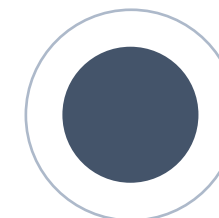
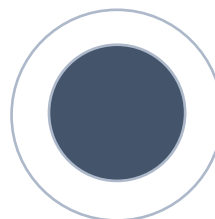




# Self-Evaluation Form

## 2023-2024



# Self-Evaluation Form and School Improvement Plan 2023-2024

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<b>Ofsted Area</b>	<b>Grading</b>
<b>Overall Effectiveness</b>	<b>Outstanding</b>
<b>Quality of Education</b>	<b>Outstanding</b>
<b>Behaviour and Attitudes</b>	<b>Outstanding</b>
<b>Personal Development</b>	<b>Outstanding</b>
<b>Leadership and Management</b>	<b>Outstanding</b>

As we move into the new academic year and protecting our community from Covid-19 has become the new, but challenging normal, we remain determined that our pupils access the outstanding education they are used to, whether they are physically in or out of school. Within our 2021/2022 self-evaluation we acknowledged that the quality of education at Woodlane was 'good', therefore despite remaining 'outstanding' in every other area, we considered ourselves to have an overall judgement of 'good'. This was due to the consistency of progress in a very small minority of subjects, which were specifically affected by the Covid-19 pandemic and we had not consistently reached our own outstanding threshold, despite interventions. We were keen to ensure pupils had access to a full, engaging curriculum when feeling well and not able to attend school thus eliminating any loss of curriculum time. Our 2021/2022 school improvement plan set out how, over a 12-month period, we implemented robust targets to ensure the quality of education and overall provision returned to 'outstanding'. The plan was successful and in 2022/2023 we were once again able to state that the quality of education at Woodlane is 'outstanding' and thus our overall effectiveness is 'outstanding'. We are pleased that our 2023-2024 self-evaluation, once again demonstrates that our overall provision as 'outstanding'.

Please see Appendix 1 for 'Covid-19 – How Woodlane responded to the challenges'.

## Characteristics of Woodlane High School

- At the start of the academic year 2023/2024, 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.
- 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 £67,275 in Pupil Premium funding. This is equivalent to 65 pupils (60%) 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 11 academic years.
- The School Improvement Plan (SIP) has undergone a redesign this year to positively reduce administration time, it will however be trialled for its effectiveness over the course of the academic year, before being adopted again next academic year.
- 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*'.

## Inspection Data Summary Report (IDSR)

Characteristics examined within the Inspection Data Summary Report (IDSR) Released 7<sup>th</sup> June 2023.

### Absence:

- No significant or exceptional areas.

### Suspensions and permanent exclusions:

- The 1 pupil in the whole school with a suspension in 2020/21 was suspended once.
- The 1 suspension in the whole school in 2020/21 was for bullying.
- There were no permanent exclusions in the whole school in 2020/21. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.

### Pupil groups:

- Overall absence for pupils whose first language was not English (12.1%) was in the highest 20% of all schools in 2021/22. Persistent absence for pupils whose first language was not English (42.9%) was in the highest 20% of all schools in 2021/22.

**School and local context:**

## Characteristics:

	2020	2021	2022
School number on roll	Well below average 104	Well below average 104	Well below average 104
School % FSM	Well above average 57	Well above average 59	Well above average 59
School % SEND support	Well below average 6	Well below average 6	Well below average 0
School % EHC plan	Well above average 94.2	Well above average 94.2	Well above average 100
School % EAL	Well above average 33	Above average 27	Above average 21
School % stability	Well below average 74	Well below average 68	Well below average 87

**Local authority information as of May 2023:**

- This school is maintained by Hammersmith and Fulham local authority which maintains 24 primary schools, 1 secondary school, 4 special schools, no alternative providers, no pupil referral units and 4 nursery schools.
- The latest overall effectiveness grade for this school is outstanding.

**Staff absence:**

- During 2020/21 - 0 days on average were lost to teacher sickness absence. This was in the lowest 20% nationally.
- To reduce burden during the pandemic, schools were not required to provide information on teacher absences for 2019/20.

**Staff retention:**

- At the time of the November 2021 census, there were no full-time vacant teacher posts in the school.
- The staff turnover (15%) was in the highest 20% in 2020/21.

**Finance:**

- In 2021/22, the school had a revenue reserve of £760k.
- In 2021/22, this school had a positive in-year balance (£57k).
- In 2021/22, this school had a per pupil spend of £24k.
- In 2021/22, this school received £2.6m in grant funding, £930k less than the national average.

**Local area and school links:**

- The school location deprivation indicator was in quintile 4 (more deprived) of all schools.
- The pupil base is in quintile 4 (more deprived) of all schools in terms of deprivation.
- According to the January 2022 census, pupils at this school were also registered at the following registered providers:
- Secondary - Lady Margaret School - URN 138607 (1)

**Ethnicity whole school:**

- This school has 15 out of 17 possible ethnic groups. Those with 5% or more are:
  - 22%: White - British
  - 15%: Any other ethnic group
  - 15%: Black or Black British - African
  - 11%: Parent/pupil preferred not to say
  - 10%: Mixed - Any other Mixed background
  - 8%: White - Any other White background

**Year group context:**

	Number on roll	% FSM	% EAL
Year 7	22	59	Below other years 5
Year 8	22	50	Below other years 14
Year 9	21	Above other years 71	16
Year 10	22	Above other years 68	Above other years 32
Year 11	17	Below other years 41	Above other years 44

- Prior attainment of all year groups is considered 'Below National' in Reading, Writing and Mathematics.
- No data is available for Years 7 and 8.

