

# **Woodlane High School**

## **Self-Evaluation Form and School Improvement Plan (2021-2022)**

### ***Summative Evaluation***

**Woodlane High School**  
**Self-Evaluation Form and School Improvement Plan 2021-2022**  
***Summative Evaluation***

**Overall Effectiveness – Good**

**Quality of Education – Good**

**Behaviour and Attitudes – Outstanding**

**Personal Development – Outstanding**

**Leadership and Management – Outstanding**

**Key to tables:**

**Who?** Purple – SLT/Lead Practitioners/Governors

Grey – Subjects Leaders/Teachers

Pink – TAs/Cover Supervisor/Support staff

Blue – Support Agency Partnerships

## Covid-19

As we move into the new academic year and protecting our community from Covid-19 becomes the new, but challenging normal, we are determined that our pupils access the outstanding education they are used to, whether they are physically in or out of school. Within our self-evaluation we have acknowledged that the quality of education at Woodlane is currently 'good', therefore despite remaining 'outstanding' in every other area, we consider ourselves to have an overall judgement of 'good'. This is due to the consistency of progress in a very small minority of subjects, which have been specifically affected by the Covid-19 pandemic and we have not consistently reached our own outstanding threshold, despite interventions. We are keen to ensure pupils have access to a full, engaging curriculum when feeling well and not able to attend school thus eliminating any loss of curriculum time. This plan sets out how over a 12-month period we will implement robust targets to ensure the quality of education and overall provision quickly returns to 'outstanding', ensuring we thrive and not just survive at Woodlane.

## Characteristics of Woodlane School

- At the start of the academic year 2021/2022, Woodlane currently has 109 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 11.
- 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. On entry the majority of pupils are broadly working within the age range 6-9 years old, or between 2 and 5 years behind their chronological age.
- Woodlane is expecting to receive £62,075 in Pupil Premium funding. This is equivalent to 65 pupils (61%) 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 9 academic years.
- The school's self-evaluation practices and improvement plans are analytical and reflective, as a result, small areas for improvement and areas of interest 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 – Good

### Evidence

- The vast majority of pupils usually make and the majority exceed expected progress overtime, from their individual starting points. As a result, pupil progress is substantial and sustained. However, over the Year 2020-2021, during the Covid-19 pandemic, the large majority (96.02%) made and the minority exceeded (43.40%) expected progress overtime. We are doing everything in our power to ensure pupil progress returns to its usually outstanding level (97%+ meeting and 50%+ exceeding) and gaps in learning are filled for each and every pupil.
- There are some schools which may fail to acknowledge the impact of the pandemic on pupil progress, others may re-categorise or lower their expectations as a consequence. Woodlane's data analysis not only highlights the impact of the Covid-19 pandemic, but also outlines the specific steps required to return progress to pre-pandemic levels. Further reductions in progress were mitigated through a raft of strategies and targeted interventions, but some impact from the various school closures, pupil and teacher self-isolation and a switch to home-learning was inevitably seen. We will not allow this to last!
- The school has taken the conscious decision to uphold the highest expectations of pupil progress. This will ensure that Outstanding still means Outstanding. We require results to be as good as, or better than our Outstanding threshold and pre-pandemic levels for this judgement to be achieved.
- The very large majority of pupils meet and the large majority exceed their expected outcomes. This has been sustained through the Covid-19 pandemic and continues to meet the school's outstanding threshold.
- 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'*.
- The school has experienced teacher recruitment challenges over the last two academic years, as the impact of the Covid-19 pandemic has encouraged staff to move out of London or be less inclined to leave current schools.
- Behaviour is outstanding and the school enables pupils, with a range of social, emotional and mental health 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 SEND and the most disadvantaged learners, the knowledge and *'cultural capital'* they need to succeed in life.
- During the Covid-19 pandemic, Woodlane has maintained outstanding safeguarding procedures. 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 fully opened to all pupils in Autumn 2020/21. Another lockdown followed in January 2021, with the school able to offer emergency provision to 30% of the cohort, targeting those with the highest level of need, e.g. child protection plans etc. School once again returned to full opening in March 2021, with the implementation of new practices, e.g. mass-testing.
- 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 through questionnaires and feedback.
- 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 through our universal provision.
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 was robust and inclusive, when compared with other similar schools, throughout lockdown periods, allowing pupils who were absent for long periods of time to engage in learning and feel part of the school community. However, the school recognises there is additional work to be done in this area to further reduce loss of curriculum time due to the impact of the Covid-19 pandemic or where pupils are absent but still well enough to access learning.
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 2021) – we are taking steps to:

1. raise the proportion of pupils who meet and exceed expected progress and outcomes in Science;
2. raise the proportion of pupils who meet and exceed expected progress and outcomes in Maths;
3. ensure the progress and outcomes of pupils on our MMH pathway is in line with their peers;
4. maintain strong mental health and well-being support for staff and pupils; and
5. introduce a KS4 nurture class to provide an appropriate pathway for our lowest ability pupils.



## Quality of Education – Good

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.

## 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 a wide range of 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 Covid recovery programme for KS3, covers 3 timetabled booster lessons per week (2+ hours). KS4 (particularly Year 11) receive 2 additional timetabled lessons per week, as well as targeted lunchtime and after school support sessions, (3+ hours per week),
- 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 throughout the academic year and a work experience programme running in the Spring Term.
- 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.
- We have adapted our curriculum to include Covid-19 'recovery' lessons. These lessons are used to specifically target subjects/areas which, identified through our data analysis, have areas of underperformance when compared to other subject areas.

### 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. The school has completed training placements for 12 (long term) PGCE teachers, and 20 (short term) placement opportunities.
- Our Headteacher and senior leaders are well qualified, possessing a range of qualifications including NPQH, Masters in Education, etc.
- We have several SpLD specialist teachers. Our Lead Practitioner/intervention teacher holds a Level 5 in SpLD. 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 and learning each pupil 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 a pupil'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 a pupil.

## 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 in 2019 as the school moved to the more streamlined Progression Steps, to ensure our assessment systems 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.
- 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 is consistently outstanding.
- The quality of Teaching and Learning in Maths is usually 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 usually outstanding across the school. This is because, pupils progress well from their different starting points and achieve or exceed standards expected within the school's curriculum. However, pupil progress was judged as good in 2020-2021 during the Covid-19 pandemic.
- Prior to the Covid-19 pandemic, for over 5 years, the vast majority of pupils made expected progress, demonstrating that progress over time has historically been substantial and sustained. However, over the year 2020-2021, during the Covid-19 pandemic, the large majority (96.02%) made and the minority exceeded (43.40%) expected progress overtime. We are doing everything in our power to ensure pupil progress returns to its usually outstanding level (97%+ meeting and 50%+ exceeding) and gaps in learning are filled for each and every pupil.
- The very large majority of pupils meet and the large majority exceed their expected outcomes. This has been sustained through the Covid-19 pandemic and meets the school's outstanding threshold.
- Analysis of pupil progress indicates that achievement in the Core Subjects is usually outstanding, when compared to the bespoke Flight Path, which considers the performance of other outstanding special schools and national data. However, during the Covid-19 pandemic, 2020-2021 progress in Science was particularly affected and is a significant focus for this academic year.
- Analysis of outcomes (2021) and pupil progress (Summer 2020/2021) indicates that there is little statistical significance between key groups, although there was a small dip overall in progress data:
  - The overall gap in progress between Pupil Premium and those not in receipt is extremely small, (1.88%) with pupils in receipt of Pupil Premium outperforming their peers.
  - The progress of seven of the ten largest ethnicity groups is outstanding. Two of the other three are within 1-2%.
  - Pupils from MOTH ethnicity group did not exceed expectations as consistently as their peers, (91.47%) which requires further investigation. However, 2 of the 3 groups flagged last academic year achieved outstanding progress, including 100% of pupils meeting expectations.
  - Progress within SEND groupings remains broadly consistent over time, however some fluctuated is noted this year, consistent with small dips in progress seen across the school. All groups except Other SEND were within 95-97% meeting expectations.
  - The progress of girls in STEM, (Science 89% and Maths 100%) exceeded that of boys, (Science 88% and Maths 99%) however gaps were small.

- 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 very large majority (96%) of pupils meet or exceed their expected outcomes in Year 11 (external qualifications) with a large majority exceeding (74%). There has been an upward trend over the previous 6 years.
- Woodlane pupils' academic starting points are often extremely low compared to their mainstream peers, but outcomes are usually much closer to expectations in mainstream. Progress towards expected outcomes is compared carefully using DfE published data each year. Due to the pandemic, school performance data was not published nationally through the usual results tables or the *Analyse School's Performance* website for 2019/20, nor will it be for 2020/21. The last available data demonstrated that 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, in 2018/19, 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, in 2018/19, the school was 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.
- 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 9 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. ensure the quality of teaching and learning remains outstanding;
2. raise the proportion of pupils who meet and exceed expected progress and outcomes in Science;
3. raise the proportion of pupils who meet and exceed expected progress and outcomes in Maths;
4. raise the proportion of pupils who exceed expectations in English, in named groups;
5. raise the proportion of KS3 pupils who meet expected progress in PE;
6. raise the proportion of KS3 pupils who meet and exceed in Humanities;
7. ensure the progress and outcomes of pupils on our MMH pathway is in line with their peers; and
8. raise the quality of TA and Apprentice support to consistently outstanding to ensure the vast majority of pupils make substantial and sustained progress.



Quality of Education						
Area for Improvement	What?	Who? (Lead)	Success Criteria?	When? (Date)	Progress	Cost (£)
1. Ensure the quality of teaching and learning remains outstanding.	<ul style="list-style-type: none"> <li>Carry out vigorous recruitment process to hire outstanding teachers in the following areas:               <ul style="list-style-type: none"> <li>Transition Leader</li> <li>PE and Parent Partnership Leader</li> <li>Design Technology Leader</li> </ul> </li> <li>Schedule quality new teacher induction and provide targeted support.</li> <li>Update our <i>'outstanding teaching and learning at Woodlane'</i> criteria to include criteria on wellbeing.</li> <li>Improve the consistency and rigour of assessment data, through:</li> </ul>	CM	<ul style="list-style-type: none"> <li>Outstanding teachers have been recruited to post.</li> <li>New teachers are inducted well and provide outstanding teaching and learning using the Woodlane criteria.</li> </ul>	Autumn Term	<p>All teachers now in post. 2 x new teachers delivering outstanding teaching and learning, 1 x teacher delivering good teaching and learning (teaching and learning observations, February 2022). Following resignation of PE and Parent Partnership Leader we are now recruiting once again for this position.</p> <p>Induction has been strengthened, allowing for the large majority of new teachers to deliver outstanding teaching and learning, the policy has been updated.</p> <p>Outstanding teaching and learning criteria has been updated (September 2022) to include criteria on 'wellbeing'.</p> <p>Teaching and learning observations in the Summer Term were redirected to those teachers who have not yet consistently achieved outstanding observation/new teachers. 5/7</p>	£5000 (recruitment costs) £10,000 (CPD)
		JJ  CM  SLT/ ALL STAFF   Teaching Staff	<ul style="list-style-type: none"> <li><i>'Outstanding teaching and learning at Woodlane'</i> criteria has been updated to include criteria on wellbeing.</li> <li>Assessment data continues to be robust and used to identify areas for improvement and areas of interest.</li> <li>'Switch-up' lessons have taken place and coaching skills have been developed. Teachers have critically reflected on their own practice.</li> <li>Staff have undertaken a variety of training; subject and wider knowledge remains strong.</li> </ul>	Spring Term		

Who? Purple – SLT/Lead Practitioners/Governors

Grey – Subjects Leaders/Teachers

Pink – TAs/Cover Supervisor/Support staff

Blue – Support Agency Partnerships

	<ul style="list-style-type: none"> <li>○ Reviewing moderation practices.</li> <li>○ Scheduling moderation twilights.</li> <li>○ Promptly moderating baselines and evidence.</li> <li>○ Transitioning to V5 BSquared.</li> <li>- Schedule 'switch up' teaching and learning observations, where consistently outstanding teachers swap lessons to encourage creative teaching and learning, out of 'comfort zone'. The process will also include coaching their colleagues.</li> <li>- Embed 'Improvement time' within Teaching and learning.</li> <li>- Ensure all staff continue to receive high quality training to safeguard their strong</li> </ul>	<p>SLT/ ALL STAFF</p> <p>MU/ SP/ NM/ SW</p>	<ul style="list-style-type: none"> <li>- INSET delivered to staff on embedding 'improvement time'.</li> <li>- Assembly taken place to introduce to pupils to 'improvement time'.</li> <li>- Book Look in dictates a strong use of 'improvement time'.</li> <li>- Staff agree, in the annual questionnaire, that training/support is strong and that SLT offer opportunities for CPD.</li> <li>- BSquared has been updated and V5 is being used effectively in all subjects.</li> <li>- Maths/Science/English/Humanities Subject Leaders has visited other outstanding special schools to gain ideas, which they implement.</li> <li>- The very large majority of teachers provide outstanding teaching and learning, the remaining provide at least good.</li> </ul>	<p>Autumn/ Spring/ Summer Term</p> <p>Spring Term</p>	<p>were outstanding and the remaining good.</p> <p>Assessment data in the form of whole school progress reporting and outcomes for pupils remained highly robust. It was used across the school to drive improvement.</p> <p>Deep Dives were carried out in English and Nurture, which demonstrated outstanding teaching and learning in both of these areas (see SIA Summer report).</p> <p>All staff have undertaken significant training, both internally and externally (see training log 2021/2022), including:</p> <ul style="list-style-type: none"> <li>• Safeguarding and child protection</li> <li>• Prevent</li> <li>• Emotion coaching</li> <li>• Assessment</li> <li>• Behaviour</li> <li>• NPQML</li> <li>• Subject specific training etc.</li> </ul> <p>Improvement time INSET took place on 01/09/21 with a follow up</p>	
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	<p>subject and wider knowledge, including:</p> <ul style="list-style-type: none"> <li>o Emotion coaching</li> <li>o Differentiation</li> <li>o DSL training</li> <li>o Team Teach</li> <li>o Safeguarding</li> <li>o Prevent</li> <li>o ICT</li> <li>o V5 BSquared training etc.</li> </ul> <p>- Science/Maths/English/Humanities Subject Leaders schedule visits to other outstanding special schools to create links with other schools.</p>				<p>twilight session on 13/10/21. Evidence in learning walks during the Spring Term demonstrated that more work was required in this area. However, Summer Term Book Look demonstrated an improvement in this area (see Autumn-Summer Term Book Look reports).</p> <p>94% of staff state the school makes appropriate provision for their professional development, 2 staff disagreed (staff questionnaire, September 2022). Actions plans have been put in place for these 2 members of staff.</p> <p>BSquared has been updated and V5 is being used effectively in the very large majority of subjects. Further focus was required in Maths, PSCE and Science, which ensured all strands are analysed in the second half of the year, these subjects now also demonstrate effective use.</p> <p>Some visits to other outstanding schools have taken place, however, not as many as</p>	
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					<p>planned, virtual meetings and links have been actioned.</p> <p>The very large majority of teaching and learning is outstanding and the rest is at least good (see Autumn, Spring and Summer Term teaching and learning observations).</p> <p>97% of pupils believe they are taught well – 2 pupils disagreed, please note when interviewed one response was around subjects which were enjoyed/not enjoyed and one around wishing to attend a mainstream school (pupil questionnaire, February 2022).</p>	
2. Raise the proportion of pupils who meet and exceed expected progress and outcomes in Science.	<ul style="list-style-type: none"> <li>- Raise profile of Science through display, educational visits, guest speakers and exclusive resources etc.</li> <li>- Improve the consistency and rigour of Science assessment data, through:</li> </ul>	SC/ MU	<ul style="list-style-type: none"> <li>- At least 97% of pupils meet expected progress in Science.</li> <li>- At least 50% of pupils exceed expected progress in Science.</li> <li>- An aspirational target of at least 90% of pupils meeting expected outcomes is achieved.</li> </ul>	<p>Autumn/ Spring/ Summer Term</p> <p>Autumn Term</p>	<p>The consistency and rigour of Science assessment data has been improved through moderation twilights, the moderation of baselines etc. Further focus was required in Science to ensure all strands were analysed throughout the year, this is now in place.</p> <p>Science recovery lessons have been timetabled. Significant</p>	<p>£5000 (resources, laptops etc.)</p> <p>£40,000 (Science Classroom)</p>

