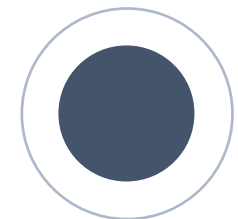
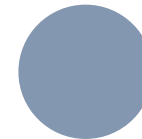
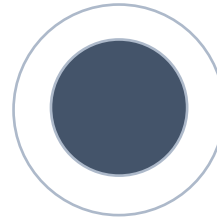
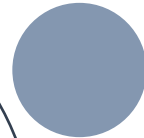




School Improvement Plan

Summative Review

2023-2024



School Improvement Plan 2023-2024

Contents:

Introduction	Self-Grading/Key
	Priorities
School Improvement Plan	Quality of Education
	Behaviour and Attitudes
	Personal Development
	Leadership and Management

Self-Grading/Key

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

Key to tables:

Colour:	Who:
Purple	SLT/Lead Practitioners/Governors
Grey	Subjects Leaders/Teachers
Pink	TAs/Cover Supervisor/Support staff
Blue	Support Agency Partners



School Improvement Plan

Priorities



Headline Areas for Improvement

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 broad, balanced and offers challenge.
5. Ensure the Woodlane staff team is strong, with complimentary skills.



School Improvement Plan

The Quality of Education



Quality of Education – Woodlane Outstanding Criteria

- The curriculum is broad and balanced, curriculum maps are clear and broken down into content and components; they are sequenced in a logical progression, systematically and explicitly.
- The curriculum is ambitious and designed to give disadvantaged and pupils with SEND the knowledge they need for the future.
- Staff are vigorous in teaching pupils to read and developing pupils' reading skills:
 - ✓ We are determined that every child will learn to read.
 - ✓ The love of reading is an embedded school culture.
 - ✓ The school's reading curriculum is clear and broken down into content and components.
 - ✓ The school uses a variety of methods to teach reading fluency, including phonics and orthographic strategies, based on an individual needs.
 - ✓ The assessment of pupils' reading supports the identification of those pupils needing extra support
- The school's Maths curriculum is clear and broken down into content and components.
- Teachers have expert subject knowledge. The vast majority of staff state the school makes appropriate provision for their professional development in the staff questionnaire.
- Teaching and learning is outstanding (using the Woodlane 'Outstanding Teaching and Learning' criteria) in the majority of subjects and at least good in the remaining subjects or rapidly improving.
- Assessment and data inform teaching and learning.
- The vast majority (97% or above) of pupil progress expectations are met or exceeded overall each academic year.
- The majority (50% or above) of pupil progress expectations are exceeded each academic year.
- The vast majority (80% or above) of pupil outcome expectations are met or exceeded overall each academic year (national tests).
- The majority (50 % or above) of pupil outcome expectations are exceeded each academic year (national tests).
- Virtual learning is used where pupils are absent but well enough to learn.
- Pupils develop the 'Cultural Capital' they need to exceed in life and teachers ensure they plan the areas outlined in our 'Cultural Capital Provision Map'.
- Book Looks (work scrutiny) confirms that pupils are progressing well and the knowledge and skills they have learned are well sequenced and have developed incrementally.
- The vast majority of pupils confirm in the pupil questionnaire that they are taught well.
- The vast majority of staff confirm in the staff questionnaire state that the school successfully meets the differing needs of individual pupils.
- The School Improvement Advisor (SIA) confirms the school's evaluation through various activity, including Deep Dives.

Areas for Improvement

- Further raise progress and outcomes in Science to ensure they meet the school's outstanding threshold.
- Raise the progress and outcomes of the following groups to ensure they meet the school's outstanding threshold:
 - pupils in receipt of pupil premium, particularly in English and Math (good to outstanding)
 - girls in English and Science (from good to outstanding)
 - pupils in Year 9 and Year 11 (from Good to Outstanding and from RI *rapidly improving* to Good+ in Science).
- Explore inconsistent data in:
 - ethnicity groupings across the year, particularly the WOTH cohort in English and Maths.
 - SEND groupings, particularly MLD pupils in Maths and Science.
- Ensure teaching, learning and assessment practices are outstanding in Humanities.
- Ensure reading practices are high profile, promoting our 'love to read' agenda.
- Raise the proportion of pupils exceeding outcomes in RE and Geography.

What?	Who? (Lead)	When? (Date)	Mid-Year Review	End of Year Review	Cost (£)
<p>Continue with the weekly booster 'Recovery' lessons, including reading, literacy, Science, and enrichment. Recovery will be planned in response to areas of interest or improvement within the data.</p>	<p>MU/NM/ Recovery teachers</p>	<p>Spring Term</p>	<ul style="list-style-type: none"> Phonics (Read, Write, Inc.) incorporated into Recovery lessons. Significant level of intervention provided in the Spring Term. Science recovery has been delivered to Year 9 pupils twice a week with a focus on identified areas of need: physics and chemistry. All pupils were making expected levels of progress in the Autumn Term but very few were exceeding. Lessons are delivered by non-specialists and have been kept as practical as possible to increase engagement. In the second half of the Spring Term, numbers were reduced due to scheduled phonics lessons. SIA Visit on 7th December observed a Science lesson. Feedback was provided which included some suggested areas of improvements and some positive comments, including: <i>"The lesson was structured well so that pupils did the experiment, then received some input while the reagent worked before looking at their results."</i> 	<ul style="list-style-type: none"> Recovery teaching took place across the year. 3 lessons per week were timetabled for all pupils in KS3 and 1 lesson in KS2. The KS3 programme included: <ul style="list-style-type: none"> Autumn Term: Literacy, Reading and Science/STEM. Spring Term: Reading and Science/STEM or Phonics (for those pupils who continue to require this support). Summer Term: Reading, Science/STEM and Sports, or Phonics. Phonics is a fully integrated part of the school's curriculum and the programme is being used to support those who are below a functional reading age as assessed through the Read, Write, Inc assessments and coordinated by the Lead Practitioner. By the end of Summer Term, a total of 11 staff members have received Read Write Inc training (2 x Lead practitioners, 4 x Teachers, 2 x HLTA, 3 x Specialist TAs). 	

				<ul style="list-style-type: none">• Spring D: Phonics Data:<ul style="list-style-type: none">○ 3 pupils in Year 10 were receiving 1:1 phonics intervention. These 3 pupils made 2 levels of progress each.○ Pupils in the lowest group (word time) made no progress- in terms of movement between levels. However, smaller steps of progress to be explored (average of 2 new sounds learned).○ As this is the first progress data acquired, and there is no comparative data available for SEND secondary setting- we currently do not yet know what Good progress looks like.• Summer E: Phonics Data:<ul style="list-style-type: none">○ Year 7 level of progress remained at 0.8 levels of progress on average per pupil.○ Year 8 progress data shows improvement with an increase of +0.2 from 0.5 points of progress per pupil in Spring D, to 0.7	
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				<p>points of progress in Summer E data.</p> <ul style="list-style-type: none">○ Year 9 progress data shows improvement with an increase +0.4 from 0.5 points of progress per pupil in Spring D, to 0.9 points of progress in Summer E data.○ Year 11 pupils increased progress from 0 points of progress to 0.5 points of progress, the pupils in Year 11 are all from Nurture Class.○ Measuring smaller steps of progress in Nurture Class, we can see that the rate of sound acquisition has decreased across both Nurture classes, this can possibly be attributed to the increasing complexity of sounds as pupils progress through the Phonics scheme.● Summer F: Phonics Data:<ul style="list-style-type: none">○ Year 7 level of progress remained at 0.8 levels of progress on average per pupil.○ Year 8 progress data shows improvement	
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				<p>with an increase of +0.2 from 0.5 points of progress per pupil in Spring D, to 0.7 points of progress in Summer E data.</p> <ul style="list-style-type: none"> ○ Year 9 progress data shows improvement with an increase +0.4 from 0.5 points of progress per pupil in Spring D, to 0.9 points of progress in Summer E data. ○ Year 11 pupils increased progress from 0 points of progress to 0.5 points of progress, the pupils in Year 11 are all from Nurture Class. ○ Measuring smaller steps of progress in Nurture Class, we can see that the rate of sound acquisition has decreased across both Nurture classes, this can possibly be attributed to the increasing complexity of sounds as pupils progress through the Phonics scheme. 	
Further improve Year 7 Science lessons, (taught by PE/Transition Teacher) with a	MU/JE	Autumn Term	<ul style="list-style-type: none"> • Planning for Year 7 Science has changed to allow the topic Healthy Bodies to be taught 	<ul style="list-style-type: none"> • 100% of Year 7 pupils met expected progress. This exceeds the school's average 	

<p>focus on biology, and the human body – linked to PE lessons.</p>			<p>once a week for the whole year rather than for half a term.</p> <ul style="list-style-type: none"> The PE teacher and HLTA delivering the lessons follow the planning supplied by the lead teacher for science. They work closely with her to ensure practical activities are resourced and run through before the lesson. 	<p>and has provided an excellent starting point for the next 4 years of learning.</p> <ul style="list-style-type: none"> 8% of Year 7 pupils exceeded expectation. This is below the school average for all pupils and also below the average for Year 7 pupils in the core subjects. It is however normal for Year 7 to be on a slowly accelerating climb. 	
<p>A trainee teacher (PGCE) to join the school from February to work alongside the Science teacher in post.</p>	<p>MU/SP</p>	<p>Spring Term</p>	<ul style="list-style-type: none"> A Science PGCE teacher has not been available to join the school team. <p>Next Steps:</p> <ul style="list-style-type: none"> Explore trainee for next academic year. 	<ul style="list-style-type: none"> Various options exist in regard to PGCE trainee teachers for the next academic year and school will be exploring these, including, DT Food Technology teacher and another Computing teacher. The new Science Subject Leader in post in September will not be requested to support a PGCE teacher in their first term teaching at Woodlane. This may be explored again in the future. 	
<p>Science subject leader to continue to provide targeted resources to non-subject specialists.</p>	<p>MU</p>	<p>Autumn – Summer Term</p>	<ul style="list-style-type: none"> Positive improvements noted within Science data, including a 15% rise in the pupils exceeding expectations within the Autumn Term data and a 17% rise year on year in the Spring Term data. <p>Next Steps:</p> <ul style="list-style-type: none"> Explore pupils experience of Science recovery lessons in the Summer Term 	<ul style="list-style-type: none"> During the Phonics Pupil Conference, pupils in KS3 reflected that they were a little disappointed not to be taking part in the STEM sessions. This highlights that they were well thought of and even pupils not attending were excited by the content. For the first time since the pandemic hit, Science has consistently achieved over the 	

				<p>97% threshold for meeting expectations, (100% in Spring and 98.44% in Summer).</p> <ul style="list-style-type: none"> The proportion exceeding expectations (41.74%) is the highest achieved in Science in any Summer Term for the last 6 years.
<p>Supply Science Teacher to provide targeted support to named pupils in the Summer Term, 2 days a week.</p>	MU/Supply	Summer Term	<ul style="list-style-type: none"> Supply teacher will be leaving the school in May due to a change of circumstances. <p>Next steps:</p> <ul style="list-style-type: none"> Explore possible part time work with retiring teacher for next academic year. 	<ul style="list-style-type: none"> Supply Science teacher was not in a position to offer this support; however, the new Science specialist TA has been able to offer an increased level of targeted support for pupils.
<p>Schedule theme days directly linked to Chemistry and Physics areas for improvement – pupils have requested a space theme day.</p>	MU	Spring Term	<p>Next steps:</p> <ul style="list-style-type: none"> Scheduled for 20th June. 	<ul style="list-style-type: none"> Science theme day took place on 20th June with a wide variety of activities. Pupil request for ‘space’ theme day was actioned and activities were on this topic. Pupil engagement was extremely high, there were no office referrals for pupils. External visitor attended and provided fun science activities for pupils in the hall. Moon rocks were borrowed from Science Museum for pupils to see up close and provide a multi-sensory science experience. Cross-curricular elements included: <ul style="list-style-type: none"> Food (made space cookies).

