



Woodlane High School
achieving success in a nurturing environment



School Improvement Plan – Summative Review

2025-2026



Du Cane Road London W12 0TN
Tel: 0208 743 5668 | Fax: 0208 743 9138
Headteacher: Claire Maynard | E-mail: admin@woodlane.lbhf.sch.uk
Web: www.woodlane.lbhf.sch.uk

School Improvement Plan 2025-2026

Contents:

Introduction	Self-Grading/Key
	Priorities
School Improvement Plan	Safeguarding
	Curriculum and Teaching
	Achievement
	Inclusion
	Attendance and Behaviour
	Personal Development and Wellbeing
	Leadership and Governance

Self-Grading/Key

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

Key to tables:

Colour:	Who:
Purple	SLT/Lead Practitioners/Governors
Grey	Subjects Leaders/Teachers
Pink	TAs/Cover Supervisor/Support staff
Blue	Support Agency Partners/Other
Grey shaded box	Action completed/achieved and no further update required.



School Improvement Plan

Priorities



Headline Areas for Improvement

1. Ensure teaching and learning is 'exceptional' as defined by Woodlane's, 'Features of Exceptional Teaching and Learning'.
2. Ensure the school raises overall attendance to within 2% of the national average for mainstream, including tackling any persistent absence.
3. Ensure an 'exceptional' proportion of pupils meet and exceed qualification outcomes.
4. Ensure the school has a clear vision for the future, with input from all stakeholders, enabling growth such as the potential Nurture provision expansion.
5. Ensure all staff have the knowledge and skills to deliver their roles effectively, including their responsibility in regard to equality and diversity.



School Improvement Plan

Safeguarding



Safeguarding – Woodlane Met Criteria

- We have an open culture in which all staff understand that safeguarding is *'everyone's responsibility'*. This message is regularly emphasised by leaders.
- Multi-agency working is effective, our work with support agency partnerships is done in the best interests of the pupil.
- There is strategic oversight of all aspects of safeguarding and promoting the welfare of pupils.
- Leaders actively try to learn from safeguarding cases and incidents and take any action needed. They attend case reviews and offer their expertise on SEND.
- Pupils are kept safe and feel safe. This is reported in our pupil questionnaire.
- Pupil voices are heard, including the voices of pupils who are not on the school site (whether long term, temporarily or for part of the school day). This is achieved through an open-door policy, assemblies, questionnaires, pupil conferences, school council etc.
- Teaching pupils about how they can stay safe and when they may need help is embedded across the curriculum, with a particular focus in PSHE. Pupils and parents know who to go to for support. Parents feel staff are approachable and that communication is strong.
- All staff are vigilant and carry out their responsibilities effectively to keep pupils safe. They maintain an, *'it could happen here'* attitude.
- Staff understand the signs of possible safeguarding concerns. They respond by following the school's systems confidently and consistently. They report to the DSLs promptly and when directed report appropriately in CPOMS.
- Our SCR is well maintained and meets statutory guidance. It is reviewed regularly by senior leaders and governors using our review form.
- Leaders fulfil their responsibilities in relation to child-on-child violence. This includes (but is not limited to) bullying, physical abuse (including physical assault and harm (or the threat of harm) with a weapon), sexual violence and harassment, and domestic abuse in pupils' own intimate relationships (teenage relationship abuse). Pupils, staff and parents report low incidents of concerns and where they are reported leaders respond promptly.
- Leaders know and fulfil the statutory requirements for safeguarding. These include managing safer recruitment, reporting, referrals, record keeping and the 'Prevent' duty. 'Prevent' training is provided on an annual basis. The school has clear and accessible policies and procedures that keep pupils safe.
- Leaders are receptive to challenge and are reflective about their own practices. This means that the impact of safeguarding policies, systems and processes is kept under continual review.
- Leaders ensure that staff's work is monitored and that they get appropriate supervision and support.
- The conduct and behaviour of staff are appropriate. Staff ensure they follow the staff code of conduct at all times.
- Leaders hold staff to account where required and ensure appropriate support is provided where appropriate.
- Leaders follow local authority procedures in managing safeguarding concerns or allegations about adults.
- The local authority view the school's child protection and safeguarding practices as exemplary.

Areas for Improvement

- Ensure the school site remains secure.
- Ensure the school is sharing best practice in Safeguarding and Child Protection.
- Ensure staff continue to have the knowledge and skills to robustly respond to safeguarding concerns.

What?	Who? (Lead)	When? (Date)	Mid-Year Review	End of Year Review	Cost (£)
Improve the safety and security of the school site, with a new school gate.	DB/SLT/ Matrix	Autumn Term	Gate replaced in the Spring Term due to parts delay. System appears more reliable.		£20,000
Improve the safety and security of the school site, with a new school front door and entrance system.	DB/SLT/ Matrix	Autumn Term	The front door has been replaced with a new card entry system; this has improved security.		
Improve the safety and security of the school site, with upgrades to the school alarm system and lockdown signals.	DB/SLT/ Matrix	Oct 27th-31st	The school alarm system has been replaced with modern alarm technology; this has reduced the number of false overnight alarms. Lockdown alarm remains unchanged. Next Steps • Lockdown alarm to be updated.	Lockdown alarm installed and operational.	
Improve the safety and security of the school site, with further upgrades to the entry system on the school front office doors.	DB/SLT/ Matrix	Autumn Term	Office doors entry system replaced with card entry, this has improved security.		

Ensure funding is received from LBHF to support necessary upgrades/ replacements of site safety and security.	SLT/ LBHF	Autumn Term	Funding sought via the LA, who covered the cost of all the upgrades above. Next Steps Seek funding for the lockdown alarm upgrade.	The LA fully funded the lockdown alarm upgrade.	
Proposal to undertake a safeguarding review between the 3 local SEND schools. - Review of practices. - Case study of a pupil/process/actions. - SCR check. Learning and best practice to be shared.	CM/RM/SLT/ Local Schools	Summer Term		Due to pressures within the local SEND schools this was not possible.	
The school continues to provide Prevent training for staff via INSET/twilight sessions.	RM/All School	INSET - January 2026	On the 07/01/26 prevent training was delivered by LA specialists to all staff. Staff are clear in their responsibilities around the Prevent duty.		
The school offers enhanced training for staff via INSET around identifying and reporting appropriate behaviour of colleagues, including via support commissioned via the LADO.	RM/All School/LADO	INSET – September 2025 & January 2026	Enhanced training was provided via INSET around identifying and reporting appropriate behaviour of colleagues, this was provided via the LADO in September INSET training 2025. The school incorporated questions posed by the LADO, as part of a scenario-based activity with staff. This was completed successfully by all staff. Staff remain clear in expectations around reporting and professional expectations.		

The school continues to provide high levels of Safeguarding training to all staff via INSET/twilight sessions, and through induction.	RM/New Starters	INSET – September 2025 & as required.	On 01/09/25 formal child protection and safeguarding training was delivered to all staff by Kembra Healy (LBHF) by pre-recorded training. KCSIE training took place for all staff on 01/09/25. A signed record is kept of understanding for all permanent staff and regular supply staff. Staff participate in a variety of activities and tasks to demonstrate their understanding. The document is revisited on regular occasions. Any new ad hoc supply staff also read KCSIE and agree they have understood at start of the day. A link to the document is on the school website. A child protection group refers to the document on a termly basis, reviewing understanding with randomly selected or targeted staff. In the staff questionnaire (September 2025) 100% of staff agree that children are safe at Woodlane. 100% of staff agree the school deals with any cases of bullying effectively. 100% of staff agree that they are aware of the school's procedures relating to child protection. In the parent questionnaire 2026 100% of parents believe the school site is safe.		
--	-------------------------------	---	---	--	--

			In the pupil questionnaire February 2026 100% of pupils feel the school deals with any problems, so they feel safe. Safeguarding audit completed in March 2026 demonstrates high level of training for staff, leaders and governors.		
					£20,000
Key					
Mid-Year: <i>Achieved</i> <i>On track to achieve</i> <i>Further focus required</i> End of Year: <i>Achieved</i> <i>Partially achieved (add detail if required)</i> <i>Not achieved (please detail)</i>					



School Improvement Plan

Curriculum and Teaching



Curriculum and Teaching – Woodlane Exceptional Criteria

- The curriculum is broad and balanced, curriculum maps are clear and broken down into content and components; they are sequenced in a logical progression, systematically and explicitly.
- The curriculum is ambitious and designed to give disadvantaged and pupils with SEND the knowledge and skills they need for the future.
- Staff are vigorous in teaching pupils to read and developing pupils' reading skills:
 - ✓ We are determined that every child will learn to read.
 - ✓ The love of reading is an embedded school culture.
 - ✓ The school's reading curriculum is clear and broken down into content and components.
 - ✓ The school takes a 'phonics first' approach to the teaching and learning of reading, however, approaches can vary when required, based on individual needs. Our 'Love to Read Provision Map' outlines our universal, targeted and specialist approach.
 - ✓ The assessment of pupils' reading supports the identification of those pupils needing extra support, e.g. Phonics.
- The school's Maths curriculum is clear and broken down into content and components.
- Teachers have expert subject knowledge. All staff state the school makes appropriate provision for their professional development in the staff questionnaire.
- Teaching and learning is exceptional or at least a strong standard (using the Woodlane 'Exceptional Teaching and Learning' criteria) in all subjects.
- Virtual learning is used where pupils are absent but well enough to learn.
- Pupils develop the 'Cultural Capital' they need to exceed in life and teachers ensure they plan the areas outlined in our 'Cultural Capital Provision Map'.
- Book Looks (work scrutiny) confirms that pupils progress well and the knowledge/skills they have learned are well sequenced and have developed incrementally.
- The vast majority of pupils confirm in the pupil questionnaire that they are taught well.
- The vast majority of staff in the staff questionnaire state that the school successfully meets the differing needs of individual pupils.
- The School Improvement Advisor (SIA)/ Local Authority (LA) confirms the school's evaluation through various activity.
- There are no significant improvements that leaders have not prioritised.
- Staff share their best practice externally to support system-wide improvement e.g. High quality SEND learning is provided for PGCE Students/Universities/Apprentices/Parenting support/Other SEND schools/etc.

Areas for Improvement

- Ensure teaching and learning is 'exceptional' as defined by Woodlane's, 'Features of Exceptional Teaching and Learning'.
- Ensure new staff are supported to adopt practices swiftly to support a consistent approach to teaching and learning and that they make rapid progress towards 'exceptional' teaching and learning.
- Ensure all teachers have the knowledge and skills to support the pupils with the highest level of need.
- Ensure our Year 7 and Computing curriculums are refined to meet the needs of the relevant cohort, ensuring they are broad, balanced with an appropriate focus on knowledge and skills.
- Ensure school outreach opportunities are explored and offered where this is appropriate.
- Ensure the school continues to raise the profile and quality of Makaton (signed speech).
- Ensure we retain a high focus on our Love to Read and phonics programmes, refine and adapt as necessary.

What?	Who? (Lead)	When? (Date)	Mid-Year Review	End of Year Review	Cost (£)
Creation of a new 5-point scale for 'Exceptional Teaching and Learning at Woodlane'. Ensure all relevant criteria are included from the new Ofsted framework and staff, pupils and parents are consulted.	SLT	Spring Term	Our new 5-point scale was introduced for 'Exceptional Teaching and Learning at Woodlane' at the start of the Spring Term. All relevant criteria are included from the new Ofsted framework, staff were consulted and adaptations were made before this document went live. Our Book Look, progress over time criteria was also updated and introduced to staff at the start of the Spring Term to reflect changes in the new Ofsted framework. Staff were consulted and adaptations were made before the document went live. Parents have been updated through our newsletter and advised that a survey will be undertaken to gain their views.	Feedback on the new scales/criteria were shared by pupils in school council: Named pupils, stated: • "It helps the leaders judge if pupils are getting the correct education." • "It is used to see if teachers are helping us to the best of their abilities." • "Demonstrations are important", this pupil also described	

			Pupils will be invited to comment through school council. Next Steps: • Share with pupils and invite feedback in school council. • Survey Monkey sent to parents.	scaffolding as important, without using the actual term. Parent views were explored through survey Monkey: - 100% of respondents provided positive responses to the new criteria. - "easy to understand" and "easy to navigate" - "I'm very impressed" - "Overall, the criteria are clear and easy to access. I do not have any suggestions for improvement."	
Review TA support criteria as part of the 'Exceptional Teaching and Learning at Woodlane' review. Ensuring this also reflects the updated framework.	SLT	Spring Term	Our new 5-point scale was introduced for 'Exceptional Support at Woodlane' at the start of the Spring Term. All relevant criteria are included from the new Ofsted framework, staff were consulted and adaptations were made before this document went live. Parents have been updated through our newsletter and advised that a survey will be undertaken to gain their views.	See above.	

			Pupils will be invited to comment through school council. Next Steps: • Share with pupils and invite feedback in school council. • Survey Monkey sent to parents.		
Carefully review and implement early changes following the publication of the DfE's Curriculum and Assessment Review (2025).	SLT/ Teachers	Spring - Summer Term	The recommendations suggest that the Government should: • For KS3: Introduce diagnostic assessment for key components of Maths and English to be taken during Year 8 to support teachers to address pupils' needs and ensure that they are well prepared to progress into KS4. • For KS4: reduce overall exam time by at least 10%, focusing on assessment design choices. • For pupils with SEND: Ensure that awarding organisations can build accessibility into the design of new specifications for GCSEs, AS and A Levels. • There is likely to be a greater focus on appropriate assessment of pupils at the point of exit from a foundation or technical subject, including more weighting on the skills, rather		

			than the knowledge (e.g. in Food Technology). Next Steps: - Once released in Autumn 26 or Spring 27, the school will explore the Y8 exam and work out how this can be implemented into the school assessment cycle. - Once further guidance is released from exam boards, for teaching from Sep 27 at the earliest, this will be incorporated in to schemes of work and subject plans.		
Makaton Level 1 training to take place in January INSET for staff without this qualification.	Teachers/TAs	INSET – January 2026	Makaton training took place on 04/01/26 with 10 staff gaining the level 1 award.		
Makaton to remain on the Teacher and TA meeting agendas with a named lead member of staff.	Lucy/Teachers/Tas	Autumn – Summer Term	Makaton is a consistent section within the teacher meeting, led by our lead practitioner, this enables staff to be continually refreshed and the profile of Makaton to remain high.		
Makaton to be included in the school's review of Exceptional Teaching and Learning.	SLT	Spring Term	Makaton is specified as a requirement of teaching and learning and support at Woodlane. Observation criteria for both Teachers and TAs ensure this practice is regularly assessed and triangulated with performance management procedures.		

