



Self-Evaluation Form

2026-2027



Self-Evaluation Form and School Improvement Plan 2026-2027

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

Characteristics of Woodlane High School

- At the start of the academic year 2026/2027, Woodlane currently has 110 pupils on roll.
- The school is heavily requested for places by parents and Local Authorities, however, careful consideration is always made to ensure pupils are appropriately placed.
- At Year 7 entry, pupils' abilities most commonly range from PS1 to PS5 under the progression steps framework. This would be considered similar to P5 to Level 2 under the old national curriculum. On entry the majority of pupils are broadly working within the age range 6-9 years old, or between 2 and 5 years behind their chronological age.
- Woodlane is expecting to receive £73,700 in Pupil Premium funding (£1,100 per eligible pupil for 2026/2027). This is equivalent to 70 pupils (64%) on roll. An increase of 6% year on year. The school also receives additional funding for LAC pupils where this applies.
- A calm, learning-focused environment enables pupils with a range of moderate, specific and complex SENDs to raise their self-esteem and resilience, succeed academically as well as gain a variety of qualifications that reflect the best of their ability.
- Pupils are supported in raising their level of independence, therefore, the vast majority gain mainstream Post 16 College placements. 98% of pupils leaving Woodlane have had a suitable placement to attend in the last 12 academic years. Pupils leaving NEET have remained extremely small. In the small number of cases where this has happened, appropriate channels of specialist support are informed and engaged with to ensure the pupil is well supported.
- Last year, the Self-Evaluation Form and School Improvement Plan (SIP) underwent a redesign to reflect changes in the Ofsted framework, further refinement has taken place this year. Both documents have considered administration time and accessibility to the audience.
- The school's self-evaluation practices and improvement plans are analytical and reflective, as a result, small areas for improvement and areas of interest are identified early and addressed to ensure these do not grow into significant areas of concern. The Local Authority Lead Adviser and School Improvement Advisers have recommended our SEF/SIP approach to other SEND schools.
- Over time, the school has demonstrated performance that ranges from strong standard to exceptional. Its ambition is to be exceptional in every aspect of its work, and it confidently assesses itself as exceptional in all areas this academic year, apart from attendance, which is evaluated as strong standard.
- Ofsted (2019) stated, *'leaders are meticulous in implementing the school's priorities for continuous improvement'*. Ofsted (2024) stated, *'Leaders, including those responsible for governance, are relentless in their drive for continuous improvement. This culture of excellence is shared by all.'* This demonstrates strong leadership over time.
- The school's influence extends beyond its own provision. Leaders and staff share their learning and best practice externally to support system-wide improvement, working with other schools, professionals, community partners and stakeholders through local and national networks.

Characteristics examined within the Inspection Data Summary Report (IDSR) Released 1st September 2026.

School characteristics

Data source: the DfE's January school census for 2026, 2025 and 2024, and children in need census for 2024, 2023 and 2022

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	2024	2025	2026
School number on roll	Not applicable 108	Not applicable 106	Not applicable 109
Sixth form number on roll	No data	No data	No data
School % FSM6	Not applicable 60.19	Not applicable 60.38	Not applicable 64.22
School % SEN support	Not applicable 0.00	Not applicable 0.00	Not applicable 0.00
Sixth form % SEN support	No data	No data	No data
School % EHC plan	Not applicable 100.00	Not applicable 100.00	Not applicable 100.00
Sixth form % EHC plan	No data	No data	No data
School % EAL	Not applicable 14.80	Not applicable 15.10	Not applicable 21.10
Sixth form % EAL	No data	No data	No data
School % CIN*	Not applicable 20.35	Not applicable 15.74	Not applicable 14.15
School % stability	Not applicable 94.44	Not applicable 92.45	Not applicable 86.24
School pupil base deprivation	Not applicable	Not applicable	Not applicable
Sixth form pupil base deprivation	No data	No data	No data
School location deprivation	Above average	Above average	Above average

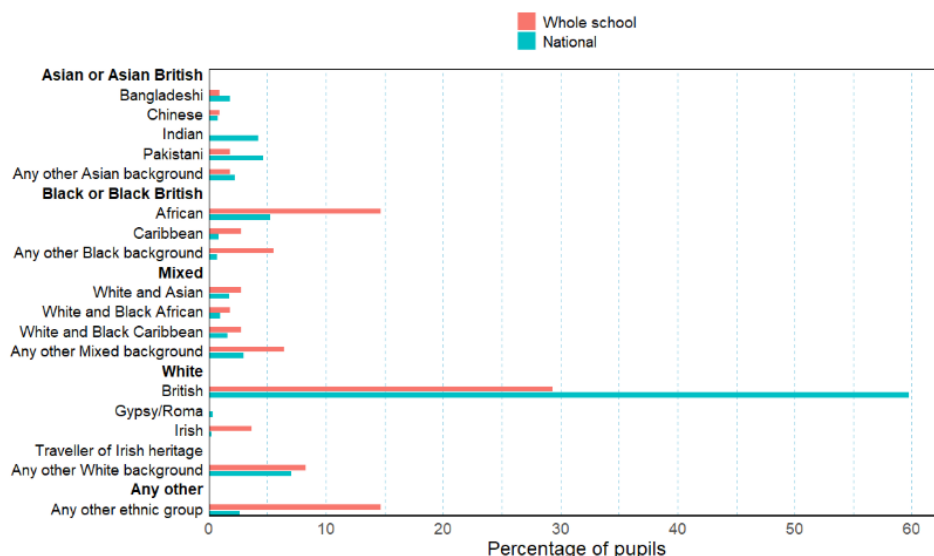
* CIN data is on a different time series to the rest of the data. As such, the CIN data relates to 2022, 2023 and 2024.

Ethnicity

Data source: the DfE's January school census for 2026

► [Guidance](#)

Whole school



SEN

Data source: the DfE's January school census for 2026 and the DfE's 2025/26 'Special educational needs in England' statistical release

► [Guidance](#)

Type of SEN provision: SpLD - Specific learning difficulty, MLD - Moderate learning difficulty, SLCN - Speech, language and communication, VI - Vision impairment, PD - Physical disability, ASD - Autistic spectrum disorder

Number of pupils with SEN who are also FSM6 and/or CLA: 70

There were no pupils with SEN support in this school (from reception upwards).