				<ul style="list-style-type: none"> ○ Textiles (making embroidery planets) ○ Art (spray paint compositions)
Assistant Head to continue offer high level of support where required to Science teacher.	SC (KIT Days)/MU	Autumn – Summer Term	<ul style="list-style-type: none"> • Support provided via KIT days. • Teacher has noted that this support has been valued. <p>Next steps:</p> <ul style="list-style-type: none"> • Due to return from maternity leave and support to increase further. 	<ul style="list-style-type: none"> • Support continued during Summer Term following return from maternity leave. • Thorough handover facilitated by Assistant Head between incoming and retiring Science teachers.
Schedule Pupil Premium training for staff around common barriers, including, ‘What do I do to support pupils in receipt of Pupil Premium?’	TH	Spring Term	<ul style="list-style-type: none"> • Training took place for all staff on Wednesday 31st January 2024. • See impact below. 	
Offer training and support on a whole school level (and to individual staff/SLT where required) to support the teaching of pupils from areas with high deprivation.	TH/All Staff	Spring Term	<ul style="list-style-type: none"> • Incorporated into the Pupil Premium training above. • Outcomes from the training were incorporated into a range of strategies across the school. • Pupils registered as PP were asked to join the school’s library restock group. This ensured book purchases reflected their wider views. • When rewarding prizes to pupils, e.g. Book Fair Posters, the school ensures there are proportionate numbers of PP and Non-PP pupils rewarded. School is mindful that this still forms a fair competition, and pupils were not singled out. • PP pupils were prioritised in Booklook and Pupil Conferences to ensure provision in place was 	<ul style="list-style-type: none"> • The school continued with several of the strategies in place and engagement with pupils with a Pupil Premium profile was generally very high. • See data below on Pupil Premium. • Core subject and Art/Textile interventions for GCSE pupils took place weekly and during half-term to raise achievement of PP and non-PP groups. • Year 11 Twist Museum offered to enrich curriculum of pupils who had requested an external arts-based experience, fully funded by the school.

			<p>appropriately meeting their needs and voices were heard.</p> <ul style="list-style-type: none"> • See impact below. 	<ul style="list-style-type: none"> • School provided parents with a 'grace period' for purchasing new uniform at the old cost, despite rising manufacturing costs to school. Where very high levels of deprivation existed, the school provided PE kit and uniform for pupils. • School trips continued to be either fully or partially subsidised for PP pupils. This included the Barcelona trip, Legoland, Kew Gardens, London Landmarks, Science Museum, Churros (Spanish) and many local area visits. • Resources provided to pupils for qualification and revision in Year 10 and Year 11, including Food, Textiles and Art, (practical supplies and those needed for examinations) and GCSE revision guides and resource packs in core subjects. 	
<p>Implement the EEF strategy on improving progress amongst pupils in receipt of PP:</p> <ul style="list-style-type: none"> - Diagnose pupils' receiving PP individual needs. - Use strong evidence to support a strategy. - Implement strategy. - Monitor and evaluate strategy. 	SLT	Spring Term	<ul style="list-style-type: none"> • The school's strategy and reporting closely follows the EEF model. • Menu of approaches used extensively, and PP spending carefully tracked and monitored. • In the Autumn Term there remained concerns regarding the progress of PP pupils. • Autumn Term Data - EMS: <ul style="list-style-type: none"> ○ PP exceeding = 34%. 	<ul style="list-style-type: none"> • In the Summer Term data, there is a small gap in the proportions meeting expectations, with a 0.8% gap, however the ratio of pupils involved is 5:1. Both groups comfortably passed the outstanding threshold for meeting. • There is a 13% gap between these pupils in the proportion of expectations exceeded. This 	

			<ul style="list-style-type: none"> ○ Non exceeding = 46%. ○ PP meeting = 100%. ○ Non meeting = 99%. <ul style="list-style-type: none"> ● The widest gap seen was in Maths, (18%) with English not far behind, (16%). ● Spring Term data - EMS: <ul style="list-style-type: none"> ○ PP exceeding = 38%. ○ Non exceeding = 55%. ○ PP meeting = 100%. ○ Non meeting = 100%. ● There are no longer PP pupils underperforming but the gap has widened further. The smallest gap was in English (15%) with the largest gaps in Science and Maths, (18%). This suggests work is still required. <p>Next steps:</p> <ul style="list-style-type: none"> ● Bespoke interventions to continue in the Spring and Summer terms, which will be closely monitored. ● SLT to provide targeted support for named teachers where required. ● School to continue with the renewed methods of reward and subject scrutiny detailed above. 	<p>gap has fluctuated over the last 3 terms but has not returned to the position from the Spring Term 2023 when the gap was 2%. This continues to be an area for improvement, but it was reduced by a further 4% during the Summer Term which shows it is trending in the right direction.</p> <ul style="list-style-type: none"> ● Both groups also surpassed the outstanding threshold too, which highlights that despite the gap in expectations exceeded, both groups are progressing extremely well. 	
<p>Improve the progress of Girls in English so they are in-line with the progress of Boys, through increased awareness, targeted resources and rewards.</p>	NM	<p>Autumn – Summer Term</p>	<ul style="list-style-type: none"> ● Autumn Term Data - EMS: <ul style="list-style-type: none"> ○ Girls exceeding = 33%. ○ Boys exceeding = 44%. ○ Girls meeting = 100%. ○ Boys meeting = 99%. 	<ul style="list-style-type: none"> ● Summer Term Data – EMS: <ul style="list-style-type: none"> ○ Girls exceeding = 60%. ○ Boys exceeding = 68%. ○ Girls meeting = 99%. 	

			<ul style="list-style-type: none"> • Autumn Term Data - English: <ul style="list-style-type: none"> ○ Girls exceeding = 41%. ○ Boys exceeding = 49%. ○ Girls meeting = 100%. ○ Boys meeting = 100%. • In English, the proportion of pupils meeting expectations is even, however there remains a gap in exceeding expectations. • Positively, the gap is has already reduced substantially in just one term, from 13% in the Summer Term, to 8% now. • Both groups continue to achieve extremely well, but while a gap remains, this is an <i>Area of Interest</i> for the school. • Spring Term data – EMS: <ul style="list-style-type: none"> ○ Girls exceeding = 42%. ○ Boys exceeding = 49%. ○ Girls meeting = 100%. ○ Boys meeting = 100%. • Spring Term Data - English: <ul style="list-style-type: none"> ○ Girls exceeding = 54%. ○ Boys exceeding = 58%. ○ Girls meeting = 100%. ○ Boys meeting = 100%. • In the Spring Term data, the gap has been closed significantly. It has reduced 4% over all the core subjects, and is now just 7% apart. In English specifically it reduced from 8% to 4%. <p>Next Steps:</p>	<ul style="list-style-type: none"> ○ Boys meeting = 99%. • Comparing Boys and Girls, the gap in meeting is extremely small (0.3%). • Boys continue to more commonly exceed expectations than Girls, as has been the trend over the year. • The larger gaps, (e.g. Maths Summer Term 2022/23 – 20% gap), have been resolved, leaving an 8% gap for the school to continue working on. • Positively, both groups achieved an excellent proportion of pupils exceeding expectations (over 60%) which is a significant step forward and demonstrates excellent progress. 	
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			<ul style="list-style-type: none"> Strategies implemented and awareness raising is making a positive impact. Staff are aware of the need to continue this process. 	
Girls invited to support the redevelopment of the library area to provide a 'calm place' for reading.	NM	Autumn Term	<ul style="list-style-type: none"> Library refurbishment took place as planned in the Autumn Term with some snagging elements continuing into the Spring Term. A number of Girls from different year groups were involved in discussions prior to the works with their ideas supporting the design phase and book purchases. 	
<p>Explore inconsistent data in:</p> <ul style="list-style-type: none"> ethnicity groupings across the year, particularly the WOTH cohort in English and Maths. inconsistent data within SEND groupings, particularly MLD pupils in Maths and Science. <p>Based on discoveries, rectify any issues.</p>	TH	Autumn Term	<ul style="list-style-type: none"> Commonly at Woodlane, group data can change rapidly across the year and is heavily based on individual factors. This is noted within school reporting. Pupils who identify as WOTH (White Other European), the highest performing ethnicity group in Maths (79% exceeding) and the 2nd highest in English during the Autumn Term. No current issues seen but termly checks to continue. In the Spring Term, WOTH pupils continued to progress extremely well. Exceeding rose to 84% in Maths and 76% in English. Pupils with the primary need MLD are achieving well in Maths, (52% exceeding – 3rd 	<ul style="list-style-type: none"> The WOTH group achieved the highest proportion of pupils meeting and exceeding in the core subjects. They achieved 76% exceeding and 100% meeting at the end of the Summer Term. Pupils with MLD made the most rapid progress of all pupils across the school. These pupils achieved almost 70% exceeding, and all pupils met their expectations. All issues identified within the school data for ethnicity and SEND have been explored and rectified rapidly.

