</li> </ul>	<p>(CM/TH)</p> <p>(TM)</p> <p>(KR/AC)</p> <p>(CM)</p> <p>(Chika Omoruyi)</p>	<ul style="list-style-type: none"> <li>• Pay policy is updated.</li> <li>• ½ day ‘Christmas shopping’ day provided to support staff.</li> <li>• 4 x apprentices are recruited and in post.</li> <li>• HLTA in post for the start of the new academic year.</li> <li>• New TAs/apprentices have observed best practice and incorporate in to support.</li> <li>• All TAs/Apprentices visit another outstanding SEND school.</li> <li>• TAs feel more confident in their use of PGSS and are observed using it during formal TA observations.</li> <li>• Every teacher has an assigned additional adult, with subject specialisms.</li> </ul>	<p><b>Autumn Term</b></p> <p><b>Summer Term</b></p> <p><b>Autumn Term</b></p> <p><b>Spring Term</b></p> <p><b>Autumn Term</b></p>	<ul style="list-style-type: none"> <li>• Pay policy updated (October 2018), which now includes performance related pay for support staff.</li> <li>• ½ day ‘Christmas shopping’ day provided to support staff (December 2018), this was provided through internal cover and therefore without additional costs.</li> <li>• 5 x apprentices have been recruited and are now in post.</li> <li>• Observational opportunities were scheduled for apprentices in Autumn and Spring Term.</li> <li>• Apprentices have received formal classroom observations throughout the year, progressing to 100% of apprentices gaining at least a ‘good’ classroom observation, with 40% achieving ‘outstanding’.</li> <li>• Positive use of PGSS in TA observations has been observed and feedback through classroom observations recorded. Small number</li> </ul>	<p><b>£0</b></p>
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					<p>of TAs have a PM target related to PGSS.</p> <ul style="list-style-type: none"> <li>• All teachers have an assigned additional TA/Apprentice.</li> <li>• 50% of TAs achieved an 'outstanding' classroom observation in Autumn Term. In the Spring Term this was 69%. In the Summer Term this was 67%.</li> <li>• Internally advertised permanent TA opportunities for apprentices in the Summer Term, strongest 3 Apprentices recruited for permanent/temporary positions.</li> <li>• All TAs visited outstanding special schools on 07/06/19. TAs used ideas to enhance own practice, see collated feedback from both teachers and TAs which were used to support professional development and to devise elements of the SIP 2019/2020.</li> <li>• Internally advertised HLTA position, position started in September 2019.</li> </ul>	
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<p>4. Ensure new teachers provide outstanding teaching and learning in their subject area.</p>	<ul style="list-style-type: none"> <li>• Induction is scheduled for all new teachers.</li> <li>• Coaching/mentoring is provided for all news teachers.</li> <li>• Teachers share filmed lessons with the SIA.</li> <li>• New teachers observe at least 2 lessons modelled by teachers delivering at a consistently outstanding teaching and learning.</li> <li>• New teachers undertake PGSS level 1 award.</li> <li>• New teachers undertake attachment awareness and behaviour training throughout the year.</li> <li>• Teachers actively participate in Good to Great sessions.</li> </ul>	<p>(BK)</p> <p>(KR/AC)</p> <p>(RM)</p>	<ul style="list-style-type: none"> <li>• Each new teacher is able to deliver at least 2/3 lessons which are judged as 'outstanding' using the school's outstanding teaching and learning criteria.</li> <li>• SIA provides support/ guidance to teachers and celebrates best practice.</li> <li>• New teachers successfully gain PGSS level 1 award.</li> <li>• Teachers are observed using attachment awareness strategies in classroom observations.</li> <li>• Teachers incorporate Good to Great strategies into teaching and learning.</li> </ul>	<p><b>Autumn Term</b></p> <p><b>Spring Term</b></p>	<ul style="list-style-type: none"> <li>• French teacher delivering consistently outstanding teaching and learning.</li> <li>• DT teacher achieved good teaching and learning observations in Spring and Summer Term.</li> <li>• DT teacher has gained PGSS level 1 award. French teacher still required to complete.</li> <li>• New teacher attachment awareness training delivered (12/09/18). French teacher using strategies highly effectively, further behaviour management support for DT teacher provided, this will be on-going.</li> <li>• Teachers and TA participating in Good to Great with a focus on supporting named pupils behaviour for learning. Participating since 30/01/19 and skill share during TA/Teacher meetings. Folder created to collate case studies and resources.</li> </ul>	<p><b>£0</b></p>
<p>5. Raise the consistency of</p>	<ul style="list-style-type: none"> <li>• Increase SMT monitoring of</li> </ul>	<p>(RM)</p>	<ul style="list-style-type: none"> <li>• At least 90%+ parents believe the</li> </ul>	<p><b>Autumn Term</b></p>	<ul style="list-style-type: none"> <li>• Homework audit undertaken termly.</li> </ul>	<p><b>£0</b></p>

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homework provided.	<p>homework, ensuring it is on the school website every Thursday.</p> <ul style="list-style-type: none"> <li>• Termly homework audit, monitoring quality, differentiation and challenge.</li> <li>• Ensure homework is a tutor time focus.</li> <li>• Provide homework folders to pupils who require them.</li> <li>• KS4 homework is set using the new differentiated model.</li> <li>• Ensure homework is appropriately challenging for all pupils.</li> </ul>	<p>(RM)</p> <p>Teachers</p> <p>TAs</p> <p>Teachers</p>	<p>school sets appropriate homework.</p> <ul style="list-style-type: none"> <li>• At least 95% of pupils believe the school sets worthwhile homework.</li> <li>• Pupils have access to challenging extension activities and personally choose to complete the activities.</li> </ul>		<p>Feedback used to shape practice (see audits).</p> <ul style="list-style-type: none"> <li>• In February 2019 pupil questionnaire, 91% of pupils believe worthwhile homework is set regularly.</li> <li>• KS4 homework is now set using differentiated model.</li> <li>• SLT assembly on sharing importance of homework took place in the Summer Term.</li> </ul>	
<b>Total Cost</b>						<b>£13,000</b>

## Personal Development, Behaviour and Welfare – Outstanding

### Evidence

- Behaviour is outstanding due to a consistent approach towards behaviour from all staff, using strategies which enable pupils to manage their own behaviour, for example, by self-referrals, regulation techniques and emotion coaching. 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 Woodlane.
- All staff communicate that they agree pupils are safe at Woodlane.
- Strategies to raise attendance are regularly implemented and the pupils' attendance exceeds the national average for special schools and is very close to the national average for mainstream schools, despite the significant medical needs of a notable proportion of pupils.
- 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.

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- Safeguarding/Health and Safety audits.
- Ofsted report 2018.