SEN primary need	EHC plan (109)					Total
	Y7	Y8	Y9	Y10	Y11	
Specific Learning Difficulty	1	2	3	1	1	8
Moderate Learning Difficulty	2	1	0	4	1	8
Severe Learning Difficulty	2	2	0	1	0	5
Social, Emotional and Mental Health	1	0	0	0	0	1
Speech, Language and Communication Needs	5	6	2	9	5	27
Visual Impairment	0	1	0	0	0	1
Physical Disability	0	0	1	1	0	2
Autistic Spectrum Disorder	8	9	10	6	6	39
Down Syndrome	1	0	0	0	0	1
Other Difficulty/Disability	0	0	6	4	7	17
Year group totals	20	21	22	26	20	109

Year group

Data source: the DfE's January school census for 2026, children in need census for 2024 and children looked after return for 2026

► [Guidance](#)

	Number on roll	% FSM6	% EAL	Number young carers	Number CIN	Number CLA
Year 7	20	65.00	25.00	0	3	0
Year 8	21	57.14	9.50	1	2	0
Year 9	22	81.82	36.40	0	4	0
Year 10	26	65.38	23.10	0	2	0
Year 11	20	50.00	10.00	0	4	0

Attendance and Behaviour

Suspensions

Data source: the DfE's 2024/25 (spring term), 2024/25 (autumn term), 2023/24 (3 term) and 2022/23 (3 term) academic year data

► [Guidance](#)

Whole school

	2022/23 (3 term)	2023/24 (3 term)	2024/25 (autumn term)	2024/25 (spring term)
Total number of suspensions	3	7	5	5

Reason	2022/23 (3 term)	2023/24 (3 term)	2024/25 (autumn term)	2024/25 (spring term)
Persistent disruptive behaviour	1	4	1	4
Verbal abuse or threatening behaviour against an adult	-	4	1	4
Damage	1	-	2	3
Physical assault against an adult	1	3	5	1
Verbal abuse or threatening behaviour against a pupil	1	2	1	-
Sexual misconduct	-	-	1	-
Bullying	-	2	-	-
Physical assault against a pupil	-	1	-	-

16-18

	2022/23 (3 term)	2023/24 (3 term)	2024/25 (autumn term)	2024/25 (spring term)
Total number of suspensions	0	0	0	0

	2022/23 (3 term)	2023/24 (3 term)	2024/25 (autumn term)	2024/25 (spring term)
Total number of pupils with 1 or more suspensions	0	0	0	0
National average pupils with 1 or more suspensions	-	-	-	-

Permanent exclusions

Data source: the DfE's 2024/25 (spring term), 2024/25 (autumn term), 2023/24 (3 term) and 2022/23 (3 term) academic year data

► [Guidance](#)

Whole school

	2022/23 (3 term)	2023/24 (3 term)	2024/25 (autumn term)	2024/25 (spring term)
Total number of permanent exclusions	0	0	0	0
National average permanent exclusions	–	–	–	–

16-18

	2022/23 (3 term)	2023/24 (3 term)	2024/25 (autumn term)	2024/25 (spring term)
Total number of permanent exclusions	0	0	0	0
National average permanent exclusions	–	–	–	–

Qualifications

Key stage 4 subject entries

[16 to 18 qualification types](#)

[16 to 18 retention](#)

[16 to 18 subject entries](#)

Key stage 4 subject entries

Data source: the DfE's final 2025, final 2024 and final 2023 data

► [Guidance](#)

A darker shade of purple indicates a higher number of entries for the subject.

2023 cohort = 22; 2024 cohort = 21; 2025 cohort = 20

Subject group	Subject	Qualification type	2023 entries	2024 entries	2025 entries	2025 average point score
English	English Language	EBacc GCSE	10	10	9	
	English Literature	EBacc GCSE	9	7	8	
Mathematics	Mathematics	EBacc GCSE	2	2	4	
Science	Biology	EBacc GCSE	9	9	8	
Languages	French	EBacc GCSE	6			
	Spanish	EBacc GCSE		7	7	
Arts, media and publishing	Art & Design	GCSE	20	13	18	
	Art & Design (Photography)	GCSE			1	
	Art & Design (Textiles)	GCSE	5	5	11	
	Multimedia	Level 1/2	9	7	8	
Retail and commercial enterprise	D&T Food Technology	GCSE	5			

Destinations

Data source: the DfE's revised for 2023 leavers, revised for 2022 leavers and revised for 2021 leavers data

► [Guidance](#)

After key stage 4

After 16 to 18

After key stage 4

All pupils

	2021 leavers (18 pupils in scope)	2022 leavers (17 pupils in scope)	2023 leavers (22 pupils in scope)
Sustained education, employment or training	Not applicable 94%	Not applicable 94%	Not applicable 86%
Any sustained education	Not applicable 94%	Not applicable 94%	Not applicable 86%
Sustained employment	Not applicable 0%	Not applicable 0%	Not applicable 0%
Sustained apprenticeship	Not applicable 0%	Not applicable 0%	Not applicable 0%
Destination not sustained	Not applicable 6%	Not applicable 6%	Not applicable 5%
Activity not captured	Not applicable 0%	Not applicable 0%	Not applicable 9%

Disadvantaged pupils

	2021 leavers (8 pupils in scope)	2022 leavers (7 pupils in scope)	2023 leavers (15 pupils in scope)
Sustained education, employment or training	Not applicable	Not applicable	Not applicable 87%
Any sustained education	Not applicable	Not applicable	Not applicable 87%
Sustained employment	Not applicable 0%	Not applicable 0%	Not applicable 0%
Sustained apprenticeship	Not applicable 0%	Not applicable 0%	Not applicable 0%
Destination not sustained	Not applicable	Not applicable	Not applicable
Activity not captured	Not applicable 0%	Not applicable 0%	Not applicable

Report card

This section provides a preview of the measures from the IDSR that will appear on the report card. However please note that for some measures the values in the report card will subsequently be updated. For example, KS2 provisional data is not published by the DfE so we update the report card with KS2 revised data when it is available. Only the report card will get updated at this point, not the IDSR. This section is not intended as a summary of the IDSR.