Who? Purple – SLT/Lead Practitioners/Governors

Grey – Subjects Leaders/Teachers

Pink – TAs/Cover Supervisor/Support staff

Blue – Support Agency Partnerships

	<ul style="list-style-type: none"> <li>○ Reviewing moderation practices.</li> <li>○ Scheduling moderation twilights.</li> <li>○ Promptly moderating baselines and evidence.</li> <li>○ Transitioning to V5 BSquared.</li> <li>- Timetable recovery Science lessons to specifically target gaps in learning caused by the Covid-19 pandemic: <ul style="list-style-type: none"> <li>○ Increase Science curriculum time by 80 minutes per week in the Autumn Term.</li> <li>○ Subject Leader to train, provide planning, resources and support for non-subject specialists.</li> <li>○ Plan cross-curricular links with</li> </ul> </li> </ul>	<p>CM/ SC/ MU</p> <p>TH</p> <p>MU</p>	<ul style="list-style-type: none"> <li>- Science outcomes are in line with other CORE subjects.</li> <li>- At least 50% of pupils exceed expected outcomes in Science.</li> <li>- Ensure the vast majority of 'groups' meet expected progress.</li> <li>- The proportion of pupils who exceed expectations in Science, with particular focus on key groups: girls; PP; SEND and key Ethnicity groups, increases in line with their peers.</li> <li>- At least 80% of pupils meet their extension targets.</li> <li>- Book Looks demonstrate a range of multi-sensory activities and strong individual pupil progress over the term.</li> <li>- Recovery lessons have a positive impact on attainment and pupils track towards outstanding progress.</li> <li>- All pupils who are absent, but well enough to learn,</li> </ul>		<p>support has been provided to non-specialist teachers teaching Science. An increase in Science practical has been observed.</p> <p>Science recovery lessons have had a notable impact on pupil progress, (see Summer Term Progress Report 2021/22).</p> <ul style="list-style-type: none"> <li>• Progress rose from 95.71% of pupils meeting expected progress in Science, in the Autumn Term to 97.35% in the Summer Term, exceeding the outstanding threshold.</li> <li>• There has been an 9% rise from Summer Term 2021 in the proportion of pupils meeting expectations, showing the impact of targeted Science support and Recovery.</li> <li>• The proportion of pupils exceeding expectations rose from 12.86% in the Autumn to 24.5% in the Summer. This is still an area that requires focus, as it lags behind the other core subjects, but demonstrates positive steps forward.</li> </ul>	
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	<p>Maths e.g. problem solving.</p> <ul style="list-style-type: none"> <li>○ Plan for increased practical tasks.</li> <li>- Pupils not attending school but are still well enough to learn, participate in a full and robust curriculum virtually.</li> <li>- Programme line management with Assistant Head for Science and Maths only, to ensure significant guidance and support is provided.</li> <li>- Timetable Year 11 recovery lessons with the Subject Leader through increased flexible curriculum time on a Thursday.</li> <li>- Purchase and provide a set of iPads/laptops for exclusive use in Science.</li> <li>- Increase opportunities for outdoor learning.</li> <li>- Plan and schedule creative and</li> </ul>	<p>CM</p> <p>MU</p> <p>SIA</p> <p>Governor – Alex Greaves SC</p>	<p>participate in online learning.</p> <ul style="list-style-type: none"> <li>- Science Subject Leader feels well supported.</li> <li>- PM targets, which triangulate with progress and outcome targets, are met.</li> <li>- The timetable reflects the change in curriculum time.</li> <li>- Pupils feedback praises exceptional theme days.</li> <li>- The Science classroom provides an inspirational space for Science teaching and learning.</li> <li>- The Science Subject Leader has visited another outstanding special school and has used ideas to support pupils and their progress.</li> <li>- SIA reports strong progress towards SIP targets.</li> <li>- Governor reports on strong practices, progress and outcomes.</li> <li>- KIT days have been positively used to shape Science practice.</li> </ul>	<p>Spring Term</p> <p>Spring Term</p> <p>Summer Term</p> <p>Spring/Summer Term</p>	<ul style="list-style-type: none"> <li>• 100% of pupils in Year 11 made expected progress.</li> <li>• 43% of pupils in Year 10 exceeded expectations, which is more in-line with other subjects.</li> <li>• A similar number of pupils were analysed in the 3 Science strands, (Biology Chemistry and Physics), and there is very little difference between these.</li> <li>• The Pupil Premium data highlights that pupils not in receipt of PP are a little behind their peers within Science in the Summer Term. Whilst it is pleasing to see PP pupils performing so well, both groups need to demonstrate similar levels of progress. The gap is currently 3.2% - which has fallen from the Autumn Term.</li> </ul> <p>Termly Book Looks (see Autumn, Spring and Summer reports) demonstrated a range of multi-sensory activities and strong progress.</p>	
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Who? Purple – SLT/Lead Practitioners/Governors

Grey – Subjects Leaders/Teachers

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	<p>inspirational Science theme days.</p> <ul style="list-style-type: none"> <li>- Explore the recruitment of a Science/Maths specialist to provide further targeted intervention (if Spring Term progress data indicates the need).</li> <li>- Refurbish and improve the Science classroom, ensuring its design is best practice for SEND.</li> <li>- Science Subject Leader schedules a visit to another outstanding special school to create links and gain ideas.</li> <li>- SIA to conduct formal visit and review progress toward SIP targets in Science.</li> <li>- Schedule formal visit by governor to explore progress and outcomes in Science.</li> <li>- Assistant Head KIT days used to coach</li> </ul>				<p>Lesson observations highlight a balance in higher level work, multi-sensory activities and scaffolding for different abilities. 3 x lesson observations were judged as Outstanding (see Autumn Spring, Summer Term observations).</p> <p>The very large majority of pupils who were absent but well enough to learn participated in live Science lessons.</p> <p>The timetable reflects the change in curriculum time, detailed as 'recovery'.</p> <p>Science theme day took place on 25/11/21. Pupils were motivated and enjoyed the day, they commented favourably (see newsletter, December 2021).</p> <p>3 x quotes have been obtained for the Science classroom refurbishment. The LA are now in support of the works and will contribute £69,000 to the overall costs. The school intends to commission a quantity surveyor to support with the project, which</p>	
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	and support Science Subject Leader.				<p>has been moved to Summer 2023.</p> <p>A workshop was booked by an external provider, however, unfortunately it was cancelled the day before the event. An alternative was arranged at short notice and provided fun hands on Science activities for pupils throughout the day.</p> <p>On 11/02/22 a careers advice session, by the Women's Engineering Society, provided information about apprenticeships to KS4 girls.</p> <p>The displays outside the Science room were updated using communicate in print.</p> <p>New resources to meet the needs of our current pupils have been purchased and are in use, for example:</p> <ul style="list-style-type: none"> <li>• Parts for electrical circuits which are easier for those with poor fine motor skills to connect and disconnect.</li> <li>• Large display timers and new measuring equipment with</li> </ul>	
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Who? Purple – SLT/Lead Practitioners/Governors

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					<p>clearer markings are being used by pupils with VI.</p> <ul style="list-style-type: none"> <li>• Molymods are used to make the teaching of bonding and the theory of chemical reactions more kinaesthetic.</li> <li>• Collins Connect an online resource for teaching Science was purchased to allow non-subject specialist teachers access to high quality teaching resources.</li> </ul> <p>Due to concerns around Covid-19 a physical school visit did not take place. However, the Science Subject Leader is part of the ASE (Association for Science Education) inclusion in Science group. They meet online every month to discuss current research and share ideas with others working in specialist settings across the country.</p> <p>Mid-year PM demonstrated strong progress towards targets.</p> <p>KIT days with the Assessment Head were scheduled offering regular support to the Science Subject Leader.</p>	
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Who? Purple – SLT/Lead Practitioners/Governors

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					A class set of laptops were trialled in lesson time. This has enabled pupils to access online content without having to leave the Science Lab, reducing wasted time in lessons. The laptops will remain allocated to Science.	
3. Raise the proportion of pupils who meet and exceed expected progress and outcomes in Maths.	<ul style="list-style-type: none"> <li>- Raise profile of Maths through display, educational visits, guest speakers, exclusive resources, Maths goodie bags etc.</li> <li>- Improve the consistency and rigour of Maths assessment data, through:</li> <li>- Reviewing moderation practices.</li> <li>- Scheduling moderation twilights.</li> <li>- Promptly moderating baselines and evidence.</li> <li>- Transitioning to V5 BSquared.</li> <li>- Timetable recovery Maths lessons to</li> </ul>	<p>SC/ SP</p> <p>CM/ SC/ SP</p>	<ul style="list-style-type: none"> <li>- At least 97% of pupils meet expected progress in Maths.</li> <li>- At least 60% of pupils exceed expected progress in Maths.</li> <li>- At least 90% of pupils meet expected outcomes in Maths.</li> <li>- At least 60% of pupils exceed expected outcomes in Maths.</li> <li>- At least 80% of pupils meet their extension targets.</li> <li>- The proportion of pupils in the SEMH and SLCN group meeting expectations is line with their peers.</li> <li>- The proportion of boys who exceed in Maths is in line with their peers.</li> </ul>	<p>Autumn/ Spring/ Summer Term</p> <p>Autumn Term</p>	<p>The consistency and rigour of Maths assessment data has been improved through moderation twilights, the moderation of baselines etc. Further focus was required in Maths to ensure all strands were analysed throughout the year, this took place in the Summer Term.</p> <p>Maths recovery lessons have been timetabled. Significant support has been provided to non-specialist teachers teaching Maths.</p> <p>The STEM Recovery programme has raised the profile of Maths and Science across the school. An educational visit to the Crystal Maze Live Experience took place on 26/11/21 as a reward for pupils</p>	<p>£5000 (resources, laptops etc.)</p> <p>£30,000 (Maths Classroom)</p>

	<p>specifically target gaps in learning caused by the Covid-19 pandemic:</p> <ul style="list-style-type: none"> <li>- Subject Leader to train, provide planning, resources and support for non-subject specialists.</li> <li>- Plan cross-curricular links with Science e.g. problem solving.</li> <li>- Plan and implement increased creative maths tasks and projects.</li> <li>- Pupils not attending school but are still well enough to learn, participate in a full and robust curriculum virtually.</li> <li>- Programme line management by Assistant Head for Maths and Science only, to ensure significant guidance and support is provided.</li> <li>- Timetable Year 11 recovery lessons with</li> </ul>	<p>SP</p> <p>SC/ SP</p> <p>TH</p> <p>CM</p> <p>SP</p> <p>CM</p>	<ul style="list-style-type: none"> <li>- The proportion of Year 10 pupils who meet and exceed expectations is in line with their peers.</li> <li>- The gap is narrowed between PP and Non-PP in exceeding expectations.</li> <li>- Book Looks demonstrate a range of creative activities, e.g. outdoor learning, messy maths, noisy maths, story-telling, maths in different contexts and individual progress over the term.</li> <li>- Recovery lessons have a positive impact on attainment and pupils track towards outstanding progress.</li> <li>- All pupils who are absent, but well enough to learn, participate in online learning.</li> <li>- The Maths Subject Leader feels well supported.</li> <li>- PM targets, which triangulate with progress and outcome targets, are met.</li> </ul>	<p>Summer Term</p> <p>Autumn/ Spring/ Summer Term</p> <p>Spring Term</p> <p>Summer Term</p> <p>Spring Term</p>	<p>who achieved exceptionally well on the STEM Marble Run project.</p> <p>The Maths corridor display shows photographs of the project completed during the Maths STEM project.</p> <p>Maths recovery lessons have had a significant impact on pupil progress (see Summer Term Progress Report 2022):</p> <ul style="list-style-type: none"> <li>• 99.62% of pupils are making expected progress in Maths at the end of the Summer Term.</li> <li>• The proportion of pupils who exceeded expectations has risen by 35% year on year.</li> <li>• The progress of Year 11 pupils is outstanding. Almost all pupils (98%) exceeded expectations based on their starting points.</li> <li>• All pupils in Nurture Class are meeting expectations in Maths.</li> <li>• Gaps in the progress of different year groups have been closed.</li> <li>• Pupils receiving Pupil Premium progressed at a quicker rate than their peers in</li> </ul>	
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Who? Purple – SLT/Lead Practitioners/Governors