			<p>highest group). In Science, the group are a little behind their peers, (14% exceeding) with OTH (28%) and SLCN (23%) achieving higher rates of progress.</p> <ul style="list-style-type: none"> Spring Data shows that MLD pupils are performing above the outstanding threshold in Maths, maintained at 52% exceeding. In Science, positive progress has been seen with the group now catching up to their peers, improving the proportion exceeding by 10%. <p>Next Steps:</p> <ul style="list-style-type: none"> Continue to monitor the MLD cohort progress closely. 	
Vocational Studies to offer a greater number of UAS, including some at L1 alongside those offered at EL3, to cater for contextually higher ability.	SW (TH to support)	Autumn Term	<ul style="list-style-type: none"> Additional UAS have been introduced into the curriculum. <p>Next Steps:</p> <ul style="list-style-type: none"> UAS to be completed and coursework submitted in a timely manner in the Summer Term. SLT to offer targeted support to teachers where required. 	<ul style="list-style-type: none"> Appropriate L1 UAS introduced and followed with new cohort, however Year 11s did not have capacity to meet demands in the new year. Year 11 only x3 EL claimed for as previous years but deemed Good+ results as the pupils met expectations. Further development for the new year has redesigned the approach again to incorporate WJEC Preparation for Work course fully into Vocational Studies.
Ensure further integration of NCFE qualification within the school's usual qualification practices e.g. only exam's officer makes entries, sets exam period and	RF	Autumn – Summer Term	<ul style="list-style-type: none"> All NCFE qualifications integrated into the school's exam schedule. 	<ul style="list-style-type: none"> NCFE Report extremely positive. <i>“Woodlane High School continues to deliver, assess and internally quality</i>

<p>downloads grades, for consistency and improve OFQUAL compliance.</p>			<ul style="list-style-type: none"> All NCFE exams now being entered by the exams officer and are included on the exam timetable. Recent communication from NCFE Quality Assurer has reflected that: <i>"I have checked over your self-assessment for your second AMR and its all fine."</i> 	<p><i>assure the NCFE Level 1 Award in the Principles of Coaching Sport to a high standard."</i></p> <ul style="list-style-type: none"> One question raised by NCFE due to inappropriately registered access arrangements, (25% extra time), in Functional Skills Maths. Rectified quickly and learning applied for next time. 	
<p>Targeted support scheduled for both Humanities teachers to raise teaching and learning to outstanding.</p>	<p>SW/LG/TH/JJ</p>	<p>Autumn – Summer Term</p>	<ul style="list-style-type: none"> Teacher who joined in September left the school in December. New teacher started in January and the full process restarted. Support provided through induction and informal support structures. Quality of teaching and learning assessed as Good+. Book Look has demonstrated consistently Good+ practice and delivery in the Spring Term. SIA visit demonstrated Good+ teaching and learning in the Spring Term. <p>Next Steps:</p> <ul style="list-style-type: none"> Feedback from observations has been meticulously detailed to provide a framework for improvement/moving from Good to Outstanding. Observations to continue in the Summer Term. In many areas of T&L both staff are already at this level. 	<ul style="list-style-type: none"> Both teachers judged at Good+ in observations. New member of staff meeting school expectations in marking and feedback. Elements of Outstanding practice evident within staff practice. 	

All subjects, including Humanities, to record evidence informed practice in their subject policies.	Subject Leaders	Autumn Term	<ul style="list-style-type: none"> • See subject policies on the school website, including Humanities. 		
SIA visits to focus on 'love to read' programme and key priorities from the SIP. Meetings, deep dives and lesson observations take place.	SIA/SLT/NM/ED	Autumn - Spring Term	<ul style="list-style-type: none"> • Meetings with the SIA led to wider discussions around the school's phonics programme. • The school moved swiftly to further improve our offer, as a result we have introduced Read, Write, Inc. This has created consistency across the school and the sessions began in the Spring Term. Staff training is underway for those who will be supporting/delivering the planned session. • SIA has worked with most staff over the year. This has included a formal lesson observation and a curriculum deep dive with: <ul style="list-style-type: none"> ○ Maths ○ Science ○ PE ○ RE/Geography ○ Computing ○ Spanish <p>Next Steps:</p> <ul style="list-style-type: none"> • SIA focus on pupils with the highest need. • Schedule Nurture Class deep dive with SIA. • Phonics and Reading data analysis. • Schedule pupil conference. 	<ul style="list-style-type: none"> • SIA focus in the Summer Term was on the pupils with the highest needs. • Feedback regarding the highest needs pupils from the SIA report included: <ul style="list-style-type: none"> ○ <i>KS3 NC - This was a very effective session with many outstanding features.</i> ○ <i>KS4 NC - This was also an excellent session, exceptionally well planned and run. This secured excellent engagement.</i> ○ <i>The nurture classes are underpinned by a clear and well thought out curriculum policy. This shows that the curriculum is rooted in a secure understanding of the pupils' needs and of current educational research and thinking.</i> • Phonics feedback includes: <ul style="list-style-type: none"> ○ <i>It is clear from documentation provided by the school that phonics fits into the wider 'love to read' agenda.</i> 	

				<ul style="list-style-type: none"> ○ <i>The analysis of progress over time shows clearly that progress in English is accelerating and progress rates are now back to pre-pandemic levels</i> ○ <i>Reading is underpinned by a good provision map.</i> ● SIA general feedback includes: <ul style="list-style-type: none"> ○ <i>Yet again, it was a pleasure to join the pupils for lunch. Some engaged well in conversation, while others were quieter, but all behaved very well.</i>
Create a 'love to read' provision map, which celebrates excellent practice and make available on the school website.	NM/ED/SC	Autumn Term	<ul style="list-style-type: none"> ● Provision map completed in the Autumn Term. ● Following extensive work around Phonics, a further update was completed and included on the school website in the Spring Term. ● An Executive Summary of the school's Love to Read programme was also created. 	
Create a subject specific book display in every classroom. TA competition with prize.	NM/TAs	Spring Term	<ul style="list-style-type: none"> ● School adapted this action as it was clear there would be too great a variety in what would be produced. ● NM took responsibility for creating book displays with the class teachers to good effect in 	<ul style="list-style-type: none"> ● In class Book Nooks and book displays need further oversight and support. NM will continue review curriculum maps within subjects and find some books related to subjects for staff to

			<p>December 2023 and January 2024.</p> <ul style="list-style-type: none"> Book displays have been used by staff, observed through observations, as an extension activity and to support research in the classroom. 	<p>purchase to continue give this a boost. Currently English room, Science room, DT and SH and Nurture classes have 'book nook'.</p>
<p>Apply for funding for books and restock library with books serving pupil interests.</p>	<p>NM/ED/SC (KIT Days)/selected TAS</p>	<p>Autumn Term</p>	<ul style="list-style-type: none"> No application completed. Funding request requires significant staff time and financial data. Moved to Summer Term due to staff commitments. <p>Next steps:</p> <ul style="list-style-type: none"> SLT and SBM to complete application in the Summer Term. 	<ul style="list-style-type: none"> Application process required significant information and agreement from H&F to be able to share financial specifics. This information is available in the new academic year and is being applied for in September 2024.
<p>Schedule book fair.</p>	<p>NM/ED</p>	<p>Spring Term</p>	<ul style="list-style-type: none"> The Book Fair took place in the last week of the Spring Term, 25-28/03/24. It was a resounding success and school made £830, which earned £415.29 in rewards for the school to spend on the Scholastic website! All tutor groups have ordered a book of interest for their reading sessions and these will join the library once read. A number of pupils who engaged well in the process, including pupils in receipt of PP, have been asked to select additional books. 	<ul style="list-style-type: none"> Book Fair now a part of the school's regular practices and is rebooked for the next academic year (March).
<p>Training is scheduled and provided by the English Subject Leader on the interpretation</p>	<p>NM</p>	<p>Spring Term</p>	<ul style="list-style-type: none"> NM delivered training to all teaching staff on 24th January. 	<ul style="list-style-type: none"> Out of 71 pupils that we hold September data for comparison:

<p>of reading ages and how to support pupils further.</p>			<ul style="list-style-type: none"> • Staff commented on an improved understanding of how reading ages are established and what these mean in practice. • Staff teaching Reading Recovery lessons received additional training and support from NM to raise attainment through the Monday Reading Recovery programme. This training included how to use the resources, plan effectively and monitor/support progress. <p>Next Steps:</p> <ul style="list-style-type: none"> • Monitor and report on reading ages under the new assessment method. 	<ul style="list-style-type: none"> ○ 27 have made progress of 6 months or more in reading ages. ○ 22 pupils now defined as functionally literate. ○ 10 of these have newly acquired this status in the last 3 months. ○ 51 moved up a test level, as were in upper quarter of percentile mark in April testing. These pupils therefore sat the reading test at a higher National Curriculum equivalent level. <ul style="list-style-type: none"> • Reading recovery has shown significant success as an intervention for Years 7-10 and has been scheduled to remain in place for the new academic year. • The supplier of the reading scheme has released a new scheme aimed higher level readers. This scheme is suitable for those who have become functional readers but at a much-delayed age, which applies to many pupils at Woodlane. 	
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<p>Schedule presentation to governors regarding our 'love to read' agenda. A governor visit to take place with feedback provided in the following Raising Achievement Panel.</p>	<p>NM/ED/SC/ Governor</p>	<p>Autumn Term</p>	<ul style="list-style-type: none"> • 16/11/23 - NM and ED delivered a presentation to Governors. • x2 pupils attended the Governors' meeting and shared their views on the Love to Read programme. • No Governor visit has taken place for reading. <p>Next steps:</p> <ul style="list-style-type: none"> • Schedule Governor visit for Summer Term RAP. 	<ul style="list-style-type: none"> • A Governor attended the school's Love to Read parent session at the end of the Spring Term and provided their views alongside other parents. • 16 parents attended the parent session and feedback was provided. • This was not a formal Governor Visit. 	
<p>To raise the profile and use of Makaton across the school. Teacher to train as a Makaton trainer. Schedule new staff training and wider staff updates. Offer targeted TA/Teacher support where required.</p>	<p>SWi</p>	<p>Autumn – Summer Term</p>	<ul style="list-style-type: none"> • Makaton Level 2 training took place in school in the January INSET, 08/01/24. • For staff who had not completed L1, (e.g. recent starters) an L1 course was offered with L2 planned for Summer Term following completion of SWi's Makaton trainer course. • Makaton now in use with staff in weekly staff meetings to challenge and help retain this information. • SWi has passed her Makaton qualification and is awaiting confirmation that she is a qualified trainer. <p>Next steps:</p> <ul style="list-style-type: none"> • Further focus required by SLT to ensure these skills are fully embedded across the teaching team. • Dyslexia Friendly observations in the Summer Term will allow 	<ul style="list-style-type: none"> • New teachers and TAs scheduled to receive Makaton training from SWi early in the Autumn Term. • Makaton remained as a weekly agenda item and took the form of quizzes, research tasks and challenges amongst the teaching team to support continued Makaton learning. • Dyslexia Friendly observations showed that Makaton was in use in most lessons, but this was often only 1 or 2 key signs. The school's aspiration is that Makaton has greater prominence and use development will continue in the next academic year. 	

