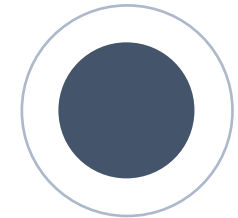
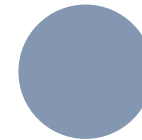
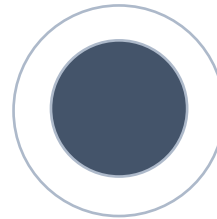
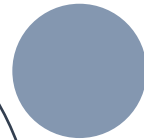




School Improvement Plan

2024-2025 – Summative Review



School Improvement Plan 2024-2025

Contents:

Introduction	Self-Grading/Key
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	Personal Development
	Leadership and Management

Self-Grading/Key

Ofsted Area	Grading
Overall Effectiveness <i>(no longer an Ofsted Category from September 2024)</i>	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
Grey shaded box	Action completed/achieved and no further update required.



School Improvement Plan

Priorities



Headline Areas for Improvement

1. Further raise the progress of pupils exceeding in Science and the proportion of pupils exceeding outcomes in Humanities, to ensure they meet the school's outstanding threshold (*from good to outstanding*).
2. Raise the progress of named groups to ensure pupils meet the school's outstanding threshold or the gap is closed where the outstanding threshold has already been met.
3. Explore and introduce appropriate qualifications to enable KS4 Nurture pupils to exceed outcome expectations (*from good to outstanding*).
4. Reduce 6 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*).
5. Further improve the physical environment and facilities to ensure teaching and learning is supported by an inspirational environment (linked to 5 Year strategic plan).



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 takes a 'phonics first' approach to the teaching and learning of reading, however, approaches can vary when required, based on individual needs. Our 'Love to Read Provision Map' outlines our universal, targeted and specialist approach.
 - ✓ The assessment of pupils' reading supports the identification of those pupils needing extra support, e.g. Phonics.
- The school's Maths curriculum is clear and broken down into content and components.
- Teachers have expert subject knowledge. All 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 very large 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 progress well and the knowledge/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 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 the progress of pupils exceeding in Science to ensure they meet the school's outstanding threshold (*from good to outstanding*).
- Raise the progress of the following groups to ensure they meet the school's outstanding threshold:
 - close the progress gap of pupils receiving pupil premium in the core subjects (*already meeting the outstanding threshold, but where a notable gap exists*)
 - pupil progress in Year 9 (Year 8 in data) across all areas (*from good to outstanding*)
 - progress of girls, particularly in the Core Subjects (*already meeting the outstanding threshold, but where a notable gap exists*)
 - progress of pupils with EBSA in RE, Geography, Art and Science (*from good to outstanding*)
 - pupils' progress exceeding in Humanities (*from good to outstanding*)
- Raise the proportion of pupils exceeding outcomes expectations in Humanities (*from good to outstanding*).
- Explore and introduce appropriate qualifications to enable KS4 Nurture pupils to exceed outcome expectations (*from good to outstanding*).
- Ensure reading practices remain high profile, promoting our 'love to read' agenda.

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>FK/NM/ Recovery teachers</p>	<p>Autumn – Summer Term</p>	<ul style="list-style-type: none"> • Recovery lessons have continued this academic year, which have included Photography, Reading, Historical Textiles and STEM. • Recovery curriculum map produced to reflect current offer. • Recovery lessons planned and resourced by subject specialists. • Reading Data continues to improve based on October reading spelling data. <ul style="list-style-type: none"> -49.3% % of pupils have increased their reading age by 6 months or more. -34.9% of pupils have increased their reading ages by 1 year or more. -65% of pupils moved to higher level within the testing series and are reading at higher national curriculum age than in September 2023. • Reading for exams has been embedded in the Recovery Reading scheme to support future examinations. • Year 10 has increased their 'book talk' demonstrating wider vocabulary in English lessons. 	<ul style="list-style-type: none"> • Recovery in the Summer Term included PE Competitive Sports in place of Historical Textiles. This was put together in response to the need for pupils undertaking competitive sports and being given further opportunity to develop leadership and team building skills as part of the National Curriculum. • Reading data from September 2025: 51.47% have increased their reading age by 6 months or more, an increase from 49.3% in September 2024. • 36.76% of pupils have increased their reading ages by 1 year or more, an increase from 34.9% in September 2024. • The 66.17% of pupils continue to make progress within their reading ages. • Recovery Twilight led by SI to support staff developing their digital skills took place. Pupils undertaking photography in recovery sessions all had opportunities to edit and 	

			<ul style="list-style-type: none"> • Science, Maths and DT data continue to perform highly, achieving the school's threshold for outstanding in progress data. Science data for meeting is the highest to date. <ul style="list-style-type: none"> -Science meeting expectations 100%, exceeding 24.4%. -Maths meeting expectations 100%, exceeding 54.74%. • English meeting expectations, exceeding expectations 41.51%. • DT 100% meeting expectations, 64.6% exceeding. • History 100% meeting expectations, 43.82% exceeding. • Pupil conference held for Photography; pupils are enjoying and want to learn and develop skills in further photography. '8 out of 10 pupils said they would like to have more photography lessons'. • Recovery Photography moderation demonstrated pupils are highly engaged and producing quality outcomes. <p>Next Steps:</p> <ul style="list-style-type: none"> • Recovery Twilight: Photography training scheduled for staff. (SC/CT/RF/SI/SW) 	<p>manipulate their images on the computer.</p> <ul style="list-style-type: none"> • English, Science, Maths, History and DT data continue to perform highly, achieving the school's threshold for outstanding in progress data. Science data for meeting is the highest to date. • Science meeting expectations 100%, exceeding 69.68%. • Maths meeting expectations 100%, exceeding 88.76%. • English meeting expectations 100%, 81.37%. • DT 100% meeting expectations, 84.2% exceeding. • History 100% meeting expectations, 50.59% exceeding. • Following the success of photography in recovery one of our nurture class pupils used their portfolio to undertake GCSE Photography. They achieved Grade 3, 5 grades higher than projected outcome. 	
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New Science Subject Leader to review curriculum maps and schemes of work and where required make amendments to strengthen practice.	FK	Autumn – Summer Term	<ul style="list-style-type: none"> A high-quality curriculum map and schemes of work have been adapted to create a high-quality Science curriculum. 		
New Science Subject Leader to review teaching and learning resources and strengthen, as necessary.	FK	Autumn – Summer Term	<ul style="list-style-type: none"> Resources have been reviewed and replaced where required. 		
Develop Science Subject Leader’s STEM leadership responsibility.	FK/OA	Spring Term	<ul style="list-style-type: none"> The Science Subject Leader has created ‘STEAM’ club which has been highly attended by pupils each week (Spring Term). The Science Subject Leader has arranged for external visitors each week including an astrophysicist, Engineer, Manta Ray Trust, Dentist and Data Scientist. Feedback from pupils has been highly positive. The Subject Leader has planned for further external visitors until the end of the academic year, visitors are all industry experts from the STEAM community. <p>Next steps:</p> <ul style="list-style-type: none"> Science theme day to be delivered. 	<ul style="list-style-type: none"> Science theme day took place and was highly successful. Feedback from staff and pupils was extremely positive. A pupil reported, <i>‘It was better than Taylor Swift at Wembley’</i> Year 9 pupil. There were also zero behaviour referrals throughout the day. STEAM Club has been one of the most popular after school clubs this year, with a waiting list. Pupils who attended achieved the national crest award which is a recognised organisation for STEAM. The Steam club schedule from Spring/Summer Term is listed below, highlighting the range of external visitors: <p>-Chris Joly - Engineer & Astronomer - AI in STEM industries (in-person) - Gabor Zichy - Robotics (in-person visit)</p>	

				- Elisabetta Negri - Thames Water (in-person)	
Science subject leader to continue to provide targeted resources to non-subject specialists.	FK/SC	Autumn – Summer Term	<ul style="list-style-type: none"> The Science Subject Leader has provided high quality resources to non-subject specialists. Planning support has been given to the ECT. 		
Schedule supportive observations, including Book Looks, for new Science Subject Leader to ensure high quality teaching and learning, provide support where required.	SC/AH/FK	Autumn Term	<ul style="list-style-type: none"> A supportive observation was scheduled and completed in the Autumn Term. Supportive feedback has been given prior to the Autumn Term Book Look. Teaching and learning is outstanding. 		
SLT to offer high level of support where required to Science teacher.	SC/FK	Autumn – Summer Term	<ul style="list-style-type: none"> The Assistant Head has provided support to the new Science Subject Leader. The Subject Leader has communicated how useful this has been. 		
Schedule updated Pupil Premium training for staff around common barriers, including, 'What do I do to support pupils in receipt of Pupil Premium?', with a focus on closing the gap in the core subjects.	TH/All Staff	Spring Term	<ul style="list-style-type: none"> Training moved to the start of the Summer Term to allow Spring Term data to be analysed. <p>Next steps:</p> <ul style="list-style-type: none"> Whole school training scheduled for 07/05/25. 	<ul style="list-style-type: none"> Training took place for staff on 07/05/25. All staff in attendance. Staff completed a review of pupil's data from the Spring Term and established some personalised next steps for those pupils in receipt of PP. 	

				<ul style="list-style-type: none"> • Actions included: <ul style="list-style-type: none"> ○ Review of seating plans in various subjects. ○ Targeted support in class for named pupils, e.g. TA to provide direct input at the start of a task to clarify understanding and mid-way through to check progress. ○ Increase in homework offer. ○ PP Champions, with staff selecting one named pupil and dedicating some time each week to speaking with them about their work, life, home etc. ○ 'Good to Great' style differentiation on various tasks. ○ Advice seeking from SaLT/OT. ○ Lesson planner (CiP). • Actions were acted upon with significant success. 	
<p>Offer targeted revision sessions for named pupils (with a focus on Pupil Premium). This may include targeted lunch/Saturday clubs.</p>	<p>Teachers</p>	<p>Summer Term</p>	<p>Next steps:</p> <ul style="list-style-type: none"> • Staff to be consulted in INSET (22/04/25) on what provision would be required to support 	<ul style="list-style-type: none"> • Staff feedback in INSET was: <ul style="list-style-type: none"> ○ At least 2 lessons on a Saturday with Y11 to allow for targeted revision. 	

			pupils with revision – primarily for those taking a GCSE.	<ul style="list-style-type: none"> ○ At least 1 TA to be present to support. ○ More information on our school website to help direct/re-direct enquiries from parents and pupils on where to find out more about qualifications and general classroom learning. ○ Revision books for all pupils, to ensure financial hardship is not a barrier for families. ○ Work packs containing resources such as blank books for notes, pens, pencils etc. ● Revision sessions took place on 10/05/25 and 17/05/25 with English, Maths and Science. Year 11 GCSE pupils' attendance was highly encouraged. 7 out of 9 pupils attended both sessions. ● Revision guides were purchased and distributed with work packs to all pupils.
Further improve the school's homework club offer at lunchtimes, to improve access to additional learning opportunities for pupils in receipt of Pupil Premium.	SLT/SH/SW	Autumn – Summer Term	<ul style="list-style-type: none"> ● 4 pupils attend homework club on average each week in both KS3 and KS4 sessions. 	<ul style="list-style-type: none"> ● Homework club with SH, 2/3 pupils attended voluntarily. SH would then encourage pupils to attend who hadn't

			<ul style="list-style-type: none"> • School using Reading Eggs to set whole school homework set e.g. for Sherlock Holmes theme week/mystery stories. • Improvements still required within Google Classroom to improve pupil's online homework experience. <p>Next steps:</p> <ul style="list-style-type: none"> • Review homework policy and decide how best to implement within homework club. • Further work required to improve Homework Club attendance. 	<p>completed their homework. This took place on Thursday lunch times for all Year 7 pupils.</p> <ul style="list-style-type: none"> • Reading eggs homework set for each Reading theme. This was Magic themed Reading eggs for the Summer Term. • KS3 English staff assign books related to the current topic. • SW held a weekly homework club at breaktime and lunchtime on Wednesdays for KS4 pupils. • Homework policy to be reviewed next academic year as part of normal cycle. • Google classroom use to be explored by SLT next academic year. 	
Continue to offer reward pathways for pupils in receipt of Pupil Premium that support their engagement and achievement, without detracting from the competition, (e.g. a PP winner and a non-PP winner of an art competition).	TH	Spring Term	<ul style="list-style-type: none"> • Book Fair poster competition in March planned to include an equal number of PP and non-PP winners. • A select group of PP pupils provided with additional opportunities to meet behaviour reward trip criteria – suggested by school council. • 4 out of 11 pupils taken on the recent reading reward trip were PP pupils – selected to celebrate their outstanding 	<ul style="list-style-type: none"> • Book fair was a success, with pupils from all backgrounds having the opportunity to acquire books at their level. • The Art gallery event was unable to take place at the end of term. Resources purchased for this event are to be reused throughout the school year to enhance various events that will be taking place in school. However, a poetry recital took place. 	