Review the Year 7 curriculum to ensure it continues to meet the needs of pupils transitioning to the school and ensure there is sufficient opportunity for integrated speech and language support.	SH/JE/SC	Autumn Term	The Y7 curriculum was reviewed, as a result minor changes and updates were made to the Y7 curriculum in the early stages of the school year. Next Steps: Continue this process as we proceed through the school year.	The Year 7 curriculum was successfully reviewed throughout the year, with appropriate refinements made in response to ongoing evaluation of curriculum content, sequencing and pupil need. This continuous review has strengthened the curriculum and ensured it remains ambitious, relevant and appropriately matched to pupils' needs and starting points.	
Review and improve the Computing qualification and curriculum offer to ensure content is accessible for current cohorts including Year 9 Computer Science and KS4 NC Functional Skills Computing.	SI/SH/ED/TH	Autumn Term	The qualifications on offer for Y10 and Y11 have been reviewed and determined to be suitable for next year. NC have a range of qualification options, from Entry Level Functional Skills to Unit Award Scheme. Schemes of work for NC have been updated accordingly. Next Steps: Ensure schemes for Y10 are in place for the start of September 2026.		

Ensure technology is used to enhance and support the teaching and learning of pupils, including: - iPads are made available to all classes, - Speech to text is used for relevant pupils, - Software to support pupils is used where required, including: - o Snapscene - o Pictello, - o Grid, - o TouchChat, - o Phonics software, e.g. Nelly etc.	ED/AH/SI/AC	Autumn – Summer Term	iPads are readily accessible across the school to support teaching and learning. The central set of ten iPads is available for all classes to sign out and is used regularly, with usage recorded in the sign out log. An additional set of 8 Y7 iPads is also made available when required, particularly during periods of high demand or when the main set is already in use. Speech to text technology is embedded to support pupils who benefit from dictation tools, with staff encouraging its use across Microsoft applications (such as Word and PowerPoint) as well as the iPad Notes app. Staff have received training on using the Notes app for dictation and on printing directly from the iPad. Subject specific training was delivered during DI sessions in the Autumn Term, followed by whole staff training on 18/11/25. During this session, key pupils were also reviewed. As a result, a named pupil (KS3NC) was provided with an iPad equipped with the Notes app and text to speech features to support writing tasks; this has enabled the pupil to work with increased independence. Another named pupil (8HR) continues to use the AI based communication tool Voiceitt, which accommodates her speech patterns when standard microphones cannot.	Targeted training and refresher support was delivered during the Summer Term to staff within Humanities, English and PSHE to strengthen the effective use of technology in teaching and learning. Humanities received individualised support to increase staff confidence, English was supported following a change in staffing, and PSHE received catch-up training after missing earlier sessions due to maternity leave. Training focused on the effective use of SNAP Scene to support communication and learning. A follow-up impact survey is planned to evaluate the effectiveness of the training and its impact on staff confidence, classroom practice and pupil outcomes. A pilot was undertaken within Art, where the teacher was provided with an iPad containing SNAP Scene and Pictello	
--	--------------------	------------------------------------	---	--	--

			Following the impact survey (completed on the 03/02/26) for subjects (4) who use SnapScene regularly the impact survey responses included: - Snap Scene was reported to enhance evidence of learning by enabling pupils to label and describe images in their own words - Help teachers assess vocabulary, understanding, and misconceptions, while also increasing engagement—particularly for pupils who are usually reluctant to contribute - teachers noted that it supported progress across subjects such as computing (8HR – teacher SH) and science (Y7 – teacher JE) - some teachers found it difficult to judge pupil independence from recordings - Key quotes include: “I used Snap Scene... to evidence pupils’ ability to identify and name internal computer parts”, “Pupil descriptions for a photo allow them to talk about what they have learnt,” and “It significantly increased his contribution and willingness to engage in the lesson.” Staff advised new staff to “think about lessons where Snap Scene could really support learning,” “practise using it first,” and recognised that “the impact on pupil engagement, communication and expression is well worth the minimal initial workload.”	to evaluate whether improved access to assistive technology would increase staff confidence and classroom use. Initial feedback was positive, with the teacher reporting that ready access to the applications encouraged more frequent use within lessons. A further impact survey will be completed to assess the effectiveness of the pilot and inform any future rollout. Financial implications have also been considered, with an estimated cost of £700 for SNAP Scene licences across all teaching staff, in addition to the cost of purchasing or replacing iPads where required. Pictello was trialled within Art during the Summer Term; however, Science was unable to participate due to competing priorities during the examination period. Following review, it was agreed	
--	--	--	--	---	--

			Grid has been installed on selected pupil iPads (2 named pupils - KS3NC). Staff are reporting a noticeable improvement in expressive communication and vocabulary use. Pupils using the tool are demonstrating increased confidence in selecting, combining, and applying key words during learning activities. TouchChat has been deployed on targeted pupil devices (2 named pupils – KS3NC & KS4NC). Staff have reported a positive impact on literacy development, including sentence construction, vocabulary acquisition, and overall communication. The app is supporting pupils in structuring language more independently and engaging more actively in class-based tasks. Next Steps: • Additional apps will be installed as required. • Additional training and refresher sessions are planned for the Summer Term to ensure continued effective use of technology in supporting teaching and learning. • Investigate installing Snap Scene on teacher iPads (survey responses showed	that a more comprehensive pilot should take place during the 2026/27 academic year to allow sufficient time to gather meaningful evidence of impact. This will enable both departments to participate fully and support the development of examples of best practice relating to communication, sequencing and visual storytelling, informing decisions regarding wider implementation across the school.	
--	--	--	--	--	--

			85% of teachers requesting the app on their teacher iPads as a way to increase confidence and use). • Pictello is scheduled for rollout in the Summer Term, with Art and Science identified as potential subjects for initial trials. We will pilot the tool to explore its potential for supporting communication, sequencing, and visual storytelling, with the aim of gathering examples of best practice to inform wider implementation.		
Provide training, support, and guidance to colleagues regarding pupils with the highest level of need, through: ○ modelling, ○ team teaching, ○ induction, ○ INSET training etc.	ED	Autumn – Summer Term	A high level of training, support, and guidance to colleagues regarding pupils with the highest level of need, has been provided, including: • modelling, • team teaching, • induction, • INSET training etc. Please see specifics later in this report. Next Steps: • Provide a high level of support and guidance for supply teacher in KS4 Nurture to cover the Summer Term.	The Nurture Lead provided extensive and highly targeted support and guidance to the KS4 Nurture supply teacher throughout the year, ensuring continuity and maintaining the quality of provision. This was highly effective, with pupils making exceptional progress and achieving all planned qualifications.	

Provide targeted support for the following subjects/areas to ensure teaching and learning is of a 'strong standard' in: - NCKS4 (new teacher) - History (new teacher) - PSCH (maternity cover)	ED/ AH /Teacher mentors/ SLT Named Subjects/ Areas	Autumn – Summer Term	Significant levels targeted support was provided for the following subjects/areas took place in the Autumn and Spring Term: - NCKS4 (new teacher) Further support required for: - History (new teacher) - PSCH (maternity cover) The quality of teaching ranged from needs improvement to expected standard with strong standard features. Next Steps: • Provided targeted support for supply teacher moving to cover NCKS4. • Provide targeted support for supply History teacher.		
Provide targeted support for the following subjects/areas to ensure teaching and learning is 'exceptional' in: - Science - English (new teacher) - Computing - PE - Humanities	ED/ AH /Teacher mentors/ SLT Named Subjects/ Areas	Autumn – Summer Term	Targeted support has been provided across all subject areas. Support has been provided to the Science teacher, with a focus on pupils with the highest levels of need, including guidance on adapting curriculum content, delivery, and assessment to improve accessibility and engagement. The Key Stage 3 curriculum has been streamlined with a clear linear approach, introducing	The planned actions were successfully implemented and contributed to further strengthening teaching, learning and assessment. Teaching and learning observations evidenced strong standard to exceptional practice, with PE, Science and Humanities	

			Key Stage 4 topics early so they can be revisited in KS4. Schemes of work have been reviewed to reflect this, and kinaesthetic strategies from the nurture curriculum have been incorporated to support access for targeted pupils. An Outstanding observation was achieved in the Autumn Term and Strong Standard in the Spring Term. Support has been provided to the English teacher to improve the quality and consistency of work in pupils' books, support has also been provided for modelling lesson presentation and structure to ensure clear, well-sequenced learning. This approach is now reflected consistently in pupil books, showing progression and evidence of learning. The teacher has also completed a full induction, including supportive observations and timetabled meetings, with guidance on assessment (BSquared), procedures, and school policies. Support has been provided to the computing teacher in relation to the photography qualification, including guidance on the planning and delivery of photography recovery sessions. At the start of term, Assistant Headteacher, Art Subject Leader and Computing Subject Leader met to discuss and plan topics for Key Stage 4	demonstrating exceptional practice and English demonstrating strong-standard practice. AQA standardisation supported continued accuracy and consistency in Computing assessment. The new Book Look criteria was implemented and evidenced strong-standard to exceptional practice across the curriculum.	
--	--	--	--	---	--

			sustained projects, ensuring a clear and coherent approach to delivery. Computing Subject Leader attended a full-day training course to further develop their knowledge and confidence in delivering the photography qualification. An Outstanding observation was achieved in the Autumn Term and a Strong Standard in the Spring Term. The Assistant Headteacher and PE Subject Leader worked together to create and introduce skills audits in PE to support clear tracking and monitoring of pupil progress. These are now evident in pupil books. The Deputy Head provided co planning, lesson plan feedback and observation feedback to the PE teacher as well as behaviour management support and differentiation ideas for targeted pupils in the Autumn Term. An Outstanding observation was achieved in the Autumn Term and Exceptional in the Spring Term. The Assistant Headteacher and Highest Needs Lead Teacher provided support to the Humanities teacher to develop confidence in using aided language boards and declarative language. The focus has been on minimising worksheets and prioritising knowledge development and progress		
--	--	--	--	--	--

			through kinaesthetic activities and discussion. A Good with Outstanding features observation was achieved in the Autumn Term and Strong-Standard to Exceptional in the Spring Term. A range of training has taken place both as a whole school and individually. Training has taken place lead through our own staff and external providers, see training log. Next Steps: • Provide targeted support and training for teachers receiving strong standard observations to enable exceptional teaching and learning. • Computing Subject Leader to attend standardisation sessions with AQA to further support accurate and consistent assessment of pupil work. • Book Look to take place for Spring/Summer Term using the new criteria.		
The school continues training and development of staff in the use of aided language boards, and there is clear evidence of their use within classes to support teaching and learning.	ED/All School	Spring Term	All staff had a 2 hour INSET (September 2025) on ALB and DL, followed by teachers' two shorter twilights, providing time to team plan and prepare with support of experienced staff. Team teaching arranged between RF/CT and SI/ED. Evidence of use in	An additional twilight training session was delivered on 11/03/26 to address misconceptions identified through lesson observations and support consistency of	

			books/observations. Additional training from SC/ED on how to evidence declarative language/pupil discussion in books. Strong impact on teaching and learning when used effectively (teachers who have had team teaching opportunities and developed their understanding). Low level misconceptions on use observed through lesson observations. Strong impact on pupils – in lessons where ALBs and/or DL used well, pupil talk was exceptional. More evidence of DL and pupil discussion seen in range of ways in book look since SC/ED training. Next Steps: • Additional twilight planned to pick up misconceptions found in observations. • Schedule opportunities for new staff to participate in Team Teaching opportunities.	practice across the school. Following return from maternity leave, SB received targeted support through training, joint planning and team-teaching opportunities. This has enabled her to successfully implement new Year 7 resources, which have had a positive impact on pupil engagement. Pupils responded enthusiastically to the activities, with some asking whether they could take the resources home.	
The school continues training and development of staff in the use of declarative language, and there is clear evidence of its use within classes to support teaching and learning.	ED/Teachers	Summer Term	As above.	As above.	
The school buys in to a reputed CPD provider for a 2-year period to support delivery of training in the	TH/All Staff	Spring Term	The school purchased a multi-year training contract with The National College in November 2025.	The school utilised 111 training programmes via the National College,	

school. Training takes place in INSET to ensure staff are able to use the system confidently.			The cost was considered appropriate as the school needed to renew safer recruitment training, legionella training and data protection, etc. The cost to the school of these training options alone would have been more expensive than the full package with National College. The school has so far saved approx. £500. All staff have been given a log in to National College and 87% have so far used their accounts to complete a task. At the end of March, 11 different training programmes have been completed by a total of 37 staff. Next Steps: • Continue to utilise the wealth of training options on National College. • Set staff personalised CPD plans where appropriate. • Upload our in-house CPD to National College to enable staff not present on the day to complete via the portal.	from December 2025-August 2026. Of these, 93 (84%) were completed. All courses were CPD certified, ensuring they were high quality. The total completed CPD hours for staff in that time period was 1177 hours. In-house CPD added to the training plan for relevant staff.	
Reading visits or visitors take place throughout the year, e.g. British Library author school visits (online/F2F).	ED/AH	Autumn – Summer Term	British Library online event 'Global Food Stories with Michael Rosen' was attended by both Y8 classes 02/03/26. This linked to DT Food, Reading and the English Curriculum - this was	Further visits did not take place.	