EHC plan (104)						
SEND primary need	Y7	Y8	Y9	Y10	Y11	Total
Specific Learning Difficulty	1	0	0	1	2	4
Moderate Learning Difficulty	1	1	5	2	0	9
Severe Learning Difficulty	0	0	0	0	1	1
Social, Emotional and Mental Health	1	0	0	1	3	5
Speech, Language and Communication Needs	6	6	7	5	1	25
Hearing Impairment	0	3	0	0	0	3
Visual Impairment	0	2	0	0	0	2
Physical Disability	0	2	1	2	0	5
Autistic Spectrum Disorder	6	6	3	2	7	24
Other Difficulty/Disability	7	2	5	9	3	26
<b>Year group totals</b>	<b>22</b>	<b>22</b>	<b>21</b>	<b>22</b>	<b>17</b>	<b>104</b>

- All pupils have an EHCP.
- Type of resourced provision: No resourced provision
- Number of pupils with SEND who are also disadvantaged: 62
- There were no pupils with SEND support in this school (from Year 1 upwards).

**Subject entries:**

Subject cluster	Subject	Qualification type	2019 entries	2021 entries	2022 entries
Art & design	Art & Design	GCSE	16	17	16
Business, administration & finance	Personal finance	Level 2	1		
Design & technology	D&T Food Technology	GCSE		8	6
English	English Language	EBacc GCSE	9	10	8
	English literature	EBacc GCSE	9	10	7
Languages, literature and culture	French	EBacc GCSE	1	3	3
	Spanish	EBacc GCSE	1		
Mathematics & statistics	Mathematics	EBacc GCSE	2	6	7
Media	Multimedia	Level 1/2		9	7
Science	Biology	EBacc GCSE	4	6	6
	Physics	EBacc GCSE	1		



- A darker shade of purple indicates a higher number of entries for the subject.
- 2019 cohort = 19;
- 2021 cohort = 18;
- 2022 cohort = 17



# School Self-Evaluation Form

## Overall Effectiveness



### Overall Effectiveness – Outstanding

In making our judgement regarding our overall effectiveness, we consider what it is like to be a learner at Woodlane, the standard of education, training and care.

The evidence contained within the following sections, Quality of Education, Behaviour and Attitudes, Personal Development and Leadership and Management demonstrates 'outstanding' effectiveness overall.

### 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 have worked tirelessly to ensure pupil progress returned to its usually outstanding level (97%+ meeting and 50%+ exceeding) and gaps in learning were filled for each and every pupil. During the year 2021-2022 the vast majority (98.69%) made, and the majority (54.43%) exceeded expected progress, returning Woodlane to its pre-pandemic outstanding level. During the year 2022/2023 the following progress was achieved by the whole school:

Whole School Progress 2022/2023 – Summer Term			
Total Data Points: 2114	Exceeding	Meeting+	Below
<b>Pupils</b>	1315	2094 (2117) *	16
<b>Percentages</b>	62.20%	99.01% ★	0.99%

- 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 outlined 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. While we have reached pre-pandemic levels of progress the school continues to ensure gaps in learning are addressed.
- The school has taken the conscious decision to uphold the highest expectations of pupil progress. This has ensured that outstanding still means outstanding at Woodlane. 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. During the year 2021-2022 the vast majority (97.18%) achieved expected outcomes and the large

majority (68.31%) exceeded expected outcomes. During the year 2022/2023, 77.5% of pupils exceeding expectations. A rise of 9.23% from last year, with 95.72% meeting expectations.

- 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. The school has also introduced *'Woodlane Outstanding TA/Apprentice Support'* criteria, which is used to support and inform judgements on the quality of support at Woodlane.
- 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 other 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'*.
- In line with national and regional challenges, the school has experienced 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. The school is proactive in its retention and recruitment activity and is carrying out a school wide teacher, flexible working arrangement (see policy for full details).
- 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 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.

- 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. It is informed by research and data and is evidence based.
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. The school recognised there was additional work to be done in this area to further reduce loss of curriculum time due to the impact of the Covid-19 pandemic, therefore, Woodlane now provides virtual learning where pupils who are absent but still well enough to access live virtual learning. This change is now embedded in practice is able to support pupils with a range of medical and mental health needs.
5. The sensory room provides opportunities for targeted sensory support and enables pupils to regulate 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 and targeted interventions where required.

### Headline Areas for improvement (September 2023) – we are taking steps to:

1. Further raise progress and outcomes in Science to ensure they meet the school's 'outstanding' threshold.

2. Ensure reading practices are high profile, promoting our 'love to read' agenda.
3. Reduce 10 highest office referred pupils' behaviour incidents, reducing their office referrals by at least 25% (this will also support the reduction of behaviour incidents of pupils in receipt of pupil premium).
4. Ensure the RE (+ Geography) curriculum is board, balanced and offers challenge.
5. Ensure the Woodlane staff team is strong, with complimentary skills.

*See School Improvement Plan 2023-2024.*



# School Self-Evaluation Form

Quality of Education



## Quality of Education – Outstanding

In making our judgement we consider the effectiveness of education using the intent, implementation and impact model. Our practice is informed by research and data and is evidence based, please refer to our Teaching and Learning policy for our rationale. As a result, the Quality of Education is deemed 'outstanding'.

## Intent – *What is Woodlane aiming to achieve through its curriculum?*

- 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, these include:



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), this will include, but is not exclusive to:
  - ✓ personal & social well-being (*safety/self-image/self-esteem*);
  - ✓ communication skills (*speaking/listening/reading/writing/body language*);
  - ✓ social skills (*behaviour*);
  - ✓ physical & health skills (*hygiene/healthy eating/exercise/team skills*);
  - ✓ ICT skills (*using computers to share and seek information*); and
  - ✓ independence and study skills (*thinking skills/self-organisation/concentration*) etc.
- 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.
- To ensure that all pupils receive an education that is in line with the statutory guidance outlined in the SEND Code of Practice 0-25.