			<p>achievement in phonics and reading recovery.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • Ensure the Art gallery event in the Summer Term allows for a special focus on the achievement of PP pupils# • Select Book Fair poster competition winners. 	<ul style="list-style-type: none"> • 3 winners were selected as winners for the book fair poster in April 2025. 	
<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. <p>Using the school's Good to Great methodology for reporting.</p>	SLT	Spring Term	<ul style="list-style-type: none"> • There is no gap in the proportions meeting expectations with both groups exceeding the outstanding threshold, however, there is a 13% gap in exceeding. • The gap has remained at the same level as the Summer Term when reviewed in the Autumn Term 2024/25. • Whilst this data is broadly reflective of the gap nationally post-pandemic, there are no other areas of school progress that share this same issue therefore it needs to be a high priority of the school to address and close. <p>Next Steps:</p> <ul style="list-style-type: none"> • Pupil Premium data closely scrutinised at the end of the Spring Term. • PP Champions in place for the Summer Term. 	<ul style="list-style-type: none"> • The gap in the proportions meeting expectations remained small, (0.58%) with both groups exceeding the outstanding threshold. • The gap in exceeding has reduced further in the Spring Term and by the Summer Term sat at 3.4% which is an extremely strong picture and testament to the work of all staff across the school. • Learning packs for revision provided to all Year 11 pupils in May. 	

			<ul style="list-style-type: none"> • PP revision sessions and learning packs provided in the Summer Term. • PP rewards to continue as above. • Good to Great practice restarted in TA meetings for the Summer Term every 2 weeks. 	
Improve the progress of Girls in the Core subjects so they are in-line with the progress of Boys, through increased awareness, targeted strategies and resources.	TH/NM/SP/FK	Autumn – Summer Term	<ul style="list-style-type: none"> • In the Autumn Term data, there is no gap in the proportion meeting expectations (both 100%) and there is an extremely small gap (0.03%) in the proportion exceeding. • This is the smallest gap at any stage since the school has been tracking this information. • The larger gaps (e.g. Maths Summer Term 2022/23 – 20% gap), have been resolved, and even the smaller gaps seen in the Summer Term 2023/24 (8%) are no longer present within the data. <p>Next steps:</p> <ul style="list-style-type: none"> • Continue to monitor in Spring and Summer. 	<ul style="list-style-type: none"> • This gap grew from <1% in the Autumn Term, to 5% in the Spring Term. • However, this reduced again in the Summer Term to 3%, which is in-line with yearly data.
Improve the progress of Year 9 pupils through increased awareness, targeted strategies and resources.	TH/Teachers	Autumn – Summer Term	<ul style="list-style-type: none"> • When this group were in Year 8 their progress was significantly lower than their 	<ul style="list-style-type: none"> • This group made rapid progress in the Summer Term and are now more in-line

			<p>peers, however moving into Year 9 in the Autumn Term 2024/25 the data shows this has been mostly addressed.</p> <ul style="list-style-type: none"> • In the core subjects, progress is outstanding with 46% of expectations exceeded. • In the foundation subjects, 67% of expectations were exceeded. • This data is in-line with previous years for core subjects and well above previous years in the foundation subjects. This highlights rapid progress from the group. <p>Next steps:</p> <ul style="list-style-type: none"> • Continue to monitor progress and behaviour as this group progress through the year. 	<p>with their peers. They achieved 65% exceeding, comfortably surpassing the outstanding threshold.</p>	
SLT to provide targeted support to the Humanities teacher to enable consistent teaching and learning.	SC/SW	Autumn Term	<ul style="list-style-type: none"> • Weekly meetings in the Autumn Term to support with curriculum development for Humanities • Classroom development has created zones for different areas of the Humanities curriculum. • Curriculum review has taken place with the Assistant Headteacher to enhance contextual learning: Food 	<ul style="list-style-type: none"> • Classroom maintained and has continued to be developed into a more sensory learning space e.g. geography puzzle area for pupils to support regulation. • Year 11 pupils using VS skills to support with regulation maintaining the garden area. • Religious objects now have a space/presence in the classroom to provoke 	

			<p>tasting implemented into the Humanities curriculum.</p> <ul style="list-style-type: none"> • Trips to Synagogue, Mosque and places of worship took place in Spring Term. <p>Next steps:</p> <ul style="list-style-type: none"> • Explore further practical opportunities for Vocational Studies and Gardening. • Order further resources to support the sensory aspect of the Humanities curriculum. 	<p>curiosity and enhance sensory experience.</p> <ul style="list-style-type: none"> • Outcomes data 100% exceeding in VS. Humanities data Outstanding in meeting, Good in exceeding. • Summer Term trips to contextualise learning took place e.g. BBC Park, Places of worship etc. • Humanities Book Look Good with outstanding features. • Year 10 Pupils have been taking active roles of responsibility around school to maintain plants and to improve sustainability across the school as part of VS. Pupils have been recycling materials and maintaining the gardening space in VS lessons. • Humanities teacher organised Eco Day where pupils worked collaboratively with teachers and TAS to make bug hotels from recyclable materials and used leftover ingredients to create dishes to prevent wastage in Food Technology. • Baselines to be assessed for accuracy next academic year. 	
Improve the Humanities teaching and learning environment through a thorough	SW/NM/SP/SC/AS	Autumn Term	<ul style="list-style-type: none"> • All Humanities displays have been updated. The room is 	<ul style="list-style-type: none"> • Designs and quotes were gained via RAP. 	

<p>reorganisation, updated display and kinaesthetic resources etc. In preparation for future refurbishment.</p>			<p>better presented and organised.</p> <ul style="list-style-type: none"> Quote has been gained for classroom refurbishment. <p>Next steps:</p> <ul style="list-style-type: none"> Seek LA funding for classroom development. 	<ul style="list-style-type: none"> LA funding was sought but not provided at this time. SLT will continue efforts into the new academic year. 	
<p>Monitor the proportion of pupils meeting expected progress in Art and Humanities <i>(both achieved the outstanding threshold of 50%+ exceeding but were less than 1% from the 97% threshold for meeting).</i></p>	<p>TH/SW/RF</p>	<p>Autumn – Summer Term</p>	<ul style="list-style-type: none"> In Humanities, the percentage of expectations met or exceeded at the end of the Autumn Term has dipped slightly below the mean percentage for foundation subjects (36%). As Humanities didn't quite achieve the school's outstanding threshold in the Summer Term either, further monitoring is required but it is expected that the outstanding threshold of 50% will be achieved this year. There is the opportunity to use further recovery lessons this year for Humanities to continue to raise the progress of pupils across these subject areas. Within Art, no further issues noted. The subject is achieving above the mean and all pupils are meeting expectations. The percentage of expectations exceeded and 	<ul style="list-style-type: none"> The percentage of expectations exceeded and met at the end of the Spring Term in Art was 59.62%, a rise of 16% from the Autumn Term. The proportion meeting is at 99%, crossing the outstanding threshold. At the end of the Summer Term, Art progress had risen 17% term on term, to 76%. The proportion meeting is also 100%. The percentage of expectations met or exceeded at the end of the Summer Term remains slightly below the mean percentage for foundation subjects, (58% compared to 66%) but did achieve the outstanding threshold. Year 9 progress in Humanities, (this was the year group last year having the greatest impact on the data) was exceptional in the 	

			<p>met at the end of the Autumn Term is 43.81%. These figures show excellent levels of progress and combined with other information, including excellent pupil outcomes, continues to reflect that Outstanding progress is being made in Art.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Continue to monitor Humanities progress. • If progress remains lower in the Spring Term data, utilise additional Recovery time to support delivery. 	<p>Summer Term, moving to 85.42% exceeding , well above what would usually be expected and signifying that this group have moved past their previous progress challenges in RE and Geography.</p>	
<p>Pupils taking Vocational Studies will follow the Preparation for Work (WJEC) qualification to provide a clear framework for their learning and a recognised qualification end point in KS4.</p>	<p>SW/SC</p>	<p>Autumn Term</p>	<ul style="list-style-type: none"> • Preparation for work resources and schemes of work provided to Humanities' Subject Leader. • Curriculum map updated to include Preparation for Work. • Meetings with Assistant Headteacher to support with delivery of Preparation for work. • Support from Deputy Headteacher selecting appropriate Level 1 units. 		
<p>Targeted support scheduled to enable all teachers to deliver outstanding teaching and learning.</p>	<p>SLT/Lead Practitioners</p>	<p>Autumn – Summer Term</p>	<ul style="list-style-type: none"> • Targeted support has been given to named teachers. • Significant support has and is being given to the ECT. 	<ul style="list-style-type: none"> • Significant support was provided to the ECT, unfortunately this did not have the desired impact. 	

			<ul style="list-style-type: none"> The overall quality of teaching and learning is outstanding. An unannounced learning walk took place on 11/03/25, where the quality of teaching and learning and TA support was assessed as outstanding. During the Autumn Term teacher observations there were 8 outstanding, 3 good and 1 inadequate lesson observations. Ofsted graded the Quality of Education as Outstanding following their visit on 19th and 20th November 2024, stating, 'education is second to none'. In the February 2025 pupil questionnaire 100% of pupils believe they are taught well. <p>Next steps:</p> <ul style="list-style-type: none"> On-going support for ECT. 	<ul style="list-style-type: none"> The role has not continued and has been absorbed into the teaching timetable, resulting in a cost saving. 	
Explore and introduce relevant qualifications which are accessible for KS4 Nurture, which will enable them the opportunity to exceed expected progress.	TH/SC/ED/SWi/ Subject Leaders	Autumn Term	<ul style="list-style-type: none"> TH/SC/ED/SW meeting took place to review Nurture Class Qualification offer. SWI written new UAS to enhance 'Exceeding' opportunities. New UAS schemes being delivered. NCKS4 now undertaking Preparation for Work qualification. 		

