



## Self-Evaluation Statement

<b>School name</b>	Fox Wood School
<b>School type</b>	Special
<b>Address</b>	Holes Lane, Woolston, Warrington, WA1 4LS
<b>Telephone</b>	01925 811534
<b>Email</b>	foxwood_school@warrington.gov.uk
<b>Website</b>	<a href="http://www.foxwoodschoool.org.uk">www.foxwoodschoool.org.uk</a>
<b>NOR</b>	94
<b>DFE No.</b>	7002
<b>Ofsted URN</b>	111496
<b>Number on roll</b>	Reception – Year 14: 94
<b>Headteacher</b>	Miss Lucinda Duffy
<b>LA</b>	Warrington
<b>Religious character</b>	None
<b>Last inspection date</b>	14-15 May 2014
<b>Overall grading of last inspection</b>	2



Contextual Details	
+	<ul style="list-style-type: none"> <li>The catchment area for the school is the whole of Warrington. We also have five pupils who are from outside the LA</li> <li>In February 2014, our 6th Form College moved to the new site in Woolston along with the 6th Form provision of Green Lane. In September 2014, Fox Wood School and Green Lane School moved to the new site. Green Lane is a special school for pupils with MLD</li> <li>The vast majority of our pupils choose to transition to our sixth form college provision, we also admit some pupils at KS5 from other provisions</li> <li>The current Headteacher of Fox Wood was appointed for September 2015</li> <li>SLT consists of Head, Deputy, Assistant Head, Pupil Support Manager and Office Manager.</li> <li>We have twelve classes at Fox Wood School and two classes currently form part of Woolston 6th Form College. Nine of the classes at school are KS2 and below. Both school heads share the responsibility of leading and managing the college. The college is led at an operational level by the Assistant Head of Green Lane with specific management time provided by Fox Wood to ensure that he has focused time for our pupils and staff.</li> <li>There has been an increase in the number of pupils (sixty three in July 2011, seventy eight in April 2014, eighty four in November 2016 and ninety four in March 2018). Over the past 5-6 years we have seen a significant increase in the number of foundation stage pupils. Since September 2016 we have three foundation classes which reflects an increase in numbers of pupils with special needs, increased awareness of our school and recognition of improved facilities</li> <li>We have a medical team on site – two nurses and a health care assistant and receive advice, programmes and support from physios, SALT, VI team, bladder and bowel team etc. We host many clinics e.g. continence, orthoptist, dietician etc. to reduce the amount of pupils needing to have time off school for appointments</li> <li>We employ a specialist OT one day per week to work with our pupils and provide sensory diets (as appropriate) to staff and parents detailing how to support pupils with their sensory processing needs. We also employ a full-time OT assistant to work with pupils on an individual basis in order to address barriers to learning arising from sensory impairments</li> <li>Deputy head is an Intensive Interaction trainer to develop the pupils fundamentals of communication and we have five teaching assistants trained in early communication skills to provide focused communication intervention for pupils in receipt of Pupil Premium</li> <li>Pupils receive specialist input from two music tutors, two PE specialists and a music therapist to further enhance learning opportunities in these areas and provide professional development to staff</li> <li>We have a high staff to pupil ratio. Our staff team includes 17 teachers, 40 teaching assistants, 3 T/A4's (for ICT, behaviour and occupational therapy assistant), 2 manual handling trainers, 3 admin, Maintenance Officer and 12 MDA's</li> <li>Three staff are Team Teach Intermediate trainers, and two of these are advanced trainers to provide training and pro-active strategies, and keeping staff and pupils as safe as possible</li> <li>Purpose built facilities at the school include:</li> <li>A hall – for dining, PE, assemblies etc, Sports hall, MSR, Hydrotherapy pool, Library/ICT room, Art, Design and Technology room, Sensory circuit area, Sensory Room, Food technology room, Music room, Foundation, KS1 playground, KS2 – 4 playground</li> <li>We are developing a sensory playground to enhance the Outdoor Learning Environment for our pupils with PMLD (Sensational Space) and are developing a Secret Garden (These provide appropriate and engaging learning environments)</li> <li>In June 2017 we introduced an Early Years Social Exploration Zone to enhance the Outdoor Learning Environment for pupils in our Lower School.</li> <li>Facilities at the college include: Two class bases for Fox Wood pupils and a base for our pupils with PMLD, MSR, Food Tech room, Common room, Outdoor gym in courtyard, Therapy room. We are also developing a purpose built and fully accessible Café within the Woolston Learning Village which will be run by College Students and supported by the whole school community</li> <li>The school has the following awards:</li> <li>National Autistic Society – reaccredited January 2018 – This is an internationally recognised quality standard for schools/organisations who put the interests of pupils with ASD at the heart of what they provide</li> <li>Basic Skills Quality Mark – primary and secondary reassessed October 2015. It recognised and celebrated our provision, practice and performance in literacy and numeracy</li> <li>Arts Award – which recognised the participation of our pupils in arts activities and arts week, being inspired by artists and sharing their skills with others</li> <li>Eco Silver Award in which we focused on pupil leadership and whole school involvement in our sustainability journey</li> <li>Leading Parent Partnership Award (LPPA) – this provides us with a more coherent framework to support and promote effective parental engagement from early years to post 16</li> <li>Staff Well Being Award – in recognition of our dedication to the promotion of positive mental health for all staff members</li> </ul>



We are currently working towards:

- E-Safety Mark in which we will be able to show good practice in our E-safety Policy and procedures
  - School Well Being Award in which we will promote positive social and emotional wellbeing, mental health and wellness for pupils and staff
  - Reaccreditation for the Healthy School Award to promote healthier lifestyles and choices.
- We are in the process of auditing our SMSC provision in line with the SMSC Quality Mark

### Summary Evaluation

<b>The overall effectiveness is Good.</b>	<b>The effectiveness of leadership and management is Good.</b>	<b>The quality of teaching, learning and assessment is Good.</b>	<b>Personal development, behaviour and welfare is Good.</b>	<b>Outcomes for pupils are Good.</b>
As of March 2018, we judge our school to be good.				

