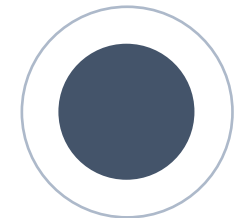
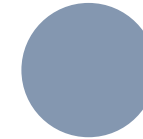
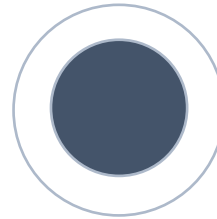
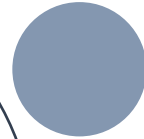




# Self-Evaluation Form

## 2025-2026



# Self-Evaluation Form and School Improvement Plan 2025-2026

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<b>Ofsted Categories</b>	<b>Grading</b>
<b>Safeguarding</b>	<b>Met</b>
<b>Curriculum and Teaching</b>	<b>Curriculum – Exceptional/ Teaching – Strong Standard</b>
<b>Achievement</b>	<b>Strong Standard</b>
<b>Inclusion</b>	<b>Exceptional</b>
<b>Attendance and Behaviour</b>	<b>Attendance – Strong Standard/ Behaviour – Exceptional</b>
<b>Personal Development and Wellbeing</b>	<b>Exceptional</b>
<b>Leadership and Governance</b>	<b>Exceptional</b>

As we move into the new academic year and protecting our community from Covid-19 has become the new, but challenging normal, we remain determined that our pupils access the outstanding education they are used to, whether they are physically in or out of school. Within our 2021/2022 self-evaluation we acknowledged that the quality of education at Woodlane was 'good', therefore despite remaining 'outstanding' in every other area, we considered ourselves to have an overall judgement of 'good'. This was due to the consistency of progress in a very small minority of subjects, which were specifically affected by the Covid-19 pandemic and we had not consistently reached our own outstanding threshold, despite interventions. We were keen to ensure pupils had access to a full, engaging curriculum when feeling well and not able to attend school thus eliminating any loss of curriculum time. Our 2021/2022 school improvement plan set out how, over a 12-month period, we implemented robust targets to ensure the quality of education and overall provision returned to 'outstanding'. The plan was successful and in 2022/2023 we were once again able to state that the quality of education at Woodlane was 'outstanding' and thus our overall effectiveness was 'outstanding', this continued into 2023/2024. Our 2024/2025 self-evaluation once again demonstrated that our provision is 'outstanding' in all categories.

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

## Characteristics of Woodlane High School

- At the start of the academic year 2025/2026, Woodlane currently has 108 pupils on roll.
- The school is heavily requested for places by parents and Local Authorities, however, careful consideration is always made to ensure pupils are appropriately placed.
- At Year 7 entry, pupils' abilities most commonly range from PS1 to PS5 under the progression steps framework. This would be considered similar to P5 to Level 2 under the old national curriculum. On entry the majority of pupils are broadly working within the age range 6-9 years old, or between 2 and 5 years behind their chronological age.
- Woodlane is expecting to receive £67,725 in Pupil Premium funding, (£1,075 per eligible pupil for 2025/2026). This is equivalent to 63 pupils (58%) on roll, a decrease of 5% year on year. The school also receives additional funding for LAC pupils where this applies.
- A calm, learning-focused environment enables pupils with a range of moderate, specific and complex SENDs to raise their self-esteem and resilience, succeed academically as well as gain a variety of qualifications that reflect the best of their ability.
- Pupils are supported in raising their level of independence and, therefore, the vast majority gain mainstream Post 16 College placements. 99% of pupils leaving Woodlane have had a suitable placement to attend in the last 12 academic years. Pupils leaving NEET have remained extremely small.
- This year, the Self-Evaluation Form and School Improvement Plan (SIP) underwent a redesign to reflect changes in the Ofsted framework. Both documents have considered administration time and accessibility to the audience.
- The school's self-evaluation practices and improvement plans are analytical and reflective, as a result, small areas for improvement and areas of interest are identified early and addressed to ensure these do not grow into significant areas of concern. The Local Authority Lead Adviser and School Improvement Advisers have recommended our SEF/SIP approach to other SEND schools.
- The school demonstrates a strong standard-exceptional over time.
- Ofsted (2019) stated, *'leaders are meticulous in implementing the school's priorities for continuous improvement'*. Ofsted (2024) stated, *'Leaders, including those responsible for governance, are relentless in their drive for continuous improvement. This culture of excellence is shared by all.'* This demonstrates strong leadership over time.

## Inspection Data Summary Report (IDSR)

Characteristics examined within the Inspection Data Summary Report (IDSR) Released 1<sup>st</sup> May 2025.

### School and local context:

#### Local authority information:

- This school is maintained by Hammersmith and Fulham local authority which maintains 24 primary schools, 1 secondary school, 4 special schools, no alternative providers, no pupil referral units and 4 nursery schools.
- The latest overall effectiveness grade for this school is outstanding, November 2024.

Characteristics:

	2022	2023	2024
School number on roll	Well below average 104	Well below average 113	Well below average 108
Sixth form number on roll	No data	No data	No data
School % FSM6	Well above average 59	Well above average 60	Well above average 60
School % SEN support	Well below average 0	Well below average 0	Well below average 0
Sixth form % SEN support	No data	No data	No data
School % EHC plan	Well above average 100	Well above average 100	Well above average 100
Sixth form % EHC plan	No data	No data	No data
School % EAL	Above average 21	Above average 15	Close to average 15
Sixth form % EAL	No data	No data	No data
School % stability	Well below average 87	Close to average 92	Above average 94
Pupil base deprivation	Above average	Above average	Above average
School location deprivation	Above average	Above average	Above average

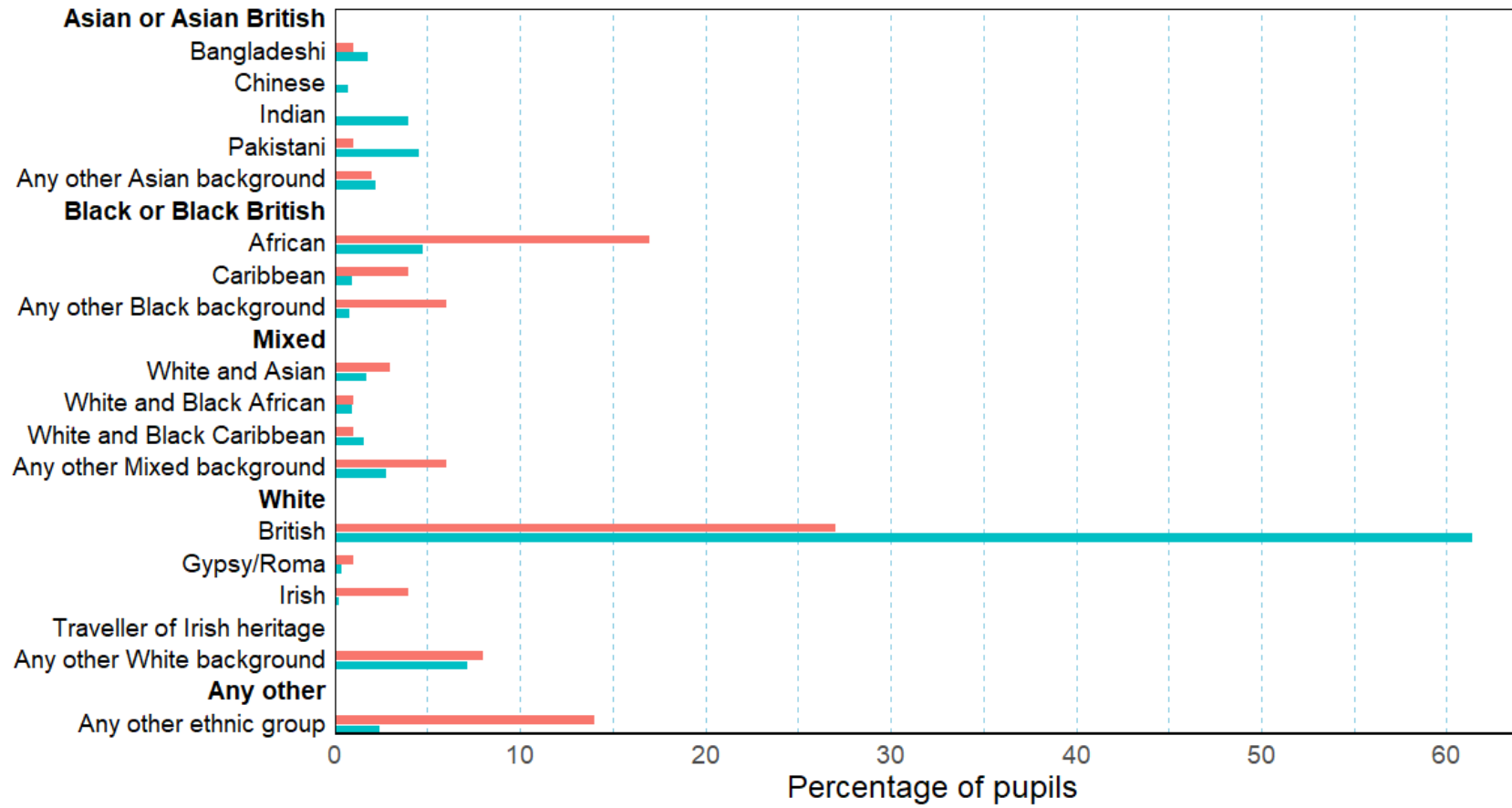
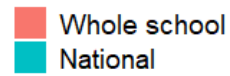
**Staff:**