			<p>school to check how commonly Makaton is in use.</p> <ul style="list-style-type: none"> • SWi to continue testing and training staff during Teacher Meetings. • SWi to schedule targeted support for named teachers and TAs. 		
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£60,000

Key

Mid-Year: Achieved On track to achieve Further focus required

End of Year: Achieved Partially achieved (add detail if required) Not achieved (please detail)



School Improvement Plan

Behaviour and Attitudes



Behaviour and Attitudes – Woodlane Outstanding Criteria

- The school is safe, calm and orderly. This is confirmed in the staff, pupil and parent questionnaire.
- Visitors to the school often describe the school as calm.
- There are clear routines and expectations of behaviour across the school, our positive behaviour policy is consistently applied and staff state this in the staff questionnaire.
- Behaviour data informs practice and identifies where support is needed, including individuals and groups.
- Pupils display positive attitudes to learning, as identified through staff feedback, in-class assessment and the PASS survey. Pupils showing *high satisfaction with their school experience* are classed as those in the 31st – 100th percentile nationally.
- Pupils feel safe. The vast majority of pupils state this in the pupil questionnaire.
- Staff feel pupils are safe. All staff state this in the staff questionnaire.
- The school has clear policies regarding harmful sexual behaviours, appropriate sanctions and support are always given. Pupils are taught consistent messages across the curriculum.
- The school has low incidents of bullying, racism, sexism etc. however, where they are identified action is taken swiftly and proportionately.
- Suspensions remain extremely low and are not persistent for named pupils. Support is given to pupils on return from suspensions, parents are actively involved.
- Permanent exclusions are extremely low or there are none.
- Physical interventions are extremely low or there are none.
- There is a strong focus on attendance and punctuality, data informs practice and identifies where support is required, including individuals and groups.
- Attendance is above the national average for special schools.

Areas for Improvement

- Reduce Year 9 pupils behaviour incidents (3 named pupils), reducing the number of office referrals by at least 25%.
- Reduce the incidents of VAT by at least 50%.

- 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).
- Reduce Science (6 pupils) and Humanities (5 pupils) referrals by at least 25%.
- Raise attendance from 87.8% to at least 90%, with a focus on:
 - pupils in receipt of pupil premium.
 - Year 9 and Year 11 pupils.
- Raise the attendance of 3 pupils with emotional based school avoidance.
- Raise attendance of White British pupils from 81.9%, above the national average of 86.8%.
- Improve the punctuality of 8 named pupils.

What?	Who? (Lead)	When? (Date)	Mid-Year Review	End of Year Review	Cost (£)
Meet with parents of highest office referred pupils (10) to design positive behaviour plans.	RM	Autumn Term	<ul style="list-style-type: none"> Met with parents at the start of Spring Term. Number of support strategies implemented including, positive behaviour plans, dog therapy sessions, MIND & Art Therapy, positive handling plans. Spring Term data indicates reductions in office referrals of: 16%/ 60%/ 30%/ 55%/ 50%/ 33%/ 20%/ 50%/ 50% when compared to the Autumn Term. 	<ul style="list-style-type: none"> Named pupils reduced number of office referrals compared to the previous academic year by 5%/71%/31%/100%/70%. Three named pupils increased referrals by 65%/80%/200% and in the 2024/2025 academic these pupils will receive continued support and interventions. 	
Schedule therapy dog sessions for 2 named pupils in the highest office referred category to ensure they receive positive interventions.	JJ	Autumn – Summer Term	<ul style="list-style-type: none"> Scheduled but unable to take place due to pupil attendance and refusal to take part. Following an emergency annual review and a lengthy period of emotionally based school avoidance, (EBSA) school is exploring suitability of placement for one pupil. The other pupil's behaviour has significantly improved in the Spring Term and concerns in this class are significantly reduced. <p>Next steps:</p> <ul style="list-style-type: none"> Continue to support pupil and parent during EBSA, including ensuring new school provision begins successfully. Continue to monitor the behaviour of the remaining pupil. 	<ul style="list-style-type: none"> Formal sessions were not required for these 2 pupils in the Summer Term. 1 pupil reduced office referrals by 71% 1 pupil has left school roll with a new school named. Continued support for pupils with an EBSA profile throughout the term. Therapy dogs continued to be a valuable asset to the school via positive behaviour support and reward sessions. 	

Schedule MIND sessions for 2 named pupils in the highest office referred category.	RM	Autumn Term	<ul style="list-style-type: none"> x2 pupils received MIND sessions in the Autumn Term. x1 pupil reduced referrals by 25% compared to the previous Autumn Term. <p>Next Steps:</p> <ul style="list-style-type: none"> Ensure the Spring Term data is used to compare the behaviour of the 2 named pupils. 	<ul style="list-style-type: none"> MIND sessions continued to take place where a need was identified. 1 pupil reduced office referrals by 71% and showed improved peer relationships across the school 1 pupil has left school roll with a new school named. 	
Ensure staff are using early intervention and developmentally appropriate strategies with NC pupils.	RM/ED	Autumn – Summer Term	<ul style="list-style-type: none"> Training delivered by ED & RM to TA staff in December. Spring Term data indicates NC pupil referrals reduced by 16%/ 33%/ 50% when compared to Autumn Term. 	<ul style="list-style-type: none"> Following training and extensive support of TAs within NC, TAs now provide consistent support, including between KS3 and KS4, ensuring pupils feel safe and supported. TAs all improved over their time in NC, e.g. RI to good or good to outstanding. 2 KS3NC pupils increased referrals compared to the previous academic year by 65%/80%, however group reduced referrals by 90%+ 	
Continue behaviour reward trips for pupils displaying excellent behaviour.	RM	Autumn – Summer Term	<ul style="list-style-type: none"> Autumn Term behaviour reward trip held on 18/12/23 – 88% (95 out of 108 pupils) of pupils achieved the target and attended the trip. 	<ul style="list-style-type: none"> The proportion of pupils attending the Spring Term behaviour reward trips was 92%. The proportion of pupils who attended the Summer Term behaviour reward, (popcorn and film afternoon in school) was 90%. Behaviour reward trips often used as an incentive for pupils to self-reflect and improve behaviour for learning. 	

<p>Hold a pupil conference to explore and reflect on high office referrals in Science and Humanities. Implement ideas from conference.</p>	<p>RM</p>	<p>Autumn Term</p>	<ul style="list-style-type: none"> • Pupil conference held 13/11/23. • Teachers given feedback to action, including relationship building and improved seating plans. • Spring term data indicated reduction in referrals in both Humanities & Science. 		
<p>Deputy to offer targeted support to Science and Humanities teachers to aid the improvement of behaviour in these subjects.</p>	<p>RM</p>	<p>Autumn – Summer Term</p>	<ul style="list-style-type: none"> • Deputy met with Humanities and Science teacher in November. • Spring Term behaviour data indicates a reduction in referrals. <p>Next steps:</p> <ul style="list-style-type: none"> • Use Spring and Summer Term data to measure impact of the actions undertaken in the Autumn Term. 	<ul style="list-style-type: none"> • Overall referrals in Science reduced by 40%. • Referrals reduced by 55% in Humanities when compared to the previous academic year. • Further reductions still required to support pupil progress. 	
<p>Teacher and TA in Humanities (6) and Science (5) receive direct support/training from SLT to ensure relationships are strong with named pupils.</p>	<p>RM</p>	<p>Autumn Term</p>	<ul style="list-style-type: none"> • Mediation took place with 2 pupils in November with Science & Humanities teacher to improve relationships. Improvements noted. • New Humanities teacher in post, so behaviour data/relationships not transferable. However, significant support continues to be provided to ensure relationships building with new staff is effective and long term. • Spring Term data indicates a reduction in referrals for named pupils. <p>Next steps:</p>	<ul style="list-style-type: none"> • Following interventions undertaken in November, the Spring and Summer Term data shows reductions were maintained throughout the year. • Named pupil relationships have continued to improve with staff across the year. 	

			<ul style="list-style-type: none"> • Ensure the Spring and Summer Term data is used to measure the impact of the actions from the Autumn Term. • Ensure there is a wider range of pupils and additional detail used to measure impact of these interventions. 	
Continue zero approach to VAT.	RM	Autumn – Summer Term	<ul style="list-style-type: none"> • VAT referrals reduced by 9% when compared to the previous Autumn Term. <p>Next Steps:</p> <ul style="list-style-type: none"> • Include the Spring and Summer Term data to show a continued fall in VAT. 	<ul style="list-style-type: none"> • VAT referrals reduced by 9% when compared to the previous academic year.
Schedule training for supporting pupils with emotion-based school avoidance. Implements strategies based on training.	RM/CP	Autumn Term	<ul style="list-style-type: none"> • CP & RM attended EBSA training in January. • x1 pupil's attendance improved from 0% in previous Spring & Summer Terms to 21% and 14% so far this academic year. • One pupil's attendance has remained at zero in the Autumn Term, until withdrawal from GCSEs was discussed at the end of the term. This led to a rapid and sustained improvement in the Spring Term and GCSE entries for all core subjects <p>Next steps:</p> <ul style="list-style-type: none"> • Continue to work with pupils who are EBSA on a bespoke plan. 	<ul style="list-style-type: none"> • One EBSA pupil increased attendance by 20% and two other EBSA pupils attendance dropped by 37%/52% compared to the previous academic year despite a number of strategies such as reduced timetables, live learning options, home visits from school HLTA as well as social care input. • Year 11 pupils with extensive EBSA support was able to return to school on a bespoke pathway and achieved 3 GCSEs in English, Maths and Science.
MMH lead HLTA to ensure high level of pupil and parental contact for 3 pupils with emotion-based school avoidance.	RM/CP	Autumn – Summer Term	<ul style="list-style-type: none"> • Daily phone calls made home. • Regular home visits scheduled for at least 2-3 times per week. 	<ul style="list-style-type: none"> • High levels of contact continued. • One EBSA pupil increased engagement with school work