<b>Overall Effectiveness</b>
<b>Overall effectiveness is Good because:</b>
<ul style="list-style-type: none"> <li>• Since the arrival of the Headteacher in September 2015, any teaching less than good has been eradicated through rigorous Performance Management and outcomes have continued to improve during this time.</li> <li>• Leaders at all levels are unwavering in their efforts to create a culture that enables all pupils and staff to reach their potential. Evidence suggests the school's actions have secured substantial and sustainable improvements in progress for all groups of learners, which has, over the past year, been better recorded using the School's bespoke, rigorous and effective assessment system.</li> <li>• SMSC is well planned and promoted in a wide range of School Life, supporting our aims to ensure all children thrive</li> <li>• IEP targets focus on trying to lessen the impact of any potential barriers to learning – four areas of SEND linked to EHC Plans</li> <li>• Learning opportunities are designed to support pupils in developing and achieving both within and beyond the classroom and every attempt is made to create a sense of enjoyment and fascination in learning</li> <li>• Safeguarding is robust and effective.</li> </ul>

<b>EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT</b>
<b>Effectiveness of Leadership and Management are good, and on the border of outstanding because:</b>
<b>Vision and Ambition</b>
The school vision has recently been reviewed by staff and shared with other stakeholders. This vision is aimed at ensuring pupils have every opportunity to develop their independence and personal development through communication, engagement, laughter and learning and staff look for opportunities to create and facilitate these learning experiences within every day. Life Skills and Communication development underpins our curriculum.
<b>High Expectations</b>
<ul style="list-style-type: none"> <li>• High expectations are reflected through the Performance Management targets and revised documentation for staff and in the daily conduct of both pupils and staff</li> <li>• Senior and middle leaders consistently communicate high expectations. Governors increasingly demonstrate this too through challenge following intensive support from LA Officers. All are enabling sustained improvements.</li> <li>• The definition of 'high expectations' at Fox Wood relates to the independence of pupils and their ability to communicate whilst at the same time continually striving to diminish the</li> </ul>



<p>difference academically.</p> <ul style="list-style-type: none"> <li>The culture of the school is characterised by increasingly high expectations and aspirations for all groups of learners, increasingly across core subjects and school life in general e.g. raising the profile of Reading, Speaking &amp; Listening and PSHE.</li> <li>Leaders and governors, through their vision, words, actions or influence promote tolerance and respect for people of other faiths, cultures and lifestyles, and so support and help prepare pupils positively for life in modern Britain throughout the curriculum and within themed days.</li> <li>The newly appointed TLR for English and PSHE champions the School's use of Pupil Voice.</li> </ul>
<p><b>Self Evaluation</b></p> <ul style="list-style-type: none"> <li>Self evaluation has led to our current drive to ensure recording and analysis of data is robust throughout the school. Self evaluation by SLT is regular.</li> <li>Objectives for school improvement remain focused around what the school needs to do to build on our good provision and work towards more consistently outstanding practice, with a change of Ofsted Framework, a change of Curriculum and the significant growth of the school.</li> <li>In 2016 the school developed an electronic bespoke process in consultation with a Special Needs consultant. The school has developed a robust assessment system against the outcomes of the four areas of SEND and the Assistant Head continues to stay abreast of the Rochford Review recommendations through regular CPD and partnership with the NWSAG. Fox Wood is part of the national trial of the pre key stage standards.</li> <li>As a result of increasingly more accurate self evaluation, newly appointed Middle Leaders are driving forward improvements in the EYFS, Maths, English and PSHE</li> <li>Middle Leaders confidently create and deliver their action plans which have been instrumental in the improvements in the English and Maths data.</li> <li>Senior Leaders job descriptions and responsibilities were updated in September 2017 to reflect current practice and expectations.</li> <li>Senior Leaders meet weekly and these meetings include discussions around the School Development Plan and related progress.</li> <li>Following training Governors began Learning Walks based on SDP objectives and school priorities in the Summer Term 2017. The next Learning Walk is planned</li> </ul>
<p><b>Curriculum - breadth and balance</b></p> <ul style="list-style-type: none"> <li>Under the direction of our newly appointed Assistant Headteacher, Middle Leaders have reviewed the breadth, balance and design of all areas of the curriculum and a brand new Curriculum was launched in September 2017. This has led to a more personalised and meaningful curriculum for the pupils, based on three tiers: pre-formal, semi-formal and formal.</li> <li>The school purchases external support for some subject specialisms e.g. Warrington Wolves, Music teachers.</li> <li>The school supplements the curriculum with day visits and community learning, after school clubs and themed weeks e.g. Enterprise Week, Arts Week</li> <li>We provide weekly enrichment sessions for KS 2 – 4 (and Continuous Provision for EYFS) – pupil choice is encouraged.</li> <li>SMSC and British Values are rooted in our curriculum as we encourage pupils to make their own choices and be tolerant of each other. At present we are working towards the SMSC Quality Mark in recognition of the positive work across all key stages, SMSC Week is planned for the Summer Term and Great Britain Day is planned for April 2018.</li> </ul>
<p><b>PE and Sport Premium</b></p> <ul style="list-style-type: none"> <li>The Deputy Head has created an action plan utilizing Sports Premium.</li> <li>Throughout the year all pupils are invited to attend at least one after school club based on enrichment and enjoyment. E.g. Multi Skills Club</li> <li>Sports Premium is also used to encourage healthier lifestyles.</li> <li>As a school we find it difficult to create opportunities to enhance pupils' participation in competitive sports – this will be further developed for our younger pupils in 2019 as part of our SLA. However our Upper School staff have forged links through Boccia and pupils have attended three tournaments since September 2017.</li> </ul>
<p><b>Modern Britain</b></p> <ul style="list-style-type: none"> <li>British Values are not an additional curriculum or subject at Fox Wood but are learned through a combination of practice and instruction. We teach children what values are, how to recognise them and equip them with invaluable social skills and emotional intelligence.</li> <li>KS3 and KS4 engage in Citizenship days annually and they deliver a related presentation to the rest of the school through assembly.</li> <li>British Values are further promoted through themes e.g. British Isles, Best of British. British Values are embedded in the long term plan overviews and promoted across the curriculum. Our work is displayed on a whole school display.</li> </ul>
<p><b>Impact of Actions</b></p> <ul style="list-style-type: none"> <li>Performance Management of teaching assistants is rigorous and is led by class teachers and as a result is now more relevant to ensuring pupil progress and has ensured correct CPD needs are identified for all.</li> <li>The quality of teaching, learning and assessment is monitored by Senior Leaders during their weekly management time. E.g. monitoring of data and subsequent feedback. Senior Leaders are increasingly holding colleagues to account and monitoring the impact of the feedback given by them. Senior leaders are fully involved in checking the quality of teaching and pupils' achievement in all the areas of the curriculum.</li> </ul>



