



	Strongly agree	Agree	Disagree	Strongly disagree
My child has experienced a positive and successful start to school, this academic year.	64.2%	32.6%	1.1%	2.1%
Woodside prepare children's transitions well when children move up to their new year group in September.	46.3%	49.5%	2.1%	2.1%
In July 2023, my child was given all the information and support they needed to transition well into their new class this September.	50.5%	45.3%	3.2%	1.1%
In July 2023, I (as parent/carers) was given all the information and support I needed to support my child's transition into their next class.	49.5%	42.1%	6.3%	2.1%
My child enjoys school.	70.5%	28.4%		1.1%
My child is taught well at Woodside.	71.6%	26.3%	1.1%	1.1%
My child makes good progress at Woodside	61.1%	34.7%	3.2%	1.1%
My child is safe and well cared for at Woodside.	72.6%	25.3%	1.1%	1.1%
Behaviour at Woodside is good.	48.4%	47.4%	3.2%	1.1%
Woodside is well led and managed.	66.3%	32.6%		1.1%
The school listens to the children's views	58.9%	40%		1.1%
The school is welcoming to the community.	69.5%	29.5%		1.1%
Class teachers can be contacted if needed.	73.7%	25.3%		1.1%
The Headteacher, Deputy Head Teachers and Assistant Head Teachers are visible and approachable.	67.4%	31.6%		1.1%
Woodside takes any cases of bullying very seriously.	53.7%	41.1%	3.2%	1.1%
Woodside helps my child to develop their independence skills.	70.5%	27.4%	1.1%	1.1%
Woodside helps my child to develop skills in communication, reading, writing and maths.	67.4%	28.4%	2.1%	2.1%
Woodside responds well to my concerns and listens to parent views and suggestions.	63.2%	33.7%	2.1%	1.1%
Communication between school and parents allows me to know how the school is developing my child's learning experience through the website, letters and Parentmail.	65.3%	33.7%		1.1%
Woodside promotes worthwhile attitudes and values.	64.2%	34.7%		1.1%
Staff treat my child fairly and caters for my child's needs.	69.5%	28.4%	1.1%	1.1%
There are opportunities to discuss my child's progress and valuable information on my child's curriculum is provided.	67.4%	31.6%		1.1%
There are opportunities to take part in parent workshops/coffee mornings.	57.9%	37.9%	2.1%	2.1%
	YES	NO	UNSURE	
Do you think that Woodside welcomes and celebrates cultural diversity?	90.5%		9.5%	
I would recommend Woodside to another parent.	98.9%	1.1%		



Strengths

- All staff teams collaborating and working together, bespoke planning, teaching and learning for every individual child. Everyone works at woodside because they want to work there.
- Can speak to the school regarding anything.
- Caring teachers and staff.
- Children's individual needs are at its core.
- Communication with parents, the time spent with our children, the patience the teachers have, pushing children to reach their goals, trying to help them be more independent, making school a safe place and also enjoyable.
- Community spirit.
- Creating a safe place for my child to learn at their own pace.
- Equal opportunity and person centered care provided to the children.
- Facilities and ratio of children to adults.
- For those of us who moved from mainstream settings, the level of inclusivity and acceptance at Woodside is very reassuring, particularly after negative experiences and lack of empathy and/or reasonable adjustments in the previous setting.
- Friendly staff, children well cared for.
- Great communication, empathy and understanding.
- Having coffee mornings and teachers/adults knowing the individual child's needs and catering for them.
- Helping my child with their daily living skills.
- Helping students to be more academically excellent.
- Inclusion, educational and life skills.
- Individual learning plan for every child.
- My son has had an excellent start to reception and its thanks to all the staff, thank you.
- My son is very happy going into school. This makes us happy. The teachers are lovely, helpful, communicate fully and we are updated on their development. We like that he is pushed to achieve his goals and that you are focussing on them being more independent. We are so pleased we chose Woodside for our son.
- Safe loving environment where children with Autism can flourish.
- Small classes, teachers are trained specially to meet the SEN needs of the pupils.
- Strong leadership, empathetic and caring ethos.
- Teachers help and tell parents very useful suggestions to improve at home.
- Thank you for all the hard work you have put in with improving the wellbeing of my son in this school. He has shown great improvement and has made strides in his education as well as life lessons.
- Thank you for making my son's experience of school a positive one, we can really see that he is thriving and going from strength to strength.
- The diversity of the school. I think everybody in school is treated fairly.
- The teachers are welcoming, engaging and are supportive of developing independence for my child.
- They are very accepting of child's needs.