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	<p>the Subject Leader through increased flexible curriculum time on a Thursday.</p> <ul style="list-style-type: none"> <li>- Purchase and provide a set of iPads/computers/laptops for exclusive use in Maths.</li> <li>- Increase opportunities for outdoor learning, by creating an outdoor Maths space to the back of the classroom.</li> <li>- Plan and schedule creative and inspirational Maths theme days.</li> <li>- Explore the recruitment of a Maths/Science specialist to provide further targeted intervention (if Spring Term progress data indicates the need).</li> <li>- Refurbish and improve the Maths classroom, ensuring its design is best practice for SEND.</li> </ul>	<p>SP</p> <p>SIA</p> <p>Governor - Chika Omoruyi</p>	<ul style="list-style-type: none"> <li>- The timetable reflects the change in curriculum time.</li> <li>- Pupil feedback praises exceptional theme days.</li> <li>- An outdoor Maths learning space is created and its use is evident in lesson planning and in books.</li> <li>- The Maths classroom provides an inspirational space for teaching and learning.</li> <li>- Math Subject Leader has visited another outstanding special school used ideas to support pupils and their progress.</li> <li>- SIA reports strong progress towards SIP targets.</li> <li>- Governor reports on strong practices, progress and outcomes.</li> <li>- KIT days have been positively used to shape Maths practice.</li> </ul>	<p>Summer Term</p> <p>Spring/Summer Term</p>	<p>Maths, but both groups made outstanding progress.</p> <p>Year 11 pupils achieved exceptional outcomes. Qualification results within Mathematics for 2021/2022 are Outstanding and have continued at a similar level to the last two years when significant improvements were seen. Maths is also well above the school's threshold for outstanding achievement in outcomes. The proportion exceeding expectations rose to the highest level since this measure was introduced.</p> <p>Book Look (Summer 2022) demonstrates an increase in the range of activities seen in Maths, however, this requires consistency over time.</p> <p>The very large majority of pupils who were absent but well enough to learn participated in live Maths lessons.</p>	
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	<ul style="list-style-type: none"> <li>- Maths Subject Leader schedules a visit to another outstanding special schools to create links and gain ideas.</li> <li>- SIA to conduct formal visit and review progress toward SIP targets in Maths.</li> <li>- Schedule formal visit by governor to explore progress and outcomes in Maths.</li> <li>- Assistant Head KIT days used to coach and support Maths Subject Leader.</li> </ul>				<p>The timetable reflects the change in curriculum time, detailed as 'recovery'.</p> <p>3 x quotes have been obtained for the Maths classroom refurbishment. The LA are now in support of the works and will contribute £69,000 to the overall costs. The school intends to commission a quantity surveyor to support with the project, which has been moved to Summer 2023.</p> <p>A class set of brand-new computers was installed and in use in the Maths room.</p> <p>A whole school Maths theme day took place on 09/12/21, where pupils took part in a range of fun and engaging practical maths-based activities around the school.</p> <p>A maths outdoor learning day took place on 29/03/22. Pupils had the opportunity to select from 6 different activities, including local educational visits.</p>	
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					<p>Feedback from pupils was positive (see summery report).</p> <p>A Maths parent workshop was delivered by an external presenter on 09/12/21, where parents and pupils had the opportunity to work as a team to complete practical maths challenges and were provided with Maths resource packs to take away and use at home.</p> <p>The following virtual meetings/visits took place:</p> <ul style="list-style-type: none"> <li>• Green-acre School (Maths Subject Leader) - Teams Meeting. The wide range of practical maths activities delivered at Green-Acre was explored, including outdoor learning, sport and real-life scenarios. These were implemented into the Maths outdoor Learning Day.</li> <li>• 12.01.22 - Shaftesbury High School (Maths Subject Leader) - Teams Meeting. It was originally planned for the Maths Subject Leader to visit the</li> </ul>	
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					<p>school, however Covid-19 restrictions meant that this meeting had to take place online. Discussion points included the range of qualifications, differentiation, engagement etc.</p> <ul style="list-style-type: none"> <li>• 14.06.22 – Spa Bermondsey (Deputy Head and Maths Subject Leader) – Visit. The visit began with a tour around the school with the Deputy Head, followed by observing a range of numeracy lessons, followed by a discussion with the Deputy Head focusing on the school curriculum maps and ending on a discussion with the Maths Subject Leader focusing on the structure of the maths curriculum, as well as the schemes of work.</li> <li>• 17.06.22 – Shaftesbury High School (Maths Subject Leader) – Visit. The visit began with a tour around the school,</li> </ul>	
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					<p>followed by observing a range of maths lessons and ending on a discussion with the Maths Subject Leader focusing on the structure of the maths curriculum, as well as the schemes of work.</p> <p>Mid-year PM demonstrated progress towards targets.</p> <p>Governor visit was not scheduled to explore progress in Maths.</p> <p>KIT days with the Assistant Head were scheduled offering regular support to the Science Subject Leader.</p> <p>Deep Dive took place with the SIA on 24/05/22, areas for improvements were identified, most importantly the need to redesign the curriculum map (this was already identified by SLT, see SIA report).</p>	
4. Raise the proportion of pupils who exceed	- Recruit to the English Subject Leader position, following the	CM JJ	- English Subject Leader is recruited and in post in September.	Autumn Term	English Subject Leader in post from September 2021. An internal appointment was made which allowed for a seamless	£2000 (resources) £30,000 (English Classroom)

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<p>expectations in English, in named groups.</p>	<p>promotion of our previous teacher.</p> <ul style="list-style-type: none"> <li>- Ensure the new teacher receives a clear and thorough induction.</li> <li>- Line management and direct support is provided by the EHCP Lead Practitioner, our previous English Subject Leader.</li> <li>- Targeted interventions take place for named pupils, they are planned and delivered by the Lead Practitioner.</li> <li>- Pupils not attending school but are still well enough to learn, participate in a full and robust curriculum virtually.</li> <li>- Prepare for renewal of Dyslexia accreditation for 2022: <ul style="list-style-type: none"> <li>o Collate evidence</li> <li>o Programme any necessary improvements</li> </ul> </li> </ul>	<p>JJ/ NM</p> <p>NM</p> <p>NM</p> <p>CM</p>	<ul style="list-style-type: none"> <li>- Teacher has completed induction and is clear on school policies and practices.</li> <li>- Teaching and learning is outstanding, as evidenced in observations.</li> <li>- The proportion of girls who exceed expectations in English is in line with their peers.</li> <li>- The proportion of pupils exceeding expectations in current Year 7,8 and 9, is in line with their peers.</li> <li>- The progress of 2 pupils who did not meet expectations this academic year is in line with their peers.</li> <li>- The proportion of pupils exceeding expectations with a primary need of SLCN and SEMH is in line with their peers.</li> <li>- The proportion of pupils exceeding expectations in the OOEG group is in line with their peers.</li> <li>- At least 97% of pupils meet expected progress in English.</li> </ul>	<p>Autumn/ Spring/ Summer Term</p> <p>Spring Term</p> <p>Summer Term</p>	<p>handover. Outstanding teaching and learning observed (see teaching and learning observations, Autumn, Spring and Summer reports).</p> <p>The very large majority of pupils who were absent but well enough to learn participated in live English lessons.</p> <p>Induction was provided by the previous English Subject Leader, allowing for strong support.</p> <p>See Summer Term 2021/22 Progress Report:</p> <ul style="list-style-type: none"> <li>• The percentage of expectations exceeded and met at the end of the Spring Term is 99.35%. This has remained at the same level as the Spring Term and rose by just under 1% from the Autumn Term.</li> <li>• English progress exceeds the school's outstanding threshold of 97% and the aspirational target of 99%.</li> <li>• 61.49% of expectations were exceeded by pupils in English</li> </ul>	
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	<ul style="list-style-type: none"> <li>○ Schedule theme days</li> <li>- English Subject Leader schedules a visit to another outstanding special schools to create links with other schools and gain ideas.</li> <li>- Refurbish the English classroom, ensuring its design is best practice for SEND.</li> </ul>		<ul style="list-style-type: none"> <li>- At least 60% of pupils exceed expected progress in English.</li> <li>- At least 80% of pupils meet expected outcomes in English.</li> <li>- At least 50% of pupils exceed expected outcomes in English.</li> <li>- At least 80% of pupils meet their extension targets.</li> <li>- Dyslexia Friendly accreditation is gained.</li> <li>- The English Subject Leader has visited another outstanding special school to gain ideas which support pupils and their progress.</li> <li>- The English classroom provides an inspirational space for teaching and learning.</li> </ul>		<p>which compares favourably to previous years.</p> <ul style="list-style-type: none"> <li>• The proportion of Year 9 pupils who are exceeding expectations is outstanding and this is the strongest year group in the school.</li> <li>• All pupils are progressing extremely well in English this year, including Pupil Premium. Gaps are extremely small.</li> <li>• In English, the 4 largest SEND Primary Need groups have been analysed. All achieved the school's outstanding threshold of 97%.</li> <li>• There is no difference between Girls and Boys progress.</li> </ul> <p>English qualification outcomes were outstanding. 100% met, and 53% exceeded their expected outcome.</p> <p>Dyslexia Friendly accreditation was extended for another 3 years, confirmation and certificate has now been received.</p> <p>No school visits were scheduled.</p>	
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					<p>3 x quotes have been obtained for the English classroom refurbishment. The LA are now in support of the works and will contribute £69,000 to the overall costs. The school intends to commission a quantity surveyor to support with the project, which has been moved to Summer 2023.</p> <p>A variety of targeted interventions were scheduled and recorded on our new targeted intervention planning proforma, detail of individual progress is also clearly recorded (see TI records). Targeted Interventions have contributed to the overall Outstanding progress and outcomes in English.</p> <p>A Deep Dive took place with the SIA on 27/04/22, outstanding feedback was received (see SIA report).</p>	
5. Raise the proportion of KS3 pupils who met expected	<ul style="list-style-type: none"> <li>- Recruit to the PE Subject Leader position.</li> <li>- Ensure the new teacher receives a</li> </ul>	<p>CM</p> <p>JJ</p> <p>RM</p>	<ul style="list-style-type: none"> <li>- PE Subject Leader is recruited and in post.</li> <li>- Teacher has completed induction and is clear on</li> </ul>	Autumn Term	<p>PE Subject Leader in post from November 2021. However, resignation of PE and Parent Partnership Leader for end of the academic year was received, we</p>	£5000 (resources)

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progress in PE.	<p>clear and thorough induction.</p> <ul style="list-style-type: none"> <li>- Line management and direct support is provided by Deputy Head (previous PE Subject Leader).</li> <li>- Increase the personalisation of work set in class, using targeted intervention as frequently as possible to challenge and support pupils in maximising their potential.</li> <li>- Use class TA for targeted intervention with flagged pupils.</li> <li>- Identify gifted and talented pupils in PE and promote further challenge opportunities for these pupils, both in and out of school.</li> <li>- Whole school fitness events are scheduled.</li> <li>- PE Subject Leader schedules a visit to another outstanding</li> </ul>	PE TEAC HER	<p>school policies and practices.</p> <ul style="list-style-type: none"> <li>- Teaching and learning is outstanding, as evidenced in observations.</li> <li>- At least 99% of pupils meet expected progress in PE.</li> <li>- At least 60% of pupils exceed expected progress in PE.</li> <li>- At least 90% of pupils meet expected outcomes in PE.</li> <li>- At least 60% of pupils exceed expected outcomes in PE.</li> <li>- At least 80% of pupils meet their extension targets.</li> <li>- Pupils have accessed a variety of educational visits, competitions etc.</li> </ul>	<p>Autumn/ Spring/ Summer Term</p> <p>Spring Term</p> <p>Autumn Term Autumn/ Spring/ Summer Term</p>	<p>are now recruiting once again for this position.</p> <p>Good teaching and learning observed. A particular area of strength is differentiation for pupils with PD (teaching and learning observations, February 2022).</p> <p>Induction provided by the Lead Practitioner was supportive but required some clarity and refinement, improvements were made for future induction of 2 x teachers. Induction was strong for 2 x teachers, enabling them to make improvements to their areas of responsibilities.</p> <p>See Summer Term 2022 Progress Report:</p> <ul style="list-style-type: none"> <li>• 100% of pupils are meeting expectations in PE.</li> <li>• 75% of pupils are exceeding expectations, surpassing the school's threshold for outstanding.</li> </ul> <p>Resources have been improved and there is increased accessibility.</p>	
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	<p>special schools to create links with other schools and gain ideas.</p> <ul style="list-style-type: none"> <li>- Review resources, improve and replace where required.</li> <li>- Identify enrichment opportunities and explore trips, contextual learning and build into curriculum.</li> </ul>				<p>Run a mile took place on 16/03/22, the vast majority of pupils positively participated. Money was raised for charity.</p> <p>No school visits were scheduled.</p> <p>Pupils have participated in a range of sporting activities, including competitions such as Boccia (see educational visit risk assessments).</p> <p>The final SIA visit was unable to continue due to personal reasons, therefore the Deep Dive was not possible.</p>	
6. Raise the proportion of KS3 pupils who meet and exceed in Humanities.	<ul style="list-style-type: none"> <li>- Increase the personalisation of work set in class, using targeted intervention as frequently as possible to challenge and support pupils in maximising their potential.</li> <li>- Use class TA for targeted intervention with flagged pupils.</li> </ul>	SW	<ul style="list-style-type: none"> <li>- Teaching and learning is outstanding, as evidenced in observations.</li> <li>- At least 99% of pupils meet expected progress in Humanities.</li> <li>- At least 60% of pupils exceed expected progress in Humanities.</li> <li>- At least 90% of pupils meet expected outcomes in Humanities.</li> </ul>	<p>Autumn/ Spring/ Summer Term</p> <p>Spring Term</p>	<p>Good teaching and learning observed in October 2021. Outstanding teaching and learning observed in Spring and Summer Terms (see teaching and learning report).</p> <p>See Summer Term 2022 Progress Report:</p> <ul style="list-style-type: none"> <li>• Progress in Humanities exceeded the school's threshold for Outstanding in</li> </ul>	£2000 (resources, educational visits etc.)