### 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, 'Black African' 'White Other' 'Girls, particularly Year 10' 'ASD' and 'SEMH';
2. further improve the behaviour of pupils in the Autumn Term;
3. further improve the attendance of key groups, 'White/Black Caribbean', 'Any other Black Background' and 'Girls';
4. further improve morning punctuality of named pupils who independently travel to ensure pupils are present for the start of tutor/assembly;
5. refurbish the playground environment and equipment to ensure it is more conducive to positive play/activity;
6. ensure all staff continue to be consistent in their approach to managing behaviour;
7. further develop pupils' sportsmanship; 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, 'Black African' 'White Other' 'Girls, particularly Year 10' 'ASD' and 'SEMH.	<ul style="list-style-type: none"> <li>Schedule behaviour INSET training for new staff.</li> <li>Schedule training on 'pathological avoidance'.</li> <li>Provide direct support for named pupils.</li> <li>Create positive behaviour plans for named pupils.</li> <li>Engage with parents of named pupils regarding behaviour.</li> <li>Refer/continue mental health support for named pupils through RESPOND/Mind, Drawing and Talking and dog therapy.</li> <li>Give assembly on various medical conditions to ensure pupils better understand their peers' needs e.g. brittle bones and epilepsy etc.</li> <li>Consult diverse representatives from 'groups' via pupil conference regarding playground development.</li> <li>Consult 'Year 10 girls' and pupils with 'ASD' in pupil conference, asking</li> </ul>	<p>(RM)</p> <p>(KR)</p> <p>(RM)</p> <p>(CM)</p> <p>(RM)</p> <p>(Alex Greaves)</p>	<ul style="list-style-type: none"> <li>Reduce 'Black African' referrals by at least 25%.</li> <li>Reduce 'White Other' referrals by at least 25%.</li> <li>Reduce 'Black African' referrals by at least 25%.</li> <li>Reduce 'Year 10 Girls' referrals by at least 50%.</li> <li>Parents form part of positive behaviour plans.</li> <li>Favoured playground design is selected and works are scheduled.</li> <li>Reduce 'ASD' referrals by at least 50%.</li> <li>Reduce 'SEMH' referrals by at least 50%.</li> </ul>	<p><b>Autumn Term</b></p> <p><b>Spring Term</b></p> <p><b>Autumn Term</b></p>	<ul style="list-style-type: none"> <li>Black African referrals have reduced by 29%. When compared to the previous academic year.</li> <li>White other referrals reduced by 42%, when compared to the previous academic year.</li> <li>Year 10 girls' referrals reduced by 63%, when compared to the previous academic year.</li> <li>SEMH referrals reduced by 5%, when compared to the previous academic year.</li> <li>ASD referrals reduced by 26%, when compared to the previous academic year.</li> <li>Pupil conference with Year 10 girls' and pupils with ASD held on 20/11/19. Ideas implemented included: <ul style="list-style-type: none"> <li>Staff made aware one pupil from conference prefers self-referrals not time outs as a strategy to self-regulate.</li> <li>-1:1 and small group music sessions with music teacher.</li> </ul> </li> </ul>	£500 – resources/ awards etc.

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	them ideas for supporting and regulating their behaviour, implement ideas.				<ul style="list-style-type: none"> <li>Analysis of ASD and girls' behaviour data indicate referrals have reduced when compared to the previous academic year (see above).</li> <li>'Pathological avoidance' /ODD training was not scheduled.</li> </ul>	
2. Further improve the behaviour of pupils in the Autumn Term.	<ul style="list-style-type: none"> <li>Schedule Attachment Awareness recap for all staff.</li> <li>Introduce Year 10 mentors for break time activities.</li> <li>Provide behaviour support for key staff, e.g. team teaching/modelling.</li> <li>Provide behaviour support for new teachers e.g. team teaching/modelling.</li> <li>Provide direct support to named pupils in Year 7, including OT focus.</li> </ul>	<p>(RM)</p> <p>(RM/PB)</p> <p>(RM)</p> <p>(RM)</p>	<ul style="list-style-type: none"> <li>Reduce referrals in the Autumn Term by at least 33%.</li> <li>INSET delivered on Attachment awareness and emotion coaching.</li> <li>Named pupils reduce referrals by at least 33%.</li> </ul>	<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>INSET delivered on 04/09/18, recapping Attachment Awareness and emotion coaching strategies.</li> <li>Behaviour support provided to Science Teacher throughout Autumn/Spring Term. Spring Term data indicates a lower number of referrals in this subject compared to the Autumn Term.</li> <li>Year 10 mentors introduced in Autumn Term (b). Spring Term data behaviour data indicates a reduction in referrals at break and lunchtimes. Pupils and staff report an increase in positive play due to role models. <i>'During the inspection, Year 10 pupils taught younger</i></li> </ul>	<b>£500 – activities</b>

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					<p><i>pupils how to play table tennis, without any prompt from adults' (Ofsted, 2019).</i></p> <ul style="list-style-type: none"> <li>• Behaviour support for DT teacher provided in Spring and Summer Term. Office referrals have increased when we compare Summer to Autumn Term, however, it is likely these higher expectations will be a sound basis for the next academic year. Further support will also be provided to ensure these improvements are made.</li> <li>• Provided direct support for named pupils, including positive behaviour plans, therapy dog sessions, reward and sanction charts, which have had a positive impact on reducing behaviour referrals for named pupils, reducing by 43%/60%/74%/71%/30% when compared to the previous academic year.</li> <li>• Overall referrals increased by 3% when compared to the previous Autumn Term.</li> </ul>	
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<p>3. Further improve the attendance of key groups, 'White/Black Caribbean', 'Any other Black Background' and 'Girls'.</p>	<ul style="list-style-type: none"> <li>• Devise individual targets/rewards for named pupils with parents.</li> <li>• Set individual targets and reward for named pupils.</li> <li>• Ensure attendance is monitored on a weekly basis, ensure action is taken early e.g. letters etc.</li> <li>• Increase referrals to Early Help services for pupils with significant unauthorised absence.</li> <li>• Visit at least 2 outstanding SEND schools to compare, contrast and explore attendance policies and practices.</li> <li>• Continue to ensure individual attendance figures are given to tutors on a weekly basis and reported to pupils.</li> </ul>	<p>(RM)</p> <p>Teachers</p> <p>(RM)</p>	<ul style="list-style-type: none"> <li>• 'White/Black Caribbean' attendance raises above national average of at least 90.2%.</li> <li>• 'Any Other Black Background' attendance raises above national average of at least 91.6%.</li> <li>• 'Girls' attendance raises above national average of at least 92.4%.</li> <li>• Where appropriate pupils are referred to Early Help for support with improving attendance.</li> <li>• Ideas are gained from at least 2 outstanding SEND school regarding attendance and are used to review attendance policy.</li> </ul>	<p><b>Autumn Term</b></p> <p><b>Spring Tem</b></p>	<ul style="list-style-type: none"> <li>• White/ Black Caribbean attendance was 84.2% for the academic year, however, lower attendance figure due to one pupil's absence due to sleep therapy, this is deemed essential for this pupil's well-being. Excluding this pupil attendance would be 96.4%.</li> <li>• 'Any Other Black Background' attendance 97.2% for the academic year.</li> <li>• Girls' attendance is 89.7%. However, lower attendance due to 3 named pupils, 1 due to medical and 2 due to confidential reasons (see Autumn Term behaviour and attendance report). When pupils omitted 93.4%</li> <li>• One pupil referred to Early Help in the Spring Term and one in the Summer Term.</li> <li>• Ideas gained from 1 x Outstanding SEND school, Marylebone Bridge in the Summer Term. Strategies were</li> </ul>	<p><b>£100 – rewards</b></p>
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					very similar to Woodlane.	
4. 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"> <li>• Devise individual targets/rewards for named pupils with parents.</li> <li>• Set individual targets and reward for named pupils.</li> <li>• Ensure punctuality is monitored on a weekly basis, ensure action is taken early e.g. letters etc.</li> <li>• Increase the number of morning clubs and consult named pupils on the types of clubs.</li> <li>• Visit at least 2 outstanding SEND schools to compare, contrast and explore attendance and punctuality policies and practices.</li> <li>• Ensure individual punctuality figures are given to tutors on a weekly basis and reported to pupils.</li> <li>• Review travel training programme and create an after care plan for those pupils who have recently been travel trained, with a focus on</li> </ul>	(RM)	<ul style="list-style-type: none"> <li>• Reduce the incidents of lateness of named pupils by at least 50%.</li> <li>• Reduce overall incidents of lateness by at least 33%.</li> <li>• Increased morning clubs are introduced and are well attended by targeted pupils.</li> <li>• Implement useful strategies used by other schools to improve punctuality.</li> <li>• All pupils who recently travel trained report increased confidence through questionnaire.</li> <li>• Recently travel trained pupils punctuality is at least as good as their peers.</li> </ul>	<b>Autumn Term</b>  <b>Termly</b>	<ul style="list-style-type: none"> <li>• Named pupils reduced incidents of lateness by 78/71/48/34/27/17% when compared to the previous academic year.</li> <li>• Overall lateness reduced by 52.5% when compared to the previous academic year.</li> <li>• Morning Computing and cricket club introduced in the Autumn Term and continued throughout the academic year. Morning cricket was regularly attended by 10-15 pupils. Morning computer club was regularly attended by 4-6 pupils.</li> <li>• Consultation undertaken to explore moving the school day forward to reduce travel time etc. Large majority of stakeholders in support, however a number of challenges for specific staff and pupils were explored. Following analysis of all stakeholder feedback (see questionnaires and pupil conference),</li> </ul>	<b>£1000 – morning club costs</b>
		(TH/RL)		<b>Spring Term</b>		

