



Woodlane High School

achieving success in a nurturing environment

Woodlane High School

Self-Evaluation Form and School Improvement Plan (2019-2020 – September Summary)

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Woodlane High School
Self-Evaluation Form and School Improvement Plan 2019-2020
(September Summary)

Overall Effectiveness – Outstanding

Quality of Education – Outstanding

Behaviour and Attitudes – Outstanding

Personal Development – Outstanding

Leadership and Management – Outstanding

Key to tables:

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 our new build extension in 2015, it was mutually agreed with the LA, that from April 2016 we are able to accommodate up to 100 pupils. At the start of the academic year, 2019-20 Woodlane had 102 pupils on roll, which included 9 pupils in the Medical Needs Unit. The school is heavily requested for places by parents and Local Authorities, however, careful consideration is always made to ensure pupils are appropriately placed. 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. These pupils are now at the end of Year 9.
- 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, the school received £49,978 in pupil premium funding. This was higher than the school initially budgeted for. A number of pupils were eligible for funding, but this information was not initially available to the school, only becoming apparent late in the Autumn Term. The school continues to see a reduction in the number of pupils receiving pupil premium. 44 (43.6%) out of 101 pupils on roll at the end of September 2019 received Pupil Premium under the ever6 format. This has fallen from 60% in 2016/17.
- 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 in the last 7 academic years.
- The school's self-evaluation practice and improvement plans are analytical and reflective, as a result, small areas for improvement are identified early and addressed to ensure these do not grow into significant areas of concern. The Local Authority Lead Adviser and the School Improvement Adviser have both recommended our SEF/SIP approach to other SEND schools. Ofsted (2019) stated, *'leaders are meticulous in implementing the school's priorities for continuous improvement'*.

Overall Effectiveness – Outstanding

Evidence

- From their individual starting points, the vast majority of pupils make and the majority exceed expected progress overtime. As a result, pupil progress is substantial and sustained.
- When comparisons are made with other similar schools recently judged as outstanding by Ofsted, Woodlane usually outperforms its peers.
- *'The curriculum offer is impressive, providing a wide range of academic, vocational and therapeutic learning opportunities. Specialist staff and external agencies work highly effectively with teachers to enrich pupils' experiences'* (Ofsted, 2019).
- Teaching and learning are 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.
- Woodlane 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. Ofsted (2019) stated, *'leaders, governors and all staff work tirelessly to provide high-quality learning experiences for all pupils'*.
- 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, thus enabling Outstanding personal development.
- Woodlane's curriculum is ambitious and designed to give all learners, including SEND and the most disadvantaged, the knowledge and *'cultural capital'* they need to succeed in life.
- Pupils enjoy school and are passionate about their learning and their school. This is communicated informally and formally.

- Parents regularly communicate their positive view of the school and its practices. *‘Parents say that staff make all transitions for pupils as smooth as possible. They say that staff ‘go the extra mile’* (Ofsted, 2019).
- Staff overwhelmingly support the school’s policies and practices and formally communicate their satisfaction.
- Evidence of progress is celebrated visually in *‘Pupil Achievement Books’*. Pupils are encouraged to discuss their progress and actively do so.
- In May 2019 the school received a full Section 5 Ofsted inspection and achieved ‘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 Adviser 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’s progress and outcome expectations and aim for all pupils to make above expected progress.

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4. The sensory room provides opportunities for targeted sensory support and enables pupils to manage their emotions so that they are 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 always celebrated. However, when necessary, 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 provision of various support agency partnerships, offering highly targeted 1:1 support where required.

Areas for improvement – in 2019/20 we were taking steps to:

1. Maintain outstanding teaching and learning to ensure the vast majority of pupils make substantial and sustained progress;
2. Raise the proportion of pupils who meet and exceed expected progress and outcomes in Science;
3. Maintain strong mental health and well-being support for staff and pupils;
4. Develop and refine the medical needs unit provision; and
5. Introduce a nurture class to provide the highest quality education for our lowest ability pupils.

Quality of Education – Outstanding

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

Intent

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

Kindness Tolerance Honesty Independence Effort Aspiration Resilience Achievement Respect



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

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Implementation

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

- Our curriculum offers significant cross-curricula learning opportunities to ensure pupils make significant personal development.
- Our curriculum covers a wide range of core and foundation subjects. We dedicate substantial time to both.
- Our KS3 curriculum covers 14 subjects, which are taught through 25+ hours contact time each week.
- Our KS4 curriculum covers a range of 13 subjects (some are 'options'), which are taught through 25+ hours contact time each week. See our curriculum pages for full details: www.woodlane.lbhf.sch.uk/page/?title=Curriculum&pid=91
- Our curriculum is designed to build and expand on previous skills and subject knowledge, over a 5 year period. It also plans for opportunities for repetition to embed knowledge, increasing the chance of information recall.
- We offer a wide range of qualifications, which are selected to appropriately challenge, based on each pupil's stage of development.
- We offer substantial curriculum time to pupils in Year 11 to attend a weekly college link in the Autumn and Spring Term and a work experience programme culminating in February.
- Enjoyment in learning is incredibly important to us, we therefore also run regular whole school theme days throughout the academic year.
- We provide additional extra-curricular activities at lunch time, after school and specially targeted support on a Saturday.

Teaching and Learning

- Our pupils are taught by well-qualified and experienced transition teachers in Year 7 and subject specialists from Year 8 to Year 11. The vast majority of staff have expert subject knowledge.
- The school is also linked with teacher training establishments to support improvements in the quality of SEND education for training teachers.
- Our Headteacher and senior leaders are well qualified, possessing a range of qualifications including NPQH, Master in Education, etc.

- We have several SpLD specialist teachers. Our Lead Practitioner/ intervention teacher holds an MA in SpLD and is an Associate Member of the British Dyslexia Association, allowing her to make assessments for dyslexia. Our Special Educational Needs and Disabilities Co-ordinator (SENDCO), holds a Master's degree in Autistic Spectrum Disorder.
- Staff and pupils have collaborated to design bespoke criteria for 'Outstanding Teaching and Learning at Woodlane' criteria, which are used to judge the quality of teaching and learning at Woodlane.
- The curriculum is differentiated broadly into three levels of challenge, 'all', 'most' and 'some'. Further differentiation and personalisation strategies are implemented when required.
- We offer various parent-pupil workshops throughout the year to enable parents to best support their child and work in partnership with the school.
- Our homework during the first 2 terms of the academic year was provided on paper and in a standardised format. It was differentiated to provide the appropriate level of challenge. In the Summer Term homework and home-learning moved online to provide pupils with a broad and balanced curriculum during closure for Covid-19, with the majority of pupils engaging well with these processes.

Three Tiers

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

Assessment

- Each pupil collates a '*Pupil Achievement Book*', where they showcase their best work and demonstrate progress over time in a variety of subjects.
- Woodlane analyses internal and external data from a range of sources to effectively evaluate each pupil's performance. This allows us to determine whole school performance, adapt our own practice and plan for further improvement.

- Our bespoke '*Flight Path*' is used to track the progress of individual pupils and determine expected outcomes from different starting points.
- Our '*Assessment Map*' highlights the range of qualifications available and how these can be compared to one another.
- Teachers and senior leaders use a range of formative and summative assessment procedures to assess progress and attainment.

Impact

- Teaching and learning is outstanding across the large majority of subjects and is typically at least good. Pupils and staff have created '*Woodlane Outstanding Teaching and Learning*' criteria, which are used to support and inform judgements on teaching and learning.
- 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.
- 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.
- The vast majority of pupils made expected progress in 2018-2019 with 99.08% of expectations met, in 2017-2018 this figure was 99.14%, in 2016-2017 this figure was 98.89% and in 2015-2016 it was 97.68% demonstrating that progress over time continues to be substantial and sustained. Over 97% was achieved in all subjects, excluding History in 2018-2019.

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- In 2018-2019 the large majority of expectations (68.56%) were exceeded. This exceeded the previous year.
- Analysis of pupil progress indicates that achievement in English and Maths is outstanding, when compared to the school's Flight Path, which considers the performance of other outstanding special schools and national data.
- Analysis of outcomes and pupil progress in 2018-2019 indicates that there is little statistical significance between key groups. Further analysis from the Spring Term 2019-20 shows continued positive trends.
 - The progress of three of the four largest ethnicity groups (WBRI, AOTH, BAFR) is outstanding.
 - The overall gap in progress in the Spring Term between Pupil Premium and those not in receipt is extremely small (0.11%). This closed from almost 1% in the Autumn Term.
 - Although rapidly improving in 2019/20, the progress of girls in Science continues to be slightly below that of boys. Girls met/exceeded expected progress 3% less than boys.
- The number of pupils meeting and exceeding expectations in the three core subjects has improved year on year for five consecutive years.
- Pupil attainment is similar or better than other comparable outstanding special schools. Links made with other outstanding special schools provide opportunities for comparison and critical analysis.
- The very large majority of pupils meet or exceed their expected outcomes in Year 11 (external qualifications).
- Woodlane pupils' academic starting points are often extremely low, their progress is compared carefully using DfE published data. When Woodlane's adjusted progress and attainment scores are compared with only community SEND schools in England (459 schools), Woodlane regularly ranks in the top 30 schools nationally (top 5%).
 - For Progress 8, Woodlane achieved (-1.29) in 2018/19. This is a slight dip from the previous year but a rise of 3 places nationally to 13th. In 2017/18 the school's score of (-1.24) ranked Woodlane 16th nationally, a rise of 56 places from 2016/17, and 3 places higher than 2015/16. The school has consistently remained in the top 5% nationally.
 - Woodlane's Attainment 8 score of 8.6 in 2018/19 (reduced 0.42 year on year) the school ranked 22nd nationally. In 2017/18, the score of 9.02 ranked the school 31st out of 459 school's nationally. Woodlane ranks around the top 5% of schools nationally each year.
 - Woodlane has conducted specific analysis on the published data of a variety of other schools both local to Woodlane and wider afield. Analysis demonstrates that the school's dedication to higher level learning places it amongst the highest achieving special schools. Pupils at Woodlane continue to score higher for Progress and Attainment than almost all other schools, including those also graded Outstanding by Ofsted recently.

- When pupils transition from Woodlane in Year 11, they will have gained at least 1 and up to 11 externally accredited qualifications, which reflect each pupil's best ability. Using the '*Woodlane Flight Path*' pupils attain outstanding outcomes in Year 11 when formal accreditations are considered. It should be noted that when accredited outcomes are compared with other similar outstanding special schools, Woodlane pupils significantly outperform similar schools.
- Detailed analysis of outcomes and pupil progress indicates that there is little statistical significance between the performance of key groups. Where any small differences are identified strategies are implemented swiftly.
- Pupils develop outstanding behaviour over their time at Woodlane, increasing their ability to self-regulate.
- The Investor in Careers accreditation evidences outstanding practice in preparing pupils for the next stage of their education and future life. The large majority transition to mainstream colleges. No Woodlane pupil has left Woodlane Not in Education, Employment or Training (NEET) in the last 7 years.
- Pupils regularly return to Woodlane to celebrate their achievements Post 16.

Refer to:

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

- Pupil Achievement Books.
- B-Squared data.
- Pupil trackers.

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

Areas for improvement – in 2019/20 we are taking steps to:

1. Maintain outstanding teaching and learning to ensure the vast majority of pupils make substantial and sustained progress;
2. Raise the proportion of pupils who meet and exceed expected progress and outcomes in Science;
3. Continue to raise the outcomes of pupils and the proportion of pupils who exceed expected progress in Maths;
4. Continue to raise the outcomes for pupils in DT, Computing, PE and Music through suitable qualifications that enable all pupils to be appropriately challenged;
5. Raise the proportion of pupils meeting expected progress in History and the proportion of pupils exceeding expectations in KS3 and MNU; and
6. Ensure subjects/areas that achieve 100% of expectations met receive robust scrutiny to ensure data is appropriately reflective of progress.

