



Woodlands School Self-evaluation summary:

The context of the school

Woodlands School caters for pupils who have a Statement of SEN or EHCP and have an identified SEMH need (formerly SEBD). Increasingly, pupils who are admitted to Woodlands have additional identified needs. The majority of the pupils reside in socially deprived areas of the county which is in itself a further barrier to their learning. Many pupils who are admitted have an unsuccessful school history including lack of pro-social skills, academic progress and poor attendance; it is the aim of the school to overcome these significant barriers to their learning. In January 2015 Woodlands School opened *Acorns* at Oswestry which has further extended the age of pupils it caters for to include pupils from NC Years 5 – 11. [Acorns admits pupils from Y5 until the transition in Y7]

Woodlands School was identified as *Requiring Improvement* by Ofsted following the Section 5 Inspection of June 2013. Since this time staff and governors have strived to take effective action, supported by HMI, to secure the necessary improvement.

An *action plan* identified the areas where improvement was required, identified the actions to be taken and timescales for them to be achieved. A *milestones* document was also produced to enable governors to carefully monitor the progress and achievements every half term; following the inspection the governing body enlisted support and reviewed its structure to ensure that it was well placed to monitor and critically evaluate progress.

HMI carried out a final monitoring inspection in September 2014, as requested by the school, which was able to identify that measures taken beginning to have impact and also confirm the current focus and measures outlined in the updated action plan.

The areas that were highlighted as requiring improvement have largely been addressed and are currently being embedded. The actions taken by the school have begun to show impact in the outcomes for the pupils. The staff and governors now need to embark upon a new plan to deliver further progress and improvements in preparation for the impending Section 5 Inspection. A new *action plan* will be written by the SLT, following the process of self-evaluation which has been undertaken by middle leaders, and this summary SEF is an integral part.



Pupils' achievement

Suggested grade:[delete as appropriate] Outstanding (1); **Good (2)**;
Requires improvement (3); Inadequate (4)

Evidence that supports this judgement

In 2014 (Source Fischer Family Trust "Aspire" self evaluation) :

- For all progress measures pupils at Woodlands achieved higher than similar pupils nationally.
- 4 out of 8 pupils with available data scored a significantly higher Average Points Score than similar pupils nationally.
- In Maths 6 out of 8 pupils achieved significantly higher points than similar pupils nationally. This represents +11.1 average points score higher than similar pupils nationally and places the Maths department at Woodlands in the 1st percentile, significantly above the national average.
- In English 4 out of 8 pupils achieved significantly higher points than similar pupils nationally. This represents +3.8 average points score higher than similar pupils nationally and places the English department in the 7th percentile, in line with the national average.
- On average pupils scored 78- performance points less than the national average for all pupils (FFT rank 100) but 32+ points higher on average than pupils with similar starting points (FFT rank 5, similar pupil nationally) (Average Points Score best 8, new, best entry)
- FSM pupils scored 56- performance points less than the national average compared 95- performance points less for Non FSM pupils but non FSM pupils made better progress +53 performance points, compared with FSM pupils +10 performance points.
- Pupil Premium eligible pupils attained -69 performance points whereas non Pupil Premium pupils attained -95 Performance points. This is reversed for the progress measure where non PP pupils achieved +49 better than similar pupils nationally but PP pupils were +21 better.

Currently at Key Stage 3, from entry baseline:

- In English 5/12 pupils are making accelerated progress towards their age related expectations, 3/12 are making expected progress and 4/12 are making less than expected progress
- In Maths 9/12 pupils are making accelerated progress, 3/12 are making expected progress and there are no students making less than expected progress
- In Science 8/12 pupils are making accelerated progress, 2/12 are making expected progress and only one pupil is making less than expected progress

At Key Stage 4, from entry baseline:

- In English 15/20 pupils are making accelerated progress towards their age related expectations, 4/20 are making expected progress and only one pupil is making less than expected progress



- In Maths 12/20 pupils are making accelerated progress, 6/20 are making expected progress and only one pupil is making less than expected progress.
- In Science 9/20 pupils are making accelerated progress, 8/20 are making expected progress and 3/20 are making less than expected progress.