- There is nothing to highlight for the proportion of education support staff relative to teaching staff.
- Per pupil spending was in the highest 20% of similar schools in 2022/23 for: Staff development and training, Teaching staff.
- Per pupil spending was in the lowest 20% of similar schools in 2022/23 for: Education support staff.
- The percentage of teachers with at least one period of sickness absence was significantly below national in: 2022/23.
- 1 day on average was lost to teacher sickness absence in 2022/23. This was in the lowest 20% nationally.
- At the time of the November 2023 census, there were no full-time vacant teacher posts in the school.
- Staff turnover was in the highest 20% in: 2020.

**Prior Attainment:**

	<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Year 7	Below national	Below national	Below national
Year 8	Below national	Below national	Below national
Year 9	No data due to Covid	No data due to Covid	No data due to Covid
Year 10	No data due to Covid	No data due to Covid	No data due to Covid
Year 11	Below national	Below national	Below national

**Ethnicity whole school:**



**Absence:**

School:

**Absence**

	<b>2021/22</b> <b>(3 term)</b>	<b>2022/23</b> <b>(3 term)</b>	<b>2023/24</b> <b>(3 term)</b>
School %	10.7	11.9	12.4
Comparison to all schools	-	Highest 20%	Highest 20%
Comparison to schools with a similar level of deprivation	-	Highest 20%	Highest 20%

**Persistent absentees**

	<b>2021/22</b> <b>(3 term)</b>	<b>2022/23</b> <b>(3 term)</b>	<b>2023/24</b> <b>(3 term)</b>
School %	34.6	31.9	33.0
Comparison to all schools	-	-	Highest 20%
Comparison to schools with a similar level of deprivation	-	-	-

Local Authority:

**Absence**

	<b>2023/24</b> (Whole academic year)	<b>2024/25</b> (Year to date)	<b>31 Mar - 04 Apr 2025</b> (Weekly)
Local authority %	13.2	13.3	19.9
Comparison to all local authorities	Highest 20%	Highest 20%	Highest 20%

**Suspensions and permanent exclusions:**

Whole school suspensions:

	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>
Total number of <b>suspensions</b>	1	3	3

Reasons for suspensions in the whole school in 2022/23:

Verbal abuse/threatening behaviour against a pupil	1
Physical assault against an adult	1
Persistent disruptive behaviour	1
Damage	1

	2020/21	2021/22	2022/23
Total number of <b>pupils with 1 or more</b> suspensions	1 (1.0% of cohort)	3 (2.9% of cohort)	3 (2.7% of cohort)
Comparison to all schools	–	–	–
Comparison to schools with a similar level of deprivation	–	–	–
Total number of <b>pupils with 2 or more</b> suspensions	0	0	0
Comparison to all schools	–	–	–
Comparison to schools with a similar level of deprivation	–	–	–
Total number of <b>pupils with 10 or more</b> suspensions	0	0	0

**Pupil groups:**

- Absence – 2022/23: No pupil groups were highlighted for this school.

**SEN Characteristics 2024:**

- Type of resourced provision: No resourced provision
- Capacity: Not stated (was 100 in last year's IDSR)
- Type of SEN provision: SpLD - Specific Learning Difficulty, VI - Visual Impairment, HI - Hearing Impairment, SLCN - Speech, language and Communication, ASD - Autistic Spectrum Disorder, PD - Physical Disability, MLD - Moderate Learning Difficulty
- Number of pupils with SEN who are also FSM6 and/or CLA: 67
- There were no pupils with SEN support in this school (from reception upwards).

		EHC plan (108)					
<b>SEN primary need</b>		Y7	Y8	Y9	Y10	Y11	<b>Total</b>
Specific Learning Difficulty		0	1	1	0	0	2
Moderate Learning Difficulty		0	3	1	1	5	10
Severe Learning Difficulty		0	1	0	0	0	1
Social, Emotional and Mental Health		0	0	1	0	0	1
Speech, Language and Communication Needs		3	7	5	5	8	28
Hearing Impairment		0	0	0	3	0	3
Visual Impairment		0	0	0	2	0	2
Physical Disability		1	1	0	2	0	4
Autistic Spectrum Disorder		9	8	6	6	3	32
Other Difficulty/Disability		7	4	7	2	5	25
<b>Year group totals</b>		<b>20</b>	<b>25</b>	<b>21</b>	<b>21</b>	<b>21</b>	<b>108</b>
<b>Subject entries:</b>							
<b>Subject group</b>	<b>Subject</b>	<b>Qualification type</b>	<b>2022 entries</b>	<b>2023 entries</b>	<b>2024 entries</b>	<b>2024 average point score</b>	
English	English Language	EBacc GCSE	8	10	10		
	English Literature	EBacc GCSE	7	9	7		
Mathematics	Mathematics	EBacc GCSE	7	2	2		
Science	Biology	EBacc GCSE	6	9	9		
Languages	French	EBacc GCSE	3	6			
	Spanish	EBacc GCSE			7		
Arts, media and publishing	Art & Design	GCSE	16	20	13		
	Art & Design (Textiles)	GCSE		5	5		
	Multimedia	Level 1/2	7	9	7		
Retail and commercial enterprise	D&T Food Technology	GCSE	6	5			

- A darker shade of purple indicates a higher number of entries for the subject.
- 2022 cohort = 17;
- 2023 cohort = 22;
- 2024 cohort = 21.



# School Self-Evaluation Form

## Safeguarding



### Safeguarding – Met

In making our judgement on safeguarding we evaluate if our statutory duties are met. We consider our safeguarding practice over time. We also consider the views of staff, pupils and parents. As a result, safeguarding is deemed 'met'.