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"> Ensure all staff continue to receive high quality training to safeguard their strong subject and wider knowledge, including: <ul style="list-style-type: none"> -SIMs training -Online literacy and numeracy training -Subject specific TA training e.g. Swim England Level 1 Swimming Assistant (Teaching) -SMT Media training -SMT to update physical intervention training -Educational visits, Level 1 -Safeguarding -Prevent -Safer recruitment Schedule formal governor visit to explore teacher/TA support and CPD. Teachers and TAs to proactively seek subject specific training for non-specialist subjects. Explore and schedule training for specialist 	<p>(CM/RM/TH/TM/NM) Teachers/ TAs</p> <p>(TH)</p> <p>(SI) MJ/AC/SE /SC</p>	<ul style="list-style-type: none"> Staff have undertaken a variety of training - subject and wider knowledge remains strong. Staff state in the annual questionnaire that training/support is strong and that SMT offer good opportunities for CPD. TAs have attended a number of subject specific courses. Training has been provided on specialist technology, which is in use in the classroom. B-Squared has been updated and is in effective use in all subjects. PE Subject Leader has visited at least 2 outstanding special schools to gain ideas to support pupils with physical difficulties in sport. Team Teaching has taken place with at least 2 different teachers for Literacy and Maths. 	<p>Autumn – Summer Term</p> <p>Summer Term</p>	<p>All staff have undertaken significant training, both internally and externally (see training log 2019/2020), including:</p> <ul style="list-style-type: none"> - Safeguarding and child protection - Dysphasia - NPQSL - Assessment - Behaviour etc. <p>Training for Computing subject leader has taken place. Training was shared through staff meetings to enable improved use of specialist equipment, e.g. apps including Kahoot for all pupils, Clicker for SLCN and communication tools including Proloquo2Go.</p> <p>Whilst a high proportion of TA training has taken place around medical needs, and wider school support, there is little subject specific training. Although training exists, TAs report that it is often aimed at teachers, however the SMT would encourage TAs to attend where it is accessible, perhaps with the teacher if required. One example seen is</p>	<p>£5,000 (training)</p>

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	<p>technology for use in teaching and learning.</p> <ul style="list-style-type: none"> Update our B-Squared assessment tool and provide relevant staff training. PE Subject Leader schedules visits to other outstanding special school to explore access for disabled pupils in sport. Schedule team teach opportunities in Literacy and Numeracy. Schedule 'action research' opportunities in teacher meetings. Schedule 'switch up' teaching and learning observations, where staff swap lessons to encourage creative teaching and learning, out of 'comfort zone'. 	<p>(TH)</p> <p>(PB)</p> <p>(JJ/SP)</p> <p>(BK)</p> <p>(CM) Teachers/ TAs</p> <p>(Chika Omoruyi)</p>	<ul style="list-style-type: none"> Evidence of action research is detailed in teacher meeting minutes and in classroom practice. 'Switch up' lessons are at least good and evidence creative elements. 	<p>Autumn Term</p> <p>Spring Term</p> <p>Summer Term</p>	<p>'Unicorn Maths', attended by the Maths Apprentice on 08/11/19.</p> <p>100% of staff believe the school makes appropriate provision for their professional development (see questionnaire 2019/2020).</p> <p>B-Squared has been updated in the Autumn Term, now using progression steps, training given to staff on 25/09/19 with a follow up on 12/02/20 to explore the impact of the first term's data.</p> <p>PE Subject Leader visited Jack Tizard in February 2020. Additional visit not taken place. However, confidence in supporting pupils with severe raised.</p> <p>Team Teaching has taken place regarding Numeracy lessons. The subject leader has delivered team teaching to support two non-specialist teaching staff, on 17/01/20 and 24/01/20 and on 07/02/20 and 14/02/20.</p> <p>Range of action research projects were designed and shared with staff through Microsoft Teams by Lead Practitioner for all teachers in Summer Term. Teaching and learning board in staffroom</p>	
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					<p>provides research reading materials and tips on strategies.</p> <p>Attention Autism Training booked for 20/04/20, which was postponed due to Covid-19 closure.</p> <p>Lead Practitioner and Medical Needs Coordinator attended lesson observation course, <i>'the art of positive lesson observations'</i> (December 2019). Lead Practitioner has undertaken a range of teaching and learning observations, providing feedback to staff.</p> <p>School achieved 98.4% of pupils meeting expected progress in the Spring Term (this year's final data point due to Covid-19) and 29% exceeding. Analysis of previous years shows that the proportion exceeding was on track, with the majority of pupils expected to be exceeding expectations if the Summer Term data had been available.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • Schedule formal governor visit to explore teacher/TA 	
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					<p>support and CPD, when safe to do so, following Covid-19 closure. School reopened but not in a way that enabled this possible.</p> <ul style="list-style-type: none"> • Some action research opportunities were explored through a virtual Staff Room during closure. • Schedule 'switch up' teaching and learning observations, where staff swap lessons to encourage creative teaching and learning, out of 'comfort zone'. Did not happen due to continued Covid-19 closure. Moved to next year's plan. • Teachers to schedule subject specific training for their subject TA. • The PE Subject Leader to visit another SEND school when safe to do so. Took place: 25/09/2020 • Feedback section added to virtual staffroom. 	
2. Raise the proportion of pupils who meet and exceed expected progress and outcomes in Science.	<ul style="list-style-type: none"> • Update the Science curriculum, reflecting on pupil interests. • Increase the number of practicals in Science to inspire and engage. • Update curriculum map to reflect changes. • Update Science curriculum policy. 	(MU)	<ul style="list-style-type: none"> • At least 97% of pupils meet expected progress in Science. • At least 60% of pupils exceed expected progress in Science. • At least 90% of pupils meet expected outcomes in Science. 	Autumn Term	<p>The Science Curriculum has been updated and the curriculum map and policy are now available online (see school website).</p> <p>Science practical work is now an integrated part of the curriculum (see pupil conference schemes of work/ lesson observations/ pupil books).</p>	£3000 (equipment upgrades/resources)

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	<ul style="list-style-type: none"> • Photographer is scheduled to take photos of Science experiments for the new website/prospectus, raising the profile of Science. • Update B-Squared Connecting Steps for Science. • Provide training regarding B-Squared update. • Ensure Science baseline assessments provide an accurate level for the main school and the MNU. • Adopt the use of over-sized books to ensure evidence of progress is clear and accessible and pupils take pride in their work. • Schedule 'girls' pupil conference to gain ideas directly from pupils, implement ideas. • Monitor and track progress towards outcomes for pupils with primary need 'Other', schedule relevant interventions. • Upgrade Science resources. 	<p>(CM) MU</p> <p>(TH)</p> <p>(MU)</p>	<ul style="list-style-type: none"> • At least 50% of pupils exceed expected outcomes in Science. • At least 60% of 'girls' exceed expected progress in Science. • Progress of pupils receiving pupil premium is similar to pupils not receiving pupil premium. • At least 60% of pupils with the primary need 'other' exceed expected progress in Science. • At least 60% of OOEG pupils exceed expected progress in Science. • Science curriculum map is available on the school website. • New Science curriculum policy is implemented. • Updated Science curriculum policy is available on the school website. • The number of Science experiments/practical increase by at least 5 a term. • Photos of experiments are evident on the new school website. • B-Squared Connecting Steps for Science is updated and in effective use. 	<p>Spring Term</p> <p>Autumn Term</p> <p>Spring – Summer Term</p>	<p>Beautiful professional science practical photos have been taken for the new school website and prospectus, which are both live online.</p> <p>B-Squared Connecting Steps has been updated for Science with the process of assessment significantly improved and more robust.</p> <p>B-Squared has been updated in the Autumn Term, progression steps now used, training given to staff on 25/09/19 with a follow up on 12/02/20 to explore the impact of the first term's data.</p> <p>Science baseline assessments demonstrate an accurate level for the main school and the MNU. Science subject leader demonstrates a very good understanding of the new progression steps model.</p> <p>100% of pupils are currently meeting expectations in Science. 10% of pupils are exceeding expectations. Significant increases were expected once the assessment systems embed in the Summer Term but this did not happen due to Covid-19.</p>	
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					<p>Pupils continue to work towards the Biology GCSE and Entry Level qualifications in all three Science disciplines. In their final GCSE/EL results, 37% of pupils exceeded expectations, with 89% meeting. This was up from initial predictions of 33% and 80%. Although lower than the other core subjects, this was a 9% improvement year on year.</p> <p>Science resources have been updated, including chemical consumables. Science Subject Leader highly knowledgeable in Health and Safety requirements.</p> <p>Teaching Assistant is progressing well towards Laboratory Technician qualification, specialist support provided in Science and to support the teacher. A complimentary team. Report from course adviser (LMP Education) is extremely positive, highlighting substantial progress and the high-quality work completed.</p> <p>Three Science trips have been booked to take place in the Spring Term but have been cancelled due to Covid-19.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • Schedule formal governor visit to explore progress and 	
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					<p>outcomes in Science when safe to do so. Moved to Autumn Term 2020.</p> <ul style="list-style-type: none"> • Ensure pupils are set differentiated, engaging Science homework during closure period for Covid-19. 172 individual differentiated tasks set during school closure on Firefly. All tasks set using All, Most, Some school template. • Ensure teacher remains in contact with tutor group during closure period for Covid-19. Tutor in regular contact over lockdown with calls home every Wednesday as well as over the term break and in the summer break tutor made calls midway and at the end of summer break, interactions very positive and tutor supported with access and work on Firefly. All calls recorded in tutor phone logs. • In the event of extended closure explore online classroom opportunities. Online learning established using Firefly rolled out to pupils and parents 5/5/2019 as well as weekly scheduled live learning sessions such as P.E, Art and Science. • Ensure government guidance is explored and followed with 	
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	<ul style="list-style-type: none"> • Team teaching with at least two numeracy teachers for quality control and raising non-specialist staff skills. • Targeted interventions are coordinated and include numeracy support. • Adapt resources to make them more culturally motivating and suitable/ interesting to a wider range of pupil backgrounds. • Research SEND, including evidence based strategies for teaching pupils with ASD and those who are categorised as 'Other' SEND. Implement any relevant strategies. • A numeracy learning walk is scheduled with a focus on raising ability of contextually higher ability pupils and the range of culturally motivating material. 	<p>(SP) MJ</p> <p>(SP)</p>	<ul style="list-style-type: none"> • The progress of the OoEG group in both the proportion meeting and exceeding expectations is at least 60%. • Research leads to a range of strategies being implemented that raise pupil progress and outcomes in target groups. • Resources are culturally motivating, as shared through learning walks. • Learning walk demonstrates a strong cross-curricula development of Maths knowledge and skills. 	<p>Autumn Term</p> <p>Spring Term</p>	<p>the actual results achieved were significantly higher.</p> <p>Maths teacher delivered training to staff regarding new Ofsted framework on 15/01/20.</p> <p>Maths teacher attended external training on 12/11/19 on Raising Attainment in Maths. 'Unicorn Maths', attended by the Maths apprentice on 08/11/19.</p> <p>We have successfully recruited a Maths specialist apprentice TA. High quality support being provided, observation included outstanding features. Apprentice gained 'apprentice of the month' in March, awarded by Let me Play.</p> <p>Team Teaching has taken place with at least 2 teachers, they are well supported, including access to a range of resources, to teach their non-specialist subject. Before the intervention, EA and VG agree that they have a good understanding of how the recent changes in the Ofsted framework impact numeracy lessons. After the intervention, both EA and VG strongly agree.</p> <p>- Before the intervention, EA and VG agreed that they felt confident in adapting their lessons to account for the recent changes in</p>	
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					<p>the framework. After the intervention, both EA and VG strongly agreed.</p> <ul style="list-style-type: none"> - Both EA and VG agreed (VG strongly agreed) that the new strategies and resources will help them to implement these changes. - Both EA and VG strongly agreed that the team-teaching was beneficial and helped them to inform and develop their own practice in numeracy. <p>Learning walk (22/01/20) demonstrates strong cross-curricula development of Maths knowledge and skills. Feedback included:</p> <ul style="list-style-type: none"> - Cross-curricula numeracy activities were observed in all lessons, activities were natural, fitting in well with subject content. - Culturally motivating images were observed e.g. different ethnicities representing a range of aspirational positions, communicate in print etc. <p>In final GCSE/EL results, 100% of pupils met their expected progress, with 80% exceeding expectations. These are the highest results achieved in Maths.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • Ensure pupils are set differentiated, engaging 	
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					<p>Maths homework during closure period for Covid-19. Pupils set daily differentiated homework via school website (initial school closure) then on Firefly from the 5/5/2020.</p> <ul style="list-style-type: none"> • Ensure teacher remains in contact with tutor group during closure period for Covid-19. Tutor contact via phone calls home every Wednesday as well as during term breaks, for well-being support and with any school work issues. Two calls also made over the summer to check on pupil well-being and how they feel about returning to school. • In the event of extended closure explore online classroom opportunities. A variety of online lessons scheduled over closure such as? • Ensure provision continues to be in place to support Year 11 pupils achieve the best possible qualifications. Strong Evidence provided to support pupil predicted grades. • Ensure government guidance is explored and followed with 	
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					regard to GCSEs to ensure pupils achieve a maths qualification. Pupils achieved predicted grades.	
4. Continue to raise the outcomes for pupils in DT, Computing, PE and Music through suitable qualifications that enable all pupils to be appropriately challenged.	<ul style="list-style-type: none"> Monitor the embedding of new qualifications: GCSE Cooking qualification; BTEC Media; NCFE Functional Skills ICT; NCFE Sports (Level 1 and 2) and Unit Award Scheme Music. All staff completing new qualifications select appropriate external training from the specific exam board. All resources are checked by moderator/exam board to ensure they meet the requirements outlined. Termly BTEC/WJEC/NCFE coursework moderation meetings with subject leaders and SMT. Targeted support is available for teachers to ensure deadlines, coursework and qualifications expectations are met. English Subject Leader ensures all pupils leave with a qualification in 	<p>(TH/RM) EA/SI/PB/ CP</p> <p>(TH/RM)</p> <p>(TH/RM/SI /PB/SW)</p> <p>(TH/RM)</p> <p>(JJ)</p>	<ul style="list-style-type: none"> Personalised support in Science and Maths ensures BOTH pupils meet expected outcomes similarly to their peers. Moderator report positively comments on appropriateness of resources and marking. 100% of pupils achieve NCFE level 1 or NCFE level 2 in Sports. At least 80% of pupils in Sports meet expected outcomes and 50% exceed. At least 80% of pupils in DT Cooking meet expected outcomes and 50% exceed. 100% of pupils achieve a qualification in Design Technology (GCSE Cooking and WJEC Preparation for Work) 100% of pupils achieve a qualification through NCFE Functional Skills ICT or BTEC Media. 100% of pupils achieve an Entry Level in Computing. 	<p>Autumn – Summer Term</p> <p>Autumn Term</p> <p>Autumn – Summer Term</p>	<p>NCFE PE qualification fully embedded. January 2020 report from external verifier was extremely positive of practice.</p> <p>In PE, in the Spring Term data, 95.51% of pupils met expected progress with 41.57% exceeding. The high proportion exceeding expectations is usual for PE. The lower proportion meeting was as a consequence of the data migration (Y8) and was expected to continue to rise in the Summer Term with the majority of pupils exceeding.</p> <p>100% of pupils achieved NCFE level 1 and 2 qualifications.</p> <p>6 out of 7 pupils achieved the DT Food Preparation and Nutrition GCSE qualification. One was not entered.</p> <p>In Computing, in the Spring Term data, 98.89% of pupils met expected progress with 31.11% exceeding. This data was expected to continue rising in the Summer Term with the majority of pupils exceeding.</p>	£1000 (training)

