

# **Woodlane High School**

## **Self-Evaluation Form and School Improvement Plan (2020-2021)**

**September 2021 – Full Year Review**

# **Woodlane High School**

## **Self-Evaluation Form and School Improvement Plan 2020-2021**

**Overall Effectiveness – Outstanding**

**Quality of Education – Outstanding**

**Behaviour and Attitudes – Outstanding**

**Personal Development – Outstanding**

**Leadership and Management – Outstanding**

### **Key to tables:**

**Who?** Purple – SMT/Governors

Grey – Subjects Leaders/Teachers

Pink – TAs/Cover Supervisor/Support staff

Blue – Support Agency Partnerships

## Covid-19

Due to the Covid-19 pandemic, planning for the academic year 2020-21 has been adjusted in a variety of ways.

The primary area of planning this year is responding to/protecting the pupils and staff from Covid-19. The school opened in September, but measures must be in place to ensure all pupils and staff learn and work as safely as possible. Woodlane will look a little different but our intention is that the impact on the pupils and adults will be minimised. Woodlane must also have a contingency plan in place to support pupils to continue learning a full curriculum if they do not attend school. Pupils may require time off for a range of reasons, including:

- A pupil may have Covid-19 symptoms in their household.
- A pupil may be asked to self-isolate by test and trace.
- There may be a wider national lockdown or a local lockdown leading to partial closure.
- A school bubble (year group) may need to isolate due to a confirmed case within their bubble.
- An outbreak in school may lead to a temporary whole school closure.

Pupil progress data from Summer 2019-20 was not able to be completed, therefore all progress data in this report is taken from the Spring Term. The challenge of using this data as a formal end point, is primarily that it is an incomplete year. Woodlane's assessment system is cumulative so pupils are expected to continue moving from meeting to exceeding expectations as the year progresses. We reported on Summer Term progress through a combined Progress and Wellbeing report but this should be seen as a report highlighting the success of emergency/contingency procedures and has provided valuable learning for future events.

Many activities planned for the Summer Term or the end of the Spring Term were postponed with the intention of rearranging for this academic year. Others, which were specific to the year or the cohort and have been cancelled. With the pandemic continuing to evolve, there is the likelihood that other activities or events will also need to be postponed, adapted or cancelled. To signify these elements within this year's report, any events that do not take place due to Covid-19 will receive a strikethrough in the March review of this document, e.g. ~~Complete this action in the Autumn Term~~, which we believe will improve reporting.

## Characteristics of Woodlane School

- At the start of the academic year 2020/21, Woodlane currently has 104 pupils on roll.
- The school is heavily requested for places by parents and Local Authorities, however, careful consideration is always made to ensure pupils are appropriately placed. The school also ensures that, when appropriate for an individual pupil, we encourage a supported transition to mainstream provision. In 2017-2018 our roll number was affected by an LA error, however, following efforts from the school to rectify the problem, numbers increased over the year and in subsequent years. It should be noted that the school therefore transitioned a number of 'mobile' pupils during the year, which came with its challenges. This affected cohort is the current Year 10.
- At Year 7 entry, pupils' abilities most commonly range from PS1 to PS5 under the progression steps framework. This would be considered similar to P5 to Level 2 under the old national curriculum. The average ability level on entry is between P8 and level 1 – with the majority of pupils broadly working within the age range 6-9 years old, or between 2 and 5 years behind their expected age.
- Woodlane is expecting to receive £54,436 in Pupil Premium funding. During the last financial year, the school received £49,978 in pupil premium funding. This is equivalent to 41 pupils (39%) on roll.
- A calm, learning-focused environment enables pupils with a range of moderate, specific and complex SENDs to raise their self-esteem and resilience, succeed academically as well as gain a variety of qualifications that reflect the best of their ability.
- Pupils are supported in raising their level of independence and, therefore, the vast majority gain mainstream Post 16 College placements, 0% of pupils have been NEET in the last 8 academic years.
- The school's self-evaluation practices and improvement plans are analytical and reflective, as a result small areas for improvement are identified early and addressed to ensure these 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

- The vast majority of pupils make and the majority exceed expected progress overtime, from their individual starting points. As a result, pupil progress is substantial and sustained.
- When comparisons are made with other similar schools recently judged as outstanding by Ofsted, Woodlane 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 is outstanding across the large majority of subjects and in the remaining it is at least good. Pupils and staff have created *'Woodlane Outstanding Teaching and Learning'* criteria, which is 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 national data, 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. Staff regularly share their expertise with 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 successful 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.
- During the Covid-19 pandemic, Woodlane has maintained outstanding safeguarding procedures and offered a full and robust curriculum. Pupil engagement in the curriculum and wellbeing provision offered was high and comparable to mainstream

secondaries. The school opened to a high proportion of pupils in the Summer Term 2019/20 and is fully open to all pupils in Autumn 2020/21.

- 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 Section 5 Ofsted inspection and achieved 'outstanding' in all categories.

#### **Refer to:**

- Lesson observations.
- Book Look/work scrutiny.
- Progress Report data and Outcomes for Year 11 report.
- Comparison reports.
- Behaviour data/Personal development, behaviour and welfare pack.
- Combined Progress and Wellbeing during the Covid-19 Pandemic report.
- 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 (May 2019).

## Supporting factors

1. The curriculum is broad and balanced and is highly multi-sensory and tailored to individual needs.
2. Speech, language and communication support is integrated into everyday practice.
3. Staff are clear on Woodlane progress and outcome expectations and aim for all pupils to make above expected progress.
4. Woodlane's remote provision is robust and inclusive, allowing pupils who are absent for longer periods of time to engage in learning and feel part of the school community.
5. The sensory room provides opportunities for targeted sensory support and enables pupils to manage their emotions ready for learning.
6. Senior leaders encourage innovation and value ideas from staff and pupils; ideas are used to shape school plans, policies and decision making.
7. Staff are effectively supported to make personal and subject developments; improvements are celebrated. However, when necessary, staff are held accountable for any underperformance, through the school's appraisal process.
8. 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.

## Headline Areas for improvement (September 2020) – we are taking steps to:

1. Ensure the school can operate under the increased pressures of Covid-19, including:
  - a. Opening safely to all pupils and adults.
  - b. Providing outstanding teaching and learning within the school.
  - c. Providing outstanding provision for those pupils unable to attend the school.
  - d. Ensuring all pupils have the opportunity to catch up.
2. Further developing the school's use of technology.
3. Align/integrate MMH pupils with the main school.
4. Maintain strong mental health and well-being support for staff and pupils.

These 4 areas have been summarised from the rest of this document and form the School Improvement Priorities 2020.

**Total budgeted costs across this SEF/SIP = £207,330. This includes money already committed for school improvement.**

Who? Purple – SMT/Governors

Grey – Subjects Leaders/Teachers

Pink – TAs/Cover Supervisor/Support staff

Blue – Support Agency Partnerships

## 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, developing 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 every 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](http://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 every 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.
- Our curriculum is adaptable to the different needs of pupils during the Covid-19 pandemic, allowing pupils opportunity to continue education through a blended approach, or entirely from home if necessary.

## 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.

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- 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 Lead Practitioner/ 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', 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 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 is provided through a secure online learning platform. All tasks use a standardised format and are differentiated and personalised to provide the appropriate level of challenge and support.

### 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, moderate 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. It received an update last academic year to ensure it remained suitable for use under current guidance.
- Our '*Assessment Map*' highlights the range of qualifications available and how these can be compared to one another.

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- 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 carefully, 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 up to the Spring Term 2019/20 (the last data point) with 98.41% of expectations met. This figure is consistently above 97% over the last five years demonstrating that progress over time continues to be substantial and sustained.
- Overall, 29% of pupils were exceeding expectations in the Spring Term. In previous years, the proportion of pupils moving from meeting to exceeding is between 18% and 25%. This would indicate the school was on track for the majority of pupils to exceed expectations by the end of the Summer Term.

- Analysis of pupil progress indicates that achievement in the Core Subjects is outstanding, when compared to the bespoke Flight Path, which takes into account the performance of other outstanding special schools and national data.
- Analysis of outcomes (2020) and pupil progress (Spring 2019/20) indicates that there is little statistical significance between key groups.
  - The overall gap in progress between Pupil Premium and those not in receipt is extremely small, (0.11%).
  - The progress of three of the six largest ethnicity groups (WBRI, OOEG, AOTH) is outstanding.
  - Pupils from BCRB, BAFR and MOTH groups did not exceed expectations as consistently as their peers which requires further investigation. However, all 3 groups achieved 100% of pupils meeting expectations overall.
  - All SEND groupings achieved at least 97% of expectations met/exceeded.
  - The progress of girls in STEM is now broadly similar to that of boys, with girls exceeding expected progress more regularly than boys in STEM subjects.
- Pupil attainment is similar to or better than other comparable outstanding special schools. Links made with other outstanding special schools provide opportunities for comparison and critical analysis.
- The overwhelming majority of pupils meet or exceed their expected outcomes in Year 11 (external qualifications) with a large majority exceeding (72%).
- 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 (450 schools), Woodlane regularly ranks in the top 30 school's nationally (top 5%).
  - Using the adjusted score of -1.29, the school was ranked 13th nationally, a rise of 3 places from 2017-18, and 56 places from 2016-17.
  - Using Woodlane's Attainment 8 score of 8.6, the school is ranked 22nd nationally. The score of 9.02 the previous year was higher, but the school was ranked 31st nationally.
  - Woodlane has conducted specific analysis on the published data 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 the 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 their peers in these schools.

- Detailed analysis of outcomes and pupil progress indicates that there is little statistical significance between the performance of key groups.
- 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 8 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 and pupil tracking data.

## 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 monitoring is 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 – we are taking steps to:

1. Maintain outstanding teaching and learning.
2. Ensure the outstanding quality of education the school provides continues when pupils are off school, particularly during the Covid-19 pandemic.
3. Ensure all pupils have the opportunity to catch up.
4. Improve the quality and outcome of targeted interventions.

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5. Ensure TA support is consistently outstanding.
6. Improve the school's provision for pupils deemed gifted and talented.
7. Continue to raise the progress and outcomes of pupils in core subjects.
8. Continue to raise the progress and outcomes of pupils in foundation subjects.
9. Improve the use and effectiveness of data.
10. Further develop the school's use of technology.

Quality of Education						
Area for Improvement	What?	Who? (Lead)	Success Criteria?	When? (Date)	Progress	Cost (£)
1. Maintain outstanding teaching and learning.	<ul style="list-style-type: none"> <li>- Twilight sessions will be used for 'refreshers' for all staff in various areas of teaching and learning. Staff will receive examples of best practice in:               <ul style="list-style-type: none"> <li>o Dyslexia Friendly resources,</li> <li>o Speech, Language &amp; Communication Needs (specifically the Paget Gorman Sign System),</li> <li>o Autism Awareness,</li> <li>o Behaviour Management, etc.</li> </ul>               This practice will also ensure that new staff are up to speed with Woodlane methods of working.             </li> <li>- School moves to an online CPD Tracker to improve tracking and reporting on all staff CPD.</li> <li>- Explore/join the Teachers Development Trust and complete a CPD audit.</li> <li>- Start a CPD library (budget for books/journal needed).</li> <li>- Training and development of staff who will come in to regular contact with pupils who are part of the Medical and Mental Health (MMH) cohort.</li> <li>- Mental Health training for parents.</li> <li>- Staff request the purchase/approval of school wide resources such as Twinkl to support lesson planning and staff presentation.</li> <li>- Creative lesson observations scheduled for Summer Term 2019/20 take place this academic year, including 'The Switch Up.'</li> <li>- Re-book the postponed Attention Autism whole school training.</li> </ul>	BK/MJ	<ul style="list-style-type: none"> <li>- All staff report through training feedback that staff run twilight sessions/refreshers are useful and improve teaching and learning.</li> <li>- All staff feedback an understanding of best practice approaches in a range of SEND support strategies.</li> <li>- CPD tracker demonstrates that staff have completed a wide range of courses.</li> <li>- Pupil specific and generalised Mental Health training takes place for all staff.</li> <li>- Staff are more confident support the complex needs of named pupils on roll with specific MMH needs.</li> <li>- Parent feedback on MMH training and support is positive.</li> <li>- The school renews the Dyslexia-friendly accreditation.</li> </ul>	Begins Autumn Term	<p>CPD Audit took place in the Autumn Term with a cross-section of school staff surveyed. Results discussed and shared with all staff through INSET, 18/04.</p> <p>CPD Audit report outlines areas of strength as:</p> <ol style="list-style-type: none"> <li>1. Protected time,</li> <li>2. Vision of Leadership,</li> <li>3. Culture and Communication,</li> <li>4. Internal Expertise.</li> </ol> <p>Areas of development assessed as:</p> <ol style="list-style-type: none"> <li>1. Formalising Modes of Collaboration,</li> <li>2. Evaluation,</li> <li>3. Balancing Autonomy and Coherence,</li> <li>4. Professional Learning Conversations.</li> </ol>	<p><b>£1,600</b> (Teacher's Dev. Trust)</p> <p><b>£900</b> (Dev. Trust Audit)</p> <p><b>£1,000</b> (Parent training offer)</p> <p><b>£3,600</b> (EP SLA)</p>
		RM				
		RM/TH				
		BK				
		MJ		Summer Term	<p>MMH training provided to TA team in September INSET 2020 (run by MJ) and in a TA meeting (run by Sarah and Ethan - HLTAs) in April 2021.</p>	
		MJ/PB		Spring Term		
		KR		Autumn Term		
		Teachers				
		BK				