### Evidence:

- Our Single Central Record is well maintained and meets statutory guidance. It is reviewed regularly by senior leaders and governors using our review form.
- All statutory pre-employment checks are carried out.
- Our Designated Safeguarding Leads are experienced and attend regular training and networking events. One of our DSLs is the designated teacher for looked-after children.
- It is rare for the school to use Alternative Provision. Part-timetables are also rare, however, they are used when medical/mental health needs require this pattern of attendance.
- Where a child is absent but well enough to learn e.g. after a minor operation, they have access to virtual learning.
- 100% of staff strongly agree that pupils are safe at this school (staff questionnaire).
- 100% agree (95% strongly agree) the school deals with any cases of bullying effectively (bullying includes persistent name calling, cyber, racist and homophobic bullying).
- 100% agree (95% strongly agree) of staff are aware of the school's procedures relating to child protection.
- 99% of pupils feel the school deals with any problems so they feel safe (1 pupil disagreed).
- 97% of pupils have an adult in school they can talk to if they have a problem (2 pupils felt they do not have someone they can talk to).
- 100% of parents agree (94% strongly agree) the school site is safe.
- 100% of parents agree (94% strongly agree) that when I contact the school, the staff are helpful and approachable.
- Ofsted (2024) stated, '*Woodlane High School is a happy and safe place where pupils thrive.*'
- Pupil Premium funding is well spent to raise the progress and outcomes of pupils in receipt of Pupil Premium funding.
- The Local Authority consider the school's safeguarding and child protection practices exemplary.
- Staff are well trained in child protection and safeguarding, including Prevent and Safer Recruitment.
- Staff engage with Keeping Children Safe in Education and complete relevant task to assess understanding, training is active not passive.
- Pupils are explicitly taught how to staff stay safe in assemblies, PSHCE and on a cross-curricular basis, for example online safety.

## Refer to:

- Single Central Record.
- Staff and governor training.
- Staff questionnaire.
- Pupil questionnaire.
- Parent questionnaire.
- PASS survey.
- CPOMS entries.
- Staff Safe entries.
- Safeguarding/Health and Safety audits.
- Pupil premium reports.
- Training log.
- Ofsted report (2024).

## Supporting factors

1. The safety and protection of our pupils is paramount. Any concerns are dealt with promptly, including any child-on-child violence.
2. Staff recognise that pupils with SEND have increase vulnerabilities.
3. We have an open and positive safeguarding culture.
4. The school follows vigorous safeguarding procedures.
5. Staff are vigilant and maintain an, *'it could happen here'* attitude. They understand the whistleblowing policy and what action to take if they have concerns.
6. Pupils feel comfortable to report any concerns they have for their peers.
7. All staff regularly complete high-quality training.
8. All staff are clear on policies and expectations.
9. We work in partnership with a variety of support agencies, including for example, Children's Services, the police, CAMHS and Respond etc. working together to achieve the best possible outcomes for each of our pupils. This is based on the principles of *'working together to safeguard children'*.
10. We place a high value on the support of parents/carers and believe that we can best serve our pupils by working as a team.
11. We have an open-door policy and encourage parents/carers to share any concerns they may have directly with the Designated Safeguarding Leads.
12. Concerns are always taken seriously and in consultation with other agencies, we will ensure we take the most appropriate action which is in the best interest of the pupil(s).
13. Regular visitors to Woodlane are required to understand the school's safeguarding policies when attending the school site. The school has created a 'Safeguarding Guide' leaflet which is offered to all visitors at reception, it can also be downloaded on our website.



# School Self-Evaluation Form

Curriculum and Teaching



## Curriculum and Teaching – Curriculum (Exceptional) Strong Standard (Teaching)

In making our judgement we consider the effectiveness of the curriculum and teaching using our intent and implementation. Our practice is informed by research and data and is evidence based, please refer to our Teaching and Learning policy and individual subject policies for our rationale. As a result, the quality of curriculum and teaching is deemed a 'strong standard – exceptional'.

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

- To provide an outstanding education, which is personalised to the need of each pupil.
- To provide a calm, learning focused environment, which is safe, caring and nurturing.
- To provide a holistic education, which incorporates guidance and strategies from support agency partnerships e.g. speech and language therapists, occupational therapists etc.
- To increase resilience and develop pupils' ability to self-regulate.
- To ensure Woodlane values are at the heart of learning, these include:



kindness



tolerance



honesty



independence



effort



aspiration



resilience



achievement



respect

- To develop pupils' essential life skills, developing their knowledge and the 'cultural capital' they need to succeed in life (personal development), this will include, but is not exclusive to:
  - ✓ personal & social well-being (*safety/self-image/self-esteem*);
  - ✓ communication skills (*speaking/listening/reading/writing/body language*);
  - ✓ social skills (*behaviour*);
  - ✓ physical & health skills (*hygiene/healthy eating/exercise/team skills*);
  - ✓ ICT skills (*using computers to share and seek information*); and
  - ✓ independence and study skills (*thinking skills/self-organisation/concentration*) etc.
- To promote physical and emotional well-being.

- To prepare pupils for the next stage of their education.
- To ensure all pupils leave Woodlane with outcomes that reflect the best of their ability.
- To ensure that all pupils receive an education that is in line with the statutory guidance outlined in the SEND Code of Practice 0-25.

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

- Pupils have full access to a broad and balanced curriculum including the National Curriculum which is differentiated to meet pupils' learning needs and styles.
- Our curriculum is designed to be challenging, appropriate to the pupil's stage of development. We have exceptionally high standards for all our pupils.
- Our curriculum offers significant cross-curricula learning opportunities to ensure pupils make significant personal development.
- Our curriculum covers a wide range of core and foundation subjects.
- We dedicate substantial time to both core and foundation subjects.
- Our curriculum 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.
- Our KS3 curriculum covers 15 subjects, which are taught through 25+ hours contact time each week. Subjects taught are as follows:
  - ✓ English
  - ✓ Maths
  - ✓ Science
  - ✓ Computing
  - ✓ History
  - ✓ RE
  - ✓ Geography
  - ✓ Art
  - ✓ PE
  - ✓ DT Food Technology
  - ✓ DT Textiles
  - ✓ Spanish
  - ✓ Drama
  - ✓ PSCHE
  - ✓ Music
- Our KS4 curriculum covering a range of 13 subjects (some are 'options'), which are taught through 25+ hours contact time each week. Subjects taught are as follows:
  - ✓ English
  - ✓ Maths

- ✓ Science
- ✓ Computing
- ✓ ASDAN/History
- ✓ Art
- ✓ PE
- ✓ DT Food Technology/DT Textiles
- ✓ Spanish/Vocational Skills
- ✓ PSCHE
- ✓ College Link/Work Experience

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

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

- Our curriculum is designed to build and expand on previous skills and subject knowledge, over a 5-year period. It also plans for opportunities for repetition to embed knowledge, increasing the chance of information recall (view our curriculum maps on our website, found under each subject area).
- We offer a wide range of qualifications, which are selected to appropriately challenge (these can vary from year to year), based on the pupil's stage of development, including:

**Core Subjects:**

- ✓ English Language (GCSE)
- ✓ English Literature (GCSE)
- ✓ Step Up to English (Gold and Silver Entry Level)
- ✓ English (Entry Level OCR)
- ✓ Non-Qualification English Units for learners below Entry Level (AQA Unit Award Scheme)
- ✓ Mathematics (GCSE)
- ✓ Mathematics (Entry Level)

- ✓ Mathematics Functional Skills (NCFE Level 1/2)
- ✓ Non-Qualification Mathematics Units for learners below Entry Level (AQA Unit Award Scheme)
- ✓ Science - Biology (GCSE)
- ✓ Science - Biology, Chemistry, Physics (Entry Level OCR)
- ✓ Non-Qualification Science Units for learners below Entry Level (AQA Unit Award Scheme)
- Foundation Subjects:**
- ✓ Art and Design (GCSE)
- ✓ Non-Qualification Art and Design Units for learners at Entry Level or below (AQA Unit Award Scheme)
- ✓ Humanities/History (WJEC Entry Level Diploma or Certificate)
- ✓ Preparation for Work - Life Skills focus (WJEC Entry Level Diploma or Certificate)
- ✓ Non-Qualification History Units for learners working above Entry Level, e.g. Level 1 (AQA Unit Award Scheme)
- ✓ Non-Qualification Humanities Units for learners below Entry Level (AQA Unit Award Scheme)
- ✓ Spanish and other Languages where applicable (GCSE)
- ✓ Non-Qualification Spanish and other language units for learners below GCSE (AQA Unit Award Scheme)
- ✓ Media (BTEC level 1/2)
- ✓ Computing (Entry Level)
- ✓ ASDAN (Gold, Silver and Bronze)
- ✓ Design Technology - Textile Design (GCSE)
- ✓ Home Cooking Skills (BTEC Level 1/2)
- ✓ PE – Certificate in Sport (NCFE Level 1/2)
- ✓ Non-Qualification PE Units for learners below Level 1 (AQA Unit Award Scheme)
- ✓ Preparation for Work - Vocational Studies (WJEC Entry Level Diploma or Certificate)
- ✓ Non-Qualification Vocational Skills units or all learners at Entry Level and Level 1 (AQA Unit Award Scheme)
- ✓ Non-Qualification Music units for all learners at Entry Level and Level 1 (AQA Unit Award Scheme)