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	<p>English by offering Unit Award Scheme modules to any pupil not working at Entry Level/Step Up.</p> <ul style="list-style-type: none"> • Core subjects offer targeted interventions for higher ability pupils and those with exam anxiety. • Core subjects offer Saturday tuition to support pupils working towards the GCSE, where appropriate. • Subject Leaders offer clubs with a focus on preparing for the exam for new qualifications. • DT Cooking pupils have opportunities to practice cooking skills prior to their cooking assessment in the Spring Term. • Year 10 and 11 pupils in DT Cooking receive revision materials and coursework preparation essays to work on outside of school. 	<p>(JJ/SP/M U) MJ</p> <p>(EA)</p>	<ul style="list-style-type: none"> • All pupils in Year 8 and 9 achieve at least one Music unit through the Unit Award Scheme. • 100% of pupils achieve recognition of their learning in English, either through the Entry Level/Step Up, the GCSE or UAS modules. 	<p>Spring – Summer Term</p> <p>Autumn – Summer Term</p>	<p>100% of pupils have met expectations in Computing qualifications this year, with 93% exceeding.</p> <p>Pupils achieved a wide range of qualifications, including Functional Skills Level 1 and/or 2, Computer Science Entry Level and BTEC Media Level 1/2. Pupils also took ASDAN – all pupils achieved the Gold award.</p> <p>Moderator report (September 2019) for BTEC Media highlights that the school is using appropriate set modules. One further development suggested for next year.</p> <p>No progress in submitting Year 8 and 9 pupils for Unit Award Scheme in Music due to staff absence.</p> <p>UAS has begun to be used more widely. History has submitted one set unit with all pupils achieving their UAS modules. Two pupils unable to follow the qualification offered through DT Textiles are completing a personalised programme of UAS modules.</p> <p>Saturday tuition lessons began on 29/02/20 with 7 pupils. Pupil attendance was consistent in Art, English and Maths. Tuition ceased due to Covid-19.</p>	
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					<p>DT Cooking pupils undertook practice cooking sessions in February and March on the topic of British Classics in preparation for their final assessment. Coursework support is ongoing in DT Cooking.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Ensure UAS modules are submitted for an increasing range of pupils across all subjects, in particular Music and French. Pupils did not complete modular work due to school closure. • Ensure pupils are set differentiated, engaging homework in all subjects during closure period for Covid-19. Regular differentiated homework uploaded daily on school website and then on Firefly. • Ensure teachers remain in contact with tutor group during closure period for Covid-19. Tutor teacher calls every Wednesday during term time and term breaks. As well as calls over the summer break. • Ensure government guidance is explored and followed with regard to GCSEs and wider 	
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					<p>qualifications to ensure pupils achieve a qualification which reflects their ability. All pupils achieved predicated grades.</p> <ul style="list-style-type: none"> • In the event of extended closure explore online classroom opportunities. Weekly online PE sessions over closure, Number of Computing sessions including Esafety sessions. • Ensure government guidance is explored and followed with regard to GCSEs and wider qualifications to ensure pupils achieve a qualification which reflects their ability. All pupils achieved predicated grades. • Ensure differentiated music homework is set for pupils during Covid-19 closure. Regular homework uploaded on school website then on Firefly. 	
5. Raise the proportion of pupils meeting expected progress in History and the proportion of pupils exceeding expectations	<ul style="list-style-type: none"> • Ensure MNU data is further incorporated in to school data analysis and practices. • All MNU subject data to be monitored and reported on. • All MNU pupils are baselined on entry. • Ensure all pupils in History are baselined accurately using a new 	<p>(TH/MH)</p> <p>(TH/MJ)</p>	<ul style="list-style-type: none"> • The proportion of pupils in KS3 exceeding expectations rises to within 10% of KS4. • Year 7 investigation on the Summer Term data highlights outstanding progress in the transition year. • Raise the proportion of MNU pupils exceeding expectations in Art and 	Autumn Term	<p>MNU data has been incorporated further in to BSquared for pupils with regular attendance. Accurate baselining was ensured by MNU staff attending Woodlane's moderation for baselining on 26/11/20. Some staff have not input data in all subject areas.</p> <p>MNU data has successfully been adapted using a model developed through input from the Priory. This</p>	£1000 (books/re sources)

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<p>in KS3 and MNU.</p>	<p>tool, applied to the updated Progression Steps criteria.</p> <ul style="list-style-type: none"> • Ensure deadlines for data entry are clearly shared and met by all staff. • Ensure new staff receive support and training in B-Squared to complete termly assessment. • Ensure all staff receive training and support around the implementation of the new Progression Steps criteria and the shift from Levels P4-P8/1-5, to PS1-PS10. • SENDCo returns to full-time position. • SENDCo creates suitable resources to improve teaching and learning and assessment. • A focus is placed on Year 9 progress linked to behaviour for learning. • Following review of book vs folders, pupils to use large books in History and MNU to increase pride and quality of presentation in their work, evidenced through Book Look. 	<p>(TH) Teachers</p> <p>(TH)</p> <p>(MJ)</p> <p>(TH/RM)</p> <p>(MJ/MH)</p>	<p>Science to the school's outstanding threshold of 97% and 50%.</p> <ul style="list-style-type: none"> • The progress of Year 8 pupils (now in Year 9) in History rises to at least 97% meeting and 50% exceeding. • The proportion of pupils who meet yearly extension targets in History rises to the school's target of 80%. • History resources are differentiated suitably and well organised. • The progress of Year 9 pupils in English and Maths improves in line with their peers in these two subjects. 		<p>model more realistically sets the expected progress of a pupil based on their specific mental health, combined with their academic ability in that term.</p> <p>MNU pupils are receiving a wider curriculum offer, including all statutory subjects.</p> <p>MNU data demonstrates that 95% of expectations are being met across all subjects, with none exceeding at this point. This is common within data for new starters – which applies to the MNU.</p> <p>History resources judged as outstanding during recent lesson observations.</p> <p>History progress (100% meeting) is above the school's threshold for outstanding. The proportion exceeding in History is comparatively low, 29%. The foundation average is 38%. There has been a significant impact seen from the change in assessment practices, and this requires monitoring.</p> <p>SENDCo returned to full-time position.</p>	
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					<p>SENDCo resources in operation with the nurture group and across the school.</p> <p>Zones of Regulation have been a big focus for the whole school and resources have been created/adapted by the SENDCo, resources and tool kits are in all classrooms. Impact of Zones of Regulation to be explored in the Summer Term.</p> <p>The progress of KS3 overall currently looks well below that of KS4, with a 25% gap in the proportion exceeding expectations. However, this is common in the data, although it has been vastly exacerbated by the recent changes to school assessment practices which is likely to have been the key factor behind this spike.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Ensure Art, History and DT data for MNU pupils is accurate and able to be used to track progress. No data included in the Summer term due to closure. • Assess Zones of Regulation impact. Rolled forward to next academic year. • Ensure the proportion of pupils exceeding expectations 	
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					<p>in History improves substantially. No data included in the Summer term due to closure.</p> <ul style="list-style-type: none"> • Monitor the progress of the KS3 cohort following the embedding of the new assessment practices. • Ensure pupils are set differentiated, engaging History homework during closure period for Covid-19. Differentiated work set regularly over lockdown via school website then via Firefly. • Ensure teacher remains in contact with tutor group during closure period for Covid-19. Tutor calls made regularly every Wednesday as well as through term breaks. Calls also made to pupils twice over the summer break. Parents and pupils' feedback that they really enjoyed the calls as they helped continue contact with school and also helped build stronger parent/teacher relationships. • In the event of extended closure explore online classroom opportunities. A number of online learning sessions were made available 	
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					<p>to pupils including Art, PE, Computing, History etc</p> <ul style="list-style-type: none"> Ensure government guidance is explored and followed in regards to GCSEs and wider qualifications in History and for pupils in the MNU, to ensure pupils achieve a qualification which reflects their ability. All pupils achieved predicted grades. 	
6. Ensure subjects/ areas that achieve 100% of expectations met receive robust scrutiny to ensure data is appropriately reflective of progress.	<ul style="list-style-type: none"> All subjects achieving 100% of pupils meeting expectations take part in a subject scrutiny. Areas of success are celebrated and further teacher support is given as required. SIA attends evidence trails for 100% subjects, areas of success are celebrated. Pupils attend a pupil conference regarding progress in these specific subjects. Following Spring Term data analysis, the learning walk in the Summer Term focuses on pupil progress. Book Look in Spring Term focuses on evidence of outstanding practice. 	<p>(TH)</p> <p>(TH/GE)</p> <p>(CM/TH/RM)</p> <p>(TH)</p>	<ul style="list-style-type: none"> All teachers are able to share evidence that highlights pupils are meeting expected progress in their subject. Data is triangulated with teaching and learning observations which substantiates that outstanding progress is being made (100% meeting). Subject books reflect that pupil progress is outstanding. Reports (x2) are produced that detail the school's judgement in relation to the progress data. Outcomes from this report are used to celebrate or improve practice. 	<p>Spring Term</p> <p>Summer Term</p> <p>Spring Term</p>	<p>One member of staff who achieved a high proportion of pupils meeting expectations in both progress and outcomes elected to take part in a new Deep Dive pilot. This consisted of a data check by SMT and initial threads established, a 1:1 meeting, a follow up lesson observation, a discussion with a pupil, a follow up with another member of staff and a feedback meeting.</p> <p>Subject Leader demonstrated outstanding leadership in the subject area, which has outstanding outcomes.</p> <p>SIA Deep Dive phone call planned for the Spring Term, will now take place virtually due to Covid-19. Call took place and report discussed. Advice from SIA used to create a more focused Deep Dive next year, rather than an Evidence Trail model.</p>	£0