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	<ul style="list-style-type: none"> <li>- Attention Autism methodology and training is embedded more widely across the school.</li> <li>- Schedule a Governor Visit to explore CPD.</li> <li>- Schedule Video Enhanced Reflective Practice (VERP) between the school's EP and select TAs to further improve support and build a bank of filmed best practice examples of interactions.</li> </ul>	ED/TA s  Gov. EdPsy/ TAs			<p>Mental health training run by Ed. Psyc., Gillian in April INSET (19/04).</p> <p>VERP training took place during the Summer Term. It was delayed due to school closure and this somewhat limited its impact. The training staff received will be very useful moving forward and a less formal approach will be useful with the wider teaching assistant team.</p> <p>CiP training delivered by BK to all new staff – 12/05/21.</p> <p>Understanding Dyslexia training took place with 18 staff, (primarily teaching assistants) for CPD day - 18/06.</p> <p>Dyslexia Friendly Accreditation training delivered by JJ to all TAs - 16/06.</p> <p>Dyslexia Friendly accreditation extended by British Dyslexia Association, as the organisation was not in a position to open new cases. New English teacher in post Sept 2021 to pick up this responsibility.</p>	
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					<p>New Lead Practitioner appointed (JJ) with effective handover.</p> <p>No Governor visit for CPD took place. To be rebooked for 2021/22.</p> <p>Due to staff leaving, the use and impact of Twinkl was not evaluated.</p>	
2. Ensure the outstanding quality of education the school provides continues when pupils are off school, particularly during the Covid-19 pandemic.	<ul style="list-style-type: none"> <li>- A home-working policy and homeworking agreement is established as an appendix to the school's attendance policy.</li> <li>- Remote and Live learning opportunities continue to be improved for pupils unable to attend, such as those with medical needs.</li> <li>- One trial pupil is selected early in the Autumn Term and systems are established to facilitate home-working, including initially one lesson a day of live learning, increasing over time.</li> <li>- All staff continue to provide differentiated work through Firefly which is accessible for pupils during initial days of school absence, e.g. while waiting for Covid19 test results to be returned.</li> <li>- Resource packs prepared in all subjects for pupils that will support them or direct them to other appropriate resources in the event of a wider school closure.</li> <li>- Homeworking plans established for pupils unable to attend school for more than 3 days in a row.</li> <li>- MMH HLTAs are involved in the support of pupils working from home, however Covid-</li> </ul>	<p>TH/MJ</p> <p>SI</p> <p>TH/SI/ HLTAs</p> <p>Teachers</p> <p>TH/SI</p> <p>HLTAs</p> <p>Govs</p>	<ul style="list-style-type: none"> <li>- Each pupil off school for more than 3 days receives a personalised home-working plan.</li> <li>- Pupils unable to attend school due to Covid-19, e.g. a positive test, continue to receive a full and balanced curriculum.</li> <li>- In the event of a wider school closure, curriculum gaps are filled through the use of online learning and resource packs.</li> <li>- A policy is adopted that describes the school's contingency for pupil absence over 3 days.</li> <li>- LBHF advisers approve of the school's Covid-19 risk assessment and contingency measures.</li> <li>- The Governor Visit (remote) highlights high quality support for pupils working from home.</li> <li>- The SIA report outlines high quality support for pupils working from home.</li> </ul>	<p>Autumn Term</p> <p>Dec 2020</p>	<p>Homeworking policy added as an appendix to the school's Attendance Policy as per guidance. Displayed on school website – Nov 2020.</p> <p>Use of Firefly across the school has improved each pupil's ability to access and engage with learning. SIA report states: <i>"The use of Firefly, as the digital platform for remote education, has improved provision, especially in lockdown from January 2021. Leaders confidently assert that pupils are receiving at least five hours a day of teaching and learning – through online live sessions, extension tasks, printed resources and school wide initiatives such as the Weekly Challenge."</i></p>	<p><b>£3,000</b> (Firefly per year)</p>

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	<p>19 dictates that they cannot visit family homes as they would for pupils with MMH.</p> <ul style="list-style-type: none"> <li>- A remote visit from a school Governor and the School Improvement Adviser both explore the provision for pupils working from home.</li> </ul>				<p>The SIA observed two complete Live Learning sessions during the Spring 21 closure:</p> <ul style="list-style-type: none"> <li>– a KS4 Art session on the work and style of Quentin Blake</li> <li>- a Year 7 English Story telling session based around the story of Peter Rabbit. <i>“Both were gauged as at least good and the Yr 7 session had some outstanding elements. Both teachers, with the support of TAs”.</i></li> </ul> <p>Challenges continue to exist with monitoring engagement more fully, due to the nature of online learning. Attendance does not naturally equate to engagement when cameras and microphones can be turned off. The SIA report (Spring 2021) reflected on this challenge.</p> <p>Pupils self-isolating have had programmes established for them, allowing them to access assemblies, end of term activities and some remote learning sessions.</p> <p>Pupil following home-working programme trialled systems successfully.</p>	
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					<p>Governor visits to live learning sessions in February 2021 used to help determine quality of remote support. Governors noted: <i>"The quality of teaching was considerate to every pupil's needs, patient and engaging, some of the pupils answered and some of the pupils were chosen to answer but not made to feel bad in anyway if they didn't."</i></p> <p><i>"Encouraging engagement from all; e.g. when one person answers a question, getting the others involved in acting/playing out the answer."</i></p> <p><i>"The pupils were being taught effectively and I thought the lesson was fantastic, however, there were a few unavoidable technical issues (e.g. screens glitching) and the teacher could not always speak to a child she was trying to engage with."</i></p> <p>SIA attended live learning lesson in February 2021. Feedback within report states, <i>"In the KS4 Art live learning observed by the SIA 75% of KS4 pupils were in attendance. What was impressive was the way that leaders could view the pupils' work that they had downloaded to the digital</i></p>	
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					<i>platform so that the teacher could evaluate pupils' progress and involvement."</i>	
3. Ensure all pupils have the opportunity to catch up.	<ul style="list-style-type: none"> <li>- Explore pupil current levels and possible academic regression through assessment week in October.</li> <li>- Explore weekend tuition for Year 11 pupils using live learning and targeted firefly work.</li> <li>- Strengths and difficulties questionnaire completed by parents to outline what pupils know, have struggled with and have improved during lockdown.</li> <li>- Covid-19 Catch Up Plan created and shared online, including predicted spend.</li> <li>- Intervention specialist (or various) appointed to deliver individual targeted interventions per term. Interventions based on needs assessments carried out through baselining and assessment week, e.g. Reading, Writing, Physio or Life Skills. Role funded through Covid-19 Catch-up grant</li> <li>- Pupils who need further actions to support their catch-up to have an informal 'key worker' through an 'adopt a pupil' programme in school.</li> <li>- School to provide additional lesson time in Thursday's usual college time slot.</li> <li><del>- Year 11 pupils take part in early formal assessments, such as mock tests to identify further areas of support needed.</del></li> <li><del>- Where necessary, half term learning sessions to take place (Spring/Summer) to ensure all lesson content is covered.</del></li> </ul>	<p>TH/SC</p> <p>TH</p> <p>TH</p> <p>TH/BK</p> <p>TH/SC</p> <p>SC/CT</p> <p>SC</p> <p>TH</p>	<ul style="list-style-type: none"> <li>- All pupils take part in CATs through assessment week.</li> <li>- Pupils are successfully re-baselined using formal and subject specific testing in school</li> <li>- Woodlane receives roughly £25,000 as part of the Covid-19 Catch-up grant in 3 individual payments.</li> <li>- Woodlane appoints an intervention specialist TA to work alongside Lead Practitioner.</li> <li>- 80% of targeted interventions achieve all outcomes.</li> <li>- 100% of targeted interventions achieve at least one planned outcome.</li> <li>- At least 10 targeted interventions take place per term.</li> <li>- Targeted interventions are focused on key skills not covered during closure for Covid-19.</li> <li>- SIA feedback on Catch Up Plan is positive. Plan is considered robust and good value for money.</li> </ul>	<p>w/c 5<sup>th</sup> Oct 2020</p> <p>Spring Term</p> <p>Summer Holiday</p> <p>Begins in the Autumn Term</p>	<p>Parents completed SDQ over the Summer. Results indicate some areas of focus for Covid-19 Catch-up, including fitness, mental health and communication skills.</p> <p>Covid-19 Catch Up Plan created and shared online.</p> <p>Trial period successful in the Autumn Term, with 19 pupils receiving various catch-up sessions, run by TAs with skills in certain areas, including:</p> <ul style="list-style-type: none"> <li>• Touch-typing</li> <li>• Health &amp; Hygiene</li> <li>• Fine/Gross Motor Skills</li> <li>• Handwriting</li> </ul> <p>Half term sessions were not run, as school closure impacted the natural times when this would take place. Instead, school published homework projects through Firefly, particularly in GSCE subjects.</p> <p>Year 11 weekend sessions decided to be unnecessary.</p> <p>Year 11 pupils received additional curriculum time for</p>	<p><b>£5,000</b> (Sat/half-term tuition budget)</p> <p><b>£150</b> (Survey Monkey)</p> <p><b>£800</b> (CATs)</p> <p><b>£25,000</b> (Covid catch-up budget)</p>

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					<p>Maths and English during the paused college visits on a Thursday. When not required for core subjects, other targeted interventions were offered including SALT, life skills and GCSE assessment. This helped ensure outstanding results continued, including 100% of pupils met expectations in English, and 95% met in Maths. 83% met in Science, which corresponded with the subject that delivered the fewest additional sessions.</p> <p>School ran further Covid Catch-up programmes in the Summer Term drawing on staff expertise and interests. This included additional drama sessions, communication sessions, role-play/literacy, and mental health which were raised as key areas of support.</p> <ul style="list-style-type: none"> <li>• “During drama sessions over the summer term we explored improvisation, emotions and imagination. Pupils took part in various guided improvisations, got the opportunity to create and share their work with their peers and engage in fun and active games. From the sessions pupils were more confident in offering their ideas, in</li> </ul>	
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					<p>communicating with their peers and working together as a team."</p> <p>Summer School (Covid-19 Catch Up) programme planned and delivered for the summer holidays. Additional £21,000 provided by DfE – school only claimed for £11,000 and all sessions were closely costed and managed effectively. Summer School feedback was excellent:  <i>"I am so happy to be seeing my friends over the summer!"</i>  <i>"I liked going to the cinema, and being learning about money."</i></p>	
4. Improve the quality and outcome of targeted interventions.	<ul style="list-style-type: none"> <li>- All targeted interventions take place through a new 'referral' system, which includes evidence-based baselines, outcomes and timeframes.</li> <li>- All targeted interventions are aligned to specific pupil need e.g. reading; resilience; support for parents; technology etc.</li> <li>- Assistive technology for named pupils forms specific targeted interventions.</li> <li>- Develop 'intensive case studies' into specific pupils and groups.</li> <li>- <del>Develop 'subject deep dives' (further detail required – SIA feedback)</del></li> <li>- Increase TA participation in targeted interventions and annual review round robin feedback.</li> <li>- TAs to lead on producing 'All About me' materials with Tutor group in tutor times (scheduled 1:1). To include, work selection</li> </ul>	<p>Teachers</p> <p>SI/BK</p> <p>TH/SC</p> <p>BK/TAs</p>	<ul style="list-style-type: none"> <li>- Lead Practitioner (SEND/CO/MMH) coordinate and</li> <li>- Transition leader shares new pupils who use/require assistive technology.</li> <li>- 80% of targeted interventions achieve all outcomes.</li> <li>- 100% of targeted interventions achieve at least one planned outcome.</li> <li>- 100% of targeted interventions achieve at least one planned outcome.</li> <li>- At least 10 targeted interventions take place per term.</li> <li>- Reporting on targeted interventions improves the</li> </ul>	<p>Begins in the Autumn Term</p> <p>On appoint. of Tech lead.</p> <p>Autumn Term</p> <p>Termly</p>	<p>Referral forms in operation where TIs are taking place. All TIs now able to demonstrate planning and impact. Evaluation of this process ongoing under new Lead Practitioner.</p> <p>Subject 'Deep Dives' postponed due to school closure. Lesson observations and book look as part of performance management have proceeded as normal. Spring book look focus was more focused around pupil work on return from national lockdown on March 8<sup>th</sup>. This is to be followed up with book</p>	Covid catch-up budget outlined above.

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	<p>for folders and presentation prep/interview questions.</p> <ul style="list-style-type: none"> <li>- Teacher training in person-centred reviews and writing smart outcomes.</li> <li><del>- School to host half termly multi-disciplinary (SAP) team meetings for planning provision checking interventions and reviewing input.</del></li> <li><del>- EHCP HLTA to lead Tutor time activities on bringing pupils targets to life/engaging pupils and recording success in classroom display.</del></li> <li>- Intervention specialist(s) appointed (preferably from the school's TA team) to deliver 15 individual targeted interventions per term. Interventions based on needs assessments carried out through baselining and assessment week, e.g. Reading, Writing, Physio or Life Skills. Role funded through Covid-19 Catch-up grant.</li> </ul>	<p>BK/H&amp;F</p> <p>BK/SM T</p> <p>BK/HL TA</p> <p>TA</p>	<p>quality of provision described within each pupil's annual review.</p> <ul style="list-style-type: none"> <li>- Each subject completes either an intensive focused case study or a deep dive as part of the Spring Term performance management cycle.</li> <li>- The large majority of subjects achieve outstanding grading within deep dives/case studies.</li> </ul>	<p>Autumn Term</p> <p>Spring Term</p>	<p>scrutiny focused around work completed by pupils over the remote learning periods from Jan-March. Smaller scale assessment meetings took place in the Spring Term with the Assistant Head, having a positive impact on assessment data collection at the end of the Spring Term. Targeted intervention was assigned to identify pupils following data outcomes.</p> <p>Case studies conducted on Home Learning, e.g. Firefly use. Evaluation demonstrates that Woodlane's online provision was robust:</p> <ul style="list-style-type: none"> <li>• All subjects worked hard to deliver on average 4-5 hours of learning per day as a combination of Firefly tasks, (as per the school timetable) and Live Lessons through Microsoft Teams.</li> <li>• Woodlane offered on average 94% of the learning offer guidance published by DfE across all years, (Y8 = 93%, Y10 = 89%, Y11 = 100%).</li> <li>• Whilst there were differences in the engagement and achievement of pupils within these, all pupils in</li> </ul>	
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					<p>this case study showed outstanding levels of engagement in some aspects of the provision.</p> <ul style="list-style-type: none"> <li>2 of the 3 pupils demonstrated higher engagement in the provision Woodlane offered, and achievement that mirrored their positive progress in the Autumn Term.</li> </ul> <p>TAs undertook an active role in 'All About Me' support for EHCP reviews, ensuring a fair and concise understanding of each pupil's views was presented at each meeting.</p> <p>No Intervention Specialist TA was appointed, instead the school opted to use the wide skills of the TA team as a whole and provide cover/time to deliver interventions across the school.</p>	
5. Ensure TA support is consistently outstanding.	<ul style="list-style-type: none"> <li>Training is provided for Teaching Assistants to ensure all TAs understand the types of support they are able to provide, the impact they are able to have and the rationale for this support.</li> <li>Evaluation and development of support takes place regularly to ensure core principles such as independent thinking are shared by all teaching assistants.</li> </ul>	<p>ND/KE</p> <p>ND</p> <p>ND/TAs</p>	<ul style="list-style-type: none"> <li>Performance management demonstrates that the vast majority of TAs are delivering outstanding support and contributing to outstanding progress.</li> <li>All TAs show they are using a range of updated classroom support materials in observations.</li> </ul>	Autumn Term and induction	<p>5 TAs continued the VERP programme into the Summer Term.</p> <p>Although complete in the last academic year, further work is now needed to adapt/define the roles of HLTAs following new appointments/promotions. This is an ongoing/yearly task.</p>	