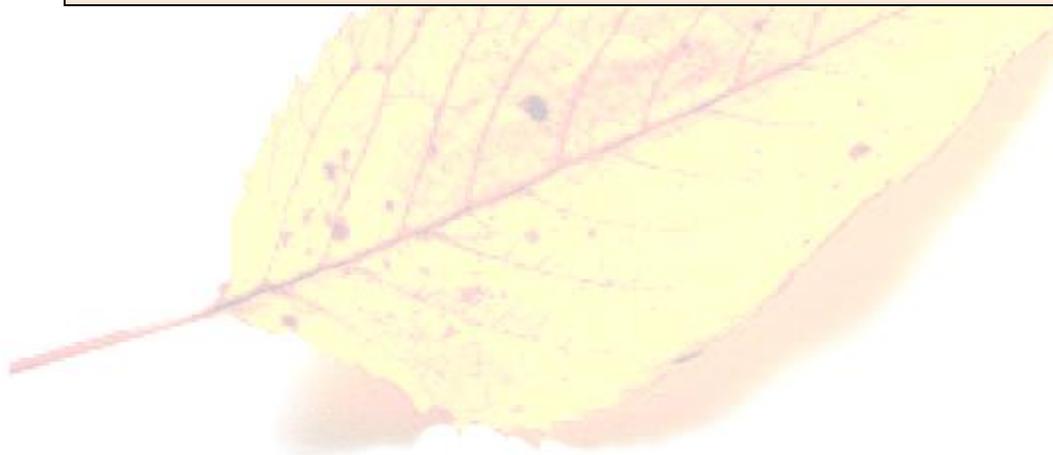
(For all other subjects and pupil premium breakdown please see attached documents)

Reading Progress:

For those tested in March 18th:

- 24/28 pupils tested made 6 months or more progress in their reading age from the September testing baseline. This represents a figure of 86% of pupils making at least expected progress in their reading since the introduction of daily timetabled reading sessions.
- 21/28 pupils made more than 6 months progress. This represents 75% of pupils making accelerated progress in their reading since September.

For a detailed breakdown of pupil reading progress please see attached document





The quality of teaching

Suggested grade:[delete as appropriate] Outstanding (1); **Good (2)**;
Requires improvement (3); Inadequate (4)

- Overall teaching is good and sometimes better. Consequently the majority of pupils are now making good and often accelerated progress over time.
- Teachers' planning is rigorously monitored to ensure that it is fit for purpose and lessons are suitably differentiated to meet the needs of the pupils.
- Staff are now fully involved in evaluating pupils' work and progress; they use this information to inform their teaching.
- Staff are expected to plan and deliver active and engaging lessons where pupils are 'doing' rather than listening.
- All teachers are required to consider the literacy content of the materials for the lesson and also seek opportunities to develop pupils' literacy as appropriate. Together the literacy interventions and ERIC have resulted in the increased confidence and literacy skills of pupils'.
- The school has changed the way pupils are supported by using specialist TAs resulting in the teacher and TA being able to work more effectively together and enable pupils to work independently.
- Since June 2014 formal lesson observations have been replaced by peer observation and tutoring to improve the quality of teaching; our approach to triangulation has also been refined and now involves evaluating planning, book scrutiny – including evaluation and consistency of marking, learning walks and pupil assessments and progress. It takes place at each assessment point in June and February. .
- All teachers are expected to continue to use ICT especially for those pupils with specific learning difficulties and/or additional needs.
- Teachers have a pupil progress target as part of their performance management where every pupil is expected to make two levels of progress annually; the progress of pupils is externally moderated at the summer data collection point.
- Activity sessions within the weekly curriculum, which were established to provide enrichment and increase pupils' engagement, have been developed into focused themed weeks at the end of every term. This has allowed a greater range of enrichment activities, closer links to the curriculum and increased opportunities to promote spiritual, moral and cultural development.