### Implementation – *How is the Woodlane curriculum delivered?*

- 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, appropriate to the pupil's stage of development.
- Our curriculum offers significant cross-curricula learning opportunities to ensure pupils make significant personal development.
- Our curriculum covers a wide range of core and foundation subjects.
- We dedicate substantial time to both core and foundation subjects.
- Our KS3 curriculum covers 15 subjects, which are taught through 25+ hours contact time each week. Subjects taught are as follows:
  - ✓ English
  - ✓ Maths
  - ✓ Science
  - ✓ Computing
  - ✓ History
  - ✓ RE
  - ✓ Geography
  - ✓ Art
  - ✓ PE
  - ✓ DT Food Technology
  - ✓ DT Textiles
  - ✓ Spanish
  - ✓ Drama
  - ✓ PSICHE
  - ✓ Music
- Our KS4 curriculum covering a range of 13 subjects (some are 'options'), which are taught through 25+ hours contact time each week. Subjects taught are as follows:
  - ✓ English
  - ✓ Maths
  - ✓ Science
  - ✓ Computing
  - ✓ ASDAN/History

- ✓ Art
- ✓ PE
- ✓ DT Food Technology/DT Textiles
- ✓ Spanish/Vocational Skills
- ✓ PSCH
- ✓ College Link/Work Experience

- Recovery Lessons are taught to all of KS3 (x3 lessons per week), and KS4 (x1 lesson per week in Year 10). These subjects formed the school's Covid-19 catch-up response and ensured dedicated curriculum time was provided to identified areas of lost learning, missed opportunities or regression. Our Recovery Lessons are now primarily used where areas for improvement are identified through our data analysis or observation. They may also be used for enrichment opportunities. For example, the following areas have been targeted through this additional curriculum time:

- ✓ Science – experimentation and practical work.
- ✓ Numeracy – problem solving.
- ✓ STEM – investigation and practical application of Science.
- ✓ Art – a whole school 'Artsmark' project on puppetry.
- ✓ PSCH – Friendship and teamwork
- ✓ Humanities – Controversial topics leading to a whole school debate.
- ✓ Further areas will be included as and when these are identified in the school's data analysis etc.

- 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 (view our curriculum maps on our website, found under each subject area).
- We offer a wide range of qualifications, which are selected to appropriately challenge (these can vary from year to year), based on the pupil's stage of development, including:

- ✓ English Language (GCSE)
- ✓ English Literature (GCSE)
- ✓ Step Up to English (Gold and Silver Entry Level)
- ✓ English (Entry Level)
- ✓ Non-Qualification English Units for learners below Entry Level (AQA Unit Award Scheme)
- ✓ Mathematics (GCSE)
- ✓ Mathematics (Entry Level)
- ✓ Mathematics Functional Skills (NCFE Level 1 and 2)
- ✓ Non-Qualification Mathematics Units for learners below Entry Level (AQA Unit Award Scheme)
- ✓ Science - Biology (GCSE)
- ✓ Science - Biology, Chemistry, Physics (Entry Level)
- ✓ Non-Qualification Science Units for learners below Entry Level (AQA Unit Award Scheme)



- ✓ Art and Design (GCSE)
- ✓ Non-Qualification Art and Design Units for learners below Entry Level (AQA Unit Award Scheme)
- ✓ Humanities/History (WJEC Entry Level Combined Diploma or Single Certificate)
- ✓ Non-Qualification History Units at Level 1 for learners who need extending beyond the Entry Level (AQA Unit Award Scheme)
- ✓ Non-Qualification Humanities Units for learners below Entry Level (AQA Unit Award Scheme)
- ✓ Spanish and other Languages (GCSE)
- ✓ Non-Qualification Spanish and other language units for learners below GCSE (AQA Unit Award Scheme)
- ✓ ASDAN (Gold, Silver and Bronze)
- ✓ Computing (Entry Level)
- ✓ Media (BTEC)
- ✓ ICT Functional Skills (Level 1)
- ✓ Design Technology - BTEC Home Cooking Skills (Level 1 and Level 2)
- ✓ Design Technology - Textiles (GCSE)
- ✓ Preparation for Work (WJEC Entry Level Diploma or Certificate)
- ✓ PE – Certificate in Sport (NCFE Level 1 and Level 2)
- ✓ Non-Qualification Vocational Skills Units for all those working within the Vocational Studies lessons (AQA Unit Award Scheme Units at Pre-entry, Entry Level or Level 1)
- ✓ Non-Qualification Music Units for all learners (AQA Unit Award Scheme)

- Enjoyment in learning is incredibly important to us, we therefore also run regular whole school theme days throughout the academic year, which have included: Medieval Day; World Heritage Day; Lions of Zulu Land; Science Day; Art Day; Puzzle and Challenge Day; School Improvement Day; Money and Enterprise Day etc.
- We provide additional extra-curricular activities at lunch time, after school and specially targeted support on a Saturday.

### Teaching and Learning

- Our pupils are taught by well-qualified and experienced transition teachers in Year 7 and subject specialists from Year 8 to Year 11.
- Our Headteacher is well qualified, possessing a range of post graduate qualifications, including; BA (Hons); PGCE; MEd; NPQH.
- Our senior leaders are well qualified, possessing a range of qualifications.
- We have several SpLD specialist teachers. Dyslexia Friendly criteria can be found below (Appendix 1).
- Our Special Educational Needs and Disabilities Co-ordinator (SENDCO), holds a BSc in English Studies and Anthropology; PGCE in English/Drama and Media; Level 5 OCR Qualification in Teaching SpLD and will be completing the National Award for Special Educational Needs Coordination.
- Staff and pupils have collaborated to design bespoke criteria for '*Outstanding Teaching and Learning at Woodlane*' criteria, which are used to judge the quality of teaching and learning at Woodlane (Appendix 2).
- Staff and pupils have collaborated to design a bespoke criteria of '*Outstanding TA/Apprentice Support at Woodlane High School*' (Appendix 3)
- The curriculum is differentiated broadly into 3 levels of challenge, 'all', 'most' and 'some'. Further differentiation and personalisation are implemented when required.