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

### **Teaching and Learning**

- Our pupils are taught by well-qualified and experienced transition teachers in Year 7 and subject specialists from Year 8 to Year 11.
- Our Co-Headteachers are well qualified, possessing a range of post graduate qualifications, including: BA (Hons); PGCE; MEd; NPQH.
- Our senior leaders are well qualified, possessing a range of qualifications.
- We have several SpLD specialist teachers. Dyslexia Friendly criteria can be found below (Appendix 1).
- Our Special Educational Needs and Disabilities Co-ordinator (SENDCO), holds a BSc in English Studies and Anthropology; PGCE in English/Drama and Media; Level 5 OCR Qualification in Teaching SpLD and is enrolled on the NPQSENCO.

- Staff and pupils have collaborated to design bespoke criteria for ‘*Outstanding Teaching and Learning at Woodlane*’ criteria, which are used to judge the quality of teaching and learning at Woodlane. This will be reviewed to incorporate the new Ofsted framework 5-point scale.
- Staff and pupils have collaborated to design a bespoke criteria of ‘*Outstanding TA/Apprentice Support at Woodlane High School*’. This will be reviewed to incorporate the new Ofsted framework 5-point scale.
- The curriculum is differentiated broadly into 3 levels of challenge, ‘all’, ‘most’ and ‘some’. Further differentiation and personalisation are implemented when required.
- We have a 3-tiered approach to supporting each pupil’s learning, including:

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

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

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

Interventions may include:

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

**Specialist** – it may be necessary to seek specialist advice and regular long-term support from a specialist professional in order to plan for the best possible learning outcomes for your child. This may include educational psychology support, speech and language therapy, occupational therapy, art/play therapy, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. **However, for a high proportion of Woodlane High School pupils, access to these specialists is automatic due to specification a pupil’s EHC Plan.** Pupils have access to appropriate support, including relevant technical aids,

therapeutic input, and medical needs as outlined within a pupil's EHCP. Resources should be accessible through location, availability and timing and also include access to IT, reference materials and technologies as well as specialist support staff.

## **Homework**

All homework is set on paper or on a learning platform (parents and pupils requested this), which is managed by the Computing and Home-Learning Subject Leader. Logon details for each pupil are shared when they join the school and allow access to resources. Homework is differentiated to provide the appropriate level of challenge. Training is provided for all staff to access the system and offered to all parents/carers and pupils to ensure there are no barriers to pupils completing their homework.

The purpose of homework is:

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

Homework can be used for:

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

All homework should:

- Be fully explained by staff and clear to pupils.
- Be given appropriate lesson time to ensure understanding, e.g. not be set in the last few minutes of the lesson.
- Be recorded in pupil planners/Home-School reports, with a deadline and any instructions that may be relevant.
- Be set on paper or via one of our cloud-based platforms with an appropriate timeframe for completion, e.g. 1 week.
- Be titled clearly, using Subject and Topic information.
- Be set in a predictable manner to enable pupils to plan their homework pattern.

- Be formatted in a familiar/standardised manner throughout, including use of the school's colour schemes.
- Be written using the school's standardised terminology, e.g. All, Most and Some, with language that is dyslexia friendly and accessible to all.
- Cover a range of activities and skills.
- Be manageable for pupils at all levels. Where an individual pupil requires more personalised/differentiated homework, this should be provided individually.
- Be accessible, (and easily understood) for the benefit of all staff who support through Homework Club.

Frequency and duration of homework:

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

Staff must ensure:

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

### **Home Learning**

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

Delivery of Home Learning takes 2 separate forms:

- Short term Home Learning (1 or 2 days) – e.g. a pupil's transport is cancelled at short notice.
- Longer term Home Learning (3 days +) – e.g. a pupil requires physical recovery time for medical needs but is well enough to learn.

Short Term Home Learning:

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

- Pupils will be given opportunities to catch up on missed work at a later date, or through homework club.

#### Longer Term Home Learning:

- As soon as it is known that a pupil will be absent from school (but they are well enough to learn from home) the Computing Subject Leader will check the pupil's timetable and establish which lessons are possible for the pupil to access remotely. Exceptions will apply, e.g. Science practical tasks where a 'do at-home' alternative is not practical or safe. Where this is case, staff will ensure there is work for the pupil to complete through a learning platform.
- The Computing Subject Leader will set up a Live Lesson link through Microsoft Teams and a timetable for any lessons that the pupil will be joining for the known days of absence.
- Staff will be informed of the pupil's timetable and will ensure they have prepared for the pupil to join their lesson through Teams.
- This Teams link, and any available pre-lesson content will be sent to the pupil through A learning platform, as this creates a secure access point for the pupil to their lessons.
- The pupil will join their lessons. The teacher and any available teaching assistants will incorporate the pupil in as much of the lesson content as possible, ensuring that they experience a broad and balanced curriculum even if absent.
- At the end of their absence, any work they completed at home on paper or through A learning platform should be added to their class books as evidence of their continued engagement.

#### Assessment

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

- Woodlane uses internal and external data from a range of sources to effectively evaluate each pupil's performance. This allows us to determine whole school performance, moderate our own practice and plan for further improvement.
- Our Flight Path is used to track the progress of individual pupils and determine expected outcomes from different starting points.
- Our Assessment Map highlights the range of qualifications available and how these can be compared to one another.
- Teachers and senior leaders use a range of formative and summative assessment procedures to assess progress and attainment, including:
  - ✓ daily marking;
  - ✓ self/peer assessment;
  - ✓ reading/spelling/maths age assessment;
  - ✓ Cognitive Ability Tests (CATS);
  - ✓ Pupils Attitudes to Self and School (PASS);
  - ✓ informal/formal examinations; and
  - ✓ B-Squared Progression Step data, etc.

## Evidence:

- This year the school will transition to a new 5-point grading scale in line with the new Ofsted framework (Exceptional, Strong Standard, Expected Standard, Needs Attention, Urgent Improvement) for reviewing teaching and learning.
- Under the previous Ofsted framework, teaching and learning is outstanding across the large majority of subjects and is typically at least good. Pupils and staff have created *'Woodlane Outstanding Teaching and Learning'* criteria, which are used to support and inform judgements on teaching and learning. This will be reviewed to incorporate the new Ofsted framework 5-point scale. Pupils and staff have also created *'Woodlane Outstanding Support'* criteria, which is used to support judgements on the quality of support. This will also be reviewed to incorporate the new Ofsted framework 5-point scale.
- Under the previous Ofsted framework, the quality of Teaching and Learning in English is consistently outstanding.
- Under the previous Ofsted framework, the quality of Teaching and Learning in Maths is consistently outstanding.
- Teachers plan lessons carefully, making effective and maximum use of lesson time.
- All Teachers and Teaching Assistants use a range of SALT strategies to support pupils.
- The behaviour management and safety of pupils is exceptional.
- Pupils are keen to learn and are enabled to develop resilience to failure.
- Teachers and Teaching Assistants check pupils' understanding systematically throughout the lesson and adapt teaching accordingly.
- Teachers provide effective feedback to pupils in line with the school's policy.
- Teachers use a variety of multi-sensory methods to support pupils.
- Pupils enthusiastically report that they are taught well.
- Teachers are well qualified and have a deep understanding of their subject areas. The senior leaders support staff in achieving higher level qualifications e.g. in Dyslexia and Autism and encourage evidence informed teaching. Staff also hold multiple NPQs, including NPQH, NPQSL and NPQSENCO.
- 100% of pupils believe they are taught well.
- 100% of pupils believe teachers expect them to work hard and do their best.
- 97% of pupils believe worthwhile homework is set regularly (2 pupils disagreed).
- 100% of pupils believe their work is assessed helpfully so they can see how to improve it.
- 100% of staff believe leaders do all they can to improve teaching and learning.
- 100% of parents believe that the school provides a relevant curriculum for their child.
- *'Pupils get an education that is second to none'* Ofsted (2024).
- *'The curriculum is broad, rich and highly personalised, often exceeding the ambitions of what is expected nationally'* Ofsted (2024).
- *'Pupils achieve well because the curriculum has been meticulously designed'* Ofsted (2024).
- *'Teachers are experts in their subjects and very skilled at implementing the curriculum for pupils with special educational needs and/or disabilities (SEND)'* Ofsted (2024).