			<ul style="list-style-type: none"> Contact with parents and pupils while at home has improved safeguarding of children not attending school. <p>Next Steps:</p> <ul style="list-style-type: none"> Further investigation required in to what work is being completed at home and how this is contributing to pupil progress. School data (where available) of the individual pupils who are EBSA should be used to analyse the positive impact of these interventions. 	<p>and qualifications as a direct result of regular home contact by HLTA.</p> <ul style="list-style-type: none"> Pupil achieved 3 GCSEs in English, Maths and Science. One EBSA pupil increased attendance by 20% and two other EBSA pupils attendance dropped by 37%/52%. 	
MMH lead HLTA to schedule home tuition and visits for 3 pupils with emotion-based school avoidance (this will also support the raising of attendance for pupils in the White British category).	RM/CP	Autumn – Summer Term	<ul style="list-style-type: none"> Attendance improved from 0% in previous Spring & Summer Terms to 21% and 14% so far this academic year. One other pupil’s attendance has remained the same at 57% compared to the previous academic year. Visits to pupil homes included: <ul style="list-style-type: none"> Support for pupil work. Support for pupil mental health and wellbeing. Safeguarding checks. <p>Next Steps: Evaluate value of the home visits including conversations with parents/pupils and data analysis.</p>	<ul style="list-style-type: none"> See above. 	
Ensure Year 11 pupil who displays emotion-based school avoidance gains a set of selected qualifications – Science, Maths and English if possible.	CP/MU/SP/NM	Autumn – Summer Term	<ul style="list-style-type: none"> One pupil with EBSA on track to achieve qualifications in English, Maths and Science as planned. 	<ul style="list-style-type: none"> Year 11 pupil with EBSA (primary presenting need) completed necessary work in the prior to GCSE entries. Pupil 	

				<p>was entered for all core subject GCSEs.</p> <ul style="list-style-type: none"> • Despite low attendance over Y10 and Y11, (until Spring) pupil continued to work on core subjects at home enabling them to achieve good outcomes. • Achieved GCSE grade 4 in English Language, grade 2 in GCSE Science and grade 1 in GCSE Maths. 	
Schedule formal governor visit to explore current MMH practice.	CP/Governor	Summer Term	<p>Next Steps:</p> <ul style="list-style-type: none"> • To be completed in the Summer Term. 	<p>Governor visit on 09.05.24 detailed that the following from the link Governor:</p> <ul style="list-style-type: none"> • <i>“I obtained a better understanding of the MMH role within the school.</i> • <i>It was encouraging to see the positive results for pupils who have not been attending school on regular basis.</i> • <i>It was great to meet Chloe in person to better understand her role within the school.</i> • <i>A positive contribution to the school and would like to see an increase in funding for this service.</i> • <i>The MMH practice is doing a great job behind the scenes. It would be great if could increase resources but understand the funding constraints.”</i> 	

Continue positive attendance rewards.	RM	Autumn – Summer Term	<ul style="list-style-type: none"> Deputy Head delivered half termly attendance assemblies in the Autumn and Spring Terms. Attendance rewards given at end of every term. Current school attendance 89.3% - 2 percentage points above the national average for special schools 	<ul style="list-style-type: none"> 2023/2024 Academic attendance was 87.4% which is above the national average for special schools of 87.0%. 8 pupils achieved 100% attendance. 14 pupils achieved between 98% - 99% attendance. 25 pupils achieved between 95% - 97% attendance 	
Provide 95% + whole school attendance party if target is reached.	RM/AS	Autumn – Summer Term	<ul style="list-style-type: none"> Current whole school attendance 89.3%. Fortnightly attendance assemblies delivered in the Autumn Term updating pupils on whole school attendance and reminders of target and reward on offer. <p>Next steps:</p> <ul style="list-style-type: none"> Party on hold as school attendance appears unlikely to reach 95%. 	<ul style="list-style-type: none"> Target was always considered aspirational. Interventions did not result in reaching the target. Whole school party unable to take place. Individual incentives remained for pupils and a high number achieved 98%+ and 100% attendance rewards. 	
Letters sent home to parents indicating punctuality concerns.	RM/Office	Autumn Term	<ul style="list-style-type: none"> Letter sent to all parents at the start of Autumn Term and re-sent at the start of Spring Term. Pupils with punctuality concerns have early intervention when punctuality concerns are noted. <p>Next steps:</p> <ul style="list-style-type: none"> Resend letter in the Summer Term. Targeted letters sent to parents where punctuality concerns are seen. 	<ul style="list-style-type: none"> Letters sent throughout the year. School attendance 87.4% remains above the national average for special school 87.0%. Punctuality letters continued to be used, and incidents of lateness have reduced by 19% when compared to the previous academic year. 	
Link attendance rewards to punctuality, communicate changes to pupils in assembly.	RM	Autumn Term	<ul style="list-style-type: none"> Assembly delivered 11/09/23 to explain changes. 		

			<ul style="list-style-type: none"> Pupils receptive to change and very little crossover noticed between 100% attenders and pupils with poor punctuality. 	
<p>Travel trainer to schedule training for named pupils to indirectly improve punctuality.</p>	<p>RM/MB</p>	<p>Spring-Summer Term</p>	<ul style="list-style-type: none"> Incidents of lateness has reduced by 17, 15%, 5%, and 58% for named pupils when compared to the previous Autumn Term. <p>Next Steps:</p> <ul style="list-style-type: none"> Include Spring and Summer Term data to assess impact. 	<ul style="list-style-type: none"> 4 pupils completed travel training in the academic year. 3 other pupils were supported with school travel at times when pupils were unable to attend school or needed additional short-term help. 1 pupil would not have been able to attend school due to transport challenges after moving home, so support from the trainer improved attendance significantly during this time. Incidents of lateness have reduced by 19% when compared to the previous academic year.
<p>School to explore the use of the local authority 'fine' scheme for parents of pupils who persistently do not attend and attend holidays in term time.</p>	<p>RM/SLT</p>	<p>Autumn Term</p>	<ul style="list-style-type: none"> Letter sent out to parents explaining potential of being fined for term time holidays. Regular meetings with ACE team to discuss potential fines. Significant challenges with issuing fines due to the impact this has in terms of a relationship between school and home. As a final resort, the first fines issued in partnership between school and H&F. <p>Next steps:</p>	<ul style="list-style-type: none"> With local authority support, a fine was issued due to significant and persistent non-attendance of one pupil after all other avenues had been exhausted. The pupil began attending soon after, as an agreed way to avoid the fine escalating. School will continue to carefully weigh up the option of fines compared to the negative impact on the school/home relationship.

			<ul style="list-style-type: none"> • Monitor impact of fines and establish if an option for future attendance challenges. 		
School to work with external agencies, ACE, Early Help team to develop ways to improve punctuality and attendance.	RM	Autumn – Summer Term	<ul style="list-style-type: none"> • Regular meetings with ACE team to discuss potential fines and support with referrals for pupils not attending school. • Engagement with local authority partners to support when pupils are not attending school. • Current school attendance 89.3% - 2 percentage points above the national average for special schools <p>Next steps:</p> <ul style="list-style-type: none"> • Continue to develop new strategies for pupil absence. 	<ul style="list-style-type: none"> • School worked with ACE to fine a parent who was refusing to send their child to school and resulted in the pupil returning to school in May 2024. • H&F offered additional training and support to senior leaders on the use of fines via the termly Special Heads meeting, 18/07/24. 	
					£10,000
<p>Mid-Year: Achieved On track to achieve Further focus required</p> <p>End of Year: Achieved Partially achieved (add detail if required) Not achieved (please detail)</p>					



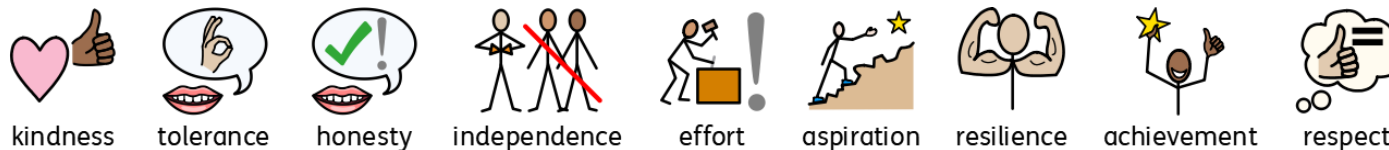
School Improvement Plan

Personal Development



Personal Development – Woodlane Outstanding Criteria

- The PSCH (including sex and relationship education) curriculum is board and balanced, curriculum maps are clear and broken down into: content and components; they are sequenced in a logical progression, systematically and explicitly; the curriculum is ambitious and designed to give disadvantaged and pupils with SEND the knowledge they need for the future. PSCH contributes positively to pupils' personal development.
- The RE curriculum is board and balanced, curriculum maps are clear and broken down into: content and components; they are sequenced in a logical progression, systematically and explicitly; the curriculum is ambitious and designed to give disadvantaged and pupils with SEND the knowledge they need for the future. RE contributes positively to pupils' personal development.
- Extra curricula activities are varied, available daily and participation is high.
- Theme days offer rich experiences to pupils which strengthen our school offer.
- Our 'Cultural Capital Provision' is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life. Our 'Cultural Capital Map' communicates practice clearly.
- Our school values are imbedded in all our practice:



- We actively promote, develop and deepen 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.
- The school promotes an inclusive environment.
- The school provides high quality pastoral support in the following areas:
 - ✓ healthy lifestyles
 - ✓ mental health
 - ✓ healthy relationships (we help develop the character of pupils, ensuring they behave with integrity and cooperate consistently well with others. We develop pupils' understanding of right and wrong).

- Online safety is high profile and parents are well supported in this area. We support with out of school concerns.
- Our boarder school activities encourage spiritual, moral, social and cultural development.
- Criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them.
- We prepare pupils for the next stage of their education well:
 - ✓ pupils are actively involved in the world of work e.g. through work experience, external visitors, educational visits and the skills/experiences of a range of school staff.
 - ✓ we offer strong careers advise, using the Gatsby Benchmark criteria, we score highly in our assessment (all pupils receive unbiased information about potential next steps and high-quality careers guidance).
- The School Improvement Advisor (SIA) confirms the school's evaluation through various activity, including Deep Dives.

Areas for Improvement

- Ensure the RE (+ Geography) curriculum is board, balanced and offers challenge.
- Following the full integration of the MMH cohort, maintain strong mental health and well-being support for staff and pupils.
- Ensure strong practice continues in PSHCE following recruitment of a new teacher.
- Maintain and strengthen further our parental engagement.
- Support 3 named pupils in the development of their eating habits.