			<ul style="list-style-type: none"> NCKS4 named pupil undertaking Photography qualification. NCKS4 named pupil weekly interventions for Photography (RR & POL). NCKS4 named pupil twice weekly Maths Entry Level Interventions (ZF). 	
Introduce French Unit Award Scheme, alongside current qualifications.	CT	Autumn Term	<ul style="list-style-type: none"> Next Steps: Review pupils to undertake French UAS. 	<ul style="list-style-type: none"> All pupils were entered for Spanish and achieved highly. Spanish Outcomes data 100% meeting, Exceeding 90.91%. <p>Progress data 99.23% meeting, 66.44%.</p> <ul style="list-style-type: none"> French Unit Award Scheme not required.
<p>Schedule Directed and Targeted interventions, to include:</p> <p>Directed Interventions (directed by the SENDCO)</p> <ul style="list-style-type: none"> Language for thinking Menstruation group Emotional regulation Handwriting Assistive technology Key skills Linked to EHCP Linked to Data etc. <p>Targeted Interventions (targeted by the teacher)</p>	<p>SC/JJ/SB/HR/SH/SI</p> <p>SP/ED/SWi</p>	Autumn – Summer Term	<ul style="list-style-type: none"> ZF completing Maths interventions twice weekly with named pupil NCKS4. RR completing Lego Therapy small group 7SH (weekly). Drawing & Talking NCKS3 pupils (weekly). DB friendship group with Year 8 pupils (weekly). Language for Thinking group 8HR with SALT/HR (weekly). Snapscene SALT App training & Team teach in PE Year 10 JEW/SI (weekly in Autumn Term). 	<ul style="list-style-type: none"> Menstruation Group unable to take place due to named staff on maternity leave. OT offered support to Key pupils/parents where required. Highest needs teacher ED provided support to CT/SW in Summer Term weekly regarding developing declarative language in their subjects. Highest Needs teacher ED supported key staff in use of aided language boards (weekly)

<ul style="list-style-type: none"> • Maths • Support for teachers/TAs/pupils • Makaton support for teachers/TAs/pupils 			<ul style="list-style-type: none"> • Snapscene SALT App training & Team teach in Photography with SI/CT (weekly). • Additional Photography sessions with RR and named pupil NCKS4 (weekly). • PSCHE support with named pupil weekly Year 8 and Year 9 pupils (SB). • Handwriting intervention with 3 named pupils in Year 7 with SH (weekly). • Emotional regulation sessions and resources for Year 7 group (SH). • Handwriting group with 3 named pupils in 8HR (weekly). • Kier workshop Year 11 (6-week programme). • CP and TT weekly meeting to support ELSA delivery in school. • CP and TT weekly ELSA sessions with named pupils. • Post 16 transition sessions 1:1 and small group with Year 11 (weekly). • Phonics session with named pupil Year 11 (RR). • Travel Training 12-week programme in the Autumn Term for named Year 11 pupil. (MD). 	<ul style="list-style-type: none"> • CP held weekly sessions to support emotional regulation for 4 named pupils, using school wellbeing cards). • SI provided support using app Snapscene biweekly with SP/SH/NM. • Maths GCSE Targeted interventions took place weekly with 4 named pupils (SP). • Maths GCSE Revision sessions took place twice weekly with 4 named pupils during tutor and lunchtime (SP). • 100% of targeted pupils exceeded expected outcomes in Maths. 	
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			<ul style="list-style-type: none"> • Respond Therapy sessions with named pupils across the school. • Mind Therapy sessions with named pupils across the school. • Science lunchtime GCSE Revision classes (FK). • Menstruation session with named pupil SB (weekly). • CP EBSA support for named pupils including daily check-ins and parent calls/support. • ED has carried out pupil observations, given written feedback and guidance to staff re: individual pupils with highest level of need in 7SH and 8HR, including presenting in teacher and TA meetings (Ongoing). • ED has provided training new staff re: highest needs support e.g. effective use of communicate in print, modelling effective lessons for highest needs (October). • ED surveyed staff re highest needs support, analysed and put together action plan (December). • ED/AC provided highly focused highest needs training, modelling, team planning, team teaching for English and Science teachers re: highest 	
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			<p>needs classes/highest speech needs (Spring Term).</p> <p>Next steps:</p> <ul style="list-style-type: none"> Menstruation Group continue to take place with named pupils. 	
<p>To continue to strengthen the school's Phonics provision to enable all pupils to progress towards a functional reading level:</p> <ul style="list-style-type: none"> Recovery lessons are scheduled 4 times per week to avoid pupils being withdrawn from other curriculum lessons. Widen the number of groups available for pupils in Phonics through continued staff training within RWI scheme. Lead Practitioner to model best practice within Phonics during scheduled Recovery lessons. Continue 6 weekly assessment of Phonics progress for each pupil and adjust groups accordingly. Celebrate pupil achievement, e.g. graduation from the RWI programme. Report to governors and all staff the impact of Phonics provision. 	<p>AH/SLT/Phonics Teachers/TAs supporting or leading Phonics</p>	<p>Autumn – Summer Term</p>	<ul style="list-style-type: none"> Phonics lessons are scheduled 4 times a week: P1 Tu-Fr for Y7-Y9. Tutor and Assembly time for Y9 and Y10. 13 staff members have now received external RWI Phonics training. Lead Practitioner delivered targeted support to newly trained staff members, supported staff members where requested throughout the year. Lead Practitioner assesses pupils every half term, groups are adjusted accordingly and distributed to staff. Lead Practitioner supports with new groupings. 2 x pupil groups have celebrated their 'graduation' from Phonics with a trip to a bookshop with LP to buy a book with a voucher supplied by school. LP reported impact of Phonics in Teacher Meeting. LP produces data report at each 	<ul style="list-style-type: none"> 5 graduation trips took place for pupils. All pupils received £10 to purchase book/s. Training regarding RWI Comprehension took place to decide whether this can be integrated into our offer. However, this was deemed unsuitable. Maybe revisited in the future. Fluency training to support pupils who are not yet ready to access Reading Recovery scheme. AH modelled Phonics sessions to staff once trained. AH supported in CT Phonics lessons, modelled sessions with TAs. Phonics assessments every 6 weeks. Groups change as and where appropriate. AH attended governor meeting to report on Phonics.

			<p>assessment point. Data report is shared with SLT.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • LP to organise graduation trip for Spring term and Summer term as appropriate. 	
<p>Introduce Whole School collaborative Reading for pleasure initiative/ rotating half termly with curriculum reading.</p> <p>Introduce through:</p> <ul style="list-style-type: none"> • Staff Twilights: Introduction & Skill Share • Staff Twilights: Planning session • Love to read Assemblies • Love to Read teaching & learning week for pupils 	SC/JJ/ED/AH/NM	Autumn – Summer Term	<ul style="list-style-type: none"> • Love to Read training took place in September INSET (all Staff). • Love to Read training Twilight-Team planning took place in Autumn Term (TAs/Teachers). • Love to Read Assembly launch ‘Sam’s Sandwich (all staff/pupils). • Reading theme week, all subjects successfully delivered lessons under the theme. • Love to Read Keeping up with the Klass Assembly took place in the Spring Term (all staff/pupils). • New books ordered to support Reading theme for Book Nook (Fiction & Non-Fiction). • Love to Read training took place in January INSET (all Staff). • Love to Read training Twilight-Team planning February (TAs/Teachers) 	<ul style="list-style-type: none"> • Love to Read training took place in teacher twilight in Summer Term. • Love to Read Assembly launch ‘Magic’ took place in the Summer Term (all staff/pupils). • Reading theme week, all subjects successfully delivered lessons under the theme. • New books ordered to support Reading theme of magic for Book Nook (Fiction & Non-Fiction).

			<ul style="list-style-type: none"> • Love to Read Assembly launch 'Sherlock Holmes' took place in February (all staff/pupils). • Reading theme week took place in February (all subjects successfully delivered). • Love to Read Keeping up with the Klass Assembly took place in February (all staff/pupils). • New books ordered around the theme of Sherlock Holmes for the Book Nook (Fiction) • The Book Nook Leader appointed. • Book Nook Leader creating half termly displays of new books/props to create interest around new theme. <p>Next steps:</p> <ul style="list-style-type: none"> • Continue 'Love to read' Whole School Reading theme for Summer Term. • New Reading theme Team planning session for all Staff to be completed (Summer INSET). 		
<p>Continued development of the library to include:</p> <ul style="list-style-type: none"> • Timetable • Create operational system • Appoint library monitors • Assembly introducing the library monitors • Develop the range of books available 	SC/AH/JJ/ED/NM	Autumn – Summer Term	<ul style="list-style-type: none"> • Tonies (audiobooks) introduced in assembly and additionally in Year 7 tutor time. • School council requested budget to purchase more Tonie characters. Named pupils (including pupil with VI) 	<ul style="list-style-type: none"> • Non-fiction books were selected and ordered by pupils receiving PP for the library and class reading areas. • Specialist books ordered in curriculum areas to develop subject specific book nooks. 	

<ul style="list-style-type: none"> • Explore Audiobooks for the library • Embed visits to the library into cross-curricular teaching and learning • Schedule reading for Pleasure club 			<p>conducted pupil voice and ordered 10 more characters for a range of abilities and interests, through school council (February).</p> <ul style="list-style-type: none"> • School council launched new Tonies in assembly. • Ordered a range of fiction and non-fiction books to support Science Theme Day. • Library monitors appointed <p>Next steps:</p> <ul style="list-style-type: none"> • Create operational system. • Schedule Reading for Pleasure club. • Use book fair commission to order more non-fiction this year. 	<ul style="list-style-type: none"> • Book Nook leader WP meetings with SC/AH once per half term to discuss next steps in library development and future actions took place. • WP held meetings with all pupils receiving PP to complete a reading questionnaire. • WP held 1:1 reading sessions for pupils receiving PP. • WP completed RWI Phonics training to support with Reading development across the School. • Themed displays in Book Nook, weekly reads, Whole School reading theme, seasonal reads. Specialist reads. • Assemblies promoting new books and encouraging visits to the library during love to read tutor time (once per month). • Whole School Reading theme assembly on Magic, introducing books under this theme. • Timetable setup for staff to book into the library for lesson/tutor visits. • WP generated data from PP questionnaires to inform new book purchases for next academic year. 	
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				<ul style="list-style-type: none"> The development of the Library; the Reading Team took the decision to collate further data from pupils about things they would like to see in the library, including how they use it. It was decided that we would use this data to review how we would like the Library to run operationally e.g. library monitors and inventory of books, audio, genres, resources etc. This is to be decided in the next Reading Team meeting (October 2025).
<p>Widen our levelled reading practices:</p> <ul style="list-style-type: none"> Introduce Reading Eggs for reading at home and school Schedule an online workshop for parents introducing and training for Reading Eggs Schedule new staff training for Reading Eggs Schedule Scholastic Book Fair, including launch assembly, themed competition to promote Pupil premium to spend commission from the bookfair to choose books 	SC/AH/JJ/ED/NM	Autumn – Summer Term	<ul style="list-style-type: none"> Reading eggs introduced to new parents at transition evening. Reading eggs rollover for new pupils and staff completed in September/October. Reading leads ED/NM planning meeting for parent workshop took place in September. Reading Eggs review of pupil engagement and data provided to SLT in Autumn Term. Reminder of Reading eggs in whole school reading INSETS (September and January). 	<ul style="list-style-type: none"> Whole school Reading Eggs homework set termly by ED. Reading Eggs included in Theme days. Book fair raised approx. £800 which was approx. £400 commission for the library. Poster competition very high quality. Assemblies giving reminders regarding Reading Eggs were held with pupils. Termly Reading Eggs challenges were set. Letters home regarding Reading Eggs reminders for new Year 7.

			<ul style="list-style-type: none"> • Reading Eggs whole school homework set for Sherlock Holmes theme week/mystery stories in February. • Handbook created for all staff to create topic library on Reading Eggs for their subject (March) and twilight given for curriculum books. • 'Troubleshooting' INSET time in January and March was made available for staff with Reading Eggs leader. • Reading Eggs included in Science theme day activities in March. • Poster competition launched in assembly in March to raise profile of book fair. Poster competition activity included in World Book Day activities. <p>Next steps:</p> <ul style="list-style-type: none"> • Letters to parents re: book fair. • Tutor time session to explore books coming in the book fair. • Organisation of book fair with BB and staff to cover office when needed. • Pupil premium to spend commission for book fair (focus on non-fiction) 	<ul style="list-style-type: none"> • Parent workshop for Reading Eggs did not take place, as it was delivered recently. • September rollover of Reading Eggs and introduction to new Y7s ED SH. 	
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			<ul style="list-style-type: none"> • Parent Workshop to take place. 	
<p>Continue the school's strong practices within reading:</p> <ul style="list-style-type: none"> • Termly reward for pupils who demonstrate Woodlane values within Reading Recovery lessons • Tuesday 'Love to read' tutor sessions for pupils • Creating a 'Book nook' in each classroom 	SC/AH/JJ/ED/NM	Autumn – Summer Term	<ul style="list-style-type: none"> • Love to Read development plans devised termly. Tutor swap, Black History Month took place in October. • Twilight time given to order books for class Book Nooks in October and March. • Book Nooks in English, Science, DT Food. <p>Next steps:</p> <ul style="list-style-type: none"> • Create Book Nooks in further Classrooms. 	<ul style="list-style-type: none"> • Teachers given opportunity to order non-fiction books for classrooms – response from some teachers and these books ordered. • Book Nooks are present in Nurture Class, English, Science, DT, Art, Humanities, Transition. • Book Nooks to be developed in Computing, Transition 2, Maths and PSCH in next year. • Love to read took place weekly in the Summer Term on Tuesday Tutor time.
<p>Further improve the school's use of and access to assistive technology. Include:</p> <ul style="list-style-type: none"> • Review and increase access to, and use of, assistive technology for purpose of recording work e.g. dictation software, predictive text, Clicker etc. Delivered through directed interventions. • Programme for addressing handwriting difficulties in early years, and point CYP shift to compensatory methods, and how this is supported throughout environment. Delivered through directed interventions. 	HV/JJ/SI	Autumn Term	<ul style="list-style-type: none"> • School purchased 12 Snapscene licences. • Subject leaders and recommended staff have had training on Snapscene through twilight sessions: <ul style="list-style-type: none"> • Snap Scene SALT App training & Team teach in PE Year 10 JEW/SI (weekly in Autumn Term). • Snapscene SALT App training & Team Teach in Photography with SI/CT (weekly) 	<ul style="list-style-type: none"> • Evidence seen of pupil assistive technology programmes and hardware. • Directed interventions used effectively to train staff and upskill pupils in use of various technology packages. • Workable solutions developed for pupils with VI needs. This enabled exams to be completed to a strong standard, achieving a good set of grades. • Google Classroom relaunch took place with parent and pupil training. However,