	<ul style="list-style-type: none"> <li>- Identify gifted and talented pupils in Humanities and promote further challenge opportunities for these pupils.</li> <li>- Humanities Subject Leader schedules a visit to another outstanding special school to create links with other schools and gain ideas.</li> <li>- Review resources, improve and replace where required.</li> <li>- Continue to identify enrichment opportunities and explore trips, contextual learning and build into curriculum.</li> <li>- Ensure pupils access an appropriate qualification which enables them the opportunity to exceed expected outcomes.</li> </ul>		<ul style="list-style-type: none"> <li>- At least 60% of pupils exceed expected outcomes in Humanities.</li> <li>- At least 80% of pupils meet their extension targets.</li> <li>- Pupils access appropriate qualifications enabling them to exceed expected outcomes.</li> <li>- The Humanities Subject Leader has visited another outstanding special school to gain ideas which support pupils and their progress.</li> <li>- At least 10 educational visits have taken place.</li> <li>- At least 3 visitors have met with pupils in school and inspired them.</li> </ul>	Autumn Term	<p>both meeting (99%) and exceeding (59%) expectations.</p> <ul style="list-style-type: none"> <li>• Pupils in Year 11 demonstrated Outstanding progress in exceeding expectations.</li> </ul> <p>Pupils are on track to achieve appropriate qualifications.</p> <p>7 x educational visits took place over the course of the year in Humanities. The focus was RE, (exploring a place of worship), Geography, (exploring local wild life in Holland Park) and Vocational Studies, (visit to local places of work).</p> <p>London Flower Society visited in the Summer Term. Visit from the Synagogue speaker postponed due to Covid outbreak measures.</p> <p>School visit postponed, however, it is scheduled for the new academic year.</p> <p>The final SIA visit was unable to continue due to personal reasons, therefore the Deep Dive did not take place.</p>	
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	<ul style="list-style-type: none"> <li>- Ensure all pupils on the MMH pathway are baselined effectively:</li> <li>- ensure baseline reflect their current level of working</li> <li>- use 'The Priory' method to set and analyse progress and outcomes targets</li> <li>- Enter pupils for appropriate and carefully selected qualifications, which considers their level of need, but still enables them to meet and exceed expected outcomes.</li> <li>- Bring MMH reporting and analysis in line with whole school reporting, following the same format, design and tracking.</li> <li>- SIA to conduct formal visit and review progress toward SIP targets.</li> <li>- Schedule formal visit by governor to explore practices to support</li> </ul>	<p>TH/ MJ</p> <p>SIA</p> <p>Governor – Anne Bruce</p>	<ul style="list-style-type: none"> <li>- Pupils are entered for appropriate qualifications in line with their expectations.</li> <li>- At least 97% of pupils meet expected progress in all subjects.</li> <li>- At least 60% of pupils exceed expected progress in all subjects.</li> <li>- At least 80% of pupils meet expected outcomes in selected qualifications. 90% is achieved as an aspirational target for identified individual subjects.</li> <li>- At least 50% of pupils exceed expected outcomes in selected qualifications. 60% as an aspirational target for identified individual subjects.</li> <li>- The MMH Lead Practitioner is able to report to governors using the same methods as SLT. Analysis is used effectively to identify areas for improvement</li> </ul>	Spring Term	<p>and ran to the end of the day. They were a combination of both main school live lessons and 1:1 support with an HLTA.</p> <ul style="list-style-type: none"> <li>• Although offered throughout, another pupil has not attended any online lessons despite attendance being at 26% of a targeted timetable.</li> <li>• One pupil was offered a fixed programme of 1:1 home tuition, but refused to allow the member of staff to come into the home.</li> <li>• All MMH pupils received a core learning pack of exam questions and key topic work for each GCSE when absent from school. These have been used more consistently than online learning.</li> </ul> <p>All MMH pupils who needed them received laptops and were supported to set them up. Another</p>	
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	pupils on the MMH pathway.		<p>and act on these accordingly.</p> <ul style="list-style-type: none"> <li>- SIA reports strong progress towards SIP targets.</li> <li>- Governor reports on strong practices, progress and outcomes.</li> </ul>		<p>pupil received free internet through the school/DfE. Technology was not a barrier to pupils achieving within the MMH Pathway.</p> <p>Robust PM targets were set throughout the school to ensure pupils on the MMH pathway are of the highest profile.</p> <p>HLTAs continue to meet with pupils everyday P5/6 as well as alternative periods throughout the week for targeted interventions. Pupils who took a GCSE pathway achieved extremely well, largely due to the personalised support provided through the MMH Pathway. 87.5% of pupils entered for qualifications exceeded expectations, with 100% at least meeting. This was far in advance of the outstanding threshold and is a cause for celebration.</p> <p>Our MMH HLTA provided Emotional Literacy Support (ELSA) on Tuesdays and Thursdays to named pupils.</p>	
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					<p>Pupils on the MMH Pathway continue to receive additional support from subject leaders, who take them for targeted work, during lessons they do not attend with their year group e.g. PE.</p> <p>We have established a more robust system for baselining new pupils. Staff are informed in meetings and data is checked by MJ and SLT.</p> <p>The priory model emotional progress tracker is now fully embedded. Which is evident in reporting and monitoring reports.</p> <p>MMH Pathway pupils are completing a full range of GCSEs and other qualifications to a higher level than under the previous model. This increased breadth of curriculum also included outstanding results. School continue to offer 1:1 support and guidance in order to help pupils achieve grades needed for college entrance.</p> <p>Some pupils present with anxiety around the exams, e.g.</p>	
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					<p>perfectionism and ability to answer questions if they do not like the exam question. School worked hard to ensure all pupils on the MMH Pathway and more widely across the school had the skills and were ready/relaxed enough to sit their GCSEs successfully. This was achieved, with all pupils able to sit their exams as planned. This should not be under estimated.</p> <p>MMH reporting is now in line with whole school reporting. Support was given by SLT to create a robust document (see MMH Autumn, Spring and Summer reports). Our universal, targeted and specialist model is incorporated within reporting.</p> <p>A governor visit took place on 06/12/22. Governor report states that CO was impressed with the work taking place and the targeted interventions. She also highlighted:</p> <ul style="list-style-type: none"> <li>• The high levels of online support provided for absent students via Teams.</li> </ul>	
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					<ul style="list-style-type: none"> <li>The highly effective emotional support each pupil receives (1:1 if needed).</li> <li>The positive work being done towards the Well-being Award.</li> <li>Some difficulties with some pupils accessing their work online due to low motivation.</li> </ul> <p>Mid-year PM demonstrated strong progress towards targets.</p>	
8. Raise the quality of TA and Apprentice support to consistently outstanding to ensure the vast majority of pupils make substantial and sustained progress.	<ul style="list-style-type: none"> <li>Recruit for HLTAs roles.</li> <li>Update TA/Apprentice induction procedures.</li> <li>HLTAs to line manage named staff and set robust PM targets.</li> <li>Deputy Head to lead on TA strategic planning and support the Senior TA to create a Teaching Assistant Improvement Plan and a Plan of the Year.</li> </ul>	<p>CM SB/ GW/ CP/ LF/ PO</p> <p>TH/ SB</p>	<ul style="list-style-type: none"> <li>HLTAs are in post.</li> <li>HLTA have named line management responsibilities.</li> <li>New TAs/Apprentices report that they received an excellent induction programme.</li> <li>TAIP is created, which includes SMART targets.</li> <li>A plan of the Year is available which outlines key dates.</li> <li>Robust PM targets are created for the Senior TA, who in turn sets robust targets for her team.</li> </ul>	<p>Autumn Term</p> <p>Spring Term</p> <p>Autumn Term</p>	<p>All HLTA positions were filled with internal applicants.</p> <p>TA folders were updated in September 2021 to ensure an improvement in TA support, provide general strategies useful for a range of pupils and ensure induction procedures are consistent.</p> <p>All HLTAs have robust performance management objectives linked to their areas of responsibility.</p>	<p>£2000 (resources)</p> <p>CPD costs detailed above.</p>

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	<p>shared classroom support resources.</p> <ul style="list-style-type: none"> <li>- Schedule lesson observations, which review the use of these resources.</li> <li>- Review, improve and amend pupils' health care plans.</li> <li>- 'Pocket' style emergency Health Care Plans created and placed in staffroom for all staff to check and review as necessary.</li> <li>- 'Pocket' Health Care Plans are created to be taken on trips and kept in the front office.</li> <li>- Whole School Medical Needs spreadsheet also updated following review of Health Care Plans to support all staff in planning and improved awareness.</li> <li>- Schedule targeted tutor time activities delivered by TAs, e.g. spelling, reading, mental maths etc.</li> </ul>	<p>SB</p> <p>SC</p>		<p>Spring Term</p>	<p>Extensive TA training has taken place throughout the year, including: Emotion Coaching and Zones of Regulation; Safeguarding and CP; Phonics etc. (see training log for full log).</p> <p>The Senior TA has created and shared classroom resources, which were issued to each TA at in September 2021 INSET.</p> <p>On the 03/12/21 a learning walk took place with the focus: Use of TAs and Behaviour for Learning. Feedback included:</p> <ul style="list-style-type: none"> <li>• TA support was most effective when it took in to account the individual needs of the pupil from the beginning of the lesson right through to the end. This was particularly effective in RE and English.</li> <li>• Where TAs were given specific roles or tasks in class, e.g. leading an activity, these were observed to be highly effective. This was</li> </ul>	
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	<ul style="list-style-type: none"> <li>- TA whole school responsibilities have been renewed, named and expertise is shared in TA meetings.</li> <li>- The Senior TA attends Teacher Meetings to ensure she is well informed and able to effectively communicate with her team.</li> <li>- Additional monitoring of TA apprentices is in place.</li> <li>- Assistant Head KIT days used to coach and support Senior TA.</li> <li>- Learning walks are scheduled to assess the quality of TA support.</li> </ul>				<p>particularly evident in Science.</p> <ul style="list-style-type: none"> <li>• Visuals were not seen to be commonly in use. Particularly those shared in the TA packs which all staff have access to.</li> <li>• During teacher talk there are often missed opportunities to consolidate learning with pupils. This area requires urgent focus. For example, mind-mapping information, breaking down/clarifying instructions or steps, highlighting important information to allow for more independent learning, or writing key words/sentence starters.</li> </ul> <p>The Learning Walk on 02/02/22 stated that the quality of TA/Apprentice support was inconsistent overall, however, highly effective practice was observed in several subject areas and included:</p> <ul style="list-style-type: none"> <li>• The use of pre-prepared behaviour/organisation/</li> </ul>	
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					<p>reminder charts were used throughout the school.</p> <ul style="list-style-type: none"> <li>• In Nurture, TAs provided targeted, kinaesthetic support enabling small step progress, which was demonstrated by their feedback.</li> <li>• In Science, the technician ensured pupils were safe, they were taught about personal safety throughout their task. The collaboration between teacher and TA enabled pupils to visit various experiment stations.</li> </ul> <p>3 x Apprentices were observed not participating in support during the main teaching section of three different lessons. Unfortunately, it was this practice which lead to an inconsistent judgement and inhibited an outstanding judgment. This was addressed as a matter of urgency. While improvements were observed there is still work to be done on the support provided during teacher talk, including the use of</p>	
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					<p>spontaneous SALT strategies and levelled questioning.</p> <p>A Learning Walk took place on 28/06/22, with a headteacher from a similar school, the quality of support was judged as good with outstanding features. There was a notable improvement regarding the points for improvement above (see Learning Walk report).</p> <p>Health care plans were all updated in the Autumn Term and shared with parents.</p> <p>Health care plans regularly shared at annual reviews to check for accuracies.</p> <p>Pocket style health care plans completed and due to be put up in the staffroom.</p> <p>Whole school medical spreadsheet was updated in the Autumn Term and in use for trips.</p> <p>Whole school responsibilities re-worked and shared with all staff through TA meeting on 12/01/22</p>	
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					<p>and followed up in line management meetings between Senior TA/HLTAs and Teaching Assistants in January.</p> <p>The headteacher has carried a full TA pay review, which resulted in the following recommendations (which were accepted by governors):</p> <ul style="list-style-type: none"> <li>• No change to the salaries of 4 roles.</li> <li>• Admin Assistant salary to move from Scale 3 to Scale 4.</li> <li>• Future consideration is made to an increase in Admin Officer salary dependent on experience and progression to a senior level.</li> <li>• All specialist Teaching Assistants currently on Level 3 (Scale 4) move to Level 4 (Scale 5).</li> <li>• The previous salary adjustment would allow for (Level 3) Scale 4 to be used for progression opportunities for outstanding current Teaching Assistants or a</li> </ul>	
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					<p>higher starting point for outstanding/experienced applicants, thus aiming to increase retention and limit recruitment challenges (this is not a recommendation based on school salary comparisons).</p> <ul style="list-style-type: none"> <li>It is recommended that this change is effective from April 2022. This timescale falls within the end of year appraisal point for support staff.</li> </ul> <p>Targeted tutor activities were not developed in the Summer Term.</p> <p>Senior TA now attends all teacher meetings, which has enabled her to be more informed and address matters arising quickly.</p>	
					<b>Total Cost £141,000</b>	

## Behaviour and Attitudes – Outstanding

### Evidence

- Pupils missed attending Woodlane during the Covid-19 lockdowns and were keen to return to school.
- 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 and mental health needs of a notable proportion of pupils.
- The Covid-19 pandemic has inevitably had an impact on attendance, however, overall school attendance still remains above the national average for special schools.
- There are not usually any 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.
- 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. continue to reduce the number of incidents of: 'VAT' and 'AP';
2. continue to reduce the number of behaviour referrals at break and lunchtime;
3. reduce the number of behaviour referrals and self-referrals in Science/PE/DT;

4. ensure pupil attendance continues to exceed the national average for SEND schools over time; and
5. increase attendance of pupils on our MMH pathway.

Behaviour and Attitudes						
Area for Improvement	What?	Who? (Lead)	Success Criteria?	When? (Date)	Progress	Cost (£)
1. Continue to reduce the number of incidents of: 'VAT' and 'VAP'.	<ul style="list-style-type: none"> <li>- Recap behaviour expectations in whole school assembly upon pupil return from Summer.</li> <li>- Deliver regular tutor sessions on expected behaviour.</li> <li>- PSICHE lessons target specific areas for discussion, based on identified need.</li> <li>- All staff to role model expected behaviour at all times.</li> <li>- Schedule training activity to recap our positive behaviour policy with staff to ensure consistency.</li> <li>- Continue zero tolerance approach to VAT, VAP and AP, continue to be immediately refer pupils to the office if these behaviours are displayed. Targeted pupil support</li> </ul>	<p>CM/ RM</p> <p>Teachers</p> <p>EC</p> <p>ALL STAFF</p> <p>RM</p>	<ul style="list-style-type: none"> <li>- Assembly was held, with high engagement of pupils. Pupils were able to link school values with behaviour.</li> <li>- Regular tutor session were held on expected behaviour.</li> <li>- PSICHE lessons cover named areas.</li> <li>- Staff continue to act as role models.</li> <li>- Staff engage in positive behaviour policy training and implement strong behaviour management.</li> <li>- Pupils are observed in lesson observation displaying excellent behaviour for learning.</li> <li>- Targeted interventions reduce the number of office referrals for named pupils by at least 25%.</li> <li>- The number of VAT incidents reduce by at least 25%.</li> </ul>	<p>Autumn/ Spring/ Summer Term</p> <p>Autumn Term</p> <p>Autumn/ Spring/ Summer Term</p>	<p>Regular assemblies have been held on school values and behaviour.</p> <p>Tutor sessions were held at the start of the academic year to reset school behaviour expectations. Teachers also reset expectations specific to their classrooms in lessons over the first week of the academic year. This was repeated at the start of the new Autumn half and each subsequent half term.</p> <p>High expectations of SLT and staff ensure they continue to act as role models.</p> <p>The PSICHE Subject Leader has covered topics such as:</p>	<p>£1000 (resources)</p> <p>£1000 (CPOMS)</p>