<ul style="list-style-type: none"> <li>Staff respect each other in their teacher roles and there is a culture committed to setting high expectations for all. Teachers moderate each other's work files as a means of ensuring consistency throughout the school.</li> <li>There have been considerable changes within the Governing Body over the past two years and for a year we had an interim Chair of Governors who was unable to fully commit to the role. A formal review of Governance took place Spring 2017. After a significant period of instability the school has managed to recruit an excellent and experienced Chair of Governors. Governors are keen to develop their understanding and skills in relation to their roles and have committed to engaging with Warrington's Effective Governing training programme.</li> </ul>	
<b>Staffing</b>	<ul style="list-style-type: none"> <li>Since the last inspection, the school has a new Headteacher, a new Assistant Headteacher, a new Pupil Support Manager, a new Pastoral Support Officer, six new class teachers (due to the growth of the school), several new teaching assistants, a full time Occupational Therapy Assistant and a part time 14-19 Transitions Manager. The Headteacher has driven the Teaching and Learning Agenda and has appointed new staff and updated job descriptions with this in mind.</li> <li>Both recently appointed and more established members of staff have taken on new initiatives which have led to improved outcomes over the last two years.</li> <li>Senior leaders complete relevant leadership training to ensure they can lead other staff effectively (NPQH, NPQSL)</li> <li>Induction for new staff is comprehensive and rigorous so they are aware of Safeguarding and the high expectations we have at Fox Wood. NQTs are registered with the LA and their support programme is delivered as part of the LA Service.</li> <li>The Deputy Headteacher is the DSL and the Assistant Head is her Deputy. They are robust in all areas relating to Safeguarding. The Safeguarding Team is comprised of all members of SLT and the Pastoral Support Officer. They report to the Chair of Governors in her role as Safeguarding Governor.</li> <li>The most recent staff questionnaire was completed in October 2017 and has been analysed and shared with staff and Governors, by the Chair of Governors and Headteacher.</li> </ul>
<b>CPD</b>	<ul style="list-style-type: none"> <li>Professional Development is promoted and encouraged - opportunities related to whole school improvement are incorporated into our regular staff meetings. Courses relevant to whole school improvement are attended by relevant staff and feedback from their learning is shared with all staff.</li> <li>INSET addresses the teaching and learning and Health and Safety needs of the school e.g. Since Phonics INSET explicit teaching of reading is consistently delivered throughout the school and, as a result, progress in this field has increased.</li> <li>External Professionals are encouraged to share good practice e.g. Physios and VI team delivering staff training</li> <li>CPD is linked to the SDP and School Priorities and learning is shared with staff (as appropriate) E.g. within teachers meetings, full staff meetings.</li> </ul>
<b>Tracking</b>	<ul style="list-style-type: none"> <li>Since September 2016, class teachers assess pupils using B Squared more regularly and rigorously to enable SLT to utilize the new tracking tool. This has informed class teams in order to increase outcomes further.</li> <li>Internal moderation has proved successful in raising expectations and standards and promoting consistency. External moderation commenced in the Spring Term through North West Special Assessment Group collaboration.</li> <li>Data will now be discussed in more detail at termly full Governing Body meetings given the new assessment system.</li> <li>Pupil Progress meetings take place termly and the whole class team is now involved in identifying what is working well and how this can be further developed.</li> <li>Evidence4Learning launched March 2018 tracking IEP Outcomes.</li> </ul>
<b>Engagement with Stakeholders</b>	<ul style="list-style-type: none"> <li>We are committed to engagement with parents/carers and as such were successfully awarded the Leading Parent Partnership Award in July 2017. This was highlighted by the NAS as a strength of the school in January 2018.</li> <li>Communication with parents/carers takes place through text, the school website, regular updates on our 'Fantastic Fox Wood' Facebook page and Twitter feed, a half termly newsletter and by means of an open door policy. We introduce 'Tapestry' for EYFS which enables parents to see photographs of what their children achieve in school, particularly for those who cannot express this well from September 2017. Written reports are sent out once a year in the Summer Term and a mid-year progress report in February, we have one parents' evening where a range of external professionals are also available e.g. physio, VI, behavior nurse, OT, etc. Parents/Carers are also invited to special performances e.g. Easter, Christmas, Aiming High and to Stay and Play sessions, 'Meet the Team' and an Induction Session.</li> <li>Half termly parental workshops are offered on a variety of topics e.g. behavior, assessment, Numicon and reading.</li> <li>We enthusiastically engage in local community activities and invite the community to join us in school where appropriate, such as for our Christmas or Summer Fair.</li> <li>The Headteacher attends meeting with other Headteachers from the East of Warrington, and with other special schools within Warrington and the North West</li> <li>The shared site with Green Lane Special School facilitates some joint work and opportunities for inclusion and this cohesive approach is maximized within our college provision</li> </ul>
<b>Disadvantaged Children and Pupil Premium</b>	<ul style="list-style-type: none"> <li>See latest review March 2017</li> </ul>



- Bespoke action plan for these children has ensured that all staff prioritize such children given they make up such a large percentage of the school (39%). The focus areas for this year are opportunities for pupils to make enhanced progress in communication, engagement and basic skills.
- Deputy Head leads communication focused support for pupils in receipt of Pupil Premium
- Assistant Head leads English and Maths focused support – half termly meetings are held to review progress data and agree key priorities for pupils. Pupil Premium pay for the equivalent of one Teaching Assistant to deliver these sessions and school fund the second Teaching Assistant.

#### Equality

- Fox Wood School promotes equality, diversity and community cohesion well throughout our curriculum and enrichment activities
- Clear policy and action plan in place, all staff promote equality of opportunity and diversity, resulting in a positive school ethos, staff and pupils do not tolerate prejudiced behaviour.
- We have a detailed Equality Statement and an Equality Summary on our website
- Audit tool is used regularly to ensure equality, diversity and community cohesion is reviewed and monitored
- Range of suitable resources used to promote equality and diversity in school and at home e.g. 'Persona Dolls' shared with pupils and their families
- Regular opportunities to promote community cohesion are embraced e.g. shared events with Friends of Woolston Park, Friends of Fox Wood