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	<ul style="list-style-type: none"> <li>- Redevelopment of TA shared classroom support materials (e.g. now/next cards etc.) to ensure visual aids are used consistently in class.</li> <li>- All TAs receive support for Zones of Regulation.</li> <li>- Update TA induction procedures with support from SENDCo, Senior TA and Lead Practitioner.</li> <li>- Role of MMH HLTAs is introduced and developed throughout the year.</li> <li>- Role of HLTAs is developed further to ensure school cover, pupil support and wider impact is outstanding.</li> <li>- Schedule Video Enhanced Reflective Practice (VERP) between the school's EP and select TAs to further improve support and build a bank of filmed best practice examples of interactions.</li> <li>- Senior TA has a strategic planning role with SMT.</li> <li>- Explore Sutton Trust recommendations, including the schools use of 1:1 support, targeted interventions etc.</li> <li>- Apprentice support is developed further through the HLTA role.</li> <li>- Increased level of dyslexia training for TAs as school works towards Dyslexia Friendly accreditation.</li> <li>- Optimise TA meetings to ensure information/skill sharing is as effective as possible.</li> <li>- CPD opportunities are available for all TAs.</li> </ul>	<p>BK/MJ / ND/TAs ND/MJ ND/SMT EdPsy ND/SMT KE JJ/TAs ND All Staff</p>	<ul style="list-style-type: none"> <li>- All TAs are well versed in Zones of Regulation and are able to demonstrate use of it in observations.</li> <li>- Clearly defined roles of HLTAs are adopted in to the School Handbook for the next academic year.</li> <li>- At least 5 TAs completed the VERP training programme with the school's link EP.</li> <li>- A bank of videos are available showing positive interactions between TAs and pupils.</li> <li>- Videos are shared in INSET.</li> <li>- School's TA support meets Sutton Trust recommendations.</li> <li>- Apprentices reflect on outstanding support.</li> </ul>	Autumn Term	<p>TA observations and performance management scheduled for April/May due to school closure. All TAs joined the new cycle matched to their pay increase cycle (financial year).</p> <p>All TAs took part in CPD day in June, gaining a qualification, accreditation or new skill through the process.</p> <p>All TAs now brought in line with the financial year performance management cycle. This means that performance is further linked to pay progression. Performance reviews can directly recommended pay progression where targets are met, and staff no longer have to wait half a year to receive the pay rise achieved through PM.</p> <p>Supportive lesson observations in the Summer Term provided an overview of TA practice. TAs graded as good/outstanding in Summer observations. Key points were:</p> <ul style="list-style-type: none"> <li>• TAs in general have an excellent relationship with pupils built on trust.</li> <li>• Occasionally, TAs spent too long working with one</li> </ul>	<p>EP SLA costed above.</p> <p><b>£10,000</b> Training budget available for CPD.</p>
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					<p>individual pupil and need to identify ways to step away to support the whole class and encourage greater independence.</p> <ul style="list-style-type: none"> <li>• 4 TAs were identified as needing further support on what to do during Teacher Talk times.</li> <li>• 3 TAs were identified as needing further support regarding the use of support materials in TA packs.</li> </ul>	
6. Improve the school's provision for pupils deemed gifted and talented.	<ul style="list-style-type: none"> <li>- School explores and refines the use of terminology. Pupils are defined as Gifted &amp; Talented (formal), or another relevant phrase, e.g. Specifically Talented or Contextually More Able (informally the top 5% of pupils in the school).</li> <li>- More able pupils take part in a programme that supports their developing/enhanced skills in a specific area.</li> <li>- School uses data, including baseline on entry, to identify pupils contextually at a higher working level.</li> <li>- Educate teachers and parents on strategies for supporting the development of gifted students.</li> <li>- Develop baseline assessments for higher ability pupils.</li> <li>- A school visit is designed to support the development of contextually Gifted and Talented pupils.</li> </ul>	<p>TH</p> <p>Teachers</p> <p>TH/SC</p> <p>SC/ SP/PB SC/SP</p> <p>Teachers</p>	<ul style="list-style-type: none"> <li>- Gifted and Talented is defined within the school's Teaching and Learning policy.</li> <li>- A robust process is in use to identify pupils in this group from across all backgrounds.</li> <li>- School provides additional access to challenging learning opportunities for all students, especially those who are more likely to be overlooked, so that emerging talents may be recognized and developed.</li> <li>- Gifted and Talented pupils form a target group for 2020/21.</li> <li>- 100% of pupils in this group meet/exceed expectations.</li> </ul>	Autumn Term B	<p>Limited progress and action on this area of development. Y9 key group started skills-based workshops in Summer Term to support. New Textiles GCSE curriculum offered for G&amp;T pupils. Trip provided to support this.</p> <p>School worked closely to support the transition of two pupils both to and from KAA school. Both pupils are more appropriately placed now.</p>	
7. Continue to raise the progress	<ul style="list-style-type: none"> <li>- More able pupils are appropriately challenged with increased focus on the</li> </ul>	SP	<ul style="list-style-type: none"> <li>- At least 90% of pupils meet expected outcomes in Science and Maths.</li> </ul>	On-going	Lesson observations in Maths identify the continued need for variety.	

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and outcomes of pupils in core subjects.	<p>Maths GCSE, due to higher ability Year 11 cohort.</p> <ul style="list-style-type: none"> <li>- There is a focus on life skills and variety/creativity in Maths teaching including problem solving and investigations.</li> <li>- Team teaching with at least two numeracy teachers for quality control and raising non-specialist staff skills.</li> <li>- Targeted interventions are coordinated and include numeracy support.</li> <li>- <del>KS4 pupils continue to listen to their peers in KS3 as part of a buddy reading programme in a Covid secure method.</del></li> <li>- Early predicted grades requested.</li> <li>- Early identification of pupils who are unlikely to meet/exceed expected outcomes in all subjects is identified. Provision is put in place to support these pupils to be entered for the qualification.</li> <li>- ASD pupils receive targeted support in Science to ensure they are able to take part safely and make outstanding progress.</li> <li>- <del>Develop and embed robust systems and strategies in teaching and learning for students who do not engage with subjects/examinations to eliminate further non-entries.</del></li> <li>- The progress of Girls in English is improved through targeted interventions and subject specific strategies.</li> <li>- MMH pupils, (who attended the Medical Needs Unit) continue to receive a high level of support and an increased level of differentiated teaching and learning from subject specialists, allowing them to achieve highly on their GCSEs and as assessed in B Squared.</li> </ul>	<p>SP/ Numeracy Teachers BK/SP</p> <p>SW/ Literacy Teachers RF SC</p> <p>MU</p> <p>SC/TH / MUMJ/ JJ/SP</p> <p>JJ</p> <p>MJ</p>	<ul style="list-style-type: none"> <li>- At least 60% of pupils exceed expected outcomes in Science and Maths.</li> <li>- At least 90% of pupils receiving pupil premium meet expected outcomes in Science and Maths.</li> <li>- All pupils are entered for one of the qualification options on offer in each subject.</li> <li>- 98% of pupils meet expectations of progress in Science and Maths.</li> <li>- At least 50% of pupils exceed expectations in Science and Maths.</li> <li>- The proportion of Year 10 pupils in Science who exceed expected progress improves to at least 50%.</li> <li>- The proportion of Year 10 pupils in Maths who exceed expected progress improves to at least 50%.</li> <li>- The progress of Girls (exceeding) in English rises to that of the Boys.</li> <li>- The MMH pupils achieve above expected progress and outcomes.</li> <li>- Deep Dives in core subjects highlight outstanding progress and teacher subject knowledge. Outcomes and feedback from the Deep Dives are shared with the school improvement adviser.</li> </ul>	Autumn Term	<p>Observations undertaken in the Summer Term for the 'Switch Up'. Supportive observations used to promote collaborative working, check quality of T&amp;L more broadly across the school and provide a range of new experiences.</p> <p>All pupils are on track to achieve the grades predicted/expected. All pupils will achieve a qualification in core/foundation subjects.</p> <p>Current progress of all pupils in Maths 94% of pupils are meeting expectations.</p> <p>Current progress of all pupils in Science 89% of pupils are meeting expectations.</p> <p>Team teaching used successfully as a supportive mechanism for numeracy teachers in the Autumn Term.</p> <p>Predicted grades were determined in October and set in November. This has provided a baseline and clarity for the TAGs.</p> <p>Ofqual issued advice regarding a required policy for TAGs.</p>	
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					<p>Annex of Exams Policy created and in use.</p> <p>Due to TAGs, (announced in January) some of the planned targeted support for those who found examinations more challenging was paused.</p> <p>The progress of girls in English at the end of the Spring Term is 100% of pupils meeting expectations.</p> <p>All pupils attending Woodlane through the MMH provision are assessed as progressing well. Pupils are exceeding expectations in foundation subjects.</p> <p>Teacher Assessed Grades completed successfully with enhanced scrutiny of entries and grades. AQA completed external validation with Woodlane and all entries were agreed/approved.</p> <p>Outcomes in Maths remain high, with 95% of pupils meeting their expected outcome and 79% exceeding. This is an outstanding set of results.</p> <p>Results in English exceeded the threshold for Outstanding</p>	
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					<p>in both progress and Outcomes. 100% of pupils met, and 78% exceeded outcomes. 99% met and 51% exceeded in progress.</p> <p>Progress in Maths was Good, with 99% of pupils meeting expectations, and a minority (41%) exceeding. Raising the proportion exceeding to well over 50% is a target for next year.</p> <p>Progress in Science was down year on year and significantly below that of the other Core Subjects. 88% of pupils met expectations of progress, with 17% exceeding. When looking at Outcomes, 83% met and 28% exceeded. Both of these areas are a target for the next academic year.</p>	
8. Continue to raise the progress and outcomes of pupils in foundation subjects.	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Ensure the proportion of pupils exceeding progress expectations in History rises to similar levels as across the other foundation subjects.</li> <li>- Ensure Art, History and DT data for MNU pupils is accurate and able to be used to track progress.</li> </ul>	<p>CaT/C hT/ Teachers</p> <p>MJ/PP</p> <p>RF/MJ / SC/DT</p>	<ul style="list-style-type: none"> <li>- All pupils achieve recognition of their learning in the foundation subjects, either through an Entry Level/GCSE or UAS modules.</li> <li>- All pupils are entered for one of the qualification options on offer in each subject.</li> <li>- The progress of Year 8 pupils in all foundation subjects is at least Good but in the majority of cases outstanding.</li> </ul>	Autumn Term	<p>Unit Award Scheme options extended to Vocational Studies this year as BTEC option had ceased. New BTEC option was not directly comparable and would not be appropriate for current Y10. Various units were applied for and achieved by pupils.</p> <p>French and Music did not complete any Unit Award Scheme units this year.</p>	£900 (£300 per year group for UAS entries)

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	<ul style="list-style-type: none"> <li>- Continue to improve outcomes in French focusing on exceeding expectations and increasing higher entry levels.</li> <li>- Continue to improve the proportion of pupils exceeding expectations in PSICHE, History and Computing through targeted interventions and subject specific strategies.</li> <li>- Continue to monitor and report on the progress of Year 8 pupils following the data migration last academic year.</li> <li>- All foundation subjects offer a range of subject specific educational visits, including on the re-arranged Outdoor Learning Day in June.</li> <li>- Appoint a new DT Food teacher with experience delivering the GCSE Food Preparation and Nutrition qualification.</li> <li>- Review schemes of work in DT and introduce as many opportunities for pupils to cook, with a focus on the GCSE material (e.g. Street Food).</li> <li>- Introduce cooking opportunities on a Thursday whilst Year 11 pupils cannot attend college/sixth form link.</li> </ul>	<p>Teacher CT</p> <p>GM/SI/ MJ/PP</p> <p>SC/TH</p> <p>SW/ Teachers</p> <p>SMT</p> <p>DT Teacher</p> <p>SC/CT</p>	<ul style="list-style-type: none"> <li>- The progress of all pupils in DT is good with outstanding elements.</li> <li>- At least 97% of pupils meet expectations of progress and 50% exceed.</li> <li>- 100% of pupils achieve a GCSE in DT Food Preparation and Nutrition.</li> <li>- In Computing, PE, PSICHE, and History at least 98% of pupils meet expectations with 60% exceeding.</li> <li>- Pupil Achievement Books show an increase in pupil work.</li> <li>- Each subject offers an educational visit when Covid-19 allows.</li> </ul>		<p>Progress of foundation subjects overall is 95% meeting expectations.</p> <p>Progress has been hard to determine in PSICHE this year due to changes in the BSquared system that were not known at the outset, and challenges in the way data was collected/accumulated. Consistency needed moving forwards. Assistant Head worked with PSICHE teacher to re structure assessment practice to ensure data is robust.</p> <p>Unable to plan for Outdoor Learning Day due to school closure for Covid, however all staff have been prepped to re-start trips and visits in the Summer Term. Staff training/refresher on Evolve took place on 11/05. 12 Educational Visits took place in the second half of the Summer Term, including park visits and competitive sporting fixtures.</p> <p>Year 11 pupils have been cooking successfully during Thursdays when attendance at college has not been possible. Evidence of impact can be seen in pupil enthusiasm and</p>	<p><b>£1,000</b> (various Edu. Visits)</p> <p><b>£1,000</b> (DT GCSE training)</p>
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					<p>quality of work in Food Tech. All pupils expected to achieve a GCSE grade.</p> <p>A varied programme of lesson support (covid catch up) has been able to be offered through planned cover on Thursdays for core subject specialists.</p> <p>Achievement in the Foundation Subjects was outstanding overall when formal qualifications are considered.</p> <ul style="list-style-type: none"> <li>• 100% of pupils exceeded expected outcomes in Art.</li> <li>• 100% of pupils exceeded expected outcomes in French.</li> <li>• 100% of pupils exceeded expectations in Computing/Media.</li> <li>• Outstanding threshold achieved in DT and PE.</li> <li>• Good outcomes achieved in Humanities.</li> </ul>	
9. Improve the use and effectiveness of data	<ul style="list-style-type: none"> <li>- Induction of new staff, (including Assistant Head), is completed in the Autumn Term, enabling all to have an awareness of school data.</li> <li>- Assistant Head continues to improve the visual communication of school data.</li> <li>- A Woodlane Assessment Handbook is created to remove duplication and content to streamline the information provided.</li> <li>- Assistant head offers training for all staff in the use of data for improvement.</li> </ul>	<p>BK/TH</p> <p>SC</p> <p>SC</p> <p>Teachers</p>	<ul style="list-style-type: none"> <li>- Assistant Head (as new data lead), is fully trained in the use and analysis of school data by Interim Headteacher and SIA.</li> <li>- Key stakeholders communicate continued improvement in the school's data communication.</li> <li>- Areas of regression are flagged through re-baselining procedure.</li> </ul>	Autumn Term	<p>Induction process completed successfully in the Autumn Term.</p> <p>Assessment Handbook not complete.</p> <p>All pupils successfully re-baselined.</p>	