► [Guidance](#)

Context in latest year

[Absence](#)

[Destinations after 16](#)

Context in latest year

Total pupils

109

School capacity

100

Pupils eligible for free school meals (FSM) at any time during the past six years

64.22%

Pupils with an education, health and care (EHC) plan

100.00%

Pupils with special educational needs (SEN) support

0.00%

School location deprivation

[Above average](#)

Type of specialist provision (if applicable)

SpLD - Specific learning difficulty, MLD - Moderate learning difficulty, SLCN - Speech, language and communication, VI - Vision impairment, PD - Physical disability, ASD - Autistic spectrum disorder

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25	11.2%	—	—
2023/24	12.4%	—	—
2022/23	11.9%	—	—

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25	34.5%	—	—
2023/24	33.0%	—	—
2022/23	31.9%	—	—

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers	86%	—	—
2022 leavers	94%	—	—
2021 leavers	94%	—	—



School Self-Evaluation Form

Safeguarding



Safeguarding – Met

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

Evidence:

- Our Single Central Record is well maintained and meets statutory guidance. It is reviewed regularly by senior leaders and governors using our review form.
- All statutory pre-employment checks are carried out.
- Our Designated Safeguarding Leads are experienced and attend regular training and networking events. One of our DSLs is the designated teacher for looked-after children.
- It is rare for the school to use Alternative Provision. Part-timetables are also rare, however, they are used when medical/mental health needs require this pattern of attendance.
- Where a child is absent but well enough to learn e.g. after a minor operation, they have access to virtual learning.
- 100% of staff agree or strongly agree that pupils are safe at this school (staff questionnaire).
- 100% of pupils feel the school deals with any problems so they feel safe.
- 100% of pupils have an adult in school they can talk to if they have a problem.
- 100% of parents agree (90% strongly agree) the school site is safe.
- 100% of parents agree (90% strongly agree) that when I contact the school, the staff are helpful and approachable.
- Ofsted (2024) stated, *'Woodlane High School is a happy and safe place where pupils thrive.'*
- Pupil Premium funding is well spent to raise the progress and outcomes of pupils in receipt of Pupil Premium funding.
- The Local Authority consider the school's safeguarding and child protection practices exemplary.
- Staff are well trained in child protection and safeguarding, including Prevent and Safer Recruitment.
- Staff engage with Keeping Children Safe in Education and complete relevant tasks to assess understanding; training is active not passive.
- Pupils are explicitly taught how to stay safe in assemblies, PSHCE and on a cross-curricular basis, for example online safety.

Refer to:

- Single Central Record.

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

Supporting factors

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



School Self-Evaluation Form

Curriculum and Teaching



Curriculum and Teaching – Exceptional

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

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

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



kindness



tolerance



honesty



independence



effort



aspiration



resilience



achievement



respect

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

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

Implementation – *How is the Woodlane curriculum delivered?*

- Pupils have full access to a broad and balanced curriculum including the National Curriculum which is differentiated to meet pupils' learning needs and styles.
- Our curriculum is designed to be challenging, appropriate to the pupil's stage of development. We have exceptionally high standards for all our pupils.
- Our curriculum offers significant cross-curricula learning opportunities to ensure pupils make significant personal development.
- Our curriculum covers a wide range of core and foundation subjects.
- We dedicate substantial time to both core and foundation subjects.
- Our curriculum takes a 'phonics first' approach to the teaching and learning of reading; however, approaches can vary when required, based on individual needs. Our 'Love to Read Provision Map' outlines our universal, targeted and specialist approach.
- Our KS3 curriculum covers 15 subjects, which are taught through 25+ hours contact time each week. Subjects taught are as follows:
 - ✓ English
 - ✓ Maths
 - ✓ Science
 - ✓ Computing
 - ✓ History
 - ✓ RE
 - ✓ Geography
 - ✓ Art
 - ✓ PE
 - ✓ DT Food Technology
 - ✓ DT Textiles
 - ✓ Spanish
 - ✓ Drama
 - ✓ PSCE
 - ✓ Music
- Our KS4 curriculum covering a range of 13 subjects (some are 'options'), which are taught through 25+ hours contact time each week. Subjects taught are as follows:
 - ✓ English
 - ✓ Maths

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

- Recovery Lessons are taught to all KS3 (x4 lessons per week), and KS4 pupils (x1 lesson per week in Year 10). Our Recovery Lessons are primarily used where areas for improvement are identified through our data analysis or observation, and for the delivery of phonics education, this helps ensure all pupils keep up and appropriately progress in their learning. They may also be used for enrichment opportunities. For example, the following areas have been targeted through this additional curriculum time:

- ✓ Science – experimentation and practical work.
- ✓ Numeracy – problem solving.
- ✓ STEM – investigation and practical application of Science.
- ✓ Art – a whole school ‘Artsmark’ project on puppetry.
- ✓ PSCH – Friendship, Teamwork and E-Safety.
- ✓ Humanities – Controversial topics leading to a whole school debate.
- ✓ PE – Sportsmanship/Leadership and competitive sports opportunities.
- ✓ Further areas will be included as and when these are identified in the school’s data analysis etc.