			followed up by an extended writing homework task to develop pupil's descriptive language when talking about food (tasting). Next Steps: • Further visits to take place.		
Class trips to local libraries take place.	ED/AK/ AH	Autumn – Summer Term	Phonics reward trip to Waterstones took place on 05/12/25 to celebrate pupil achievements phonics. Next steps: • KS3 & KS4 NC teachers to plan trip to local library	Nurture Class library visits did not take place during 2025/26. As part of the Woodlane Experience, library visits will be scheduled during the 2026/27 academic year to promote reading for pleasure, develop independent reading habits and broaden pupils' access to books and literacy-rich environments.	
To continue to strengthen the school's Fluency provision to enable all pupils to progress towards a functional reading level. Including use of a new benchmark for fluency/reading scheme transition.	AH /CA	Autumn Term	Fluency programme is now established, using 'Fluency Factory'. Fluency rubric is used each half term, assessed by AH. Pupils who progress past this, join the Recovery programme. 13 pupils have graduated Fluency this academic year so far. Of these 13, 4 are now functionally literate, with a reading age of 9y 6m or over. Of these 4, 2 have increased their reading age by 3 years since September 2025. 1 has increased by 2y 4m and 1 has increased by 4	Year 11 analysis identified one pupil whose engagement with the Fluency programme was initially limited but improved following targeted support from AH. Reading age data showed a decline in April 2026, mirroring a similar pattern in April 2025. However, the 2025 reduction coincided with	

			months. Of those who have graduated but are not functionally literate, 6 have made progress with reading age, ranging from +1m to +1y 2m. 2 pupils have maintained their reading age from September 2025. Next Steps: Y11 data for 1 pupil to be analysed.	significant progress in phonics, with the pupil graduating from the programme after making six points of progress across seven assessment points. This highlights the importance of considering progress across multiple literacy measures when evaluating outcomes.	
Maintain the strength of the Phonics teaching group through regular training for staff through Read Write Inc., to ensure there are appropriate numbers of staff delivering these sessions.	AH	Autumn – Summer Term	2 further staff members have received 2-day Read Write Inc. training since September 2025, allowing them to lead small group sessions. This has supported the dynamic grouping system for Read Write Inc.		
Book Fair takes place with pupils able to access books relevant to their level and interest.	ED	Spring Term	Book Fair is scheduled for 23/03/26, pupils are enthusiastic. Poster competition helped to raise awareness. The quality of entries was excellent. Next Steps: - Complete Book Fair - Calculate commission - Pupils receiving Pupil Premium to select books for the library with commission.	The Book Fair took place on 23/03/26 and generated £259 in commission. This funding was used to purchase new library books chosen by Pupil Premium pupils, increasing pupil voice and ownership of reading provision. The books were introduced during the summer term and were exceptionally well received, proving particularly popular during outdoor reading	

				sessions and contributing to increased engagement in reading activities.	
Pupils in receipt of pupil premium support the purchasing of books for the whole school, (as part of the credit from the Book Fair).	ED	Spring Term	As above.	As above.	
Whole school collaborative Reading for Pleasure topics take place termly with all pupils taking part in joined up cross-curricular activities on a singular theme.	SC/ED/AH/CA	Autumn – Summer Term	Fairy Tales topic took place during the Autumn Term. 'My Favourite Book' topic took place in the Spring Term, which was also linked to World Book Day. For World Book Day, all staff planned lessons inspired by their favourite childhood books. Each lesson included a 'book hook', with tasks and activities designed around the curriculum and rooted in texts inspired by literature. Governor observations of Reading for Pleasure Day were exceptional and received excellent feedback from governors. Pupils were enthusiastic and engaged no matter the topic. Next Steps: • Issue a pupil questionnaire of book themes, to explore what they may want for future reading for pleasure days. • Reading themed week to take place in Summer Term.	A pupil questionnaire was undertaken with Pupil Premium pupils to gather their views on reading and the range of books available in the library. The feedback highlighted a clear pupil preference for more young fiction and anime-style books. In response to this feedback, the school library coordinator also surveyed staff to gather additional recommendations and identify titles that would broaden and strengthen the range of books available. As a direct result of pupil and staff feedback, new books have been ordered for the library, ensuring that the collection better reflects pupils' interests and supports greater	

				engagement with reading. Reading Theme Week was moved to the Autumn Term to provide a stronger and more purposeful launch to the 'Journey' theme. As the educational visit linked to <i>The Jolly Postman</i> was not available until the Autumn Term, staff felt that aligning Reading Theme Week with the visit would provide an integral and meaningful starting point for the theme. This ensured that pupils could draw directly on the experience and use it as an engaging stimulus for their learning throughout the 'Journey' theme.	
Themed Love to Read Friday's, at least termly, e.g. Black History Month.	SC/ED/AH/CA	Autumn – Summer Term	Black History Month themed Friday reading took place in the Autumn Term. It was extremely popular with staff and pupils. Staff with African/Caribbean heritage read books by Black authors to pupils. Next Steps: • Repeat in the Summer Term.	Outdoor Reading took place during the Summer Term on 10/06/26. Tutor groups had the opportunity to read independently or as a group with their tutors in a variety of outdoor areas around the school, including the sensory	

				garden, the hut and other designated outdoor spaces. The activity provided pupils with an enjoyable change of environment and encouraged them to engage with reading in a relaxed and peaceful setting.	
Continue to update and encourage use of Audiobooks (e.g. Tonie boxes) for the library.	SC/ED/AH/CA	Autumn – Summer Term	New Tonies ordered in the Autumn Term – pupils voted on which ones to buy. New Tonie display ordered and has improved appearance of the library. Year 7 pupils had tutor sessions to introduce them to the Tonies. Pupils regularly use the Tonies, especially pupils who require sensory or emotional support. Next Steps: Order headphones to be kept in library for Tonies.	Headphones have not yet been ordered due to an issue with the Tonie Box charging system. Headphones and new chargers will be purchased during the Autumn Term.	
Homework options are reviewed by teaching staff to ensure guidance on regularity and format of homework is consistent for all classes.	RM/Teachers	Autumn Term	Homework reviewed in October lesson observations and Book Look in December 2025. Feedback given to staff to provide guidance and ensure consistency. Named teachers must be more consistent in giving homework on a regular, in the agreed school format.	Spring and Summer Term feedback demonstrated regular homework set in the agreed format for named teachers. Key teachers have systems in place where this is not included in books but in folders etc.	

			This is evidenced in Book Look and lesson observations. Next Steps: • Spring Term Book Look and lesson observation feedback to assess improvements and consistency. • Recap on policy scheduled with teachers.	Homework policy recap was delivered in teacher meeting.	
Reading Eggs continues to be used by all pupils with training offered to staff and parents of new pupils to support with use outside of school.	ED	Autumn – Summer Term	Year 7 had assessment session to get target level of reading eggs. They also received supported sessions with SH to learn how it works. Reading Eggs whole school homework sent home with all pupils (linked to fairy tale reading for pleasure theme). New Y7 parents given guidance during transition evening in October 2025. As in previous years, the impact is far stronger in KS3, with pupils in each year group reading: • Y7 88 books • Y8 102 books • Y9 167 books • Y10 21 books • Y11 32 books Next Steps: • Set reading for pleasure homework linked to Reading Eggs, with incentive/prize motivating	Reading for pleasure homework was set termly and aligned with Reading for Pleasure Week where possible, helping to strengthen pupils' engagement with independent reading. Reading Eggs data showed sustained participation across all key stages, with pupils reading an average of 8 books in Year 7, 7 books in Year 8, 16 books in Year 9 and 6 books in Year 10 over the year. The relatively narrow variation between cohorts demonstrates that reading for pleasure is becoming increasingly established across the school.	

			to KS4 pupils as well as KS3.		
Whole school Reading Eggs homework is set termly (e.g. linked to Love to Read week) with rewards and challenges to support engagement.	ED	Autumn – Summer Term	As above.	As above.	
					£5000
Key					
Mid-Year: <i>Achieved</i> <i>On track to achieve</i> <i>Further focus required</i> End of Year: <i>Achieved</i> <i>Partially achieved (add detail if required)</i> <i>Not achieved (please detail)</i>					



School Improvement Plan

Achievement



Achievement – Woodlane Exceptional Criteria

- All staff have exceptionally high standards for all pupils.
- Pupils develop detailed knowledge and skills, which consider their starting points.
- Leaders' ensure disadvantaged pupils achieve well. Where gaps appear leaders and teachers identify and prioritise improvements.
- Teachers use B-Squared effectively to track and report pupil progress.
- The SENDCO and teachers use target setting to raise the achievement of pupils.
- Senior Leaders and teachers analyse data robustly using a variety of different methods, they use the data to identify where further support is required.
- A selection of pupil work is moderated regularly both internally and externally.
- Pupils progress exceptionally well from their starting points.
- Under the previous framework, the school's outstanding benchmarks were as follows:
 - The vast majority (97% or above) of pupil progress expectations are met or exceeded overall each academic year.
 - The majority (50% or above) of pupil progress expectations are exceeded each academic year.
 - The very large majority (80% or above) of pupil outcome expectations are met or exceeded overall each academic year (national tests).
 - The majority (50% or above) of pupil outcome expectations are exceeded each academic year (national tests).
 - Pupils receiving pupil premium have very similar progress and outcomes to their peers in all subjects.
 - There is no significant difference between groups of pupils in their progress and outcomes.
- Under the new framework, the school's Exceptional benchmarks are as follows:
 - Almost all pupils (98%+) meet and exceed expectations in progress and outcomes each academic year.
 - Most pupils (70%+) exceed expectations in progress and outcomes each academic year.
 - Pupils receiving pupil premium have very similar progress and outcomes to their peers in all subjects.
 - There is no significant difference between groups of pupils in their progress and outcomes.
- Under the new framework, the school's Strong Standard benchmarks are as follows:
 - The vast majority, (95%+) of pupils meet and exceed expectations in progress and outcomes each academic year.
 - The large majority exceed expectations, (60%+) in progress and outcomes each academic year.
- Under the new framework, the school's Expected Standard benchmarks are as follows:
 - The very large majority, (85%+) of pupils meet and exceed expectations in progress and outcomes each academic year.
 - The majority exceed expectations, (50%+) in progress and outcomes each academic year.
- The school's reading and phonics programmes show significant value added, appropriate to the development of each individual child.
- Attainment 8 and Progress 8 expectations place the school within the top 10% nationally of other similar special schools.

- Pupils are well prepared for the next stage of their education.
- All pupils gain appropriate Post 16 places.
- We hold the investor in careers award.
- There are no significant improvements that leaders have not prioritised.
- Staff share their best practice externally to support system-wide improvement e.g. Supporting other SEND schools with their assessment procedures/ GCSE practices etc.

Areas for Improvement

- Ensure that outcomes are at the 'exceptional' standard and that small areas are tackled to avoid them becoming significant.
- Raise the proportion of pupils meeting and exceeding expectations in Science to be in line with the other CORE subjects.
 - Continue the excellent *progress* of pupils in Science, further bringing the subject in-line with English/Maths.
 - Review the Entry level qualification offer in Science to ensure all pupils are able to exceed *outcome* expectations.
 - Close the *outcome* gap between boys and girls in exceeding expectations in Science.
 - Close the *outcome* gap between pupils receiving pupil premium and non-pupil premium in Science in meeting expectations.
- Ensure all pupil *outcomes* are 'exceptional', specifically:
 - Close the gap between boys and girls in Maths.
 - Close the gap between pupils receiving pupil premium and non-pupil premium in English in exceeding expectations
 - Review the qualification offer in Humanities to ensure all pupils are able to exceed expectations.
 - Raise the proportion of pupils in Year 11 meeting expectations to the 'exceptional' target of 98%+.
 - Raise the proportion of pupils with mental health difficulties in exceeding expectations.
- Ensure all the *progress* of pupils is 'exceptional', specifically:
 - Improve the progress of Year 8 pupils (Year 9 – 2025/26) in PSHE and Computing.
 - Further close the gap between pupils with ASD and their peers in the core subjects, particularly English.

What?	Who? (Lead)	When? (Date)	Mid-Year Review	End of Year Review	Cost (£)
Review of school wide expectations of progress, (internally assessed achievement) and the school's benchmark for Exceptional progress, to align this to the new 5-point framework.	SLT/ Teachers	Spring Term	A full review of school wide expectations for progress has taken place, clear thresholds have been reset and shared with staff. This aligns with the new 5-point framework.		

Review of school wide expectations of outcomes, (externally assessed achievement) and the school's benchmark for Exceptional outcomes to align this to the new 5-point framework.	SLT/ Teachers	Spring Term	A full review of school wide expectations for outcomes has taken place, clear thresholds have been reset and shared with staff. This aligns with the new 5-point framework. These now also align with progress thresholds.		
Review the model and delivery of the Entry Level Science qualification to ensure it meets the needs of all pupils.	FK/SC	Autumn Term	The qualification was reviewed by the Assistant Headteacher and Science Subject Leader. The Science Subject Leader reviewed alternative qualifications/exam board specifications. It was decided that the Entry Level qualification would remain; however, the curriculum map and schemes of work were adapted and streamlined to follow a linear approach linked to qualifications. Pupils unable to access the Entry Level qualification would instead undertake UAS which would still enable them to exceed expected outcomes. Next Steps: Progress of pupils will continue to be closely monitored to ensure that any gaps in learning/qualification write		

			ups are identified and addressed early.		
Pupils in receipt of Pupil Premium to receive targeted support in Science. Science subject leader to lead Science club to support closing the outcomes gap between Boys/Girls in Maths and Science. GCSE/Entry Level booster sessions in Science.	FK/SC	Autumn – Summer Term	Science Subject Leader led lunchtime booster sessions for all KS4 pupils. Historically, pupil absence has been the main factor preventing pupils from meeting or exceeding expectations in Science, particularly as the qualification requires a significant amount of practical work and written write-ups. Lunchtime catch-up sessions, have been effective in helping pupils complete missed work and catch up on learning from periods of absence. Current data reports that all year 11 pupils are on track to meet or exceed expected outcomes. In the Autumn Term, all pupils across the school are progressing well in Maths, regardless of whether they are in receipt of PP or not. Both PP and Non-PP pupils achieved 60% and 62% exceeding expectations, with the very small gap an indication of the success of extensive work with the school's PP cohort.	Regular communication between the Science Subject Leader and AHT ensured that intervention programmes were planned and monitored effectively. Targeted interventions were delivered weekly during recovery sessions and at lunch times for identified pupils providing timely support for pupils requiring additional input. The Pupil Premium offer was reviewed and enhanced through targeted intervention programmes. Support was tailored to individual pupil needs, ensuring pupils received more opportunities to consolidate learning and progress towards their expected outcomes. Whilst all pupils met expectations a gap of 15.15% remains between groups in favour of those not in receipt of pp. This will be an area of focus in the next academic year 2026/27. Weekly STEAM club throughout the academic year for KS4 pupils. Year 11 achieved the silver Crest Award and took part in the end of year STEAM exhibition.	

			In Science, the data shows that a gap of 15% has developed in regard to PP in Science. However, both groups are broadly in-line with expectations for this stage of the year. The gap shows that PP pupils outperform their peers, which is testament to the extensive work taking place with this cohort, however requires focus to ensure both groups are progressing as well as possible. In the Autumn Term in Science, the gap is extremely small between Boys and Girls. Science is the only core subject where Girls do not outperform Boys, but the gap is barely over 2%. The school will continue to monitor and rely on provision such as STEAM club that appear to be working to maintain such a small progress gap. For Maths, the gap has remained at 6%, the same gap seen in the Summer Term 2024/25, however this has flipped to Girls being the highest performing, from Boys. The gaps from early 2024/25, of 20%+ have being closed successfully, and the school is proud that the achievement of both groups is high contextually.	The Science Subject Leader delivered weekly Entry Level and GCSE booster sessions in the lead up to examinations and coursework deadlines, providing targeted support to maximise pupil achievement. In addition, bespoke catch-up sessions were arranged for pupils who had experienced absence or were behind with coursework, ensuring that gaps in learning were addressed promptly and that all pupils were supported to meet course requirements and assessment deadlines. A gender gap remains within Science of 20.83%. Whilst this must be viewed with caution due to the size of the group 12:8 in favour of boys this will be an area of focus in the next academic year 2026/27. In the progress data, in the Autumn Term, the data showed a gap of 15% in favour of Pupil Premium in Science. However, both groups were broadly in-line with expectations for the stage of the year. With pupils receiving Pupil Premium outperforming their peers, the school were rightly proud of the extensive work that had taken place to get	
--	--	--	--	---	--

				this cohort to this stage. Positively the gap closed in the Spring Term, without affecting the excellent progress of PP pupils. Both groups were either over, or close to the Exceptional threshold. By the end of the Summer Term, this had improved further still. Pupils not receiving Pupil Premium progressed at a marginally faster pace than their peers receiving Pupil Premium, however the progress of both groups was strong.	
Maths subject Leader to lead Maths club to support closing the outcomes gap between Boys/Girls in Maths and Science. GCSE/Entry Level booster sessions in Maths. STEAM leads to support whole School STEM planning.	SP/FK/SC	Autumn – Summer Term	STEAM leads have contributed to planning and delivery of STEAM this term. - Maths Subject Leader planned and delivered STEAM projects to Y7 and delivered STEAM personalised Kite project to Mixed Higher group. - Science Subject Leader provided initial planning ideas for STEAM projects for the Autumn term. Boys/girls progress as above. Next Steps: - Continue to monitor throughout the academic year.	Maths achieved 100% meeting expectations and 80% exceeding expectations, meeting the school's exceptional threshold. Exceptional outcomes were supported by daily Maths interventions during the Summer Term, led by the Subject Leader, alongside Saturday GCSE revision sessions to consolidate learning, address gaps and maximise pupil outcomes. A gender gap remains within Maths of 29.17%. Whilst this must be viewed with caution due to the size of the group 12:8 in favour of boys this will be an area of focus this year.	