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	<ul style="list-style-type: none"> 100% subject scrutiny reports are produced. 				<p>Enhanced Evidence Trails have been established that triangulate teaching and learning with observations and allow for improved discussions around progress. These have been linked to the 3 I's. Feedback from staff in the teacher meeting on 25/02/20 was very positive with regard to the new method. Three teachers achieved a Good grade, whilst 9 achieved Outstanding.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> Evidence trail reports produced and shared. Meeting with SIA with regard to Deep Dive took place in March. 	
Total Cost						£11,000

Behaviour and Attitudes – Outstanding

Evidence

- Leaders and staff have high expectations for behaviour, pupils understand these expectations and as a result behave well.
- Behaviour is outstanding due to a consistent approach towards behaviour management from all staff, using strategies which enable pupils to manage their own behaviour, for example, by self-referrals, regulation techniques and emotion coaching. The school is *'Attachment Aware'*.
- Rates of exclusions are very low when compared with national figures for mainstream and extremely low when compared with other special schools.
- Incidents of bullying, peer-on-peer abuse or discrimination are low, however, on the rare occasions they are evident swift action is always taken, working in partnership with parents to support the victim and sanction and improve the behaviour of the perpetrator. Woodlane deems it essential that it is viewed as a safe haven for vulnerable pupils.
- Pupils consistently report they feel safe and happy at Woodlane.
- All staff communicate that they agree pupils are safe at Woodlane and pupils behave well.
- Strategies to raise attendance and punctuality are regularly implemented and 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 prepared exceptionally well for the next stage of their education or training. The school's outstanding transition arrangements are nationally recognised as an example of best practice'* (Ofsted, 2019).
- *'Pupils love their time at school and rarely miss a day'* (Ofsted, 2019).
- The spiritual, moral, social and cultural development of pupils is outstanding.

Refer to:

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

Supporting factors

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

Areas for improvement – we are taking steps to:

1. Pupil attendance consistently exceeds the national average for SEND schools over time;
2. Further improve morning punctuality of pupils to ensure pupils are present for the start of tutor/assembly;
3. Reduce the number of office referrals for the playground and corridor; and

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4. Reduce the number of office referrals in specific subject areas: Science; PE and Food Technology.

Area for Improvement	What?	Who? (Lead)	Success Criteria?	When ?	Progress	Cost
1. Pupil attendance consistently exceeds the national average for SEND schools over time.	<ul style="list-style-type: none"> Set targets for named pupils with reward and sanction, for main school and MNU. Refer named pupils for Early Help support, for main school and MNU. Target support and guidance to named parents of pupils receiving pupil premium. Ensure the profile of great attendance is high through regular assemblies. Ensure attendance cards continue to be sent to home to parents on a half termly basis, including MNU pupils. Consult with pupils and vary attendance rewards for end of terms. 	<p>(RM) MH</p> <p>(RM) MH</p>	<ul style="list-style-type: none"> Attendance total reaches at least 92%, exceeding the national average for special schools, currently 90.6%. MNU attendance reaches at least 60%. The gap is closed for pupils receiving pupil premium and non-pupil premium. The attendance of named pupils increases by at least 25%. Early Help works in partnership with the family and school to improve attendance. Attendance cards are sent to parents so they are aware of their child's level of attendance. Pupils select attendance rewards and are motivated towards achieving them. 	<p>Autumn – Summer Term</p> <p>Autumn Term</p>	<p>End of Autumn Term attendance in the main school 92.1%.</p> <p>MNU attendance end of Autumn Term 54.5% increased by 25% when compared to the previous Autumn Term.</p> <p>The gap has closed between pupil premium attendance and non-pupil premium attendance. The gap in the 2018/2019 Autumn Term was 7.2%. In the 2019/2020 Autumn term the gap is now narrowed significantly to 1.3%.</p> <p>2 Early Help referrals made in Autumn Term. Pupil A attendance increased by 10% compared to previous Autumn and Spring Terms. Pupil B increased by 5% when compared to previous Autumn Term.</p> <p>Profile of attendance and punctuality remains high, through regular assemblies, information provided in tutor times and information shared with parents.</p>	<p>£2000 (attendance rewards)</p>

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					<p>Attendance cards sent to all parents in Autumn and Spring Terms, highlighting actual pupil attendance and punctuality. Cards also put this into context with lessons missed and set out expectations.</p> <p>Pupils have voted for attendance reward for end of Autumn Term (DVD and popcorn). End of Spring Term (DVD and popcorn or Computer time).</p> <p>Next steps:</p> <ul style="list-style-type: none"> To ensure government attendance tracking guidelines are followed with regard to Covid-19 closure. Continue to monitor attendance and make referrals to Early help if necessary. Evaluate quality of MNU provision and impact on attendance. School regularly reviewed and in partnership with H&F implemented an integration model for next year. 	
2. Further improve morning punctuality of	<ul style="list-style-type: none"> Promote breakfast club with parents, sending 	(RM)	<ul style="list-style-type: none"> Breakfast club attendance increases. 	Autumn Term	Letter sent out to promote breakfast club on 29/10/19. Attendance has increased by	£15,000 (travel trainer)