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

Core Subjects:

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

- ✓ Mathematics (Entry Level)
- ✓ Mathematics Functional Skills (NCFE Level 1/2)
- ✓ Non-Qualification Mathematics Units for learners below Entry Level (AQA Unit Award Scheme)
- ✓ Science - Biology (GCSE)
- ✓ Science – Combined Science (GCSE)
- ✓ Science - Biology, Chemistry, Physics (Entry Level OCR)
- ✓ Non-Qualification Science Units for learners below Entry Level (AQA Unit Award Scheme)

Foundation Subjects:

- ✓ Art and Design (GCSE)
- ✓ Non-Qualification Art and Design Units for learners at Entry Level or below (AQA Unit Award Scheme)
- ✓ Humanities/History (WJEC Entry Level Diploma or Certificate)
- ✓ Non-Qualification History Units for learners working above Entry Level, e.g. Level 1 (AQA Unit Award Scheme)
- ✓ Non-Qualification Humanities Units for learners below Entry Level (AQA Unit Award Scheme)
- ✓ Preparation for Work (WJEC Entry Level Diploma or Certificate)
- ✓ Independent Living (WJEC Entry Level Diploma or Certificate)
- ✓ Non-Qualification Vocational Skills units for all learners at Entry Level and Level 1 (AQA Unit Award Scheme)
- ✓ Spanish and other Languages where applicable (GCSE)
- ✓ Non-Qualification Spanish and other language units for learners below GCSE (AQA Unit Award Scheme)
- ✓ Creative Media (BTEC level 1/2)
- ✓ Computing - ICT User (WJEC Level 1/Entry Level Certificate 1-3)
- ✓ Computer Science (Entry Level)
- ✓ ASDAN (Gold, Silver and Bronze)
- ✓ Photography (GCSE)
- ✓ Design Technology - Textile Design (GCSE)
- ✓ Home Cooking Skills (BTEC Level 1/2)
- ✓ PE – Principles of Coaching in Sport (NCFE Level 1/2)
- ✓ PE – Entry Level Certificate in to Sport (OCR Entry Level 1-3)
- ✓ PE – Sports Leaders (Level 1/2 – LSF)
- ✓ PE – Sports Leaders (Pre-Level 1 Accreditation)
- ✓ Non-Qualification PE Units for learners below Level 1 (AQA Unit Award Scheme)
- ✓ Non-Qualification Music units for all learners at Entry Level and Level 1 (AQA Unit Award Scheme)

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

Teaching and Learning

- Our pupils are taught by well-qualified and experienced transition teachers in Year 7 and subject specialists from Year 8 to Year 11.
- Our headteacher is well qualified, possessing a range of post graduate qualifications, including: BA (Hons); PGCE; MEd; NPQH.
- Our senior leaders are well qualified, possessing a range of qualifications.
- We have several SpLD specialist teachers. Dyslexia Friendly criteria can be found below (Appendix 1).
- Our Special Educational Needs and Disabilities Co-ordinator (SENDCO), holds a BSc in English Studies and Anthropology; PGCE in English/Drama and Media; Level 5 OCR Qualification in Teaching SpLD and is enrolled on the NPQSENCO.
- Staff and pupils have collaborated to design bespoke criteria for '*Exceptional Teaching and Learning at Woodlane*' criteria, which are used to judge the quality of teaching and learning at Woodlane. This was reviewed to incorporate the new Ofsted framework 5-point scale.
- Staff and pupils have collaborated to design a bespoke criteria of '*Exceptional TA/Apprentice Support at Woodlane High School*'. This was reviewed to incorporate the new Ofsted framework 5-point scale.
- The curriculum is differentiated broadly into 3 levels of challenge, 'all', 'most' and 'some'. Further differentiation and personalisation are implemented when required.
- We have a 3-tiered approach to supporting each pupil's learning, including:

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

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

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

Interventions may include:

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

- ✓ one to one/small group sensory support/circuits;
- ✓ specialist streamed literacy lessons at KS3; and
- ✓ specialist streamed numeracy lessons at KS3.

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

Homework

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

The purpose of homework is:

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

Homework can be used for:

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

All homework should:

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

Frequency and duration of homework:

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

Staff must ensure:

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

Home Learning

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

Delivery of Home Learning takes 2 separate forms:

- Short term Home Learning (1 or 2 days) – e.g. a pupil's transport is cancelled at short notice.

- Longer term Home Learning (3 days +) – e.g. a pupil requires physical recovery time for medical needs but is well enough to learn.

Short Term Home Learning:

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

Longer Term Home Learning:

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

Assessment

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

- Woodlane uses internal and external data from a range of sources to effectively evaluate each pupil's performance. This allows us to determine whole school performance, moderate our own practice and plan for further improvement.
- Our Flight Path is used to track the progress of individual pupils and determine expected outcomes from different starting points.
- Our Assessment Map highlights the range of qualifications available and how these can be compared to one another.
- Teachers and senior leaders use a range of formative and summative assessment procedures to assess progress and attainment, including:

✓ daily marking;

- ✓ self/peer assessment;
- ✓ reading/spelling/maths age assessment;
- ✓ Cognitive Ability Tests (CATS);
- ✓ Pupils Attitudes to Self and School (PASS);
- ✓ informal/formal examinations; and
- ✓ B-Squared Progression Step data, etc.

Evidence:

- The school has transitioned to a new 5-point grading scale in line with the new Ofsted framework (Exceptional, Strong Standard, Expected Standard, Needs Attention, Urgent Improvement) for reviewing teaching and learning.
- Under the new Ofsted framework, teaching and learning is exceptional across the very large majority of subjects and is typically at least strong standard. Pupils and staff have created '*Woodlane Exceptional Teaching and Learning*' criteria, which are used to support and inform judgements on teaching and learning. This was reviewed to incorporate the new Ofsted framework 5-point scale. Pupils and staff have also created '*Woodlane Exceptional Support*' criteria, which is used to support judgements on the quality of support. This was also reviewed to incorporate the new Ofsted framework 5-point scale.
- Under the new Ofsted framework, the quality of Teaching and Learning in English is consistently exceptional.
- Under the new Ofsted framework, the quality of Teaching and Learning in Maths is consistently exceptional.
- Teachers plan lessons carefully, making effective and maximum use of lesson time.
- All Teachers and Teaching Assistants use a range of SALT strategies to support pupils.
- The behaviour management and safety of pupils is exceptional.
- Pupils are keen to learn and are enabled to develop resilience to failure.
- Teachers and Teaching Assistants check pupils' understanding systematically throughout the lesson and adapt teaching accordingly.
- Teachers provide effective feedback to pupils in line with the school's policy.
- Teachers use a variety of multi-sensory methods to support pupils.
- Pupils enthusiastically report that they are taught well.
- Teachers are well qualified and have a deep understanding of their subject areas. The senior leaders support staff in achieving higher level qualifications e.g. in Dyslexia and Autism and encourage evidence informed teaching. Staff also hold multiple NPQs, including NPQH, NPQSL and NPQSENCO.
- 100% of pupils believe they are taught well.
- 100% of pupils believe teachers expect them to work hard and do their best.
- 96% of pupils believe worthwhile homework is set regularly (3 pupils disagreed).
- 99% of pupils believe their work is assessed helpfully so they can see how to improve it (1 pupil disagreed).
- 100% of staff believe '*Leaders enable staff to support all pupils (including those who are disadvantaged, those with special educational needs and/or disabilities, and those who are known or previously known to children's social care)*'
- 95% of staff believe that '*When pupils lack key skills, leaders take quick action to address them (for example, in reading, writing or maths)*'. 5% of staff Neither Agree nor Disagree (2 members of staff).