			Ensure the gap in Maths is closed in-line with Science and English (2%).		
Review the qualification on offer in Humanities so it provides pupils with the best possible chance of exceeding expectations in outcomes.	SC/SW	Autumn Term	Assistant Headteacher explored potential Travel and Tourism qualifications to identify the most suitable pathway for our pupils. The Assistant Headteacher identified that the NCFE Level 1 Certificate in Travel and Tourism would be suitable for our pupils and would address the current ceiling of the Humanities qualification, providing a more accessible pathway while maintaining opportunities for pupils to exceed expectations. Next Steps: - AHT set up the NCFE Level 1 Certificate in Travel and Tourism for September 2026. - AHT to develop the necessary resources to meet the qualification requirements. (with support from humanities teacher)		

Raise the proportion of pupils in receipt of Pupil Premium who exceed expectations of progress in English.	CA/JJ/ED/SC/AH	Autumn – Summer Term	In the Autumn Term, the data shows that all pupils across the school are progressing well in English, regardless of whether they are in receipt of PP or not in receipt of PP. The table above highlights that both PP and Non-PP pupils achieved over 50% comfortably and with almost no gap. The PP gap has fluctuated for a number of years, so this continues to be monitored termly. Next Steps: Continue to monitor throughout the academic year.	English has achieved strong outcomes in 2025/26, with 85% of pupils exceeding expectations, representing an increase of 27.11% from the previous year. English has successfully achieved the school's exceptional threshold for both meeting and exceeding expectations, demonstrating consistently high levels of pupil achievement and reflecting the impact of sustained high expectations, effective teaching and targeted support.	
Introduction of the new photography qualification via timetabled lessons and Recovery time. Pupils achieve highly.	SC/SI/RF	Autumn Term	The Photography qualification was introduced in September. Y10 pupils are currently undertaking the qualification, Photography is fully embedded within the recovery programme. The Assistant Headteacher ordered an additional class set of digital cameras to ensure all pupils have access to their own camera during lessons. Pupils are highly engaged and showing enthusiasm for the subject. Pupils requested further Photography lessons as part of pupil reference group in the previous summer term.	DSLR camera purchased in the Summer Term. Harriet Challis workshop scheduled for Autumn Term due to a change in availability. Year 11 pupils will be supported in bi-weekly workshops focusing on the topic 'My Community.'	

			Pupils now have access to their own camera for the duration of lessons, supporting skill development and progression. Next Steps: • Purchase DSLR cameras • Workshop with Harriet Challis to take place with Year 10 focusing on skill development in composition.		
Use Recovery lessons to cover focus areas in PSCE, e.g. Relationships and Enterprise for KS3 pupils and Year 9.	TH/KK/SB	Autumn – Summer Term	Pupils learnt a My Community topic in Recovery designed to improve their understanding of relationships, the range of options and services in their local area. Pupils in Year 9 used Recovery time prior to the Christmas break to work on their Year 9 enterprise project. Next Steps: • Further opportunities for Recovery to be used to deliver PSCE topics will be explored as the year continues.	School had a range of priorities for the Summer Term, so a Recovery plan was developed for 2026/27 with additional focus on this key area for September 2026.	
Use Recovery lessons to cover focus areas in Computing. Topics to be determined via an audit with a particular focus on Year 9 pupils.	TH/SI	Autumn – Summer Term	An E-Safety topic was taught through Recovery to all pupils. This raised awareness and supported	Computing remained on the Recovery plan for the rest of the academic year, supporting	

			the development of more healthy relationship via social media etc. Targeted Year 9 sessions took place with a focus on some lost learning in Computing and low progress in Y8. This has significantly boosted Year 9 progress and will be monitored for impact across data points this year. Photography has been an important part of Recovery in the Autumn and Spring terms, supporting all pupils to develop their knowledge and skills with a view to some taking qualifications in this subject later in their schooling. Next Steps: • Further opportunities for Recovery to be used to deliver Computing topics will be explored as the year continues.	positive improvements within the subject.	
Use of targeted weekend support for pupils due to sit GCSE qualifications where appropriate.	SC/Teachers	Summer Term		Targeted weekend support was provided for pupils preparing to sit GCSE qualifications where appropriate. The sessions were led by the English and Maths Subject Leader well attended and highly valued by both pupils and parents, providing additional focused preparation and	

				supporting pupils to maximise their achievement and outcomes.	
Outcomes for pupils are consistently meeting the school's new benchmark for 'exceptional'.	SC/Teachers	Autumn – Summer Term	This can only be fully judged at the end of the academic year; however early signs are positive with pupils making substantial and sustained progress towards their qualification expectations. Next Steps: Review outcome data after qualification results are published.	Outcomes 2025/26: 100% of Year 11 pupils met expectations, with 80.90% exceeding expectations, surpassing the school's exceptional threshold of 70%. These outcomes demonstrate strong levels of pupil achievement and reflect the impact of effective teaching, targeted support and high expectations across Year 11.	
Progress for pupils overall meet the school's benchmark for 'exceptional'.	TH/Teachers	Autumn – Summer Term	The school would define progress as Exceptional (at the end of the Summer Term), if at least 98% of pupil expectations have been met (Almost All) and at least 70% of pupil expectations are exceeded, (Most). The new Ofsted framework has raised expectations, and the school has raised its own in line with this. Progress is at a Strong Standard and on track to be Exceptional by the end of the academic year. The standards expected within the school's curriculum are currently Exceeded or at least Met and rapidly improving, in all subject areas.	By the end of the Summer Term, progress has risen to an Exceptional level under the school's assessment systems. 76.82% of pupils exceeded, with 99% meeting. This was a rise of 14% (proportion of pupils exceeding expectations) from the Spring Term and surpassing the 70% of expectations exceeded threshold highlight the substantial and sustained progress all pupils are making at Woodlane. The progress of groups is excellent with very few gaps in progress seen. An extremely small proportion of pupils are working below their	

			Almost all pupils are meeting expectations, with this figure at 99.67%. A majority of pupils are already exceeding expectations, with this the first year the school has surpassed 50% of expectations exceeded at this point in the academic year. This highlights that pupils are consistently exceeding the standards set by the school's curriculum. In the last 2 years, the school has been at 42% and 45% respectively in the Autumn Term, indicating further year on year progress. To reach a confident Exceptional level, the school requires 70% of pupils to be exceeding expectations by the end of the Summer Term. This is an achievable aim and the school is very much on track given data from previous years. Next Steps: Continue with planned practices this year.	expected levels, and very few areas for improvement exist. However, the school identifies a small number of areas for further work or investigation. Many of these areas are at the expected standard already, or even at a strong standard, but the school works hard to move all elements towards Exceptional as rapidly as possible.	
Termly in-school moderation of coursework, predicted grades and achievement for Year 11 takes place.	SC/TH/ Teachers	Autumn – Summer Term	Termly moderation has taken place for all qualification subjects. At each meeting, the Assistant Headteacher and individual staff completed a written review of current progress and identified pupils who require further support.	Termly moderation took place, focusing on pupils who needed to complete outstanding work and coursework to ensure they were able to meet and exceed their targets. All Year 11 pupils met expectations, with 80.9% exceeding their targets.	

			The Assistant Headteacher identified which pupils require interventions and scheduled these accordingly. Thursdays will be timetabled for Year 11 pupils to complete outstanding qualification work and take part in additional revision sessions supported by Careers Advisor and Year 11 lead teacher. Additional TA support and/or cover has been provided to staff to deliver targeted interventions for pupils. Next Steps: Continue to monitor progress of Year 11 pupils and schedule interventions.		
Termly case studies of pupil progress demonstrate exceptional personalised support and high achievement for pupils. The case studies are included in the termly progress and outcome report.	SC/TH	Summer Term	The school completed a full case study on a pupil in the Spring Term, which was shared with the local authority as part of their Ofsted/CQC inspection. Feedback on the case study was exceptional. Next Steps: New case study to be completed in the Summer Term.	The school's focus for the Summer Term case study is a Year 8 pupil. This will be completed in September to ensure all data is considered.	
					£5000
Key					

Mid-Year: *Achieved* *On track to achieve* *Further focus required*
End of Year: *Achieved* *Partially achieved (add detail if required)* *Not achieved (please detail)*



School Improvement Plan

Inclusion



Inclusion – Woodlane Exceptional Criteria

- We ensure there is a significant focus on wellbeing and mental health to enable pupils with SEND to be ready for learning.
- 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.
- Teaching and learning is high quality.
- 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 considered.
- Our accessibility plan is reviewed regularly and published on the school website.
- Staff state in the questionnaire that the school successfully meets the differing needs of individual pupils.
- Pupils state in the questionnaire that: they believe the school helps them to be independent; we are interested in their views.
- Parents state in the questionnaire that: the school provides a relevant curriculum for their child; the school has sufficiently high expectations of their child; that when they contact the school, the staff are helpful and approachable; the school engages well with parents/carers; Woodlane is an excellent school; that they 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.
- Pupils are supported in raising their level of independence.
- All pupils gain appropriate Post 16 places.
- Book Looks (work scrutiny) confirms that pupils progress well and the knowledge/skills they have learned are well sequenced and have developed incrementally.
- High quality annual reviews of EHCPs are held, the SENDCO 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.
- Our leader for 'higher needs' ensures staff are trained to support pupils with the most complex needs.
- Our DSLs ensure that information is shared with various Local Authorities to support social care needs. The DSLs work with social workers and other professionals to provide appropriate support.
- Where improvements are required, leaders always prioritise these areas.
- We regularly share our best practice with other schools and professionals e.g. supporting social care with strategies to support LAC etc.

Areas for Improvement

- Maintain strong support agency partnerships to ensure input remains appropriate for the changing needs of the school.
- The school's training offer includes comprehensive equality and exclusion training for all staff.
- The school ensures policies are compliant with all guidance and legislation, particularly in relation to equality, diversity and inclusion.
- The school promotes partnership working with local providers to ensure pupils have increased opportunities to engage with the local offer.
- Continue to provide highly specialist support for pupils unable to make expected progress through the school's targeted and universal offer.
- Strengthen the school's provision for pupils not making any progress in phonics, including those socially aware but unable to read, and those in NC who have not progressed for more than 4 assessment cycles.

What?	Who? (Lead)	When? (Date)	Mid-Year Review	End of Year Review	Cost (£)
CPD Certified equality and diversity training to take place for all staff. The training focuses on equality law generally and specifically in respect of disability.	All Staff	Spring Term	All staff participated in depth, bespoke equality and disability training. This training was delivered by Browne Jacobson Legal on 04/01/26.		
Co-Headteachers to attend in depth equality, diversity and inclusion training at a more complex 'school management' level.	TH/CM	Nov 26 th	The above training was designed to be suited to the needs of senior leaders as well as staff.		
A full review of school policies takes place, considering equality and diversity training. This includes: - Equal Opportunity, Racial Equality and Harassment Policy, - SEND, - School Behaviour (Positive Behaviour Policy), - Examinations, - Mental Health, - Accessibility. Policies to take in to account independent oversight via training and guidance partners at	CM/SLT	Autumn Term	A full review of school policies has place, considering equality and diversity training. The following policies have been updated: • Equal Opportunity, Racial Equality and Harassment Policy, • SEND, • School Behaviour (Positive Behaviour Policy), • Exclusions, • Examinations, • Mental Health,		

The National College and The Key and reviewed by Governors as required.			Accessibility. Policies take in to account independent oversight via Browne Jacobson Legal suite of policies. We have also ensured other relevant policies have been updated as per their cycle including information from training, e.g. educational visits etc.		
Ensure all exclusions meet legislation and guidance, including exploring every available reasonable adjustment.	SLT	Autumn – Summer Term	Our exclusion policy is explicit and includes a clear section which outlines all considerations required before exclusion. This format is recorded in CPOMS and therefore systematically explored before decisions are made. Only 1 pupil received an exclusion in the Autumn Term (5 days).		
Pupils who require augmentative and alternative technology for communication and access to learning (AAC) receive this where possible.	ED/AC/SI	Autumn – Summer Term	Pupils who benefit from high tech AAC (mainly in NC and other named pupils) have been assessed by SaLT and regular team planning regarding levels, folders and usage has taken place. Named pupils have had 2 x weekly sessions with SaLT team to aid progress in AAC. Pupils who benefit from high tech AAC are using this as regular part of their teaching and learning. Pupils speech and language targets are met and pupils are progressing both with AAC	SnapScene was purchased and implemented to support the school's whole-class assistive technology offer, increasing access to learning and communication across a range of subjects. Pictello was purchased and piloted through case-study work led by AC with Pupil A. Initial findings will inform future implementation and suitability for wider use.	

			and spoken language when appropriate. Next Steps: • Schedule Training for new KS4NC staff to ensure regularly used in both spaces. • Any new staff working with pupils with high tech AAC to be identified and trained ASAP.	Pupil B was provided with assistive technology through CLCH Services following approval of ACS funding. Provision has been implemented successfully and will be reported through Annual Review documentation and SLT reports. Pupil C continued to access specialist assistive technology through an established CLCH-funded package. Provision remains embedded within the pupil's programme and is reviewed annually. Pupil D accessed hardware provided by the school alongside specialist software funded through the Local Authority. This supports agreed Occupational Therapy and Speech and Language Therapy outcomes. Pupils E, F and G participated in assistive technology and communication software trials using school-owned equipment. These assessments are supporting decisions regarding future referrals and specialist provision. Pupil H successfully used school-based communication technology	
--	--	--	--	--	--

				to support the recording and organisation of ideas within lessons. Referrals for new Year 7 pupils have been initiated to ensure assistive technology needs are identified and supported as early as possible. The school's assistive technology offer has continued to expand, improving access to communication, participation and independence for a growing number of pupils.	
The school continues to request that all pupils who require an AAC have this detailed within their EHCP/Annual Review paperwork to ensure where appropriate the school is reimbursed for required resources.	JJ/ED/AC/SI	Autumn – Summer Term	NC parents of pupils beginning to trial AAC are shown what their children are doing during parents' evenings (ED) and parents are involved in suggesting topics/words. Pupils who are more established with AAC (e.g. AP) parents have regular training and updates with AC. FD TAs trained by SaLT and OT when changes occur. Training/support/team teaching given to KS4NC teacher by ED and SaLT. Pupils who benefit from high tech AAC are using this as regular part of their teaching and learning. Pupils' speech and language targets are met and pupils are progressing both with AAC and spoken language when appropriate.	Where appropriate, AAC requirements and associated resources have been recorded within EHCP and Annual Review documentation. However, ongoing challenges remain in securing reimbursement from the Local Authority for all assistive technology resources required to meet pupils' needs.	