#### Safeguarding

- The Safeguarding Team consists of the Senior Leadership Team and Pastoral Support Officer; the team now meet on a weekly basis. All issues relating to safeguarding are, therefore, discussed very regularly.
- The Safeguarding Governor also attends Safeguarding update meetings on a half termly basis with the DSL and deputy DSL. All Governors receive updates half termly either via the Safeguarding Governor or the DSL's termly written report.
- Meetings are recorded formally
- Safeguarding is also a standing agenda item at staff briefings.
- Policies and Procedures
  - The Child Protection policy has been updated to include those areas covered in Keeping Children safe in Education 2016, and includes sections on E-Safety, Managing Allegations and Whistleblowing
  - The Safeguarding suite of policies are regularly updated and read and signed by all staff (to indicate they have read and understood); we also have a "safeguarding policy for pupils", with clearer language and symbols. There are also signs around the school informing pupils who to go to if they are concerned/ worried.
  - All staff have been made aware of the policy and have signed to say they have read it.
  - A separate Vulnerable Risk Register is not maintained as all pupils have a level of vulnerability and need to be carefully monitored.
  - Files and chronologies are maintained for all pupils.
- Recruitment and Selection
  - The Single Central Record includes all necessary columns and is continually updated.
- Training and Development
  - Staff training in Safeguarding remains a priority, particularly given the particular vulnerabilities of the pupils.
  - SLT received training from LADO in October 2017 about dealing with allegations against staff. This will also be delivered to all staff as soon as possible (this was scheduled for February 2018 but the LADO had to cancel due to other commitments)
  - All staff have been trained in FGM, CSE, Private Fostering, Forced Marriage, PREVENT, etc.
  - SLT seek advice and support from the Education Safeguarding Team as required, and all staff know that SLT have an open door policy with regard to Safeguarding matters – all staff also have details (displayed within the Staffroom) of who to contact within the LA should they need further support and advice..
- Complaints and Allegations
  - The role of the LADO is well understood and advice is sought by school wherever necessary.
  - An up to date Complaints procedure is available on the school website.
- Information Sharing
  - A Record of Concern form has been introduced so staff are able to alert the Safeguarding Team to any concerns both verbally and in writing.
- Listening to Students and Young People
  - The particular needs of pupils does mean that it can be more difficult to facilitate hearing the voice of the children, this is acknowledge by school staff and therefore handled sensitively at all times.



## EYFS

- There is a clear and focussed EYFS action plan , written, reviewed and evaluated regularly by the EYFS TLR postholder and monitored by the Assistant Head.
- External Consultants have delivered training to all EYFS staff with a focus on creating a more child led learning environment.
- Learning Journals which record fully the progress made in the Prime and Specific areas are scrutinized regularly by the EYFS TLR Lead.
- The transition programme for internal and external transition has reduced anxieties of pupils and parents and was highlighted as a strength by the NAS in January 2018.
- TLR post holder meets with AHT half termly to address action plan priorities, and this action plan was further enhanced by an external EYFS consultant in October 2017.
- Fox Wood is the hub for the Warrington Schools EYFS moderation group who follow the NWSAG Protocols.

## Teaching, Learning and Assessment

### Teaching, Learning and Assessment is good because:

#### Teaching Impact on Learning

- Teacher standards are used as the basis of Performance Management targets. These are becoming increasingly more rigorous e.g. introduction of peer to peer moderation of pupil's files. Where agreed actions are not adhered to, teacher's pay increases are withheld as evidenced in September 2016 for UPS teacher. PM objectives are linked to an identified whole school target, Personal Impact and Personal Aspiration (CPD).
- All actions as identified in the Ofsted Action Plan in May 2014 have been addressed, resulting in a Feedback and Marking Policy being introduced. Staff adhere to this and it is under constant evaluation and review to ensure the children become clearer about what they need to do to improve.
- Performance Management and Drop In observations are completed annually and Governors have introduced Learning Walks.
- *Teacher's ability to impart subject knowledge appropriate for the needs of Fox Wood children has improved considerably and the new three tiered Curriculum (launched September 2017) ensures that pupils receive the most appropriate type of curriculum for their ability and individual needs*
- *'In the best examples of classroom practice pupils were given opportunities to work independently; children at Fox Wood are confident to engage with visitors to the classroom and are keen to communicate. Staff skills of handling or re-directing distressed students are well embedded; staff manage pupils well with little loss to learning time'. (Assistant Head of Service, Warrington LA November 2017).*
- Assessing each pupil's performance on entry in their first 6 weeks, enables the school to deliver targeted and effective intervention and to create personal targets for pupils that will assist in the reduction of barriers to learning and maximize learning opportunities and promote independence and communication at an appropriate level
- We are trialling smaller groupings within lessons to improve pace and reduce time lost to learning, targeted intervention withdrawal opportunities and sensory strategies to ensure that pupils are 'Ready to Learn'. This is an innovative programme personalised to meet individual needs and was highlighted as good practice by the NAS in January 2018. In all lessons there are good relationships between pupils and adults promoting a positive climate for learning. INSET in May 2017 focused on maximizing learning time and the impact that every member of staff had on promoting and enhancing learning
- Pupils are fully engaged in the process of learning because teachers are explicit in learning objectives for each lesson.
- The quality of teaching is increasingly high across the school and is good over time. As a result, almost all children are making steady progress across the school and 100% of lessons observed meet the requirements of a 'good' lesson.
- The School achieved the Leading Parent Partnership Award in July 2017.
- Since January 2018 Parents have stated on Parent View that: (98%) their child is taught well at Fox Wood, (96%) they receive valuable information from the school about their child's progress, and (96%) they would recommend this school to another parents.





<ul style="list-style-type: none"> <li>Parental involvement is encouraged through stay and play sessions, invitations to school events, involvement in IEPs, completing WOW cards, tapestry, Evidence4Learning, mid-year summary report, etc. A variety of workshops for Parents are arranged to promote learning outside of school and to assist in the generalization of pupils' skills and shared expectations and strategies.</li> <li>The school has zoned areas following TEACCH Principles which encourages independent learning.</li> <li>We continue to focus on ensuring the most able children are challenged in Maths and English e.g. through the purchase of new reading books etc. and through focused intervention withdrawal opportunities. One pupil accesses higher level Maths at Green Lane School.</li> <li>There has been a complete overview of the data and assessment systems and philosophy at Fox Wood enabling all staff to have greater ownership and understanding of this and the importance of what the collated results tell them and how this can assist them in improving provision for pupils</li> </ul>
<b>Transition Points</b> <ul style="list-style-type: none"> <li>All new starters within school are provided with a Transition Booklet, identifying key people, places and routines. The booklet is written specifically for the children – not parents.</li> <li>Routines quickly become well established and strategies are included to develop independence.</li> <li>Bespoke transition is key to success and specific examples can be provided.</li> </ul>
<b>Assessment</b> <ul style="list-style-type: none"> <li>All children enter working significantly below Age Related Expectations.</li> <li>Parents complete All About Me booklets prior to the children starting at Fox Wood. This contributes to baseline assessment. Additionally assessment from pre-school providers is also gathered</li> <li>Pupils are assessed within 6 weeks of starting at Fox Wood using B Squared, Development Matters (EYFS) and PACE2 (Year 2 +)</li> <li>Pupil Progress Meetings occur regularly and these scrutinize children who are not on track to meet their targets and lead to bespoke plans to enable this to happen.</li> </ul>
<b>Impact of teaching of literacy including reading</b> <ul style="list-style-type: none"> <li>Pupils now read regularly at home.</li> <li>Pupils' acquisition of reading skills is taught in all subjects across the curriculum as we recognize that this, alongside other strategies, has encouraged pupils' enthusiasm for reading.</li> <li>Focused Support sessions in reading are delivered to pupils in receipt of Pupil Premium and our Gifted &amp; Talented pupils.</li> <li>In April 2016, an external consultant delivered whole staff INSET on Phonics and the use of The Letters and Sounds Programme. This has led to improved rates of progress in reading in the academic year 2016/7.</li> <li>Individual reading sessions have increased for all pupils, specifically pupils with PMLD now have two reading sessions per week and all other pupils receive three sessions per week. Reading and pre-reading activities are now used more widely across the curriculum, further increasing further opportunities for increasing skill development.</li> <li>A Teaching and Learning Leadership Responsibility for English is in place, the post holder champions raising the profile of reading across the School.</li> </ul>
<b>The teaching of mathematics</b> <ul style="list-style-type: none"> <li>More challenge is now provided in Maths as a result of an enthusiastic Maths Lead appointed as a TLR postholder in January 2016. She has sought out best practice in SEND in other authorities and implemented at Fox Wood e.g. Numicon.</li> <li>Rigorous analysis of data by the Assistant Headteacher has enabled key areas for CPD to be identified e.g. Measurement.</li> <li>Maths Lead has also begun training staff on how to create and maximize opportunities for the practical application of Maths skills in line with the National Curriculum requirements.</li> <li>Parental Workshops focusing on early Maths skills delivered Autumn 2017 and Spring 2018.</li> </ul>
<b>EYFS</b> <ul style="list-style-type: none"> <li>All Reception aged pupils typically start Fox Wood significantly below age related expectations. Transition procedures are robust and good links have been forged with pre-school settings to ensure effective data transfer. Baselining procedures are secure and take into account information from pre-schools settings, parents /</li> </ul>