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Pink – TAs/Cover Supervisor/Support staff

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	<ul style="list-style-type: none"> <li>- All pupils are re-baselined with their data compared to previous levels. Changes are identified and areas of regression are flagged and shared with all staff</li> <li>- Development of numeracy and assessment assistant position is continued.</li> <li>- Action research is used to support the development of internal moderation.</li> </ul>	SP BK	<ul style="list-style-type: none"> <li>- Numeracy and assessment assistant position is further developed to ensure this role provides support for the new Assistant Head role.</li> <li>- Internal moderation takes place using a new 'class focus' model.</li> </ul>	Spring Term	CATs were successful at identifying lost learning.  Moderation of pupil work completed in November 2020 and May 2021. Digital records of pupil work created. Staff discussions/feedback identified that baselines/new pupil assessment data were appropriately identified.  Pupil progress demonstrated some lost learning due to the initial period of school closure in Summer 2020.	
10. Further develop the school's use of technology	<ul style="list-style-type: none"> <li>- Pupils are supported to learn independently and creatively through the remote learning platform Firefly.</li> <li>- Use of Creative Cloud is improved, particularly for higher ability pupils in BTEC Media and GCSE Art.</li> <li>- Firefly is developed as a resource for revision for GCSE pupils using subject 'pages' and used to extended pupil learning.</li> <li>- Pupils with assistive technology needs receive targeted interventions to improve their use of this equipment.</li> <li>- The use of iPad apps for targeted Maths &amp; Literacy interventions improves.</li> <li>- The school's use of technology is evaluated.</li> <li>- H/W policy is updated based on the school's use of Firefly for all h/w.</li> <li>- Computing subject leader begins an NPQML qualification.</li> </ul>	SI/TH  SI  SI/TH  On appoint. of Tech lead.  SI	<ul style="list-style-type: none"> <li>- Transition leader shares new pupils who use/require assistive technology improving all staff awareness of the equipment.</li> <li>- All computers in the studio/Computing classroom have access to Creative Cloud software.</li> <li>- All staff express an understanding of the expectations on pupils and themselves in regards to the use of Firefly.</li> <li>- An evaluation of the school's use of technology takes place, reflecting on positive areas and those that could be improved further.</li> <li>- Feedback from support agencies outlines the successful use of pupil assistive technology.</li> </ul>		All computers in the Computing classroom, studio and library have access to Creative cloud. Creative cloud is used by most year groups during computing lessons.  Face to face sessions attended as part of NPQML and assessment is in progress. On track to be achieved within the 18month timeframe.  iPads and charge stations purchased for Nurture and Year 7 transition classes.  Firefly is fully integrated with the vast majority of pupils accessing it for both homework and home-learning during self-isolation.	Firefly costed above.  Creative Cloud funded through LGfL.  <b>£4,000</b> (budget for cross-curricular tech upgrades )  <b>£1,100</b> (NPQML)

Who? Purple – SMT/Governors

Grey – Subjects Leaders/Teachers

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			- Computing subject leader is successfully working towards NPQML.		Further tech upgrades approved and purchased.	
					<b>Total Cost</b>	<b>£59,050</b>

**Who?** Purple – SMT/Governors

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## 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 the pupils' attendance exceeds the national average for special schools and is very close to the national average for mainstream schools, despite the significant medical needs of a notable proportion of pupils.
- There are no significant differences between the behaviour and attendance of key groups, however, thorough analysis enables small differences to be identified and targets/interventions implemented.
- *'Pupils are 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 and Attendance data.

Who? Purple – SMT/Governors    Grey – Subjects Leaders/Teachers

Pink – TAs/Cover Supervisor/Support staff

Blue – Support Agency Partnerships

- Personal development, behaviour and welfare 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. Maintain outstanding provision for Behaviour and Attitudes of pupils during the Covid-19 pandemic.
2. Transform Lunch and Break times to improve engagement and emotional regulation.
3. Further reduce the number of office referrals
4. Improve attendance and punctuality.
5. Further develop Zones of Regulation as a whole school initiative.

Behaviour and Attitudes						
Area for Improvement	What?	Who? (Lead)	Success Criteria?	When? (Date)	Progress	Cost (£)
1. Maintain outstanding provision for Behaviour and Attitudes of pupils during the Covid-19 pandemic.	<ul style="list-style-type: none"> <li>- All pupils are part of a reset assembly where school expectations, are reiterated, including: behaviour, uniform, school values, reward and sanction systems.</li> <li>- Named pupils have targeted plans for return, including those with the most office referrals in the Spring Term and those for whom a return to school is likely to be challenging.</li> <li>- Targeted pupils are supported to use self-referrals.</li> <li>- Staff are supported to recap many of the key support measures with pupils, including training for attachment awareness, emotion coaching, the positive behaviour policy and supporting pupil's mental health.</li> <li>- PASS testing is used with all pupils to determine their attitude to school and self.</li> </ul>	<p>SMT</p> <p>RM</p> <p>Teachers</p> <p>RM</p> <p>SMT</p>	<ul style="list-style-type: none"> <li>- All pupils return to school successfully following a full risk assessment.</li> <li>- Pupil attendance in the first half term is above 90% overall and over 94% when pupils on reduced timetables are removed.</li> <li>- Pupils express an understanding of the school's expectations that is consistent with their level of understanding and the message of the school.</li> <li>- Staff report that pupils are successfully following the school's risk assessment.</li> <li>- Staff have the tools necessary to support pupils following their return to school.</li> </ul>	Autumn Term	<p>Reset assemblies used well to re-establish pupil behaviour and build enthusiasm for learning.</p> <p>Behaviour referrals reduced by 29% in the Autumn Term when compared to the previous Autumn Term.</p> <p>Pupils with attendance concerns at the start of the Autumn term have all attended regularly by working with medical teams, parents, and social workers in the second half of the Autumn Term.</p> <p>Attendance of the whole school in Autumn was 90.3%, just above the school's target for this term. When pupils with medical needs are removed from the data attendance is 93.7%, just short of the 94% target.</p> <p>In the Spring Term, attendance overall was 92.7%. Much of the term (8.5 weeks) was lost to school closure, so analysis should not be used to identify ongoing trends.</p> <p>Attendance in the Summer Term rose slightly to 90.8%. The national average for special schools (DfE published data 2021) has now fallen to 89.9%, the first time it has dipped below 90%. This demonstrates a substantial fall in all attendance</p>	£780 (PASS test)

Who? Purple – SMT/Governors

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					<p>across the UK. Woodlane's attendance sits comfortably above this figure, but will aim to do more to raise this figure back to pre-pandemic levels.</p> <p>Attendance rewards achieved by a high number of pupils. 24 achieved 98%+ attendance over the year – 1 Mega. 8 achieved 100% attendance over the academic year – a £10 voucher.</p>	
2. Lunch and Break times are transformed to improve engagement and emotional regulation.	<ul style="list-style-type: none"> <li>- Introduce a rota of activities allowing all pupils opportunities to take an active part in games at break/lunch time.</li> <li>- Contact is made with a school detailed in a 'Transformational Break' case study. Findings are explored and where suitable, implemented.</li> <li>- When appropriate/safe, visitors are encouraged in to school at break and lunch times to engage pupils in activities, e.g. Cricket Coach</li> <li>- An activity book is created to provide pupils with engaging and mentally stimulating tasks when they are required to remain in their classroom at break/lunch (either due to Covid-19 or wet break). A reward system is developed and pupils will receive head special merits for excellent effort and achievement.</li> </ul>	<p>TH/NM/ RM</p> <p>RM</p> <p>RM/PB</p> <p>SC</p> <p>TH/ED/ GW/CT</p>	<ul style="list-style-type: none"> <li>- All staff receive training and modelling to be able to engage pupils in a range of activities while on duty in the playground.</li> <li>- All pupils are engaged in meaningful lunch time activities.</li> <li>- All staff are aware of the zones that they should be in at break/lunch to help facilitate pupil play, support behaviour and model best practice.</li> <li>- Office referrals at break and lunch times are extremely low.</li> <li>- Various rewards are given to pupils achieving well in their activity books.</li> <li>- The sensory garden is created.</li> </ul>	<p>Autumn Term</p> <p>Spring Term</p>	<p>Upon the return to school in September, a number of restrictions where implemented to ensure year group bubbles were maintained these included the following:</p> <ul style="list-style-type: none"> <li>• Zoned areas for each year group bubble on a rota system</li> <li>• Classroom break rota for KS3 and KS4</li> <li>• Pupils to line up outside after break times to ensure bubbles move to lessons together</li> <li>• Increase number of staff on break duty</li> </ul> <p>The number of office referrals at break and lunch time has decreased by 33% when comparing this Autumn to the previous Autumn Term.</p> <p>The number of office referrals at Break/Lunch (from the playground) overall last year was 35. This is a 36% reduction from pre-pandemic levels, (55 in total). This reduction is positive,</p>	<p><b>£1,000</b> (Budget for prizes/rewards)</p> <p><b>£2,000</b> (Initial budget for sensory garden equip.)</p>

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	<ul style="list-style-type: none"> <li>- School develops the 'quadrangle' area of the school in to a sensory garden for use with the Nurture Class and higher needs pupils.</li> </ul>				<p>but due to the period of school closure, and time spent self-isolating, some reduction would be expected.</p> <p>Referrals from the corridor, such as lesson changeover or the end of break and lunch times has significantly improved. 19 referrals this year compares favourably to 61 pre-pandemic. This is a 69% reduction and can be attributed to some of the positive Covid-19 restrictions that the school has retained. This includes a more structured end to break/lunch, a one-way system, and a calm playground dismissal at the end of the school day.</p> <p>Whole school evidence demonstrates that greater supervision and increased playtime activities has significantly decreased behaviour incidents and improved pupil regulation and preparedness to learn.</p> <p>Weekly activity books were used to reward pupils hard work during 'classroom breaks'. 20+ pupils achieved rewards for their hard work, which was celebrated in assembly. These were published on the school website too.</p> <p>Pupils heavily involved in planning, ordering, and setting up of sensory garden. Garden built under budget. To be opened after Easter by Nurture Class.</p>	
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Who? Purple – SMT/Governors

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					<p>Sensory Garden complete and in use by Nurture Class and other pupils. Pupils have shown delight when using this area, and higher functioning pupils have expressed a desire to use the space as another area to regulate.</p> <p>In the most recent pupil questionnaire, pupils were asked what they like about school, below are quotes from individual pupils who have said:</p> <ul style="list-style-type: none"> <li>• "I like the new playground and I'm safe."</li> <li>• "Playtimes and my lessons and homework."</li> </ul>	
3. Further reduce the number of office referrals	<p><del>Inclusion room is transformed into a therapy space for Art and clinical therapy.</del></p> <ul style="list-style-type: none"> <li>- Explore and introduce a more effective digital tracking system with the aim to improve reporting, analysis and rewards.</li> <li>- Transformational lunch play (see above) has a positive impact on office referrals in the playground.</li> <li>- SMT are present and visible in the school corridors, ensuring lesson change overs are safe and there are limited incidents.</li> <li>- Supervision of pupils in classroom breaks is planned carefully to ensure the correct staff are in the appropriate places.</li> </ul>	<p>TH/DB/ Therapy Teams RM</p> <p>ND/TH/ RM</p> <p>RM</p> <p>TH/RM/ DB</p>	<ul style="list-style-type: none"> <li>- Therapy space is in operation with RESPOND, Anna Freud and Mind therapists.</li> <li>- If considered suitable, an add-on for SIMS is integrated in to school systems to visually track behaviour.</li> <li>- Staff feedback positively on training for behaviour.</li> <li>- New teachers are up to speed quickly with school behaviour systems.</li> <li>- Break and lunch time referrals reduce to less than one per week.</li> <li>- Pupils with highest need demonstrate outstanding behaviour during break and lunchtimes.</li> </ul>	<p>Autumn Term</p> <p>January 2021</p> <p>Autumn Term</p> <p>Sept 2020</p> <p>Spring Term</p>	<p>Risk assessment did not allow for the proposed therapy space to be used in the Autumn/Spring Term due to no windows/poor ventilation. School closure in the Spring Term meant that all therapy took place remotely. New school budget continues to offer some opportunities to develop this school space next year.</p> <p>See above for feedback on transformational lunch/break activities.</p> <p>Sensory garden, classroom breaks and individual behaviour plans have a positive impact on pupil behaviour.</p> <p>Fixed term exclusions remained extremely low. This was less than 1% of the cohort, compared to the National Average of 11.3%.</p>	<p><b>£3,000</b> (Initial budget for therapy space décor.)</p> <p><b>£6,000</b> (Camera install)</p>