			As of March 2026, the school has not had to make recommendations for any pupils to gain funding for an AAC		
Training is provided to staff, pupils and where appropriate parents on the use of this technology to ensure it is fully integrated into teaching/ learning and homelife.	ED/AC/SI	Autumn – Summer Term	See above.	See above.	
Pupils who are well enough to learn but unable to attend school continue to receive a thorough live learning offer.	SI/TH	Autumn – Summer Term	Pupils who are well enough to learn but unable to attend school continue to receive a thorough live learning offer – this is actioned promptly and in collaboration with parents.		
The school commissions a new contract for Speech and Language Therapy and Occupational Therapy, increasing the number of practitioners on site and the breadth of provision available.	TH/CM/CLCH	Autumn Term	The school commissioned a new contract with a £20,000 per year saving, despite an increase in staffing to 2 x full time band 5 SaLTs and 1x 0.6 band 7.		
The school works with the Speech and Language Therapy team to redefine the school's therapy input including developing a thorough universal offer, supporting training for staff, and managing caseloads and reporting effectively.	TH/JJ/AC	Spring - Summer Term	Regular meetings between SLT/Lead Practitioner and SaLT team take place throughout the year, within the first few weeks of a new school term. All pupils now on the caseload with a full complement of therapists and provision is running effectively. The school's move to increased universal provision for SaLT is progressing well, with training taking place regularly and a clear direction.	Regular meetings led to consistent and positive therapy provision. The school is starting September 2026 with a full complement of therapists (who have retained their roles) for the first time in 6 years. In-school training on Word Learning was offered to all staff in April INSET and September 2026.	

			Questionnaire were sent to all staff on 23/03/26 to assess current knowledge and level of training. Staff training needs to be evaluated and implemented into a training plan. Next Steps: • SaLT team to evaluate questionnaire responses and build a training plan. • Whole school training booked for Word Learning for 13/04/26.	
Pupils are provided with inclusive opportunities for physical education, including adapted games, (e.g. VI supported goal ball) and adapted equipment, (e.g. bikeability workshops for pupils who are wheelchair users).	JE	Autumn – Summer Term	Bikeability sessions have been delivered to 12 pupils in Year 8 and 13 pupils in Year 9, this includes pupils with limited mobility. Next Steps: • JE to attend Goalball training.	JE explored further inclusive PE options and decided pickleball was most appropriate for our pupils. Pickleball to begin in the Autumn Term 2026/27.
Trial the 'toe by toe' reading programme with pupils who are not making progress through Read, Write, Inc. phonics.	AH/JJ	Autumn – Summer Term	2 pupils are currently engaging with 'Toe by Toe' 4 days a week. 1 pupil has improved reading age by 8 months since September 2025. This programme will now form part of our ongoing offer.	
Explore the use of the Nessy reading programme for children with dyslexia who need further support with reading outside of the school's universal offer.	AH/JJ	Autumn Term	1 pupil has been trialling the use of Nessy in the Spring Term, with positive feedback. This pupil has also been using Toe by Toe and has increased their reading age by 8months. Next Steps:	Following a trial of Nessy, licences were purchased and implemented for seven pupils identified as making limited or slower-than-expected progress through phonics interventions alone.

			AH to cost purchasing Nessy.	Three pupils were withdrawn from the phonics programme and moved to Nessy and Toe by Toe to provide a more targeted, dyslexia-friendly approach to reading intervention. Staff monitored engagement and implementation throughout the summer term, establishing Nessy as an additional intervention within the school's reading offer for pupils requiring support beyond universal provision. As pupils only commenced the programme during the summer term, there has not yet been a subsequent reading-age assessment to evaluate impact on attainment. Reading-age data will be reviewed in October 2026 to assess effectiveness and inform future implementation. Initial feedback indicates that Nessy provides a suitable additional intervention pathway for pupils who have not responded as effectively to phonics-based approaches.
The school trains new members of staff in 'Social Stories' to improve consistency and wider use of these.	SC/CP	Spring Term	SC/CP have received training in 'Social Stories' 14/01/26 -15/01/26.	

			Training has been implemented into various social stories for named pupils.	
Explore functional reading opportunities for NC pupils, e.g. recognition of specific signs, terms and concepts that will benefit them into adulthood.	AH/ED/AK	Spring - Summer Term	Functional reading is embedded in the NC curriculum and supported when appropriate through communicate in print. Pupils in NC who are unable to read can 'read' familiar signs, symbols and even stories with confidence.	
The school engages closely with local partners to ensure the offer is advertised and referred to appropriate pupils/parents and local provision is able to meet the needs of pupils and parents, including: - West London Youth Zone - LBHF Families Hubs etc. Pupil annual reviews and careers meetings are used to signpost parents to relevant support and activities.	SLT/JJ/DW	Spring - Summer Term	All parents have had appropriate signposting via school assemblies, the school website, parent engagement sessions and annual reviews. School continues to put various activities on its website, shares them via letters to pupils and sends information via our MIS. Pupils followed a 'My Community' topic in Recovery, learning about the range of options and services in their local area. West London Youth Zone attended and delivered an assembly to all pupils on 02/03/26. School had 5 pupils attend West for work experience and 2 attend Shepherd's Bush Family's Project, ensuring a positive relationship remains.	The school continued to develop strong relationships with local providers, including: - Named contacts at West London Youth Zone, enabling swift sharing of safeguarding information and behaviour support when a pupil joins the service for the first time. - Referrals for pupils to local providers.

	£ cost of contract
Key	
Mid-Year: <i>Achieved</i> <i>On track to achieve</i> <i>Further focus required</i> End of Year: <i>Achieved</i> <i>Partially achieved (add detail if required)</i> <i>Not achieved (please detail)</i>	



School Improvement Plan

Attendance and Behaviour



Attendance and Behaviour – Woodlane Exceptional Criteria

- Leaders and staff have exceptionally high expectations for behaviour, however pupils' SEND are considered and reasonable adjustments are made where required.
- Pupils love their school and want to learn.
- The school is safe, calm and orderly. This is confirmed in the staff, pupil and parent questionnaire.
- Visitors to the school often describe the school as calm.
- There are clear routines and expectations of behaviour across the school, our positive behaviour policy is consistently applied and staff state this in the staff questionnaire.
- Behaviour data informs practice and identifies where support is needed, including individuals and groups. It is analysed meticulously.
- Pupils display positive attitudes to learning, as identified through staff feedback, in-class assessment and the PASS survey, e.g. pupils showing *high satisfaction with their school experience*.
- Pupils feel safe. This is confirmed in the pupil questionnaire.
- Staff feel pupils are safe. This is confirmed in the staff questionnaire.
- Pupils report that pupils behave well at Woodlane.
- The school has clear policies regarding harmful sexual behaviours, appropriate sanctions and support are always given. Pupils are taught consistent messages across the curriculum.
- The school has low incidents of bullying, racism, sexism etc. however, where they are identified action is taken swiftly and proportionately.
- Fixed term exclusions remain extremely low and are not usually persistent for named pupils. Support is given to pupils on return from suspensions, parents are actively involved.
- Permanent exclusions are extremely low or there are none.
- Physical interventions are extremely low or there are none.
- Support from external agencies is used effectively e.g. Respond therapy, SALT, OT, medical professionals etc.
- There is a strong focus on attendance and punctuality, data informs practice and identifies where support is required, including individuals and groups.

- Each year named pupils are trained to travel to and from school independently.
- Attendance is well above the national average for special schools and is within 2 percentage points of the national average for mainstream schools.
- There are no significant improvements that leaders have not prioritised.
- Staff share their best practice externally to support system-wide improvement e.g. High quality SEND learning is provided for PGCE students/advice and support is provided to mainstream and SEND schools etc.

Areas for Improvement

- Raise overall attendance to within 2% of the national average for mainstream.
- Increase the attendance of pupils who are persistently absent, (10% or over unauthorised absence).
- Increase the attendance of named pupils.
- Increase the attendance of key groups, including pupils in receipt of Pupil Premium, (compared to their peers), WBRI (compared to the national average) and girls, (compared to boys).
- Improve punctuality of pupils.
- Reduce the overall number of behaviour referrals and improve the behaviour of named pupils.
- Further reduce behaviour referrals in:
 - PE
 - Corridors
 - Break and Lunchtimes

What?	Who? (Lead)	When? (Date)	Mid-Year Review	End of Year Review	Cost (£)
Continue to strengthen sensory circuits, particularly those taking place before school and for those pupils who find sitting in the assembly hall dysregulating. Ensure impact of this work is recorded and analysed.	RM/JJ/OT	Autumn – Summer Term	Named pupils have attended sensory circuits in the Autumn Term on Mondays and Wednesdays. TAs and teachers report pupils are much more settled and ready for learning after sessions. Formal recording has not taken place. Next Steps: Targeted intervention report to be completed with OT and designated staff.	Formal reporting on impact for named pupils completed on OT reports for each pupil in the Spring and Summer Terms and communicated to parents in EHCP review meetings.	
Reintroduce dog walking for highest behaviour referred pupils.	RM/CM Otis/Pandora	Autumn – Summer Term	Dog walking and contact with the dogs arranged throughout the Autumn	Dog walking and dog visit sessions supported identified pupils to improve emotional regulation and	

			Term for named pupils. This supported named pupils to reduce referrals by 8%/29%/20% compared to the previous Autumn Term. Next Steps: Continue to offer dog walking/visits for named pupils in the Spring and Summer Terms.	engagement, contributing to substantial reductions in behaviour referrals. Participating pupils demonstrated reductions of 91%, 91% and 83% when comparing Autumn Term and Summer Term referral data.	
Review the impact of behaviour reward trips. Hold a pupil conference to explore this further.	RM/Teachers	Autumn Term	85% of pupils attended the behaviour reward trip in the 2024/2025 Autumn Term compared to 90% in the 2025/2026 Autumn term. Five percentages point higher than the previous term. Pupil conference held 07/12/25 with school council and all agreed to increase the target of behaviour referrals to no more than 3 office referrals in a term for highest referred pupils. Next Steps: - Continue pupils to have input into trips offered and vote for their favoured trip - Continue to ensure reward trip has a high profile in the school by regular reminders in assemblies	Pupils continued to have opportunities to influence enrichment activities through pupil voice and feedback regarding reward trips. The reward trip maintained a high profile throughout the year through assemblies delivered at the start of each term and half term, ensuring pupils remained aware of the criteria and incentives. Attendance at reward trips remained high, with 95% of pupils attending in the Spring Term and 93% attending in the Summer Term, demonstrating sustained engagement with the school's reward offer.	

Continue to offer an alternative reward structure for highly referred pupils, to encourage shorter term behaviour improvements, e.g. weekly 1:1 reward with a named member of staff.	RM	Autumn – Summer Term	Positive behaviour plans developed in conjunction with named pupils in the Autumn with personalised targets e.g. daily rewards 1:1 football/basketball session with named staff, watch one episode of favourite cartoon. Named pupils have reduced referrals by 29%/57%/8%/80%/20% when compared to the previous Autumn Term. Next Steps: Continue to vary positive behaviour plans to ensure named pupils maintain motivation.	Positive behaviour plans were regularly reviewed and adapted to maintain pupil motivation and engagement. This contributed to significant reductions in behaviour referrals for identified pupils, with decreases of 91%, 91%, 83%, 60% and 72% when comparing Autumn Term and Summer Term referral data.	
Improve named pupils' punctuality by 25%, through the use of targeted reward and sanction systems.	RM	Autumn – Summer Term	Named pupils have received individual targets and rewards and sanction. Letter sent home expressing punctuality concerns. Punctuality has improved by 15% when compared to the previous Autumn Term. Next Steps: - Continue to monitor punctuality daily of individual named pupils. - Work with parents to improve punctuality.	Daily monitoring of punctuality and ongoing engagement with parents contributed to improved attendance at the start of the school day. Overall pupil punctuality improved by 14% compared to the 2024/25 academic year, demonstrating the positive impact of targeted support and monitoring.	

Improve the attendance of Girls through specific support for named pupils with low attendance and direct action for/with pupils who are persistently absent.	RM	Autumn – Summer Term	Two named girls are emotional based school avoiders, and the school have in place for one named girls regular 2 weekly home visits to support a reintegration back to school. One named girl parents and pupil have not engaged with the offer of support and the school is in the process of prosecution with the support of ACE. Despite numerous attempts of the offer of 1:1 support in school, offer of varied and temporary reduced timetables there have been no improvements in attendance for both named girls. With named girls removed from girls' attendance data attend would increase from 87% to 90.6% in the Autumn Term. Next Steps: • Continue to do regular home visits • Schedule emergency annual reviews for named pupils	Despite regular home visits, emergency Annual Reviews and extensive multi-agency involvement, two pupils experiencing EBSA continued to have a significant impact on girls' attendance. Efforts by the school and social care to engage and support both pupils and their families did not result in sustained improvements in attendance. Excluding these two pupils, girls' attendance for 2025/26 would have increased from 86.0% to 90.2%, demonstrating the positive attendance outcomes achieved for the wider cohort.	
Improve the attendance rates of pupils in receipt of Pupil Premium, to be within 2% of Non-Pupil Premium pupils, (currently 7% gap), through specific support for named pupils.	RM	Autumn Term	Named pupils supported through individual attendance targets, regular contact with parents to improve attendance, offer of live learning when pupil may be too ill to attend but well enough to attend live learning, fix penalty notices, when all offers of support has not had been supported by parents and	Despite ongoing monitoring and targeted support, attendance for pupils in receipt of pupil premium remained a challenge during 2025/26. One pupil was subject to an attendance prosecution, supported by the Attendance and Care Engagement (ACE) service, during the Summer Term;	

			or no improvements have been made. In the Autumn Term one named parent received fixed penalty notice, one in the process of prosecution. Named pupils have improved attend by 5/8 percentage points when compared to the previous Autumn Term. When named pupils are removed from data attend of pupils who receive pupil premium attendance is 91.8% which is 2.8 percentage points lower than those who do not receive pupil premium (94.6%). Next Steps: • Continue to monitor and offer support to named pupils. • Vary offer of personalised rewards to improve motivation to attend school • Regular contact with parents.	however, this intervention did not result in improved attendance. Attendance figures continued to be significantly affected by four pupils with complex medical and mental health needs. When these pupils are included, attendance for pupils in receipt of pupil premium remains below that of their peers. Excluding these pupils, attendance for the pupil premium cohort was 89.2%, compared with 93.2% for pupils who do not receive pupil premium, reducing the gap to 4 percentage points. The school maintained regular contact with families and continued to offer personalised support and incentives to encourage attendance. While these approaches secured improvements for some individual pupils, persistent attendance barriers linked to significant mental health needs continue to impact overall outcomes for this group.	
School use termly case studies to highlight the impact of provision in place to improve attendance and punctuality. These form part of the termly report.	RM/TH/SC	Autumn – Summer Term	Deputy Head provides termly data analysis on whole school and individual attendance to inform staff and devise support for named pupils.	The school continued to target and support pupils who were persistently absent through regular monitoring, individualised targets, close liaison with families	