## Refer to:

- Lesson observations
- Work scrutiny
- Performance management.
- Learning walks.
- Evidence trial feedback.
- AMMR/Marking/Teaching and Learning policy.
- Book look feedback.
- Pupil, staff and parent questionnaires.
- Pupil conferences.
- SIA visits and reports.
- Ofsted report 2019.
- Ofsted report 2024.
- Case studies.
- Progress data/outcomes data.
- Special school comparison data and DfE published data comparisons.
- Moderation reports.
- Pupil Achievement Books.
- B-Squared data and pupil tracking data.

## Supporting factors

1. Exceptionally high standards in the curriculum have been sustained across the entire school. Leaders ensure the curriculum is regularly reviewed and it evolves to best suit pupils' needs and learning.
2. A strong standard in teaching has been sustained. Highly effective teaching is embedded across subjects. In the few instances where teaching does not reach a strong or exceptional standard direct support is provided.
3. Lessons are stimulating and interesting, using a highly multi-sensory approach, focused particularly on visual and kinaesthetic methods.
4. Lessons are structured and differentiated, to meet the complex needs of pupils, drawing on a high level of advice from support agency partnerships.
5. New technology is highly valued and used creatively to support learning.
6. Under the previous Ofsted framework, Teaching Assistants increasingly provide outstanding teaching and learning support and are encouraged to grow their specific skills, particularly when creating resources. The school provides on average 5 teaching assistant apprenticeships per year. Apprentices are well supported and report so to their college.
7. Teaching Assistants provide whole school support for a named area of responsibility e.g. Emotional Literacy, Drawing and Talking, display etc.
8. Our pupils are exceptionally well prepared for the next stage of their education, when starting points are considered. This includes our disadvantaged pupils.
9. Where improvements are required, leaders always prioritise these areas.

10. We regularly share our best practice with other schools and professionals.

**Areas for improvement:**

*See School Improvement Plan 2025-2026.*



# School Self-Evaluation Form

## Achievement



### Achievement – Strong Standard

In making our judgement on achievement we consider the impact of our high-quality education. We consider attainment and progress over time, including in national tests and examinations compared. We also consider the progress pupils make across the curriculum from their starting points, so that they know more, remember more and are able to do more. As a result, achievement is deemed a 'strong standard'.

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

- This year the school will transition to a new 5-point grading scale in line with the new Ofsted framework (Exceptional, Strong Standard, Expected Standard, Needs Attention, Urgent Improvement) for reviewing progress and outcomes.
- Understand the previous Ofsted framework, analysis of pupil progress indicates that achievement is usually outstanding across the school. This is because, pupils progress well from their different starting points and achieve or exceed standards expected within the school's curriculum. However, pupil progress was judged as good in 2020-2021 during the Covid-19 pandemic, it returned to outstanding in 2021-2022, this was maintained in 2022-2023 and again in 2023-2024.
- At Woodlane, we believe that developing strong reading skills provides pupils with the ability to access the wider curriculum and is key to future success and opportunities. Our reading provision supports teaching and learning opportunities to increase pupils' ability to become more proficient readers, access a secondary curriculum and beyond, and build a life skill enabling them to participate fully in society and the workplace.
- As educators, we want to encourage every learner to read for pleasure, to give each one a chance to thrive.
- Reading at Woodlane is supported through a multi layered approach, to develop a lifelong love of reading and understand the knowledge it can unlock. Our Love to Read Programme and Provision Map is not exhaustive as all pupils receive personalised support, however it provides an overview of the provision pupils' experience throughout their time at Woodlane. See our Love to Read programme for further details.
- Pupils highlighted as needing phonic support join the Read Write Inc phonic programme; pupils that do not need this support in Years 7 to 10 joined the Rapid Plus reading scheme. Teachers were given training by external providers. In September 2025, a new addition of a Fluency group aims to bridge the gap between Phonics and the Reading Scheme.
- The vast majority of pupils continue to make progress within their reading ages. 51.47% have increased their reading age by 6 months or more, (September 2024 – September 2025, 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. 21 pupils are now considered functionally literate (a reading age of 9y 6m). This shows that the increased provision, training and curriculum time dedicated to Reading is having a meaningful impact on pupil learning.
- Under the previous Ofsted framework:
  - Prior to the Covid-19 pandemic, for over 5 years, the vast majority of pupils made expected progress, demonstrating that progress over time has historically been substantial and sustained. However, over the year 2020-2021, during the Covid-19 pandemic, the large majority (96.02%) met

expectations and the minority exceeded (43.40%) expected progress, showing a backwards step in the schools consistently outstanding progress data. We have worked tirelessly to ensure pupil progress returned to its usually outstanding level (97%+ meeting and 50%+ exceeding) and gaps in learning were filled for each and every pupil.

- During the year 2021-2022 the vast majority (98.69%) made, and the majority (54.43%) exceeded expected progress, returning Woodlane to its pre-pandemic outstanding level. During the year 2022-203, 99.01% of pupils met expectations and 62.2% exceeded. In 2023/24, 99.18% of expectations were met, and 67.49% exceeded. This was the highest levels achieved since 2019 (pre-pandemic).
- At the end of the Summer Term 2024/25, 99.56% of expectations were met or exceeded. Additionally, 72.01% of expectations were being exceeded, highlighting that pupils are consistently exceeding the standards set by the school's curriculum. This year's data is an indication of how strong progress was across all year groups and is the first time that the school has surpassed 70% of expectations exceeded. The school is in the strongest position at this point of the year since monitoring of this data began in 2015.
- The very large majority of pupils meet, and the large majority exceed their expected outcomes. This has been sustained through the Covid-19 pandemic and continues to meet the school's outstanding threshold. In 2021-2022 the vast majority (97.18%) achieved expected outcomes, and a majority (68.31%) exceeded. During the year 2022-23, 77.5% of pupils exceeded expectations in qualifications and 95.72% of pupils met expectations. During the year 2023-24 pupils continued to show outstanding achievement, with 98.22 % of Year 11 pupils meeting or exceeding their expected outcome. 68.05% of pupils exceeded expectations which is well above the school's outstanding threshold.
- The outcomes for pupils in 2024/25 continue to demonstrate that achievement is outstanding despite any legacy challenges brought by Covid-19. The headline data shows that pupils progress well from their different starting points and achieve or exceed standards expected within the school's own curriculum, particularly as pupils attain relevant qualifications so that they can and do progress to the next stage of their education into courses that lead to higher level qualifications or into jobs that meet local and national needs. The 2024/25 headline data for all pupils shows outstanding achievement, with 96.09 % of Year 11 pupils meeting or exceeding their expected outcome. 81.01% of pupils exceeded expectations which is well above the school's outstanding threshold.
- Analysis of pupil progress indicates that achievement in the Core Subjects is usually outstanding, when compared to the bespoke Flight Path, which considers the performance of other outstanding special schools and national data. However, during the Covid-19 pandemic, 2020-2021 progress in Science was particularly affected and was a significant focus of 2021-2022, this continued through both 2022-2023 and 2023-2024 where Science was graded good and rapidly improving. The following improvements were made in 2024/25:
  - Science progress has finally reached a point where it can be described as Outstanding, (69.28% exceeding and 100% meeting) within our analysis. This has been part of a sustained drive to improve progress within this subject area and is an indication of the positive impact this work has delivered.
  - The proportion exceeding expectations (69.28%) is the highest achieved in Science in any Summer Term for the last 6 years.
  - The progress of pupils in Year 9 is substantial, (97% exceeding) and is a key reason for the improvements noted.
  - The progress of girls in Science has rapidly improved, (73% exceeding) and they now outperform boys in this subject and in STEAM, (Science, Technology, Engineering, Arts and Maths) subjects more widely across the school.
- Analysis of Outcomes (2025) and Pupil Progress (Summer 2024/2025) indicates that there is usually little statistical significance between key groups:
  - Boys and Girls both performed extremely well, with these groups each achieving the Outstanding threshold. An extremely small gap of 3% exists in the proportion of girls exceeding expectations within internal assessment, compared to boys. This data has fluctuated over the previous 3 years but has been more stable in the last 6 months.
  - Gaps in progress between SEND groups are small and all groups meet the school's outstanding threshold in the last year.