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	punctuality and confidence.				<p>school opening hour consultation review took place with governors on 21/03/19, SLT advised that no changes should be made at this time, this was agreed by governors.</p> <ul style="list-style-type: none"> <li>Implemented useful strategies used by other schools in the Spring and Summer Term e.g. morning clubs, therapy dog sessions as a reward for punctuality. The reduction in incidents of lateness which was 52.5% when compared to the previous year.</li> <li>Travel training questionnaire not completed in the Summer Term.</li> <li>Named pupils (who were travel trained) reduced by 27.5%. One pupil had only 5 instances of lateness and another 2 pupils had 0 instances of lateness in the 2018/2019 academic year.</li> </ul>	
5. Refurbish the playground environment and	<ul style="list-style-type: none"> <li>Select favoured design, consulting diverse range</li> </ul>	(CM)	<ul style="list-style-type: none"> <li>At Least £50,000 is gained in charitable funding.</li> </ul>	<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>Pupils and staff have selected favoured playground design by</li> </ul>	<b>£50,000 (+£50,000 allocated)</b>

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<p>equipment to ensure it is more conducive to positive play/activity.</p>	<p>of pupils in pupil reference group.</p> <ul style="list-style-type: none"> <li>• Gain charitable funding to equal at last half of the school investment.</li> <li>• Finalise playground design, including small details.</li> <li>• Governor visit before and after playground refurbishment.</li> <li>• Schedule and commission works.</li> </ul>	<p>(CM/BS/AS)</p> <p>(CM)</p> <p>(CM/BS)</p> <p>(Guy Vincent)</p>	<ul style="list-style-type: none"> <li>• Finalised plan is agreed by staff, governors and pupils.</li> <li>• Works take place in Summer holiday ready for the start of new academic year.</li> <li>• Pupils love their new playground!</li> <li>• Governor visit reports document significant improvements in the quality of pupil play and interaction.</li> <li>• Behaviour incidents at break and lunch reduce by 50% in new academic year.</li> </ul>	<p><b>Summer Term</b></p>	<p>Play Innovation, following a presentation regarding 3 designs in assembly in Autumn Term.</p> <ul style="list-style-type: none"> <li>• Pupil conference took place (06/12/18) to shape final design.</li> <li>• <b>School have commissioned Safe Consultancy to support with charitable funding applications. However, limited progress made by company and school will seek a refund on fees.</b></li> <li>• LBHF have agreed to pay for approximately half of the playground costs using maintenance funds.</li> <li>• Named parents made contributions of approximately £3000.</li> <li>• Full playground Refurbishment completed over the Summer holiday.</li> <li>• Although early days (on completion of this summary) pupils are delighted with the new playground and have been observed using every corner, there is an activity for everyone.</li> </ul>	<p><b>from last year)</b></p>
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					Full analysis will take place in academic year 2019/2020. Informal views by parents have also been extremely positive.	
6. Ensure all staff are consistent in their approach to managing behaviour.	<ul style="list-style-type: none"> <li>Undertake extended behaviour questionnaire.</li> <li>Provide weekly support for apprentices, through mentor session.</li> <li>Schedule behaviour training throughout the year.</li> <li>Ensure all teachers set expectations to pupils at the beginning of each half term/term and share them visually.</li> <li>Ensure teachers action suitable sanctions for poor behaviour to avoid escalation to an office referral.</li> </ul>	(RM) (CM/RM) (RM)	<ul style="list-style-type: none"> <li>Responses from questionnaire shape behaviour support.</li> <li>The number of staff responding 'strongly agree for <i>the behaviour of pupils is consistently well managed</i>' in staff questionnaire increases by at least 15%.</li> <li>Behaviour referrals are reduced by at least 25% overall.</li> <li>Behaviour training is delivered throughout the academic year.</li> <li>Teacher expectations are visible in each classroom.</li> </ul>	<b>Autumn Term</b> <b>Termly</b>	<ul style="list-style-type: none"> <li>Extended questionnaire undertaken on 04/12/18. Outcomes (dealing with disruptive behaviour/ dealing with work refusal) of questionnaire have formed part of the Good to Great programme related to supporting named pupils' behaviour for learning. Impact of Good to Great programme to be assessed in Spring Term behaviour report.</li> <li>Behaviour training delivered on 04/09/18 (whole school), 12/09/18 (new staff), 30/01/18 (whole school).</li> <li>SLT provided mentoring for Apprentices in Spring (b) and extended mentoring to Maths Apprentice TA. Positive improvements observed for all staff.</li> <li>Corridor incidents increased by 72% when compared to the</li> </ul>	£0