			Whole school attendance has improved from 89.7% attendance in the 2024/2025 Autumn Term to 90.4% in the 2025/2026 Autumn Term and is 3.2 percentage points higher than the national average for special schools. Case study has not yet been added to reports. However, one was created to share with Ofsted for the LA SEND inspection, which was reported as exceptional actions from the school. Next Steps: • Continue to target and offer support to persistent absent pupils • Regular meeting with ACE who offer support and guidance to the school • Regular contact and individualised targets for pupils • Ensure a case study is added to termly report.	and ongoing engagement with ACE. These approaches secured positive improvements for a number of pupils, with named pupils improving their attendance by 4%, 5%, 9%, 14%, 14% and 28% respectively when comparing Autumn and Summer Term 2025/26 attendance data. Despite ongoing challenges relating to pupils with significant medical and mental health needs (MMH) and emotionally based school avoidance (EBSA), whole-school attendance remained stable at 88.8%, consistent with the previous academic year. This reflects the school's continued efforts to mitigate the impact of increasingly complex attendance needs across the pupil population. Regular meetings with ACE provided valuable support and guidance to school leaders, helping to inform strategies for individual pupils and strengthen attendance practice. In addition, attendance case studies have now been incorporated into termly reporting, providing a clearer overview of interventions, challenges and impact for key pupils.	
--	--	--	--	--	--

The school ensures there is a zero-tolerance approach to verbal abuse towards teacher and other pupils in the school.	RM	Autumn – Summer Term	Deputy head delivered assembly on behaviour expectations to pupils on 15/09/25 and 17/11/25. Verbal abuse towards teachers reduced by 57% compared to the previous Autumn Term and Verbal abuse towards other pupils remained at 2 incidents in both the previous and current Autumn Terms. Next Steps: Staff to continue the zero-tolerance approach to such behaviours	There was a significant reduction in incidents of verbal abuse, with abuse directed towards teachers decreasing by 43% and abuse towards other pupils decreasing by 33% compared with the previous academic year.	
The school reiterates the 'code of conduct' for certain activities in the playground, e.g. Football and 4-Square etc.	RM	Autumn Term	Code of Conduct in the playground assembly delivered on 22/09/25 Behaviour expectations in the playground assembly delivered by deputy head 03/11/25. Behaviour referrals reduced by 9% when compared to the previous Autumn Term. Staff report less overcompetitive behaviour when playing games like 4-square. Next Steps: - Playground continue to monitor and identify issues to ensure these do not escalate. - Deputy Head to offer support to playground staff	Behaviour referrals reduced by 38% compared to the previous academic year, indicating a continued improvement in pupil behaviour and engagement. Staff reported a noticeable reduction in overcompetitive behaviour during playground activities, including games such as 4-square, contributing to a calmer and more positive social environment. To further strengthen practice, the Deputy Head delivered training to Teaching Assistants on playground behaviour management during the TA meeting on 15 April 2026.	

			on identifying issues early and diffusing them early.		
The school ensures home visits continue to take place for pupils with EBSA.	RM/CP	Autumn – Summer Term	Two named girls are emotional based school avoiders and the school has in place for one named girls regular 2 weekly home visits to support a reintegration back to school. One named girl parents and pupil have not engaged with the offer of support and the school is in the process of prosecution with the support of ACE. Despite numerous attempts of the offer of 1:1 support in school, offer of varied and temporary reduced timetables there have been no improvements in attendance for both named girls. With named girls removed from girls attendance data would increase from 87% to 90.6% in the Autumn Term. Next Steps: • Continue to do regular home visits. • Schedule emergency annual reviews for named pupils.	The school continued to employ a range of strategies to improve attendance, including regular home visits, close liaison with families and targeted support for identified pupils. For one pupil, home visits were arranged twice weekly; however, frequent cancellations by the parent resulted in inconsistent contact and limited the impact of this intervention. Following notification of an attendance prosecution, the parent of another pupil re-engaged with the school and a home visit was successfully completed during the Summer Term. A temporary reduced timetable was agreed to support reintegration; however, this arrangement was only followed for one week before the pupil resumed a pattern of non-attendance. Subsequent attempts to contact the parent were unsuccessful. As concerns increased, Social Care involvement was escalated and the case progressed to a Child Protection Assessment.	

				Attendance for girls continued to be disproportionately affected by a small number of pupils with significant barriers to attendance. Analysis shows that, if these named pupils are excluded, girls' attendance would increase from 86.0% to 90.2% for the 2025/26 academic year, demonstrating the significant impact that a small number of complex cases have on overall attendance outcomes. Despite these challenges, the school maintained regular contact with external agencies and families to support pupil engagement and attendance.	
The school continues to use Government guidelines regarding fixed-penalty notices for parents of pupils who are persistently absent and/or taking family holidays during term time. Fines will be used alongside communication with parents/meetings and improvement targets.	RM	Autumn – Summer Term	Attendance expectations letters sent out to all parents at the beginning of the Autumn and Spring Terms. One parent received fix penalty notice and this is now in the process of persecution. One other parent received fixed penalty notice however attendance has not improved and next step will be likely prosecution of improvements have not been made. Next Steps: Awaiting outcome of prosecution.	The school continued to work closely with pupils, families and external agencies to improve attendance and address persistent absence. One pupil with emotionally based school avoidance (EBSA) received a penalty notice in May. This intervention resulted in a short-term improvement in attendance, with the pupil attending for one week on an agreed reduced timetable; however, attendance was not sustained beyond this period. An emergency annual review was held for another pupil in May	

			Schedule emergency annual review for one named pupil.	following a parental request for a change of placement. Consultations are currently underway and the school continues to work with the Local Authority and family to identify an appropriate long-term solution. Attendance concerns also resulted in formal intervention for a number of families, with six pupils receiving penalty notices during the 2025/26 academic year, including cases relating to persistent absence and term-time holidays. The school maintained regular communication with families and external agencies throughout these processes to encourage engagement and improve attendance outcomes.	
Mid-Year: <i>Achieved</i> <i>On track to achieve</i> <i>Further focus required</i> End of Year: <i>Achieved</i> <i>Partially achieved (add detail if required)</i> <i>Not achieved (please detail)</i>					



School Improvement Plan

Personal Development and Wellbeing



Personal Development and Wellbeing – Woodlane Exceptional Criteria

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



kindness



tolerance



honesty



independence



effort



aspiration



resilience



achievement



respect

- We actively promote, develop and deepen pupils' understanding of the fundamental British values, including: democracy; the rule of law, individual liberty and mutual respect. We have an active school council which promotes democracy and includes all pupils in decisions made about their school.
- The school promotes an inclusive environment.
- The school provides high quality pastoral support in the following areas:
 - ✓ healthy lifestyles
 - ✓ mental health

- ✓ healthy relationships (we help develop the character of pupils, ensuring they behave with integrity and cooperate consistently well with others. We develop pupils' understanding of right and wrong).
- Online safety is high profile, and parents are well supported in this area. We support with out of school concerns.
- Our broader school activities encourage spiritual, moral, social and cultural development.
- Pupils are educated in regard to protecting themselves against criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism etc.
- We prepare pupils for the next stage of their education well:
 - ✓ pupils are actively involved in the world of work e.g. through work experience, external visitors, educational visits and the skills/experiences of a range of school staff.
 - ✓ we offer strong careers advice, using the Gatsby Benchmark criteria, we score highly in our assessment (all pupils receive unbiased information about potential next steps and high-quality careers guidance).
- The School Improvement Advisor (SIA)/ Local Authority (LA) confirms the school's evaluation through various activity.
- There are no significant improvements that leaders have not prioritised.
- Staff share their best practice externally to support system-wide improvement.

Areas for Improvement

- Improve the quality of provision for the Year 11 College Link, ensuring pupils needs are met and transitions/retention of placements for post-16 are improved further.
- Continue to improve the careers knowledge and skills of various staff through training and experience-based careers activities.
- Ensure all pupils continue to have a rich and varied educational experience, (Cultural Capital) which is influenced by pupil choice and evidenced overtime.
- Continue to provide outstanding support for pupils in regards to protecting against criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism etc.
- The number of school visitors is increased to widen the breadth and variety of sources of information pupils receive.
- The school's mental health provision remains strong with continued partnership working with support agencies, MIND/RESPOND, In-house, Drawing and Talking etc.
- Improve the 'Resilience', and 'Effort' of pupils as determined by teacher assessment via end of term reports.

What?	Who? (Lead)	When? (Date)	Mid-Year Review	End of Year Review	Cost (£)
Pupil tutor times are redesigned to incorporate more skills and pastoral support at the start of the school day, including a range of information and support on age related topics, e.g. radicalisation.	SC/RM/AH/JJ	Spring Term	In the Autumn and Spring Terms, tutor time has focused on developing reading for pleasure. Pupils have visited the Book Nook, completed questionnaires on book genres, and taken turns using the Tonie boxes to listen to stories as a class. Pupils have also been accessing Reading Eggs during tutor time to enhance their reading skills and promote regular engagement with reading. Named pupils in the Autumn Term engaged in sensory activities to enable more calm start to their day during tutor time and assemblies. Staff report pupils are more settled and ready to learn. ELSAs and School Counsellor deliver morning check ins for named pupils in the Autumn Term.	Deputy Head and Assistant Headteacher delivered training to staff on the use of Word Aware to further develop pupils' emotional literacy during tutor time. Tutors delivered these activities on Tuesdays and Thursdays, developing pupils' vocabulary to identify and express emotions and supporting their ability to communicate feelings and self-regulate. The SALT provided the template to ensure consistency across the school.	

			Tutor teachers use News Round to discuss current event e.g. the War in Iran etc. Next Steps: • Pupil word learning activities to take place in the Summer Term • Dealing with exam pressures to be delivered to Year 11 pupils in the Spring Term • Deputy Head to work with PSCHE lead to develop further pastoral activities for the Spring and Summer terms.		
The school delivers theme days as identified by pupils: • Animal Theme Day (Science) • Performing Arts (Drama/Dance/Music) • Staff Hidden Talents (All) • Maths/World Book Day	RM/Teachers	Autumn Term	Performing Arts Theme day 'Woodlane's Got Talent' delivered on 10/12/25. Next Steps: • Animal Theme Day to take place. • Maths Theme Day to take place. • World Book Day Theme Day to take place.	A range of themed curriculum and enrichment days were successfully delivered throughout the academic year, including the Science Animal Theme Day (22/03/26), World Book Day celebrations (18/03/26) and the Hidden Talent Theme Day (21/06/26). These events provided pupils with engaging opportunities to extend their learning beyond the classroom, develop wider interests and celebrate individual strengths. Pupil feedback was particularly positive regarding the Science Animal Theme Day activities, highlighting the impact of these experiences on engagement, enjoyment and participation.	
The school encourages parents to attend the Hidden Talents theme day to provide information about their own	CT/DW	Summer Term		Hidden Talent Theme Day took place, incorporating a Culture Theme Day in response to pupil requests. The day was structured to celebrate the diverse hidden talents of both pupils and staff. Pupil	

jobs that may be of interest to pupils.				feedback was very positive, and the event provided a valuable opportunity for pupils to showcase and share their individual skills and talents.	
Collate ideas from staff and pupils to develop a 'Bucket List' of rich and varied educational experiences, (Cultural Capital).	SC	Spring – Sumer Term	Assistant Headteacher introduced the “Bucket List” concept to pupils and staff, encouraging them to identify priority experiences and skills for development over five years at Woodlane. An assembly was held to introduce the concept. Tutor times were used to gather ideas from pupils. Staff meetings were held to develop and contribute suggestions. Assistant Headteacher collated ideas and suggestions from pupils and staff and refined to a final list of 50 key experiences and skills, focusing on cultural capital and reflecting the school’s values.		
Design and create the Woodlane 'Bucket List' using a creative means for recording pupil activities.	SC	Spring – Sumer Term	The Assistant Headteacher developed the concept for the Bucket List and sourced a designer to create the prototype. The Assistant Headteacher met with the designer to share the vision for the Bucket List, communicated the visual priorities to ensure it is accessible and engaging for pupils, and reviewed various drafts to agree on the most appropriate final design. The Assistant Headteacher and the highest needs specialist also reviewed the content to		

			ensure the visuals and wording were inclusive for all pupils. Bucket List created and agreed by management. Renamed 'The Woodlane Experience' Assistant Headteacher ordered sample print prior to mass order. Next Steps: - Pupils review design in school council. - Review final design sample and make order.		
Launch Woodlane Bucket List/activities with pupils and staff in assembly. Woodlane 'Bucket list' presentation to Governors.	SC	Spring – Sumer Term	Assistant Headteacher introduced 'The Woodlane Experience' concept to pupils and shared the finalised achievements with pupils in assembly. Next Steps: - Official launch of 'The Woodlane Experience' scratch prints with staff and pupils in assembly. - Presentation to governors.	The Woodlane Experience scratch prints have been completed and are ready for launch. Following discussion, it was agreed that the formal launch to pupils would take place at the start of the 2026/27 academic year to maximise engagement and ensure all pupils can participate. The initiative was presented to governors on 07/07/26, with feedback being highly positive and governors recognising its contribution to pupils' personal development, enrichment and wider school experience.	
Review and monitor the ongoing progress of the Bucket List.	SC	Spring – Sumer Term	Next Steps: Review and monitor once experience cards have been issued to pupils.	As above.	
The school begins working towards the Wellbeing Award for completion in 2026/27.	RM/CP	Autumn – Summer Term	Reaccreditation to begin in the Spring Term and to be completed by January 2027. Next Steps:	The school has commenced work towards achieving the Wellbeing Award, with accreditation planned for the 2026/27 academic year and reaccreditation	

			- Begin first stage of award by auditing the school's mental health provision in the Spring Term.	scheduled for completion by January 2027. As part of this process, a comprehensive audit has been completed alongside stakeholder surveys, providing valuable insight into current strengths and areas for further development. The findings will help to inform the school's ongoing work to promote wellbeing and ensure a whole-school approach to supporting pupils, staff and families.	
The school trains additional staff in Drawing and Talking therapy to ensure this provision can remain a valuable school resource.	RM/CP	Autumn Term	Named staff attended Drawing and Talking training on 09/12/25. Next Steps: - Trained staff to begin to have sessions with named pupils in the Spring Term.	Drawing and Talking therapy sessions were held for identified pupils from January 2026 onwards. Six named pupils accessed the intervention, providing them with opportunities to explore and communicate thoughts and feelings in a safe, structured and supportive environment. The sessions formed part of the school's wider therapeutic offer to support pupils' emotional wellbeing and mental health needs.	
The school renews its contract with RESPOND, ensuring there are opportunities for medium-term school referrals to mental health support on-site.	RM/Respond	Autumn Term	6 pupils received Respond therapy in the Autumn Term. Staff report one named pupil presents as more settled and less anxious. One named pupil has reduced behaviour referrals by 80% when compared to the previous Autumn Term. Next Steps: • Named pupils continue Respond sessions.	Six pupils accessed RESPOND therapy during the 2025/26 academic year as part of the school's therapeutic support offer. The intervention provided targeted support for pupils with identified emotional and mental health needs. For one named pupil, behaviour referrals reduced by 90% when comparing Autumn and Summer Term data, demonstrating a significant improvement in behaviour and self-regulation.	