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<p>pupils to ensure pupils are present for the start of tutor/assembly.</p>	<p>home a letter providing details.</p> <ul style="list-style-type: none"> Recruit new Travel Trainer to ensure named pupils are travel trained. Travel Trainer to take a lead role in supporting punctuality. Ensure the profile of excellent punctuality is high through regular assemblies. Set targets for named pupils with reward and sanction, for main school and MNU. Ensure regular reminders, encouragement and when necessary sanctions are given to pupils by the deputy head. 	<p>(CM)</p> <p>(TBC)</p> <p>(RM)</p>	<ul style="list-style-type: none"> New Travel Trainer is in post early in the academic year. All pupils who recently travel trained report increased confidence through questionnaire. Recently travel trained pupils punctuality is excellent. Named pupils incidents of lateness reduce by 50%. Overall incidents of lateness reduce by at least 33%. 	<p>Autumn – Summer Term</p>	<p>25% since the letter was sent out.</p> <p>Travel trainer recruited internally and in post from 28/10/19. Successfully travel trained 3 pupils in the Autumn Term.</p> <p>Profile of attendance and punctuality remains high, through regular assemblies, information provided in tutor times and information shared with parents.</p> <p>Named pupils reduced incidents of lateness by 100/100/73/43% when compared to the previous Autumn Term.</p> <p>Overall incidents of lateness reduced by 53% when compared to the previous Autumn Term.</p> <p>Next steps:</p> <ul style="list-style-type: none"> Travel training questionnaire to be delivered in the Summer Term. Did not take place due to closure. Travel refresher sessions given to named pupils, following social distancing/lockdown due to Covid-19. Moved to Autumn term. 	<p>£10,000 (to be paid to the school by LBHF for Travel Trainer)</p>
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<p>3. Reduce the number of office referrals for the playground and corridor.</p>	<ul style="list-style-type: none"> • Ensure the new playground is actively used and has a positive impact on pupil relationships, discuss impact of the new playground in School Council. • Hold a pupil conference discussing impact of the new playground. • Schedule new playground cage games training with inspirational visitor. • Schedule house team tournaments. • Purchase 'Fit Bits' as an incentive to be active for most office referred pupils. • Schedule 'active time' for most office referred pupils through a morning run a mile (where appropriate). • Introduce 'big brother', 'big sister' break time support for Year 7 pupils. • Governor to undertake a formal visit assessing the use of the playground and the amount of positive pupil interaction. • Deputy to monitor corridor between lesson changes. • Introduce set small zoned areas for TA responsibility 	<p>(CM)</p> <p>(JH)</p> <p>(RM) JH</p> <p>(RM)</p>	<ul style="list-style-type: none"> • Pupils make positive reports regarding the playground in a pupil conference and school council meetings. • Inspirational visitor models games and the use of the cage games increases. • Governor reports positive engagement in the playground and effective use of equipment through formal report. • Year 7 pupils have a 'big brother or sister' to offer advice and guidance. • The number of incidents for assault/minor physical contact reduces by at least 50%. • The number of break and lunch time referrals reduce by at least 50%. • The number of corridor office referrals reduce by at least 50%. • Referrals reduce by at least 25% in the Autumn Term. • Key groups 'Other SEND' 'Other ethnic group' 'Year 9' office 	<p>Autumn Term</p> <p>Autumn – Summer Term</p> <p>Autumn Term</p>	<p>Pupils have reported positively regarding the new playground, evident in the pupil conference on 21/11/19 and school council in Autumn and Spring Terms. Examples of pupil comments included, <i>'there is more stuff to play with, you get to use the gym equipment, football and basketball. The floor is better, feet feel less bumpy on the floor, more flat'. 'There are climbing walls now and lots of stuff to play with'.</i></p> <p>Inspirational visitor not yet organised to demonstrate games in the cage, contact has been made, however no date arranged. Cancelled due to Covid-19.</p> <p>Fitbits purchased on 13/11/19. 5 named pupils, with the most office referrals, are led for activity time at the end of every break and lunch with the Deputy Head. This has helped support the reduction in referrals of 3 named pupils by 27/80/18% since its introduction in November 2019.</p> <p>2 named pupils have increased in referrals when compared to the start of the 2019/2020 Academic year.</p>	<p>£500 (fit bits and resources)</p>
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	<p>at break and lunch time, to ensure all playground equipment is used appropriately and pupils engage positively.</p> <ul style="list-style-type: none"> Deputy to be on active playground duty at break and lunch time in the playground, ensuring staff are present in their zones and active. Introduce a 'no balls' rule in the corridor. Deputy to model active play for TAs and Apprentices, to provide direct guidance when required. TA games leader to vary activities on a termly basis. Provide positive behaviour plans for named pupils. Schedule parent behaviour support workshop for Year 9 upper ability class, in collaboration with the SALT. Schedule anger management sessions for named pupils. Schedule drawing and talking for named pupils. 	<p>(RM/TM)</p> <p>(RM)</p> <p>(JH)</p> <p>(RM)</p> <p>(RM/AC)</p>	<p>referrals reduce by at least 25%.</p> <ul style="list-style-type: none"> TAs are clear on areas of responsibility. Pupils are more interested and engaged in games. Parents report, through a questionnaire, that they have an increased range of strategies for dealing with challenging behaviour. Named pupils have received anger management sessions and are better able to manage emotions. Named pupils have received drawing and talking sessions and are better able to manage emotions. 	<p>Autumn – Summer Term</p> <p>Autumn Term</p>	<p>Deputy on active duty between lesson changes in the corridor, staff reminded of safeguarding expectations and use directed time to receive the pupils.</p> <p>Deputy has been on active duty at break and lunch to ensure staff are present and on time to Zones. Deputy has modelled to TAs and Apprentices active play and direct guidance on appropriate play and behaviour break and lunchtimes. This has helped support the reduction in playground referrals by 39% when compared to the previous Autumn Term.</p> <p>'No balls' rule in the corridor consistently followed by pupils.</p> <p>TA games leader has organised a variety of games at break and lunchtimes. Autumn Term activities included Football tournament on a Monday and Wednesday, Handball on Tuesdays, Cricket on Wednesdays, Basketball on Thursdays. High level of participation observed by a variety of pupils each day.</p>	
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		(RM) TT (RM) TT/LI		<p>Autumn – Summer Term</p> <p>Positive behaviour plans have supported the reduction of referrals for 2 named pupils by 74/72%.</p> <p>Formal governor visits regarding the playground took place on 21/11/19 Comments included, <i>‘Significant engagement by all pupils in new equipment which is safe and accessible’.</i></p> <p>Number of incidents of ‘assault pupil’ reduced by 60% in the Spring Term when compared to the Autumn Term. Minor physical contact incidents reduced by 44% in the Spring Term when compared to the Autumn Term</p> <p>Break and lunch time playground referrals reduced by 49% and corridor referrals reduced by 20% when compared to the previous Autumn & Spring Terms.</p> <p>‘Other SEND’ referrals reduced by 18% when compared to the previous Autumn Term & Spring Terms. Year 9 referrals reduced by 63% when compared to the previous Spring Term.</p>	
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					<p>TAs given zones of responsibility in the playground, studio and corridors. New senior TA and deputy will continue to monitor.</p> <p>Parent behaviour support workshop for Year 9 upper ability class, in collaboration with the SALT delivered on 21/11/19. 3 Parents attended who said they found the workshop useful and better understand their child's behaviour.</p> <p>Parent questionnaire on behaviour strategies used from Social Thinking and Zones of Regulation workshop not yet completed but will be sent on return from Covid-19 closure.</p> <p>3 named pupils have received and continue to receive Anger Management sessions. Referrals have reduced by 74/23%, one increased by 17%.</p> <p>4 pupils received Drawing and Talking sessions in the Autumn Term. Self-referrals reduced by 80% for one named pupil and 50% for another named pupil when compared to the previous Autumn Term. 2 other named</p>	
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					<p>pupils reduced office referrals by 24/50% when compared to the previous Autumn Term.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • Ensure parent questionnaire on strategies used from parent workshop is sent on return from Covid-19 closure. • On return of from Covid-19 closure schedule Big Brother, Big Sister support for Year 7. • On return from Covid-19 closure schedule inspirational visitor to demonstrate games to engage pupils. • On return from Covid-19 closure all behaviour expectations reiterated to pupils in assembly/ modelled to named pupils/ recapped in each lesson. Monday 7th September. • On return from Covid-19 closure recap zones with staff, model best practice etc. <p>All the above now scheduled to take place in the Autumn term. Could not happen in the Summer term due to Covid-19.</p>	
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<p>4. Reduce the number of office referrals in specific subject areas: Science; PE and Food Technology.</p>	<ul style="list-style-type: none"> • Introduce Zones of Regulation on a whole school basis. • Introduce a set PE kit to reduce the number of kit related negative conversations. • Provide targeted teacher and TA support for behaviour management and teaching and learning e.g. co-planning and team teaching where appropriate. • Schedule behaviour training on attachment awareness/emotion coaching. • Schedule training on our positive behaviour policy to ensure consistency of policy application. • Set policy application/consistency performance management targets where relevant for teachers and TAs. • Target positive behaviour plans for named pupils. • Respond/Mind sessions are scheduled for targeted pupils and Year 9 higher ability class. • A Learning Walk is scheduled with a focus on 	<p>(RM)</p> <p>(PB)</p> <p>(RM/TH)</p> <p>(RM)</p> <p>(CM/RM/TH/BK/TM)</p> <p>(RM)</p> <p>(RM)</p>	<ul style="list-style-type: none"> • Zones of regulation are used in every classroom. • All Year 7 pupils use the set PE kit and the majority from Year 8-11 adopt the PE kit (fully introduced for all next academic year). • Targeted guidance is given to named teachers. • Targeted guidance is given to named TAs. • Office referrals for Science are positively reduced by at least 25%. • Office referrals for PE are positively reduced by at least 25%. • Office referrals for Food Technology are positively reduced by at least 25%. • All staff have received an attachment awareness recap and are using strategies. This is evidenced in a Learning Walk. • All staff consistently use the positive behaviour policy. • Relevant PM targets are set for teachers and TAs. 	<p>Autumn Term</p> <p>Autumn – Summer Term</p> <p>Autumn Term</p>	<p>Zones of Regulation embedded across the school:</p> <ul style="list-style-type: none"> - Training delivered to staff by SALT and OT on 06/01/20. - Display set up in corridor. - Resources and displays in every classroom. - Delivery of Zones of Regulation triangulated with teacher performance Management/ appraisal. - Assembly delivered to pupils at the start of the Spring Term introducing Zones of Regulation as whole school practice. <p>Letter sent out to all parents regarding new PE Kit on 11/11/19. Free PE kit given to all pupils September 2020.</p> <p>Office referrals in Science have reduced by 70% in the Spring Term when compared to the Autumn Term.</p> <p>Deputy has improved TA behaviour management, providing positive behaviour management sessions in TA staff meetings. Provided targeted support and guidance to TA and Apprentices on individual pupils. Deputy has co-planned and delivered team teaching with Food Tech</p>	<p>£8000 (Respond)</p>
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	Year 9 pupil behaviour for learning.	(CM)	<ul style="list-style-type: none"> • Learning walk takes place and celebrates excellent practice and offers areas for improvement and support. • Positive behaviour plans support the reduction of office referrals for named pupils by at least 25%. • Mind sessions support Year 9 pupils to explore emotions in a positive manner. • The number of office referrals for Key groups. 'Other SEND' 'Other ethnic group' 'Year 9' reduce by at least 25%. 	Spring Term	<p>teacher in the Autumn Term. Deputy has provided guidance for behaviour management with individual classes to Science teacher.</p> <p>Office referrals in Food Technology have reduced by 33% in the Spring Term when compared to the Autumn Term.</p> <p>PE referrals have reduced by 61% when compared to the previous Autumn Term.</p> <p>All staff received attachment awareness recap training on 02/09/19 and 07/01/20. Impact evident in the reduction of overall office referrals by 23% and self-referrals by 25% when compared to the previous Autumn Term.</p> <p>Positive behaviour plans have supported the reduction of referrals for named pupils by 74/72%.</p> <p>Mind sessions started on 06/02/20 with named Year 9 pupils. Year 9 referrals reduced by 72% when compared to the previous Autumn Term.</p>	
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					<p>'Other SEND' referrals reduced by 18% when compared to the previous Autumn Term & Spring Terms. Year 9 referrals reduced by 63% when compared to the previous Spring Term.</p> <p>Learning Walk with a focus on Year 9 pupil behaviour for learning held on 19/11/19. Feedback from learning walk was positive, comments included:</p> <p><i>-Pupils behaved impeccably in the vast majority of lessons, their attention was on the teacher and they listened to all teacher talk, this was evident through pupils asking questions to clarify their understanding. Teachers quickly redirected attention when required.</i></p> <p><i>-A named pupil in 9MU needed a high level of support to give their attention to the teacher, however, this is in line with his diagnosis and staff addressed this well (e.g. they didn't inappropriately use sanction).</i></p> <p>Area for improvement:</p> <p><i>- Develop a consistent approach to how we record warnings on the board. Deputy explored visual options with staff. All staff agreed on one</i></p>
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					<p>and is now used in every class to ensure consistent approach for pupils.</p> <p>Next steps:</p> <ul style="list-style-type: none"> Continued behaviour support for Science and Food Technology teachers. On return from Covid-19 closure ensure all MIND, Drawing and Talking, ELSA, Anger Management sessions start as soon as possible. If closure is extended explore opportunities to deliver these over the phone. All staff responsible for these sessions undertook this work remotely/in person where possible. On return from Covid-19 closure ensure all staff reiterated to pupils' behaviour expectations in lessons. Monday 7th September. On return from Covid-19 closure trial Fitbit sessions at the start of the school day. 	
Total Cost						£25,500

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Personal Development – Outstanding

Evidence

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

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

Refer to:

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

Supporting factors

1. High expectations ensure leaders and staff act as role models to pupils at all times.

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

Areas for improvement – we are taking steps to:

1. Ensure pupils are active and responsible citizens by widening their additional school responsibilities;
2. Ensure targeted interventions are used effectively to meet pupil EHCP outcomes;
3. Further reduce Year 11 anxiety towards exams and transition to Post-16 provision; and
4. Maintain strong mental health and well-being support for staff and pupils.

Area for Improvement	What?	Who? (Lead)	Success Criteria?	When?	Progress	Cost
1. Ensure pupils are active and responsible citizens by widening their additional school responsibilities.	<ul style="list-style-type: none"> Enhance the prefect role, giving named area for responsibility to pupils e.g. library, reading with younger pupils, playground support etc. Introduce reading partners where older pupils support younger pupils. Pupils select and fundraise for various charities. Fundraise for pupils in financial hardship to attend the France residential. Seek links and schedule opportunities for community support e.g. OAP visits/litter picking etc. Schedule school production for end of academic year. Use local resources to motivate and support. Following review of book vs folders, pupils to use large books to increase pride and quality of presentation in their work, 	<p>(RM)</p> <p>(JJ)</p> <p>(RM)</p> <p>(CT) NC SB</p> <p>(SW) VD</p> <p>(VG/CP)</p> <p>(TH)</p>	<ul style="list-style-type: none"> Pupils have named areas of responsibility and are positively active within those roles. KS4 pupils listen to KS3 pupil read. Money for various charities has been raised. Funding for France residential is raised for pupils in financial hardship and at least 3 pupil who wouldn't have been able to attend are able to. Pupils have given back to their community by cleaning their local area and bringing cheer to local residents. End of academic year production takes place. Book Look demonstrates excellent presentation of books and pride in work. Anti-bullying reference group feedback strong practice of the school, pupil ideas are implemented. 	<p>Autumn Term</p> <p>Spring Term</p> <p>Autumn – Summer Term</p> <p>Spring Term</p> <p>Summer Term</p> <p>Autumn Term</p>	<p>Pupils have named areas of responsibility and are positively active within those roles, for example: -School tours -Playground mentors -Digital leaders etc.</p> <p>1 x pupil has trialled listening to 4 younger pupils read, all have found it a positive experience which has encouraged additional reading.</p> <p>Limited involvement of pupils in selecting and organising fundraising opportunities to date.</p> <p>Unfortunately, due to the Covid-19 virus, the France residential has been cancelled.</p> <p>Links have not been made and scheduled for community support e.g. OAP visits/litter picking etc.</p> <p>Pupils now use large books which has significantly improved presentation, all staff are now using this</p>	<p>£1000 (production/play/ ducks)</p>