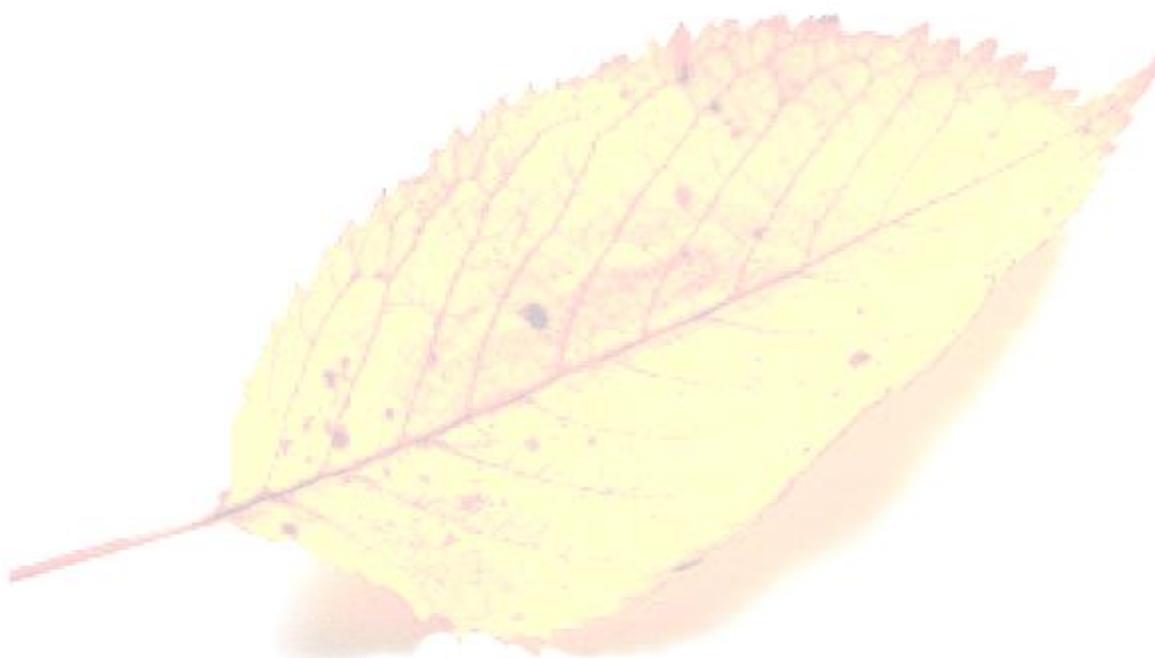
Behaviour and safety

Suggested grade:[delete as appropriate] Outstanding (1); **Good (2)**;
Requires improvement (3); Inadequate (4)

- Teachers now understand that they are fully accountable for the behaviour of pupils in their lessons which has led to the consistent application of the school's behaviour policy.
- Since 2013 low level disruption has been reduced significantly by the provision of engaging lessons, teacher and TA working more effectively and using early intervention strategies.
- Relationships between staff and pupils are outstanding with pupils showing a great deal of trust specifically at times of their greatest need.
- Staff routinely celebrate the success of pupils and are now consistently recording lesson scores in SIMS in the plenary of the lessons.
- Instances of damage, vandalism and graffiti are infrequent because pupils respect the property and the excellent facilities they have at the school.
- There are occasions where a pupil/s become agitated and respond inappropriately; these instances are rare and are skilfully managed by the staff leading to a satisfactory outcome.
- Instances of bullying are low but when evident are always investigated and appropriate action is taken which is then reported to the pupil being bullied. The main form of bullying at school is name calling which is an aspect of behaviour that is entrenched for some pupils; staff remain vigilant with this issue and work both to support the victim whilst also condemning the behaviour of name calling.
- Pupils and staff have had training on cyber bullying and e-safety; social media cannot be accessed in school but we regularly discuss issues around its use and abuse.
- Pupils state that they feel safe and are well supported at school, specifically by the mentoring system.
- Attendance continues to be an area of close scrutiny, specifically because pupils admitted to Woodlands often have a long history of poor attendance. Attendance is very closely monitored by the Pastoral Manager, in conjunction with the EWO and effective formal action taken where necessary which has led to improvements.
- Behaviour data is carefully monitored and evaluated by mentors; behaviour for learning plans are designed and monitored where necessary and evaluated by the Pastoral Manager which has reduced instances of negative and/or anti-social behaviour.
- Exclusions are carefully monitored and reported to governors each term. HMI noted that the increase of resistant behaviour, leading to FTE, at a time where teachers were continually raising their expectations and demands on pupils, was to be expected.



A recently conducted external Safeguarding Audit resulted in an action plan being developed and completed satisfactorily.