			Refer other pupils to Respond when space becomes available.	Following a review of the school's therapeutic provision, senior leaders decided not to renew the RESPOND contract. Instead, the school has expanded its partnership with MIND, increasing the availability of in-school therapeutic support to better meet the needs of a wider range of pupils.	
The school continues with its link with MIND, enabling a therapist to attend site for specific focus time-limited mental health support.	RM/MIND	Autumn Term	4 named pupils received MIND therapy in the Autumn Term. One named pupil has reduced behaviour referrals by 100% when compared to the previous Autumn Term. Next Steps: - Named pupils continue MIND sessions. - Refer other pupils to MIND when space becomes available.	A total of 12 pupils accessed MIND therapy during the 2025/26 academic year, providing targeted support for pupils with identified emotional wellbeing and mental health needs. The intervention contributed to improved outcomes for a number of pupils, with behaviour referrals reducing by 43%, 20%, 60%, 60% and 72% respectively for named pupils. The increased use of MIND support has strengthened the school's therapeutic offer, enabling pupils to access timely interventions that promote emotional regulation, wellbeing and engagement in school life.	
The school continues to work in partnership with higher tier services such as CAMHS, ensuring referrals and support are in place when the school's commonly available provision is unable to meet	RM/CAMHS	Autumn Term	Two named pupils have been referred to CAMHS and are undergoing assessments. Next Steps: Continue to work with CAMHS and support recommendations from assessments.	One named pupil assessment complete and on the waiting list to receive support in November 2026. Pupil received MIND therapy in the Summer Term while on waiting list.	

the needs of a pupil's mental health.				One named pupil also received support however did not attend any sessions and CAMHS have closed the case. Pupil is seen by school counsellor in the Summer Term.	
The school ensures all staff have relevant knowledge and skills to support with key issues, e.g. FGM and Radicalisation, through a thorough training programme.	All Staff	Spring Term	01/09/25 Formal child protection and safeguarding training delivered to all staff by Kembra Healy (LBHF) by pre-recorded training. This training covered issues of FGM. KCSIE training took place for all staff on 01/09/25. A signed record is kept of understanding for all permanent staff and regular supply staff. Staff participate in a variety of activities and tasks to demonstrate their understanding. The document is revisited on regular occasions. Any new ad hoc supply staff also read KCSIE and agree understood at start of the day. A link to the document is on the school website. A child protection group refers to the document on a termly basis, reviewing understanding with randomly selected or targeted staff. 07/01/26 Prevent training delivered by LA specialists to all staff. Staff are clear in their responsibilities around the Prevent duty.		
Implement a new structure for the Year 11 College link, with KS4 NC attending WLC and both the Y11 classes attending WMSF.	SC/CT/SW	Autumn Term	Meetings were held with the SENCO at WMSF to arrange provision for 2 classes of Year 11 pupils. The structure and content of the day were carefully planned and organised in collaboration between SC and the SENCO at WMSF.		

			Meetings were held to discuss: • The needs of the pupils • The interests of the pupils • Food and dietary requirements • Staffing requirements • Risk assessments Meeting with Head of Inclusive Learning at WLC to discuss: • The needs of the pupils • The interests of the pupils • Staffing requirements • Risk assessments Pupils have attended college successfully for 2 terms.		
Continue to improve the careers knowledge and skills of the following staff through training and experience-based careers activities: • SENDCo, (JJ) • Careers Advisor, (DW) • Assistant Head, (SC) • Lead teacher for Y11 college visit (CT), • Various staff, e.g. Y11 tutors.	JJ/SB/RF/CT/ DW/SC	Autumn – Summer Term	Assistant Headteacher, SENCO and Careers Advisor have worked collaboratively in providing support and guidance for Year 11 post 16 placements: • Attending and advising in annual reviews • Meetings with parents • Meetings with colleges • Liaising with pupil caseworkers • Liaising with college SENDCO/Head of Inclusive Learning provision • Supporting visits to colleges with parents • Organised 1:1 visit to college for parents	The Careers Advisor did not visit Morley College or West Thames College during the Summer Term; visits are planned for the Autumn Term of 2026/27. The Nurture class successfully completed a work experience placement at Phoenix Farm in June 2026. During the placement, pupils took part in a range of practical activities, including picking strawberries, feeding animals and supporting with day-to-day farm tasks. These experiences helped to develop pupils' confidence, independence, communication skills and understanding of the workplace, while	

			- Organised visits to colleges for parents and pupils for open days/evenings - Careers Advisor lead on work experience and secured all placements for Y11 pupils. - Careers Advisor meeting with Assistant headteacher to review college placements for pupils. - Careers Advisor supporting pupils and parents in completing college applications - Y11 pupils took part in work experience and attended their placements in full. - The Lead Y11 teacher has been one of the points of communication for the main college link and has been actively involved in the planning of their visits - Almost all Y11 pupils have secured first choice placements for post 16. Next Steps: - Careers Advisor to explore Work Experience placements for Nurture Class pupils following the Easter break. - Careers Advisor to visit to Morley college and West Thames to gain further understanding of provision and to create further links to post 16 settings. - Y11 lead teacher to support in planning and delivery of Thursday Timetable.	providing meaningful opportunities to engage with the wider community. The Year 11 Lead Teacher planned the Thursday timetables and liaised with subject staff to identify priority revision areas and coursework deadlines, enabling targeted revision and coursework support to be timetabled.	
Pupils take part in fundraising and enterprise opportunities including: Christmas Shop (Y9),	SC/KK/SW	Autumn – Summer Term	Year 11 Lead Teacher CT delivered enterprise project to Y11 pupils where pupils created their own individual products to sell at the Christmas shop. Pupils started with research before	The Humanities subject leader led the Grow Your Own project, supporting pupils to plant and grow bulbs. The project was moderated and recognised through an	

- Etsy Online Shop (Y11 Textiles), - School Council nominated charity activity, e.g. non-uniform day, 'Grow Your Own' food challenge in school, (Y10/11 VS).			moving into product development and creating individual products to the Christmas shop. The majority of pupils chose food-based items as their products of choice e.g. themed cookies. Pupils agreed that funds raised through their enterprise activities would be allocated towards their end-of-Y11 celebrations, providing a clear and motivating focus for their work. Pupils took part in the annual Winter card competition, designing a winter composition to be used as the cover of a winter card. Winners were selected, and their designs were professionally printed and sold in the Christmas shop. All pupils visited the Christmas shop during the last day of term and purchased a range of craft, Christmas cards, snacks. Some of these handmade and designed by pupils Next Steps: - PSCHE teacher to lead on a school council nominated charity. - Humanities teacher to lead on a 'Grow Your Own' food challenge in school. - Etsy shop to be explored in summer term for possible setup in the next academic year.	award from the London Children's Association, celebrating pupils' engagement and achievement. As part of the career's curriculum, the feasibility of establishing an Etsy shop for Textiles was explored during 2025/26. However, this was not pursued as a priority, in order to focus staff and pupil time on maximising achievement within formal qualifications and accredited outcomes. This approach ensured that curriculum time remained centred on securing the strongest possible educational outcomes for pupils. The development of an Etsy shop remains a potential area for future exploration, subject to the needs and interests of future cohorts, as part of the school's enterprise and careers provision. A school council-nominated charity was not progressed during 2025/26. However, the PSCE Subject Lead will lead a renewed School Council charity initiative during 2026/27, providing pupils with meaningful opportunities to develop fundraising, leadership and teamwork skills whilst making a positive contribution to the wider community.	
LBHF Vocational Profiles are incorporated into the school's annual review approach for all pupils Y9+. These working documents should be	TH/SC/JJ/DW	Autumn – Summer Term	Following completion of the template by LBHF, Vocational Profiles were started by JJ during lesson time with Y9 and Y10 pupils.	The Pprofile was used with a cohort, but it was found to be quite challenging to fill in fully independently.	

updated yearly as a record of pupil's increased engagement with careers related learning.			Problems were found with the formatting, and these were sent back to be fixed. Pupils found the process challenging compared to the more simplified All About Me presentations they previously put together, and needed a lot of support in a whole group setting to understand the expectations. There are good long-term benefits from adopting this process so we will persist. Next Steps: The Vocational Profile will be completed 1:1 by the careers lead instead from Y9 onwards. It will replace the write ups that were completed from these meetings where possible.	School will continue to explore ways to complete the vocational profile with appropriate cohorts next year, e.g. with the support of the career's advisor.	
Year 11 pupils update Vocational Profiles in preparation for leaving so the most current views of the pupil are captured. The school should ensure post-16 provisions receive and acknowledge these for school leavers.	TH/SC/JJ/DW	Summer Term		Thorough transition handovers were completed for the Year 11 cohort with receiving post-16 providers, including Morley College, West London College, William Morris Sixth Form and St Charles Catholic Sixth Form College. The majority of pupils visited their post-16 settings as part of their transition programme prior to leaving Woodlane, helping to support a successful and well-planned move to the next stage of their education.	
The school reviews the menu provided by catering partner (The Pantry) to ensure food provided meets the health	SLT/LF	Autumn Term	The menu has been reviewed and adaptations made to the menu. This took significant efforts to ensure the company engaged appropriately. However, we now have a menu we are satisfied with. Operational challenges with the company	The catering tender process is underway, with notice provided to The Pantry. Two catering companies are currently developing proposals as part of the tender process, with a continued focus on	

and sensory needs of the pupils.			remain but following a change in staff early indicators are more positive. Next Steps: Tender for a new catering company.	securing high-quality provision that effectively meets the health, dietary and sensory needs of pupils. ay, with notice provided to The Pantry. Two catering companies are currently developing proposals as part of the tender process, with a continued focus on securing high-quality provision that effectively meets the health, dietary and sensory needs of pupils.	
Pupil food exploration sessions continue to support pupils with food related sensory needs, with the aim to try and embrace new foods.	OT	Autumn – Summer Term	There was no progress on this objective in the first half of the school year. Next Steps: To meet with the OT early in the Summer Term and plan a short-term intervention for particular pupils around food sensitivity.	Following the appointment of a new Occupational Therapist, targeted work around food sensitivity has been identified as a priority for the new academic year. The OT will work with identified pupils to assess need and plan appropriate interventions and strategies.	
Hannah Nicolson LBHF's health lead attends school to offer health workshops with pupils and parents.	Hannah Nicolson/ RM/LF/JE	Spring Term	To be explored further to arrange workshops by named staff. Next Steps: Arrange workshops for the Spring/Summer Terms.	Explored but was unable to schedule suitable dates and times. School nurse delivered health assemblies to pupils in the Spring and Summer Terms.	
Parent workshops take place throughout the year to support key areas around pupil health and wellbeing, including: - Puberty, (with MIND), - Self-care, - Online Safety,	JE/Various Staff	Autumn – Summer Term	The Mind Workshop was delivered on 19/11/25, it covered sleep hygiene, routines, and Self Care. Feedback was highly positive and included, 100% of parents found the session useful, 100% of parents thought that the information would help with their child, 100% of parents felt the resources would be helpful.	Next steps evening (July 2026) 100% of parents found it useful Highly positive feedback included: <i>'I now know how to better support my child and have some useful tips and resources to help my child'</i>	

• Mental Health, • Girls Health.			The E-Safety Workshop was delivered on 15/12/25, which also covered areas such as Reading Eggs and Mathletics. Feedback was highly positive and included, 100% of parents found the session useful, 100% of parents thought that the information would help with their child, 100% of parents felt the resources would be helpful. In a parent reference group, parents have been asked what workshops they would like the school to offer. A parent workshop on independence and wellbeing took place, gathering information about what independence and wellbeing looks like for their child. Feedback indicated that the majority of parents would like their child to develop greater independence, particularly in the community to support social skills and build confidence. Next Steps: • Deliver workshops based on parent feedback. • The Parent Partnership Leader to reach out to external providers, partners, and the local authority to support signposting for parents outside of school.	New Year 7 induction evening (July 2026) 18 parents attended (20 parents replied they would attend). 100% of parents found it useful. Highly positive feedback included: <i>'It was great to have some idea of how the school day is for my child'</i>	
					£5000
Key					
Mid-Year: <i>Achieved</i> <i>On track to achieve</i> <i>Further focus required</i> End of Year: <i>Achieved</i> <i>Partially achieved (add detail if required)</i> <i>Not achieved (please detail)</i>					



School Improvement Plan

Leadership and Governance



Leadership and Governance – Woodlane Exceptional Criteria

- Leaders and governors have a clear and ambitious vision, which is shared by the staff. Leaders have high expectations of pupils in all areas.
- Leaders actively support the behaviour management of pupils and in improving behaviour where required.
- Leaders' attention to the quality of education is unwavering, this is confirmed in the staff questionnaire.
- Leaders ensure professional development is highly focused and effective, leading to improvements. Professional development is the responsibility of senior and middle leaders, who share their expertise through training and workshops.
- Staff consistently report high levels of support for well-being issues.
- Leaders engage with staff regarding workload. Deadlines are shared at the start of the academic year in our 'Plan of the Year', they have been carefully considered to ensure they are well distributed.
- School improvement planning is data informed and shaped by the entire community. The school improvement plan tackles smaller areas for improvement to ensure they do not grow into larger ones.
- Leaders swiftly hold staff to account where required, this is done promptly and proportionately. Leaders ensure staff are free from harassment and bullying.
- Leaders' engagement with the community is high. Leaders have an open-door policy for staff, parents and pupils, this genuinely used.
- Governors ensure:
 - ✓ statutory duties are met
 - ✓ resources are well managed through the finance committee
 - ✓ pupils' achievement is strong through the raising achievement committee
 - ✓ they are active, they visit formally and produce governor visits reports
 - ✓ they consider leader workload
- The use of pupil premium is used effectively to tackle areas for improvement, this is clearly reported on.
- There are no significant improvements that leaders have not prioritised.
- Staff share their best practice externally to support system-wide improvement e.g. School improvement planning is used as an example of best practice with the wider education community etc.

Areas for Improvement

- The school has a clear vision for the future with input from all stakeholders.
- The school expands the Nurture provision, through the adoption of the BDA primary building.
- The re-development of the school, including classroom environments continues as per the school's schedule.
- The TA Team and additional resources are aligned to the school's needs and the current financial picture.
- The school is appropriately funded for current and future cohorts.
- Communication with key partners is improved through redesigned reporting tools and multi-agency working.