<ul style="list-style-type: none"> Review of how students access learning tasks when they are using technology and improve navigation where required. 			<ul style="list-style-type: none"> The following teachers have so delivered lessons using Snapscene; English (NM), English (SH), PE (JE), Science (JE), Photography (CT). School have ordered VPP tokens for 10 QuickPic licences following all staff training on the App. 9 out of the 12 teachers asked via a questionnaire, said they would use QuickPic in their lessons. Further implementation to take place in the Summer Term. School purchased PODD for Grid, this went to named pupil KS4 Nurture. Touch typing is delivered during Computing lessons for target pupils in Year 10. Named pupils in Year 7 and Year 8 have scheduled touch-typing practise during tutor time, supervised by class TAs. <p>Next steps:</p> <ul style="list-style-type: none"> Review impact and use of SnapScene in the Summer Term. Rollout and review QuickPic as an option for pupils to record their work. Review Named pupil use of PODD. 	<p>Google Classroom still does not function properly so we will not be continuing with it in the new school year.</p> <ul style="list-style-type: none"> Further analysis of effectiveness of the technology trialled this year is required. Some technology introduced this year need another full year cycle to see how the pupils who have been exposed to it this year will now continue to use it and develop. Autumn Training took place with a survey with teaching staff in January. Staff feedback was: <ul style="list-style-type: none"> Named pupils have seen a real benefit using Snapscene to record their own words, e.g. in Maths. Pupils are using pictures as a prompt and interacting with this in Nurture. JE in Science is continuing to use the technology in PE and Science, e.g. learning about planets, or providing feedback on PE skills. Our pupils with greater 	
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			<ul style="list-style-type: none"> Assess impact of touch-typing programme. 	<p>communication difficulties seem to find it fun and engaging.</p> <ul style="list-style-type: none"> Use of it during a whole half term was far more effective than using it on and off over term. Pupils are becoming trained to use the technology over time by using it across the curriculum. 	
					£70,000
<i>Key</i>					
<i>Mid-Year: Achieved On track to achieve Further focus required</i>					
<i>End of Year: Achieved Partially achieved (add detail if required) Not achieved (please detail)</i>					



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.
- Fixed term exclusions remain extremely low and are not usually 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 6 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 number of referrals for pupils in receipt of pupil premium.
- Reduce Nurture Class behaviour incidents (2 pupils), reducing the number of office referrals by at least 25%.
- Reduce Science (4 pupils) referrals by at least 25%.
- Reduce PE referrals by at least 25%.
- Reduce playground referrals by at least 25%.
- Raise attendance from 87.4% to at least 90%, with a focus on:
 - pupils in receipt of pupil premium.
 - reducing term time holidays
 - Year 9 (Year 8 in data) pupils
 - pupils with EBSA
- Raise attendance of White British pupils from 79.5%, above the national average of 86.8%.
- Raise attendance of White Irish pupils from 65.2%, above the national average of 82.6%.
- Improve the punctuality of 7 named pupils.

What?	Who? (Lead)	When? (Date)	Mid-Year Review	End of Year Review	Cost (£)
Meet with parents of highest office referred pupils (6) to design positive behaviour plans.	RM	Autumn Term	<ul style="list-style-type: none"> Deputy Headteacher met with parents in September & October. Individual positive behaviour plans developed for each pupil in conjunction with parents and teachers. 3 named pupils reduced behaviour referrals by 83%/80%/50% and 3 named pupils increased referrals by 67%/66%/50% when compared to the previous Autumn Term. However, Spring term data indicated 2 named pupils referrals have significantly reduced. <p>Next Steps:</p> <ul style="list-style-type: none"> Continue to vary and review positive behaviour plans. Continue to work with staff and parents to input into plans. 	<ul style="list-style-type: none"> Deputy Headteacher worked with parents to create behaviour plans and behaviour plans shared with parents daily to inform parents of progress towards goals. Behaviour plans revised and refreshed at the start of every term or when needed, with parents and pupils input to ensure pupil engage with plan. 4 named pupils reduced behaviour referrals by 61/83/92/92%. 2 named pupils increased behaviour referrals by 16/45% when compared to the previous academic year. 	£12,000
Schedule therapy dog sessions for 2 named pupils in the highest office referred category to ensure they receive positive interventions.	JJ/Otis/Pandora	Autumn – Summer Term	<ul style="list-style-type: none"> Therapy dogs have been used on a more ad hoc basis to respond to pupils needing this form of regulation. 1:1 sessions have not yet been scheduled. <p>Next steps:</p> <ul style="list-style-type: none"> Schedule therapy dog sessions for 2 named pupils. 	<ul style="list-style-type: none"> 1 named pupil reduced office referrals by 83%. 1 named pupil increased referrals by 16%. 2 named pupils had regular access to therapy dogs and were used as and when needed to support named pupils. 	

Schedule MIND sessions for 2 named pupils in the highest office referred category.	RM	Autumn Term	<ul style="list-style-type: none"> MIND referrals completed for 2 named pupils in October. Now receiving weekly therapy sessions. 	
Ensure staff are using early intervention and developmentally and need appropriate strategies with 2 named NC pupils.	RM/ED/SWi/ Teachers	Autumn – Summer Term	<ul style="list-style-type: none"> KS3NC teacher delivered training to staff to deliver supported strategies for 1 named pupil in September. KS4NC teacher delivered training and support strategies to staff for other named pupil in October. 1 named pupil has reduced behaviour referrals by 80%. The other named pupil has increased behaviour referrals by 67% when compared to the previous Autumn Term. However, Spring Term data indicates a significant reduction in referrals for this named pupil <p>Next steps:</p> <ul style="list-style-type: none"> Continue to review and vary positive behaviour plan of 2 named pupil to further reduce the number of behaviour referrals. 	<ul style="list-style-type: none"> Behaviour plans revised and refreshed at the start of every term or when needed, with parents and pupils input to ensure pupil engage with plan. 1 named pupil reduced referrals by 83%. 1 named pupil increased referrals by 16% when compared to the previous academic year.
Continue behaviour reward trips for pupils displaying excellent behaviour.	RM	Autumn – Summer Term	<ul style="list-style-type: none"> Behaviour reward trip target set of no more than one behaviour referral by the end of the Autumn Term. Reward trips took place 17/12/24 pupils voted and 	<ul style="list-style-type: none"> Reward trips took place at the end of the Autumn, Spring and Summer Terms. 92% pupil attended in the Autumn Term, 91% in the

			<p>attended their favoured trip, which included – Bowling, mini golf, Sea Life Aquarium and Nandos.</p> <ul style="list-style-type: none"> 92% of pupils attended reward trips. School council have voted for 5 named pupils to receive a slightly amended target to allow them a few more chances due to their behavioural needs. This is a target for the Spring Term. <p>Next steps:</p> <ul style="list-style-type: none"> 5 named pupils to receive a target of no more than 3 behaviour referrals in the Spring Term. Plan and deliver Spring Term behaviour reward trips. 	<p>Spring Term and 93% in the Summer Term.</p> <ul style="list-style-type: none"> 1 out of the 5 named pupils met their target and attended Spring Term reward trip 1 out of 5 named pupils attended reward trip in the Summer Term. 	
Hold a pupil conference to explore and reflect on high office referrals in Science and PE. Implement ideas from conference.	RM	Autumn Term	<ul style="list-style-type: none"> Pupil conference for Science held on 11/11/24, pupils reported positively about new Science teacher – that she challenged them and she was very nice and kind. Science teacher has built positive relationships very quickly with pupils. Science behaviour referrals have reduced by 100% when compared to the previous Autumn Term. 	<ul style="list-style-type: none"> Science behaviour referrals reduced by 97% when compared to the previous academic year. PE pupil conference held on 02/05/25. Pupils reported positively about PE, but expressed they did not always like the activities in PE, such as dance. PE teacher worked with named pupils to get pupils input into what type of dance pupils liked and would engage with e.g. street dance. 	

			<ul style="list-style-type: none"> • Pupil conference for PE has not yet taken place. <p>Next Steps:</p> <ul style="list-style-type: none"> • Schedule PE pupil conference in April. 	<ul style="list-style-type: none"> • PE behaviour referrals have increased by 156% when compared to the previous academic year. Upon further analysis the increase can be attributed two year 7 pupils adjusting to the schools and PE expectations. Named pupils were supported by working in smaller groups with more support TA support, behaviour targets set at the start of every lesson with rewards such and basketball time if target was reached, and more regular brain breaks. When Year 7 pupils are removed from the data behaviour referrals in PE would be 19. 	
Deputy to offer targeted support to new Science Teacher to aid the improvement of behaviour in Science.	RM/FK	Autumn – Summer Term	<ul style="list-style-type: none"> • Deputy headteacher met with new Science teacher in September and provided ongoing behaviour support. • Behaviour referrals have dramatically reduced by 100% when compared to the previous Autumn Term. 		
Deputy to offer targeted support to PE Teacher to aid the improvement of behaviour in PE.	RM/JE	Autumn – Summer Term	<ul style="list-style-type: none"> • Deputy headteacher meet with PE teacher in September to provide ongoing behaviour support. • Behaviour referrals increased from 10 referrals in the 2023/2024 Autumn Term to 19 	<ul style="list-style-type: none"> • PE behaviour referrals have increased by 156% when compared to the previous academic year. Upon further analysis the increase can be attributed two year 7 pupils adjusting to the schools and 	

			<p>referrals in the 2024/2024. However, new Year 7 pupils attributed 11 of the 19 referrals. These pupils have been adjusting to new expectations and Spring Term data indicates significant improvements in the reduction of behaviour referrals in PE.</p> <p>Next steps:</p> <ul style="list-style-type: none"> Deputy Head to continue to provide behaviour support to further reduce the number of behaviour referrals. 	<p>PE expectations. Named pupils were supported by working in smaller groups with more support TA support, behaviour targets set at the start of every lesson with rewards such and basketball time if target was reached, and more regular brain breaks.</p>	
<p>Teacher and TA in PE and Science (4 pupils) 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"> Deputy headteacher met with Science and PE Teacher and TA in September to provide ongoing behaviour support 2 Named pupils have reduced behaviour referrals by 100% in Science. 2 named pupils in PE have reduced by 75% & 65% when compared to the previous Autumn Term. <p>Next steps:</p> <ul style="list-style-type: none"> Deputy headteacher to continue to provide behaviour support in PE with a focus on Year 7 pupils. 	<ul style="list-style-type: none"> Deputy headteacher continued to provide support including, classroom management strategies. Science behaviour referrals reduced by 97% when compared to the previous academic year. PE behaviour referrals have increased by 156% when compared to the previous academic year. Upon further analysis the increase can be attributed two year 7 pupils adjusting to the schools and PE expectations. Named pupils were supported by working in smaller groups with more support TA support, 	

				behaviour targets set at the start of every lesson with rewards such as basketball time if target was reached, and more regular brain breaks.
Schedule regular assemblies reminding pupils of expected playground behaviour, detailing the yellow/red card system.	RM/AH	Autumn – Summer Term	<ul style="list-style-type: none"> Assembly delivered in October on playground behaviour expectations and code of conduct as well outlining yellow card red system. Playground behaviour referrals reduced by 35% when compared to the previous Autumn Term. <p>Next steps:</p> <ul style="list-style-type: none"> Schedule further assemblies in the Spring and Summer Term. 	<ul style="list-style-type: none"> Assembly delivered in October, January and April, on playground behaviour expectations and code of conduct as well outlining yellow card red system. Playground referrals have remained the same as the previous academic year with 29 referrals.
Vary playground activities to ensure pupils are interested in activities.	AH	Autumn – Summer Term	<ul style="list-style-type: none"> Playground activities are varied. Number of break time office referrals have reduced by 35% when compared to the previous Autumn Term. <p>Next steps:</p> <ul style="list-style-type: none"> Continue to vary playground activities with input/ideas from playground staff. 	<ul style="list-style-type: none"> Playground activities continued to be varied each term with input from playground staff with activities such as multi-sport activities, table tennis, varied board games etc. Playground referrals remained the same at 29 referrals when compared to the previous Autumn Term.
SLT to schedule training for Teaching Assistants in playground management.	RM	Autumn Term	<ul style="list-style-type: none"> Training delivered in October. 	