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	<ul style="list-style-type: none"> <li>- 6 highest referred pupils have individual behaviour plans for their return to school.</li> <li>- Additional cameras are installed in the studio, outside the transition toilets and in the corridor outside of the main toilets.</li> <li>- Pupils with highest need can access the sensory garden at times of emotional dysregulation, rather than a busy playground.</li> <li>- <del>Look into 'Special Yoga' program for key pupils.</del></li> <li>- <del>MMH pupils take part in walk a mile during their specific appointed PE lessons during integration phase.</del></li> </ul>	DB  SI  MJ	<ul style="list-style-type: none"> <li>- MMH pupils take part in weekly walks to improve emotional regulation.</li> </ul>	Spring Term    Autumn Term	<p>MMH pupil walk a mile activities were halted as all visits/trips were paused due to the school's Covid-19 risk assessment. Local lockdown rules in London dictated that while schools could open, there must be careful management of pupil interaction, including limiting all travelling/contact with others.</p> <p>School camera upgrades have not yet been completed due to imposed slow downs on spending/refurbishments by H&amp;F.</p>	
4. Improve attendance and punctuality.	<ul style="list-style-type: none"> <li>- In line with Covid-19 advice, all pupils with 'low' attendance are set appropriate targets</li> <li>- Attendance expectations are made clear to parents and pupils.</li> <li>- Proactive engagement with pupils and their parents with previously low attendance.</li> <li>- All measures in place to support pupils with home-working have an appropriate timeframe to ensure pupils are always on a return to school pathway.</li> </ul>	RM/H&F	<ul style="list-style-type: none"> <li>- Pupil attendance in the first half term is above 90% overall and over 94% when pupils on reduced timetables are removed.</li> <li>- Pupil attendance throughout the year remains above the national percentage for SEND schools.</li> <li>- All parents and pupils have a clear understanding of the school's expectations in relation to attendance.</li> <li>- Pupils do not spend significantly longer periods of time off of school for Covid-19 than is necessary for safety.</li> </ul>	Autumn Term Ongoing	<p>Attendance of the whole school in Autumn was 90.3%, just above the school's target for this term. When pupils with medical needs are removed from the data attendance is 93.7%, just short of the 94% target.</p> <p>In the Spring Term attendance overall was 92.7% but as much of this term (excluding 2.5 weeks) was lost to school closure, analysis of this term does not provide useful or useable information.</p> <p>Attendance in the Summer Term rose slightly to 90.8%. The national average for special schools (DfE published data 2021) has now fallen to 89.9%, the first time it has dipped</p>	

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					<p>below 90%. This demonstrates a substantial fall in all attendance across the UK. Woodlane's attendance sits comfortably above this figure, but will aim to do more to raise this figure back to pre-pandemic levels.</p> <p>Pupils with flagged attendance concerns at the start of the Autumn Term received targeted support from school. Working alongside medical teams, parents, and social workers, significant improvements were seen in the second half of the Autumn Term. See full report for additional/individual information.</p>	
5. Further develop Zones of Regulation as a whole school initiative.	<ul style="list-style-type: none"> <li>- Zones of Regulation tools are shared out to classrooms when it is safe to do so.</li> <li>- Additional training takes place on Zones of Regulation with all staff including the range of strategies available and their use.</li> <li>- TAs are expected to use Zones of Regulation terminology when assessing how a pupil is feeling.</li> <li>- Explore mindfulness strategies with a mindfulness trainer.</li> <li>- Mindfulness sessions scheduled to take place during the school day as part of a whole school focus for named TAs.</li> </ul>	<p>MJ/BK/OT/SaLT</p> <p>MJ/BK</p> <p>TAs</p> <p>MJ</p> <p>OT</p>	<ul style="list-style-type: none"> <li>- An assessment of the impact of Zones of Regulation finds it has been used widely and has made significant difference to pupils across the school.</li> <li>- Named pupils who use ZoR regularly can describe how it works, and what is for.</li> <li>- Named pupils who used ZoR can identify an occasion when it helped them regulate.</li> <li>- Named pupils have set sensory circuits to support regulation instead of adhoc movement breaks.</li> </ul>	<p>Autumn Term</p> <p>On-going</p>	<p>Training on Zones of Regulation took place in September inset.</p> <p>Zones of Regulation have continued to be used across the academic year, including in live learning session in the Spring Term.</p> <p>Sensory garden created with reference to Zones of Regulation to improve pupil regulation.</p> <p>All staff have demonstrated a shared vocabulary around ZoR and this is observed as in use across the school through TA lesson observations. Lesson observations have also shown the resources in use.</p>	Boxes and resources already costed/ purchased last year.

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	<ul style="list-style-type: none"> <li>- Sensory circuits are further developed with information packs provided for TAs. All pupils take part in agreed sensory circuits, including using the outside fitness equipment.</li> <li>- An audit of the sensory room equipment is completed. Resources updated where needed.</li> </ul>	OT/ND			<p>Resources were shared with regard for Covid-19 guidelines. Boxes were bought for the whole school. Due to Covid-19 these were re-purposed before being used for ZoR. All resources are in the TA resource packs.</p> <p>Displays are up across the school.</p> <p>Pupils, particularly those new to the school, are demonstrating a shared vocabulary.</p> <p>Additional training took place in INSET September 2021 to relaunch Zones of Regulation with all staff. Most staff expressed that they felt comfortable with the process.</p>	
Total Cost						£12,780

## 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/Mind/Anna Freud 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.

- 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 PSICHE 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.
2. British values are embedded within our Values, policies and Learners' Code.
3. Educational visits, in particular our Year 9 residential, specifically develop 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. Maintain outstanding provision for Personal Development during the Covid-19 pandemic.
2. Further develop the school's travel training offer to ensure it continues to be effective and value for money.
3. Engage all pupils in a wide healthy relationships' curriculum.
4. Further develop the school's Post-16 transfer and preparation for adulthood offer.
5. Maintain a focus on British values and celebration of 2020.
6. Ensure that parental engagement and communication remain outstanding
7. Maintain strong mental health and well-being support for staff and pupils.

Personal Development						
Area for Improvement	What?	Who? (Lead)	Success Criteria?	When? (Date)	Progress	Cost (£)
1. Maintain outstanding provision for Personal Development during the Covid-19 pandemic.	<ul style="list-style-type: none"> <li>- The mental health of all pupils is a high priority across the school, (see Personal Development Section 7).</li> <li>- Pupil social skills are explored to determine if regression/slow progress has taken place during the Covid-19 pandemic.</li> <li>- All pupils have an increased awareness of their role in keeping themselves and others safe, during the Covid-19 pandemic.</li> <li>- All current guidance is differentiated to the level of understanding of the pupils through regular assemblies, tutor time and consistent messages from all staff.</li> <li>- Termly questionnaires focused on staff and pupil mental health and wellbeing inform decision making.</li> <li>- Pupils continue to access initiatives, including Travel Training and OT provision with adaptations made for Covid-19.</li> <li>- Support agency partnerships e.g. school nurse, are involved in planning and supporting pupils' personal development.</li> </ul>	<p>SMT</p> <p>All Staff</p> <p>SMT</p> <p>Support Agencies</p>	<ul style="list-style-type: none"> <li>- Support for mental health across the school enables all pupils and members of staff to feel they are supported.</li> <li>- Questionnaires outline pupil and staff voice in relation to mental health.</li> <li>- Pupil voice is sought through the school council and shared with the school.</li> <li>- Travel training resumes as soon as possible.</li> </ul>	<p>Autumn Term</p> <p>On-going</p> <p>Termly</p>	<p>Parent feedback, (via survey) on Lockdown 1 details social skills as one of the biggest losses for pupils.</p> <p>School council involved in key decision making across the school, including COVID-19 protective measures and Universal Free School Meals.</p> <p>School consistently shared key messages through assemblies.</p> <p>School council form the UFSM research group. During the Summer Term pupils reviewed and helped evaluate lunches. School worked closely with University of Bristol to begin the process of evaluation jointly.</p> <p>Difficulties with recruitment of H&amp;F based OT provision have significantly impaired the support that can be provided. This has led to the school's decision to move away from the local authority offer, however a transition period/recruitment period now must take place. Discussions with H&amp;F completed in August/September 2021, but not in time to have OT in post for start of the new academic year.</p> <p>Travel Training has been able to continue during times the school was open. 6 pupils were travel trained in this academic year, although one of those was ceased close to the end due to parental concerns.</p>	

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Pink – TAs/Cover Supervisor/Support staff

Blue – Support Agency Partnerships

2. Further develop the school's travel training offer to ensure it continues to be effective and value for money.	<ul style="list-style-type: none"> <li>- Travel training restarts when safe to do so. Provisional date is 01/10.</li> <li>- All pupils take part in specific training and support around social distancing/Covid-19 regulations prior to using public transport.</li> <li>- School works with H&amp;F to ensure funding agreements are met from the previous year and established for the new academic year.</li> <li>- Discussions with H&amp;F take place to normalise the ITT offer and encourage further growth/outreach work.</li> <li>- A termly update report is produced, outlining the success of the provision. This is incorporated in to the school's Behaviour, Wellbeing and Personal Development report.</li> <li>- Targeted pupils complete the referral process and are ready to begin upon completion of the previous pupil.</li> <li>- Travel refresher sessions given to named pupils, following social distancing/lockdown due to Covid-19.</li> <li>- Final assessment involves signoff following completion of a Travel Test, by another person trained as a travel trainer.</li> </ul>	GW/T H	<ul style="list-style-type: none"> <li>- Woodlane travel trains at least 1 pupil per half term who would have travelled on school transport.</li> <li>- Woodlane recoups agreed ITT costs from last academic year.</li> <li>- An SLA is established between Woodlane and the LA, setting up a continuing agreement for ITT.</li> <li>- Impact reports are shared with the Governing Body and H&amp;F.</li> <li>- Named pupils take part in refresher training and are reported to be following Covid-19 guidance regarding travel on public transport.</li> <li>- Travel training questionnaire to be completed.</li> <li>- Travel Tests begin immediately upon resumption of the ITT programme.</li> </ul>	October 2020	<p>Travel training continued all year, expect through school closure.</p> <p>Due to trips/visits being paused, there was limited opportunities for the travel trainer to provide expert advice and guidance regarding safe travel during the pandemic.</p> <p>ITT offer continued to follow the model identified the previous year. Further development of the offer needs buy-in from local authorities.</p> <p>No progress made on a termly report, however ITT now full incorporated in to the Personal Development, Behaviour and Attitudes reporting. Deputy Head responsible for collating this information termly with the Travel Trainer. Reports were completed throughout the school year identifying the successes.</p> <p>School has spoken with Ealing and bi-borough colleagues regarding a 'buy back' option for other local authorities. Full costs are a 'work in progress' and will be determined in the next academic year to support discussions with other boroughs.</p> <p>6 pupils were travel trained in this academic year, although one of those was ceased close to the end due to parental concerns.</p>	<p><b>Recoup - £20,000</b> (includes last year) and this year)</p> <p><b>Spend £25,000</b></p> <p><b>Net £5,000</b></p>
		TH		Autumn Term		
		GW/R M		Oct 2020		
		GW		Nov 2020		



3. All pupils engage in a wide healthy relationships' curriculum.	<ul style="list-style-type: none"> <li>- Seek and schedule SRE provider, due to Image in Action no longer working within LBHF.</li> <li>- Pupils continue to receive support across the school to improve their use of social media.</li> <li>- Addiction to social media forms part of the school's focus on technology.</li> <li>- All pupils receive daily support from the SMT to strengthen face to face relationships.</li> <li>- Learning about friendship continues to form a significant part of the PSCE curriculum, with a focus on social skill.</li> <li>- SALT support provided to assist pupils in rebuilding friendship skills.</li> <li>- Sex and Relationships education continues to be offered across the school with pupils receiving support for a range of difficulties.</li> </ul>	<p>SMT</p> <p>SI</p> <p>SMT</p> <p>GM</p> <p>SaLT</p> <p>SMT</p>	<ul style="list-style-type: none"> <li>- Pupils online relationships do not create conflict across the school.</li> <li>- School appoints a new SRE provider.</li> <li>- PSCE curriculum continues to provide a wide range of life/social skills.</li> <li>- Friendship skills continue to be developed across the school.</li> </ul>	Autumn Term	<p>Pupils learnt about the safe use of technology / social media apps during Computing lessons.</p> <p>Specialised packs (differentiated by age/ability) were purchased through Grid for Learning and sent home by the Computing Subject Leader. These included a range of materials to support pupils use of computers during periods of closure/self-isolation. Packs received by parents on the last day of term. Pupils not present had theirs posted.</p> <p>SMT support for pupils' healthy relationships remained an integral part of the regulation process. All pupils who received an office referral/self-referral had personalised support provided by a trusted adult.</p> <p>PSCE Subject Leader delivered a full programme of SRE to pupils in KS3 during the Summer Term. Resources from Image in Action, (whom the school worked with previously) were appropriately levelled to the pupils' ability and pupils engaged well with the content.</p> <p>Pupils' attitudes are reflected in the most recent PASS pupil questionnaire conducted in the 2020 Spring Term. This indicated that 84.5% of pupils had a positive overall attitude towards staff. With 84.1% of pupils having a positive attitude to school.</p>	<b>£3,000</b> (Initial budget to deliver whole school SRE)
4. Further develop the school's	<ul style="list-style-type: none"> <li>- Develop role of Transition Leader and PSCE Subject</li> </ul>	<p>SMT/P</p> <p>B</p>	<ul style="list-style-type: none"> <li>- If taking place, ensure all pupils have a successful</li> </ul>	Autumn Term	<p>Due to long-term supply, the role of PSCE subject leader has remained un-altered.</p>	<b>£2,000</b>