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					<ul style="list-style-type: none"> <li>previous academic year.</li> <li>• Playground incidents increased by 43% when compared to the previous academic year.</li> <li>• Overall behaviour referrals have reduced by 4% when compared to the previous academic year. There has been a year on year reduction over the past 5 years (see behaviour report).</li> <li>• 2 named pupil received anger management sessions in the Spring and Summer Term. 1 pupil has increased in behaviour referrals by 73% while the other pupil has had a 0% increase in referrals compared to the previous academic year. No identifiable impact of sessions.</li> <li>• In the pupil questionnaire (February 2019), 99% of pupils believe staff treat all pupils fairly and with respect.</li> <li>• Staff reiterated classroom rules and</li> </ul>	
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					<p>behaviour expectations at the start of every half term during tutor time. Behaviour policy was recapped with staff. Recap delivered during behaviour training sessions on 03/09/18, 06/02/19 and 08/05/19.</p> <ul style="list-style-type: none"> <li>100% of staff strongly agree that behaviour is good at Woodlane, 56% strongly agree. This was maintained the previous academic year.</li> <li><i>'In lessons, pupils are rarely disrupted or disruptive because teachers help them to manage their behaviour very well'</i> (Ofsted, May 2019).</li> </ul>	
7. Further develop pupils' sportsmanship;	<ul style="list-style-type: none"> <li>Schedule Rugby Football Union (RFU) Year 7/Year 8 sessions.</li> <li>Investigate Sportsmanship award/kitemark.</li> <li>Year 10 pupil leaders plan and support activities in the playground for KS3 pupils.</li> <li>Introduce a Sportsmanship award/trophy.</li> </ul>	<p>(RM/PB)</p> <p>(TT)</p>	<ul style="list-style-type: none"> <li>Behaviour incidents at break and lunch reduce by 50% in new academic year.</li> <li>Pupils report improved sportsmanship at break and lunchtimes in school council.</li> <li>Referrals in PE are reduced by at least 25%.</li> <li>A pupil wins a sportsmanship award.</li> </ul>	<p><b>Spring Term</b></p> <p><b>Autumn Term</b></p>	<ul style="list-style-type: none"> <li>Corridor incidents increased by 72%, Playground incidents increased by 43%, 2 x pupils impacted on data and were responsible for 42% of corridor referrals and responsible for 35% of playground referrals, despite targeted support provided during break and lunchtimes of 1:1 and role modelling. Due to an on-going concern</li> </ul>	<p><b>£500 – educational visits/trophy</b></p>

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	<ul style="list-style-type: none"> <li>Named pupils attend Anger Management sessions with TA trained to deliver sessions.</li> </ul>		<ul style="list-style-type: none"> <li>Named pupils follow anger management sessions, reducing frustration in sports.</li> </ul>		<p>in appropriateness of placement a managed move took place for 1 pupil. Currently with the development of the new playground there have been only 2 referrals so far this academic year.</p> <ul style="list-style-type: none"> <li>PE referrals have increased by 27%, as a result of the behaviour of 3 x pupils. However, 2 pupils made significant improvements in the Summer Term. 1 pupil reduced referrals by 100% comparing the Autumn Term to the Spring and Summer Terms. While the other reduced referrals by 80% when comparing the Spring and Summer Terms.</li> <li>Behaviour support was provided in PE for named pupils, including: <ul style="list-style-type: none"> <li>-Targeted strategies</li> <li>-1:1 sessions for one pupil during PE lessons.</li> <li>-Another pupil given 1:1 support and the use of more visuals and careful group selection.</li> </ul> 1 pupil reduced referrals by 100% comparing the Autumn Term to the Spring and Summer </li> </ul>	
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					Terms. While the other reduced referrals by 80% when comparing the Spring and Summer Terms.	
8. Maintain strong mental health and well-being support for staff and pupils.	<ul style="list-style-type: none"> <li>Renew silver and gold healthy schools award.</li> <li>Schedule staff well-being group.</li> <li>Headteacher schedules staff well-being course and provides feedback to well-being group.</li> <li>Support staff are scheduled ½ day leave as a thank you for hard work and commitment.</li> <li>Schedule Year 10/11 revision strategies training.</li> <li>Schedule staff Emergency Life Skills training.</li> <li>Schedule Year 10/11 Emergency Life Skills training.</li> <li>Provide targeted mental health support for pupils through Mind and RESOND.</li> <li>Pilot RESPOND group sessions for targeted Year 7 pupils, with a focus on coping with transition.</li> </ul>	<p>(RM)</p> <p>(LI/ZL/SI)</p> <p>(CM)</p> <p>(MJ)</p> <p>Teachers</p> <p>TAs</p> <p>(RM)</p>	<ul style="list-style-type: none"> <li>School renews silver and gold healthy schools award.</li> <li>Support staff gain ½ leave.</li> <li>Staff well-being group is held termly.</li> <li>Year 10/11 report that revision sessions were useful and they are able to use strategies.</li> <li>Staff gain Emergency Life Skills certification.</li> <li>All Year 10/11 pupils gain a first aid certificate.</li> <li>Targeted pupils receive weekly therapy sessions with Mind/RESPOND.</li> <li>RESPOND group pupils and staff report improved peer relationships.</li> <li>MIND group use strategies to reduce GCSE stress.</li> <li>Mobile phone policy is followed by all pupils.</li> </ul>	<p><b>Spring Term</b></p> <p><b>Termly</b></p> <p><b>Autumn Term</b></p> <p><b>Spring Term</b></p> <p><b>Autumn Term</b></p>	<ul style="list-style-type: none"> <li>½ day 'Christmas shopping' day provided to support staff (December 2018).</li> <li>Staff well-being group first meeting held on 23/01/19, group implemented coffee group session before school. In the Summer Term a variety of well-being sessions were run by staff for staff, a masseuse also supported staff.</li> <li>Pupil exam revision/support sessions took place prior to pupil mock exams (January 2019).</li> <li>Emergency Life Skills training delivered to Year 10/11 during PSCH lessons in Spring Term.</li> <li>6 named pupils received Respond Art Therapy, 2 named pupils received MIND 1:1 Art Therapy sessions and 4 x Year 10 girls received group</li> </ul>	<p><b>£500 – course</b></p> <p><b>*no additional cost associated with ½ leave, TAs to cover absence, no external cover required.</b></p>

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	<ul style="list-style-type: none"> <li>• Pilot MIND groups sessions for Year 10 girls, with a focus on coping with GCSE stress.</li> <li>• Introduce mobile phone policy.</li> <li>• Continue campaign for additional Zebra Crossing outside of school. Consult the pupils as to the position.</li> <li>• Review travel training offer in agreement with LBHF.</li> </ul>	<p>(Anne Bruce)</p>	<ul style="list-style-type: none"> <li>• Zebra crossing is positioned in preferred place.</li> <li>• Travel Training funding is secured for the academic year and report highlights increased pupil well-being and independence.</li> </ul>	<p>sessions in the Autumn/Spring Term, office referrals reduced by 63% for named Year 10 girls.</p> <ul style="list-style-type: none"> <li>• Piloted Respond sessions delivered to named Year 7 pupils in the Autumn Term to support with Transition, named pupils reported as being less anxious and feel better able to share feelings. One named pupil has reduced the number of office referrals by 100% in the Spring and Summer Term</li> <li>• Zebra construction completed and was ready for use in April 2019 start of Spring Term.</li> <li>• Mobile phone policy is followed well by pupils, despite many pupils personal preference being to use them.</li> <li>• SLT have gained commitment from LBHF regrading Travel training funding, however, this is a proportion of the training, with £10,000 agreed. On-going work is required around</li> </ul>	
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					<p>increasing Woodlane top up to reflect 'independence offer'.</p> <ul style="list-style-type: none"> <li>• Emergency life skills training was scheduled for the Summer Term. Year 10 pupils under went first aid training and gained a level 3 certificate.</li> <li>• PSHCE Subject Leader and TA have schedule mental health first aid course for 23/09/19 and 24/09/19.</li> <li>• Positive feedback from staff received on well-being group activities.</li> </ul>	
<b>Total Cost</b>						<b>£53,100</b>

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## Outcomes for Pupils – Outstanding