			<ul style="list-style-type: none"> Playground behaviour referrals reduced by 35% when compared to the previous Autumn Term. 		
SLT to model best practice in playground management for Teaching Assistants.	RM	Autumn Term	<ul style="list-style-type: none"> SLT regularly visit the playground and offer advice, pick up signs an issue may be starting to occur, appropriate place to stand to ensure optimal view of area of responsibility and how to use early intervention. Playground behaviour referrals reduced by 35% when compared to the previous Autumn Term. 		
Explore and schedule horse riding opportunities for named pupils on our MMH pathway.	RM/CP	Spring-Summer Term	<ul style="list-style-type: none"> This was explored however cost significantly high and financially not viable for the school or parents to fund. <p>Next steps:</p> <ul style="list-style-type: none"> Research and explore other opportunities for named MMH pathway pupils. 	<ul style="list-style-type: none"> Other research was undertaken, however none where appropriate or cost effective. These included, London Zoo animal experiences, Vauxhaul City Farm animal sessions. 	
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"> Regular weekly home visits and calls and follow up emails with parents. Regular counselling sessions with named pupils either daily and or weekly. Regular contact with social workers of named pupils by 	<ul style="list-style-type: none"> Regular weekly visits where completed over the academic year for one named pupil. However, despite this the pupil would not engage with staff or school work. Emergency annual review held in May as school could not 	

			<p>Deputy headteacher to maintain high levels of support.</p> <ul style="list-style-type: none"> 1 named pupil is now attending regularly since October and attendance in currently improved by 28% when compared to the previous Autumn Term. 1 named pupil's attendance has improved by 7% when compared to the previous Autumn Term. 1 named pupil continues not to attend despite and number of strategies to engage with pupil which include regular home visits to support engagement in learning, varied reduced timetables, home tuition and social care support. <p>Next steps:</p> <ul style="list-style-type: none"> Continue high levels of contact and support. Continue to work with social workers of named pupils. Work with ACE and explore potential solutions. 	<p>meet needs. Pupil is now off role and the Local Authority has arranged home tuition package in July.</p> <ul style="list-style-type: none"> 1 named pupil continued to have low and varied attendance despite social care intervention and school support. A penalty notice was issued with the support of the ACE resulting in no improvement in attendance and the school is now following prosecution process with support of the ACE team. 1 named pupil supported by HLTA with weekly sessions of in school support including supporting live learning and in class support. Attendance improved by 8% when compared to the previous academic year. 	
MMH lead HLTA to schedule home tuition and visits for 3 pupils with emotion-based school avoidance (<i>this will also support the raising of attendance for pupils in the White British category and Pupil Premium</i>).	RM/CP	Autumn – Summer Term	<ul style="list-style-type: none"> Regular weekly home visits to support learning and deliver live learning set up and support and paper copies of schoolwork. Regular contact with social workers of named pupils by Deputy headteacher to maintain high levels of support. 1 named pupil is now attending regularly since October and 	<ul style="list-style-type: none"> Regular weekly visits where completed over the academic year for one named pupil. However, despite this the pupil would not engage with staff or school work. Emergency annual review held in May as school could not meet needs. Pupil is now off role and the Local Authority 	

			<p>attendance in currently improved by 28% when compared to the previous Autumn Term. 1 named pupil's attendance has improved by 7% when compared to the previous Autumn Term. 1 named pupil continues not to attend despite and number of strategies to engage with pupil which include regular home visits to support engagement in learning, varied reduced timetables, home tuition and social care support.</p> <ul style="list-style-type: none"> • Pupil premium attendance has increased from 86.2% to 88.2% when compared to the previous compared to the previous Autumn Term. • White British pupils attendance has increased from 83.1% to 87.4% when compared to the previous Autumn Term. <p>Next steps:</p> <ul style="list-style-type: none"> • Continue high levels of contact and support. • Continue to work with social workers of named pupils. • Work with ACE and explore potential solutions. 	<p>has arranged home tuition package in July.</p> <ul style="list-style-type: none"> • 1 named pupil continued to have low and varied attendance despite social care intervention and school support. A penalty notice was issued with the support of the ACE resulting in no improvement in attendance and the school is now following prosecution process with support of the ACE team. • 1 named pupil supported by HLTA with weekly sessions of in school support including supporting live learning and in class support. Attendance improved by 8% when compared to the previous academic year. 	
Plan and schedule motivating attendance reward trip for pupils in receipt of pupil premium, set challenging but achievable individual targets.	RM	Spring Term	<ul style="list-style-type: none"> • Reward trip schedule for the end of Summer Term. • MMH supporting named pupils with live learning when pupils 	<ul style="list-style-type: none"> • Reward trip did not take place instead individual targets were set for pupils with voucher rewards if target met, this was 	

			<p>are too unwell to be at school but well enough to attend live learning.</p> <ul style="list-style-type: none"> • Deputy headteacher to meet with individual pupils to review and set attendance targets for named pupils. • Deputy headteacher to meet with parents to develop ways to improve attendance. • Pupil premium attendance has increased from 86.2% to 88.2% when compared to the previous compared to the previous Autumn Term. <p>Next steps:</p> <ul style="list-style-type: none"> • Deputy headteacher meet with individual pupils to review and set targets. 	<p>due to pupil requests as incentive.</p> <ul style="list-style-type: none"> • Deputy headteacher met with named pupils to review and set targets. • Overall pupil premium attendance increased from 85.8% in the 2023/2024 academic year to 87.7% in the 2024/2025 academic year. 	
Continue positive attendance rewards.	RM	Autumn – Summer Term	<ul style="list-style-type: none"> • Pupils with 100% for the term receive £10 Love to Shop voucher and pupils with 98%+ attendance receive a Mega Award (£1). • In the Autumn Term 23 pupils received reward for 100% attendance and 22 pupils received a Mega for 98%+ attendance. • The current whole school attendance figure is 89.7% this is 2.4% above the national average for special schools. 	<ul style="list-style-type: none"> • Deputy head delivered half termly attendance assemblies reminders throughout the academic year. • In the Spring Term 22 pupils received reward for 100% attendance and 16 pupils received a Mega for 98%+ attendance. • In the Summer Term 23 pupils received reward for 100% attendance and 18 pupils received a Mega for 98%+ attendance. 	

			<p>Next steps:</p> <ul style="list-style-type: none"> • Continue to deliver half termly assemblies on the importance of good attendance. • Promote potential rewards to be received. • Share individual attendance data with tutors to share with pupils. 	<ul style="list-style-type: none"> • Overall school attendance has increased from 87.8% in the previous year to 88.8% this academic year which is 1.7 percentage points higher than the national average for special schools.
Provide 95% + whole school attendance party if target is reached.	RM/AS	Autumn – Summer Term	<ul style="list-style-type: none"> • The current whole school attendance figure is 89.7% this is 2.4 percentage points above the national average for special schools. • Target ongoing. 	<ul style="list-style-type: none"> • Overall school attendance has increased from 87.8% in the previous year to 88.8% this academic year which is 1.7 percentage points higher than the national average for special schools. However, aspirational target of 95%+ not met.
<p>Letters sent home to parents:</p> <ul style="list-style-type: none"> • indicating punctuality concerns (individual) • updating parents on attendance legislation (whole school) 	RM/Office	Autumn Term	<ul style="list-style-type: none"> • Letters sent home to individual parents indicating punctuality concerns sent home in the Autumn Term. • Letter sent out to parents in September outlining new attendance legislation. • Assembly delivered to pupils on attendance legislation in October. • Lateness has increased by 8% when compared to the previous Autumn Term. <p>Next steps:</p>	<ul style="list-style-type: none"> • Letters sent home at the start of the Autumn, Spring and Summer Terms. • Overall lateness increased by 5% compared to the previous academic year. However, this was a reduction from 8%. • Deputy head met with ACE Team to discuss penalty notices. 3 penalty notices were issued with support of ACE team.

			<ul style="list-style-type: none"> Continue to meet with ACE every half term to discuss and advise next steps to support an improvement of attendance and discuss possible fines. 		
Continue to link attendance rewards to punctuality, communicate to pupils in assembly.	RM	Autumn Term	<ul style="list-style-type: none"> Half Termly attendance assemblies delivered by Deputy headteacher in September and November, communicating schools attendance and punctuality data to pupils The current whole school attendance figure is 89.7% this is 2.4 percentage points above the national average for special schools. Lateness has increased by 8% when compared to the previous Autumn Term. <p>Next steps:</p> <ul style="list-style-type: none"> Continue to deliver half termly assemblies on the importance of good attendance. Promote potential rewards to be received. Share individual attendance data with tutors to share with pupils. Continue to meet with ACE every half term to discuss and advise next steps to support an improvement of attendance and discuss possible solutions. 	<ul style="list-style-type: none"> Half Termly attendance assemblies delivered by Deputy headteacher every half term, throughout the academic year. Individual attendance data shared with tutors every half term to be shared with pupils. Overall school attendance has increased from 87.8% in the previous year to 88.8% this academic year which is 1.7 percentage points higher than the national average for special schools. Overall lateness increased by 5% compared to the previous academic year. However, this was a reduction from 8%. Deputy headteacher met with ACE team every half term to discuss attendance concerns and action penalty notices. How many etc? 	

<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"> • Travel trainer not yet scheduled training for named pupils. • Lateness has increased by 8% when compared to the previous Autumn Term. <p>Next steps:</p> <ul style="list-style-type: none"> • Travel trainer to schedule training for named pupils in April. • Punctuality letter to continue to be sent out of named pupils. 	<ul style="list-style-type: none"> • Travel trainer worked with 3 named pupils to improve punctuality in the Spring and Summer terms. • 3 named pupil improved punctuality by 15%/12%/5% when compared to the previous academic year. • How many? What improvements were made? • How many pupils were travel trained? • Overall lateness increased by 5% compared to the previous academic year. However, this was a reduction from 8%. 	
<p>School to issue 'fines' for parents of pupils who persistently do not attend and attend holidays in term time.</p>	<p>RM</p>	<p>Autumn – Summer Term</p>	<ul style="list-style-type: none"> • Regular half termly meeting held with ACE with Deputy headteacher to discuss attendance concerns and potential fines. • Currently no fines have been issued. One local authority suggested for 1 pupil the school issue a warning for taking term time holiday and to advise the next action if it were to happen again to proceed with fine. • The current whole school attendance figure is 89.7% this is 2.4 percentage points above the national average for special schools. 	<ul style="list-style-type: none"> • Deputy headteacher met with ACE team every half term to discuss attendance concerns and action penalty notices. • 3 penalty notices issued in the 2024-2025 academic year for term time holidays and poor attendance. • Overall school attendance has increased from 87.8% in the previous year to 88.8% this academic year which is 1.7 percentage points higher than the national average for special schools. 	