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<p>Post-16 transfer and preparation for adulthood offer.</p>	<p>Leader to take increased responsibility for Post 16 transitions.</p> <ul style="list-style-type: none"> <li>- Transition Leader undertakes SENDCo training to support with wider role for both secondary transitions and post-16.</li> <li>- Assistant Head to support, lead and monitor the preparing for adulthood offer.</li> <li>- Seek and buy-in careers support from appropriate sources.</li> <li>- Member of staff to undertake careers relevant training.</li> <li>- PSCH subject leader continues to be responsible for the work experience offer.</li> <li>- Increased reporting and monitoring of the school's Preparation for Adulthood offer takes place.</li> <li>- When safe to do so, engage with Year 11 Work Experience providers and Workzone to determine if Work Experience can happen as usual this year.</li> <li>- If taking place, Year 11 pupils will select and agree placements in the Autumn Term with a view to attending work experience in February 2021.</li> <li>- If taking place, Year 11 pupils will provide feedback through a questionnaire.</li> </ul>	<p>PB</p> <p>SC</p> <p>SC</p> <p>PSCH E Teacher</p> <p>SC/R M</p> <p>SC/ PSCH E Teacher</p>	<p>work experience placement in February 2021.</p> <ul style="list-style-type: none"> <li>- All pupils reflect positively through a questionnaire on the experience.</li> <li>- At least 3 x ex-pupils visit Woodlane to share experiences and inspire e.g. careers/college etc.</li> <li>- The majority of pupils have visited their college choice.</li> <li>- Parents feel well supported with the college application process.</li> <li>- Careers support is in place to provide impartial guidance for all pupils.</li> <li>- All pupils submit an application for college/sixth form before Christmas.</li> <li>- All pupils receive at least one post-16 offer before 31<sup>st</sup> March.</li> </ul>	<p>Spring Term</p> <p>Feb 2021</p>	<p><b>Recruitment ongoing.</b> Assistant Head undertook planning and preparation for a highly successful (given the circumstances) virtual/in-school work experience on our return to school.</p> <p>Employers such as Net a porter, Morgan Sindall, Age UK joined the virtual work experience programme.</p> <p>Feedback from Work Experience was excellent, including pupils requesting that they undertake responsibility in the workplace for longer.</p> <p>Careers support is in place for the next academic year and Next Steps Evening, college visits and transition planning are already underway.</p> <p>100% of pupils are now in an educational provision considered appropriate to their need. One pupil is being supported through a personalised programme within the local authority due to their medical condition. This was recommended by the local authority social care team.</p>	<p>(Cost of SENDCo training)</p> <p><b>£3,000</b> (Work Exp. estimate budget)</p>
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	- Schedule further visitors to motivate and inspire pupils within CEIAG when safe to do so.					
5. There is a renewed focus on British values and celebration of 2020.	<ul style="list-style-type: none"> <li>- Black History is further integrated in to the curriculum to ensure all teaching and learning includes opportunities to study and celebrate the work of people from different cultures.</li> <li>- Black History Month is celebrated across school with a month of daily assemblies and activities.</li> <li>- The school celebrates 2020 throughout the school year by ensuring all pupils have opportunities to engage and reflect on good aspects of the previous 12 months. This will include new displays/artwork around school, including: <ul style="list-style-type: none"> <li>o Celebration of Covid-19 with a <i>Corona-Lisa</i> Banksy style display.</li> <li>o A collage celebrating the positive moments of 2020.</li> <li>o A celebration of Black History Month artists.</li> <li>o A 'Thank You NHS' rainbow.</li> <li>o A time capsule (KS3) to be opened when Year 7 are ready to leave Woodlane.</li> </ul> </li> </ul>	<p>All Staff</p> <p>SC/RF</p> <p>MJ</p> <p>TH</p> <p>TH/SW</p>	<ul style="list-style-type: none"> <li>- Covid-19 risk measures are consulted with School Council and pupils report feeling safe in school.</li> <li>- New artwork is on display around the school, drawing on the themes of the previous 12 months.</li> <li>- A pupil survey helps select the next element of 2020 celebration.</li> <li>- Pupil engagement and excitement is evidenced through the art work created in celebration of 2020.</li> <li>- Pupils can identify many positives from 2020.</li> <li>- Black History features across the school in October.</li> <li>- All staff and pupils engage in assemblies throughout the month of October.</li> <li>- All pupils take part in Black History Month activities during tutor time each day.</li> <li>- School Council is voted in and meets in the first 3 weeks of term.</li> <li>- School engages in at least one community focused activity per term.</li> </ul>	<p>Oct 2020</p> <p>On-going</p> <p>Oct 2020</p> <p>Sept 2020</p>	<p>School Council involved in COVID-19 planning and risk assessment. See School Council minutes 18.09.20. Pupil comments demonstrated an understanding of the changes in guidelines. School Council heavily involved in many decision-making roles throughout the academic year, including:</p> <ul style="list-style-type: none"> <li>• Making suggestions about school lunch, including 'Sauce Friday!'</li> <li>• Purchasing playground equipment, including balls, giant Jenga, etc.</li> <li>• Purchasing board games for the studio.</li> <li>• Suggesting technology upgrades.</li> </ul> <p>Black History Month was celebrated through daily assemblies on the theme. All staff were asked to contribute and pupils gained a wide variety of information and understanding about the issues faced. TAs took on a high level of responsibility to ensure the safe and appropriate delivery of these assemblies to the whole school.</p> <p>A display celebrating the work of black artists was created.</p> <p>2020 celebration took place across the school through a range of artwork and pupil led projects. Artwork on display in the studio and in the new reception area.</p> <p>Pupils across the school participated in National Parliament Week activities and</p>	£500 (Budget for art work)

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	<ul style="list-style-type: none"> <li>- School organises virtual visit to Parliament and Year 10 pupils attend this workshop remotely.</li> <li>- School council is reconvened immediately on the school's return. School Council has increased involvement in the school's Covid-19 risk assessment.</li> <li><del>- 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.</del></li> <li>- Investigate a school's recycling project through the Recycle with Michael scheme (Samaritans).</li> </ul>	SW	<ul style="list-style-type: none"> <li>- Black authors, artists and a range of cultures are explored through all subjects.</li> </ul>		<p>Year 10 did a session remotely about 'Voting and our rights' - 11/20</p> <p>Staff contributions celebrated and rewarded through a school-wide staff 'goody bag' funded partly by the Governors, senior leaders and the school.</p> <p>No progress made on the school's plan to have a clothing recycling bin onsite or visits to an OAP centre, due to Covid-19 guidelines.</p>	
6. Parental engagement and communication remain outstanding	<ul style="list-style-type: none"> <li>- All parents receive information about the school's additional communication methods, such as email and text messaging services. Parents have the opportunity to opt out.</li> <li>- All parents of prospective Year 7 pupils, or those looking for a Woodlane placement in other year groups are able to attend a virtual open day and tour in the Autumn Term.</li> <li>- Website is updated with a video of the tour above so all parents of new pupils have the opportunity to 'visit' the school.</li> <li>- Parents of new Year 7 pupils are able to join the school's</li> </ul>	<p>Admin</p> <p>TH</p> <p>PB</p>	<ul style="list-style-type: none"> <li>- The vast majority of parents rate the school's communication as good or better.</li> <li>- Parent questionnaire on strategies developed in parent workshops is sent on return from Covid-19 closure.</li> <li>- School website is updated with a school tour and viewed by a range of prospective parents.</li> <li>- SIA report outlines that the school's website meets guidance and continues to provide outstanding information to parents.</li> </ul>	Autumn Term	<p>High turnout at Year 7 event (online – during the school day). 90% of parents in attendance.</p> <p>New communication tools used regularly for urgent and/or general information. Used daily during the second wave from December – February (encompassing the period of school closure) to ensure rapid and consistent communication with home.</p> <p>Various 'virtual' school tours took place across the year to support current Year 6 parents making decisions about school placements. These were well attended and parents communicated that they supported their decision-making process. It also enabled the school to operate more safely.</p>	Some costs for parental engage. sessions outlined above.

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	<p>Transition Morning remotely, allowing them to see and hear how their child is getting on in their first half term.</p> <ul style="list-style-type: none"> <li>- Parental engagement sessions continue to run remotely, including: <ul style="list-style-type: none"> <li>o Accessing and using Firefly for homework.</li> <li>o Mental Health training for parents/carers of SEND pupils.</li> <li>o Understanding your child's EHCP.</li> </ul> </li> </ul>	PB/ Teachers	<ul style="list-style-type: none"> <li>- Feedback from the Year 7 transition meeting is positive. The vast majority of parents believe their child has settled in to school well.</li> <li>- At least 5 parent engagement sessions happen, either remotely or in person.</li> </ul>		<p>A new school tour video was created and put on the school website.</p> <p>The SIA summative report (Spring) detailed that communication with parents continues to be effective. This covered various areas, including the school's communication during lockdown:</p> <ul style="list-style-type: none"> <li>• <i>There is convincing evidence that the school has taken every possible step to engage with parents and families throughout these testing times. Regular phone calls, home visits and online activities have been organised to support, inform and engage all stakeholders"</i></li> </ul> <p>And that the school website meets guidance from Ofsted/DfE, including:</p> <ul style="list-style-type: none"> <li>• <i>"the school's website is increasingly a very valuable avenue of information and contact."</i></li> <li>• <i>"all curriculum policies and maps are now in place and published on the school website so parents and pupils can readily see that the curriculum is effectively sequenced"</i></li> </ul> <p>See SIA Summer Term report for more information.</p> <p>Parental engagement sessions took place:</p> <ul style="list-style-type: none"> <li>• Firefly/Homework, (SI – 28/09/2020)</li> <li>• Next Steps Evening, (TH/SC – 16/09/2020)</li> <li>• Transition Event (PB/KR – 14/10/2020)</li> </ul>	
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	<p>break and lunchtimes. Rota of activities established, and includes:</p> <ul style="list-style-type: none"> <li>○ Fitness challenges using the playground gym equipment.</li> <li>○ In-door basketball (own bubbles) at breaktimes</li> <li>○ Skipping/Jump rope games.</li> <li>○ The use of built-in games in the cage, e.g. Football Snooker.</li> <li>○ Cricket/Handball.</li> </ul> <p>- School continues to offer/publicise the use of Kooth. Pupils can visit (online) to receive support for their mental health.</p> <p>- All pupils continue to follow a curriculum that teaches them about online safety – through their Computing lessons in all year groups.</p> <p>- Training takes place for all staff, including:</p> <ul style="list-style-type: none"> <li>○ General mental health training for teachers' and TAs.</li> <li>○ Specific training related to the individuals attending Woodlane.</li> <li>○ EP training offered to all staff to understand the specific needs of the pupils.</li> <li>○ Training on identifying escalating anxiety in a</li> </ul>	<p>SMT</p> <p>SI</p> <p>MJ/BK /SMT/ EdPsy</p> <p>SMT</p> <p>MJ</p>	<ul style="list-style-type: none"> <li>- Staff feedback is that training on mental health has supported their practice and improved the school's provision.</li> <li>- 2 new staff complete ELSA training with H&amp;F EP service.</li> </ul>	<ul style="list-style-type: none"> <li>• EP did a Summer term INSET on trauma and mental health for all staff.</li> </ul> <p>Group sessions for MMH pupils on mindfulness and anxiety strategies to support pupils identify triggers within themselves. A pupil questionnaire highlighted that 88% of pupils enjoyed the day, rating it as Good or Ok. 20% of pupils reflected that "Telling a Trusted Adult," was the most important step they learnt regarding their mental health. A further 20% felt the drama workshop had given them strategies to help them have positive mental health. 50% of pupils stated this was their favourite session.</p> <p>All pupils attend a Mental Health Theme Day where pupils learnt strategies to support their own mental health, body image and self-confidence in Autumn term.</p> <p>Staff had a well-being session in the Autumn term run by H&amp;F MIND via Zoom, other well-being sessions were planned but put on hold due to COVID.</p> <p>Links yet to be made with other schools to explore sharing/linking of support and best practice. MJ is consistently attending the SENDCO forum which discussed the role of CAMHS in H&amp;F and spoke to several colleagues regarding their own mental health provision; this will be explored further later.</p> <p>Theme Day – Coping With Change - All pupils completed this in the Autumn term</p>	<p>CPD Training Budget already costed.</p> <p><b>£1,400</b> (Budget to fund all staff</p>
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	<p>child is procured to equip staff with personalised strategies to help pupils manage their anxiety. Possible training provider: YoungMinds charity.</p> <ul style="list-style-type: none"> <li>- School continues to offer/publicise the use of the Employee Assistance Programme, operated through Workplace Options UK and fully funded to all staff working for the school via H&amp;F. All staff can visit (online) to receive support for their mental health, financial worries, career options, employee rights and training. Staff can communicate directly with trained counsellors (or other professions) providing valuable support.</li> <li>- Staff mental health is further supported through three twilight wellbeing sessions. All staff are paid to attend school between 3.30-4.30 and a range of wellbeing focused activities are run, including mindfulness, seminars on staying healthy, Zumba or fitness sessions. Sessions voted on by staff.</li> <li>- All staff to have set seating plan (set during INSET) to support MMH pupils who are joining the lesson at a later point in the term. MMH pupils will be more</li> </ul>	<p>Teachers</p> <p>EC/LI</p> <p>SW/ Teachers</p> <p>TH</p> <p>TH/RM</p> <p>SI/MJ</p> <p>MJ</p> <p>MJ</p> <p>MJ</p>		<p>with tasks on: Change, Choice, control and consent, body image, drama tasks, positive thinking and resilience, mindfulness and what is mental health?</p> <p>Wellbeing drop-in sessions currently not available from Lead Practitioner. To start in September</p> <p>Integration of pupils with MMH needs continued throughout the year and high levels of success noted – see section on Integration of MMH.</p> <p>School working closely with CN an Anna Freud Centre Clinical Psychologist. Role has become more important over the year and school will be looking to extend time in the building next academic year.</p> <p>School continues to have MIND and RESPOND therapists on site and a case load of 5 and 3 respectively. Close working relationships have allowed this support to be fully integrated and more effective.</p> <p>The Employee Assistance Programme was shared with staff regularly to ensure people who wanted to access some form of early intervention support were able to do this independently of senior leaders. No figures related to the numbers who accessed due to staff privacy.</p> <p>MMH training provided to TA team in September INSET 2020 (run by MJ) and in a TA meeting (run by Sarah and Ethan - HLTAs) in April 2021.</p>	<p>for 3x 1 hour wellbeing sessions)</p> <p><b>£750</b> (ELSA Training for 2x staff)</p>
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	<p>comfortable with a seat they have self-selected.</p> <ul style="list-style-type: none"> <li>- Additional staff trained in Mental Health First Aid and ELSA.</li> <li>- Staff to restart offsite visits when safe to do so, initially with walking visits to a local park.</li> <li>- All staff will contribute termly to a wellbeing survey to ensure their views are heard.</li> <li>- Reporting of pupil wellbeing to take place termly through a combined behaviour and attitudes report.</li> <li>- Links made with other schools to explore sharing/linking of support and best practice.</li> <li>- A theme day (coping with Change) is run to support pupils with a range of mental health difficulties/SEND.</li> <li>- Wellbeing drop-in sessions available from Lead Practitioner once MMH provision is fully integrated.</li> <li>- Anonymous 'worry' box used for those pupils who can communicate in writing.</li> </ul>					
<b>Total Cost</b>						<b>£34,150</b>

## 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 all 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. Although some elements of this are currently on hold due to Covid-19, both teachers and TAs will continue to 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.
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.