- We have a 3-tiered approach to supporting each pupil's learning, including:

**Universal** – this is the teaching your child will receive from our transition/subject teachers and will include adaptations to match learning needs. All classes:

- ✓ are supported by a teaching assistant (TA),
- ✓ have a maximum of 12 pupils per class to ensure there is a high level of support available from the teacher and TA,
- ✓ are multi-sensory,
- ✓ are dyslexia friendly,
- ✓ have integrated speech, language and communication support, e.g. consistent use of Communicate in Print symbols.
- ✓ have integrated occupational therapy support, e.g. zones of regulation and sensory regulation tools.
- ✓ are supported either directly or indirectly by speech and language therapists.

**Targeted** – it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part approach of a) **assessing** your child's needs, b) **planning** the most effective and appropriate intervention, c) **providing** this intervention and d) **reviewing** the impact on your child's progress towards individual learning outcomes.

Interventions may include:

- ✓ specific targeted numeracy/literacy small group activities run outside the classroom. These will be limited to a number a weeks to minimise disruption to the regular curriculum;
- ✓ one to one literacy/reading support from a SpLD specialist;
- ✓ one to one reading intervention using the SRA programme; and
- ✓ one to one/small group sensory support/circuits etc,
- ✓ specialist streamed literacy lessons at KS3; and
- ✓ specialist streamed numeracy lessons at KS3.

**Specialist** – it may be necessary to seek specialist advice and regular long-term support from a specialist professional in order to plan for the best possible learning outcomes for your child. This may include educational psychology support, speech and language therapy, occupational therapy, art/play therapy, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. **However, for a high proportion of Woodlane High School pupils, access to these specialists is automatic due to specification a pupil's EHC Plan.** Pupils have access to appropriate support, including relevant technical aids, therapeutic input, and medical needs as outlined within a pupil's EHCP. Resources should be accessible through location, availability and timing and also include access to IT, reference materials and technologies as well as specialist support staff.

## Homework

All homework is set on paper or on Google Classrooms (parents and pupils requested this), which is managed by the Computing and Home-Learning Subject Leader. Logon details for each pupil are shared when they join the school and allow access to resources. Homework is differentiated to provide the appropriate level of

challenge. Training is provided for all staff to access the system and offered to all parents/carers and pupils to ensure there are no barriers to pupils completing their homework.

The purpose of homework is:

- To consolidate and reinforce skills and understanding, extend school learning, encourage pupils to devote time to particular demands.
- To encourage pupils to develop confidence and self-discipline.
- To provide opportunities for practicing life skills.
- To encourage pupils to manage their own time and develop their independence.
- To prepare pupils for the demands of GCSEs, BTECs, NCFE and Entry Level Qualifications.
- To foster a partnership between home and school and encourage parents to take an active role in their child's learning.
- To enable parents to be involved and informed about the type of work being undertaken in class.

Homework can be used for:

- Reinforcing of class work.
- Researching topics and investigations.
- Preparation for class work.
- Reviewing, redrafting or summarising a piece of work.
- Learning key vocabulary.
- Revising for tests.
- Supporting KS4 coursework.
- Extension tasks and projects.

All homework should:

- Be fully explained by staff and clear to pupils.
- Be given appropriate lesson time to ensure understanding, e.g. not be set in the last few minutes of the lesson.
- Be recorded in pupil planners/Home-School reports, with a deadline and any instructions that may be relevant.
- Be set on paper or in Google Classroom with an appropriate timeframe for completion, e.g. 1 week.
- Be titled clearly, using Subject and Topic information.
- Be set in a predictable manner to enable pupils to plan their homework pattern.
- Be formatted in a familiar/standardised manner throughout, including use of the school's colour schemes (Appendix 6).
- Be written using the school's standardised terminology, e.g. All, Most and Some, with language that is dyslexia friendly and accessible to all.
- Cover a range of activities and skills.
- Be manageable for pupils at all levels. Where an individual pupil requires more personalised/differentiated homework, this should be provided individually.
- Be accessible, (and easily understood) for the benefit of all staff who support through Homework Club.

Frequency and duration of homework:

- All core and foundation subjects should set at least one piece of homework a week.
- There is some flexibility for larger projects that are designed to be completed over a number of weeks.
- In general, tasks should take approximately 15 minutes for a pupil to complete, rising to 30+ minutes for GCSE tasks in KS4.
- KS3 pupils are expected to read at home at least 3 times a week.
- KS4 pupils are expected to review and revise content on recommended websites for exams and qualifications regularly as part of their homework schedule.
- KS3 and KS4 pupils will have the opportunity to participate in home-school partnership activities, such as Mathletics and Spellodrome.

Staff must ensure:

- Consideration is given for the individual circumstance of different families.
- Homework is marked promptly after completion (or directly after the due date), with appropriate feedback as per the school's marking policy, e.g. a point for improvement, a specific area that was achieved well.
- Regular checks are made to establish which pupils are completing homework, and where support is necessary. Pupils are referred to homework club where necessary.

### **Home Learning**

When a pupil is required to remain off of school for 3 or more days, but is well enough to learn, the school puts in place Home Learning. This is coordinated by the Computing and Home-Learning Subject Leader. The school has access to technology that can be provided to any pupil who does not have appropriate facilities to work from home in the event of a period of absence.