Leadership and management

Suggested grade:[delete as appropriate] Outstanding (1); **Good (2)**;
Requires improvement (3); Inadequate (4)

- Governors have, following external evaluation and support, reorganised themselves to offer more strategic and effective monitoring and evaluation. This has included two full governing body meetings per term and a meeting of each sub-committee every half term.
- Minutes of governors meeting demonstrate the accountability and scrutiny that governors hold staff to account including all members of the SLT and key staff as appropriate.
- Subject leaders are now responsible for the monitoring, evaluation and reporting of pupils' progress with their areas of responsibility. They carefully track the progress of pupils and demonstrate that they meet their performance targets.
- Monitoring of teaching and learning by SLT is rigorous; monitoring procedures have recently been revised at the suggestion of HMI to strengthen triangulation at each assessment point in February and June.
- We have developed a two week timetable to ensure balance is possible within the curriculum. Furthermore from September lessons were extended to 50 minutes to allow deeper learning opportunities for lessons 1-4 and 35 minutes for lessons after lunch to enable 70 minutes for practical subjects. This has had a positive impact upon pupils learning outcomes.
- A reorganisation of the SLT has had a positive and impact upon the scrutiny and evaluation of the work of the school. Middle leaders are now consistently accountable for pupils' progress. Additionally TLR3 allowances have been awarded to three staff for specific outcomes in an eighteen month period: these include the development and extension of teaching and learning; vocational curriculum and enrichment activities.
- The LA continues to monitor and support the work of the school through its SIA who has judged the school as still requiring high level of support until overall effectiveness or leadership and management are deemed as good by a Section 5 inspection.
- The appraisal process has been amended and every teacher has a pupil progress target which ensures that teachers track and externally moderate progress against national expectations.



Overall effectiveness, including the promotion of the pupils' spiritual, moral, social and cultural development

Suggested grade:[delete as appropriate] Outstanding (1); **Good (2)**;
Requires improvement (3); Inadequate (4)

The actions taken since the last inspection in June 2013 have resulted in the following:

- Overall teaching is good and sometimes better, enabling pupils to make good progress; the data shows that the longer a pupil has been at the school the increased likelihood that they will make accelerated progress.
- Pupils' literacy skills are developing including their attitudes and abilities with regard to reading; this cross curricular strategy has impacted by beginning to remove this barrier to learning.
- Teachers are assessing pupils more rigorously and this, together with suitably differentiated lessons ensures that the work given to pupils is at an appropriate level and promotes independent learning.
- Subject leaders now routinely compare and contrast the progress of pupils with both the baseline assessments upon entry to school, but also with national expectations. There are two whole school data recording points per year in February and June.
- Pupils SMSC development is promoted across the curriculum and includes: assemblies; themed activity weeks; trips & visits; external speakers and individual conversations and engagement with mentors and staff in general.
- The changes that have been introduced and developed to secure improvement have led to an increased pupils' progress. The next phase will be to consolidate and fully embed these changes, reviewing them in the light of monitoring in order to sustain improvement.



Next steps for sustained continued improvement

Contextual information

- Re-designed curriculum model from September 2015.
- Development of 'Acorns' catering for pupil in NC Years 5 – 7.
- Preparation for the amendments to public examination from September 2015.

Achievement of pupils

- Preparation to move to the Progress 8 measure.
- Development of individual Pupil Pen Portraits.
- Training for staff in the use of '4matrix'
- Development of a new graded assessment system.

The quality of teaching

- Further extend staff knowledge, understanding and use of differentiated tasks in their teaching.
- Greater use of assessment to facilitate the development of independent learners.
- Extend the support offered to learning by developing TA knowledge and skills including the use or peer observations.
- Develop a structured coaching model for teachers to include peer observations.

The behaviour and safety of pupils

- Review and revise the 'Home School Agreement' to engage parents more in the management and responsibility for supporting their child and school.
-

The leadership and management

- Increase further parental engagement by better attendance at the three consultation opportunities per year
- Advertise the web site and use of twitter to enable parents to follow the work of the school and pupils involvement.
- Link the schools SEN report to the Las Local Offer
- Develop the EHCP process to include staff being fully aware of pupil's individual annual targets.
- Develop a School Council for pupils.