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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. Ensure school is able to open safely to continue providing outstanding education throughout the Covid-19 pandemic.
2. Ensure school is well maintained and improved in priority areas
3. Improve the use and effectiveness of school and pupil specific technology.
4. Develop a formal strategic plan for the school, including effective handovers and recruitment planning.
5. Ensure that Woodlane's wider offer grows.
6. Align/integrate MMH pupils with the main school.
7. Ensure that Safeguarding and Child Protection practices remain outstanding

Leadership and Management						
Area for Improvement	What?	Who? (Lead)	Success Criteria?	When? (Date)	Progress	Cost (£)
1. Ensure school is able to open safely to continue providing outstanding education throughout the Covid-19 pandemic.	<ul style="list-style-type: none"><li>- September full opening plan is devised by SMT, building on successful incremental reopening from the Summer Term.</li><li>- All available advice and guidance are incorporated in reopening plan, including:<ul style="list-style-type: none"><li>o Government/DfE guidance</li><li>o Advice from local authority, including public health and H&amp;S teams.</li><li>o Advice from other schools.</li><li>o Advice from reliable sources of school information, e.g. The Key.</li></ul></li><li>- Re-opening risk assessment is devised from re-opening plan.</li><li>- Parents and pupils are informed of planning and risk assessment.</li><li>- Staff are informed of risk assessment.</li><li>- Staff have an opportunity to contribute to the risk assessment review.</li><li>- School reopens to all pupils with a full curriculum.</li><li>- School increases provision for mental health and wellbeing for all pupils, (see personal development).</li><li>- All pupils are well supported with clear messages to support their understanding</li><li>- All pupils are put through an assessment process that establishes what they know/lost learning and is considerate to their wellbeing.</li><li>- All pupils, but particularly those in Year 11, undertake a catch-up programme that targets missed learning and provides additional time to learn new content and skills.</li></ul>	SMT	<ul style="list-style-type: none"><li>- Risk assessment is in place and all staff are following it.</li><li>- School is able to re-open in September to all pupils.</li><li>- Pupils and parents report positive return for pupils.</li><li>- School is able to offer face to face subject specialist teaching and a full curriculum.</li><li>- All cleaning materials and PPE are available to school staff.</li><li>- Covid-19 risk measures are consulted with School Council and pupils report feeling safe in school.</li><li>- School consults with H&amp;F and Public Health partners regularly to formally review risk assessment.</li><li>- Assessment week highlights areas of success and improvement for each pupil through subject specific testing and CATs.</li><li>- Year 11 pupils take part in a range of catch-up activities to improve their achievement in GCSE and other qualifications.</li></ul>	Pre-Sept	<p>Risk assessment is in place.</p> <p>Meeting with H&amp;F/PHE 14<sup>th</sup> October 2020 supported the school's judgement that Covid-19 guidance had been implemented appropriately within school.</p> <p>Local authority partners highlighted the positive impact of the school's risk assessment pupils and agreed that school was following high standards of safety procedures.</p> <p>School adopted and followed ever changing rules and guidance, including responding during the Christmas break to calls for schools to be turned in to test centres.</p>	<p>£5,000 (pred. additional spend on Covid-19 for PPE and cleaning material)</p>
		SMT/ MJ		Oct 2020	School trained 8 staff within the formal Lateral Flow testing programme and the test centre created on site was fit for purpose. Pupils who attended lockdown provision (Jan-Mar) and the rest who returned on March 8 <sup>th</sup> followed a full return to school testing programme.	
		All Staff		Autumn Term	All pupils in the school completed CATs in September to help re-	
		SMT				

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Pink – TAs/Cover Supervisor/Support staff

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	<ul style="list-style-type: none"> <li>- School reintroduces usual school routines with pupils as swiftly as possible including additional responsibilities, such as School Council.</li> <li>- Rewards system is increased substantially to maintain enthusiasm and positivity.</li> <li>- School provides clarity to all pupils over Covid-19 changes to ensure each pupil can remain calm and regulated, preventing outbursts and reducing incidents of conflict and poor behaviour.</li> </ul>			As/when changes occur	<p>baseline and understand where lost learning existed.</p> <p>School Council reported their understanding of the Covid-19 measures when interviewed in October 2020.</p>	<b>£5,000</b> (reward budget)
2. Ensure school is well maintained and improved in priority areas.	<ul style="list-style-type: none"> <li>- Recruit a site manager to the role.</li> <li>- Providing training and qualifications to ensure key responsibilities can be conducted safely and with appropriate knowledge/skills.</li> <li>- The site manager role continues to be developed to ensure the management aspects continue as a high priority.</li> <li>- The school is painted in all outside areas, including: <ul style="list-style-type: none"> <li>a. windows,</li> <li>b. frames,</li> <li>c. guttering,</li> <li>d. main outward facing areas of the school.</li> </ul> <p>There must be minimal disruption on pupils during this work.</p> </li> <li>- The school redesigns and depending on cost redevelops the current 'shower room' to ensure this space can still be used for physiotherapy and OT, as well as seeing wider personal care use.</li> <li>- The school redesigns the front of the school building, to include a waiting room area.</li> <li>- Upgrade sound acoustic tiles in the gym to reduce noise.</li> </ul>	<p>SMT</p> <p>DB/BS</p> <p>External Contract</p> <p>TH/DB</p> <p>DB</p> <p>TH/RM / Therapy Partners</p> <p>BS</p>	<ul style="list-style-type: none"> <li>- Classroom carpets are replaced where necessary.</li> <li>- Corridors are repainted.</li> <li>- Redevelopment of the shower room takes place.</li> <li>- Painting of the outside of the school building takes place.</li> <li>- The school quotes for redesigns on the reception/waiting area, Boys toilets and other key spaces in the school.</li> <li>- Dining tables are replaced with versions that can be stored and moved easily but the site manager.</li> <li>- All name plates are updated.</li> <li>- The finger print entry system is fixed to improve access to site for permanent staff.</li> </ul>	Autumn Term	<p>School painting completed to budget and on-time.</p> <p>Site Manager appointed and development of the role takes place.</p> <p>New technology replaced broken fingerprint reader at the front of the school. Linked in with school MIS system and attendance to monitor staffing and fire safety.</p> <p>Dining tables replaced.</p> <p>All name plates are updated across the school.</p> <p>New development of the front of the school was completed at Easter to create a waiting area that significantly improves the experience for parents and guests visiting the school and school safety.</p>	<p><b>£20,000</b> (Initial budget to transform shower room to therapy space.)</p> <p><b>£35,000</b> (School painting)</p> <p><b>£10,000</b> (Max budget for corridor painting/ carpet replaced/ boy's toilet.)</p>

Who? Purple – SMT/Governors Grey – Subjects Leaders/Teachers

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	<ul style="list-style-type: none"> <li>- The school transforms the space previously used for internal exclusions, in to a multi-purpose sensory/therapy work space.</li> <li>- School updates all door name plates to reflect changes in the school, e.g. Nurture Class.</li> <li>- All door locks and handles are replaced in partnership with the local authority.</li> <li>- School finds a permanent solution to the fingerprint entry issues.</li> <li>- School introduces the 'token' entry system for the school vehicle gates to improve security outside of school hours.</li> <li>- The Boys' toilets are upgraded to ensure they are as clean and hygienic as possible.</li> </ul>	<p>H&amp;F</p> <p>BS</p> <p>DB</p> <p>DB</p>			The shower room has a substantial refit, including a false wall to allow for greater modesty and improved access for pupils completing OT/Physio work.	
3. Improve the use and effectiveness of school and pupil specific technology.	<ul style="list-style-type: none"> <li>- School appoints a Year 7 Computing teacher who is also able to manage and monitor the use of assistive technology.</li> <li>- School puts in place a home-working policy and individual agreements as an annex of the attendance policy.</li> <li>- Pupils who are off school for more than 3 days take part in the school's remote and live learning offer including those pupils on an MMH pathway. This includes offering live classroom learning for some absent pupils, where appropriate.</li> <li>- Pupils who require assistive technology receive targeted interventions to ensure school and the pupil are able to make the most of any technology introduced.</li> <li>- School introduces board sharing technology to enable pupils with visual impairments to see the information shared with the class more clearly.</li> </ul>	<p>SMT</p> <p>TH/MJ</p> <p>MJ/ HLTAs</p> <p>SI/ Tech Lead</p> <p>PB/SI</p> <p>TH/RM /SC</p> <p>RM</p>	<ul style="list-style-type: none"> <li>- All parents are able to attend their annual review remotely.</li> <li>- Consideration is made for those parents who may specifically require face to face support.</li> <li>- VI board sharing systems are reported to be effective by the</li> <li>- Year 7 Computing Teacher and Technology Lead is in place.</li> <li>- Support agencies reflect positively on the school's use of assistive technology.</li> <li>- Firefly is used by the large majority of pupils to complete homework each week.</li> </ul>	<p>Autumn Term</p> <p>Spring Term</p>	<p>Training provided to teachers / TAs on the use of board sharing technology - 'DisplayNote Classroom'</p> <p>Apple School Manager &amp; Maraki MDM system set up to enable efficient distribution of iPad apps.</p> <p>Home-learning took place in the Autumn term with two pupils. A home-learning agreement was made and helped pupils continue their learning and have time to talk to Woodlane staff during time off for medical needs.</p> <p>Pupils who were required to self-isolate in the Autumn Term but were well enough to take part in work received a level of support from staff. Pupils used a</p>	<p><b>£300</b> (Board sharing software)</p> <p><b>£500</b> (My Concern)</p>

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	<ul style="list-style-type: none"> <li>- Marking guidance is determined for Firefly homework and recorded within the school's AMMR Policy.</li> <li>- Introduce a digital recording programme for safeguarding and child protection such as My Concern.</li> <li>- Improve the use of iPads and the distribution of apps through the Apple School's Manager and other Mobile Device Management systems.</li> <li>- Introduce Parent Pay or similar to enable trips and events to be paid online, improving finance recording and reducing the need for cash payments in the school office.</li> <li>- School increases opportunities for remote access to annual reviews where parents and professionals are unable to physically attend meetings.</li> <li>- School increases opportunities for remote access for parent workshops</li> <li>- Increased opportunities for remote access where professionals are unable to physically attend meetings.</li> </ul>	<p>SI</p> <p>BS</p> <p>BK</p> <p>PB</p> <p>BK</p>	<ul style="list-style-type: none"> <li>- In the event of self-isolation or closure of a school bubble, the majority of pupils continue to be able to access homework and classwork online.</li> <li>- Technology improves the speed and regularity of child protection reporting for all staff and agencies working with school.</li> <li>- School is able to use a range of software with iPads.</li> <li>- Admin software such as Parent Pay significantly improves admin time when taking payments.</li> </ul>	Autumn Term	<p>combination of Firefly and Teams Live Learning to ensure they could continue their learning with as little disruption as possible.</p> <p>A further 30 iPads were purchased to allow Year 7 and Nurture Class to access a range of supportive technology and software.</p> <p>No progress was made in setting up Parent Pay or similar.</p>	<p>or similar)</p> <p><b>£500</b> (Parent Pay or similar)</p>
4. Develop a formal strategic plan for the school, including effective handovers and recruitment planning.	<ul style="list-style-type: none"> <li>- SMT/Lead practitioners/Senior TA meetings take place weekly.</li> <li>- Governor 3 to 5-year strategic planning day '<i>blue sky thinking</i>' takes place to devise the strategic direction of the school. Headteacher on maternity leave attends through a KIT day.</li> <li>- The school's forum report outlines Woodlane's desire to receive greater funding to provide for the growing numbers on roll and the increased SEND of Woodlane pupils. Formally request an increased roll number of 110/120.</li> </ul>	<p>SMT/N D</p> <p>MJ/BK</p> <p>SMT/Gov</p> <p>SMT/H&amp;F</p> <p>TH/CM</p>	<ul style="list-style-type: none"> <li>- A formal handover document is created to support Interim Headteacher during key phases of the academic year.</li> <li>- KIT days are used effectively to ensure recruitment meets the needs of the school.</li> <li>- A formal strategic plan for the school is developed.</li> <li>- All recruitment is completed effectively.</li> </ul>	<p>On-going</p> <p>Spring Term</p> <p>Spring Term</p> <p>Summer Term</p>	<p>All HT KIT days accounted for through recruitment and Governor meetings in the Autumn and Spring Term.</p> <p>HT well informed of most important aspects of school direction during maternity leave.</p> <p>Handover was successful, and 'handback' was equally conducted smoothly.</p>	<p><b>£1,800</b> (Budget for last year's planned Gov. event but not spent.)</p>