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	<p>provided by senior leaders to regulate and then address inappropriate behaviour.</p> <ul style="list-style-type: none"> <li>- Targeted behaviour interventions are planned and scheduled for named pupils: <ul style="list-style-type: none"> <li>o individual behaviour plans for individuals</li> <li>o named pupil to continue to attend Anger Management</li> <li>o named pupils attend Art therapy sessions</li> <li>o named pupils attend Drawing and Talking sessions</li> <li>o named pupils attend MIND therapy sessions</li> </ul> </li> </ul>	<p>Therapy Teams</p>	<ul style="list-style-type: none"> <li>- The number of AP incidents reduce by at least 25%.</li> <li>- CPOMS is active and in use.</li> <li>- Categories accurately reflect the types of behaviours observed at Woodlane.</li> </ul>		<ul style="list-style-type: none"> <li>• Appropriate touch</li> <li>• Consent etc.</li> </ul> <p>Positive behaviour training took place at the start of the academic year 03/09/22, whole school behaviour training took place on 17/01/22.</p> <p>The SIA report details exceptional pupil behaviour (08/12/22).</p> <p>CPOMS for behaviour data analysis explored. However, the previous method was deemed more effective.</p> <p>3 x named pupils are receiving ELSA/Anger Management support in the 2021/2022 academic year have had a 25%/50%/80% reduction in office referrals in the Spring Term when compared to the Autumn Term. In the</p>	
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	<ul style="list-style-type: none"> <li>○ named pupils attend Anna Freud sessions</li> <li>○ participate in dog 'therapy' sessions</li> <li>○ named pupils participate in Fitbit sessions after break and lunchtimes</li> <li>○ named pupils participate in Zones of Regulation sessions</li> <li>○ named pupil to start the day off with reset of expectations from SLT</li> </ul> <p>- OT to advise on support for named pupils with sensory seeking behaviours, staff to implement strategies.</p>	CM/ RM/ ALL STAFF		Autumn Term	<p>Summer Term named pupils reduced referrals by 30%/50%/20% when compare to the Spring Term.</p> <p>1 x named pupil received 1:1 support at break and lunch times has reduced referrals by 100% in the Spring and Summer Term when compared to the 2021/2022 Autumn Term.</p> <p>2 x named pupils placed on positive behaviour plans, referrals have reduced by 100%/30% in the Spring Term when compared to the Autumn Term and reduced by 100%/30% in the Summer Term when compared to the Spring Term.</p> <p>VAT referrals reduced by 61% and VAP reduced by 50% when compared to the</p>	
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	<ul style="list-style-type: none"> <li>- Introduce CPOMS for behaviour tracking.</li> <li>- Review all category names, e.g. introduce the category 'moderate physical contact' when 'assault' or 'minor physical contact' does not adequately describe the incident.</li> </ul>				<p>2018/2019 Academic year.</p> <p>In the 2021/2022 academic year, AP referrals have reduced by 79% when compared to the 2018/2019 academic year.</p> <p>In the Autumn Term 2021 we introduced 2 x additional behaviour codes to more accurately record the use of language, including: Minor Inappropriate Use of Language; Moderate Use of Language. This has allowed for a more accurate reflection of incidents.</p> <p>Recruitment for OT has been a significant challenge, this is in line with national trends. The school continued to provide OT strategies on a whole school level, such as Zone of</p>	
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					<p>Regulation, movement breaks etc. The school recruited a part time self-employed OT as an interim measure. In September 2022 our permanent OT was appointed.</p> <p>A range of activities were used from Autumn-Summer Term, break time interventions included:</p> <ul style="list-style-type: none"> <li>• Zoned areas of responsibility for staff on duty in the playground</li> <li>• Structured and timetabled activities at break times which including: football; handball; cricket etc.</li> <li>• 1:1 support for named pupils at break and lunchtimes.</li> <li>• Increase in availability of equipment in the</li> </ul>	
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					<p>playground, including: basketballs; skipping ropes; hula hoops etc.</p> <ul style="list-style-type: none"> <li>• Therapy dog sessions during break times.</li> </ul> <p>Interventions in the 2021/2022 academic year supported the reduction in playground referrals by 24% and corridor referrals by 36% when compared to the 2018/2019 academic year.</p> <p>KS4 common room - introduced in the Spring and Summer Terms.</p> <p>Structured activities were varied at break and lunch time, for example, in the Spring and Summer to reflect the change in weather tennis and outdoor fitness was scheduled. A range of lunchtime</p>	
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					<p>clubs have been introduced such as Cricket, Football, Handball etc. Lunchtime competitions ran in the Spring and Summer Term e.g. Football, Netball, Table Tennis.</p> <p>Additional behaviour training was scheduled for playground staff in April INSET, 27/04/22. SLT role modelled behaviour support for play ground staff in Spring and Summer Terms. This supported the reduction in referrals in the Spring and Summer Terms when compared to the Autumn Term.</p> <p>SLT explored the introduction of OPAL, but this was deemed an inefficient use of resources. SLT have instead timetabled the TA/Apprentice leader to create a break/lunch</p>	
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					<p>curriculum for the next academic year.</p> <p>SLT explored a timetable changes to split break times, however data indicated this was unnecessary, as referrals had reduced and lunch break saw the higher number.</p> <p>Yellow Card/Red Card strategy strengthened in the playground and used effectively to help reduce the number of office referrals in the 2021/2022 academic year by 24%, when compared to the 2018/2019 academic year.</p> <p><i>Please note, /2018/2019 comparisons are used as this was full academic year before any school closures in 2019/2020 &amp; 2020/2021 making it challenging to</i></p>	
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					<i>show accurate comparisons.</i>	
2. Continue to reduce the number of behaviour referrals at break and lunchtime.	<ul style="list-style-type: none"> <li>- Recap behaviour expectations in whole school assembly upon pupil return from Summer.</li> <li>- Reiterate expectations of behaviour in corridor and playground in assembly, educate on medical needs in the school.</li> <li>- Schedule structured, engaging activities at break and lunch times, planned by TAs.</li> <li>- Schedule regular tutor sessions on expected behaviour.</li> <li>- All staff to role model expected lunch hall and playground behaviour.</li> <li>- Create, in partnership with pupils, individualised behaviour plans for named pupils.</li> </ul>	<p>CM/ RM</p> <p>RM/ SB</p> <p>TEACHERS</p> <p>ALL STAFF</p> <p>RM</p> <p>ALL STAFF</p> <p>RM</p>	<ul style="list-style-type: none"> <li>- Pupils make positive reports regarding break and lunch time behaviour in a pupil conference and school council meetings.</li> <li>- The number of break and lunch time referrals reduce by at least 50%.</li> <li>- The number of corridor office referrals reduce by at least 50%.</li> <li>- Key groups 'Other SEND', 'ASD' 'Other ethnic group', 'Black African group's office referrals reduce by at least 25%.</li> <li>- TAs hold zoned areas of responsibility.</li> <li>- Pupils are more interested and engaged in games.</li> <li>- Governor reports positive engagement in the playground and effective use of equipment through formal report.</li> </ul>	Autumn/ Spring/ Summer Term	<p>School council positively fed back regarding behaviour (see minutes).</p> <p>School Council positively fed back regarding safety (see minutes).</p> <p>86% of pupils believe that pupils at Woodlane behave well (11 pupils disagreed) (pupil questionnaire, February 2022).</p> <p>99% of pupils feel the school deals with any problems so they feel safe (1 pupil stated they do not feel safe - please note, when interviewed this was a general feeling of safety and anxiety, rather than feeling unsafe at school. Significant support is in place for this pupil)</p>	£2000 (playground resources)

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	<ul style="list-style-type: none"> <li>- All staff to enforce one-way system around the school.</li> <li>- Schedule targeted support: <ul style="list-style-type: none"> <li>o named pupil to be escorted to lessons at the end of break and lunchtimes</li> <li>o continued 1:1 support for named pupils to role model and engage in varied activities</li> <li>o named pupils to participate in non-competitive activities</li> <li>o named year 7 girls participate in MIND group therapy sessions</li> </ul> </li> <li>- Maintain a high level of staff visibility in the corridor, by staff having assigned areas of responsibility.</li> <li>- Maintain high levels of staff visibility in</li> </ul>	<p>SLT</p> <p>CM/ RM</p> <p>Governor - Amanda Smith</p>		Spring Term	<p>(pupil questionnaire, February 2022).</p> <p>100% of staff feel the pupils are safe at Woodlane (September 2022 staff questionnaire).</p> <p>100% of staff feel behaviour is good at Woodlane (September 2022 staff questionnaire).</p> <p>In 2021/2022, structured and timetabled activities at break times included: football; handball; cricket etc. These were varied in the Spring and Summer term to reflect the change in weather to include activities such as, Tennis and outdoor fitness. These structured activities have helped to support the reduction in referrals in the playground by 24% when compared to</p>	
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	<p>playground by assigning zones of responsibility.</p> <ul style="list-style-type: none"> <li>- Therapy dog to positively engage pupils in 'walk and talk' at lunch break.</li> <li>- Schedule formal visit by governor to explore lunch and playground behaviour.</li> </ul>				<p>the 2018/2019 academic year.</p> <p>Interventions in the 2021/2022 academic year supported a reduction in Corridor by 36% when compared to the 2018/2019 Academic Year.</p> <p>In the 2021/2022 academic year referrals for 'Other SEND' increased by 20% 'Other ethnic group' referrals reduced by 52%. ASD pupil referrals increased by 30%. When compared to the 2018/2019 academic year.</p> <p>Black African group referrals reduced by 53% when compared to the previous year.</p> <p>However, when compared to the 2018/2019 academic year there had been a</p>	
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					<p>125% increase in referrals.</p> <p>Horse riding and care opportunities for most office referred pupils were not scheduled.</p> <p>Formal governor visit did not take place.</p> <p>Introduce FitBit challenge for named pupils – fitness challenges introduced in the Spring and Summer Terms supporting the reduction in break and lunchtime referrals by 25% in the playground, when compared to 2018/2019 academic year.</p> <p>KS4 common room introduced in the Spring and Summer Terms. Impact and supported the reduction in playground referrals by 24% when compared to</p>	
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					<p>the 2018/2019 academic year.</p> <p>Varied structured activities at break and lunch time – in the Spring and Summer to reflect the change in weather e.g. tennis, fitness outdoors and supported the reduction in referrals by 24% in the playground.</p> <p>Behaviour training for playground staff delivered in April INSET, 27/04/22</p> <p>SLT modelled behaviour support in the playground. SLT regularly present in the playground at break and lunchtimes. This supported the reduction in referrals in the Spring and Summer Terms when compared to the Autumn Term.</p>	
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					<p>Break time fitness sessions for named pupils reduced referrals by 50%/60%/32%, When compared the 2018/2019 academic year.</p> <p>A range of lunchtime clubs have been introduced such as Cricket, Football, Handball etc. Lunchtime competitions ran in the Spring and Summer Term e.g. Football, Netball, Table Tennis.</p> <p>Timetable changes to split break times explored, however, behaviour data analysis highlighted the majority of referrals happened at lunch break and therefore this change was deemed unnecessary.</p> <p>Yellow Card/Red Card strategy strengthened in the playground and</p>	
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					used effectively to help reduce the number of office referrals in the 2021/2022 academic year by 24% when compared to the 2018/2019 academic year.	
3. Reduce the number of behaviour referrals and self-referrals in Science/PE/DT.	<ul style="list-style-type: none"> <li>- Science Subject Leader to plan and develop targeted intervention/recovery sessions for pupils.</li> <li>- The teacher to strongly use Zones of Regulation to identify any need for support early, to reduce missed curriculum.</li> <li>- Create, in partnership with pupils, positive behaviour plans for named pupils.</li> <li>- Recruit for permanent PE and DT posts.</li> <li>- Deputy/Assistant Head to provide targeted teacher and</li> </ul>	<p>RM/ SC/ MU</p> <p>MU/ PE TEACHER/ DT TEACHER</p> <p>RM</p> <p>CM</p> <p>RM/ SC</p>	<ul style="list-style-type: none"> <li>- Zones of regulation are used in every classroom.</li> <li>- Targeted guidance and support are provided to named teachers.</li> <li>- Targeted guidance and support are provided to named TAs.</li> <li>- Office referrals for Science are positively reduced by at least 25%.</li> <li>- Office referrals for PE are positively reduced by at least 25%.</li> <li>- Office referrals for Food Technology are positively reduced by at least 25%.</li> <li>- All staff have received an attachment awareness recap and continue to use strategies. This is evidenced in a Learning Walk.</li> </ul>	<p>Autumn Term</p> <p>Autumn/ Spring/ Summer Term</p>	<p>Zones of regulation are displayed and used in every classroom.</p> <p>Referrals in Science have reduced by 17% – PE a 33% reduction and a 56% reduction in Food Technology, when compared to the 2018/2019 academic year.</p> <p>2 x named pupils placed on positive behaviour plans in the 201/2022 Autumn Term, referrals have reduced by 100%/30% in the Spring Term when compared to the Autumn Term and reduced by 100%/30% in the Summer Term</p>	Costs already detailed.

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					<p>INSET, 27/04/22. SLT role modelled behaviour support for playground staff in Spring and Summer Terms. This supported the reduction in referrals in the Spring and Summer Terms when compared to the Autumn Term.</p> <p>9 x named pupils received Anna Freud support. 8 x named pupils received Mind support. 6 x named pupils received Respond Art therapy support during the academic year.</p> <p>In the February 2022 pupil questionnaire, the following was stated:</p> <ul style="list-style-type: none"> <li>• 100% of pupils believe teachers expect them to work hard and do their best.</li> <li>• 100% of pupils think their work is</li> </ul>	
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					<p>assessed helpfully so they can see how to improve it.</p> <ul style="list-style-type: none"> <li>• 86% of pupils believe that pupils at Woodlane behave well (11 pupils disagreed).</li> <li>• 99% of pupils feel the school deals with any problems so they feel safe (<i>1 pupil stated they do not feel safe - please note, when interviewed this was a general feeling of safety and anxiety, rather than feeling unsafe at school. Significant support is in place for this pupil</i>).</li> <li>• 99% of pupils have an adult in</li> </ul>	
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					<p>school they can talk to if they have a problem (1 pupil feels they do not have someone they can talk to).</p> <p>Learning Walk (13/12/21), all pupil behaviour for learning was excellent in all lessons observed.</p> <p>DT/PE/Science teachers received direct behaviour support/training/mentoring from SLT resulting in supporting the reduction of referrals in Science by 17% – PE by 33% and a 56% reduction in Food Technology, when compared to the 2018/2019 academic year.</p> <p><i>Please note, 2018/2019 comparisons are used as this was a full academic year before</i></p>	
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					<i>any school closures in 2019/2020 &amp; 2020/2021 making it challenging to show accurate comparisons.</i>	
4. Ensure pupil attendance continues to exceed the national average for SEND schools over time.	<ul style="list-style-type: none"> <li>- Create Virtual Learning Leader position and recruit to post.</li> <li>- Virtual Learning Leader to schedule virtual/home learning for any pupil who is unable to physically attend school but is well enough to access learning.</li> <li>- MMH Lead Practitioner to increase home/virtual learning for pupils on the MMH pathway who are unable to physically attend school but well enough to access learning.</li> <li>- Make Early Help referrals for named pupils, to initiate additional support.</li> </ul>	<p>CM</p> <p>SI</p> <p>MJ</p> <p>RM</p> <p>CM/ RM</p>	<ul style="list-style-type: none"> <li>- Attendance total reaches at least 92%, exceeding the national average for special schools, which is currently 89.9%.</li> <li>- Named pupils' attendance is improved by at least 25%.</li> <li>- The attendance of 'girls' is in line with that of 'boys'.</li> <li>- Early Help works in partnership with the family and school to improve attendance, as a result named pupil's attendance improves.</li> <li>- Pupils select attendance rewards and are motivated towards achieving them.</li> <li>- Attendance cards are sent to parents so they are aware of their child's level of attendance and the number of lessons missed</li> <li>- The uptake of vaccinations is high for staff and pupils.</li> </ul>	<p>Autumn Term</p> <p>Autumn/ Spring/ Summer Term</p>	<p>Computing Subject Leader gained the position of Virtual Learning Leader. Prompt and targeted response to absence ensures that the very large majority of pupils who are absent but well enough to learn engage in virtual live learning.</p> <p>MMH staff have developed an online/home learning offer for MMH pupils. Success rates were mixed but multiple opportunities provided.</p> <p>1 x early help referrals for attendance was made. A 25% increase in attendance compared to the previous academic year was achieved.</p>	Costs already detailed.