### Evidence

- Analysis of pupil progress indicates that achievement is outstanding across the school. This is because, pupils progress well from their different starting points and achieve or exceed standards expected within the school's curriculum.
- Using the Woodlane 'Flight Path' pupils attain outstanding outcomes in Year 11 when formal accreditations are considered. It should be noted that when accredited outcomes are compared with other similar outstanding special schools Woodlane pupils significantly outperform comparison schools.
- Woodlane pupils' academic starting points are often extremely low, their progress is compared carefully using DfE published data. When Woodlane's published scores (when adjusted for MNU) are compared with all other community SEND schools in England (459 schools), Woodlane regularly ranks in the top 5% nationally.
  - Woodlane's Progress 8 score of -1.24 (Year 11 cohort 2017/18 – published January 2019) is considered low when compared to all schools nationally, however, ranks 16<sup>th</sup> out of 459 (top 3%) when compared to only SEND schools. This highlights extremely positive outcomes for Woodlane pupils.
  - Woodlane's Attainment 8 score of 9.02 (Year 11 cohort 2017/18 – published January 2019) places it in 31<sup>st</sup> place (top 7%) nationally for similar community SEND schools.
  - Using this data for direct comparison with that of other school's also showcases Woodlane's outstanding outcomes for pupils. Pupils at Woodlane continue to score higher for Progress 8 than almost all of the other schools examined, including 3 schools who achieved an Outstanding Ofsted report in 2018, and 5 who achieved this in 2017.
- The vast majority of pupils made expected progress in 2017-2018 with 99.08% of expectations met, in 2016-2017 this figure was 98.89% and in 2015-2016 it was 97.68% demonstrating that progress over time continues to improve. Over 97% was achieved in all subjects, excluding DT, French and History.
- In 2017-2018 the majority of expectations (58%) were exceeded. This mirrors the previous year and surpasses the school target of 50%. In 2015-2016 54.43% of expectations were exceeded.
- Analysis of pupil progress indicates that achievement in English is outstanding, when compared to school's Flight Path, which takes into account the expectations of other outstanding special schools and national data.
- Analysis of pupil progress indicates that achievement in Maths is outstanding overall, when compared to school's Flight Path, which takes into account the expectations of other outstanding special schools and national data.
- Analysis of outcomes and pupil progress in 2017/18 indicates that there is little statistical significance between key groups.

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- The progress of the three largest ethnicity groups (WBRI, BAFR & BCRB) is outstanding, with WBRI and BAFR showing rapid progress over the last two academic years.
- The overall gap in progress between Pupil Premium and those not in receipt has closed.
- OMRC (3 pupils) and MWBC (5 pupils) are the ethnicity groups with the lowest percentage exceeding expected progress, however both groups had 100% of pupils meeting expectations.
- Pupils with the primary SEND of 'Other' (10 pupils) have not progressed as quickly as their peers in the core subjects.
- The progress of girls in Maths is below that of boys, with girls exceeding expected progress 10% less than boys.
- The number of pupils meeting and exceeding expectations in the three core subjects has improved year on year for four consecutive years.
- Pupil attainment is similar to or better than other comparable outstanding special schools. Links made with other outstanding special schools provide opportunities for comparison and critical analysis.
- The Investor in Careers accreditation evidences outstanding practice in preparing pupils for the next stage of their education and future life, and no pupils have been NEET for the last three years.

#### Refer to:

- Progress data/Outcomes for pupils report.
- Special school comparison data and DfE published data comparisons.
- Moderation reports
- Pupil Achievement Books.
- B-Squared data.
- Pupil trackers.
- Case studies.
- SIA visits and reports.
- Ofsted report 2018.

#### Supporting factors

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1. Expectations are high and often exceed that of other outstanding special 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 partners in 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 and over time.

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

1. explore and refine subject specific qualifications to ensure qualifications are accessible and pupils' accredited outcomes reflect their progress;
2. close the 50% gap in the proportion of 'Girls' who meet and exceed expected outcomes in Maths and the 10% gap in the proportion of 'Girls' who exceed expected outcomes in Maths;
3. further close the 15% gap in terms of outcomes met and exceeded in the core subjects, between pupils receiving pupil premium and their peers;
4. ensure the curriculum meets the needs of contextually lower and higher ability pupils;
5. raise the proportion of pupils with Primary Need – 'Other' who exceed expected progress in the core subjects;
6. raise the proportion of progress expectations met and exceeded in DT & French; and
7. refine assessment procedures, including MNU, using Woodlane's 'house style'.

Area for Improvement	What?	Who? (Lead)	Success Criteria?	When?	Progress	Cost
1. Explore and refine subject specific qualifications to ensure qualifications are accessible and pupils' accredited outcomes reflect their progress.	<ul style="list-style-type: none"> <li>Explore changes to the PE BTEC for contextually higher ability pupils.</li> <li>Introduce a new 'cooking' qualification that caters for both higher and lower ability pupils at Woodlane and builds valuable life skills.</li> <li>Explore mother tongue foreign languages for pupils with the ability to access the exams.</li> <li>Explore higher tier GCSE/qualification options for contextually higher ability Year 10 pupils in English/Maths/Science and PE.</li> <li>Explore options for Entry Level Art to ensure lowest ability learners are still able to complete a recognised qualification and the school has the ability to adapt to a changing cohort over time.</li> <li>Introduce the AQA Unit Award Scheme to allow for certification of Music, certification of modules in Humanities where a pupil is an unsuitable candidate to complete the full course, and provide opportunities for lower ability learners to achieve in subjects where Entry Level</li> </ul>	<p>(TH) (PB)</p> <p>(EA)</p> <p>(CT)</p> <p>Subject Leaders</p> <p>(RF)</p> <p>(TH) SW/CT/CT</p>	<ul style="list-style-type: none"> <li>Changes to qualifications are made early in the Autumn Term to allow Year 10 pupils the full teaching time to achieve the best possible outcomes.</li> <li>BTEC Level 2 or equivalent qualification in PE is introduced.</li> <li>Pupils in Year 10 who require a higher PE qualification to meet expected progress have the opportunity to achieve this.</li> <li>Pupils in Year 10 have an opportunity to start a 'cooking' qualification at GCSE level.</li> <li>Pupils reflect on their increased independence in the kitchen.</li> <li>Parents comment on pupil's increased ability in cooking and motivation to do this at home.</li> <li>Pupils who speak a mother tongue</li> </ul>	Autumn Term	<ul style="list-style-type: none"> <li>Following review decision made regarding PE qualification. Pupils in Year 11 completing Level 1 BTEC. In Year 10 the pupils switched to NCFE PE Level 1 and Level 2 in the Autumn Term.</li> <li>GCSE equivalent cooking and nutrition qualification began in September for pupils who opted for this DT subject. This requires continued monitoring to ensure it is accessible and all pupils can achieve well, based on their starting points.</li> <li>100% of pupils took part in personalised cooking lessons over the academic year, improving their skills/knowledge in the kitchen.</li> <li>All pupils independently cooked one dish of their choosing during the school's MasterChef competition. Winning pupils also took part in a Semi-final and Final.</li> </ul>	<p>£1000 – resources/entries</p> <p>£500 – cooking resources</p>