Delivery of Home Learning takes 2 separate forms:

- Short term Home Learning (1 or 2 days) – e.g. a pupil's transport is cancelled at short notice.
- Longer term Home Learning (3 days +) – e.g. a pupil is required to self-isolate due to a positive (asymptomatic) Covid-19 test.

Short Term Home Learning:

- Pupils are expected to access homework either on paper or through Google Classroom.
- Pupils will complete tasks set by teachers.
- Where this absence is planned, the pupil will be invited to join classroom learning virtually (please see below).
- Where this absence is not planned, teachers will add any classwork to the pupil's book for the lessons they are absent for. This will be identified with the word 'absent' at the top.
- Pupils will be given opportunities to catch up on missed work at a later date, or through homework club.

Longer Term Home Learning:

- As soon as it is known that a pupil will be absent from school (but they are well enough to learn from home) the Computing Subject Leader will check the pupil's timetable and establish which lessons are possible for the pupil to access remotely. Exceptions will apply, e.g. Science practical tasks where a 'do at-home' alternative is not practical or safe. Where this is case, staff will ensure there is work for the pupil to complete through Google Classroom.

- The Computing Subject Leader will set up a Live Lesson link through Microsoft Teams and a timetable for any lessons that the pupil will be joining for the known days of absence.
- Staff will be informed of the pupil's timetable and will ensure they have prepared for the pupil to join their lesson through Teams.
- This Teams link, and any available pre-lesson content will be sent to the pupil through Google Classroom, as this creates a secure access point for the pupil to their lessons.
- The pupil will join their lessons. The teacher and any available teaching assistants will incorporate the pupil in as much of the lesson content as possible, ensuring that they experience a broad and balanced curriculum even if absent.
- At the end of their absence, any work they completed at home on paper or through Google Classroom should be added to their class books as evidence of their continued engagement.

## Assessment

The progress of each pupil is carefully monitored throughout their time at Woodlane. Checks on progress take place formally at set intervals and informally throughout the school day. Analysis of progress data shows that pupil underperformance is rare, but addressed where found. Assessment takes the form of the following:

- Each pupil collates a Pupil Achievement Book, where they showcase their best work and demonstrate progress over time in a variety of subjects.
- Woodlane uses 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 Flight Path is used to track the progress of individual pupils and determine expected outcomes from different starting points ([see Appendix 5](#)).
- Our Assessment Map highlights the range of qualifications available and how these can be compared to one another ([see Appendix 4](#)).
- Teachers and senior leaders use a range of formative and summative assessment procedures to assess progress and attainment, including:
  - ✓ daily marking;
  - ✓ self/peer assessment;
  - ✓ reading/spelling/maths age assessment;
  - ✓ Cognitive Ability Tests (CATS);
  - ✓ Pupils Attitudes to Self and School (PASS);
  - ✓ informal/formal examinations; and
  - ✓ B-Squared Progression Step data, etc.

## Impact - What difference is the Woodlane curriculum making on pupils?

- 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. Pupils and staff have also created 'Woodlane Outstanding Support' criteria, which is used to support judgements on the quality of support.

- 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 and encourage evidence informed teaching.
- 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, it returned to outstanding in 2021-2022 and was maintained in 2022-2023.
- 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 have worked tirelessly to ensure pupil progress returned to its usually outstanding level (97%+ meeting and 50%+ exceeding) and gaps in learning were filled for each and every pupil. During the year 2021-2022 the vast majority (98.69%) made, and the majority (54.43%) exceeded expected progress, returning Woodlane to its pre-pandemic outstanding level. During the year 2022-2023, 99.01% of pupils met expectations and 62.2% exceeded. This is the highest levels achieved since 2019 (pre-pandemic).
- 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. During the year 2021-2022 the vast majority (97.18%) achieved expected outcomes and a majority (68.31%) exceeded expected outcomes. During the year 2022-23 77.5% of pupils exceeded expectations in qualifications. A rise of 9.23% from last year. 95.72% of pupils met expectations.
- 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 was a significant focus of 2021-2022, this continued in 2022-2023 where Science was graded good and rapidly improving. The following improvements were made in 2022/23:
  - Science saw a 20% increase in the proportion of pupils exceeding expectations.
  - The proportion of pupils exceeding expectations rose 7% year on year.
  - The progress of KS4 pupils in Science is strong, particularly Year 11.
  - The proportion of girls exceeding expectations continues to grow.
- Analysis of outcomes (2023) and pupil progress (Summer 2022/2023) indicates that there is little statistical significance between key groups, although there was a small dip overall in progress data:
  - A gap of 8% has developed in the proportion of girls exceeding expectations within internal assessment, compared to boys. This data has fluctuated widely over the year and developed only within the Summer Term 2023. Further work is already underway to close this gap.

- Gaps in progress between SEND groups are small and all groups met the school's outstanding threshold in the last year. However, pupils with the primary need MLD are an area of interest for the next year due to a smaller proportion exceeding expectations.
- No progress gaps are noted within the school's ethnicity data.
- The overall gap in progress between Pupil Premium and those not in receipt grew in the final term of 2022/23 but both groups achieved the school's outstanding threshold. In the core subjects, 64% of pupils not in receipt of PP exceeded expectations, compared with 51% who were in receipt.
- 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.
- 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. In 2021/22, Woodlane's published scores were as follows:
  - **Progress 8:** -1.35 (improved from -1.72 in 2018/19)
  - **Attainment 8:** 13.1 (improved from 8.6 in 2018/19)
  - These published scores show significant progress from previous years and cohorts. The school continues to push for outstanding achievement, despite the known challenges of the last few years.
  - Qualification options are wide, pupil engagement is high and the curriculum is robust, offering depth and adding value.
  - Compared to the last available data, a 0.4 increase in Progress 8 and a 4.5 increase in Attainment 8 are rightly celebrated.
- If the school uses the Progress 8 score and ranks Community SEND schools across the whole of the UK, Woodlane is the 15<sup>th</sup> highest performing school of its type. This places the school well within the top 5% nationally.
- Using Woodlane's Attainment 8 score of 13.1, the school is ranked 18<sup>th</sup> nationally, moving further up the national ranking and within the top 5%.
- 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 11 years.
- Pupils regularly return to Woodlane to celebrate their achievements Post 16.