What?	Who? (Lead)	When? (Date)	Mid-Year Review	End of Year Review	Cost (£)
RE (+ Geography) curriculum map are redesigned, the map is clear and broken down into components.	SW (supported by JJ)	Autumn – Summer Term	<ul style="list-style-type: none"> Completed Autumn Term. When planning lesson observations, curriculum maps have proved an accurate reflection of the topics being taught at various times throughout the year. 		
RE (+ Geography) schemes of work are rewritten based on the newly designed curriculum maps.	SW (supported by JJ)	Autumn – Summer Term	<ul style="list-style-type: none"> Completed Autumn Term. All schemes are in the school format and being followed by the teacher. 		
Interim Book Looks are scheduled to ensure RE (+ Geography) books are in line with whole school practice.	SC (KIT Days)/SW	Autumn – Summer Term	<ul style="list-style-type: none"> Improvements seen through interim book looks and support from Lead Practitioner. Improvement noted included: <ul style="list-style-type: none"> Staff quality of feedback to pupils. Staff consistency of feedback. Variety of work. Neatness/presentation of work, both of pupils and staff. Use of agreed Oversized A4 books. <p>Next steps:</p> <ul style="list-style-type: none"> Maintain high standards of presentation of pupil work and continue to assess termly through Booklook. 	<ul style="list-style-type: none"> Within RE/Geography, presentation significantly improved within books as monitored through Booklook. There is a clear journey of work and progress is easily identifiable. Humanities Subject Leader has improved the quality of marking and feedback within the books. 	
Schedule counselling sessions for named pupils with the MMH lead HLTA.	RM/CP	Autumn – Summer Term	<ul style="list-style-type: none"> x5 pupils received Counselling sessions in the Autumn Term. 	<ul style="list-style-type: none"> x5 pupils received Counselling sessions throughout the academic year. 	

Schedule MIND and Respond sessions for named pupils.	RM/CP	Autumn – Summer Term	<ul style="list-style-type: none"> x2 pupils received MIND sessions in the Autumn Term. x6 pupils received Respond Art therapy in the Autumn Term. 	<ul style="list-style-type: none"> x6 pupils received MIND sessions throughout the academic year. x6 pupils received Respond Art therapy throughout the academic year.
Residential to Barcelona to take place. Ensure strong risk assessment, preparation and review on return.	TH/CP	Autumn Term	<ul style="list-style-type: none"> Trip was extremely successful. Pupils travelled by coach to Gatwick and then by plane to Barcelona. Pupils had 3 full days (2 nights) in a hostel in Barcelona site seeing, visiting the beach and practicing their Spanish speaking and listening skills. All pupils scheduled to travel were able to attend. Some pupils had never been away on holiday without parents before. High level of support provided by accompanying adults to ensure a safe and enjoyable trip. Trip ran smoothly due to excellent planning. 	
Introduce So Safe SRE programme for our lowest ability pupils.	SB/ED/SWi	Autumn – Summer Term	<ul style="list-style-type: none"> Training took place and some adaptations to policies/practices and language use implemented. ED and SB shared information with staff during staff meeting in November. <p>Next Steps:</p> <ul style="list-style-type: none"> Reflect on progress within the Summer Term. 	<ul style="list-style-type: none"> SoSafe has been effective to support the PSCHE teacher’s practice of the over the last year. SRE in KS3 now follows SoSafe, and this has been changed on curriculum map, (in Y7, 8 and 9). Teachers have been able to ensure they are using the correct terminology such as ‘helping hand’ to support pupils. Resources and planning created for NC SoSafe lessons.

				<ul style="list-style-type: none"> • Nurture class have created so safe booklets and Year 7s will now start to create theirs. • Pupils all create an individual SoSafe book, and take this on into KS4 to continue to refer to when required. • SoSafe resources also used for TIs and for safeguarding communication with NC pupils when required • Impact has been helpful for both staff and pupils in a positive way to eliminate any confusion with who is 'safe' and trained to help with a particular pupil. Booklets have/ will be made with myself and LF for personal care. • SoSafe training to continue with TAs, explaining the model and language to use (with all high needs pupils in school).
OT to plan and implement programme supporting pupils' self-care skills, focusing on changing for PE.	HV/RR	Spring Term	<ul style="list-style-type: none"> • Programme of self-care skills implemented with pupils as determined by OT. <p>Next steps:</p> <ul style="list-style-type: none"> • Ensure impact is assessed. • Explore a redesign of the changing rooms. 	<ul style="list-style-type: none"> • Throughout Autumn Term (11/10/23) OT delivered capacity building training to TAs. • Training content included education regarding skills required for dressing and how children who experience difficulties with these skills may present. • Education regarding impact of environment on participation including physical, sensory temporal and social aspects. • OT strategies shared to support children including visual aids,

				<p>backwards chaining, ways to provide prompts, use of assistive technology e.g. button hooks and shoe horns, additional programmes available in change room: steps to manage tie, steps to tie shoelaces, orienting clothing inside when inside out, how to fold clothes, checklist of what goes in my schoolbag.</p> <ul style="list-style-type: none"> • Shared plan for modifications to environment, e.g. rearrangement of hooks to enable more space for pupils to have allocated changings sections • Further developments for the new year include a plan for support post half term break including the introduction of challenges log to ensure pupils with challenges can be identified and individualised recommendations provided, as needed. Future development areas include the implementation of plan by staff who support pupils to change for PE. OT/lead TA to establish plan for induction for new staff members, review and monitoring of recommendations. 	
Explore sensory eating difficulties programme and attend training.	HV/DB	Spring Term	<ul style="list-style-type: none"> • DB sourced and completed relevant training regarding sensory eating difficulties. • Lanyard introduction for pupils with eating plans. • Temporary change of school chef requires greater input from 	<ul style="list-style-type: none"> • Throughout Autumn and Spring term 2023/2024 courses were explored and several options were provided to SLT. • Throughout Spring Term DB completed virtual courses 'Supporting Individuals with 	

			staff to monitor and ensure safety/choice.	Feeding Difficulties' by Sensory Integration Network. <ul style="list-style-type: none"> HV unable to attend suitable PD within timeframe due to limited course availability. HV to complete SOS Approach to Feeding by Dr Kay Toomey in Spring Term 2025.
Schedule sensory eating difficulties programme based on the training for 3 named pupils.	HV/DB	Spring Term	<ul style="list-style-type: none"> Postponed until the Summer Term. Next steps: <ul style="list-style-type: none"> Schedule for the Summer Term with named pupils. 	<ul style="list-style-type: none"> Throughout summer term 5 pupils (3 x nurture, 2 x main provision) participated in weekly food exploration sessions with HV and DB. Food exploration sessions were focused on developing pupil skills interacting with foods that have varied sensory properties (e.g. colour, texture, smell). 80% of pupils demonstrated progress with the range of food they interacted with or the way they interacted with the foods (e.g. tolerate, touch, smell, taste, eat). Pupils were observed to have positive experiences and enjoyment throughout sessions which supports their confidence to explore and interact with foods of varied sensory properties in the future. A parent workshop is being developed on this topic for the next academic year.
Schedule joint planning sessions for Science and PSCHE subject leaders so ensure strong SRE coverage on a cross curricula basis.	SB/MU	Autumn Term	<ul style="list-style-type: none"> PSCHE and Science leaders have not yet had a joint planning session due to other demands. 	<ul style="list-style-type: none"> Staff to schedule shared planning session in the new academic year.

			<ul style="list-style-type: none"> • SoSafe programme determined to be the priority for Nurture in the Autumn and Spring terms. • Focus on SRE still required to ensure the KS4 Nurture Class has a full and balanced SRE curriculum that covers all required areas. <p>Next steps:</p> <ul style="list-style-type: none"> • Science and PSCHE teacher to find time to jointly plan for next year. 	
Schedule supportive observations, including Book Looks, for new PSHCE teacher to ensure high quality teaching and learning, provide support where required.	CM/JJ/TH/SB	Autumn Term	<ul style="list-style-type: none"> • Support in place from Day 1 for new PSCHE teacher. • Outstanding teaching and learning evidenced through formal/informal observations. • Book Look highlights continued outstanding progress within PSCHE. <p>Next Steps:</p> <ul style="list-style-type: none"> • Final 'first year' induction observations required in the Summer Term. • New Teacher Apprentice Degree opening for first teaching next year. PSCHE teacher will be highly recommended to apply. 	<ul style="list-style-type: none"> • PSCHE teacher has delivered consistently outstanding teaching and learning over the year. • Booklook Outstanding. • Information and application for the new Teacher Apprentice Degrees to open in October/November 2024. SB to apply for the first wave of applicants.
SIA to undertake Deep Dive in PSCHE.	SB	Autumn Term	<ul style="list-style-type: none"> • Moved to the Autumn Term 2024/25 to allow the new teacher time to manage the provision/plan effectively. 	
SIA to undertake repeat Deep Dive in RE (+ Geography).	SW/JJ	Spring Term	<ul style="list-style-type: none"> • Scheduled for Autumn Term 2024/25 due to time constraints. 	
Schedule governor visit to explore parental engagement.	JE/Governor	Spring Term	<ul style="list-style-type: none"> • Governor (VD) attended for a Governor visit and also met with 	

			the LPPA assessor (25/03/24) to discuss the school's application. Feedback from Governor and other parents below.	
Parental engagement improves through the lead teacher's engagement with, and completion of, the Leading Parent Partnership award.	JE	Autumn – Summer Term	<ul style="list-style-type: none"> Achieved LPPA – March 2024. Quotes from the report: <i>“staff help them to support their children's learning and to manage behaviour and that induction and transition processes are easy to understand.”</i> <i>“Staff are quick to respond to concerns, keep them informed about their children's learning and help them with form filling etc.”</i> <i>“Staff, “could not be more supportive”. This is borne out by the school's own positive evaluations on parent surveys.”</i> 	<ul style="list-style-type: none"> Feedback from the teacher responsible says LPPA has helped to start evaluating current systems in regard to parental engagement. Through the programme, the school has produced a feedback form for workshops/training, to utilise feedback for future training. School received 16 positive responses to Tender training recently offered to parents after school. This shows an increase in uptake due to using multiple mediums used to advertise and offer training. The most recent parent questionnaire highlights many successes, including the following: <ul style="list-style-type: none"> The school encourages good attendance – 100% strongly agree. The school site is safe – 100% agree, (94% strongly agree). When I contact the school, the staff are helpful and approachable - 100% agree, (94% strongly agree). My child benefits from the positive behaviour policy

				and enjoys getting merits - 100% agree, (94% strongly agree).
Advertise Friends of Woodlane membership, encouraging more parents to join.	JE/Governor/ AS	Spring Term	<ul style="list-style-type: none"> • Governor (VD) leading on Friends of Woodlane meetings. • Steps taken to set up a new bank account. • Money raised through Christmas (£280) and Easter raffles (£143) was excellent and will be used to support school events. 	<ul style="list-style-type: none"> • School has continued to encourage parents to join as we enter the new academic year. A letter was sent out at the end of term and the lead of the FoW group (or a senior TA) is the point of contact for new parents. • Sections included in transition evening and relevant to further encourage parents to join.
<p>Schedule parent workshops in the following areas:</p> <ul style="list-style-type: none"> - E Safety - Puberty - Phonics and Reading (Nurture and Year 7 parents) - Maths (parent and pupil) 	SI/SB/ED/SH/ NM/SP	Autumn – Summer Term	<ul style="list-style-type: none"> • Parent session took place on 26/03/24 for Phonics and Reading. 16 parents attended, (14% of the school cohort). Parents were extremely positive and provided strong feedback on the Love to Read provision. • The Phonics and Reading session feedback showed that 100% of parents attending found the sessions helpful. • On 27/11/23 the Computing Leader hosted a parent workshop on E-Safety and Google Classroom. This was well attended by 9 parents who responded well and engaged/asked excellent questions. • 2 sessions not yet scheduled. <p>Next steps:</p> <ul style="list-style-type: none"> • SB to schedule puberty session. • SP to schedule Maths session. 	<ul style="list-style-type: none"> • In addition to the workshops listed in the mid-year review, there was also the recent Tender session (healthy relationships – Year 9) and Nurture Coffee morning, (KS3 and KS4 NC). Both sessions were well attended by their respective group. • The puberty workshop did not take place. Teacher has been proactive and this is booked for the new academic year (28.11.24). • The maths workshop did not take place. Teacher to be proactive in the new academic year and schedule workshop.
				£5000