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	<ul style="list-style-type: none"> <li>- Create targeted and individual attendance plans for named pupils, developed with parents and pupil.</li> <li>- Continue Therapy Dog sessions for named pupils.</li> <li>- Continue termly attendance rewards, review rewards in school council.</li> <li>- Ensure high profile of termly attendance rewards, through regular assemblies, tutor activity etc.</li> <li>- Schedule home visits for named pupils to support return to school.</li> <li>- Ensure frequent communication with parents, explaining current Covid-19 attendance practices and expectations.</li> <li>- Send attendance cards to parents on a termly basis.</li> </ul>	<p>RM/ MJ</p> <p>TH</p>	<ul style="list-style-type: none"> <li>- The absence for Covid-19 is significantly reduced.</li> </ul>	<p>Autumn Term</p>	<p>Targeted attendance plans for 3 x named were created, a 15%/20%/33% increase in attendance compared to the previous Academic year.</p> <p>Pupils continue to work towards attendance rewards and incentives.</p> <p>Frequent and timely communication with parents has continued regarding Covid-19 practices. This is done via text, email, the website and letters.</p> <p>Uptake of vaccinations was excellent with staff. Only a very small minority chose not to take the vaccination (&lt;5%).</p> <p>Uptake of vaccination of pupils was excellent within the school's most vulnerable cohort, with</p>	
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	<ul style="list-style-type: none"> <li>- Explore the opportunity to offer Covid-19 vaccine at school.</li> </ul>				<p>many parents proactively seeking the vaccination from their GP. School hosted 3 x NHS vaccination sessions with 49 pupils receiving a first dose on-site.</p> <p>Attendance for the 2021/2022 academic year was 90.9% (this data excludes pupils on MMH pathway) This is 1% above the national average for special schools.</p> <p>In the 2021/2022 academic year, Girls attendance was 90.9% and Boys 91.2% Girls attendance increased by 5.5% and Boys decreased by less than 1% when compared to the previous academic year. When compared to the 2018/2019 academic year, Girls attendance increased by 1.4%, Boys</p>	
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					<p>increased by 0.3% (this data includes MMH pupils and pupils with medical needs, see attendance report).</p> <p>The school continued to engage with the NHS vaccination programme. 3 rounds of vaccinations were offered in the academic year, (October 13<sup>th</sup> 2021, January 12<sup>th</sup> 2022 and April 26<sup>th</sup> 2022) ensuring wider protection from Covid-19 to staff and pupils.</p>	
5. Increase attendance of pupils on our MMH pathway.	<ul style="list-style-type: none"> <li>- Continue to work closely with parents keeping positive lines of communication between home and school.</li> <li>- Introduce half-termly attendance rewards selected by the pupils.</li> <li>- Introduce weekly attendance rewards for named pupils.</li> </ul>	MJ	<ul style="list-style-type: none"> <li>- Positive relationships are maintained, with an open line of communication.</li> <li>- Pupils on the MMH pathway receive half termly or weekly awards for meeting attendance targets.</li> <li>- Pupils on the MMH pathway attendance reaches at least 65% overall.</li> </ul>	Autumn/ Spring/ Summer Term	<p>The Lead Practitioner is in regular contact with pupils' parents. Communication is open and honest.</p> <p>Half termly awards for MMH supported the increased attendance by 26% when compared to the previous academic year and 69% when compared to the</p>	<p>£500 (awards)</p> <p>£10,000 (therapy)</p>

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	<ul style="list-style-type: none"> <li>- Individual attendance targets set for all pupils on the MMH pathway.</li> <li>- Home visits take place for named pupils, encouraging pupils back into school.</li> <li>- Continue working in partnership with Early Help/Family support to gain support for families.</li> <li>- Continued Therapy Dog sessions for named pupils, schedule on days pupils identify as more challenging for them.</li> <li>- Schedule Anna Freud therapy sessions for individual pupils.</li> <li>- Increase virtual education where pupils cannot physically attend but are still well enough to learn.</li> </ul>	<p>CM/ RM</p> <p>Therapy Teams</p> <p>ALL STAFF</p> <p>MJ</p>	<ul style="list-style-type: none"> <li>- Individual pupil targets are met.</li> <li>- The MMH Lead Practitioner works in partnership with Early Help to achieve improvements.</li> <li>- Named pupils receive sessions with the therapy dogs, which encourages them into school.</li> <li>- Named pupils receive therapy with Anna Freud therapist.</li> <li>- Pupils receive home and virtual learning as the norm where required.</li> </ul>	<p>2018/2019 academic year.</p> <p>In the 2021/2022 academic year individual attendance targets were set for 5 named pupils, 3 pupils met their targets, while 2 did not meet their attendance target.</p> <p>Home visits taken place for 2 x named pupils, supported the increased attendance by 29%/24%.</p> <p>1 x early help referrals for attendance was made. A 25% increase in attendance compared to the previous academic year was achieved.</p> <p>MMH attendance in the 2021/2022 academic year was 67.2%, attendance has increased by 69% when compared to the</p>	
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	<ul style="list-style-type: none"> <li>- Increase home tuition where required for pupils on our MMH pathway.</li> </ul>				<p>2018/2019 academic year.</p> <p>Therapy dog sessions were provided as an incentive for MMH pupils to improve attendance however MMH pupils have not engaged with this strategy.</p> <p>9 x named pupils received Anna Freud support. 8 x named pupils received Mind support. 6 x named pupils received Respond Art therapy support during the academic year.</p> <p>MMH staff have developed an online/home learning offer for MMH pupils. Success rates were mixed but multiple opportunities offered.</p>	
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					<i>Please note, 2018/2019 comparisons are used as this was a full academic year before any school closures in 2019/2020 &amp; 2020/2021 making it challenging to show accurate comparisons.</i>		
						<b>Total Cost</b>	<b>£14,500</b>



## 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 go 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.

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- 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 PSCE 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 and develop our outstanding transition practices;
2. maintain strong mental health and well-being support for staff and pupils;
3. maintain and develop our strong parental engagement;
4. develop and refine our work-related learning offer; and
5. develop and refine our Travel Training offer.

Personal Development						
Area for Improvement	What?	Who? (Lead)	Success Criteria?	When? (Date)	Progress	Cost (£)
1. Maintain and develop our outstanding transition practices.	<ul style="list-style-type: none"> <li>- Recruit outstanding practitioner for our Transition Leader position.</li> <li>- Review and improve all transition paperwork to ensure parents do not need to repeat information provided.</li> <li>- Parent and pupil letters are updated where required.</li> <li>- Review, improve and amend pupils' health care plans for Year 7 pupils and mid-year starters, ensure this is completed in the Summer Term.</li> <li>- Provide a welcome gift for new starters e.g. branded bag, branded Woodlane bear, supporting secondary transfer tips for parents etc.</li> <li>- Update our transition video and post on the school website.</li> <li>- Schedule a virtual open morning for prospective parents.</li> <li>- Schedule a transition evening for parent to view</li> </ul>	CM	<ul style="list-style-type: none"> <li>- Outstanding teacher has been recruited to the Transition Leader post.</li> <li>- 100% of parents report an effective transition to Woodlane in our transition questionnaire.</li> <li>- All paperwork is necessary and has a purpose.</li> <li>- All transition paperwork is completed on the open evening.</li> <li>- Parent and pupil letters are up to date and sent in a timely manner.</li> <li>- Pupils' health care plans contain only essential information, are well presented, accessible and up to date.</li> <li>- Pupils and parents receive a welcome pack/gifts and report</li> </ul>	Autumn Term	Transition Leader has been recruited and in post from January 2022.	£1000 (gifts, video, resources etc.)
		Transition Leader		Spring Term	Outstanding/good teaching and learning has been observed (teaching and learning observations, Spring and Summer).	
		SB/ LF		Autumn Term	Books reflect the strong teaching and learning.	
		Transition Leader		Summer Term	Direct support for transition planning has been provided by SLT.	
				Spring Term	A review of transition paperwork has taken place and a collated booklet of streamlined paperwork made, professional results evident.	
				Autumn Term	Transition letters have been reviewed with SLT.	
					Virtual open evening took place on 13/10/21. Parents fed back	

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	the child's work and watch a pupil presentation.		<p>in the questionnaire that this helped their child feel more comfortable with their transition.</p> <ul style="list-style-type: none"> <li>- The transition video is updated and available on the school website.</li> <li>- Virtual open morning is well attended and supports parents in making the most appropriate school choice.</li> <li>- Parents and pupils enjoy the transition evening and celebrate pupil learning, as least 80% of parents attend.</li> </ul>		<p>that this was informative and aided their decision making.</p> <p>Quality pen portraits were produced.</p> <p>Pupils and parents reacted positively to their welcome packs and gifts. The Woodlane bear was well received!</p> <p>The transition video to be updated next academic year.</p> <p>Transition evening to take place in new academic year as planned.</p> <p>The Transition Leader has created a clear planner to ensure no deadlines are missed.</p>	
2. Maintain strong mental health and well-being support for staff and pupils.	<ul style="list-style-type: none"> <li>- Increase the number of Educational visits in the Autumn and Spring Terms, scheme of work to include details of visits which compliment learning.</li> <li>- Plan and book France residential early to allow for staggered payments, enabling more pupils to</li> </ul>	<p>SC</p> <p>CT</p>	<ul style="list-style-type: none"> <li>- At least 25 educational visits take place over the academic year.</li> <li>- France residential is booked and at least 10 pupils attend.</li> <li>- Pupils love their trip to France and share</li> </ul>	<p>Autumn/ Spring/ Summer Term</p> <p>Summer Term</p>	<p>27 educational visits have taken place this academic year to date (see risk assessments).</p> <p>We were unable to proceed with the France residential as 11 parents reserved a place and we required 20 to make the visit financially viable.</p>	<p>£5000 (residential, ducklings, outdoor learning etc.)</p> <p>£10,000 (therapy)</p>

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	<p>attend (if Covid-19 restrictions allow).</p> <ul style="list-style-type: none"> <li>- Pupils share learning from France residential in an assembly.</li> <li>- Hatch ducklings to enable pupil to develop their caring and nurturing skills.</li> <li>- Plan and schedule 'outdoor Maths learning' day which is creative, fun and supports pupil enjoyment of Maths learning.</li> <li>- Schedule Keeping Child safe in Education training for all staff.</li> <li>- Schedule Safeguarding and Prevent training for all staff.</li> <li>- Secure MIND therapy for named pupils.</li> <li>- Schedule Respond therapy for named pupils.</li> <li>- Schedule Anna Freud therapy for pupils on MMH pathway.</li> <li>- In staff meetings provide contacts for counselling service to staff.</li> <li>- Maintain SLT open door policy for any school or personal concerns.</li> </ul>	<p>CM</p> <p>SP</p> <p>CM</p> <p>RM/ Therap y Teams</p> <p>CM</p> <p>SLT/ MJ</p> <p>TH</p> <p>RM</p>	<p>their learning in assembly.</p> <ul style="list-style-type: none"> <li>- Ducklings are happy and well cared for.</li> <li>- Maths outdoor learning opportunities are increased.</li> <li>- Staff have received safeguarding training and their knowledge remains strong.</li> <li>- Named pupils receive MIND therapy.</li> <li>- Named pupils receive Anna Freud therapy.</li> <li>- Named pupils receive Respond therapy.</li> <li>- Staff access counselling services where required.</li> <li>- Staff gain support from SLT where required.</li> <li>- All pupils at Woodlane have access to a free school meal.</li> <li>- Pupils attend a Chessington trip and have great fun!</li> <li>- Governor reports on strong mental health</li> </ul>	<p>Spring Term</p> <p>Autumn Term</p> <p>Autumn/ Spring/ Summer Term</p>	<p>Ducking eggs were delivered in March 2022, 4/5 eggs hatched, they were a hit with pupils, who cared for them extremely well. Ducklings appeared happy and relaxed. They loved their first swim! An activity enjoyed by many pupils and staff. Pupils are keen to repeat this care in the future.</p> <p>Whole school safeguarding training took place on 23/11/21, this was clear and understood by staff.</p> <p>Whole school prevent training took place on 26/01/22, this was clear and understood by all.</p> <p>Headteacher refresher DSL training took place on 07/02/21, this training informed changes to our policy.</p> <p>Targeted staff mental health support was provided where required.</p> <p>9 x named pupils received Anna Freud support. 8 x named pupils received Mind support. 6</p>	
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	<ul style="list-style-type: none"> <li>- Ensure the profile of mental health remains high e.g. regular assemblies, information etc.</li> <li>- Continue LBHF's Universal Free School Meals pilot. Provide the necessary data and support analysis of the project.</li> <li>- Plan whole school trip to Chessington (if Covid-19 practices allow).</li> <li>- Schedule a formal governor visit to explore mental health practices.</li> </ul>	Governor – Jenny Jermain	practices for staff and pupils.	Summer Term	<p>x named pupils received Respond Art therapy support during the academic year.</p> <p>Universal Free school meals (UFSM) have continued to be provided to all pupils. The pilot research project was concluded in May and a response with future recommendations are expected to be shared in September or October 2022 via the Local Authority.</p> <p>A maths outdoor learning day took place on 29/03/22. Pupils had the opportunity to select from 6 different activities, including local educational visits. Feedback from pupils was positive (see summery report).</p> <p>Governor visit took place on 06/12/22. Governor report states that CO was impressed with the work taking place and the targeted interventions. She also highlighted:</p> <ul style="list-style-type: none"> <li>• The high levels of online support provided for absent students via Teams.</li> </ul>	
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					<ul style="list-style-type: none"> <li>The highly effective emotional support each pupil receives (1:1 if needed).</li> <li>The positive work being done towards the Well-being Award.</li> <li>Some difficulties with some pupils accessing their work online due to low motivation.</li> </ul> <p>Mental Health Theme Day took place on 24/03/22.</p> <p>Whole school Chessington visit took place and was enjoyed by all. The very large majority of pupils attended.</p>	
3. Maintain and develop our strong parental engagement.	<ul style="list-style-type: none"> <li>Recruit outstanding practitioner to our PE and Parent Partnership role.</li> <li>Book specialist speakers in SEND for parents and staff to attend.</li> <li>Book motivational speaker for parents and staff to attend.</li> <li>Programme workshops for parents in relevant areas: <ul style="list-style-type: none"> <li>Maths support</li> <li>E-safety</li> <li>Firefly</li> </ul> </li> </ul>	<p>CM</p> <p>Parent Partnership Leader / Teachers</p> <p>SLT</p>	<ul style="list-style-type: none"> <li>We have recruited to our PE and Parent Partnership position.</li> <li>At least 3 specialist speakers have visited Woodlane and sessions attended by parents and staff.</li> <li>A motivational speaker has visited Woodlane and sessions attended by parents and staff.</li> </ul>	<p>Autumn Term</p> <p>Spring Term</p> <p>Autumn/ Spring/ Summer Term</p>	<p>PE and Parent Partnership lead recruited and in post from November 2021. Following resignation of PE and Parent Partnership Leader we are now recruiting once again for this position.</p> <p>Workshops for parents have taken place in relevant areas:</p> <ul style="list-style-type: none"> <li>Maths support</li> <li>E-safety</li> <li>Firefly</li> </ul>	£3000 (speakers, workshops)