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	<p>has been removed, i.e. French.</p> <ul style="list-style-type: none"> <li>• Introduce a new Functional Skills course in Computing for lower ability learners, and a Media focused course for contextually higher ability learners.</li> <li>• Member of the SLT completes BTEC Internal Verifier training to ensure BTEC entries are valid and support can be provided to staff delivering qualifications.</li> </ul>	<p>(SI)</p> <p>(TH)</p>	<p>language are presented with options for additional qualifications in consultation with their parents.</p> <ul style="list-style-type: none"> <li>• Pre-testing/mock-testing suggests that named pupils are capable of achieving in the higher tier papers and are prepared accordingly.</li> <li>• Named pupils are selected for higher tier GCSE exams and this puts them on track to exceed expected outcomes.</li> <li>• AQA Unit Award Scheme is introduced and Woodlane passes the first stage of moderation and assessment.</li> <li>• AQA Unit Award Scheme enables one pupil to begin working towards Music Level 1 units, to build a qualification.</li> <li>• AQA Unit Award Scheme allows pupils in French to build their own Entry Level Qualification by</li> </ul>		<p>Pupil's reflected on their improved confidence and skills through this process, <i>"I thought everyone did a good job. It was quite funny as some of us even burnt eggs."</i></p> <ul style="list-style-type: none"> <li>• Two pupils achieved well in the LBHF Young Chef of the Year competition, independently producing two dishes which were judged by a panel of experts, <i>"I really enjoyed cooking in a professional kitchen."</i></li> <li>• One pupil offered 'mother tongue' Russian qualification. Pupil will take qualification in May 2020.</li> <li>• AQA Unit Award Scheme introduced.</li> <li>• Internal Verifier training completed successfully (11/11/18), therefore the school is able to offer an increased range of BTEC options.</li> <li>• In Computing, all Year 10 pupils are on track to meet or exceed expected outcomes in</li> </ul>	
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			<p>completing 3-5 units. 100% of pupils in French complete at least 3 modules.</p> <ul style="list-style-type: none"> <li>• 100% of pupils entered achieve a Functional Skills – Computing qualification.</li> <li>• By the Summer Term, contextually higher ability pupils in Year 10 pupils are on track to achieve the new Media BTEC.</li> <li>• BTEC Internal Verifier training and assessment is completed before the deadline.</li> </ul>		<p>2020 through an appropriate qualification (BTEC or Functional Skills).</p> <ul style="list-style-type: none"> <li>• AQA Unit Award Scheme first submissions were completed in the Summer Term (e).</li> <li>• 100% of pupils in French achieved 3 x UAS modules.</li> <li>• No pupils were entered for Music through the UAS in Y8 or Y9.</li> <li>• Year 11 pupils not completing OCR National were entered for Functional Computing qualification in Summer Term (f). 4 out of 6 pupils achieved a pass grade.</li> </ul>	
2. Close the 50% gap in the proportion of 'Girls' who meet and exceed expected outcomes in Maths and the 10% gap in the proportion of 'Girls' who exceed expected	<ul style="list-style-type: none"> <li>• Raise the profile of the underperforming girls in Maths and Numeracy, ensure all staff are aware of the target pupils.</li> <li>• Pupils' expected outcomes (KS4) are compared to predicted grades. Pupils in danger of not achieving are to be given personalised support plans including targeted support strategies.</li> </ul>	(SP)	<ul style="list-style-type: none"> <li>• At least 50% of girls exceed expected progress, closing the gap significantly on boys in Maths.</li> <li>• The girls group feedback ideas and strategies to support them in Maths, ideas are implemented.</li> <li>• All girls on personalised support</li> </ul>	<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>• All girls in KS4 attended a pupil conference (20.12.18). Pupils reflected that: <ul style="list-style-type: none"> <li>- <i>I would like to do more group activities</i></li> <li>- <i>Hobbies and interests can be used in Maths lessons to make them more fun</i></li> </ul> Examples included: </li> </ul>	<b>£2000 – Creative Maths</b>

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<p>outcomes in Maths.</p>	<ul style="list-style-type: none"> <li>• All girls are invited to a pupil conference related to their progress and interests in Maths.</li> <li>• Trial all-girl intervention groups based around specific areas of interest.</li> <li>• Increase the use of technology in lessons – using iPads and relevant apps to engage girls in maths learning.</li> <li>• Research suggests that silent Q&amp;A sessions rather than verbal/volunteering/hands up answers is more suited to groups of girls. Trial within Maths.</li> <li>• Raise the level of ‘creative maths’, by scheduling NumberFit activities.</li> </ul>		<p>plans at least meet expected outcomes.</p>		<ul style="list-style-type: none"> <li>- <i>We can find out which singers sold the most records this year</i></li> <li>- <i>Counting the number of dance moves in a routine</i></li> <li>- <i>We can find out how many teams have won the World Cup and who scored the most points</i></li> <li>• Pupil ideas influenced creative Maths sessions in the Spring Term (d). The progress of Girls in Maths, (who were the group targeted by this Pupil Conference) was outstanding in the Summer Term.</li> <li>• The progress of girls in Maths was outstanding. Girls slightly outperformed Boys in terms of expectations met (100%), and expectations exceeded, (66%).</li> <li>• The outcomes for Girls in Maths were broadly in line with Boys. 50% exceeded outcomes and 75% met.</li> <li>• An additional Pupil Conference was</li> </ul>	
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					<p>conducted in the Summer Term to explore further areas for development within the OOEG and AOTH cohorts:</p> <ul style="list-style-type: none"> <li>- Introduced new and exciting maths crosswords, puzzles and quizzes to keep pupils engaging in their learning.</li> <li>- Targeted TA support for specific pupils in their Maths lessons using 'Good to Great' strategies.</li> <li>- Ran a weekly Maths intervention group (SP/CW) for named pupils until the end of the Summer term, which provided differentiated and targeted support.</li> <li>• The progress of the OOEG group in Maths continues to be an area for development, with pupils exceeding (41%) and meeting (88%), which is below the school's threshold for outstanding.</li> </ul>	
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					<ul style="list-style-type: none"> <li>The progress of the AOTH group in Maths improved over the academic year and achieved 100% of pupils meeting expected progress. The proportion exceeding was 48%, just short of the 50% outstanding threshold.</li> <li>NumberFit was not deemed suitable for Woodlane pupils following extensive research.</li> <li>Primary Premier League Maths programme started in the Summer Term to replace proposed NumberFit. The progress of Girls in Maths, (who were the group targeted by PPL Maths) was outstanding in the Summer Term.</li> </ul>	
3. Further close the 15% gap in terms of outcomes met and exceeded in the core subjects, between pupils	<ul style="list-style-type: none"> <li>Pupils receiving pupil premium in Year 11 identified to all staff to increase awareness.</li> <li>Raise parental engagement, particularly for those pupils who receive PP in Year 11, encouraging parents to attend</li> </ul>	(TH)  (PB)	<ul style="list-style-type: none"> <li>Pupils receiving PP in English close the gap on their peers in terms of exceeding expected outcomes, gap is currently 33%.</li> <li>Pupils receiving PP in Maths close the</li> </ul>	<b>Spring Term</b>	<ul style="list-style-type: none"> <li>Pupils receiving pupil premium, (99.59%) made greater progress comparative to their peers (98.91%) in the core subjects.</li> <li>The 15% gap in outcomes reduced</li> </ul>	<b>£10,000</b> Saturday Tuition  <b>£500</b> Cooking Club Resources/ Staffing