Key

Mid-Year: Achieved On track to achieve Further focus required

End of Year: Achieved Partially achieved (add detail if required) Not achieved (please detail)



School Improvement Plan

Leadership and Management



Leadership and Management – Woodlane Outstanding Criteria

- Child protection and safeguarding practices are robust:
 - ✓ staff maintain an, *'it could happen here'* attitude, staff are confident about sharing concerns
 - ✓ pupils are confident to share concerns
 - ✓ DSLs are well trained
 - ✓ DSLs ensure that all staff understand their roles and responsibilities
 - ✓ DSLs ensure staff are well trained, training is active and staff must engage
 - ✓ DSLs ensure child protection records are well maintained, using CPOMS and Staff Safe
 - ✓ DSLs ensure appropriate, proportionate action is taken in regards to concerns
 - ✓ our safer recruitment policy is clear
 - ✓ our single central record is well maintained by the SBM and checked by DSLs and governors
 - ✓ all staff state the pupils are safe in the staff questionnaire
 - ✓ Safeguarding and child protection LA audit is strong
- Leaders and governors have a clear and ambitious vision, which is shared by the staff. Leaders have high expectations of pupils in all areas.
- Leaders actively support the behaviour management of pupils and in improving behaviour where required.
- Leaders attention to the quality of education is unwavering, this is confirmed in the staff questionnaire.
- Leaders ensure professional development is highly focused and effective, leading to improvements. Professional development is the responsibility of senior and middle leaders, who share their expertise through training and workshops.
- Staff consistently report high levels of support for well-being issues.
- Leaders engage with staff regarding workload. Deadlines are shared at the start of the academic year in our 'Plan of the Year', they have been carefully considered to ensure they are well distributed.
- School improvement planning is data informed and shaped by the entire community. The school improvement plan tackles smaller areas for improvement to ensure they do not grow into larger ones. School improvement planning is used as an example of best practice with the wider community.
- Leaders swiftly hold staff to account where required. Leaders ensure staff are free from harassment and bullying.
- Leaders engagement with the community is high. Leaders have an open-door policy for staff, parents and pupils, this genuinely used.
- Governors ensure:
 - ✓ statutory duties are met

- ✓ resources are well managed through the finance committee
- ✓ pupils' achievement is strong through the raising achievement committee
- ✓ they are active, they visit formally and produce governor visits reports
- The use of pupil premium and catch up funding is used effectively to tackle areas for improvement, this is clearly reported on.

Areas for Improvement

- Streamline of SEF/SIP documents to ensure information is more accessible to a wider audience.
- Further improve the physical environment and facilities to ensure teaching and learning is supported by an inspirational environment (linked to 5 Year strategic plan).
- Ensure the Woodlane staff team is strong, with complimentary skills.
- Ensure staff workload is well considered and planned.
- Gain relevant accreditations.
- Safeguarding and Child Protection practices remain outstanding.

What?	Who? (Lead)	When? (Date)	Mid-Year Review	End of Year Review	Cost (£)
Redesign SEF/SIP based on Ofsted Framework, ensuring it is streamlined and reduces repetition.	CM/TH	Autumn Term		<ul style="list-style-type: none"> This document has been used effectively and reduced repetition. SLT have identified improvements via new document in terms of identifying mid-year and end of year review. 	
<p>Carry out vigorous recruitment processes to hire outstanding staff in the following areas:</p> <ul style="list-style-type: none"> Senior school business manager PSHCE subject leader Senior TA Science technician Teaching assistants Science teacher (in advance of retirement) 	CM (KIT days) /SC (KIT days)/LF	Autumn Term	<ul style="list-style-type: none"> Recruitment of Senior SBM successful with highly experienced member of staff returning to role. PSCHE subject leader recruitment successful with Senior TA moving in to the role. Senior TA role back filled, with a HLTA taking over. Transition was seamless and staff highly effective in this role. Other recruitment on going. Science technician recruitment so far unsuccessful. <p>Next steps:</p> <ul style="list-style-type: none"> Continue attempts to recruit Science technician. Explore strong supply TA for this position. 	<ul style="list-style-type: none"> Recruitment of highly experienced Science teacher has taken place with a September start. A strong handover has been provided. Temporary Science TA (Masters in Microbiology) has been a success and has offered a lot of in-class specialist support to both the previous Science teacher and the new Science teacher. The recruitment of the Science Technician will be paused while the Science specialist TA (temporary) is in post and providing excellent support for pupils. 	
Advertise for interim headteacher for substantive headteacher's maternity leave.	CM/Chair of governors	Autumn Term	<ul style="list-style-type: none"> Completed by end of November to allow cross-over and transition planning. 	<ul style="list-style-type: none"> Interim Headteacher has been in post since appointment, supported by Headteacher through KIT and SPILT days. 	
Redesign lead practitioner position and advertise, ensure successful candidate is in	CM	Autumn Term	<ul style="list-style-type: none"> Successfully redesigned and recruited Lead Practitioner. 	<ul style="list-style-type: none"> New Lead Practitioner post has been a success, driving a wide 	

<p>post to support with headteacher's maternity leave.</p>			<ul style="list-style-type: none"> • Initial focus on phonics as this was the greatest area of need. This has already been established as a significant whole school focus. • Phonics progress assessed in March following the first block of interventions. <ul style="list-style-type: none"> ○ 3 pupils in Year 10 were receiving 1:1 Phonics intervention. These 3 pupils made 2 levels of progress each. ○ KS3 pupils made approximately 0.6 levels of progress within the first block of intervention. ○ Pupils in the lowest group (word time) made no progress in levels. However, smaller steps of progress are visible and a separate assessment method to be explored, (average of 2 new sounds learned). • As this is the first progress data acquired, and there is no comparative data available for SEND secondary setting. We do not yet know what Good progress looks like. <p>Next Steps:</p> <ul style="list-style-type: none"> • Explore a separate assessment system for the lower attaining 	<p>range of school improvement particularly within Phonics.</p> <ul style="list-style-type: none"> • Existing Lead Practitioner stepped up to Assistant Head during a period of maternity/paternity that covered 3 out of the 4 curriculum SLT. 	
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			learners to track/celebrate their achievements in Phonics.	
SENDCO to enrol in accredited SENDCO qualification.	JJ	Autumn Term	<ul style="list-style-type: none"> • Qualification changes mean the new NASENCO professional qualification will be launched with first cohorts in September 2024. • JJ to sign up for an Autumn or Spring start next year. • ED has expressed an interest in signing up too. 	<ul style="list-style-type: none"> • SENDCO has enrolled on NASENCO course for start in Autumn Term 2024. • New course considered a significant upgrade on previous qualification. • 2 other staff have selected the NASENCO course as part of their CPD and have enrolled. School has been able to accommodate this by staff using different providers to ensure face to face events and coursework deadlines do not coincide.
Schedule opportunities for school visits to share best practice.	CM/TH	Summer Term	<ul style="list-style-type: none"> • Scheduled for 01/07/24. 	<ul style="list-style-type: none"> • The school was once again able to offer a school visit/CPD day to all staff as part of the Summer Term INSET programme. • The day was scheduled for after GCSEs examinations to improve the number of schools able to offer placements. • All staff attended appropriate school placements, coordinated by the Lead Practitioner. • Views shared in staff meeting 15/07/24 for teachers and 16/07/24 for TAs. Views also used to influence new SIP for next academic year.

Schedule high quality training throughout the academic year.	SLT/Middle Leaders	Autumn – Summer Term	<ul style="list-style-type: none"> See training log. 	<ul style="list-style-type: none"> Training has continued to be a strength. Full training budget spent. 100% of staff agree that the school supports their professional judgement.
Increase the number of first aid trained staff.	BS/DB	Autumn Term	<ul style="list-style-type: none"> First Aid training took place for DB and TH, October 2023. <p>Next steps:</p> <ul style="list-style-type: none"> School to review staffing numbers in the Summer Term and schedule additional training for first aiders as necessary for the end of the Summer or Autumn terms. 	<ul style="list-style-type: none"> First Aid training completed with 9 staff now fully training by 2- or 3-day training offered by H&F. Schools' first aider numbers exceeds all recommended numbers for school size and need.
Gain quotes for refurbishment of the library and book refurbishment.	CM	Autumn Term	<ul style="list-style-type: none"> Library refurbishment took place in October half-term. Following completion of snagging all works were signed off by end of March. 	<ul style="list-style-type: none"> After books were ordered with help of pupils, from Scholastic book fair commission and excitement surrounding the fair, there was a higher uptake in the Nook. New books were shown in assembly and ED was in Nook every day that week to encourage pupils in. A regular 6-8 pupils came every day. Increased use since TA support at lunchtimes has been in place, actively encouraging reading within the library. The reduction of books in the Nook has meant pupils can actually see the brilliant books we do have. But more brilliant books definitely needed. Schedule Book Nook use in to planning for next academic year including through a

				number of whole school interventions, e.g. 'Sam's Sandwich', library monitors and using reading for pleasure Tutor time to promote the library.
Schedule build of 2 x Nurture classrooms at the back of the school, closely work with quantity surveyor and successful builder.	CM (KIT days)	Spring Term	<ul style="list-style-type: none"> Lots of work undertaken, through to planning application submission. Paused by the local authority due to rising costs. Next steps: <ul style="list-style-type: none"> Continue to push priority with the LA. 	<ul style="list-style-type: none"> This remains on pause with the local authority.
Book Tannoy system install.	CM/TH/DB	Spring Term	<ul style="list-style-type: none"> Paused due to cost implications. Next steps: <ul style="list-style-type: none"> Review again in Summer Term if capital funding is available. 	<ul style="list-style-type: none"> One company suggested system could be worked in to school's current 'pips' for a cost approximately £5,000. A second company suggested this was impossible and the school needed new speakers and re-wiring of these throughout the school for a cost approximately £25,000. The school has continued to pause this as finances do not currently allow for either option.
Trial school-wide teacher flexible work arrangement, assess impact and feedback to governors.	CM	Autumn – Summer Term	<ul style="list-style-type: none"> On-going but still considered to be successful. Now becoming more wider spread with others schools, increasing the need to continue. Next steps: <ul style="list-style-type: none"> Continue to report to governors. 	<ul style="list-style-type: none"> Staff responses to the flexible working have been overwhelmingly positive. 100% of teachers expressed the desire to continue with the approach. Some simple suggestions made through questionnaire to streamline elements such as