			<p>Next steps:</p> <ul style="list-style-type: none"> • Continue to meet with ACE every half term to discuss and advise next steps to support an improvement of attendance and discuss possible fines. • Issue fine for 2 pupils not attending appropriately. 	
School to continue working 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 half termly meeting held with ACE with deputy head to discuss attendance concerns and potential fines. • 1 referral made to social care regarding attendance concerns in the Autumn Term. With 2 pupils already receiving social care support. • 1 named pupil is now attending regularly since October and attendance in currently increased by 28% when compared to the previous Autumn Term. 1 named pupils attendance has improved by 7% when compared to the previous Autumn Term. 1 named pupil continues not to attend despite and number of strategies to engage with pupil which include regular home visits to support engagement in learning, varied reduced timetables, home tuition, live learning support and social care support. 	<ul style="list-style-type: none"> • Deputy headteacher met with ACE team every half term to discuss attendance concerns and action penalty notices. • 3 penalty notices issued in the 2024-2025 academic year for term time holidays and poor attendance. • Overall school attendance has increased from 87.8% in the previous year to 88.8% this academic year which is 1.7 percentage points higher than the national average for special schools. • Overall lateness increased by 5% compared to the previous academic year. However, this was a reduction from 8%. • Regular weekly visits were completed over the academic year for one named pupil. However, despite this the pupil would not engage with staff or school work. Emergency annual review held in May as school could not

			<p>Next steps:</p> <ul style="list-style-type: none"> • Continue to meet with ACE every half term to discuss and advise next steps to support an improvement of attendance and discuss possible fines. • Continue to refer to social care regarding attendance concerns. 	<p>meet needs. Pupil is now off role and the Local Authority has arranged home tuition package in July.</p> <ul style="list-style-type: none"> • 1 named pupil continued to have low and varied attendance despite social care intervention and school support. A penalty notice was issued with the support of the ACE resulting in no improvement in attendance and the school is now following prosecution process with support of the ACE team. • 1 named pupil supported by HLTA with weekly sessions of in school support including supporting live learning and in class support. Attendance improved by 8% when compared to the previous academic year. 	
Schedule training and support for all staff on changes surrounding neurodiversity awareness.	HV/All Staff	Spring Term	<ul style="list-style-type: none"> • Training to all staff on changes surrounding neurodiversity took place in January INSET (AC/HV). 		
Refresher training for all staff in Zones of Regulation, including further ways to implement meaningful strategies when pupils self-identify their zone.	HV/All Staff	Autumn Term	<ul style="list-style-type: none"> • Training to all staff delivered in October. • The percentage of pupils attending the behaviour reward trip has increased from 89% of pupil attending last Autumn Term to 91% of pupils attending 		

			the reward trip this Autumn Term.		
					£12,000
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

Personal Development



Personal Development – Woodlane Outstanding Criteria

- The PSHE (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. PSHE 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 broader school activities encourage spiritual, moral, social and cultural development.
- Pupils are educated in regards to protecting themselves against criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism etc.
- 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

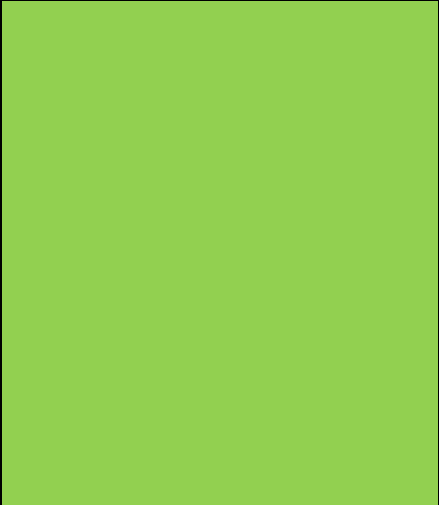
- Ensure continued strength of curriculum enrichment practices.
- Ensure strong practice continues in developing pupils' personal relationships and personal care skills.
- Review the PSHCE curriculum to ensure it is broad, balance and offers challenge in regards to careers.
- Maintain our strong mental health practices.
- Continue to develop pupils' independence skills and strengthen their resilience (*in line with our pupil value assessment*).
- Maintain and further strengthen parental engagement.

What?	Who? (Lead)	When? (Date)	Mid-Year Review	End of Year Review	Cost (£)
Each teacher to schedule inspirational termly educational visits. Ensure the visit is carefully considered to enhance teaching and learning and effective risk assessments have been completed.	RM/Teachers	Autumn – Summer Term	<ul style="list-style-type: none"> 7 out of 15 teachers delivered at least one educational visit in the Autumn Term. Risk assessments for trips effectively completed with support from Deputy headteacher. <p>Next steps:</p> <ul style="list-style-type: none"> Ensure teachers plan and deliver at least one educational visit in the Summer Term. Deputy headteacher to support teachers with risk assessments and trips when required. 	<ul style="list-style-type: none"> 5 out of 15 teachers delivered at least one educational visit in the Spring Term 100% of teachers delivered an educational visit in the Summer Term. Risk assessments for trips effectively completed with support from Deputy headteacher. 	
Schedule training for the completion of educational visit risk assessments.	RM/Teachers	Autumn Term	<ul style="list-style-type: none"> Training delivered in October to all teachers. 7 out of 15 teachers delivered an educational visit in the Autumn Term. <p>Next steps:</p> <ul style="list-style-type: none"> Ensure teachers plan and deliver at least one educational visit in the Summer Term. Deputy headteacher to support teachers with risk assessments and trips when required. 	<ul style="list-style-type: none"> Training delivered in October to all teachers and deputy headteacher given individual support to staff who required additional support in the Spring and Summer Term. 5 out of 15 teachers delivered at least one educational visit in the Spring Term 100% of teachers delivered an educational visit in the Summer Term. Risk assessments for trips effectively completed with support from Deputy headteacher. 	

<p>Increase opportunities for competitive sports.</p>	<p>JE</p>	<p>Spring – Sumer Term</p>	<ul style="list-style-type: none"> PE teacher continues to explore fixtures to provide pupils with the appropriate amount of competition for Woodlane pupils. However, this has not currently been scheduled. <p>Next steps:</p> <ul style="list-style-type: none"> PE teacher to plan fixtures for the Summer Term. 	<ul style="list-style-type: none"> This was explored however there were no fixtures that were suitable. However, pupils were engaged in competitive sport 4 times a week in recovery lessons in the Summer Term and pupils reported they enjoyed these sessions. 	
<p>Plan and schedule inspirational theme days, based on pupil interests, including:</p> <ul style="list-style-type: none"> Art, links to gaming Science – Forensic/Dinosaurs Culture and Food 	<p>RF/SI/SWi FK/OA/SC AH/CT/JJ</p>	<p>Autumn – Summer Term</p>	<ul style="list-style-type: none"> The following theme days have taken place: -World book day celebrations -Gaming and Art Pupils have provided highly positive feedback which has and will be shared in the school newsletter. <p>Next steps:</p> <ul style="list-style-type: none"> The following theme days are scheduled: - World maths celebrations -Forensic science and dinosaurs -Culture and food 	<ul style="list-style-type: none"> The following theme days have taken place: -World maths day celebrations -Forensic science and dinosaurs -Culture and food Pupils have provided highly positive feedback which has been shared in the school newsletter. 	
<p>OT to plan and implement programme supporting pupils’ independent self-care skills, focusing on hygiene.</p>	<p>HV</p>	<p>Autumn – Summer Term</p>	<ul style="list-style-type: none"> Feedback has not yet been provided. 	<ul style="list-style-type: none"> The OT developed a programme for pupils to support their changing for PE. Visuals were used within the changing rooms, named pupils had button and buckle activities to complete during tutor time and feedback was 	

				<p>provided where relevant to parents via the annual review process. This plan is now being continued by the PE Teacher and TA.</p> <ul style="list-style-type: none"> OT has resigned from post; interim arrangements are in place for the new academic year with opportunities to grow activities such as this further to be explored on completion of recruitment.
<p>Review structure of mealtimes in dining hall collaboration with OT team to maximise pupil eating time, e.g. trial staff collecting pupil food, and establish movement space in the dining hall.</p>	HV/SLT	Autumn – Summer Term	<ul style="list-style-type: none"> The seating plan was reorganised in the lunch hall, this supports pupils with a higher level of sensory need to feel settled at lunch time. It has also given appropriate movements space, which incidentally has actually reduced the need for this. One named pupil collects his food first, which has supported his needs. It was deemed that staff collecting food for the majority of pupils was unnecessary and would hinder progress. 	
<p>Schedule puberty/menstruation sessions for pupils through Directed Interventions.</p>	SB	Autumn Term	<ul style="list-style-type: none"> Menstruation sessions with named pupil with SB (weekly) has been ongoing. <p>Next steps:</p> <ul style="list-style-type: none"> Menstruation Group sessions to take place. 	<ul style="list-style-type: none"> SASH delivered menstruation sessions to named pupil in June. Puberty workshop delivered by School Nurse in November.

<p>Explore and schedule Swimming opportunities.</p>	<p>JE</p>	<p>Autumn – Summer Term</p>	<ul style="list-style-type: none"> Swimming has been explored with local swimming pools, however the timings are not suitable to allow swimming to take place. <p>Next steps:</p> <ul style="list-style-type: none"> PE teacher to continue to explore swimming opportunities within the local community. 	<ul style="list-style-type: none"> This was explored throughout the academic year, however there were no suitable times that were available to suit the school schedule. 	
<p>Ensure PSCE curriculum maps and schemes of work are reviewed and where required amend to strengthen careers practice.</p>	<p>SB/TH</p>	<p>Spring Term</p>	<ul style="list-style-type: none"> A high-quality curriculum map and schemes of work have been adapted to create a robust PSCE curriculum, with strong careers practice. The careers policy was updated in March 2025 and is available on the school website. 		
<p>Preparation for Work (WJEC) qualification used to provide careers learning and outside visitor opportunities to pupils in KS4.</p>	<p>SW/SB/TH</p>	<p>Autumn – Summer Term</p>	<ul style="list-style-type: none"> No external visitors have attended site yet as part of the WJEC qualification, however, there have been visitors present for other careers related activities. <p>Next steps:</p> <ul style="list-style-type: none"> Ensure there are opportunities for all pupils to meet with external visitors that can present information relevant to their needs and career plans. 	<ul style="list-style-type: none"> No visitors attended Prep for Work lessons this year. Visitors were instead directed to other places/events as noted below. Pupils received a strong careers offer as noted by the school’s 100% achievement on Compass. 	

<p>Plan and schedule a careers fair or attend a relevant local event with pupils.</p>	<p>SB/TH</p>	<p>Spring Term</p>	<ul style="list-style-type: none"> School attended the Careers Fair at Cambridge School in November. 14 providers and visitors attended, all with a SEND background. This provided a range of interesting options for Woodlane pupils to explore. <p>Next steps:</p> <ul style="list-style-type: none"> School have offered to host the next event in Autumn Term 2025/26. 		
<p>Increase the number of visitors providing inspirational careers advice and guidance, schedule for whole school assemblies and during lesson times.</p>	<p>SB</p>	<p>Autumn – Summer Term</p>	<ul style="list-style-type: none"> Kier (building contractor) attended school to run a 6-week workshop with year 11 pupils in the Autumn Term. Cyber Explorers attended and ran a virtual session with year 8s. The Science Subject Leader has arranged for external visitors each week including an astrophysicist, Engineer, Manta Ray Trust, Dentist and Data Scientist. The Subject Leader has planned for further external visitors until the end of the academic year; visitors are all Industry experts from the STEAM community. 4 staff have scheduled employer visits for the Spring Term. These visits allow staff to 	<ul style="list-style-type: none"> Staff employer visits took place in Spring and Summer, with teachers visiting the venues described in the mid-year review. Staff provided feedback to other teachers via the teacher meeting and were encouraged to pass on this workplace learning to relevant pupils as/when this was appropriate. RF provided direct feedback about Framstore to his tutor group via a planned 15minute session during tutor time. Pupil interest in the work placements and range of jobs available was high. 	