Who? Purple – SLT/Lead Practitioners/Governors

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Blue – Support Agency Partnerships



	<ul style="list-style-type: none"> <li>○ Science</li> <li>○ OT sensory activities</li> </ul> <ul style="list-style-type: none"> <li>- Schedule parent reference groups: <ul style="list-style-type: none"> <li>○ Firefly</li> <li>○ Virtual learning</li> <li>○ Mental Health</li> </ul> </li> <li>- Schedule a virtual open morning for prospective parents.</li> <li>- Schedule a cook a long live event for parents and pupils.</li> <li>- Adapt and plan appropriately for the increased numbers of parents who wish to attend the school's sports day. Consider, seating, shade, water/refreshments, etc.</li> <li>- Continue with the more flexible format of a virtual Year 7 Transition Event to improve parent attendance.</li> </ul>	<p>CM</p> <p>DT Leader</p> <p>PE and Partnership Leader</p> <p>Transition Leader</p>	<ul style="list-style-type: none"> <li>- Relevant workshops have been scheduled and attended by target parents.</li> <li>- Parents have attended parent reference groups and given feedback on: <ul style="list-style-type: none"> <li>○ Firefly</li> <li>○ Virtual learning</li> <li>○ Mental Health</li> </ul> </li> <li>- Virtual open morning was well attended and supported parents in making the most appropriate school choice.</li> <li>- A cook along with pupils live event was scheduled and all places filled.</li> <li>- School sports day is enjoyable and parents are able to join/watch in comfort.</li> </ul>	<p>Autumn Term</p> <p>Summer Term</p> <p>Summer Term</p>	<ul style="list-style-type: none"> <li>• Science etc.</li> </ul> <p>Virtual open evening took place on 13/10/21. Parents fed back that this was informative and aided their decision making.</p> <p>Motivational speaker was booked for staff (when explored it was deemed inappropriate to combine these sessions with parents. 'Setting inspirational outcomes and overcoming limiting beliefs' session has taken place, with two more sessions booked for the new academic year.</p> <p>Sport's Day was a very positive day, high number of parents attended. Pupils behaviour was excellent.</p> <p>Carried out a parent survey on use of Firefly, the outcome was that paper home work was more useful for most parents.</p> <p>Cook Along live session for parents/pupils not provided.</p>	
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4. Develop and refine and our work-related learning offer.	<ul style="list-style-type: none"> <li>- Increase links with local businesses.</li> <li>- Schedule inspirational visitors to inspire pupils in a variety of careers.</li> <li>- Seek relevant face to face work experience placements.</li> <li>- Ensure lower ability pupils have the opportunity to gain appropriate placements.</li> <li>- Pupils in Year 11 to attend and support with the newly created Café at West London College, staffed by pupils with ASD.</li> <li>- Greater involvement and publicising of Project Search (or similar) to encourage pupils to join a well-known company at a junior/entry level.</li> <li>- Careers workshops organised and run throughout the Autumn Term on Thursdays prior to pupils attending college visits. Organised in partnership with the Careers Cluster.</li> <li>- Newly appointed PSCE Leader introduces a range</li> </ul>	EC	<ul style="list-style-type: none"> <li>- Links allow for inspirational, yet appropriate placements.</li> <li>- At least 5 visitors attend and pupils engage in a variety of motivating tasks.</li> <li>- All pupils gain meaningful work experience placements.</li> <li>- Pupils comment positively on the inclusive Café project and it improves their understanding of the work place.</li> <li>- At least one Project Search employee visits to share information and guidance with pupils.</li> <li>- Ex-pupils continue to progress on to Project Search positions through links with WLC and WMSF. Identified through meetings with colleges and ex-pupil phone calls.</li> </ul>	Spring Term	<p>The vast majority of pupils gained appropriate and meaningful work experience placements including lower ability pupils. <b>Unfortunately, one placement cancelled at the last minute.</b> One pupil took part in a placement at school due to their needs. This was appropriate level of experience for this individual.</p> <p>Project SEARCH undertook a virtual meeting with all Year 11 pupils on 26/11/21, which included: meeting a current apprentice; learning about the wide range of jobs available to them; questions; learning how to gain specific roles.</p> <p>Year 11 pupils stated that they were surprised they could get paid to learn and do such jobs in the NHS.</p> <p>Let me Play, attended every Thursday from October - 7th December 2021. Each week a range of professionals attended Woodlane to help support the</p>	£3000 (work experience)
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	of engaging work experience placements through personal/previous school links.		<ul style="list-style-type: none"> <li>- Careers workshops are a success, with high levels of engagement shown and pupils reflecting positively on their impact.</li> </ul>		<p>pupils gaining vital skills ready for moving on. Including:</p> <ul style="list-style-type: none"> <li>• Exploring a range of jobs including the Army, who came for hands on session.</li> <li>• Pupils got to meet one of the directors of Morgan Sindall, a large construction company within the local area. As well HR employers.</li> <li>• Pupils learnt and practiced skills needed for interviews, applications and explored a range of possible careers available to them.</li> <li>• Pupils developed their confidence as well as communication skills in a range of activities including games, role play and hands on activities.</li> </ul> <p>4 visitors have currently attended to support pupil career progression:</p> <ul style="list-style-type: none"> <li>• In November and December 2021. Let me</li> </ul>	
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Who? Purple – SLT/Lead Practitioners/Governors

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Blue – Support Agency Partnerships

					<p>play, careers sessions took place. This was done through videos, games, discussions and hands on activities.</p> <ul style="list-style-type: none"> <li>• 28/01/22 - Reduce, Reuse, Recycle (global issues topic), pupils had a virtual tour and presentation from the recycling centre for Hammersmith and Fulham. Pupils learnt about the impact we as humans are having on the planet and what can we do through Reduce, Reuse, Recycle to help. Pupils enjoyed videos Q&amp;A and fact learning.</li> <li>• From March 2022, Turning Point – Trained SRE educators came to explore consent, resilience, peer pressure and how to say no in challenging and stressful situations. Pupils learnt through discussions, feedback, videos and games. They learnt techniques to help</li> </ul>	
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					<p>themselves as well as peers and showed great engagement in the topics.</p> <ul style="list-style-type: none"> <li>04/03/22 – Turning point healthy relationships – Trained SRE educators came to explore the impact of healthy and unhealthy relationships with Year 9. Pupils explored signs to look out for themselves as well as peers, how to seek advice and support, as well as how to deal with the situation if they ever faced it (saying no, consent). Pupils demonstrated better understanding of the topic after the session.</li> </ul> <p>Careers in hotel sessions did not take place in the Summer Term.</p>	
5. Develop and refine our Travel Training offer.	- Recruitment to our Travel Trainer, following the promotion of the previous post holder.	<p>CM/ JJ</p> <p>GW</p>	<ul style="list-style-type: none"> <li>New Travel Trainer is in post early in the academic year.</li> <li>At least 6 pupils receive travel training throughout the year.</li> </ul>	Autumn Term	<p>New Travel Trainer internally appointed in January 2022.</p> <p>New Travel Trainer has been supported by the previous post holder.</p>	Will bring funding into the school.

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	<ul style="list-style-type: none"> <li>- Previous post holder, now HLTA trains the new Trainer.</li> <li>- Previous post holder, now HLTA line manages the new Trainer.</li> <li>- Schedule formal external Travel Trainer training.</li> <li>- Named pupils receive travel training.</li> <li>- Pupils are identified for travel training and relevant outcomes are written into EHCP Annual Reviews.</li> <li>- A charging model is created for OOB pupils, (and those in H&amp;F) who hope to receive travel training. This is agreed in advance of training.</li> <li>- Pupils complete an end of course questionnaire to give their views on the training received.</li> <li>- New travel training video created for school website to describe process to pupils.</li> </ul>	<p>BS/TH /GW</p> <p>GW/ Travel Trainer</p>	<ul style="list-style-type: none"> <li>- Travel training outcomes are evident in relevant Annual Reviews.</li> <li>- Pupils from any LA have access to Travel Training.</li> <li>- Relevant LAs are charged for travel training.</li> <li>- All pupils who recently Travel Trained report increased confidence through questionnaire.</li> <li>- Pupils who recently Travel Trained gain increased access to school clubs.</li> <li>- Recently Travel Trained pupils' punctuality is excellent.</li> <li>- End of term/year reports highlight significant benefits of Travel Training on independence and wellbeing.</li> </ul>	<p>Autumn/ Spring/ Summer Term</p>	<p>6 pupils have moved to travel independence this year following completion of their travel training programme.</p> <p>Attendance for travel trained pupils in the academic year was 97%/96%/96%/93%/93%/ 85%. 1 pupil was below 90% this can be attributed to the family going on extended holiday at the start of the academic year.</p> <p>2 out of the 6 pupils travel trained have increased incidents of lateness to school while the others have never been late to school since being travel trained.</p> <p>3 out of the 6 pupils travel trained attend clubs.</p> <p>Newly appointed Travel Trainer completed Leeds training. The HLTA previously in the Travel Training post has provided valuable support and guidance regarding the role. The school has been able to train 2 pupils</p>	
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					<p>at a time where needed, and the offer has been able to grow.</p> <p>Travel training offer costed and shared with relevant local authorities. One pupil was due to begin at an agreed rate, but this was ceased at the request of the parent. Awaiting further opportunities to provide this as a costed option to Local Authorities for the Autumn Term 2022/23.</p> <p>HLTA has provided a number of outcomes for the EHCPs of pupils who are not yet travelling independently. Appropriate timeframes have been explored to ensure there is agreement.</p>	
<b>Total Cost</b>						<b>£22,000</b>

## Leadership and Management – Outstanding

### Evidence

**Who?** Purple – SLT/Lead Practitioners/Governors

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- 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.
- 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 etc. 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.
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. further improve the physical environment and facilities to ensure teaching and learning is supported by an inspirational teaching and learning environment;
2. maintain and gain relevant accreditations to demonstrate and celebrate best practice;
3. ensure the Woodlane staff team is strong, with complimentary skills, following recruitment challenges due to the Covid-19 pandemic;
4. introduce a KS4 nurture class to provide an appropriate pathway for our lowest ability pupils; and
5. safeguarding and Child Protection practices remain outstanding.

Leadership and Management						
Area for Improvement	What?	Who? (Lead)	Success Criteria?	When? (Date)	Progress	Cost (£)
1. Further improve the physical environment and facilities to ensure teaching and learning is supported by an inspirational teaching and learning environment.  (Linked to 5 Year strategic Plan)	<ul style="list-style-type: none"> <li>- Refurbish office space/meeting room:               <ul style="list-style-type: none"> <li>o gain 3 x quotes</li> <li>o present quotes and designs to governors, making recommendation</li> <li>o seek funding from the LA</li> <li>o select and commission works</li> </ul> </li> <li>- Upgrade classrooms:               <ul style="list-style-type: none"> <li>o gain 3 x quotes for science/Maths/English rooms</li> <li>o seek pupil feedback</li> <li>o present quotes and designs to governors, making recommendation</li> <li>o seek funding from LA</li> <li>o select and commission works</li> </ul> </li> <li>- Refurbish front of school toilets               <ul style="list-style-type: none"> <li>o gain 3 x quotes</li> </ul> </li> </ul>	CM	<ul style="list-style-type: none"> <li>- Office and meeting space is refurbished and more suited to its purpose.</li> <li>- Science/Maths/English rooms are redesigned and an example of best practice, providing an inspiration teaching and learning environment.</li> <li>- Pupils report in school council and pupil conferences that they love their new classrooms and are able to identify why they provide an improved learning environment.</li> <li>- 3 x toilets are refurbished, conformable and welcoming to visitors.</li> <li>- Pupils use an outside Maths space to enhance their teaching learning.</li> <li>- Pupils report in school council and pupil conferences that the</li> </ul>	Summer Term	<p>3 x quotes gained for office/meeting room refurbishment.</p> <p>3 x quotes gained for classroom refurbishment.</p> <p>Early conversations with the LA were challenging, who were reluctant for the school to undertake work. However, the LA are now in support of the works and will contribute £69,000 to the overall costs. The school intends to commission a quantity surveyor to support with the project, which has been moved to Summer 2023.</p> <p>Quotes have been presented quotes and designs to governors, SLT made their recommendation, which was provisionally accepted.</p> <p>SLT are keen to commission a quantity surveyor to project</p>	<p>£400,000 (over 2 financial years, aim to seek financial support from LA capital funding)</p> <p>Site Manager House refurbishment not budgeted for this financial year.</p>

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	<ul style="list-style-type: none"> <li>○ present quotes and designs to governors, making recommendation</li> <li>○ seek funding from LA</li> <li>○ select and commission works</li> </ul> <ul style="list-style-type: none"> <li>- Develop the side of school for a Maths outdoor learning space: <ul style="list-style-type: none"> <li>○ gain 3 x quotes</li> <li>○ seek pupil feedback</li> <li>○ Present quotes and designs to governors, making recommendation</li> <li>○ seek funding from LA</li> <li>○ select and commission works</li> </ul> </li> <li>- Explore the refurbishment of the site manager's house for nurture or primary area based on need.</li> </ul>		<p>outside Maths space has enhanced their learning.</p> <ul style="list-style-type: none"> <li>- Initial steps for the development of the Site Managers house have taken place.</li> </ul>		<p>manage, initial exploration has taken place.</p> <p>Due to funding constraints we have postponed the following for next academic year:</p> <ul style="list-style-type: none"> <li>• Gain quotes for front of school toilets.</li> <li>• Gain quotes for Maths outdoor learning space.</li> <li>• Gain quotes for Site Manager house.</li> </ul>	
2. Maintain and gain relevant accreditations to	<ul style="list-style-type: none"> <li>- Gain Mental Health Award: <ul style="list-style-type: none"> <li>○ collate evidence</li> </ul> </li> </ul>	MJ/ RM	<ul style="list-style-type: none"> <li>- The Mental Health Award is gained in 2022, it celebrates best practice.</li> </ul>	Summer Term	<p>Dyslexia Friendly accreditation was extended for another 3 years, confirmation and</p>	£6,000 (awards, resources etc.)