			<ul style="list-style-type: none"> • CM/TH to explore priorities for timetabling. • Science to be timetabled ready for flexible working. 	<p>meeting feedback and information sharing.</p> <ul style="list-style-type: none"> • New timetable in place with next academic year with all teachers scheduled for flexible working one day per week. • Some challenges in terms of timetabling overcome. 	
<p>Gain the Artsmark Accreditation: Continue to embed Artsmark practices; explore a personal development assessment system; maintain a rich arts curriculum.</p>	<p>SC/RF</p>	<p>Autumn – Summer Term</p>	<ul style="list-style-type: none"> • Achieved Silver Award. • The puppet project ran for 8 weeks in which pupils and staff created a bespoke Jim Henson inspired puppet of themselves. • 3 variations of puppet design were accessible to ensure we could be inclusive to all skill levels. • Art staff held a team building/training session for all staff where all were given the opportunity to upskill and create a puppet of themselves which could then be shared with pupils as an exemplar. • The project was embedded in curriculum time and enabled staff and pupils to work on the development of new skills such as embroidery, product design, modelling and quality control. • The finished puppets are on display in a prominent place where they can be celebrated and enjoyed by staff, pupils, parents and visitors. 	<ul style="list-style-type: none"> • Following achievement of the Artsmark accreditation, the school continued with a range of positive strategies across the school. • The school achieved the highest grades within Art and Design, (2x 4s, and 12x grade 3s) and Textile Design GCSE, (2x Grade 5s and 1x 4). • These fantastic results have altered curriculum planning for future years with an increased number of pupils taking Art based courses. 	

			<ul style="list-style-type: none"> • Staff developed new skills and built confidence in leading sessions relating to the Arts. • Comments from staff were overwhelmingly positive, for example: <i>“This was a great way for all staff to feel success in the arts and work collaboratively. I now know how the pupils will feel carrying out the same activity.”</i> • Performing Arts Theme Day took place in March. All sessions encompassing a variety of performing arts such as costume design, Avenue Q workshops, cross-curricular activities such as 'popcorn nets,' an online national theatre play, costume exhibition, visual storytelling, funny story writing and the masked performer inquisition. Feedback from pupils was extremely positive. 		
Policies are updated, based on new keeping children safe in education guidance.	CM (KIT Days)	Spring Term	<ul style="list-style-type: none"> • Updates including filtering and monitoring were added to the policy. It was agreed/signed off by Governors at meetings in Feb/March. • Filtering and Monitoring reports are now scheduled weekly which highlight the number of times inappropriate websites have been accessed (and denied) or search terms have been used. 	<ul style="list-style-type: none"> • Policy up to date and weekly sharing of filtering and monitoring remains in place. • TH to attend additional training next academic year regarding the school's roles and responsibilities for reporting and monitoring and how to use this information to inform best practice. 	

			<p>The school can also see the internal computers and times the times that these took place.</p> <ul style="list-style-type: none"> • The number of sites/contents blocked is high, but this shows that the filter is doing its job. • The most commonly blocked item is gaming/gambling which is predominantly popups on websites. • The school will continue to monitor and explore trends and will soon move to a new platform called SchoolProtect via LGfL which provides even greater functionality. 		
Schedule safeguarding and child protection review with LA lead.	CM/Megan Brown	Autumn Term	<ul style="list-style-type: none"> • Visit combined with visit for Keith Tysoe (H&F advisor). RM and BS met with Megan Brown and report was excellent regarding the school's practices. 		
Schedule safeguarding and Prevent training.	RM	Autumn – Spring Term	<ul style="list-style-type: none"> • Whole school completed Safeguarding Level 1 training through H&F LADO (Megan Brown), 01/11/23. • Whole school completed Prevent Duty training with H&F team, 10/01/24. 	<ul style="list-style-type: none"> • All new staff throughout the year given the opportunity to complete the L1 training regardless of start date. • No Prevent referrals made by school, however one pupil received support/guidance following concerns due to mental health needs. Investigation took place with outside agency and feedback provided. Pupil was not attending school at this time but continued to receive support. 	

Schedule keeping children safe in education training and task for staff.	CM	Autumn Term	<ul style="list-style-type: none"> Whole school completed KCSIE Update training in September INSET, 07/09/23. 	
Deputy Headteacher (Behaviour and Attendance) to become Lead DSL in the absence of the substantive Headteacher on maternity leave.	RM	Spring – Summer Term	<ul style="list-style-type: none"> Currently in place and working well. 	<ul style="list-style-type: none"> Deputy Head was a significant asset during Headteacher maternity leave and took the lead on most CP/DSL challenges that arose. Ensured that the school’s practices remained robust and effective.
New PSCHE subject leader to attend DSL level training to enhance safeguarding and child protection knowledge.	SB	Spring Term	<ul style="list-style-type: none"> PSCHE Subject Leader attended Safeguarding training with NSPCC on 30/03/23 which remained valid. <p>Next steps:</p> <ul style="list-style-type: none"> Schedule enhanced (DSL) training in the Summer Term. 	<ul style="list-style-type: none"> New training scheduled for March 2025 for when currently valid training expires.
Ensure Covid risk assessment is updated.	CM/TH	Autumn Term	<ul style="list-style-type: none"> Updated in health and safety policy. 	
Schedule safer recruitment training for relevant staff.	RM/BS	Spring Term	<ul style="list-style-type: none"> All senior leaders completed safer recruitment training during the Autumn and Spring Term via NSPCC. Training was completed through an online portal allowing staff to complete at own pace when time was available. Each staff member completed at different times. CM scheduled for July using KIT days. 	<ul style="list-style-type: none"> All senior leaders have safer recruitment training. The school ensures that there is always a member of staff with safer recruitment training on every interview panel.
Update Physical Intervention plans.	RM	Autumn Term	<ul style="list-style-type: none"> x2 Physical intervention plans updated in October and signed by parents. 	

			<ul style="list-style-type: none"> • There continues to be very few physical interventions. 	
Schedule Team Teach training for core staff.	RM	Autumn Term	<ul style="list-style-type: none"> • Team training delivered in September. • 9 staff attended, with 5 new completing the 2 day and 4 others completing the refresher. 	
Carry out safeguarding and child protection audit.	CM (KIT days)	Spring – Summer Term	<ul style="list-style-type: none"> • Completed and shared with LBHF/LADO. 	
Schedule governor visit to explore safeguarding and child protection practices.	RM	Spring Term	<ul style="list-style-type: none"> • Regular visits from Safeguarding link Governor, (VD) have taken place including checks of the SCR. • The school’s safeguarding and SCR form has been completed at regular intervals as required by policy. This evidence is retained by school and has recently been shared with the SIA who reported: <i>“The SCR was checked and meets requirements fully.”</i> And <i>“There is a clear record kept of checks made on the SCR.”</i> 	<ul style="list-style-type: none"> • Governor visits including signing of SCR in the Summer Term. Usually conducted on same dates as Governors meetings. • Link Governor has completed 2-day safeguarding training.
Ensure consultations are appropriately reviewed and responses are made to the LA within the statutory deadlines in maternity leave.	CM (KIT days)	Autumn – Summer Term	<ul style="list-style-type: none"> • Significantly high numbers received but CM continues to use KIT days to respond within appropriate timeframe. • LA often late to respond, however, CM keeps a close eye on this. • CM exploring with LA alternative ways of managing responses. 	<ul style="list-style-type: none"> • Responding to consultations was a significant role for much of Headteacher’s maternity. KIT and SPLIT days primarily used to complete. • Responses were provided promptly and pupils well placed. • Headteacher’s time was well used on these items as SLT on site would not have had the capacity to respond to the

				<p>significantly high numbers received.</p> <ul style="list-style-type: none"> LA will review their OOB practices during the next academic year. 	
Review reporting and monitoring reports/data and feedback in maternity leave.	CM (KIT days)	Spring – Summer Term	<ul style="list-style-type: none"> Headteacher has continued to receive reports from the school while on maternity leave. Headteacher continues to have a clear understanding of progress, behaviour and overall school performance. Some delays due to SLT staffing demands, CM supporting where possible on KIT days. 	<ul style="list-style-type: none"> Headteacher maintained policies throughout maternity leave. This has ensured the school’s website has remained fully up to date. Staff were consulted and contributed to policy review where appropriate. 	
Coordinate, review and update policies in maternity leave.	CM (KIT days)	Spring – Summer Term	<ul style="list-style-type: none"> System working well. Policies reviewed with relevant staff. Staff informed of updates. Policies up to date on website. 	<ul style="list-style-type: none"> Headteacher maintained policies throughout maternity leave. This has ensured the school’s website has remained fully up to date. 	
Continue to shape and offer support to the senior leaders in maternity leave. Attend and contribute to regular SLT and governor meetings. Monitor plan of the year and progress towards SIP targets.	CM/SC (KIT days)	Spring-Summer Term	<ul style="list-style-type: none"> All senior leaders have stayed in-touch during maternity leave and this is enabling the smooth running of the school during times with less SLT available. Regular meetings attended. CM continued to monitor plan of the year and SIP with SLT. CM has reviewed and worked in partnership with the interim head to refine the SIP mid-year review. 	<ul style="list-style-type: none"> Headteacher joined SLT meetings at intervals for updates on SIP targets and key school objectives, both to remain informed and support completion. 	
					£300,000 (approx. £200,000 from LA)

Key

Mid-Year: Achieved On track to achieve Further focus required

End of Year: Achieved Partially achieved (add detail if required) Not achieved (please detail)