			<p>find out how career pathways are established within a certain field of work and bring this learning back to the school to share with staff and pupils.</p> <ul style="list-style-type: none">○ RF is scheduled to attend Framestore – a leading employer in the creative and digital media industry.○ HR is scheduled to attend Historic Royal Parks to find out about local employment opportunities in London within parks, palaces and tourist areas.○ DW attended Sculpt on 12/02 to find out about the role they play with supporting young people with job opportunities and enterprise.○ FK is scheduled to attend the Royal National Orthopaedic Hospital to find out what hospital rolls are possible, relevant and available to young people with additional needs.		
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Next steps:

			<ul style="list-style-type: none"> • Staff to attend all scheduled employer events. • Staff to feedback in teacher meetings regarding their findings. • DW to schedule small group sessions of 10-15 minutes with pupils who express an interest, with the staff member who attended that employer visit sharing their findings and advice. 		
SIA to undertake Deep Dive in careers practice.	SIA/SB/TH	Spring Term	<ul style="list-style-type: none"> • The SIA carried out a deep dive in careers, which demonstrated strong practice, <i>'the PSHE curriculum shows clear coverage of careers related themes from Year 7 to Year 11'</i>. • Ofsted also commented following their visit in November 2025, <i>'Pupils receive high-quality one to one careers advice, participate in work experience, learn about independent living, money management and receive travel training. This means they are confident and well-prepared for their next steps in education and life beyond the school.'</i> 		
Schedule governor visit to explore careers practice.	SB	Spring Term	<ul style="list-style-type: none"> • No Governor visit scheduled in the Spring Term. 	<ul style="list-style-type: none"> • No Governor visit took place, instead the careers Governor 	

			<p>Next steps:</p> <ul style="list-style-type: none"> Schedule Governor visit for the Summer Term. 	<p>presentation replaced this target. See below.</p>	
<p>Schedule governor presentation to celebrate careers practice.</p>	<p>SB/TH</p>	<p>Summer Term</p>	<ul style="list-style-type: none"> School will be delivering a presentation to a panel of careers experts and others school on 31.03.25. This presentation will be shared with Governors. <p>Next steps:</p> <ul style="list-style-type: none"> Share presentation in FGB in Summer Term. 	<ul style="list-style-type: none"> Following the school's successful careers panel, the presentation was delivered to Governors too, to raise awareness of the school's work in this area. Notes from Governor Panel include: <ul style="list-style-type: none"> This is a process to renew our Careers offering to our pupils. 2 large evaluations were done on the school including a leadership review. There was a focus on Work experience as an area of success. 3 key areas of development were identified. TH talked through the plan to develop practice further with Governors. OFSTED praised our careers programme. We have added photography to our delivery programme for digital skill progression. 	

				<ul style="list-style-type: none">○ Careers link Governor was requested – Clare McAuley was keen to take on this role.○ Music Hub offer some scholarships – these are available for our pupils.○ Q: Do we know what percentage of our pupils go onto employment?○ A: This is compared to the pupils UPN – we get an update on whether the pupil takes on a college placement. It is very rare that a pupil does not go on to further education.○ Q: Do we find out about where they go from college?○ A: We try to call all of the pupils 6 months after they leave, and many pupils come back and tell us what they are doing. We don't get any update officially.○ The DfE would show us retention over 5 years and what the exit point would be.	
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				Generally, our pupils stay in education as long as possible. A Governor suggested an Alumni group so that pupils could share information, news and updates.
Schedule counselling sessions for named pupils with the MMH lead HLTA.	RM/CP	Autumn – Summer Term	<ul style="list-style-type: none"> Counselling sessions scheduled for 6 named pupils 4 named pupils are now attending classes more regularly and are more emotionally regulated to engage in their learning. 2 named pupils developing strategies to support emotional self-regulation. <p>Next steps:</p> <ul style="list-style-type: none"> HLTA continue to deliver sessions to named pupils 	<ul style="list-style-type: none"> 4 named pupils are now attending classes more regularly and are more emotionally regulated to engage in their learning. 2 named pupils achieved the Summer Term behaviour reward trip target.
Schedule MIND and Respond sessions for named pupils.	RM/CP	Autumn – Summer Term	<ul style="list-style-type: none"> 4 named pupils attend weekly MIND sessions and 6 named pupils attend weekly Respond lessons. MIND and Respond therapist report pupils are engaging well in therapy and explore emotion and emotional self-regulation strategies. <p>Next steps:</p> <ul style="list-style-type: none"> Monitor and review engagement in sessions. 	<ul style="list-style-type: none"> 12 named pupils attend weekly MIND sessions over the academic year MIND therapist reported positive engagement by all pupils. Pupils were given strategies to use to support anxiety, low mood etc. and staff reported most pupils were able to use strategies to be able to stay in class. 8 named pupils attend weekly Respond lessons over the

			<ul style="list-style-type: none"> Refer pupils when spaces become available. 	<p>academic year with two new referrals made. Therapist reported good engagement with all but 2 pupils.</p>
Explore and implement further ways to support staff mental health and wellbeing.	CP	Autumn – Summer Term	<ul style="list-style-type: none"> Managing Burn Out session delivered by MIND 09/10/24 Staff reported they really enjoyed the session and found strategies useful. Therapy dogs in on a regular basis to support staff and pupil wellbeing and staff report is helps with their wellbeing. <p>Next steps:</p> <ul style="list-style-type: none"> Schedule further mental health and well-being sessions in the Summer Term. 	<ul style="list-style-type: none"> Managing Burn Out session delivered by MIND 09/10/24 Staff reported they really enjoyed the session and found strategies useful. Therapy dogs in on a regular basis to support staff and pupil wellbeing and staff report is helps with their wellbeing. Ofsted celebration INSET day took place in the Summer Term. Well-being Wednesday sessions delivered by staff in the staff room during the Summer Term.
Increase LBGT+ inclusion whole school assembles to raise awareness with pupils.	SLT	Autumn – Summer Term	<ul style="list-style-type: none"> Has not currently been delivered. <p>Next steps:</p> <ul style="list-style-type: none"> Ensure assembles scheduled for the Summer Term. 	<ul style="list-style-type: none"> Summer Term assembly (July) promoting LGBTQ+ awareness to pupils took place. Further staff training to be scheduled for the next academic year 25/26.
Schedule Art Exhibition for parents to showcase pupils’ superb work.	RF	Summer Term	<ul style="list-style-type: none"> Scheduled for June to showcase Year 11 Art and Textiles coursework. 	<ul style="list-style-type: none"> Poetry Arts festival took place following a 6-week programme with key groups. Pupils performed in the

			<p>Next steps:</p> <ul style="list-style-type: none"> • Explore appropriate Exhibition stands (SC/RF). • Letter to parents. • Launch Art Exhibition to pupils in Assembly. • Advertise on website. 	<p>outdoor festival as part of the Spoken Word residency with Year 8, Year 9 and Year 10 pupils. (20th May-9th July)</p> <ul style="list-style-type: none"> • Art Exhibition stands purchased. • Delivery lead time meant that this could no longer take place in the Summer Term. This is scheduled for the following Summer Term Academic year 2025/2026.
<p>Schedule parent workshops in the following areas:</p> <ul style="list-style-type: none"> - E Safety - Puberty - Phonics and Reading 	SI/SB/ED/AH/NM	Autumn – Summer Term	<ul style="list-style-type: none"> • The following workshops have taken place: <ul style="list-style-type: none"> -Puberty (Tender) -E-safety • Feedback from parents was strong and included: <ul style="list-style-type: none"> -100% of parents found the puberty session useful and believe what they learnt would help with their child’s learning. • The e-safety feedback included: <ul style="list-style-type: none"> -100% of parents found the workshop helpful. -100% of parents thought the session will support them with their child’s learning. -100% of parents thought the resources provided during the workshop were helpful. <p>Next steps:</p>	<ul style="list-style-type: none"> • Maths workshop took place focusing on shape and measurement outdoors (Summer Term). • Feedback from parents was strong and included: <ul style="list-style-type: none"> -100% of parents found the session useful -Parents were very happy with the bag of resources provided that they could take home to support their child’s learning. • Phonics and Reading sessions took place in the Summer term in the previous academic year. It was decided that this would take place the next academic year 2025/2026 as a refresher on Reading eggs and RWI. • The occupational therapy teams at Woodlane High

			<ul style="list-style-type: none"> The following workshops are scheduled: <ul style="list-style-type: none"> - Maths - Supporting reading development. 	<p>School and Jack Tizard facilitated a workshop for parents and caregivers regarding eating and mealtimes in the Summer Term. Throughout the workshop we explored some of the reasons young people may have difficulties with eating and/or mealtimes and strategies families could try at home.</p>	
					£15,000
<i>Key</i>					
<p>Mid-Year: Achieved On track to achieve Further focus required End of Year: Achieved Partially achieved (add detail if required) Not achieved (please detail)</p>					



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 education 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

- 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.
- Maintain and gain relevant accreditations.
- Upgrade technology and systems where required.
- Ensure the school is financially stable in challenging times.
- Safeguarding and Child Protection practices remain outstanding.

What?	Who? (Lead)	When? (Date)	Mid-Year Review	End of Year Review	Cost (£)
Gain quotes for refurbishment of the following areas: <ul style="list-style-type: none"> • Changing rooms • Medical room • Humanities room • Computing room • Studio • PSCH room • Staff room • Nurture room 	CM/SC	Autumn Term	<ul style="list-style-type: none"> • Headteacher and assistant head have worked closely with RAP to shape designs. • Quotes have been received from RAP for the areas detailed. 		
Seek funding for the refurbishment above from the LA and schedule the works (note, this will not be possible for all areas).	CM/BS	Autumn Term	<ul style="list-style-type: none"> • Several meetings have taken place with the LA to ensure they are aware of areas which need improving in the school. • We have not currently been able to seek funding as quote have just been received and is being explored further. Next steps: <ul style="list-style-type: none"> • Meet with RAP to explore quotes. • Gain funding from the LA. • Schedule works. 	<ul style="list-style-type: none"> • Met with RAP to explore quotes and designs, refinement was then made. • We have been unable to secure funding from the LA, however ongoing efforts will continue into the new academic year. 	
Carry out vigorous recruitment processes to hire outstanding staff in the following areas: <ul style="list-style-type: none"> • Teaching Assistants • Apprentice Teaching Assistants 	CM/SC/RM/BS/LF	Autumn – Summer Term	<ul style="list-style-type: none"> • Interviews conducted in the Autumn and Spring Term and remain ongoing. • Appointed 2x Teaching Assistants from 	<ul style="list-style-type: none"> • The following have been recruited: Apprentice x1, Permanent TA x2 (1x Apprentice will transition to a 	

<ul style="list-style-type: none"> Apprentice Administrator 			<ul style="list-style-type: none"> Apprentice to permanent staff. Currently 3x Teaching Assistants part of the Apprenticeship scheme. Apprentice administrator has been recruited and is in post. <p>Next steps:</p> <ul style="list-style-type: none"> Interviews to continue to appoint permanent Teaching Assistant Staff. 	<p>permanent TA from October 2025).</p> <ul style="list-style-type: none"> Offered an extension of contract to Apprentice TA, however the offer was declined.
Introduce formalised absence request forms and refine return to work form.	TH/CM/BS	Autumn Term	<ul style="list-style-type: none"> Formalised absence request forms have been introduced and are in use. 	
Ensure new Exam's Officer is well trained and confident in role.	SC/TH/BB	Autumn – Summer Term	<ul style="list-style-type: none"> Handover has taken place with new Exam's Officer. Strong practice has been observed. 	
Update EHCP Lead Practitioner's Job Description to reflect SENDCO responsibility. Review responsibilities and ensure administration staff are able to direct appropriately.	CM/JJ	Autumn Term	<ul style="list-style-type: none"> EHCP Lead Practitioner's Job Description has been updated to reflect SENDCO responsibility. Responsibilities have been reviewed. Office staff are able to direct more appropriately. 	
Nurture Leader and Nurture Teacher to enrol in accredited SENDCO qualification.	ED/SWi	Autumn Term	<ul style="list-style-type: none"> Nurture Leader and Nurture Teacher have enrolled in 	

			<p>accredited SENDCO qualification.</p> <ul style="list-style-type: none"> Both have successfully started their course. 	
Schedule opportunities for school visits to share best practice.	TH	Summer Term		<ul style="list-style-type: none"> School visit INSET cancelled to enable a reward to staff for an Outstanding Ofsted inspection to be issued. Staff who require school visits recommended to attend these during the school day where cover can allow this, or on flexi-days.
Schedule high quality training throughout the academic year.	SLT/Middle Leaders	Autumn – Summer Term	<ul style="list-style-type: none"> High quality training has taken place throughout the year to date: <ul style="list-style-type: none"> -Safeguarding -Staff Handbook -KCSiE training and tasks -General child protection and safeguarding training -Manual Handling Training -Behaviour twilight -Reading for Pleasure twilight -Baseline Moderation twilight -Internal Moderation KS4 -Predicted Grades and Recovery twilight -The theory and practice of Nurture training - 3 days -Nurture UK Support -ECT training -VI training -Ofsted Call training 	<ul style="list-style-type: none"> High quality training has continued into the Summer Term: <p>ED/AC declarative language/ aided language board project – 6 teachers took part in initial project. Rolled out to whole school Sept inset. Continued regular inset planned and changes to PM/lesson obs feedback.</p> <ul style="list-style-type: none"> Safer recruitment training. RWI phonics training for TAs. RWI Comprehension training. Fluency training. Reading for pleasure twilight (Magic).