What?	Who? (Lead)	When? (Date)	Mid-Year Review	End of Year Review	Cost (£)
Develop a new '5-year plan' for the school with input from all stakeholders. This strategic plan should capture the school's planned actions for the coming years with detailed steps to achieve the outcomes.	CM/SLT/ Governors LBHF	Summer Term		A new five-year Strategic Plan for 2026–2031 was successfully developed and published, informed by a comprehensive review of the previous plan and engagement with governors, senior leaders, staff and pupils, alongside external strategic expertise. The plan establishes a clear long-term direction for the school, with defined actions, outcomes and timescales. Key strategic priorities include: responding effectively to SEND and system reform; sustaining the exceptional quality of education and provision within a tightening system; ensuring financial sustainability aligned to pupil need; managing increasing demand and admissions safely; and maintaining the strength, expertise and	

				sustainability of the school's workforce. The plan also reinforces the school's commitment to maintaining a broad, ambitious and personalised curriculum, achieving exceptional outcomes for pupils, and continuing to contribute positively to the wider SEND system. Annual School Improvement Plans will support implementation and enable progress against these priorities to be closely monitored and evaluated.	
Continue working to improve the school's financial position via: • Ensuring funding for all pupils on roll (base funding), • Ensuring the school receives top-up funding in a timely manner, • Ensuring the local authority funds all funding agreements for 1:1s in a timely manner, • Ensuring the school's funding reflects rising costs and any changes in the school's designation and the adoption of the BDA building. • Continue to press the LA for an appropriate level of top up funding.	CM/TH/ BS/LBHF	Spring Term	Leaders have engaged proactively with the SRMA process, providing detailed, evidence-based feedback to ensure the review reflects the school's context, funding challenges, and strong outcomes. Concerns have been raised that the review places disproportionate emphasis on staffing structures rather than fully considering top-up funding, historical underfunding, and the complexity of pupil need. Leaders have also challenged the validity of comparisons with non-equivalent SEND settings.	The Headteacher and SLT have been persistent and proactive in seeking meaningful strategic engagement with the LA, making repeated efforts to raise and progress significant concerns regarding SEND provision, funding, capacity and the sustainability of specialist provision. Despite considerable efforts by school leaders, effective and sustained engagement from the LA has remained challenging. The school will continue to pursue these matters at the appropriate level to ensure its concerns, and the potential implications for pupils and provision, are properly understood and addressed.	

			Significant risks have been highlighted where recommendations may be based on incomplete assumptions, particularly in relation to safeguarding, statutory duties, staff capacity, curriculum integrity, and pupil outcomes. Leaders have emphasised the school's strong performance and the value of its current staffing and leadership model. Further concerns relate to the perceived lack of independence in the process and the limited acknowledgement of the issues raised. Leaders have requested assurance that these concerns will be explicitly addressed in the final report and that any recommendations will be underpinned by robust, contextualised evidence. Leaders remain committed to constructive engagement and have sought direct dialogue to ensure a shared and accurate understanding prior to the draft report being finalised. LBHF are now funding the actual pupil places. However, they have not addressed		
--	--	--	---	--	--

			historical under funding in this area. LBHF are now funding 1:1 agreements. Next Steps: Co-headteachers and Governors to meet with LBHF Operational Director for Education and SEND to explore concerns further.		
Ensure EHCP annual reviews clearly document the need for 1:1 support and subsequent funding. A robust case is made for all 1:1 required.	JJ/CP	Autumn-Summer Term	Annual Reviews contain an agreed wording for pupils with 1:1 support. JJ is working from an agreed list of pupils for this. Next Steps: Audit annual reviews in the Summer Term to ensure all 1:1s are covered.	The school completed a comprehensive audit of annual review documentation to ensure that all 1:1 support arrangements were accurately recorded and sufficiently detailed. This has strengthened the school's ability to evidence provision and justify associated funding requests. As a result, leaders are confident that the correct levels of funding are being identified and requested, enabling more effective follow-up where funding has not been received or remains outstanding.	
The school continues working with LBHF to redefine the school's designation and admissions, with particular focus on the nurture provision expansion and adopting the BDA building.	CM/LBHF	Spring Term	Initial feasibility study deemed the project too expensive; however, the study did not understand the brief fully. LA have now commissioned an	The school continues to work proactively with LBHF to redefine the school's designation and admissions arrangements, with particular focus on the potential expansion of the Nurture provision	

			alternative study to explore options. Work has been carried out with Emma Dawn from the LA to explore the school's designation and admissions. By the Summer Term the LA will make a decision regarding next steps. Next Steps: Continue to work with the LA to shape and refine plan.	and adoption of the BDA building. The Headteacher and SLT have made sustained efforts to progress this work and secure clarity from the LA. Despite these efforts, progress has remained limited and no decisions have yet been made by the LA.	
The school begins to map out and cost staffing structures/operational costs for our wider nurture provision.	CM/BS	Spring Term	Staffing structures have been explored, however there remain too many variables to formally cost these scenarios. Place numbers are the main restrictive factor, for which the LA have not given any clear indication. 2 basic staffing structures have been shared with the LA. The school have not yet been privy to operational costs of the building. Next Steps: Once initial decisions are made map out and	Some changes to staffing structures have been implemented, with further changes planned across this and the next academic year. However, these have primarily been driven by the need to achieve financial savings and ensure sustainability, rather than as part of a fully developed staffing model for the wider Nurture provision. In the absence of clear decisions from the LA regarding the future direction of the provision, it has not yet been possible to fully map and cost the longer-term staffing structure and operational requirements.	

			cost staffing structures/operational costs for our wider nurture provision.		
Consider job descriptions for leadership/senior positions as part of the nurture expansion, if/when approved.	CM	Summer Term		Leadership and senior leadership requirements have been considered informally, with a range of potential structures and job role options explored in preparation for possible expansion of the Nurture provision. However, without confirmed decisions from the LA regarding the future direction and scope of the provision, it has not been appropriate to formalise job descriptions or staffing structures. This work will be progressed once greater clarity is provided.	
The school conducts a thorough audit of the BDA building and prepares a plan, in conjunction with LBHF architects, for preparing the building and required resources for occupation.	CM/ LBHF	Summer Term		Initial meetings took place with LBHF and relevant professionals regarding the BDA building, and these discussions informed early feasibility planning. However, it has not been possible to progress to a full building audit or detailed occupation and resourcing plan, as no formal decisions have been made by the LA regarding the proposed expansion and the school does not currently have access to the building. Further detailed planning will be dependent on LA decisions,	

				confirmation of the future direction and access to the building.	
The school completes any required consultation period regarding the opening of a new site, in partnership with BDA, with all parties.	CM/ LBHF	Summer Term		It has not been possible to progress to formal consultation regarding the opening of a new site, as no formal decisions have yet been made by the LA regarding the proposed expansion or use of the BDA building. The school remains ready to undertake the required consultation, in partnership with BDA and all relevant stakeholders, once the LA confirms the direction of travel and provides the necessary approvals.	
Wider recruitment is planned and where appropriate actioned as part of the nurture expansion, including job descriptions for new teachers.	CM/BS	Summer Term		It has not been possible to progress wider recruitment linked specifically to the Nurture expansion, as no formal decisions have yet been made by the LA regarding the future scope, location or staffing requirements of the provision. Without this clarity, it would not be appropriate to finalise job descriptions or recruit additional teaching staff. Recruitment planning will be progressed once the LA confirms the direction of travel and the staffing requirements can be accurately determined and costed.	

School considers requirements for therapeutic services, e.g. SaLT and OT, as part of the nurture expansion and costs these in partnership with current provider CLCH.	SLT/CLCH	Summer Term		School considers requirements for therapeutic services, e.g. SaLT and OT, as part of the nurture expansion and costs these in partnership with current provider CLCH.
Redesign the Headteacher report to improve information shared with governors and ensure information is in an accessible and clear format.	TH/CM/BS	Autumn Term	This has not yet been completed. Next Steps: - Ensure the headteacher report is redesigned.	The Headteacher's Report has been successfully redesigned to provide governors with clearer, more accessible and better-structured information. Building on this development, it is proposed that the new structure is used to shape the governing body agenda from the new academic year, further strengthening the clarity and focus of governor oversight.
Website redesign takes place to ensure it is compliant with new guidance around accessibility and content. The redesign increases accessibility and is visually appealing. Consideration is made to the potential that the website may need to cover the current school and the nurture expansion in the near future.	CM	Autumn – Summer Term	Design meetings have taken place and the website is currently with the designers. Considerations have been made to possible nurture expansion. Next Steps: - Photography is booked for 28th April 2026.	The website redesign has been completed, including new professional photography and a careful review and refinement of the design. The changes intentionally retain the strengths and familiarity of the existing website, which consistently receives excellent feedback, while improving accessibility, presentation and ensuring readiness for potential future developments. The redesigned website will be ready for launch in the new academic year.
The school grow the outreach offer, providing support and guidance for other schools/providers/professionals etc. where	SLT/Teachers	Autumn Term	Reciprocal opportunities in the Autumn Term include: MIND & Respond Art therapist	The school's outreach offer has been further strengthened and extended, with SLT and staff increasing their

this is an appropriate use of staff time/resources. Ensure there are reciprocal opportunities for outreach with other professionals.			delivering support session on site once per week have allowed therapists to gain a deeper understanding of the school, its pupils and has allowed them to tailor their clinical interventions to be more effective for named pupils and SEND e.g. creating and tailor-made safety plan in school and for at home. Working in close partnership has helped create a seamless referral process and smoother transition pathways for pupil to receive more consistent care and support. This has also enabled opportunities for shared clinical and educational expertise for be share e.g. teachers have learnt to use low – intensity psychotherapeutic tools such as relaxation and sleep hygiene techniques. Therapists have reported gaining a deeper understanding how trauma and neurodiversity can represent in a special school setting. Best practice shared with Teddington School regarding the introduction of a nurture provision and curriculum.	contribution to a range of external panels, professional groups and wider partnership activity. Further opportunities have been secured for the new academic year, supporting both the sharing of the school's expertise and reciprocal learning with other professionals and settings. The school's contribution to the wider sector will be more explicitly captured within the SEF/SIP and other key reports, ensuring this area of strength is clearly recognised and evidenced as exceptional under the new Ofsted framework.	
---	--	--	---	---	--

			Workshops provided to parents, as stated above. Best practice shared with other Jack Tizard and other schools regarding SEND tribunal witness statements. Next Steps Continue to offer outreach/ support opportunities.		
Increase the breadth of skills and experience on the Governing Body through appropriate Governor training and recruitment of an LBHF Governor.	SLT/Governors/ LBHF	Autumn Term	We have appointed a new LA governor. He has a legal background and supports where there has been youth crime. He has been active in meetings to date.		
Explore (alongside other borough schools) and select a new HR provider following LBHF ceasing to offer this service. New service to start in April 2026.	CM/BS	Autumn Term	Following extensive research we have selected Browne Jacobson as our new HR provider. We have signed a 1 year to allow for assessment of performance. Handover meetings have taken place. Contract will start in April 2026.		
Explore Arbor being used for trips, clubs, medical injuries, etc. and further improve integration of Arbor with current school systems.	TH/BS/BB	Autumn Term	Arbor has been proved very effective at collating trip consent from parents, but with only 70% of parents using there	Arbor continues to be used effectively, with over 80% of parents now holding an account.	

			is still chasing for consent taking place by the office staff. Arbor was used for: • Year 7 trip to the Panto. • Junior Citizenship Event. • Recording which pupils have permission and are attending school clubs. Next Steps: • Further growth in the use of Arbor, e.g. for club sign up.		
Redeployment and redefining of the school's approach to the TA Team takes place to ensure appropriate use of resources, and a shared responsibility to pupil progress, health and support.	SLT/LF	Autumn Term	In the Autumn term, Teaching Assistants (TAs) were deployed to support specific classes and pupils as key workers, rather than being assigned solely to subject areas or individual 1:1 roles. This approach enabled staff to develop familiarity with a broader range of subjects, classes, and ability levels. As a result, pupils with 1:1 funding benefited from working with a variety of TAs, which supported the development of greater independence and reduced reliance on a single adult. TA deployment is reviewed regularly, with a formal review		

			every half term to ensure that pupil support remains appropriate, effective, and aligned with staff experience and skills. This model has proven to be effective and staff deployment continues to be reviewed on a half-termly basis.		
The school timetable undergoes a redesign in February using 'Timetabler' software. The timetable is successfully imported in to Arbor and available for all pupils/staff.	TH	Autumn – Summer Term	The school's timetable has undergone a redesign in the new software which has proved far more intuitive and effective at building a suitable timetable for the school, taking in to account the specifics of our SEND environment. Next Steps: - This first draft, completed in February and March 2026 will be proofed and shared with staff for a final review. - The timetable will be imported in to Arbor in the second half of the Summer term and checked to ensure it functions correctly.	The school timetable has been fully redesigned, rigorously reviewed and successfully imported into Arbor. The final timetable was checked in detail, incorporating changes to the Lead Practitioner roles and flexible working arrangements, while carefully considering teacher feedback and, importantly, the best interests of pupils. Appropriate refinements were made throughout the process to ensure the timetable is effective, balanced and meets the operational and educational needs of the school.	
The school completes a 'room audit' allowing staff to see at a glance where rooms are available as a breakout space, or for room	TH/Teachers	Autumn Term	The room audit was completed in November 2025 and has been helpful for staff to work		

swaps when required. The audit is incorporated into Arbor.			out room movements where required. Next Steps: As part of the new timetable being created in Timetabler/Arbor, this information will now be available in the school's MIS from September 2026.		
Phonics reporting is incorporated into the Progress report termly.	TH/AH	Autumn – Summer Term	Phonics report for Autumn Term incorporated into new progress report.		
Phonics and reading reporting to Governors termly.	TH/AH	Autumn – Summer Term	Phonics and Reading report shared with Governors in November and March via Raising Achievement Committee. This will continue as standard practice moving forward.		
As pupil consultations have increased to unprecedented levels, investigate how consultations are managed with other similar special schools, implement any appropriate adaptations to the management of consultations.	CM	Summer Term		The management of the significant increase in pupil consultations has been explored with other LA special schools to identify alternative approaches. The Headteacher currently manages the consultation process (supported by SLT and the Transition Leader who undertake taster observations for prospective pupils in school). Practice varies	

				across other settings, with some receiving substantially fewer consultations and others managing similar volumes through wider distribution of workload or dedicated staffing. These options are not currently viable for Woodlane due to staffing capacity and financial constraints. While no sustainable alternative has yet been identified, the school will continue to explore ways to manage the exceptional volume of consultations effectively. Despite these capacity pressures, the Headteacher continues to ensure that all consultations are completed, providing detailed and extended responses where necessary to ensure the school's assessment of need, provision and placement suitability is clearly evidenced.	
					£savings
Key					
Mid-Year: Achieved On track to achieve Further focus required End of Year: Achieved Partially achieved (add detail if required) Not achieved (please detail)					