- carers and in-house assessments using B Squared.
- Our EYFS comprises Reception and Year 1 and over the course of two years, pupils engage in a carefully planned curriculum which promotes opportunities for child-led learning (launched September 2017).
- Teaching and Learning focuses on the Prime and Specific areas of learning. Quality observations and assessments ensure that provision takes into account the age, interest and stage of development.
- Personalised learning approaches are devised to build on each child's interests, needs and abilities and carefully structured activities enable pupils to make good / outstanding progress in line with their starting points.
- Staff build excellent relationships with pupils in EYFS meeting individual education, personal care and medical needs. Developing communication skills is integral throughout each school day. Staff also focus time on developing the pupils' social skills and independence which in turn enables them to access further learning opportunities.
- Excellent liaison with SALT, Health and Physio ensure the whole child is developed.
- Staff develop highly effective partnerships with parents. Parents are encouraged to complete 'WOW' cards, attend 'stay and play' sessions, coffee mornings and to view and comment on Learning Journal entries via Tapestry. Parents can also share their home based activities via tapestry to support pupils to communicate about their home life and wider activities outside of school.
- Our outdoor play facilities support the EYFS curriculum and all staff have had training on effective use of outdoor facilities to support learning and engagement.
- Enhanced Provision on a weekly basis encourages appropriate play and social interaction with support and as required.
- Progress is tracked in the same way as the rest of the school, through EYFS B Squared and Tapestry electronic learning journal.
- When pupils enter year 2, they are well prepared for learning routines.

### Personal Development, Behaviour and Welfare

#### Personal Development, Behaviour and Welfare is good because:

##### Attendance and Punctuality

- Pupils' attendance is currently below the average of that seen in mainstream primary schools. However, the raw attendance data is misleading, as the attendance level of most of the pupils is improving and compares favourably with those in maintained primary schools. However, several pupils with profound and multiple learning difficulties require frequent hospitalisation, which depresses the overall level of attendance significantly. By holding as many clinics and meetings with social care staff as possible within the school, staff limit the otherwise necessary absence from school for appointments. The HT leads on attendance.
- No pupils have ever been excluded from Fox Wood.
- Punctuality is another area of difficulty particularly for pupils who follow lengthy feeding and medication morning regimes. However expectations in relation to pupils' attending school on time is shared at regular intervals and parents are reminded of the potential impact and benefit of the morning 'Ready to Learn' routine which occurs at the very beginning of every day.

##### Attitudes To learning

The NAS report from January 2018 states :

- The review team observed 19 sessions, taking around 7.5 hours. These included sensory circuits, yoga, breakfast club, as well as literacy, maths, computing, end-of-day sing-up assembly, break, snack time, lunch and transitions.
- Responses to the Autism Accreditation Family Questionnaire were 28.1% in agreement, and 71.9% strongly in agreement, with the set statements. The statements which earned the highest levels of "strongly agree" were: The school has a good understanding of my family member and works well to meet their needs (83%); The school respects the complexities of caring for a family member on the autistic spectrum (92%); The school has had a positive impact on my family member's life and learning



<ul style="list-style-type: none"> <li>(92%).</li> <li>Pupils across the school were routinely observed to be fully and happily engaged with well-paced and positive teaching and learning.</li> <li>Pupil Voice is represented by the School Council, which has members from every class, and posts of chairman, treasurer and secretary. The council plays a positive role at Fox Wood, for example adopting a pupil member's suggestion that produce brought in for Harvest Festival be raffled in aid of a local charity.</li> </ul>
<p><b>Ethos</b></p> <ul style="list-style-type: none"> <li>Because they enjoy the activities and because the activities are tailored well to their learning and welfare needs, pupils' behaviour is excellent. Where challenging behaviour is a symptom of pupils' conditions, such as those pupils with profound autism, pupils are managed extremely well by staff who know them intimately. Staff are patient and firm, providing the consistency pupils need. Pupils who exhibit challenging behaviour, are in receipt of individual behavior plans.</li> <li>Strong focus throughout school on independence and making choices, and striving and enabling all pupils to achieve their personal potential</li> <li>We support pupils and their families in developing healthier lifestyles and routines through workshops that focus on aspects such as sleep, eating and behaviour management. Our aim is to provide as much consistency as possible for our pupils and to support their families in developing strategies.</li> <li>School Council helped to design a child-friendly version of our vision and aims.</li> </ul>
<p><b>Behaviour Management</b></p> <ul style="list-style-type: none"> <li>Our aim is to promote appropriate behaviour of all pupils in varied settings, to enable the pupils to gain understanding and skills in managing and controlling their own behaviour, therefore reducing the need for restraint and restrictive intervention. Where interventions are necessary most staff are trained in de-escalation and positive handling strategies and follow guidance from detailed individual behaviour support plans.</li> <li><b>NAS 2018 report</b> states: 'Personalised behaviour plans describe the impact of sensory issues on individuals, and give support strategies such as rest and movement breaks.'</li> <li>The school 'I Matter Code' and Class Rules (devised by each class to suit their cohort) emphasize appropriate and expected behaviour</li> </ul>
<p><b>Conduct</b></p> <ul style="list-style-type: none"> <li>Pupils wear their uniform with pride; show respect and tolerance for each other, welcome visitors, and are good ambassadors for the school during educational visits.</li> <li>Pupils conduct themselves well throughout the day, with appropriate levels of support, including at lunchtimes.</li> <li>Staff act as positive role models for pupils.</li> <li>The school is an orderly and positive environment. Pupils respond well to being given roles and responsibilities.</li> </ul>
<p><b>Bullying</b></p> <ul style="list-style-type: none"> <li>The school uses the computer system 'reveal' as a way of recording and analyzing data.</li> <li>0 incidents of racial or homophobic language reported in the past year.</li> <li>School assemblies which address 'Bullying' and focus on appropriate behaviour are led by our Pupil Support Manager.</li> <li>Anti bullying week activities are held annually.</li> </ul>
<p><b>Safety</b></p> <ul style="list-style-type: none"> <li>Staff, particularly senior staff, play a central role in safeguarding, child protection and family support. Staff are frequently nominated as key workers, at the heart of coordinating multiagency responses to support pupils and their families. In this way the school is central to the broader safety and well-being of the pupils.</li> <li>Risk assessment systems are thoroughly in place for activities both on and off site. All off-site activities are monitored by trained EVC and the Headteacher through EVOLVE. The deputy has overall responsibility Health and Safety. To create joint ownership and to ensure all staff have thorough day to day knowledge of the risk assessments they are monitored and evaluated regularly by the whole staff in groups during staff meetings.</li> <li>An intimate care policy is in place and emphasises the importance of care, confidence, respect, dignity and reassurance</li> <li>The school has a robust medication policy</li> <li>The school adheres to a thorough induction programme for new staff, students and volunteers alike</li> <li>The school holds a number of clinics in school to minimise absence of pupils attending appointments, (wheelchair, orthoptist, bladder and bowel etc). Evidence:</li> </ul>