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					<p>stated that they really enjoyed being part of the role play scenarios demonstrating different bullying situations and problem solving what to do in those situations.</p> <p>Duckling eggs were booked for March but due to Covid-19 closure have had to be cancelled.</p> <p>Have not advertised for 'big brother', 'big sister' break time support for younger pupils, however prefects have been used to support pupils.</p> <p>Several assemblies/tutor sessions took place in February/March to educate pupils on importance of keeping themselves, and in particular their high health risk peers free from Covid-19. Pupils took responsibility seriously, named pupils shone!</p> <p>Next steps:</p> <ul style="list-style-type: none"> At least 3 more KS4 pupils listen to KS3 pupils read. Not possible in the Summer Term. No further readers were able to join this scheme in the Summer term due to Covid-19. 	
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					<ul style="list-style-type: none"> • When safe to do so seek links and schedule opportunities for community support with a focus on bringing good cheer following the tragedies of Covid-19 e.g. OAP visits/ letters of thanks to NHS workers etc. A priority for the Autumn Term. • Pupils to select various charities to fundraise for, ideally in relation to supporting families following Covid-19 tragedies. Consideration being given to this for the Autumn Term. • Model best practice by ensuring families in receipt of free school meals receive supermarket vouchers to support their families during Covid-19 outbreak. • Model and demonstrate our care by ensuring all our pupils, as they are all considered vulnerable, receive welfare and catch-up calls from staff during Covid-19 outbreak. • Ensure all pupils on CP/CIN/Early plan receive 2 calls from a DSL per week throughout closure. 	
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					This happened consistently throughout school closure.	
2. Ensure targeted interventions are used effectively to meet pupil EHCP outcomes.	<ul style="list-style-type: none"> • SENDCO to adopt responsibility for coordinating Targeted Intervention team. • Schedule targeted interventions with a focus on achieving EHCP outcomes. • Increase intervention for independence, community-based learning to develop social skills. • Introduce an EHCP outcomes tracking system. 	<p>(MJ)</p> <p>(MJ) BK</p> <p>(BK)</p>	<ul style="list-style-type: none"> • The SENCO has tracked the targeted interventions taking place across the school. • The EHCP tracking system clearly show which pupils have met their targets and identifies who requires further support. • The very large majority (80+) of EHCP targets are met or on track to be met in the specified timeframe. 	<p>Autumn Term</p> <p>Autumn – Summer Term</p> <p>Autumn Term</p>	<p>Evidence shows the outstanding impact of 2 x targeted interventions by the English Subject Leader with Year 11 pupils:</p> <ul style="list-style-type: none"> - One pupil successfully sat Entry Level exam papers despite significant exam anxiety. This success followed a programme delivered by school with support from CAMHS. - One pupil increased predicted grade from ‘Unlikely to achieve a GCSE’, to GCSE 2 in DT Food Preparation and Nutrition. This was following a programme of essay writing support. <p>Pupil outcomes for EHCPs have been collated into a whole school document, improving staff awareness of pupil outcomes and access to information for annual reviews.</p> <p>Targeted intervention teachers use outcomes and named intervention areas to select pupils and focus targeted sessions.</p>	<p>£1000 (resources/ educational visits)</p>

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					<p>Interventions are now tied in to EHCP objectives leading to improved support for pupils and staff awareness of statutory duties. Process to be reviewed after one year (end of Summer Term). Summary of pupil intervention sessions takes place termly and is shared with SMT to evaluate impact.</p> <p>Target setting re-designed to be twice yearly and target tracking system introduced to allow measurable data on progress. Staff awareness of pupil EHCP outcomes improved.</p> <p>Data was analysed at the end of the first cycle (April) but not at the end of the full year cycle due to Covid-19. Over the course of the year, 83.5% of pupils made progress in their outcome-based targets. Of these, 47.5% of pupils were able to demonstrate their targets 'mostly' and/or 'consistently'.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> Assess impact of other targeted interventions, 	
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					<p>including EAL during the Summer Term.</p> <ul style="list-style-type: none"> Analyse outcome success for Targets from Autumn 1, to be calculated April 2020 and again in July 2020. Lead Practitioner and HLTA raise pupil awareness of their targets through tutor time activities and a pupil conference (Spring/Summer 2020). Review impact of new targeted interventions. Work with the LA to prioritise urgent EHCPs missed due to school closure. Ensuring where possible that statutory duties are met. School completed 50+ annual reviews in 5 weeks with staff not attending school at this time taking the lead. Explore temporary statutory duty changes due to Coronavirus bill with the LA. 	
3. Further reduce Year 11 anxiety towards exams and transition to Post-16 provision.	<ul style="list-style-type: none"> Extend the range of visitors to inspire pupils and demonstrate the breadth of career choices available. 	(FW/MH) Subject Leaders	<ul style="list-style-type: none"> At least 5 inspirational visitors visit pupils. Year 10 pupils complete 4 week programme. 	Autumn Term	<p>A range of visitors have attended school in the Autumn and Spring Terms, including:</p> <ul style="list-style-type: none"> Community Police Officer. DfE representatives speaking about the range of 	£3000 (educational visits/work experience)

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	<ul style="list-style-type: none"> Year 10 pupils to undertake a 4 week programme with ICL based on developing their scientific enquiry, enterprise skills and business acumen. Further increase links with universities, enabling Year 11 pupils to visit and explore. Schedule educational visits that include a careers focus, enabling pupils to observe and question people working in a wide range of job roles. Ex-pupil visits to Woodlane to share experiences and inspire. Schedule college visits for pupils beginning a post-16 transfer. Schedule transition coffee-morning for Year 11 pupils in the Autumn Term to support with college application process. Formulised EHCP 'proof-reading' support for parents to ensure EHCPs are accurate reflections of current 	<p>(RF/SW)</p> <p>(FW/SP/MH)</p> <p>(FW/MH) Subject Leaders</p> <p>(TH/MH)</p> <p>(TH/MH)</p> <p>(BK/MH)</p>	<ul style="list-style-type: none"> Career focused educational visits increase, with at least 2 per term taking place. 2 x ex pupil visit Woodlane and share experiences. The majority of pupils have visited their college choice. Parents feel well supported with the college application process. Year 11 EHCPs are an accurate reflection of pupil needs. Year 11 pupils are emotionally prepared for their exams. New work experience provider is instructed. 	<p>Spring Term</p> <p>Summer Term</p> <p>Autumn Term</p> <p>Autumn Term</p>	<p>careers within the civil service/ apprenticeships. - Human Resources specialist for multi-national company – supported with mock interviews prior to work experience.</p> <p>Year 10 pupils have undertaken a 4-week programme (23/09/19 30/09/19, 07/10/19 and 08/10/19) with ICL, called 'The Maker Project', where they made models to support future habitats for endangered species, developing their scientific enquiry, enterprise skills, behaviour and effort was excellent (see Evolve). The course has also had the additional bonus of developing school link with ICL.</p> <p>Pupils have attended a range of educational visits with a career's focus. A sample of these are below. KS3 pupils have attended: - Bank of England - French café - BBC News Report trip to Southbank KS4 pupils have attended: - LBHF Careers and Apprenticeship Fair.</p>	
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	<p>pupil ability, prior to post-16 consultations taking place.</p> <ul style="list-style-type: none"> Targeted interventions for named pupils with mental health difficulties and exam anxiety to appropriately prepare them for GCSEs. Instruct a new work experience provider and work in collaboration to ensure all pupils have a successful placement in February 2020. 	<p>(MJ)</p> <p>(FW)</p>		<p>Autumn – Summer Term</p> <p>Autumn Term</p>	<p>- College Visits, including WMSF (weekly)</p> <p>- EHWLC to see a drama production.</p> <p>- Individual pupils have also been supported to visit colleges of choice.</p> <p>-ICL Maker Challenge</p> <p>-RAF Museum</p> <p>4 x ex-pupils have visited Woodlane to share experiences and inspire e.g. careers/college etc.</p> <p>Transition coffee-morning for Year 11 took place on 18/12/19 to support with college application process. 2 x local colleges attended. 7 parents were in attendance. Coffee Morning ran from 8am – 10am to cater for those with school drop offs.</p> <p>Year 11 parents were encouraged to read EHCP and offer feedback for amendments, support was offered at request in a letter to parents. 2 requests for support were made and support provided. All teachers leading Annual Reviews now formally check the EHCP and consult parents in the Annual Review on changes needed.</p>	
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					<p>Changes needed are reported to the relevant Local Authority and are highlighted on the Annual Review report in bold red as changes required.</p> <p>New work experience provider (WorkZone) instructed, with all previous LBHF contacts still in operation. Very successful Work Experience placement took place in February 2020 with all pupils reflecting positively on the experience. 2 pupils received job offers.</p> <p>Year 11 Work Experience questionnaire complete but analysis was not finalised prior to school closure for Covid-19.</p> <p>Evidence shows the outstanding impact of 2 x targeted interventions by the English Subject Leader with Year 11 pupils, detailed above.</p> <p>Pupils in MNU with EHCPs included in whole school process.</p> <p>Lead Practitioner and Medical Needs Coordinator to regularly liaise to ensure Annual Review cycle is</p>	
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					<p>completed successfully or pupils in the MNU.</p> <p>Next steps:</p> <ul style="list-style-type: none"> Schedule college visits for pupils beginning a Post-16 transfer when safe to do so. This took place remotely. Schedule further visitors to motivate and inspire pupils within CEIAG when safe to do so. Not able to happen in the Summer Term. Finalise analysis on Work Experience questionnaire. To be complete in the Autumn Term. School to share letter with parents regarding exams being ceased this year nationwide to support and reassure. Year 10 pupils who miss World of Work scheme this term to receive set tasks from PSCHE Subject Leader during closure. 	
4. Maintain strong mental health and well-being support for staff and pupils.	<ul style="list-style-type: none"> Hold a pepper growing competition for staff and pupils, allowing for the development of nurturing skills and mindfulness. 	(SW)	<ul style="list-style-type: none"> All staff and pupils have exercised mindfulness and nurtured their plants. They have grown peppers! The winning pupil and 	Spring Term	<p>Pepper growing competition was small scale and did not include whole school. Small scale competition brought to a halt due to Covid-19 closure.</p>	<p>£2600 (seeds, pots etc./France visit/outdoor learning day/Level 1 training)</p>

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	<ul style="list-style-type: none"> • Increase the number of Educational visits in the Autumn and Spring Terms, each subject area to schedule at least one visit per term. • Plan and book France residential early to allow for staggered payments, enabling more pupils to attend. • Pupils share learning from France residential in an assembly. • Introduce an enhanced educational visit risk assessment form for medical needs, behaviour etc. to reduce teacher workload and ensure all needs have been addressed appropriately on first submission. • Schedule educational visit Level 1 training. • Hatch ducklings to enable pupil to develop their caring and nurturing skills. • Plan and schedule 'outdoor learning' day. • Schedule Safeguarding and Prevent training for all staff. 	<p>(TH) Subject Leaders</p> <p>(CT)</p> <p>(TH)</p> <p>(TH) Teachers</p> <p>(KR/SC)</p> <p>(TH) Subject Leaders</p> <p>(CM/RM)</p>	<p>member of staff win a prize.</p> <ul style="list-style-type: none"> • At least 20 educational visits take place in the Autumn and Spring Term. • France residential is booked and at least 10 pupils attend. • Pupils love their trip to France and share their learning in assembly. • High quality educational visit risk assessments are submitted first time, teacher workload is reduced. • Staff are well trained in educational visit risk assessments. • All teaching staff to achieve Level 1 Educational Visit Leader training course. • Ducklings are happy and well cared for. • Outdoor learning opportunities are increased. • Staff have received safeguarding training and their knowledge remains strong. • Named pupils receive MIND therapy. 	<p>Autumn – Spring Term</p> <p>Autumn Term</p> <p>Autumn Term</p> <p>Spring Term</p> <p>Autumn Term</p>	<p>The number of Educational visits in the Autumn and Spring Term was 100% above the previous academic year. Most subject areas had scheduled at least one visit, with some achieving 3-4.</p> <p>French residential was planned and booked for 23/06/20 but due to Covid-19 school closure and DfE guidance had to be cancelled. Refunds to be given to parents. School to make insurance claim.</p> <p>Enhanced educational visit risk assessment form for medical needs and behaviour in operation. Teachers using throughout risk assessment process to reduce workload and ensure all needs have been addressed appropriately on first submission.</p> <p>All staff completed educational visit Level 1 training in the Spring Term. All staff now have a suitable qualification to support with leading Educational Visits.</p> <p>Ducklings were booked for March but due to Covid-19 closure have had to be cancelled.</p>	
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Who? Purple – SLT/Governors