			<ul style="list-style-type: none"> -Medical training – asthma/epilepsy/anaphylaxis Reading for Pleasure Twilight -Level 1 Safeguarding Training -Burnout Training twilight -Impact of Domestic Abuse on Children twilight -Banking fraud unmasked- protecting LA schools -CFR training -SMB Network -Careers Hub -Advanced Safeguarding Training 2 day -DSL Network -RWI Training -Phonics training -NPQSENCO training - VI Exam Arrangements training - AQA Supporting New Exams -Officers training -SENCO Network -Careers Advisor course L6 -Careers Network -HLTA training -NPQSL training -First Aid at Work revalidation training 2 days -Read Write Inc training -School attendance & Wellbeing training -Spotlight on Eating Disorders -Support Mental Health & Prevent Suicides -Suicides -ELSA supervision -Drawing & Talking Therapy 		
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			<p>-HLTA training</p> <p>Next steps:</p> <ul style="list-style-type: none"> • Continue to offer a variety of training, both internally and externally. 	
<p>Gain the Quality in Careers Award: Continue to embed career practices; maintain a rich careers curriculum; increase visits to school; increase educational visits etc.</p>	<p>TH/SB</p>	<p>Autumn – Summer Term</p>	<ul style="list-style-type: none"> • School continues to update Compass termly to identify areas of good practice and those that require strengthening. • In March 2025, the school is 100% compliant for CEIAG via Compass. • The school is attending a Peer to Peer Careers event in the Summer Term to share good practice. The school’s programme will be assessed by a panel of CEIAG experts. • The school has nominated a number of staff to attend employer experience visits in the Spring Term. • The school has invited visitors into school in the Autumn Term, including Kier, to share career opportunities and learning with pupils. <p>Next steps:</p> <ul style="list-style-type: none"> • Complete the outstanding elements of the Quality mark. • Ensure TH has a comprehensive oversight of 	<ul style="list-style-type: none"> • TH/SB/DW/SC completed a thorough handover of the careers programme before SB’s maternity leave. • TH/SC oversaw post-16 placements successfully with all pupils gaining a suitable placement and only 1 pupil refusing to engage in this placement once offered. • The school continue to achieve 100% compliance Compass. • The school completed the panel presentation based on school practice and future developments.

			the careers role in preparation for the PSCHE Leader's maternity leave.	
<p>Update the following technology and systems:</p> <ul style="list-style-type: none"> • Move from SIMS to Arbor • Commission sever upgrade and explore move towards cloud based systems • Introduce Papercut to save on printing costs and wasted paper • Explore use of Snap Scene for recording practical work • Purchase set of iPads for Nurture • Book Tannoy system install • Investigate the Earwig Assessment system 	TH/BS/CM/SC/SI	Autumn – Summer Term	<ul style="list-style-type: none"> • The switch from SIMS to Arbor will take place formally over the Easter break, however significant steps and resources have been utilised to move it to this stage already. • The school will not see significant savings from the SIMS – Arbor switch immediately due to onboarding costs in Year 1, however over the 3 years cycle (as long as school is able to cease the last parts of the SIMS contract within a year), the school will be saving approximately £5,000 per year for a significantly improved and user friendly product. • Server upgrade works have been booked for the Easter holidays. New switch units have been purchased which will significantly speed up the school network and make it sustainable for the next 10+ years. • Papercut has been running in school on the 2 main school printers for approximately 6 	<ul style="list-style-type: none"> • The switch from SIMS to Arbor was a long but ultimately successful process in April. • School completed the switch via a step-by-step process with BS, BB, taking the leading on the majority of these steps, supported by TH. • The school notes that there are good savings in this approach and a substantially improved user interface/interconnectivity. This is even when considering the outlay required (a one-off payment) to complete the migration, and the cost of retaining some parts of SIMS due to the school needing FMS to remain. The school is saving almost £4,000 per year, and will see a net saving soon after 2 years once the other fees are taken in to account. • School had to deal with a few teething problems with the way attendance is


			<p>months. The school needs to conduct an analysis on the impact/cost saving of this. There appears to be a significant reduction in paper wastage and A4 paper orders. There has also been a reduction in the number of call outs for broken printers this year as they are being used slightly less.</p> <ul style="list-style-type: none"> • iPads purchased and in use for Nurture Class. • Snapscene purchased and implemented. Pupils using regularly. • Continue work to move the school to cloud based systems to improve server storage issues. OneDrive to be utilised for pupil profile storage and Teacher Share by the end of the Summer Term. <p>Next steps:</p> <ul style="list-style-type: none"> • Complete all steps for the SIMS-Arbor transition. • Oversee server refurbishment works and test thoroughly. • Survey staff on the application of Papercut and consider add pupil 'credits' to their accounts to limit their weekly printing further. • Move staff and pupil document storage to 	<p>recorded but these settled quite quickly.</p> <ul style="list-style-type: none"> • Papercut has been an excellent addition and is now fully integrated. Savings are not as substantial as first thought but are more than the cost of the software. Furthermore, paper wastage is down significantly which is meeting the school's commitment to eco-options. Pupil credits on papercut have not been needed at this stage. • iPad upgrades were completed. • Server upgrade work was successful. The server has been running at a superior rate since May 2025 with improved RAM, new and much faster switch units and completely re-cabled for much improved troubleshooting. No server downtime has been noted since and the server is now future-proof. • School migration to a cloud-based service is not yet complete. It will not be rushed to ensure no data is lost. Planned for October 2025 	
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			OneDrive and Teacher Share files all to be available remotely without accessing through the server.	
Work in partnership with the LA to create a new funding formula more appropriate to the increased needs of the pupils attending.	CM/TH/BS	Spring Term	<ul style="list-style-type: none"> • Significant attempts have been made to engage the LA, various reports have been provided in various forms, however, the LA remains reluctant to engage meaningfully. • The LA finally agreed to pay base funding for the number of pupils actually attending, this was however, only backdated to April 2024. • The school has engaged in discussions and planning around designation, however, no funding conversations have taken place, therefore the school is unable to agree changes. <p>Next steps:</p> <ul style="list-style-type: none"> • Continue to make attempt to engage the LA. • Create a funding outline for potential new designation. 	<ul style="list-style-type: none"> • See below.
Working in partnership with Mark O'Brien and the Hammersmith and Fulham team,	CM/TH/BS	Autumn - Spring Term	<ul style="list-style-type: none"> • The school has engaged with the LA appointed 	<ul style="list-style-type: none"> • The SLT have participated in a

<p>complete a thorough review of School Resource Management.</p> <p>Implement where applicable the outcome of the Review of School Resource Management.</p>			<p>representative to explore finances, however, the deadline for the school to fact check the report as well past by several months.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • Continue to chase receipt of the report. • Where appropriate suggestions have been made implement suggestions. 	<p>resource management review with Mark O'Brien. Unfortunately, the scope of this review fell significantly short of promises made by the LA.</p> <ul style="list-style-type: none"> • The review did not consider historical underfunding. • The review did not consider our top up funding. • The review did not consider non-payment of 1:1 costs. • The review did not consider underpayment of 1:1 costs. • The review lacked any meaningful focus on the quality of teaching/ learning and progress/outcomes at Woodlane. • The report was hugely delayed and therefore the data was out of date. 	
<p>Policies are updated, based on new keeping children safe in education guidance.</p>	<p>CM</p>	<p>Spring Term</p>	<ul style="list-style-type: none"> • Our safeguarding and child protection policy was updated in January 2025 to reflect changes in keeping children safe in education guidance. 		

			<ul style="list-style-type: none"> The policy is available on the school website. 	
Schedule safeguarding and child protection review with new LA lead.	CM	Spring Term		<ul style="list-style-type: none"> School's planned review with the new LA lead was deemed unnecessary after the thorough and extremely successful review as part of our outstanding Ofsted inspection in November 2024. Ofsted reported that, "The arrangements for safeguarding are effective."
Schedule safeguarding and Prevent training.	RM	Autumn – Spring Term	<ul style="list-style-type: none"> 06/01/25 Prevent training delivered by LA to all staff. Level one Safeguarding for all staff and governors delivered in September 	
Schedule keeping children safe in education training and task for staff.	CM/RM	Autumn Term	<ul style="list-style-type: none"> A signed record is kept of understanding for all permanent staff and regular supply staff. Staff participate in a variety of activities and tasks (03/09/24) to actually demonstrate their understanding. The document is revisited on regular occasions. Any new ad hoc supply staff also read KCSIE and agree understood at start of the day. A link to the document is on the school website. 	

			<ul style="list-style-type: none"> A child protection group refers to the document on a termly basis, reviewing understanding with randomly selected or targeted staff. 		
Schedule DSL and safer recruitment training for relevant staff.	RM/BS/CM	Spring Term	<ul style="list-style-type: none"> All relevant staff have received training in DSL and safer recruitment. All DSL's have completed advanced level training. See training log and the safeguarding audit. 		
Update Physical Intervention Plans.	RM	Autumn Term	<ul style="list-style-type: none"> 2 plans currently required which have been updated and agreed with parents. 		
Carry out safeguarding and child protection audit.	CM	Spring Term	<ul style="list-style-type: none"> The safeguarding and child protection audit is complete and has been sent to the LA. It indicates strong practices. Where staff require an update in the near future, this has been booked in advance. 		
Schedule governor visit to explore safeguarding and child protection practices.	RM/CM	Spring Term	<ul style="list-style-type: none"> This has been moved to the Summer Term. <p>Next steps:</p> <ul style="list-style-type: none"> Schedule governor visit to explore safeguarding and child protection practices. 	<ul style="list-style-type: none"> Unfortunately, this did not take place due to various governor panels for safeguarding, however their expertise was used in this way. 	

<p>Increase the regularity of whole school meetings, (Teachers and TAs) and improve the method to gather and share Teacher Meeting agenda/minutes, to improve whole school communication in-line with questionnaire feedback.</p>	<p>SLT/All Staff</p>	<p>Autumn – Summer Term</p>	<ul style="list-style-type: none"> • It has challenging to introduce more whole school meetings, due to time constraints. However, the Senior TA ensures minutes from teacher meetings are used to shape the TA meeting agenda. This is not currently possible. 		
<p>Increase regularity of meetings with MDT, e.g. OT and SaLT to improve information sharing, agree communication with parents/carers/other teams and discuss/problem solve complex cases.</p>	<p>SLT/Therapy Teams</p>	<p>Autumn – Summer Term</p>	<ul style="list-style-type: none"> • Meetings have taken place twice termly to support the communication and direction of support agency work. • Meetings have led to greater control and organisation of referrals to the service. • School continues to ensure the pupils with the highest priority need are onboarded correctly and have their planned input as per their EHCP provision. • In the Autumn Term all pupils in Years 8-11 received their planned input despite school being short 1 SaLT. All Year 7 pupils had their referrals opened in anticipation of work beginning in the Spring Term. • All pupils benefitted from the school’s universal offer. <p>Next steps:</p>	<ul style="list-style-type: none"> • Temporary and permanent SaLT and OT staff continued to regularly attend meetings with SLT and attend teacher meetings for the purpose of information sharing. • Topics of discussion have been: <ul style="list-style-type: none"> ○ Recruitment for Sept 2025. ○ Caseload priorities. ○ Universal provision. ○ Training of staff. ○ Direct work with pupils. • A high number of Year 7 pupils joined the caseload throughout the year with only those pupils considered the lowest priority based on an analysis of need still awaiting a referral. These pupils continue to benefit from the specialist support provided across the school as part of the universal offer. This universal offer 	

			<ul style="list-style-type: none"> Continue to ensure all pupils receive full SaLT and OT input as per their EHCP outcomes. 	continues to cover the widest elements of provision within pupils EHCPs.	
					£400,000 (approximately £300,000 from LA)
<i>Key</i>					
Mid-Year: Achieved On track to achieve Further focus required End of Year: Achieved Partially achieved (add detail if required) Not achieved (please detail)					