School diary, medical reports.

- Health Action Plans written by nursing staff ensure that pupils health needs are managed appropriately and they can attend school. Where necessary, these are shared with the school transport service so as to maintain safe transportation systems for those with complex health/medical needs.
- The site is secure and substantial daily checks are completed and recorded in school.
- Pupils and staff have regular fire practices.
- Safer Internet Day is accessed annually at a relevant level for our children and we have E-Safety pupil ambassadors.
- Notices of first aiders are located in the school reception and in all rooms throughout the school. First aid boxes are checked and replenished every half term by the six fully trained first aiders.
- Nursing staff are on site at all times.
- The Child Protection Policy is comprehensive, contains the names of the designated safeguarding leads, nominated governors and includes supporting children, allegations against staff, safer recruitment, details on safeguarding pupils who are vulnerable to extremism and radicalisation, PREVENT, female genital mutilation, forced marriage or trafficking and private fostering. Emergency telephone numbers of point of contact are also given. Separate whistleblowing and safer recruitment policies are also in place.
- The school central record (SCR) is compliant with statutory requirements.
- In January 2018 Fox Wood School and Woolston Sixth Form College attained a High Assurance opinion for the 'Key areas of Risk' and High Assurance for the 'Remaining areas of Risk' audited. This audit was completed by a Senior Resilience Adviser from Warrington Local Authority.

#### SMSC

- SMSC is interwoven throughout school life and is promoted within our new curriculum through PSHE and Citizenship. Social and Moral opportunities underpin all that we do, pupils are encouraged to respect each other, make choices, develop their social skills, follow the class rules and play an active part in school life. Staff and pupils care about each other and all achievements are recognized and celebrated.
- Carefully planned themes further support pupils to explore each area e.g. Spiritual - Awesome! Cultural -China, etc.
- SMSC opportunities are further developed through KS3 and 4 accreditation e.g. Arts Award. Pupils learn about different art styles / artists and go on related visits. We recently received an Arts Award plaque for our work towards 'Cultural' awareness through art (whole school Arts Week Spring 2018, Arts Award logs 2018).
- Pupils regularly visit places of historical, cultural, social and religious significance e.g. Beeston Castle (history); Church (religious); Brindley Theatre (cultural); whole school Santa Dash (social)
- In RE, Christianity and two other comparative religions are studied in more depth. The school makes use of 'RE days' to enable the pupils to explore festivals and celebrations in greater depth e.g. Easter Celebration day. Festivals and celebrations from other religions are often included within wider thematic work and our assembly programme.
- Each class has a daily collective worship programme, this is supported by interesting artefacts, music and prayer. Time for stillness and reflection and promotion of awe and wonder supports us to foster spirituality.
- Promotion of British values is addressed throughout the whole curriculum and explored in greater depth through British themes (e.g. British Isles, Best of British) and a whole school 'Great Britain Day'. Our active School Council helps us to widen our experiences British Values. We also have a whole school British Values display to showcase our work.
- Pupils can nominate themselves or others and campaign for votes for Head Boy/Girl and Deputy Head Boy/Girl and learn about democracy and the voting system.
- Pupils support a range of local and international charities and this gives them knowledge of other cultures and develops their empathy towards others (e.g. Warrington Foodbank, Toilet Twinning).
- Half-termly social nights for 6<sup>th</sup> form students to get together outside of College are held at venues such as bowling, theatres, meals out etc.
- 6<sup>th</sup> Form students undertaking the Duke of Edinburgh Bronze Award have a residential experience.
- We are working towards the SMSC Quality Mark in recognition of our work in each area.

#### EYFS



- Although for the majority of EYFS pupils, for the majority of the year, they are not of statutory schooling age, the HT applies the same approach to attendance and punctuality and meetings are also completed regularly with some of these parents, aimed at stemming any poor habits from forming early on.
- Policies such as Anti Bullying and Behaviour are adhered to rigorously from day 1 in Reception, ensuring parents and children understand the high expectations we have at Fox Wood. This is underpinned in the Home School Agreement.
- PSED is integral to our day to day work in EYFS. Pupils are encouraged to develop their independence within all curriculum areas. Staff act as positive role models and use positive praise and reward charts as appropriate.