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	<ul style="list-style-type: none"> Secure MIND therapy for named pupils. Deputy to provide emotional support to MNU pupils when appropriate. Schedule ELSA (mental health) for 2 x TAs. Participate in LBHF's Universal Free School Meals pilot. Provide the necessary data and support analysis of the project. 	<p>(RM)</p> <p>(TT/SB)</p> <p>(Anissa Ilyas)</p>	<ul style="list-style-type: none"> 2 x TAs have been trained in ELSA and are putting strategies in place for pupils. All pupils at Woodlane have access to a free school meal. 		<p>'Outdoor Learning' day scheduled for 21/05/20. Which was postponed due to Covid-19 closure.</p> <p>Safeguarding training took place for all staff on 03/10/19 and Prevent training for all staff took place 30/10/19.</p> <p>MIND sessions were scheduled at the start of the Spring Term for 3 named pupils who received individual sessions and a named Year 9 pupil group who received sessions once per week during PSCHE lessons. Year 9 referrals reduced by 72% when compared to the previous Autumn Term.</p> <p>2 x TAs have received ELSA training in January and February and have begun 1:1 session with 1 named pupil each. Impact to be assessed on completion of sessions.</p> <p>Universal Free School Meals project has begun. Additional menu items have been produced with manageable additional demand on the kitchen. New dishwasher has significantly improved the workload of the kitchen staff.</p>	
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					<p>Improved experience for a couple of harder to please pupils with the variety of options. All pupils (who previously refused) are currently collecting a meal and trying it. One pupil who has been on pack lunches for years asked to move to school lunches as, “there are now options I like” and “it would be nice for mum not to have to pay for everything”.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Keep in regular contact with staff during Covid-19 closure. 100% of staff in a survey rated the communication between school and themselves as outstanding. • Ensure guidance from central government/ LA/ unions are considered when making plans. • Ensure tasks set for staff are reasonable, proportionate and balance the need to support pupils with personal demands at this challenging time due to Covid-19. • Ensure accessible, differentiated homework tasks are set for pupils online during Covid-19 	
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Who? Purple – SLT/Governors

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					<p>closure to keep minds active, healthy and pupils positively engaged.</p> <ul style="list-style-type: none"> • Ensure all our pupils, as they are all considered vulnerable, receive welfare and catch-up calls from staff during Covid-19 outbreak. • Ensure all pupils in the MNU are contacted twice a week by the MNU coordinator. • Ensure all pupils on a CP/Child in Need/Early Help plan are contacted twice a week by the DSLs. • In even of extended closure, explore opportunities to deliver ELSA sessions at distance. 	
Total Cost						£7,600

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Leadership and Management – Outstanding

Evidence

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

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

Refer to:

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

Supporting factors

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

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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 refine the medical needs unit provision (the only area outlined within the school's Ofsted inspection 2019);
2. Introduce a nurture Class to provide the highest quality education for our lowest ability pupils;
3. Ensure the school gains the additional funding required to resource provision for the increase in complex pupil need seen over the past 4 years;
4. Further refine our EHCP annual review process to ensure they are reviewed/ delivered effectively, and pupils meet their EHCP outcomes;
5. Develop and refine parent support activities;
6. Further improve the physical environment and facilities to ensure teaching and learning are supported by an effective working environment; and
7. Develop and shape new HLTA role to ensure pupils receive the highest-level support and EHCPs are reviewed/delivered effectively.

Area for Improvement	What?	Who? (Lead)	Success Criteria?	When?	Progress	Cost
1. Develop and refine the medical needs unit provision.	<ul style="list-style-type: none"> Ensure MNU practices are in line with the main school, including: <ul style="list-style-type: none"> -Reporting and monitoring (progress and outcomes) -School reports -Parents' evening -Directed time model -Performance management etc. Ensure statutory curriculum requirements are met within the MNU, formally timetable teaching and learning. Integrate MNU/main school teachers. Subject Leaders to devise and schedule baseline assessments for MNU pupils (including mid-year starters), being sensitive to mental health difficulties. Subject Leaders to extend schemes of work to include MNU. All subject development plans to include focus on improvements to the MNU. 	<p>(CM/RM/TH/MH)</p> <p>(CM)</p> <p>(CM)</p> <p>(TH) MH/Subject Leaders</p> <p>(RM) MH/Subject Leaders</p> <p>(CM/TH/RM) MH/Subject Leaders</p>	<ul style="list-style-type: none"> All MNU practices are in line with the main school. A timetable is created which ensures statutory curriculum requirements and the mental health needs of the pupils are met. MNU teacher teaches literacy in the main school. Main school teachers teach in the MNU. All MNU pupils are effectively baselined irrespective of starting point. Schemes of work are extended to include challenge for the pupils attending the MNU. Subjects Leaders positively shape the MNU provision. Based on the newly designed 	Autumn Term	<p>MNU staff have successfully completed KS4 reports in the Spring Term in line with main school practices.</p> <p>MNU staff now follow directed time model, as per the main school.</p> <p>MNU staff now follow performance management/appraisal model as per the main school.</p> <p>Woodlane and MNU staff are working across both areas of the school, sharing best practice. This has increased integration with staff.</p> <p>MNU data has been incorporated further into BSquared for pupils with regular attendance. Baselineing took place, accuracy was ensured through Woodlane's moderation for baselining on 26/11/20. Some staff have not input data in a few subject areas in the Autumn Term. This has been rectified in the Spring Term.</p>	£100 (resources)

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					<p>now have timetabled all statutory subjects.</p> <p>MNU data did not demonstrate significant improvement. 95% of expectations are being met across all subjects at the end of the Spring Term, with none exceeding at this point. This is common within data for new starters – which applies to the MNU.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Ensure all staff are fully informed regarding MNU next steps for September 2020, this comes with the additional communication challenge due to Covid-19 closure. • Ensure parents and pupils are prepared in the Summer Term regarding MNU next steps for September 2020, this comes with the additional communication challenge due to Covid-19 closure. All pupils who regularly attended the MNU had a confirmed post-16 provision on their leaving date. • Ensure accessible, differentiated homework 	
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Who? Purple – SLT/Governors

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					<p>tasks are set for MNU pupils online during Covid-19 closure to keep minds active, healthy and pupils positively engaged. MNU teaching team regularly added work to Firefly which was accessible to their pupils. Engagement in these tasks was extremely low. In the new academic year, 2020/21 school is developing a more personalised home-working agreement for those pupils not able to attend for various reasons.</p> <ul style="list-style-type: none"> • Ensure all MNU pupils, as they are all considered vulnerable, receive welfare and catch-up calls from staff during Covid-19 outbreak. • Ensure all pupils in the MNU are contacted twice a week by the MNU coordinator. 	
2. Introduce a nurture class to provide the highest quality education for our lowest ability pupils.	<ul style="list-style-type: none"> • Recruit nurture teacher/leader. • Adapt TEACCH space into a suitable classroom, including installing an IWB. 	(CM) (RM) (CM)	<ul style="list-style-type: none"> • Nurture teacher/leader starts position. • TEACCH space is transformed to a classroom. 	Autumn Term	<p>Experienced SEND Nurture Teacher recruited and in post.</p> <p>TEACCH space fully adapted to a classroom and Nurture Class operational from</p>	<p>£6000 (IWB/tables/resources etc.)</p> <p>£50,000 (teacher)</p>

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	<ul style="list-style-type: none"> • Devise suitable timetable for the class, following a one main teacher model. • In consultation with parents, select 6 of the lowest ability pupils to join the class. • Devise quality schemes of work. • Secure funding by informally increasing roll number to ensure sustainable for future. • Monitor and track pupil progress through B-Squared progression steps. • Schedule governor visit to observe the nurture class, exploring value for money. • Schedule a parent reference group to explore the impact of the nurture class. 	<p>(Nurture Teacher/ RM)</p> <p>(CM)</p> <p>(TH)</p> <p>(CM)</p> <p>(Nurture Teacher) CM/RM</p> <p>(Alex Greaves)</p>	<ul style="list-style-type: none"> • Timetable is scheduled. • 6 x pupils join the class. • Quality schemes of work are available. • Roll numbers sustain the funding required for class. Base and top up funding required. • Governor reports in formal report that the nurture class provides value for money. • At least 97% of pupils meet expected progress. • At least 50% of pupils exceed expected progress. 	<p>Summer Term</p>	<p>03/02/20. Class has a new IWB.</p> <p>Nurture class timetable planned and in use.</p> <p>In consultation with parents, 6 pupils were selected, with an additional new pupil to join on return from Covid-19 closure. 1:1 TA support funding secured for pupil due to higher level of need.</p> <p>First BSquared data entry has taken place, teacher has asked astute and relevant questions to assessment coordinator to ensure high quality practice.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Devise quality schemes of work throughout the year. • Secure funding by informally increasing roll number to ensure sustainable for future. • Increase places to 8, the class is therefore full. Schedule governor visit to observe the nurture class, exploring value for money. • Schedule a parent reference group to 	
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					<p>explore the impact of the nurture class, when safe to do so. Parents' initial views gained through phone calls during school closure.</p> <ul style="list-style-type: none"> Nurture teacher to carry out welfare calls to pupils during Covid-19 closure. Nurture teacher to set relevant differentiated work for pupils during Covid-19 closure. 	
<p>3. Ensure the school gains the additional funding required to resource provision for the increase in complex pupil need seen over the past 4 years.</p>	<ul style="list-style-type: none"> Devise a report evidencing increase in complexity of pupil need. Explore and calculate required top up uplift. Ensure report also evidences costs required for independence training e.g. travel trainer. Ensure the report evidences level of 1:1 required. Present report to governors for scrutiny and review. Liaise with LA SEND and finance department to explore school funding. Present report to School's Forum. 	(CM)	<ul style="list-style-type: none"> A clear report is created evidencing increased need. Report includes: <ul style="list-style-type: none"> -top up required -details of independence and travel training -1:1 support Governors are in support of the report being submitted to the LA. Report is presented and accepted by School's Forum. 	Spring Term	<p>School Forum report partially completed but not submitted.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> Complete report evidencing increase in complexity of need. Report ready for next stage. Explore and calculate required top up uplift. Ensure report also evidences costs required for independence training e.g. travel trainer. Ensure the report evidences level of 1:1 required. Ensure increase of top-up for OT is reflected. Present report to governors for scrutiny and review. 	£0