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<p>receiving pupil premium and their peers and close the gap in progress in Science, between PP pupils and their peers, and between WBRI pupils and their peers.</p>	<p>parent/pupil support sessions e.g. cooking sessions/e-safety etc.</p> <ul style="list-style-type: none"> <li>• Pupils to be offered personalised support around revision and exam practice at home.</li> <li>• Schedule core subject Saturday tuition.</li> <li>• Run a Friday lunchtime Science club to provide revision/homework opportunities for Year 11 pupils.</li> <li>• Provide Science technician training for Science TA.</li> </ul>	<p>(MJ)</p> <p>(TH/ subject leaders) (YH/SA)</p> <p>(TH/SA)</p> <p>(Alex Greaves)</p>	<p>gap on their peers in terms of expectations met, gap is currently 22%.</p> <ul style="list-style-type: none"> <li>• Pupils receiving PP in Science close the gap on their peers in terms of expectations met and exceeded, gap is currently 25% and 30%.</li> <li>• Parental engagement increases, evidence by support session attendance.</li> <li>• 100% of target pupils attend Friday lunchtime Science club.</li> <li>• Pupils receiving PP in Science close the gap in progress with their peers.</li> <li>• WBRI pupils in Science close the gap in progress with their peers.</li> <li>• Specialist Science TA/Technician is able to better manage and maintain the Science laboratory.</li> <li>• All pupils in Science complete the 7 GCSE Biology practical experiments successfully.</li> </ul>		<p>significantly to less than 4% between pupils receiving PP (92.16%) and those who do not receive PP, (95.95%) in the core subjects.</p> <ul style="list-style-type: none"> <li>• Cooking workshop was delivered to parents and pupils on 05/12/18 (see page 16).</li> <li>• Pupil exam revision/support sessions took place prior to pupil mock exams (January 2019).</li> <li>• PP progress gap in Science reduced significantly to 1.7% (1 pupil) in the Autumn Term. The gap increased to 9% by the end of the Summer Term, however both groups achieved outstanding progress.</li> <li>• All pupils in Science met expected progress in the Summer Term regardless of PP or Non-PP.</li> <li>• The PP gap for progress in English and Maths is small and both groups made outstanding progress.</li> <li>• Both groups made outstanding progress</li> </ul>	
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					<p>(over 97% meeting and 50% exceeding, however, the gap was 9% which can be brought down further.</p> <ul style="list-style-type: none"> <li>• 100% of WBRI pupils in Science met progress expectations in the Summer Term.</li> <li>• Specialist Science Technician training (2 year course) began in March (2019) and a 6 month appraisal demonstrates this is progressing well.</li> <li>• Lunchtime Science club continued throughout the Autumn Term with 4 pupils regularly attending.</li> <li>• GCSE Science (biology) experiments were completed and signed off as completed by the headteacher.</li> <li>• 2x MNU pupils completed Science experiments off-site at dual-roll school and regular communication with the SENDCO and Science Lead enabled this to be achieved and signed off as completed by the headteacher.</li> </ul>	
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					<ul style="list-style-type: none"> <li>Science practical work was monitored by the SMT to ensure all GCSE relevant experiments were completed and all health and safety advice was followed.</li> </ul>	
4. Ensure the curriculum meets the needs of contextually lower and higher ability pupils.	<ul style="list-style-type: none"> <li>Identify named pupils who are part of each group.</li> <li>Complete 3 x case studies per term on a mixture of higher and lower ability pupils. Ensure they are reviewed by the SIA.</li> <li>Identify pupils needing additional support – at risk of not meeting outcomes targets.</li> <li>Learning walks to focus on the individual named pupil throughout a day.</li> <li>Book Look to focus on these specific groups of pupils.</li> <li>Personalised learning through continued use of Good to Great.</li> <li>Introduce a new aspirational outcome target for the school now 80% has been reached: <ul style="list-style-type: none"> <li>Analyse pupil progress and outcomes over the last three years and plot a 'likely' trend graph for 2018/19.</li> </ul> </li> </ul>	<p>(TH)</p> <p>(CM/TH/RM)</p> <p>(TH)</p> <p>(RM)</p> <p>(TH)</p>	<ul style="list-style-type: none"> <li>Changes to qualifications are made early in the Autumn Term to allow Year 10 pupils the full teaching time to achieve the best possible grades.</li> <li>Case studies are reviewed and reported on by the SIA.</li> <li>Curriculum maps demonstrate breadth of curriculum within each subject area.</li> <li>Book Look demonstrates that all groups of pupils are receiving outstanding support across all curriculum areas and learning is at the appropriate level.</li> <li>Learning walk evidences a range of strategies used with named pupil and</li> </ul>	<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>All relevant changes to qualifications made in the Autumn Term. Regular monitoring of suitability continues to take place.</li> <li>Case studies created on three pupils in the Autumn Term. Pupils were selected to also assess suitability of placement at Woodlane. Case study feedback was excellent. SIA requested case studies as an example of best practice for another school. Anonymised case study examples shared.</li> <li>Book Look focus for the Autumn Term was pupils with the SEND primary need 'Other'. School Governor attended (see visit report, 09/12/18). Presentation of books</li> </ul>	<b>£0</b>