#### Refer to:

- Lesson observations, work scrutiny, performance management.
- 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 5 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 deep dives allow for pupil progress to be analysed in depth.



**Areas for improvement:**

*See School Improvement Plan 2023-2024.*



# School Self-Evaluation Form

## Behaviour and Attitudes



### Behaviour and Attitudes – Outstanding

In making our judgement on behaviour and attitudes we evaluate our pupil expectations, pupil conduct and pupil attitudes to their education. We consider relationships and our anti-bullying culture. We also consider attendance and punctuality. As a result, behaviour and attitudes is deemed '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 extremely 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. Pupils highly value the school's self-referral system, which encourages self-regulation.
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:

*See School Improvement Plan 2023-2024.*



# School Self-Evaluation Form

## Personal Development



### Personal Development – Outstanding

In making our judgement on the personal development of pupils, we evaluate our wider curriculum and how it extends beyond the academic, technical and vocational. We consider our work to support pupils to develop their character and staying physically and mentally healthy. We also consider how we prepare pupils for future success and life in modern Britain. As a result, personal development is deemed '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 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. It has also started a wider internal refurbishment, which has included development of our core subject classrooms.
- Our self-referral system, where pupils are able to request a referral to the office enables pupils to self-regulate and positively move towards managing their own behaviour. A self-referral is viewed as a positive action, as the individual has identified, for themselves, a need for support.
- Woodlane recognises the multicultural, multi-faith nature of London and the United Kingdom. We understand the crucial role we play in promoting, developing and deepening pupils' understanding of the fundamental British values, including: democracy; the rule of law, individual liberty and mutual respect.
- We have an active school council which promotes democracy and includes all pupils in decisions made about their school.
- We celebrate the culture and background of staff and pupils. We welcome staff from other countries, and visitors from other faiths to share their language and culture with pupils in formalised and informal settings.
- Pupils are actively encouraged to make their own choices, knowing that they are in a safe and supportive environment.

- Highly vulnerable pupils, with complex SENDs and social and emotional difficulties are able to access and sit demanding examinations.
- Woodlane provides an effective careers programme through its 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:

*See School Improvement Plan 2023-2024.*



# School Self-Evaluation Form

## Leadership and Management



### Leadership and Management – Outstanding

In making our judgement on leadership and management we evaluate the following: our vision; our policies and practices; our self-improvement; our engagement with the wider community; workload; governance and our safeguarding and child protection practices. As a result, our leadership and management practices are deemed 'outstanding'.

### Evidence

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

#### 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 support staff development and training. Leaders actively encourage staff to gain post graduate qualifications.

#### Areas for improvement:

*See School Improvement Plan 2023-2024.*

# Appendix 1

## Covid-19

### How Woodlane responded to the challenges

#### Safeguarding and Child Protection Arrangements during School Closure

Child protection and safeguarding practices remained our over-arching priority when we closed the week before the national school closure (16th March 2020). Specific closure practices were introduced on the day of closure and a Safeguarding and Child Protection Annex to our policy produced and shared with staff.

#### General action

SLT took many general actions as part of our usual practices, with the wellbeing of all children at the centre. These were documented in updated policies and displayed on the school website:

- Pupils were reminded of who to contact if they felt they were at risk or immediate danger in a tutor session, at the end of the school day before closure.
- To increase the probability that pupils were engaged in appropriate activity during closure, daily tasks were posted to the school website and then on Firefly. The following rules applied:
  1. All pupils are expected to complete the set tasks each day.
  2. Tasks will be posted before 10.30 each day, during term time.
  3. Tasks will remain active for two days or until the due date, they will then be removed to make way for the next task.
  4. Tasks will be differentiated to enable the parent or child to select the most appropriate level.
- A new Child Protection and Safeguarding Policy Annex During Closure for Covid-19 was adopted and updated weekly.
- A newsfeed regarding access to the foodbank was sent on the school website, inviting parents in need of support to contact the foodbank directly or contact us for support.
- Other signposting elements were added to the school website and shared with parents, regarding mental health, accessing different language Covid-19 documents, services for those shielding, etc.

#### Communication

The school has always prided itself on personalised communication with all partners, however Covid-19 introduced new challenges, particularly in maintaining communication with historically hard to reach parents, the following was implemented:

- Regular newsfeeds were added to the school website with information and advice for parents, weekly updates of the Child Protection Annex, messages from staff including moral support and social stories, and important messages about closure/re-opening.
- The school adopted a parent text messaging service to ensure rapid communication was possible. This was already part of the school plan but Covid-19 resulted in these plans being expedited.



- The school used a rapid email system to improve the speed of email communication, particularly sharing information about live and remote learning.
- The school answerphone message indicated that the school was closed, stating that senior managers can be contacted on admin@woodlane.lbhf.sch.uk. Remote access to answerphone was set up to retrieve messages. The SBM checked messages daily.
- Tutors called parents/pupils in their tutor group once weekly on a Wednesday.
- Tutors recorded brief notes and sent them to SLT on the same day. SLT followed up where required. Staff ensured they called on a withheld number, left a message and called back if necessary.