- 100% of parents believe that the school provides a relevant curriculum for their child.
- *'Pupils get an education that is second to none'* Ofsted (2024).
- *'The curriculum is broad, rich and highly personalised, often exceeding the ambitions of what is expected nationally'* Ofsted (2024).
- *'Pupils achieve well because the curriculum has been meticulously designed'* Ofsted (2024).
- *'Teachers are experts in their subjects and very skilled at implementing the curriculum for pupils with special educational needs and/or disabilities (SEND)'* Ofsted (2024).

System Leadership and External Influence:

- The school's expertise is shared beyond its own setting through participation in local authority SEND and consultation panels, supporting multi-agency decision-making, promoting inclusive practice and contributing to improved SEND provision across the local education system.
- Leaders have shared the school's expertise in therapeutic and nurturing practice, with colleagues from Lewisham and LBHF, through visits, professional dialogue and the sharing of effective practice.
- Woodlane's curriculum expertise has been recognised nationally through its extensive contribution to resources published by The Key. By sharing effective approaches to curriculum design and implementation, leaders have supported professional learning for school leaders across the country and contributed to the development of high-quality SEND practice beyond the school.
- Woodlane has contributed to professional learning beyond the school through the publication on The Key of its guidance on teaching hours and wider teaching practice. By sharing evidence-informed approaches to curriculum delivery and staff deployment, leaders have supported other schools to strengthen the quality and consistency of their provision.

Refer to:

- Lesson observations
- Work scrutiny
- Performance management.
- Learning walks.
- Evidence trial feedback.
- AMMR/Marking/Teaching and Learning policy.
- Book look feedback.
- Pupil, staff and parent questionnaires.
- Pupil conferences.
- SIA visits and reports.
- Ofsted report 2019.
- Ofsted report 2024.

- Case studies.
- Progress data/outcomes data.
- Special school comparison data and DfE published data comparisons.
- Moderation reports.
- Pupil Achievement Books.
- B-Squared data and pupil tracking data.

Supporting factors

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

Areas for improvement:

See School Improvement Plan 2026-2027.



School Self-Evaluation Form

Achievement



Achievement – Strong Standard

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

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

- The school has transitioned to a new 5-point grading scale in line with the new Ofsted framework (Exceptional, Strong Standard, Expected Standard, Needs Attention, Urgent Improvement) for reviewing progress and outcomes.
- Under the new Ofsted framework, analysis of pupil progress indicates that achievement is almost always exceptional across the school. This is because, pupils progress well from their different starting points and achieve or exceed standards expected within the school's curriculum.
- Woodlane pupils' academic starting points are often extremely low compared to their mainstream peers, but outcomes are usually much closer to expectations in mainstream. Progress towards expected outcomes is compared carefully using DfE published data each year, where this is available.
- At Woodlane, we believe that developing strong reading skills provides pupils with the ability to access the wider curriculum and is key to future success and opportunities. Our reading provision supports teaching and learning opportunities to increase pupils' ability to become more proficient readers, access a secondary curriculum and beyond, and build a life skill enabling them to participate fully in society and the workplace.
- As educators, we want to encourage every learner to read for pleasure, to give each one a chance to thrive.
- Reading at Woodlane is supported through a multi layered approach, to develop a lifelong love of reading and understand the knowledge it can unlock. Our Love to Read Programme and Provision Map is not exhaustive as all pupils receive personalised support; however, it provides an overview of the provision pupils' experience throughout their time at Woodlane. See our Love to Read programme for further details.
- Pupils highlighted as needing phonic support join the Read Write Inc phonic programme; pupils that do not need this support in Years 7 to 10 join the Rapid Plus reading scheme. Teachers were trained externally. In September 2025, a new addition of a Fluency group aims to bridge the gap between Phonics and the Reading Scheme.
- The vast majority of pupils continue to make progress within their reading ages. Despite many significant and interconnected barriers to pupil's reading fluently, over 60% of pupils have increased their reading age by 6 months or more between April 2025 and April 2026. This follows a +50% increase in this same area from (September 2024 – September 2025). 21 pupils are now considered functionally literate (a reading age in excess of 9y 6m). This shows that the increased provision, training and curriculum time dedicated to Reading has a meaningful impact on pupil learning.
- Under the previous Ofsted framework:
 - Prior to the Covid-19 pandemic, for over 5 years, the vast majority of pupils made expected progress, demonstrating that progress over time has historically been substantial and sustained. However, over the year 2020-2021, during the Covid-19 pandemic, the large majority (96.02%) met