### Outcomes for Pupils

#### Outcomes for Pupils are good because:

#### Outcomes for Pupils

- During the year 2016-17, the school carried out a number of developments in relation to assessment. The commercial package 'B Squared' has been used for a number of years to collect and collate data across all curriculum subject areas. An Excel tracking tool was introduced in 2016 which enabled staff to compare individual data over time much more readily. Personalised targets were set for all pupils in July 2017 in order to closely track individual progress against starting points.
- Following the appointment of the Assistant Headteacher in September 2017, rigorous analysis of this data has enabled the school to identify key development areas and support class teams to identify pupils requiring additional support in specific areas.
- Pupils enter Fox Wood with attainment significantly below age related expectations due to their complex needs; however, our data shows that during their time at Fox Wood, all pupils make very good, and in many cases, outstanding progress in line with their starting points.
- When our pupils' progress from June 2015 - June 2017 is compared with pupils with similar starting points nationally, using "Progression Tables", Progress in English and Maths is very good / outstanding in all areas, although fewer pupils than we would like exceeded the UQ in "Speaking". This analysis informed our SDP and therefore, although this result is typical for our cohort, there has been a whole school emphasis on the development of speaking (communication) for 2017-18.
  - In "Listening", 78% exceeded the Median level of progress, and 24% exceeded the Upper Quartile
  - In "Speaking", 60% exceeded the Median level of progress, and 8% exceeded the Upper Quartile
  - In "Reading", 70% exceeded the Median level of progress, and 28% exceeded the Upper Quartile
  - In "Writing", 72% exceeded the Median level of progress, and 28% exceeded the Upper Quartile
  - In "Maths Number", 80% exceeded the Median level of progress, and 38% exceeded the Upper Quartile
- Due to the complex nature of many of our pupils, data comparison is difficult, so our data sets are highly individualised. Pupils are set one year and end of key stage personal targets and progress is measured against their starting points rather than age related expectations. National Progression Guidance is used as a comparative tool in order to help us set aspirational targets for our pupils (Progression Tables). Targets are reviewed by class teams and with the Assistant Headteacher during termly Target Review Meetings. This ensures that targets are increased accordingly if they are achieved and teaching programmes can be discussed / identified where pupils may not be on track.
- Fox Wood is part of the North West Special Schools Assessment Group (NWSAG) who collect and collate comparative data across a network of North West special schools. This data is also used comparatively annually and aligns very closely with the Progression Guidance.
- We have a whole school target of 80% of pupils to achieve or exceed their personal targets by the end of the academic year and we are on track to achieve this as the following figures demonstrate:
  - The mid-year review of targets (February 2018) demonstrates that, within EYFS, 14% of targets are not on track to be achieved, 76% of targets are on track to be achieved and 10% of targets have already been achieved/exceeded. 10% of targets have been increased accordingly.
  - The mid-year review of targets (February 2018) demonstrates that, within KS2 – KS4, 12% of targets are not on track to be achieved, 53% of targets are on track to be achieved and 35% of targets have already been achieved/exceeded. 35% of targets have been increased accordingly.



- Each pupil has an Individual Education Plan (IEP) which sets out four targets, based on the four areas within the EHC Plan: Communication, Cognition, Sensory/Physical and Social, Emotional and Mental Health. Targets are set each half term in consultation with other professionals (e.g. physiotherapists, speech and language therapists, where appropriate) and shared with pupils, parents/ carers. Staff record progress towards these targets at least three times per week. Achievement is tracked each half term across the four areas and discussed with class teams. We have recently introduced the fourth target on Social, Emotional and Mental Health (Spring Term 2018) and have increased our whole school target from 75% of IEP targets to be achieved (target achieved Spring Term 1 2018), to 80% accordingly (Spring Term 2 2018).
- By the end of Year 11, students' attainment is usually below average. However, all pupils make at least good and very often outstanding progress. All pupils leave with some accreditation. Accreditation for all KS3 and KS4 pupils is carefully planned and linked to their curriculum tier. All accreditation is internally and externally moderated e.g. ASDAN and Arts Award. The Pupil Support Manager monitors progress towards gaining 'credits' across key stage 4 and ensures robust internal moderation in order for pupils to achieve the ASDAN Personal Progress Award, Certificate or Diploma.
- All Y11 pupils 2016-17 achieved Arts Award and ASDAN Personal Progress Award, with 19 credits or more.
- Life skills are embedded across the curriculum, starting with PSED in our EYFS, personal development lessons across key stages 1 and 2 and Life Skills taught sessions in key stages 3 and 4. Our 'Life Skills Profile' tracks pupil progress across key stages 3 and 4 and ensures even coverage across different areas. Key stages 3 and 4 also have a Work Related Learning (WRL) programme which incorporates enterprise, world of work and in-house work experience. Pupils are accredited for this work through ASDAN Personal Progress and Employability.
- Our Early Years curriculum and assessment comprises Reception and Year 1 (3 classes) where this is appropriate for the needs of individual pupils. The attainment range is particularly broad and for the most part, pupils are grouped by ability to enable structured teaching, replicating the curriculum tiers further up the school.
- Attainment in EYFS Literacy and Maths for the year 2016-17 was generally higher than in "Understanding the World", "Expressive Art and Design" and "Communication". This fits the expected pattern of attainment when considering the ratio of pupils with PMLD, SLD and ASD.

#### Disadvantaged Pupils

- Disadvantaged pupils i.e. those in receipt of Pupil Premium funding are doing well. There is currently no attainment gap between pupils in receipt of Pupil Premium funding and those who are not. (February 2018 data)
- In March 2018, 36 pupils attracted Pupil Premium funding: 6 pupils in Early Years (Reception and Year 1), 4 pupils in KS1, 14 pupils in KS2, 6 in KS3 and 6 in KS4.
- Our end of year data 2016 – 2017, demonstrates that for pupils in Y2 - Y11, average attainment levels for disadvantaged pupils in all core areas: Listening, Speaking, Reading, Writing, Number and PSHE was between 0.5 levels and one level higher than for other pupils.
- Half termly data reviews consider the average progress of pupils in receipt of Pupil Premium funding and those who are not. Comparative data is unreliable in such small groups of pupils and therefore we compare data across areas of need (ASD, SLD and PMLD) and then across the whole school to form the wider picture. (Headline data sets)
- Our individual data demonstrates that pupils in receipt of Pupil Premium funding are making very good progress from their starting points (B Squared summary sheets, targets)
- All pupils in receipt of Pupil Premium funding receive Focused Support sessions in Literacy, maths and communication. Work evidence, session notes and data collected from these sessions demonstrates the positive impact that this has on pupils. Focused Support sessions are closely monitored by middle and senior leaders for quality assurance.
- Half termly data review meetings with the teaching assistants delivering Focused Support ensures next steps are identified and shared with class teams in order to sustain progress.
- There are currently 6 pupils in school with EAL. 1 pupil has SLD, 3 pupils have ASD, and 2 have PMLD. This is an extremely disparate group, with commensurate levels of attainment and progress. Data comparison is difficult within such a small group of pupils with wide ranging needs, but when compared to peers working at a similar level, our end of year data (2016-2017) demonstrated that all pupils with EAL made better progress in Maths and Reading than in Spoken Communication and PSHE. After the introduction of the 'Life Skills Club' for pupils with EAL, our most recent data (February 2018) demonstrates that pupils with EAL have made more than double



the progress of their peers in PSHE. They make less progress than their peers in speaking, listening and number. The Life Skills Club is now focusing on raising attainment in these areas.