### **Targeted Support**

The school put in a range of measures to support those pupils who have increased vulnerabilities, due to involvement from social services e.g. a Child Protection Plan/Child in Need/Early Help Plan etc:

- Social workers were all informed of closure.
- Additional twice weekly calls (Monday and Thursday) by SLT, who must have spoken directly with the pupil. SLT called on a withheld number and brief notes were made.
- Reminders given regarding foodbank if required and vouchers offered.
- Liaised with social workers as required based on feedback. If an emergency, reporting took place to duty line as per usual practice.
- SLT attended planned review meetings, (remotely) unless otherwise directed.
- School continued to use the CP reporting system.
- School was able to accommodate initially a small number of pupils on CP plans and those identified as struggling with their mental health. This group returned to school w/c 30<sup>th</sup> March 2020 and we remained open throughout the Easter break.
- These pupils initially attended 2 days per week. This provision took the following form:
  - 7 pupils attended throughout, limited to those with mental health difficulties, children of key workers and those on CP plans.
  - Pupils attended initially on Tuesdays and Thursdays, which grew to 3, and then to 5 days.
  - All pupils were risk assessed individually.
  - All pupils wore non-School uniform.
  - School was cleaned every day after use with particular focus on the rooms that pupils were in.
  - A mixture of activities was offered including cooking, sports, school work and communication skill support.
  - Strict social distancing and Covid-Secure risk assessment adhered to.
  - Attendance was restricted to ensure pupils avoided public transport.
  - Agreement from Local Authority to bring pupils in, or walk if the distance was close enough.

### **Further Developments**

Over the weeks there were increasing numbers of requests from parents for their child to return to school. With the help of staff who volunteered to come in to school to support pupils, the school was able to take a further 13 pupils from 1<sup>st</sup> May 2020, pupils were prioritised according to:

- Child Protection

- Mental Health
- Key Worker parents
- Safe travel arrangements
- Pupils ability to socially distance within the school.

This provision was a Care+Education blended model during May 2020, with an increased focus on education from June 1<sup>st</sup> – at which point the school increased numbers to 30% of the school cohort.

Pupils joined ‘bubbles’ which were not able to mix during the school day. These were mixed year groups and based on pupil relationships first and foremost. The rationale behind this was due to the numbers attending being different in each year group, and the transport arrangements – which the school ensured was a factor in groupings.

Pupils were supported by 2 members of staff in each bubble and daily activities had a focus on fun/engagement and included Live Learning, to ensure pupils working from home still had a link to the school.

This model continued throughout the Summer Term.

Woodlane applied for and received 9 laptops from the DfE and LBHF, which the school set up and distributed to parents. Disappointingly, these laptops did not arrive until the last week in July despite applications being submitted in April, leading pupils without the necessary technology at home to be without it for the whole Summer Term.

School kept all decisions under constant review based on the most readily available information. This was communicated to parents/carers through the communication methods outlined above.

- Woodlane’s offer grew quickly to be extremely broad in content, and robust enough to enable staff to monitor progress (see Covid-19 Closure: Summer Term Report 2019/2020: introduction; end of year data; Covid-19 closure curriculum; engagement and progress; child protection and wellbeing; staff views; parent views; pupil views; conclusions).
- **Woodlane was the first SEND school in the LA to establish a virtual learning offer for pupils. Anecdotally, we believe we were one of the first, if not the first nationally.**
- As a school committed to continuous improvement, our usual monitoring practices required adaptation. During the period of closure, remote learning reviews took place to inform practice and identify areas for improvement.
- The removal of exams required adaptation of practices, teacher assessed grade practices were robust. Please refer to determining teacher assessed grades Summer 2021 – summary report, which includes details on the following: how grades were selected; assessment and evidence; review of initial data entry, historical comparisons; individual pupil and subject investigations.

#### **How we implemented the curriculum during the pandemic**

As detailed above:

1. Lesson by lesson tasks posted daily.
2. Tasks posted on Firefly.
3. Virtual learning.
4. Targeted face:face school places for our most vulnerable pupils.

- As school closed (16th March 2020), Woodlane was using the school website 'Homework' section to upload daily homework. This was in the form of a Word document with space to write (if printed) or type answers. There was an expectation that all pupils completed work, but an understanding that this would be in different amounts due to personal situations at home. School set up a temporary Homework email address for parents/pupils to send in completed work. Staff were asked to upload in the usual way they did for weekly homework, but ensure work was provided for each lesson that they were timetabled to teach each day.
- This method required adaptation, as each year group had 12 tasks per day added. Teacher and parent feedback from this time suggested pupils were getting through 2 or 3.
- Finding the right piece of work became challenging the more that were added. Due to the significant build-up of documents on each page, work had to be removed manually each day so there were never more than 30 items within the list. This meant that if pupils missed a couple of days, they would miss work that supports/leads on to the next task, limiting progression and making longer consecutive pieces of work impossible. Pupils frequently reported that they had often resorted to scanning the list to find their favourite lesson and only doing those pieces of work. Parents regularly reported that they could not open some documents due to not having Microsoft Office, and it was not possible to use more personalised tasks as there was no 'logon' system, so all pupils (and the internet as a whole) had access to the website.
- The tasks were well differentiated in a format with which pupils were familiar, but staff were finding they were constrained by the technology. Videos had to be linked-to using a long web address, which was useless to those who printed the homework. There were no opportunities for even basic feedback, and the vast majority of pupils were not sending work back to school so it was unclear how many accessed and completed work, or the quality of their answers. During this initial phase, Woodlane received multiple calls and emails from parents who were either/or; still trying to work from home, had fallen sick and still trying to care for their families, were trying to meet the complex needs of their child amongst their other responsibilities, or simply struggling to manage in the new normal. Often, questions expressed were regarding, "Where will I find the time to help my child with their work?" and "How much is he/she expected to do?" As a school there was a conscious decision to reduce this pressure on families. Work would continue to be shared in full, with each lesson having a piece of work available. However, pupils and families were best placed to determine the number of these that were being completed due to their changing personal circumstances. Regular calls home allowed us to gauge what was being done and encourage/prompt work from those where families or the pupil were not engaging at all.
- The school did not immediately have systems in place to return homework through a single method. As there was no indication of how long school would be closed, some pupils chose to hold on to their paper homework to hand to staff at a later date, others took photos of completed work, whilst others some sent work back to the school homework email address to be shared with staff. All methods were acceptable in these initial weeks of school closure.
- Woodlane used this stop gap method for just over 2 weeks, from Tuesday 17th March 2020 until 2nd April 2020 when school closed for Easter. During the Easter break, (at which time Woodlane was open 2 days a week to children of key workers and those on any form of child protection plans), project style work was put online using the same method but only once per week.
- During this period, school worked tirelessly to find a longer term and more accessible method to ensure pupils could continue learning from home. Woodlane had been actively looking to migrate to a more inclusive digital package for homework but Covid-19 fast tracked this process.