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

- The school returned to outstanding levels of progress by the end of the year 2021-22 and surpassed the highest levels achieved pre-pandemic in 2023-24, showing how the school was rapidly back on track.
- Pupils at the end of 2024/25 academic year achieved 72% exceeding and 99% meeting, the highest ever achieved and the first time 70% had been surpassed in our now Exceeding category.
- Under the revised Ofsted framework, the school reviewed its definition of exceptional progress and outcomes to ensure this reflected the higher expectations associated with an Exceptional judgment. The school's established flight path model, informed by the performance of comparable outstanding special schools and national data, continues to set ambitious but achievable progress expectations for every pupil from their individual starting point. From Autumn Term 2025/26, the proportion of pupils expected to meet these progress benchmarks was increased, raising the overall standard required to demonstrate exceptional outcomes. Our revised expectations are as follows:
 - Exceptional: 98%+ Meeting (Almost all) and 70% (Most) Exceeding.
 - Strong Standard: 95%+ Meeting (The vast majority) and 60% (The large majority) Exceeding.
 - Expected Standard: The very large majority of pupils meet and a majority exceed expectations. The school puts this expected standard at 85%+ and 50%+ which was the school's previous 'Outstanding' threshold, (although this was surpassed commonly).
 - The school had achieved pupil progress at this level on only one previous occasion (2024/25). As a result, leaders determined that this revised Exceptional threshold was both highly ambitious and appropriately challenging, reflecting the elevated standards associated with an Exceptional judgement under the Ofsted framework.
- By the end of the Summer Term 2026/27 the school judged that **progress** had achieved this threshold. 77% of pupils exceeded expectations, 99% met and 0.66% were below expectations. For the 3rd year in a row, the school surpassed its own highest ever percentage of pupils exceeding expectations:
 - Analysis of pupil progress indicates that achievement in the Core Subjects is Exceptional, this is due to the rapid improvements that took place in Science following the Covid-19 pandemic where progress in Science was particularly affected. Science progress has finally reached a point where it can be described as Exceptional, exceeding the school's threshold in all areas, (78.73% exceeding and 99.68% meeting). This has been part of a sustained drive to improve progress within this subject area and is an indication of the positive impact this work has delivered.
 - Pupils in receipt of Pupil Premium made exceptional progress, well above the school's threshold. The gap in expectations exceeded has reduced from 13% in 2023/24, to 3% in 2024/25, and 1% in 2025/26 across all subjects in the school.
- The 2025/26 headline data for all pupils demonstrates exceptional achievement through qualification **outcomes**, with 100% of Year 11 pupils meeting or exceeding their expected outcome. Furthermore, 80.90% of pupils exceeded expectations, significantly above the school's threshold for exceptional achievement. The dataset also includes some of the highest value-added outcomes achieved by the school to date, providing further evidence of the consistently strong progress pupils make from their individual starting points and the significant impact of the school's provision:
 - Boys and girls achieved strong outcomes in 2025/26, with 100% of pupils in both groups meeting expectations or above. Boys exceeding expectations was 88.07%, compared with 69.57% of girls. However, the small cohort sizes (12 boys and 8 girls) mean that individual pupil outcomes can have a significant impact on percentage measures.
 - This year, outcomes include all pupils, including those following personalised pathways rather than formal qualifications. When the pupil following a personalised pathway is excluded to provide a like-for-like comparison, the proportion of girls exceeding expectations increases to 77.42%, reducing

the gap to 10.65%. Overall, outcomes for both groups are strong, with all pupils achieving at least their expected outcome. Differences in exceeding expectations will continue to be monitored, alongside cohort size and individual pupil circumstances.

- Outcomes across ethnic groups were consistently strong, with all groups achieving the school's exceptional threshold of 70% or above, with the exception of Black African pupils achieving 66.67% exceeding, 3.33% below the threshold, but still within the strong standard range. Given the small cohort of 20 pupils, including several groups with individual pupils, the data should be interpreted with appropriate caution. Overall, outcomes demonstrate strong and positive performance across all ethnic groups, with no significant gaps identified.
- When pupils transition from Woodlane in Year 11, they will have gained at least 1 and up to 13 externally accredited qualifications, which reflect the pupil's best ability.
- Pupil attainment is similar to or better than other comparable outstanding special schools. Links made with other outstanding special schools provide opportunities for comparison and critical analysis. The school has identified other schools with an exceptional judgement and will be undertaking comparisons this academic year.
- Due to the pandemic, school performance data in Progress 8 is not being published through the usual results tables or the Analyse School's Performance website for 2024/25 and 2025/26. Therefore, the last possible data was 2023/24, for Progress and 2024/25 for Attainment. Woodlane's published scores were as follows:
 - 2023/24 Progress 8: -1.13 (a slight decrease from -0.91 in 2022/23)
 - 2024/25 Attainment 8: 11.1 (increased from 9.2 in 2023/24). This data will be formally updated for 2025/26 attainment data with performance tables in the next academic year.
- If the school uses the Progress 8 score and ranks Community SEND schools across the whole of the UK, Woodlane was the 11th highest performing school of its type. This places the school well within the top 5% nationally.
- Using Woodlane's Attainment 8 score for 2024/25, of 11.1 the school is ranked 15th nationally.
- Qualification options are wide, pupil engagement is high and the curriculum is robust, offering depth and adding value.
- Under the previous Ofsted framework, Woodlane's Flight Path identified progression pathways achievable by all pupils, and in-line with national expectations. Pupils at Woodlane consistently exceeded these expectations and almost all pupils/subjects demonstrated Outstanding levels of achievement.
- Under the new framework, the same Flight Path is used, but more robust thresholds are applied to achievement, bringing this in-line with Strong Standard and Exceptional practice. Outcomes data clearly demonstrates that pupils achieve exceptional outcomes by Year 11, particularly in relation to formal accreditation. When compared with similar special schools, Woodlane pupils' accredited outcomes are significantly stronger, demonstrating the high expectations and effectiveness of the school's curriculum and provision.
- Pupils develop exceptional behaviour over their time at Woodlane, increasing their ability to self-regulate.
- The Investor in Careers accreditation evidences exemplary practice in preparing pupils for the next stage of their education and future life. The large majority transition to mainstream colleges.
- Pupils regularly return to Woodlane to celebrate their achievements Post 16.

System Leadership and External Influence:

- Recognised for our expertise in SEND education, leaders have supported other LBHF schools in developing their curriculum and GCSE offer. This work has enabled the sharing of effective practice and contributed to improved opportunities for young people across the borough.