- We have three Looked After Children (LAC) whose progress is monitored closely. Their progress is compared with pupils working at a similar level each half term. As of March 2018, data demonstrates that the three LAC currently make more than double the progress of their comparative peers in Literacy and Maths, and marginally more progress in PSHE. They access increased well-being activities through Enrichment sessions.

#### The most able

- The number of learners in Y2 - Y14 who have completed P8 and are therefore working at National Curriculum levels in March 2018 are: 12 pupils in Spoken language, 12 in Reading, 15 in Writing, 16 in Number, and 13 in PSHE.
- Most pupils working within the NC levels are grouped within two class groups, classes 6 and 10. These classes access the Formal curriculum tier.
- Where pupils are working at the NC levels in different classes, activities are differentiated accordingly to meet their specific learning needs. Each theme within the curriculum has a semi-formal and a formal scheme of work which suggests suitable activities for pupils working at a higher level.
- Our most able pupils are considered 'Gifted and Talented' within our school community. They may be identified for Focused Support sessions for English, Maths and Computing, e.g. eye gaze, where their progress is slower than expected. These sessions are taught on a 1:1 basis for individual target work, or in small groups for group activities such as guided reading. These Focused Support sessions are led by teaching assistants and are closely monitored by middle and senior leaders for quality assurance.
- Pupils attending the Focused Support sessions make increased progress as evidenced through B Squared and session notes.

#### Disabled pupils and those with special educational needs

- All of the pupils at Fox Wood School have severe special educational needs. They are deemed to have severe learning difficulties (SLD), Autistic Spectrum Disorder (ASD) and/or Profound & Multiple Learning Difficulties (PMLD), although in some cases lines are blurred.
- End of year 2016-2017 comparisons between the three groups of pupils is very much as expected: pupils with SLD made more progress than pupils with ASD in Speaking and Listening, but pupils with ASD made more progress than pupils with SLD in areas that require less personal interaction - Reading, Writing and Maths (where the greatest difference lay).
- Half termly data reviews consider the average progress of pupils across areas of need (ASD, SLD and PMLD). This data is then analysed by the school Data Team led by the Assistant headteacher in order to identify areas for development and next steps. Class teams review their class data each half term and are also asked to look at the progress of pupils with different needs and identify suitable teaching approaches in order to further improve progress.
- The Pupil Support Manager tracks and analyses the progress made by the pupils with ASD in line with NAS recommendations. She then identifies suitable teaching approaches and works with class teams to ensure these approaches enable pupils to make sustained / improved progress.
- This data analysis has a positive impact as class teams are more aware of areas for development, alternative teaching programmes are identified and sustained progress is continued.

#### EYFS

- Baseline assessment data is collected from previous settings and parents, and class teams carry out their own 6 week baseline assessment period to inform a holistic and accurate baseline starting point.
- Pupils in Reception and Y1 follow our Early Years curriculum. In 2017-18 we have three classes in EYFS: a Reception class with 5xASD & 3xSLD, another Reception class with 4xSLD & 4xPMLD, and a Y1 class with 5xSLD & 3xASD pupils.
- End of year data 2016-2017 identifies the pattern of attainment as very much expected, pupils with PMLD had less well developed Physical Development; for pupils with SLD and ASD, attainment in Literacy, Maths and Physical Development exceeded their attainment in Communication and PSHE.
- Half termly data reviews consider the average progress of pupils across areas of need (ASD, SLD and PMLD) against each of the seven strands of the EYFS curriculum. This data is then analysed by the Assistant Headteacher and the EYFS Lead and shared with all EYFS staff at a team meeting. Staff suggest ideas to further improve progress in different areas. This close monitoring and teamwork ensures that all pupils in EYFS make very good to outstanding progress from their starting points.





Woolston Sixth Form College

- Woolston Sixth Form College is jointly managed by Fox Wood School and Green Lane School. It is currently led by a member of the Green Lane staff, but during 2016-17 was managed cooperatively by a senior member of staff from each of the two schools.
- The current College lead meets regularly with senior leaders from Fox Wood to ensure that provision and outcomes meet the needs and abilities of our pupils. A sensory base for students with PMLD has been set up for 2017-18 and the Assistant headteacher has worked extensively with the teacher to ensure that the excellent provision in the school phase for pupils with profound and multiple learning difficulties is continued into the College phase.
- 12 students from Fox Wood attended College during 2016-17: 5 girls and 7 boys; 7xSLD, 3xASD, 2xPMLD. One of the students with PMLD was absent throughout the year due to illness, and has since passed away. One student left at 19 in July 2017.
- 12 students from Fox Wood attended College during 2017-18: 5 girls and 7 boys; 7xSLD, 3xASD, 2xPMLD
- Students benefit from courses designed to match their learning needs and abilities at three different pathways. The majority of Fox Wood students are placed on the Pathway 1 and 2 courses.
- The arrangements for transition into the sixth form ensure that students settle quickly. Fox Wood employs a Transitions Manager to ensure that all transitions are effective. School and College staff work hard to ensure that all students are well prepared for the sixth form.
- Students at College work towards gaining Accreditation through OCR's "Personal Progress Award", AQA's Pre-entry units in Literacy, Numeracy and "Functional Skills", "Entry Level 1" at one of the five levels available through OCR, and/or "Entry Level" qualifications via the Open Awards. They also work towards a Duke of Edinburgh Award at bronze or silver level.
- Students are making good / outstanding progress that builds on the firm foundations that have been established in earlier key stages in the school. Other students who start in the sixth form from other settings are also making good progress.
- Students further develop their personal, social and vocational skills via a range of specific activities e.g. Willow Green cafe, administrative work in the school office and horticulture. This prepares them for entering the World of Work or education post-19.
- Jointly, Fox Wood and Green Lane have developed an on-site café, opening March 2018, which will enable College students to gain valuable employment experience in catering and hospitality.
- Students use and apply their skills in a wide range of situations, such as cooking meals, shopping, life skills and sports.
- Students' attitudes and behaviour are excellent. They always try their best to meet the high expectations of all staff.
- The students are proud to be involved in the Duke of Edinburgh Award Scheme. The College is a Directly Licensed Centre for delivering and assessing the DofE award scheme.
- Safety and welfare requirements are met. As a result, students are settled, secure and confident.
- The College has its own student council with annual elections and termly meetings.
- The single student who left in July 2017 gained a Diploma at Entry Level 1 in "Life and living Skills".
- All students are on target to gain accreditation at Entry Level 1 "Diploma" level, by accumulating 37+ credits. They will then go on to accumulate further credits at this same level across a broader range of courses. None has yet gained accreditation at Entry Level 2.