#### **Use of Firefly**

On 4<sup>th</sup> May 2020, Woodlane's new online learning platform (Firefly) went live. Firefly is an app, as well as a website, which uses an individual password. All pupils were invited to an assembly to learn about the system and receive their logon details. These were also shared directly with parents by email.

The school began by using Firefly in its simplest form. Homework tasks were set daily as per the school's timetable. Firefly enabled staff to set homework tasks live on the website using text boxes of varying lengths to encourage different types of response from pupils. This avoided previously seen challenges of downloading/re-uploading documents and limited issues with not having the right software. The response from pupils was positive (as noted by teaching staff and tutors in their weekly call logs) and the initial novelty of completing homework online led to improved engagement.

The school enhanced this learning with 10 live learning sessions per week. Although these were hosted in Microsoft Teams, Firefly had the functionality to link pupils directly to the live session from the Firefly homepage or even through a piece of homework set on the site. These sessions were provided for all pupils and gave opportunities for face to face contact, targeted support and had an extremely positive response (supported by Pupil Views – Section 8). Woodlane trialled different methods of delivery for these sessions over the first few weeks and settled on the most consistent and accessible for pupils. Further increases in these live sessions were trialled but it appeared there was a cap on the number of sessions an individual would attend each day, and numbers diminished in sessions the more that were added. 2 live sessions was sustainable for staff and encouraged the greatest number of attendees. This was in addition to 6 pieces of work on Firefly each day. Pupils attended the live learning sessions in great numbers (supported by Staff Views – Section 6), with particularly strong turnout at those sessions based around areas of interest. This particularly included the Woodlane Weekly Quiz, (for which we handed out prizes), and Live Art sessions. Woodlane continued to build on these successes and streamlined practice. Pupils consistently completed tasks published online and returned these to staff for basic feedback and acknowledgement of their work and effort. By the end of the academic year, Firefly was in use by almost all of the school, with consideration to each pupil's personal circumstances at home.

#### **Future Developments**

- Parents, Pupils and Staff were consulted in the Summer Term and were in favour of continuing to use Firefly for Homework in the Autumn Term.
  - An added benefit of Firefly is, if a second lockdown took place or significant numbers had to self-isolate, the school would already be using a familiar system and work could seamlessly move online.
  - Further communication from school regarding the expectation around school work continuing during further school/partial closure.
  - Cross-curricular 'Challenge' Workbooks provided to all pupils who need to isolate, which also includes their logon details for Mathletics/Readiwrite/Firefly to ensure no breaks in learning, even for those who cannot or will not engage in Firefly/Live Learning (approximately 10% of pupils according to data).
  - Monitoring the quality of provision:
1. Covid-19 Closure: Summer Term Report 2019/2020 – progress and wellbeing report.
  2. Remote learning reviews.
  3. Teacher assessed grades and evidence.

#### **What arrangements were implemented for the transitional period**

- On-going virtual learning
- Recovery lessons – driven by data
- Increased level of moderation

#### **Remote learning still in place**

- We maintain a remote learning offer where if pupils are absent from school but well enough to learn, they are encouraged to attend virtually.
- This offer now extends wider than those pupils effected by Covid-19 and supports pupils who may have medical or mental health needs.
- Staff who are absent for Covid-19 but are well enough to work are expected to do so from home and teach/support their lessons virtually. Our School Improvement Advisor reported that following observation in a learning walk, this way of working was seamless in the lesson observed.
- We have appointed a Virtual Learning Leader with the responsibility of leading and managing this important area of the school's work.
- This way of working is a positive we can take from learning during the pandemic.

### **Summary**

It was inevitable that the pandemic presented with significant challenges, however, our planning and practices ensured that the impact was not catastrophic and therefore recovery could be made quickly. Within our self-evaluation for 2021-2022 we acknowledged that the quality of education at Woodlane was 'good', therefore, despite remaining 'outstanding' in every other area, we considered ourselves to have an overall judgement of 'good'. As stated above, this was due to the consistency of progress in a very small minority of subjects, which have been specifically affected by the Covid-19 pandemic and at this time we had not consistently reached our own outstanding threshold, despite interventions. Last year's plan set out how over a 12-month period we would implement robust targets to ensure the quality of education and overall provision quickly returned to 'outstanding'. Although there is more work to be done to ensure consistency, our plan was successful and we have returned to 'outstanding' in all areas.

**Please refer to the following document Covid-19 Closure: Summer Term Report 2019/2020 – A report exploring the impact of the school's Covid-19 curriculum and wellbeing support mechanisms on pupils, parents and staff.**