- Leaders actively share expertise beyond the borough, through professional collaboration and the dissemination of effective approaches, leaders contribute to improved provision and outcomes for pupils with SEND across a wider network of schools, for example in Berkshire.

Refer to:

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

Supporting factors

1. The school has exceptionally high standards of achievement for all pupils (these standards have been compared to other similar special schools and usually exceed them).
2. Pupils develop detailed knowledge and skills, which consider their starting points.
3. Leaders' actions ensure disadvantaged pupils achieve well. Where gaps appear, leaders identify and prioritise improvements.
4. B-Squared is used effectively to track and report pupil progress.
5. The 'Woodlane Flight Path' is used to clearly demonstrate how pupils are progressing.
6. Target setting and monitoring is a collaborative process.
7. Pupils are part of the target setting process.

8. Staff and Senior Leaders analyse data robustly using a variety of different methods.
9. Pupil work is not only moderated internally on a regular basis, but also externally with staff from a variety of schools.
10. Classroom observations, scrutiny of pupil books, analysis of data and deep dives allow for pupil progress to be analysed in depth.
11. Pupils are well prepared for the next stage of their education.
12. Where improvements are required, leaders always prioritise these areas.
13. We regularly share our best practice with other schools and professionals.

Areas for improvement:

See School Improvement Plan 2026-2027.



School Self-Evaluation Form

Inclusion



Inclusion – Exceptional

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

Evidence

- Our curriculum is designed with differing needs and levels at the forefront. There is a clear focus on all pupils' developing both knowledge and skills.
- Under the new Ofsted framework, teaching and learning is exceptional across the very large majority of subjects and is typically at least strong standard. Pupils and staff have created '*Woodlane Exceptional Teaching and Learning*' criteria, which are used to support and inform judgements on teaching and learning. This has been reviewed to incorporate the new Ofsted framework 5-point scale. Pupils and staff have also created '*Woodlane exceptional Support*' criteria, which is used to support judgements on the quality of support. This was also reviewed to incorporate the new Ofsted framework 5-point scale. Both sets of criteria ensure teaching is inclusive and outlines the range of strategies expected in a Woodlane classroom.
- We provide high-quality and regular training which focuses on the range of barriers that pupils' face in their learning and wellbeing.
- Leaders ensure that a range of support agency professionals (specialists) work in partnerships with staff to ensure the best support is provided and reasonable adjustments are made when required.
- Leaders work closely with parents to ensure their views are taken into account.
- Our accessibility plan is reviewed regularly and published on the school website.
- Our staff questionnaire identifies that 100% (95% strongly agree) of staff believe the school successfully meets the differing needs of individual pupils.
- Our pupil questionnaire identifies that:
 - 99% of pupils believe the school helps them to be independent (1 pupil disagreed).
 - 99% of pupils believe the school is interested in their views (1 pupil disagreed).
- Our parent questionnaire identifies that:
 - 100% of parents believe the school provides a relevant curriculum for their child.
 - 100% of parents believe the school has sufficiently high expectations of their child.
 - 100% of parents believe that when they contact the school, the staff are helpful and approachable.
 - 100% of parents believe the school engages well with parents/carers.
 - 100% of parents believe that Woodlane is an excellent school.
 - 100% of parents would recommend the school to another parent of a child with special educational needs.

- Our pupil premium strategy is aligned with our wider school priorities and staff are clear about their role in the strategy.
- Ofsted (2024) stated, *'There is a razor-sharp focus on what is best for each pupil.'*
- Ofsted (2024) stated, *'The curriculum is broad, rich and highly personalised, often exceeding the ambitions of what is expected nationally.'*
- Pupils are supported in raising their level of independence and, therefore, the majority gain mainstream Post 16 College placements, though this depends entirely on the individual as pupils are advised well and carefully matched to courses.
- 98% of pupils leaving Woodlane have had a suitable placement to attend in the last 12 academic years. Pupil numbers leaving NEET have remained extremely small. Pupil retention at college and sixth form is not as strong, with 85% of pupils remaining in employment or training within the next 2 years, (6-7% below the local authority and England average, however this includes all types of schools. The DfE does not track this information for special schools separately. However the school does all it can to prepare pupils prior to transition and offers further support when requested.
- There are 11 SEND primary needs in total in school, though one (Other) is very wide ranging, covering many areas of medical and SEND such as chromosomal conditions, Cerebral Palsy and Muscular Dystrophy, each with differing needs and presentations. The school has ensured appropriate guidance from the SEND Code of Practice is followed when categorising pupils SEND, as this is not always correct when arriving at the school.
- There are 44 pupils with a primary need of ASD, (an increase of 9 year on year) however only one pupil with Visual Impairment, 1 with SEMH, 1 with SPLD, etc. Many pupils on roll also have multiple identified and/or diagnosed needs and these are often interconnected and individual to each pupil.
- Analysis of progress can only feasibly take place on the 4 largest SEND cohorts due to small sizes. Pupils with a range of needs progress well, and there are very few occasions where any group's progress dips below that of their peers. In the rare case this does occur, it is usually still at a strong standard and is identified quickly with support put in place. For example, the progress of ASD pupils has improved significantly from the Spring Term 2024/25 and by the end of Summer Term 2024/25 these pupils were achieving at a strong standard, having made 30%+ progress in the one term across all 3 of the core subjects.

System Leadership and External Influence:

- Leaders are committed to supporting the wider education system through the provision of trainee placements, professional visits, observation opportunities and contributions to university training programmes. This enables the dissemination of effective practice in SEND, inclusion and curriculum delivery, extending the school's influence beyond the local community.
- The school actively welcomes colleagues from other settings to observe practice in action. These visits enable leaders and practitioners to share expertise in SEND, inclusion, behaviour support and therapeutic approaches, supporting improvement across the wider education sector.
- The SENDCO plays an active role in local SENDCO networks, contributing specialist expertise, sharing effective practice and supporting collaborative approaches to improving outcomes for children and young people with SEND.
- The school's expertise has supported other settings, from a variety of areas nationally, and has informed developments in curriculum, assessment and inclusion practice beyond the school.