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		(Guy Vincent)			<ul style="list-style-type: none"> • Liaise with LA SEND and finance department to explore school funding. • Present report to School Forum. 	
4. Further refine our EHCP annual review process to ensure they are reviewed/ delivered effectively and pupils meet their EHCP outcomes.	<ul style="list-style-type: none"> • Expand the number of teachers completing EHCP Annual reviews to ensure no teacher completes more than 10 reviews. • Schedule pupil voice opportunities through completion of a Computing/PSCHE 'all about me' topic. • All relevant information to be sent to parents within the statutory timeframe. • Schedule SIMs training for all teachers undertaking EHCP reviews. • Refine targeted intervention sessions to make steps towards achievement of EHCP outcomes. • Research and purchase relevant technology for use with targeted interventions. • Research and schedule relevant EAL targeted 	<p>(BK) NM</p> <p>(BK/BS)</p> <p>(MJ) BK</p> <p>(SI) MJ/ AC/SE/SC</p> <p>(BK)</p>	<ul style="list-style-type: none"> • Teachers complete a maximum of 10 reviews. • Pupils create 'all about me' information for their Annual Reviews. • Parents receive all required information within the statutory timeframe. • All relevant staff have received SIMs training and are able to run relevant reports, saving them time and therefore improving work-life balance. • Targeted interventions increase the number of EHCP outcomes achieved, this is tracked for comparison for 	<p>Autumn Term</p> <p>Autumn – Summer Term</p> <p>Spring Term</p> <p>Autumn Term</p> <p>Spring Term</p>	<p>Team expanded this academic year to include 2 additional subject teachers. Individual coaching and mentoring started and ongoing for Science Subject Leader (Autumn 2019). Nurture teacher support planned for Summer 2020.</p> <p>Teachers allocated EHCPs to ensure they complete a maximum of 8 reviews each.</p> <p>All pupils now complete pupil voice activities before their Annual Review meeting. Most pupils have chosen to present these personally at the meeting. Presentations are prepared with the help of class teachers/TAs in PSCHE, and Computing lessons.</p> <p>EHCP annual review process has been redesigned so that the vast majority of parents now receive their school</p>	<p>£3000 (technology)</p>

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	<p>interventions for named pupils.</p> <ul style="list-style-type: none"> • Replace and upgrade teacher computers to ensure they are quick and responsive. • Develop and refine the HLTA post to support the EHCP process e.g. supporting administration of EHCPs. 	<p>(TH)</p> <p>(BK) NM</p>	<p>the next academic year.</p> <ul style="list-style-type: none"> • Creative technology is used in targeted interventions, increasing the number of pupils who achieve their EHCP outcomes. • Relevant EAL strategies are used in targeted interventions, increasing the number of pupils who achieve their EHCP outcomes. • All teacher computers are upgraded and in use, therefore saving teacher time and improving work-life balance. • HLTA is refined and supports the reduction of administration time for teachers, therefore saving teacher time and improving work-life balance. 	<p>Autumn Term</p> <p>Autumn Term</p>	<p>annual review report by post two weeks before the meeting.</p> <p>Lead Practitioner and Transition teacher attended EAL for SEN settings training (January 2020). Resources shared at school and integrated into intervention sessions.</p> <p>The vast majority of finalised Annual Review reports are sent to the LA in the 10 working day time-frame.</p> <p>HLTA role established and role developed to support preparation of school reports and fulfilment of statutory requirements.</p> <p>New HLTA has started and induction began (March 2020).</p> <p>Lead Practitioner provided INSET in TA meeting on EHCPs and pupil target setting (November 2019).</p> <p>1:1 TAs – quick burst training sessions during assembly times – x 3 Term.</p>	
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					<p>TA meeting attended by Lead Practitioner to give overview of EHCP process and to share pupil outcomes.</p> <p>Senior TA continues to share EHCP information with new staff and 1:1 TAs.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Work with the LA to prioritise urgent EHCPs missed due to school closure. Ensuring where possible that statutory duties are met. • Explore revised statutory duties with the LA with regard to the Coronavirus bill. 	
5. Develop and refine parent support activities.	<ul style="list-style-type: none"> • Submit LPPA evidence for final assessment. • Introduce opportunities for parent learning: <ul style="list-style-type: none"> - schedule 'Ambitious about Autism' Level 1 training. -schedule office computing training. • Schedule a variety of parent-child workshops: <ul style="list-style-type: none"> -Literacy -Art mindfulness -E-safety • Redesign and upgrade the school website. 	<p>(PB)</p> <p>(PB) SI/MJ</p> <p>(PB) JJ/SW/RF/SI</p> <p>(CM)</p>	<ul style="list-style-type: none"> • LPPA is awarded. • At least 10 parents achieve the Level 1 'Ambitious about Autism' and feel more confident to support their child's needs. • At least 10 parent attend the Office training and report that they feel more confident to support their child with homework. 	<p>Autumn Term</p> <p>Autumn – Summer Term</p> <p>Spring Term</p>	<p>LPPA evidence submitted and award achieved on 06/03/20.</p> <p>Highly positive feedback from the visiting assessor, including:</p> <p><i>- In addition to all the many strengths illustrated in the portfolio Woodlane provides an exceptional environment for the young students. The school is immaculate throughout; the new school playground is a welcome addition with basketball and other activities available and</i></p>	<p>£6000 (website and prospectus design)</p>

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	<ul style="list-style-type: none"> Redesign the school prospectus. Explore new technology, linked to school website for improved communication with parents around trips, events notices etc. Purchase and use if deemed appropriate e.g. texting/Parent Pay/Consent. Schedule a Next Steps Coffee Morning to complement our Next Steps Evening. Schedule a parent reference group to explore next year's parent support needs. In partnership with the local authority and partner schools/colleges/sixth forms to undertake a review of post-16 pathways and how they are communicated to parents. 	<p>(TH) CM/BS</p> <p>(TH) FW</p> <p>(PB)</p> <p>(TH)</p>	<ul style="list-style-type: none"> At least 10 parents attend each workshop and report that the strategies are useful in support their child. The website is updated and parents and external stakeholders continue to report that the Woodlane site is one of the most user-friendly sites they have used. Our prospectus reflects our policy updates and communicates school ethos, values and aims well to parents of prospective pupils. At least one technological upgrade is regularly used e.g. texting/Parent Pay/Consent. A 'visual pathway' for Post-16 provision is produced and 	<p>Summer Term</p> <p>Spring Term</p>	<p><i>clearly enjoyed by the students during verification (see full report).</i></p> <p>The assessor also completed on the thorough submission of evidence.</p> <p>17 parents awarded Level 1 'Ambitious about Autism' on 13/11/19. 100% of parents found the session helpful.</p> <p>Parent workshops well attended, 12 parents attended Art therapy session. 17 parents attended Ambitious about Autism in the Autumn Term.</p> <p>Microsoft training for parents not yet scheduled. To be scheduled on return from Covid-19 school closure.</p> <p>The school website and prospectus has been updated, it is user-friendly and easy to navigate. Many positive comments have been made on the website.</p> <p>Visual pathway created in partnership with the local authority and other providers. Local authority wishes to consult with parents prior to</p>	
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			shared with parents to better inform post-16 provision.		planned use next academic year. Next steps: <ul style="list-style-type: none"> Set up parent text messaging service as a matter of urgency. Explore and set up parent pay. Print physical copies of the prospectus. Schedule Microsoft training for parents, when safe to do so. 	
6. Further improve the physical environment and facilities to ensure teaching and learning are supported by an effective working environment.	<ul style="list-style-type: none"> Purchase and install a new boiler, ideally seek a greener model. Gain funding from the LA for a double-glazing window upgrade. Schedule installation of new windows. Update 30 x computers across the school. Install IWB in new nurture classroom. Enhance Wi-Fi access throughout the site. Upgrade sound acoustic tiles in the gym to reduce noise. Explore a potential redesign of foyer to create an appropriate waiting area, seek funding from the LA. 	<p>(BS/EM)</p> <p>(CM/BS) EM</p> <p>(TH)</p> <p>(RM)</p> <p>(TH)</p> <p>(CM/BS) EM</p> <p>(CM/BS) EM</p>	<ul style="list-style-type: none"> New boiler is installed and functional. Window double glazing upgrade is takes place over the summer holiday, the LA fund the upgrade. 30 x computers have been upgrade and are functional. IWB has been installed in the nurture classroom. Wi-Fi signal is improved and iPads are in higher use as a result. 	<p>Autumn Term</p> <p>Summer Term</p> <p>Autumn Term</p> <p>Spring Term</p> <p>Summer Term</p>	<p>New boiler not purchased or installed. School remains in negotiation with LA regarding funding for windows upgrade.</p> <p>All teaching computers and those in pupil common areas (Studio/Library) were upgraded in December 2019. Commonly used computers in the Humanities Room were purchased in March 2020 to be installed.</p> <p>Whole school WiFi upgraded and operational as of 18/12/19. Staff have reported a significant improvement. Yet to gather evidence of improved iPad use/accessibility across the school.</p>	£25,000 (computer upgrade/Wi-Fi)

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			<ul style="list-style-type: none"> The gym is a quieter working environment due to new acoustic tiles. Funding is gained from the LA to design the entrance area, creating a welcoming waiting area. 		<p>New IWB installed in the nurture classroom enabling this classroom to be fully operational from 03/02/20.</p> <p>Two new computers installed in the Studio 04/03/20 on an adjustable desk to provide improved access to technology for pupils with physical difficulties.</p> <p>LA seeking acoustic tiles for the gym.</p> <p>Bells construction considering plans for design to entrance area, creating a waiting room.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> On-going negotiation with LA regarding funding for window upgrade. Still on-going. Purchase and install boiler. Complete install of additional computers in Humanities Room. Gather evidence of improved iPad use/accessibility across the school. Upgrade sound acoustic tiles in the gym to reduce noise. 	
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					<ul style="list-style-type: none"> Continue to explore a potential redesign of foyer to create an appropriate waiting area, seek funding from the LA. To do next year. 	
7. Develop and shape new HLTA role to ensure pupils receive the highest level support and EHCPs are reviewed/delivered effectively.	<ul style="list-style-type: none"> HLTA covers the majority of short term sickness/absence. HLTA becomes line manager of the Apprentice TAs. Effective induction takes place for Apprentices. Robust Performance management targets are set for Apprentices. Meeting with the SIA takes place to provide feedback on Apprentice support and guidance HLTA and Lead Practitioner work in partnership to ensure all statutory EHCP process and practices take place and parents are satisfied with their child's review. 	<p>(NM)</p> <p>(NM/GE)</p> <p>(BK/NM)</p>	<ul style="list-style-type: none"> Pupils receive high quality teaching and learning in the absence of the class teacher. Referrals to the office during time of cover reduce by at least 50%. Apprentices are effectively inducted by the HLTA and communicate to the SIA their satisfaction. All parents are satisfied with their child's EHCP Annual Review. Staff are well supported in the EHCP processes. All statutory timeframes and expectation are met effectively. 	<p>Autumn – Summer Term</p> <p>Autumn Term</p> <p>Summer Term</p> <p>Autumn – Summer Term</p>	<p>HLTA role established and role developed to support preparation of school reports and fulfilment of statutory requirements.</p> <p>New HLTA has started and induction began (March 2020), following unsuccessful recruitment in first round.</p> <p>Further development of HLTA position required in collaboration with the new senior TA.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> HLTA role is developed and shaped further. HLTA becomes line manager of Apprentices. Effective induction of Apprentices continues. Robust Performance management targets continue to be set for Apprentices. Meeting with the SIA takes place to provide 	£0 (as savings are made from cover costs)

Who? Purple – SLT/Governors

Grey – Subjects Leaders/Teachers

Pink – TAs/Cover Supervisor/Support staff

Blue – Support Agency Partnerships

					<p>feedback on Apprentice support and guidance</p> <ul style="list-style-type: none"> HLTA and Lead Practitioner work in partnership to ensure all statutory EHCP process and practices take place and parents are satisfied with their child's review. 	
Total Cost						£90,100

Who? Purple – SLT/Governors

Grey – Subjects Leaders/Teachers

Pink – TAs/Cover Supervisor/Support staff

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