- No progress gaps are noted within the school's ethnicity data.
- Pupils in receipt of Pupil Premium made outstanding progress, well above the school's threshold. The gap has reduced from 13% in 2023/24, to 3% in 2024/25, when exceeding expectations is considered across all subjects in the school.
- Pupil attainment is similar to or better than other comparable outstanding special schools. Links made with other outstanding special schools provide opportunities for comparison and critical analysis.
- Woodlane pupils' academic starting points are often extremely low compared to their mainstream peers, but outcomes are usually much closer to expectations in mainstream. Progress towards expected outcomes is compared carefully using DfE published data each year.
- Due to the pandemic, school performance data in Progress 8 is not being published through the usual results tables or the Analyse School's Performance website for 2024/25 and 2025/26. Therefore, the last possible data was 2022/23, where Woodlane's published scores were as follows:
  - Progress 8: -0.91 (improved from -1.35 in 2021/22)
  - Attainment 8: 9.2 (decreased from 13.1 in 2021/22)
- Compared to 2018/19, (pre-pandemic), an 0.8 increase in Progress 8 and a 0.6 increase in Attainment 8 are rightly celebrated.
- These published scores show fluctuation from previous years and cohorts, however the Progress 8 score is the highest the school has ever achieved.
- Qualification options are wide, pupil engagement is high and the curriculum is robust, offering depth and adding value.
- If the school uses the Progress 8 score and ranks Community SEND schools across the whole of the UK, Woodlane was the 11th highest performing school of its type. This places the school well within the top 5% nationally.
- Using Woodlane's Attainment 8 score for 2022/23, of 13.1 the school is ranked 25th nationally.
- When pupils transition from Woodlane in Year 11, they will have gained at least 1 and up to 11 externally accredited qualifications, which reflect the pupil's best ability. Under the previous Ofsted framework, using the 'Woodlane Flight Path' pupils attain outstanding outcomes in Year 11 when formal accreditations are considered. It should be noted that when accredited outcomes are compared with other similar outstanding special schools Woodlane pupils significantly outperform their peers in these schools.
- Pupils develop exceptional behaviour over their time at Woodlane, increasing their ability to self-regulate.
- Under the previous Ofsted framework, the Investor in Careers accreditation evidences outstanding practice in preparing pupils for the next stage of their education and future life. The large majority transition to mainstream colleges.
- Pupils regularly return to Woodlane to celebrate their achievements Post 16.

#### Refer to:

- Lesson observations
- Work scrutiny
- Performance management.
- Learning walks.
- Evidence trial feedback.
- AMMR/Marking/Teaching and Learning policy.
- Book look feedback.
- Pupil, staff and parent questionnaires.

- Pupil conferences.
- SIA visits and reports.
- Ofsted report 2019.
- Ofsted 2024.
- Case studies.
- Progress data/outcomes report.
- Special school comparison data and DfE published data comparisons.
- Moderation reports
- B-Squared data and pupil tracking data.

### Supporting factors

1. The school has exceptionally high standards of achievement for all pupils (these standards have been compared to other similar special schools and usually exceed them).
2. Pupils develop detailed knowledge and skills, which consider their starting points.
3. Leaders' actions ensure disadvantaged pupils achieve well. Where gaps appear leaders identify and prioritise improvements.
4. B-Squared is used effectively to track and report pupil progress.
5. The 'Woodlane Flight Path' is used to clearly demonstrate how pupils are progressing.
6. Target setting and monitoring is a collaborative process.
7. Pupils are part of the target setting process.
8. Staff and Senior Leaders analyse data robustly using a variety of different methods.
9. Pupil work is not only moderated internally on a regular basis, but also externally with staff from a variety of schools.
10. Classroom observations, scrutiny of pupil books, analysis of data and deep dives allow for pupil progress to be analysed in depth.
11. Pupils are well prepared for the next stage of their education.
12. Where improvements are required, leaders always prioritise these areas.
13. We regularly share our best practice with other schools and professionals.

### Areas for improvement:

*See School Improvement Plan 2025-2026.*



# School Self-Evaluation Form

## Inclusion



### Inclusion – Exceptional

In making our judgement on the quality of inclusion we evaluate how we identify and support those pupils eligible for pupil premium and looked-after children. We consider the range of SEND we have at the school and pupils with protected characteristics. We consider our work with support agencies partnerships. We also consider our work with parents/carers. As a result, inclusion is deemed 'exceptional'.

### Evidence

- Our curriculum is designed with differing needs and levels at the forefront. There is a clear focus on all pupils' developing both knowledge and skills.
- Under the previous Ofsted framework, teaching and learning is outstanding across the large majority of subjects and is typically at least good. Pupils and staff have created 'Woodlane Outstanding Teaching and Learning' criteria, which are used to support and inform judgements on teaching and learning. This will be reviewed to incorporate the new Ofsted framework 5-point scale. Pupils and staff have also created 'Woodlane Outstanding Support' criteria, which is used to support judgements on the quality of support. This will also be reviewed to incorporate the new Ofsted framework 5-point scale. Both sets our criteria ensure teaching is inclusive and outlines the range of strategies expected in a Woodlane classroom.
- We provide high-quality and regular training which focuses on the range of barriers that pupils' face in their learning and wellbeing.
- Leaders ensure that a range of support agency professionals (specialists) work in partnerships with staff to ensure the best support is provided and reasonable adjustments are made when required.
- Leaders work closely with parents to ensure their views are taken into account.
- Our accessibility plan is reviewed regularly and published on the school website.
- 100% (95% strongly agree) of staff believe the school successfully meets the differing needs of individual pupils.
- 100% of pupils believe the school helps them to be independent.
- 100% of pupils believe the school is interested in their views.
- 100% of parents believe the school provides a relevant curriculum for their child.
- 100% of parents believe the school has sufficiently high expectations of their child.
- 100% of parents believe that when they contact the school, the staff are helpful and approachable.
- 100% of parents believe the school engages well with parents/carers.
- 100% of parents believe that Woodlane is an excellent school.
- 100% of parents would recommend the school to another parent of a child with special educational needs.
- Our pupil premium strategy is aligned with our wider school priorities and staff are clear about their role in the strategy.
- Ofsted (2024) stated, *'There is a razor-sharp focus on what is best for each pupil.'*

- Ofsted (2024) stated, *'The curriculum is broad, rich and highly personalised, often exceeding the ambitions of what is expected nationally.'*
- Pupils are supported in raising their level of independence and, therefore, the vast majority gain mainstream Post 16 College placements. 99% of pupils leaving Woodlane have had a suitable placement to attend in the last 12 academic years. Pupil numbers leaving NEET have remained extremely small.
- There are 11 SEND primary needs in total in school, though one (Other) is very wide ranging, covering many areas of SEND such as Downs Syndrome and muscular dystrophy, each with differing needs. DLD is the newest SEND within the top 4 primary needs, with the majority of pupils with this diagnosis in Year 7 and Year 8. There are 41 pupils with a primary need of ASD, (an increase of 7 year on year) however only one pupil with Visual Impairment, 1 with SEMH, 1 with SPLD. Many pupils on roll also have multiple identified and/or diagnosed needs and these are often interconnected and individual to each pupil.
- Analysis of progress can only feasibly take place on the 4 largest SEND cohorts due to small sizes. All 4 are above the whole school figure for exceeding and meeting, comfortably above the outstanding thresholds (using the previous Ofsted framework). The progress of ASD pupils has improved significantly from the Spring Term and these pupils are now achieving at a strong rate, having made 30%+ progress in the one term across all 3 of the core subjects.