Refer to:

- Subject policies and curriculum maps.

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

Supporting factors

1. We have dedicated Lead Practitioners/SENDCO who carry out high quality annual reviews of EHCPs and ensures staff are working together to achieve targets. Leaders and the SENDCO ensure that parents are directed to the local offer for appropriate provision and support.
2. We have a leader for 'higher needs', who ensures staff are trained to support pupils with the most complex needs.
3. Expectations for all pupils are exceptionally high. Leaders and staff rigorously monitor the progress of all pupils robustly to ensure pupils meet these expectations.
4. We ensure there is a significant focus on wellbeing to enable pupils with SEND to be ready for learning.
5. Pupils are well prepared for the next stage of their education and supporting parents and pupils to find suitable Post 16 provision is always a priority.
6. One of our DSLs is the designated teacher for looked-after children, who is experienced in the role and uses his expertise to inform decisions regarding welfare, attainment and wellbeing.
7. The DSLs share information with various Local Authorities well to support social care needs. The DSL work with social workers and other professionals to provide appropriate support.
8. Our pupils love their school which enables them to raise their resilience and be ready for academic challenge.
9. Where improvements are required, leaders always prioritise these areas.
10. We regularly share our best practice with other schools and professionals.

Areas for improvement:

See School Improvement Plan 2026-2027.



School Self-Evaluation Form

Attendance and Behaviour



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

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

Evidence

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

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

Refer to:

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

System Leadership and External Influence:

- Woodlane's expertise in promoting positive behaviour and creating a safe, inclusive culture has been recognised through the publication of its anti-bullying policy by The Key. By sharing effective approaches to preventing bullying and promoting positive relationships, leaders have contributed to wider professional understanding and supported other schools in strengthening their behavioural and pastoral provision.
- Woodlane has shared its expertise in therapeutic and nurturing approaches to behaviour through professional dialogue, visits and the dissemination of effective practice.
- Woodlane is recognised as a centre of effective practice, regularly hosting colleagues from other schools and teacher trainees who visit to observe specialist approaches to behaviour, inclusion and pastoral support. These opportunities enable practitioners to develop their own expertise and extend the impact of Woodlane's practice beyond the school community.

Supporting factors

1. Pupils want to learn!
2. Woodlane's core values include *'kindness'* and *'honesty'* which are both given a high profile in the school and actively celebrated.

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

Areas for improvement:

See School Improvement Plan 2026-2027.



School Self-Evaluation Form

Personal Development and Wellbeing



Personal Development and Wellbeing – Exceptional

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

Evidence

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

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

System Leadership and External Influence:

- Woodlane has shared its expertise in promoting independence and preparation for adulthood with other settings through the LBHF preparation for adulthood forum, supporting schools to strengthen provision that enables young people with SEND to develop the skills and confidence needed for adult life.
- Woodlane was a partner school for the local authority in creating and trialling the new Vocational Profile tool in 2024/25. This approach was aimed at creating a consistent working document that would follow a young person with additional needs through to a potential career, supporting at each step and ensuring their views are heard.
- Woodlane continues to be a pilot school for MIND, helping to develop a trauma informed mental health strategy for SEND pupils in the borough and more widely, and providing placement opportunities to therapists looking to gain experience working with young people with additional needs.
- Woodlane's practices were celebrated via a toolkit created by the CDI and CEC to support schools to meet the Gatsby Benchmarks, with the school named in the publication and the school's career's programme described in detail.

Refer to:

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

- Ofsted report 2024.

Supporting factors:

1. High expectations ensure leaders and staff act as role models to pupils at all times.
2. British values are embedded within our values, policies and Learners' Code.
3. Educational visits, in particular our Year 9 residential/Barcelona residential, specifically develop pupils' confidence, independence and resilience in the community.
4. Rights and values are taught directly through Personal, Social, Citizenship and Healthy Education (PSCHE) and on a cross-curricular basis.
5. Assemblies have a theme of the week which promote a range of British values.
6. Pupils are directly taught study and exam preparation skills.
7. Pupils are encouraged to make judgments and decisions on important life choices e.g. college placements, work experience etc.
8. Pupils are willing to participate in – and respond to – artistic, musical, sporting and cultural opportunities, our educational visits and clubs are well attended.
9. Where improvements are required, senior leaders always prioritise these areas.
10. We regularly share our best practice with other schools and professionals.

Areas for improvement:

See School Improvement Plan 2026-2027.



School Self-Evaluation Form

Leadership and Governance



Leadership and Governance – Exceptional

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

Evidence

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

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

System Leadership and External Influence:

- For the academic year 2026-2027 leaders will contribute to the LBHF Local Safeguarding Children Partnership Case Review subgroup, sharing specialist expertise in SEND, behaviour and safeguarding to support multi-agency learning, strengthen professional practice and improve outcomes for vulnerable children across the borough.
- Woodlane's expertise in self-evaluation and school improvement is recognised beyond the school. Leaders have supported the development of effective SEF and SIP processes through direct work with schools, School Improvement Partnerships and Local Authority networks, enabling successful practice developed at Woodlane to inform improvement activity in a range of educational settings.
- Woodlane's strategic leadership has been recognised nationally through its extensive contribution to resources published by The Key, including the school's five-year strategic plan. By sharing effective approaches to long-term school improvement and organisational development, leaders have supported professional learning and contributed to leadership practice beyond the school.
- A range of Woodlane's policies have been featured by The Key as examples of effective practice. Through sharing robust governance, safeguarding and operational approaches, leaders have contributed to the professional development of school leaders nationally and supported improvement across the wider education sector.

Refer to:

- New teacher induction file.
- Headteacher reports to governors and governor minutes.
- Parent/staff questionnaire.
- Assessment data/pack.
- SIA visits and reports.
- Financial reporting.

- Safeguarding/Health and Safety audits.
- Flexible working policy.
- Ofsted report.

Supporting factors:

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

Areas for improvement:

See School Improvement Plan 2026-2027.