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	<ul style="list-style-type: none"> <li>○ collate evidence</li> <li>○ programme any necessary improvements</li> <li>○ schedule theme days</li> </ul> <ul style="list-style-type: none"> <li>- Share achievements with pupils and parents.</li> <li>- Post achieved kitemark on school website for each area, with links to relevant information.</li> </ul>					
<p>3. Ensure the Woodlane staff team is strong, with complimentary skills, following recruitment challenges due to the Covid-19 pandemic.</p> <p><i>(Linked to 5 Year Strategic Plan).</i></p>	<ul style="list-style-type: none"> <li>- Redistribute SLT roles and responsibilities.</li> <li>- Deputy to lead and line manage:               <ul style="list-style-type: none"> <li>○ MMH Lead Practitioner</li> <li>○ EHCP Lead Practitioner</li> <li>○ SBM</li> <li>○ Senior TA</li> </ul> </li> <li>- Carry out robust recruitment for the following positions:               <ul style="list-style-type: none"> <li>○ Transition Leader</li> <li>○ PE and Parent Partnership Leader</li> <li>○ DT Subject Leader</li> <li>○ New KS4 Nurture teacher</li> </ul> </li> </ul>	<p>CM TH</p> <p>CM</p> <p>SLT</p>	<ul style="list-style-type: none"> <li>- Roles and responsibilities summary is shared with staff.</li> <li>- Deputy provides quality line management and guidance to key staff.</li> <li>- New teaching staff start their positions.</li> <li>- No loss in service due to Assistant Head's Covid-19 absence and maternity leave.</li> <li>- The school directly employs it OT and SALTs.</li> <li>- The Headteacher gains the role of SEND specialist member.</li> </ul>	<p>Autumn Term</p> <p>Spring Term</p>	<p>Roles and responsibilities summary was shared with staff in September INSET.</p> <p>Deputy has undertaken close line management of the following:</p> <ul style="list-style-type: none"> <li>• MMH Lead Practitioner</li> <li>• EHCP Lead Practitioner</li> <li>• SBM</li> <li>• Senior TA</li> </ul> <p>Key recruitment has taken place and teachers have started in the various positions.</p> <p>Successfully recruited an Outstanding teacher to the Nurture Teacher position.</p>	<p>£25,000 (additional roles, recruitment etc.)</p> <p>OT/SALT cost neutral, due to increased top up.</p>

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	<ul style="list-style-type: none"> <li>o Nurture Leader (Internal)</li> <li>o Travel Trainer (internal)</li> <li>- Maternity cover of Assistant Head to be absorbed by existing SLT. Plan for her absence in the 3<sup>rd</sup> trimester of pregnancy, due to Covid-19 health and safety procedures.</li> <li>- Take the management of key support services in house, recruit to the following positions: <ul style="list-style-type: none"> <li>o OT (1.0 full time).</li> <li>o SALT – (1.5 full/part time).</li> </ul> </li> <li>- Headteacher to apply for SEND specialist member position, for the tribunal service. To gain a deeper understanding of demands on parents and LAs and the decision processes around SEND.</li> <li>- Deputy Head to apply for NPQH to begin in Spring 2022.</li> <li>- Explore a one-off staff bonus for 2022 to reward</li> </ul>	<p>TH/ CM/ Therap y Teams CM</p> <p>TH CM</p>	<ul style="list-style-type: none"> <li>- Deputy Head is on target to achieve and complete the NPQH within the appropriate timeframe (minimum 18-month process).</li> <li>- The school's self-evaluation indicates the school is 'outstanding' in every category, providing an 'outstanding' quality of education'. Staff receive their bonus due to this achievement.</li> </ul>	Autumn Term	<p>Maternity absence of Assistant Head has been well managed by SLT and no additional member of staff was required.</p> <p>Headteacher was shortlisted and interviewed for Special Member position. The Headteacher gained the position and is exploring how 30 days sitting may be possible.</p> <p>Deputy Head teacher has been accepted and is on track to gain NPQH in due course.</p> <p>A bonus scheme was explored but deemed inappropriate by SLT and the governing body for spending of public purse. However, a pay review will take place for groups and individuals where appropriate e.g. an increase of individual SEN allowance from SEN1 to SEN2 for additional responsibility, TA Pay etc.</p> <p>The headteacher has carried a full TA pay review, which resulted in the following</p>	
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	<p>and motivate staff aiming to return to 'outstanding' quality of education and 'outstanding' overall. This is due to the exceptional circumstances of the impact of the Covid-19 pandemic on pupil progress and outcomes and are determination to return to pre Covid-19 levels:</p> <ul style="list-style-type: none"> <li>○ consult with HR</li> <li>○ consult with governors</li> <li>○ consult with staff</li> </ul>				<p>recommendations (which were accepted by governors):</p> <ul style="list-style-type: none"> <li>• There is no change to the salaries of 4 roles.</li> <li>• Admin Assistant salary to move from Scale 3 to Scale 4.</li> <li>• Future consideration is made to an increase in Admin Officer salary dependent on experience and progression to a senior level.</li> <li>• All specialist Teaching Assistants currently on Level 3 (Scale 4) move to Level 4 (Scale 5).</li> <li>• The previous salary adjustment would allow for (Level 3) Scale 4 to be used for progression opportunities for outstanding current Teaching Assistants or a higher starting point for outstanding/experienced applicants, thus aiming to increase retention and limit recruitment challenges (this is not a recommendation based</li> </ul>	
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					<p>on school salary comparisons).</p> <ul style="list-style-type: none"> <li>It is recommended that this change is effective from April 2022. This timescale falls within the end of year appraisal point for support staff.</li> <li>Recruitment challenges resulted in the school reviewing a possible contract for OT/SALT with CLCH, this has now been negotiated, with 1.8 (SALT and 0.8 OT). A Top Up increase covers the large majority of costs. All positions have now been recruited to and practitioners in post.</li> </ul>	
<p>4. Introduce a KS4 nurture class to provide an appropriate pathway for our lowest ability pupils.</p> <p><i>(Linked to 5 Year</i></p>	<p>- Participate in the LA sufficiency review:</p> <ul style="list-style-type: none"> <li>explore with the LA the need for Primary places.</li> <li>explore with the LA the need for Nurture places.</li> <li>explore with the LA the need for</li> </ul>	<p>CM/TH</p> <p>CM</p>	<p>- Woodlane have contributed to the LBHF sufficiency review. We understand the need surrounding cohort demands better and plan accordingly.</p> <p>- A Nurture Leader is appointed internally.</p>	Spring Term	<p>An Outstanding Nurture Leader has been internally appointed.</p> <p>7 x Year 7 pupils have confirmed Nurture places for September 2022.</p> <p>The KS4 Nurture Timetable has been planned.</p>	<p>Cost neutral due to placement costs.</p> <p>Site Manager's house not budgeted for this financial year.</p>

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Strategic Plan).	<p>SEND/SEMH places.</p> <ul style="list-style-type: none"> <li>- Introduce a KS4 Nurture class: <ul style="list-style-type: none"> <li>o timetable for KS4 Nurture class, devise suitable timetable for the class, following a one main teacher model.</li> <li>o recruit for Nurture Leader position</li> <li>o recruit for KS4 Nurture class teacher</li> <li>o consult on 5 x KS4 places for this year</li> <li>o relocate current KS3 nurture class to our upstairs classroom</li> <li>o adapt TEACCH space into a suitable KS4 temporary classroom</li> </ul> </li> </ul>	<p>NURTURE LEADER</p> <p>CM</p> <p>Governor – Guy</p>	<ul style="list-style-type: none"> <li>- A new outstanding KS4 Nurture teacher is recruited.</li> <li>- The KS4 Nurture class timetable is scheduled.</li> <li>- Quality schemes of work are available.</li> <li>- 5 x KS4 pupils join the class.</li> <li>- Roll numbers sustain the funding required for class.</li> <li>- Governors state in formal report that the KS4 nurture class provides value for money.</li> <li>- At least 97% of pupils meet expected progress.</li> <li>- At least 50% of pupils exceed expected progress.</li> <li>- Pupils gain a variety of relevant qualifications.</li> <li>- Governor reports on strong practices, progress and outcomes in our new Nurture class.</li> </ul>	Summer Term	<p>The vast majority of pupils are meeting their expectations across all subject areas.</p> <p>Maths, Computing, History and PE are showing the highest levels of progress in expectations exceeded. This is outstanding evidence for the effectiveness and impact of the Nurture Class and mirrors what is seen in observations and Book Looks.</p> <p>The proportion exceeding expectations is lower than the percentage for the whole school.</p> <p>Successfully recruited an Outstanding teacher to the Nurture Teacher position.</p> <p>SLT are exploring use of the BDA primary school, to accommodate growing numbers.</p> <p>Governor visit remains required.</p>	
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	<ul style="list-style-type: none"> <li>○ devise quality schemes of work</li> <li>○ secure funding by informally increasing roll number to ensure sustainable for future</li> <li>○ monitor and track pupil progress through B-Squared progression steps.</li> <li>○ schedule governor visit to observe the KS4 nurture class, exploring value for money.</li> <li>○ schedule a parent reference group to explore the impact of the nurture classes.</li> </ul> <p>- Explore the refurbishment of the site manager's</p>	Vincen t				
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	<p>house for nurture or primary pupils based on need.</p> <ul style="list-style-type: none"> <li>- Schedule formal governor visit to assess the impact of our KS4 Nurture Class.</li> </ul>					
5. Safeguarding and Child Protection practices remain outstanding.	<ul style="list-style-type: none"> <li>- Policies are updated with the guidance on peer to peer abuse/links to mental health.</li> <li>- Schedule Keeping Child Safe in Education training for all staff.</li> <li>- Transition to CPOMS safeguarding and monitoring tracking.</li> <li>- Explore the use of CPOMS to analyse behaviour data.</li> <li>- Update our '<i>outstanding teaching and learning at Woodlane</i>' criteria to include area on well-being.</li> <li>- Provide 'walk and talk' opportunities with therapy dogs in the playground.</li> <li>- DSL training is scheduled for returning Headteacher.</li> <li>- DSL training is scheduled for Deputy Head.</li> </ul>	<p>CM/ RM ALL STAFF</p> <p>RM</p> <p>CM</p> <p>CM/ RM</p> <p>CM/ TH</p> <p>MJ</p>	<ul style="list-style-type: none"> <li>- All policies are updated appropriately with the relevant information.</li> <li>- Staff have received safeguarding training and their knowledge remains strong.</li> <li>- CPOMS is used to track and monitor safeguarding concerns.</li> <li>- If deemed appropriate CPOMS is used to analyse behaviour data.</li> <li>- The headteacher has updated relevant DSL training.</li> <li>- The Deputy Head has updated relevant DSL training.</li> <li>- There is a high uptake of Covid-19 vaccination.</li> <li>- Parents/pupils/staff are well informed.</li> <li>- Pupils have participated in 'world sight day'</li> </ul>	Autumn Term	<p>All policies are updated in the specified timeframe. The safeguarding policy was updated in January 2022. The policy now includes clearer guidance on school practices around allegations towards staff and action taken in regards to low level concerns.</p> <p>Staff participated in Keeping Children Staff in education tasks to assess understanding in September-October INSET.</p> <p>Whole school safeguarding took place on 23/11/21, training was clear and accessible.</p> <p>Whole school prevent training took place on 23/11/21.</p> <p>Headteacher DSL refresher took place on 07/02/22, training was clear and accessible. The</p>	<p>£1500 (DSL training, world site day).</p> <p>CPOMS detailed above.</p>

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	<ul style="list-style-type: none"> <li>- Ensure Covid-19 practices are in line with medical and government advice.</li> <li>- Ensure our Covid-19 risk assessment is amended and updated accordingly.</li> <li>- If possible offer Covid-19 vaccinations to pupils on site.</li> <li>- Ensure appropriate and accurate information/guidance on mental health is shared with parents/pupils/staff.</li> <li>- Programme 'world sight day' activities to educate pupils on differing needs.</li> </ul>		activities and have an increased understanding of visual impairment.		<p>deputy is due an update in June 2022.</p> <p>Headteacher completed Safer Recruitment training on 17/03/22.</p> <p>CPOMS safeguarding online tracking was introduced in January 2022 and is being used effectively. It is also now used to log accidents and injury and physical intervention.</p> <p>Our Covid risk assessment has been regularly updated and is available on the school website. Key changes are communicated to pupils in assembly.</p> <p>Key feedback from the staff questionnaire in September 2022, includes:</p> <ul style="list-style-type: none"> <li>• 97% state the communication is effective within the school.</li> <li>• 100% state that they are aware of the school's procedures relating to child protection.</li> </ul>	
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					<ul style="list-style-type: none"> <li>100% state they feel their contribution to the school is valued by the senior managers.</li> </ul> <p>CPOMS for behaviour data analysis explored. However, the previous method was deemed more effective.</p> <p>Uptake of vaccinations was excellent with staff. Only a very small minority chose not to take the vaccination (&lt;5%).</p> <p>Uptake of vaccination of pupils was excellent within the school's most vulnerable cohort, with many parents proactively seeking the vaccination from their GP. School hosted x 3 NHS vaccination sessions with 49 pupils receiving a first dose on-site.</p> <p>Key pupil questionnaire February 2022 statistics, include:</p> <ul style="list-style-type: none"> <li>99% of pupils feel the school deals with any problems so they feel safe (<i>1 pupil stated they</i></li> </ul>	
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					<p><i>do not feel safe - please note, when interviewed this was a general feeling of safety and anxiety, rather than feeling unsafe at school. Significant support is in place for this pupil).</i></p> <ul style="list-style-type: none"> <li>• 99% of pupils have an adult in school they can talk to if they have a problem (1 pupil feels they do not have someone they can talk to).</li> <li>• 95% of pupils believe staff treat all pupils fairly and with respect (4 pupils disagreed)</li> </ul> <p>DSL training for deputy scheduled for September 2022.</p> <p>Safer recruitment training has been completed by the Deputy Head in September 2022.</p>	
Total Cost						£432,500