#### Refer to:

- Subject policies and curriculum maps.
- Teaching and learning observations.
- Pupil premium reports.
- Learning walks.
- Work scrutiny.
- Book Look assessment.
- Progress and outcomes data.
- Pupil questionnaire.
- Staff questionnaire.
- Parent questionnaire.
- Ofsted report 2024.

#### Supporting factors

1. We have a dedicated Lead Practitioner/SENDCO who carries out high quality annual reviews of EHCPs and ensures staff are working together to achieve targets. Leaders and the SENDCO ensure that parents are directed to the local offer for appropriate provision and support.
2. We have a leader for 'higher needs', who ensures staff are trained to support pupils with the most complex needs.
3. Expectations for all pupils are exceptionally high. Leaders and staff rigorously monitor the progress of all pupils robustly to ensure pupils meet these expectations.
4. We ensure there is a significant focus on wellbeing to enable pupils with SEND to be ready for learning.

5. Pupils are well prepared for the next stage of their education and supporting parents and pupils to find suitable Post 16 provision is always a priority.
6. One of our DSLs is the designated teacher for looked-after children, who is experienced in the role and uses his expertise to inform decisions regarding welfare, attainment and wellbeing.
7. The DSLs share information with various Local Authorities well to support social care needs. The DSL work with social workers and other professionals to provide appropriate support.
8. Our pupils love their school which enables them to raise their resilience and be ready for academic challenge.
9. Where improvements are required, leaders always prioritise these areas.
10. We regularly share our best practice with other schools and professionals.

#### Areas for improvement:

*See School Improvement Plan 2025-2026.*



# School Self-Evaluation Form

## Attendance and Behaviour



### Attendance and Behaviour – Attendance (Strong Standard) Behaviour (Exceptional)

In making our judgement on attendance and behaviour we evaluate pupil expectations, conduct and attitudes to their education. We consider if our environment is calm, orderly and respectful. We consider if we have a positive environment where pupils can thrive. We consider relationships and our anti-bullying culture. We also consider attendance and punctuality. As a result, attendance and behaviour is deemed at a 'strong standard – exceptional'.

### Evidence

- Leaders and staff have high expectations for behaviour, pupils understand these expectations and as a result behave well.
- Behaviour data is analysed meticulously and used to identify where support is required.
- Under the previous Ofsted framework, behaviour is outstanding due to a consistent approach towards behaviour management from all staff, using strategies which enable pupils to manage their own behaviour, for example, by self-referrals, regulation techniques and emotion coaching. The school is 'Attachment Aware'.
- Rates of exclusions are extremely low when compared with national figures for mainstream and extremely low when compared with other special schools.
- Incidents of bullying, peer-on-peer abuse or discrimination are low, however, on the rare occasions they are evident swift action is always taken, working in partnership with parents to support the victim and sanction and improve the behaviour of the perpetrator.
- Woodlane deems it essential that the school is viewed as a safe haven for vulnerable pupils.
- Pupils consistently report they feel safe and happy at Woodlane. 99% of pupils believe that pupils at Woodlane behave well (1 pupil disagreed).
- All staff communicate that they agree pupils are safe at Woodlane and pupils behave well.
- 100% of parents believe that the school has a calm and positive atmosphere.
- 100% of parents believe the school site is safe.
- Strategies to raise attendance and punctuality are regularly implemented and the pupils' attendance exceeds the national average for special schools and is 2.6% behind the national average for mainstream schools, despite the significant medical and mental health needs of a notable proportion of pupils.
- The Covid-19 pandemic has inevitably had an impact on attendance; however, overall school attendance still remains above the national average for special schools.
- There are not usually any significant differences between the behaviour and attendance of key groups, however, thorough analysis enables small differences to be identified, and targets/interventions implemented.
- 'Pupils are prepared exceptionally well for the next stage of their education or training. The school's outstanding transition arrangements are nationally recognised as an example of best practice' (Ofsted, 2019).

- *'Pupils love their time at school and rarely miss a day'* (Ofsted, 2019).
- *'Woodlane High School is a happy and safe place where pupils thrive'* (Ofsted 2024).
- *'Behaviour in classrooms and around the school is exceptional'* (Ofsted 2024).
- Under the previous Ofsted framework, the spiritual, moral, social and cultural development of pupils is outstanding.

#### Refer to:

- Behaviour and Attendance data.
- Personal development, behaviour and welfare pack.
- Pupil, staff and parent questionnaires.
- Positive behaviour policy.
- Case studies.
- SIA reports.
- Safeguarding/Health and Safety audits.
- Ofsted report 2019.
- Ofsted report 2024.

#### Supporting factors

1. Pupils want to learn!
2. Woodlane's core values include *'kindness'* and *'honesty'* which are both given a high profile in the school and actively celebrated.
3. A positive behaviour system, which rewards excellent behaviour, effort, achievement etc. is highly motivating to pupils.
4. Low level disruptive behaviour is supported by a warning and office referral system, which is recorded, analysed meticulously and systematically. The data is used to identify where support is required, which is planned in a timely manner.
5. Pupils who receive an office referral are effectively supported back (when appropriate) into class by the senior leaders, using a variety of individually tailored methods. Pupils highly value the school's self-referral system, which encourages self-regulation.
6. There is a significant focus on supporting pupils to show self-discipline and manage their own emotions.
7. Lessons are calm and learning-focused, something which is regularly observed and commented on by visitors.
8. Attendance and punctuality are regularly and effectively monitored by the SLT and governors, including the analysis of groups.
9. Parents are actively involved in behaviour, attendance and punctuality planning.
10. Responsible adjustments are made when required.
11. Support from external agencies is used effectively e.g. Respond therapy, SALT, OT, medical professionals etc.
12. Senior leaders are always striving for whole-school improvement even when attendance is above national averages.

13. Where improvements are required, senior leaders always prioritise these areas.
14. We regularly share our best practice with other schools and professionals.

**Areas for improvement:**

*See School Improvement Plan 2024-2025.*



# School Self-Evaluation Form

Personal Development and Wellbeing



## Personal Development and Wellbeing – Exceptional

In making our judgement on the personal development and wellbeing, we evaluate our wider curriculum and how it extends beyond the academic, technical and vocational. We consider our work to support pupils to develop their character and staying physically and mentally healthy. We also consider how we prepare pupils for future success and life in modern Britain. As a result, personal development and wellbeing is deemed 'exceptional'.

## Evidence

- The curriculum at Woodlane is personalised and extends far beyond the academic, Woodlane's *'Cultural Capital Provision Map'* clearly outlines our wider curriculum.
- Woodlane uses a Universal, Targeted and Specialist model of identifying which pupils require the additional provision/support available.
- Woodlane's core values include *'resilience'* and *'independence'* which are both given a high profile in the school and actively celebrated.
- Pupils report that the school supports their independence and value the opportunity to train towards independent travel, when appropriate. 100% of pupils believe that the school helps them to be independent.
- We vigorously promote the positive mental health of our pupils and staff. For pupils this is directed using universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils. We strongly support improving mental ill health by providing a range of therapeutic approaches e.g. RESPOND/Mind therapy, dog therapy, counselling etc. The senior managers can and have accessed counselling support for specific staff via the Local Authority, senior leaders will also actively seek advice and guidance from occupational health when required.
- Under the previous Ofsted framework, the physical health of pupils is enthusiastically promoted through outstanding PE teaching and learning and a wide variety of extra-curricular activities.
- The school has heavily invested in the redevelopment of its playground to ensure all pupils are active at break/lunch time and no corner of the playground go unused. It has also started a wider internal refurbishment, which has included development of our core subject classrooms.
- Our self-referral system, where pupils are able to request a referral to the office enables pupils to self-regulate and positively move towards managing their own behaviour. A self-referral is viewed as a positive action, as the individual has identified, for themselves, a need for support.
- Woodlane recognises the multicultural, multi-faith nature of London and the United Kingdom. We understand the crucial role we play in promoting, developing and deepening pupils' understanding of the fundamental British values, including democracy, the rule of law, individual liberty and mutual respect. The school's Cultural Capital Provision Map details how the school deliberately constructs a curriculum that enables all pupils to learn and grow in to educated citizens.
- We have an active school council which promotes democracy and includes all pupils in decisions made about their school.