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	<ul style="list-style-type: none"> <li>- School formally reviews roles and responsibilities for SMT in preparation for 2021/2022, including normalising SMT job descriptions.</li> <li>- The Governing Body of the school are involved throughout the school's planning for growth.</li> <li>- Ensure a strong handover to Interim Headteacher from Headteacher in general areas, around planning for the academic year, finances and recruitment.</li> <li>- Ensure interim headteacher is well supported through increased links with the School Improvement Adviser, Chair of Governors, and Local Authority.</li> <li>- Develop the roles of Assistant Head/MMH HLTAs/MMH Lead Practitioner throughout the year as pupils are integrated further.</li> <li>- Develop the roles of the school's HLTAs to ensure they are providing value for money.</li> <li>- Develop the Computing and Technology Leader/ Computing Subject Leader roles to ensure the school is adapting to changing circumstances, e.g. increased levels of remote learning and increased numbers of pupils with assistive technology.</li> </ul>	<p>Gov</p> <p>TH/CM</p> <p>SIA/Gov/H&amp;F</p> <p>TH/SC / MJ/ HLTAs</p> <p>TH/MJ</p> <p>TH/SI</p>	<ul style="list-style-type: none"> <li>- SMT roles are clearly defined for Headteacher's return from maternity.</li> </ul>	<p>Pre-Sept 2020</p> <p>On-going</p>	<p>Prior to return in September, the school reviewed and refined the roles of the SMT to share responsibilities for the coming year.</p>	
5. Woodlane's wider offer grows.	<ul style="list-style-type: none"> <li>- School explores opportunities to become a Teaching Hub, increasing the opportunities for outreach work, sharing expertise with the profession and providing some step-up management roles for Outstanding middle leaders.</li> <li>- School explores the introduction of a KS4 nurture class for up to 8 pupils.</li> <li>- Work with local authorities to ensure base and top up are funded for pupils joining the school over roll number.</li> </ul>	<p>TH/CM / SIA</p> <p>TH/CM /Gov</p> <p>TH/H&amp;F</p>	<ul style="list-style-type: none"> <li>- The school recruits to DT, Computing and PSCE posts.</li> <li>- Woodlane's roll number is increased formally or informally.</li> <li>- The cost of a 'prefab' building is explored with a range of companies and built if cost effective.</li> </ul>	<p>Oct 2020</p> <p>Spring Term</p>	<p>School employed a teacher to the DT Food Technology post on a one-year temporary contract.</p> <p>School advertised for a Computing and Technology Teacher (part time) but did not receive suitable applications and did not recruit to the role.</p>	<p>Costs are neutral as additional classes/ wider offer is funded through growth in roll.</p> <p><b>£75,000</b></p>

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	<ul style="list-style-type: none"> <li>- School will explore the introduction of a primary SEND class as part of a long-term goal to offer SEND provision for all ages within the borough. Places for up to 10 pupils could be considered.</li> <li>- Explore the area at back of the kitchen to develop into a primary and/or nurture space.</li> <li>- School seeks commercial funding/support for growth from local businesses and developers.</li> <li>- Necessary recruitment is carried out with the headteacher joining through KIT days.</li> <li>- Continue to investigate further links with other colleges/universities and maintain existing links with colleges/universities</li> <li>- Woodlane continues to be offered to trainee teachers by top London training providers, e.g. Kings College and Brunel.</li> <li>- A school information pack is refined specifically targeted at trainee teachers. Information includes a 'debunking SEND teaching' piece.</li> <li>- Increase in focus on identifying OT provision and itemising this within the AR/requesting from local authorities for over and above the universal offer.</li> <li>- Explore the recruitment of a Woodlane OT, bringing this provision in to the school.</li> <li>- Increase in top up funding is sought to cover a fulltime OT placement.</li> </ul>	TH/H&F	<ul style="list-style-type: none"> <li>- Woodlane's growth is supported by the local authority.</li> <li>- Other professionals, including trainee teachers visit the school and feedback is positive.</li> <li>- At least one new link achieved with at least one new college/university</li> <li>- At least two trainee teachers (PGCE) undertake successful longer-term placements.</li> <li>- Visits of trainee teachers continue to be coordinated effectively.</li> <li>- All teachers working within the training offer receive appropriate training to deliver programme.</li> <li>- Increase in top up should fund approximately £75,000 – role/supervision/on costs/etc.</li> </ul>	Autumn Term	<p>Application to be a teaching hub was not appropriate to be followed through at this time.</p> <p>School ensured pupil places were well funded throughout the academic year, with roll growing above base number due to the significant number of consultations received. By the end of the academic year, the school had agreed to places for 107 for September 2021.</p> <p>Trainee teacher roles continue to be well coordinated.</p> <p>School offered Kings College 2 Full Placements in Computing &amp; English 30<sup>th</sup> Sep 2020 – 29<sup>th</sup> Jan 2021. Feedback included:</p> <ul style="list-style-type: none"> <li>• I have been able to observe and support with variety of subjects and teachers (100% strongly agree)</li> <li>• The placement was useful, informative and has given me a better insight into SEN (100% strongly agree)</li> <li>• I felt that there was a positive learning environment at Woodlane (100% strongly agree)</li> <li>• I have observed positive strategies that I can implement into my own practice (100% strongly agree)</li> </ul>	(OT role approx. – funded through increase in top-up. Not included in budgeted costs)
		TH/CM		On-going		
		SP		Autumn Term		
		SP		Spring Term		
		SP/MJ		Nov 2020		

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					<p>5 PGCE students undertook a 1-week placement from Mon 28th Jun - Fri 2nd Jul 2021.</p> <p>PGCE students received a timetable to follow where they had subjects with different teachers and age groups.</p> <p>x2 4-week PGCE placements for Maths &amp; English took place from Mon 17<sup>th</sup> May - Fri 18<sup>th</sup> Jun 2021.</p> <p>On the return to school in June by the Headteacher, the school was able to more rigorously look to the wider offer. A Governor away day took place in July, directly following a session between school, the Chair of Governors and the local authority to ensure wider goals are shared. The Governors robustly backed the school's longer-term vision for growth.</p>	
6. Align/integrate MMH pupils with the main school.	<ul style="list-style-type: none"> <li>- Fully integrate all pupils who previously attended the Medical Needs Unit into the main school through a 6-month transition period. This was extended from a shorter planned period due to Covid-19 impacting on planned transition in the Summer Term. (See section on mental health provision for the wider impact of these changes on mental health)</li> <li>- Local authority support for the new MMH model is in place.</li> </ul>	<p>SMT/ MJ</p> <p>TH/H&amp; F</p> <p>TH/H&amp; F</p>	<ul style="list-style-type: none"> <li>- School has appointed 2x MMH HLTAs who can be used within the new MMH provision, as well as more widely across the school.</li> <li>- Roles of the MMH HLTAs are clearly identified.</li> <li>- Cover provided for Lead Practitioner's teaching timetable to ensure provision can be successfully established.</li> </ul>	<p>Sept 2020</p> <p>On-going</p>	<p>2x MMH HLTAs appointed and in post for September 2020.</p> <p>All MMH pupils had thorough integration plans which were robustly followed.</p> <p>Achieved 8 qualifications</p> <p>MMH CP tracker created using Microsoft Teams for Spring Term to improve note taking/reporting of</p>	<p><b>£20,000</b></p> <p>(6 months of supply for History cover.)</p>

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<ul style="list-style-type: none"> <li>- Introduce at least 4 new pupils (up to 10 in total) to this new MMH model, involving increased mental health provision from external agencies and a full curriculum taught by subject specialists.</li> <li>- Recruit MMH staff and develop roles based on the needs of the cohort.</li> <li>- The Lead Practitioner appointed in the Summer Term leads the school's MMH provision and provides a single point of contact for families.</li> <li>- All pupils following the MMH pathway receive a curriculum that provides the appropriate level of academic challenge, demonstrated through baselines, assessments and an MMH flight path.</li> <li>- All teachers share work with Lead Practitioner that is appropriately differentiated to the needs of the MMH pupils.</li> <li>- All MMH pupils receive targeted interventions related to GCSE/qualification exam preparation to reduce anxiety.</li> <li>- Updates take place to the relevant sections in policies and the school website to reflect changes.</li> <li>- The School Improvement Adviser undertakes a visit with specific focus on the MMH integration, (likely remotely).</li> <li>- A Governor visit takes place focusing on MMH provision.</li> <li>- Regular meetings with parents scheduled during the transition period and beyond.</li> <li>- HLTAs and Lead Practitioner receive specific training to support this area, including becoming a trained counsellor and receiving further ELSA training.</li> </ul>	<p>TH/MJ</p> <p>MJ</p> <p>MJ/Teachers</p>	<p>Cover utilised elsewhere across the school for value for money.</p> <ul style="list-style-type: none"> <li>- At least 8 pupils have been part of the MMH cohort in the academic year.</li> <li>- All MMH pupils are appropriately assessed and integrated in to Woodlane's BSquared tracking system and Flight Path.</li> <li>- All MMH pupils receive a full curriculum, including appropriately challenging work.</li> <li>- As often as possible, MMH pupils are taught by subject specialists, either in person, remotely or through targeted/differentiated work.</li> </ul>	<p>Autumn Term</p>	<p>concerns. Shared with SMT and MJ. Leading to improved communication between MMH team and wider school.</p> <p>Changes to the personnel in HLTA team, (appointments/promotions) has led to a new team being appointed for Sept 2021. Roles will once again be re-established across the school.</p> <p>MMH CP reporting successfully re-integrated in to the wider school CP reporting systems.</p> <p>Cover teaching in History was effective and enabled MMH Lead Practitioner to dedicate full time and effort to MMH integration. Teaching and Learning from 2x long term supply teachers in this role was judged as 'at least good' and they both had a positive impact on the school.</p>	
	<p>TH</p> <p>SIA</p> <p>Gov</p> <p>TH/MJ</p>		<p>Spring Term</p>		
	<p>MJ/HLTAs</p>		<p>Spring Term</p> <p>On-going</p>		
	<p>TH/H&amp;F</p> <p>MJ</p>		<p>Autumn Term</p> <p>On-going</p>	<p>All EHCP assessment processes began as planned. All H&amp;F pupils assessments concluded the need for an EHCP. RBKC assessment returned with not enough info for an EHCP. To be resubmitted with additional reports from other professionals.</p> <p>MMH summative report completed by MJ. Successes celebrated.</p>	

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	<ul style="list-style-type: none"> <li>- A new referral form for MMH provision is established in partnership with H&amp;F.</li> <li>- Mental Health risk assessments take place for individual pupils, initially through an integration/transition plan but eventually through their own template.</li> <li>- EHCP assessments for all pupils on roll or joining roll take place, with an emphasis on those at transition points taking place first.</li> </ul>	TH/H&F/MJ			<p>Pupil feedback on integration included:</p> <ul style="list-style-type: none"> <li>• All 4 pupils surveyed reported that staff were supporting them and their families well. <i>"Woodlane has a very tight-knit support system."</i></li> <li>• <i>"I never thought I would go to a class full of people but I have."</i></li> <li>• <i>"I was able to talk to some of the other students from downstairs even if it is just a 'hello' or 'how are you?' which I never thought would be possible."</i></li> </ul> <p>Parent feedback has been very positive this year, particularly focused on pastoral support, communication, academic progress and integration as a whole. This feedback included:</p> <ul style="list-style-type: none"> <li>• <i>"You have gone above and beyond. You have shown compassion and understanding to ***** more than anyone has within the education system."</i></li> <li>• <i>"***** has achieved so much this year"</i></li> <li>• <i>"Your commitment, enthusiasm and care have made all the difference for her and for us as parents."</i></li> </ul>	
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7. Safeguarding and Child Protection practices remain outstanding	<ul style="list-style-type: none"> <li>- Ensure policy contains relevant learning from the Covid-19 closure appendix (which was updated weekly).</li> <li>- Ensure policies reflect increased remote learning and live learning offer and home visits.</li> <li>- All staff continue to read Keeping Children Safe in Education before they are allowed to work in the school. All staff sign to confirm this has happened.</li> <li>- All staff receive training from the LADO regarding Safeguarding.</li> <li>- Ensure specific strategies around remote learning and mental health and wellbeing are incorporated in to the safeguarding policy.</li> <li>- Ensure any risk associated with MMH pupils' risk is identified within policy.</li> <li>- DSL training takes place for interim head prior to headteacher's maternity absence.</li> <li>- DSL training for Assistant Head.</li> <li>- DSL training for MMH Lead Practitioner.</li> </ul>	<p>TH/RM</p> <p>All Staff</p> <p>TH/RM</p> <p>SC/MJ</p>	<ul style="list-style-type: none"> <li>- School continues to demonstrate outstanding practices in safeguarding.</li> <li>- All staff read, engage with and sign to confirm they have been trained using KCSIE.</li> <li>- Safeguarding policy identifies practices necessary for professionals to meet with pupils remotely, as well as face to face.</li> <li>- Individual pupil safeguarding folders are up to date.</li> <li>- Safeguarding and child protection weekly updates continue within teacher meetings.</li> <li>- Appropriate staff have received higher level training.</li> </ul>	<p>Nov 20</p> <p>Autumn Term</p> <p>On-going Sep 2020 Autumn Term</p> <p>Pre-Sept 2020</p>	<p>Assistant Head and MMH Lead Practitioner completed DSL training – July 16<sup>th</sup>/17<sup>th</sup>.</p> <p>All staff report an understanding of KCSIE – Sept 2<sup>nd</sup> 2020.</p> <p>Deputy Head and Interim Headteacher completed DSL training in July.</p> <p>Weekly pupil updates continued during teacher meetings during the school year. These were particularly useful during closure. All staff have a good awareness of CP issues across the school.</p> <p>Safeguarding folders maintained.</p> <p>CP group convened 05/03/21 to explore current cases and discuss processes. Group included 4 TAs/Apprentices, one teacher and 2 senior leaders.</p>	<p><b>£2250</b> (£450 per person x5 DSL Training per person)</p>
<b>Total Cost</b>						<b>£101,350</b>

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