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	<ul style="list-style-type: none"> <li>➤ Findings presented to the Governing Body - Raising Achievement Committee for critical analysis and recommendations.</li> <li>➤ Consult with staff and pupils on new aspirational measure of outcomes.</li> </ul>	<p>(Claire Bussiere)</p>	<p>quality of education is outstanding.</p> <ul style="list-style-type: none"> <li>• Woodlane sets a new threshold for outstanding outcomes in consultation with key staff, if deemed appropriate following analysis.</li> <li>• MNU pupil progress included in whole school tracking analysis reports.</li> <li>• MNU pupil outcomes included in tracking analysis reports.</li> <li>• Targeted support is provided in Saturday tuition.</li> </ul>		<p>and feedback from staff were particularly strong and noted by the governor. Variety of work and level of challenge have improved and pupils commented very positively on their work and the school.</p> <ul style="list-style-type: none"> <li>• MNU pupil progress is included within whole school tracking analysis.</li> <li>• 100% of pupils met expectations in the core subjects.</li> <li>• MNU progress in Art did not meet expectations. One pupil did not meet expected progress and no pupils exceeded.</li> <li>• Learning Walk took place (26/11/18) on one named pupil. Excellent targeted support was observed including: <ul style="list-style-type: none"> <li>- SLCN strategies, including PGSS</li> <li>- Now and next</li> <li>- Repetition</li> <li>- Breaking down tasks</li> <li>- Modelling</li> <li>- Prompts/Choices</li> </ul> </li> </ul>	
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					<ul style="list-style-type: none"> <li>- Behaviour expectation reminders</li> <li>- Task adaptation</li> <li>- Instant marking feedback etc.</li> </ul> <p>Pupil was motivated and on task in all subjects. Teachers to plan further support with other staff, particularly around literacy and starter/main teaching sections to ensure progress continues.</p> <ul style="list-style-type: none"> <li>• Case studies created in the Spring and Summer Terms for named pupils to demonstrate the range of provision in place and outstanding progress of named pupils.</li> <li>• <i>'The curriculum offer is impressive, providing a wide range of academic, vocational and therapeutic learning opportunities. Specialist staff and external agencies work highly effectively with teachers to enrich pupils' experiences'</i> (Ofsted, May 2019).</li> </ul>	
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<p>5. Raise the proportion of pupils with Primary Need – ‘Other’ who exceed expected progress in the core subjects.</p>	<ul style="list-style-type: none"> <li>• One case study per term will focus on a pupil with Primary Need – ‘Other’.</li> <li>• Raise awareness of the individual strengths and difficulties of pupils with complex diagnoses that are covered by ‘Other’.</li> <li>• Pupils to be added to staff meeting agenda with specific information provided by SENCO/School Nurse.</li> <li>• School assemblies to include further information on key areas of need/medical condition.</li> </ul>	<p>(TH)</p> <p>(MJ)</p> <p>(CM)</p>	<ul style="list-style-type: none"> <li>• Staff and pupils are more informed on individual needs/medical conditions.</li> <li>• Staff share and use strategies suitable for need/condition.</li> <li>• Book Look demonstrates that Pupils with the Primary Need – ‘Other’ are receiving outstanding support across all curriculum areas.</li> <li>• Pupils with Primary Need – ‘Other’ meet expected progress at least 97% of the time.</li> <li>• Pupils with Primary Need – ‘Other’ exceed expected progress at least 50% of the time.</li> </ul>	<p><b>Spring Term</b></p> <p><b>Autumn Term</b></p>	<ul style="list-style-type: none"> <li>• Book Look focus for the Autumn Term was pupils with the SEND primary need ‘Other’, (see above).</li> <li>• SENDCO has ensured that there has been a Spring Term focus on ‘Other’ Primary Need in weekly teacher meetings. One page SEND profiles presented to staff have led to increased knowledge of specific SEND and how this may affect learning. TLR holders provided excellent feedback regarding the mini-training sessions in a meeting (12.02.19).</li> <li>• 99% of primary need ‘Other’ pupils met expected progress in the Summer Term, with 53% exceeding (core subjects combined). This is above the school’s threshold for outstanding.</li> <li>• The proportion of pupils in Science (within the ‘Other’ group) who exceeded expectations did not meet the school’s outstanding</li> </ul>	<p><b>£0</b></p>
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					threshold of 50%. This figure was lower than other subjects (30%), and the data is flagged as an area for focus next academic year.	
6. Raise the proportion of progress expectations met and exceeded in DT & French.	<ul style="list-style-type: none"> <li>Relocate both DT classes to more appropriate locations.</li> <li>Schedule induction, including opportunities to observe colleagues delivering outstanding teaching and learning.</li> <li>Governor visit is scheduled to scrutinise induction procedures.</li> <li>Teachers to participate in a conference call with the SIA to explore/report on induction procedures.</li> <li>Provide coaching/mentoring by Lead Practitioner.</li> <li>Ensure high quality schemes of work are in place on a termly basis.</li> <li>Create high quality curriculum maps.</li> <li>Assessment training delivered to new staff.</li> <li>Organise at least one educational visits that focuses on foreign language development.</li> </ul>	(BK)  (CT/EA)  (TH)	<ul style="list-style-type: none"> <li>Classrooms moved and fit for purpose.</li> <li>In DT and French the proportion of pupils meeting expected progress is 97%+.</li> <li>In DT and French the proportion of pupils exceeding expected progress is 50%+.</li> <li>Governor is able to report on strong induction procedures.</li> <li>New staff are observed delivering outstanding teaching and learning.</li> <li>New staff feedback positively on induction.</li> <li>New staff are able to use school assessment procedures effectively.</li> <li>SIA is able to report on positive induction practices.</li> <li>Pupils who take French in KS4 and</li> </ul>	Autumn Term  Termly  Spring Term       Spring Term  Spring Term	<ul style="list-style-type: none"> <li>DT classrooms moved successfully and operational in time for the new academic year.</li> <li>SIA conference call highlighted that new staff value the school induction procedures (see SIA Autumn Term report).</li> <li>Parent preference for France visit was slightly in favour of residential, however, small number meant only 1 day visit was possible. 15 pupils attended the visit. Feedback from pupils indicated they were delighted with the day, with a number stating it was, <i>'the best trip they have ever been on'</i>. Plans are in place for a residential in the next academic year.</li> <li>Languages trip to Havering Language College took place</li> </ul>	£3000 relocation/new equipment/resources  £1500 French trip

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			<p>prospective KS3 pupils attend an educational visit in French.</p> <ul style="list-style-type: none"> <li>• Pupils' feedback on the trip in a questionnaire positively.</li> <li>• Pupils complete a learning task on the France educational visit that contributes to their GCSE or qualification.</li> <li>• Pupil progress in French improves, with at least 97% meeting and 50% exceeding expectations.</li> </ul>		<p>(Europa Centre) on 04/12/19.</p> <ul style="list-style-type: none"> <li>• DT and Science curriculum maps currently being adapted to include new qualifications.</li> <li>• All new staff received support for assessment through three group training sessions (twilight: 10/10/18, and INSET: 06/01/19, and 08/05/19) as well as through the school induction programme, (Autumn Term) and through a BSquared training session for all new staff (16.10.18).</li> <li>• New staff within the main school, (French and DT) demonstrated outstanding progress through data analysis.</li> </ul>	
7. Refine assessment procedures, including MNU, using Woodlane's 'house style'.	<ul style="list-style-type: none"> <li>• Assessment meeting and training scheduled with MNU.</li> <li>• MNU to baseline all pupils using BSquared in the first term within the core subjects and Art.</li> <li>• MNU to enter pupil data in BSquared termly to enable tracking of pupils over time.</li> <li>• SMT to include MNU data within whole school analysis.</li> </ul>	(TH/MH) MNU Teachers	<ul style="list-style-type: none"> <li>• MNU staff attend assessment training and are clear on assessment procedures.</li> <li>• All pupils are baselined in the core subjects and Art.</li> <li>• MNU assessment procedures are used effectively in</li> </ul>	<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>• MNU staff attended assessment training in September INSET and October twilight session.</li> <li>• MNU staff baselined all pupils within core subjects and Art. 100% of pupils currently meeting progress expectations.</li> </ul>	<b>£0</b>

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	<ul style="list-style-type: none"> <li>• Assessment training for all new teachers via induction.</li> <li>• Further improve Subject Leader analysis and reporting of progress and outcomes.</li> <li>• Assessment analysis training for Subject Leaders.</li> </ul>		<p>Woodlane house style.</p> <ul style="list-style-type: none"> <li>• MNU data is used to accurately track pupil progress and outcomes.</li> <li>• Subject Leaders identify the progress of key groups within their subject and use the data to plan successful interventions.</li> <li>• A robust Subject Leader analysis is included in progress report.</li> <li>• More effective quantitative data is presented in subject development plans.</li> </ul>	<b>Termly</b>	<ul style="list-style-type: none"> <li>• Subject Leaders completed curriculum/provision planning and analysis in the Autumn and Spring Term INSET which was included within the relevant progress reports.</li> <li>• MNU target group analysis at the end of the Summer Term highlights that 95% of pupils in English, Maths, Science and Art met expected progress. One pupil did not meet expected progress, accounting for 5% of the data. 33% of pupils exceeded expectations.</li> <li>• The MHD target group made outstanding progress over the year comparable to their peers. 100% met and 66% exceeded in the core subjects. This group contained two pupils within the MNU.</li> <li>• Girls' progress in Maths improved and pupils in the MNU contributed to this overall increase, with 67% exceeding and 100% meeting.</li> </ul>	
<b>Total Cost</b>						<b>£18,500</b>

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