- We celebrate the culture and background of staff and pupils. We welcome staff from other countries, and visitors from other faiths to share their language and culture with pupils in formalised and informal settings.
- Pupils are actively encouraged to make their own choices, knowing that they are in a safe and supportive environment.
- Highly vulnerable pupils, with complex SENDs and social and emotional difficulties are able to access and sit demanding examinations.
- Woodlane provides an effective careers programme through its PSCHE curriculum, the outstanding practice of the school is evidenced through the Investor in Careers accreditation, *'the school's outstanding transition arrangements are nationally recognised as an example of best practice'* (Ofsted, May 2019). *'Pupils receive high-quality one to one careers advice, participate in work experience, learn about independent living, money management and receive travel training (Ofsted 2024).*
- Pupils with complex SENDs are able to complete 1-2 weeks work experience placements in a range of settings.
- *'Pupils' spiritual, moral, social and cultural development is nurtured and celebrated in all aspects of school life. Through the school's values and promotion of positive behaviour, pupils develop a sense of moral purpose and care for the wider world'* (Ofsted, May 2019).
- Through our PSCHE curriculum and on a cross-curricula basis pupils develop and age-appropriate understanding of healthy relationships through relationships and sex education.
- Pupils are explicitly taught how to staff stay safe in assemblies, PSHCE and on a cross-curricular basis, for example online safety.

#### Refer to:

- Behaviour data/Personal development, behaviour and welfare pack.
- Attendance pack.
- Pupil, staff and parent questionnaires.
- Positive behaviour policy.
- Case studies.
- Safeguarding/Health and Safety audits.
- Ofsted report 2019.
- Ofsted report 2024.

#### Supporting factors:

1. High expectations ensure leaders and staff act as role models to pupils at all times.
2. British values are embedded within our values, policies and Learners' Code.
3. Educational visits, in particular our Year 9 residential/Barcelona residential, specifically develop pupils' confidence, independence and resilience in the community.
4. Rights and values are taught directly through Personal, Social, Citizenship and Healthy Education (PSCHE) and on a cross-curricular basis.
5. Assemblies have a theme of the week which promote a range of British values.

6. Pupils are directly taught study and exam preparation skills.
7. Pupils are encouraged to make judgments and decisions on important life choices e.g. college placements, work experience etc.
8. Pupils are willing to participate in – and respond to – artistic, musical, sporting and cultural opportunities, our educational visits and clubs are well attended.
9. Where improvements are required, senior leaders always prioritise these areas.
10. We regularly share our best practice with other schools and professionals.

**Areas for improvement:**

*See School Improvement Plan 2025-2026.*



# School Self-Evaluation Form

## Leadership and Governance



### Leadership and Governance – Exceptional

In making our judgement on leadership and governance we evaluate the following: our vision; our policies and practices; our self-improvement; our engagement with the wider community; workload; governance. We consider how governance ensures every pupil is able to thrive. As a result, our leadership and governance practices are deemed 'exceptional'.

### Evidence

- Leaders have an ambitious, yet achievable, vision for the school. Leaders work closely with all staff to sustain a culture of high expectations.
- Leaders ensure all aspects of the school are thoroughly evaluated, considering feedback from all stakeholders and external professionals.
- Leaders evaluate the work and outcomes of the school against other similar outstanding SEND schools to ensure the provision at Woodlane is the best it can be.
- Leaders ensure that the skills of internal staff are utilised and developed to support and train both internal and external colleagues. They place a particular focus on ensuring continuing professional development is closely aligned with the curriculum.
- Leaders systematically monitor pupil progress and ensure that, the very few pupils who are not making sufficient progress in specific areas, receive targeted support, so that gaps in levels of attainment and progress are closed rapidly in order that no pupil is left behind.
- Leaders and governors ensure that the curriculum is creative, balanced and differentiated appropriately. The foundation subjects are valued equally to the core subjects.
- Leaders engage with parents regularly and, consequently, parents report excellent communication from the school.
- A high value is placed on extra-curricular and enrichment activities.
- Pupil Premium is spent effectively to raise the progress of disadvantaged pupils.
- Challenging and relevant performance management/appraisal targets are set for all staff to sustain consistently high expectations, so that pupils benefit from effective teaching wherever they are in the school.
- Leaders value collaborative work with support agency partnerships. They ensure SALT and OT support is embedded into an increasingly personalised curriculum.
- Leaders have a high presence and offer support to staff and pupils in regard to, teaching and learning, behaviour and social development etc. CPD is offered regularly, which is greatly valued by staff.
- Feedback from previous and current staff, state how much they have learnt during their time at Woodlane. All staff report they are proud to be a member of staff at Woodlane and that their contribution to the school is valued by the senior managers. All staff report that senior leaders do all they can to improve teaching and learning.

- Leaders ensure the school offers special education which is of value for money; which is achieved using the lowest special school top-up funding when compared to several London Local Authorities.
- Leaders are proactive in their efforts to ensure workload is manageable and retention and recruitment activity is strong. The school offers a flexible working arrangement for teachers and senior leaders, which is highly valued.
- *‘Leaders, including those responsible for governance, are relentless in their drive for continuous improvement. This culture of excellence is shared by all (Ofsted 2024).*
- *‘Woodlane High School is a happy and safe place where pupils thrive. Pupils get an education that is second to none. Pupils readily embody the school’s values by being extremely kind and respectful toward their peers and staff alike. Pupils demonstrate high levels of independence, resilience and honesty. They live up to the high expectations staff have of them to work hard and try their best. This means they achieve exceptionally well, making considerable progress from their different starting points (Ofsted 2024).*

#### Refer to:

- New teacher induction file.
- Headteacher reports to governors and governor minutes.
- Parent/staff questionnaire.
- Assessment data/pack.
- SIA visits and reports.
- Financial reporting.
- Safeguarding/Health and Safety audits.
- Flexible working policy.
- Ofsted report.

#### Supporting factors:

1. A highly motivated senior and middle leadership team inspire and challenge aspirations/expectations.
2. Governors understand their statutory duties and carry them out effectively.
3. Governors are aware of leaders’ workload and wellbeing and consider this throughout their work.
4. An active and motivated chair of governors ensures governor roles are distributed, governors attend formal focused visits and can therefore, challenge and hold the school to account accordingly. They also celebrate excellent practice.
5. The school uses a distributed leadership model where responsibilities are named and specific.
6. A collegiate approach to management ensures staff ideas are valued and utilised, staff are motivated and are well prepared to adapt to necessary changes.
7. A high emphasis is placed on teacher and support staff development and training. Leaders actively encourage staff to gain post graduate qualifications.

**Areas for improvement:**

*See School Improvement Plan 2025-2026.*

# Appendix 1

## Covid-19

### How Woodlane responded to the challenges

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

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

#### General action

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

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

#### Communication

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

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

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

### Targeted Support

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

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

### Further Developments

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

- Child Protection
- Mental Health

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

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

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

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

This model continued throughout the Summer Term.

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

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

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

### How we implemented the curriculum during the pandemic

As detailed above:

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

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

#### **Use of Firefly**

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

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

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

#### **Future Developments**

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

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

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

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

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

### **Summary**

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

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