Woodside would be even better if... *with responses in italics*

- 1:1 support for children who qualify. *It is the Local authority that determines the funding for each child and not the school. A greater proportion of the school's budget is spent on staffing resources at Woodside in comparison to similar special schools of this size. In general, we are not able to offer 1:1 support throughout the day and we make this clear when we offer a place. Sometimes it is necessary to support a child more closely and if this becomes a more frequent need then we will share this with parents and may apply for more funding, However, additional funding is not always agreed upon by the local authority panel.*
- Allocate more time to educate parents and pupils on the importance of equality, diversity and inclusion, especially in this current climate. *Equality, diversity and inclusion permeate our curriculum and are also celebrated through our many events and termly creative arts weeks, where we use opportunities to bring in and celebrate everybody. Our 'X' (Twitter)-feed and newsletter also reflect some of the wider cultural celebrations we all enjoy. If you have further ideas on how we can enhance this then please do share these with us.*
- After-school activities and clubs. *We run a variety of clubs at lunchtime and after school. Our staff are not contracted to work beyond 3.30 pm and therefore after school capacity is limited. However, we are currently running, the following after-school clubs; Karate, Fencing, Multi-sports, Panto, and EYFS sports club. At lunchtimes, we run the following clubs, Cooking Science, Art, Anime, The Nest, Games, Choir, Panto Club, Inspire sports & Sports Coach.*
- Be more involved with parents. *Please do suggest more ways that we can be more involved with you. You are the experts regarding your child and we aim to work in true partnership with you. There are plenty of ways to become more involved with the school, for example, through the parent workshops and coffee mornings, through joining the Friends of Woodside, by volunteering as a parent governor, by attending our events and showcases.*
- Better handling on bullying. *We take each case of bullying, of which there are few, very seriously. If ever this occurs we have a layered approach to tackle this head on, and have mechanisms in place to support all parties. If you do not feel satisfied that we have dealt with anything appropriately, then please do not hesitate to contact the school*
- Communication between therapists re EHCP and teacher/parents. *We work very closely with the therapy teams in school and offer parent workshops led by therapists. Please note that therapists are not employed by the school but by the NHS or our independent therapy partner, Therapy Links UK. More information about how therapists work in our special school can be found [here](#).*
- Do a trial class before they go to the next year. Show them the new room and the teacher. *We arrange a meet-the-teacher and where possible we will arrange class visits (often classrooms are changed during the summer holiday). For Y9 students taking options, we do offer trial sessions in vocational subjects although last summer this was not possible due to our Ofsted inspection. New class visits can also be anxiety-provoking and do not suit all children. All new teachers participate in an in-depth handover with previous teachers. All children and young people should receive a transition booklet although we have recently become aware that some children missed out on this in Summer 2023. Actions have been taken to address this*
- Earlier parent contact in transition. *This year we had a large number of children joining Woodside across EYFS, Primary, and KS3. It is the local authority that confirms which children are placed at Woodside each year. As such, we are reliant on their timelines before we can begin our own process of contacting new parents, feeder schools and nurseries. We will review the summer term actions to make parent contact as soon as possible and feasible. Sometimes we are only informed of new children towards the end of the term and this is why class groupings are not released until we are as sure as we can be, to avoid late changes due to additional children joining the school.*
- Having a yearly parent meeting for each year group to give information on the transition and give parents the opportunity to ask questions. *At Woodside, we do not teach or group children in year groups but within their key stage. In addition to annual review meetings and the 3 progress review days (PRDs), we also offer meetings for parents at key milestones in a child's educational journey, for example, Y2-Y3, Y6-Y7, Y11, Y12, Y13.*

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- I often wonder if you could have a coin donation box to boost the funds for outdoor equipment. Then the children could bring in a few pence here and there and maybe the seniors could count up all the money. It could be ongoing and possibly be used to fund an inflatable day in the summer. We could be updated regularly to help to provide an incentive to dig out a few coins or even ask extended family and friends to join in. *What a great idea! We will look into this and try to get it set up sooner rather than later.*
- I'm very happy with the school and my child loves Woodside. *Thank you- hearing this from a parental perspective makes a difference to our every day!*
- I think Bexley council need to provide more funding for equipment such as scooters, which lots of the kids love. *Yes- we do have some scooters that are out every day in a small scooter park and are occasionally used for PE together with wave boards, bikes, space hoppers. We really want to offer as many ways as possible for the children to get physical. We could always do with more equipment like this.*
- Information to help at home. *We like to help parents and families at home. Do let us know specifically what help you are after and we will do our best. We can offer visual support, support for parents, how to help your child with reading, toileting, personal safety and independence, and learning support (the website is a good source of information regarding learning). Please talk to your class teacher/tutor or the pastoral support officer initially. Also, one of our Friends of Woodside has been trained as a Mental Health first aider. Details are available in confidence via the office if needed.*
- Introduction of homework. *This is a sticky topic for many families and we are reluctant to set a blanket expectation since many autistic children are averse to completing school work at home. We are also mindful of the social and cognitive demands that the school day can place on children. However, if you are keen for your child to continue with their learning at home, then please focus primarily on reading and developing safety and independence with regard to daily living skills. We can also recommend some useful learning websites such as Education City. Please talk to the class teacher for more information.*
No formal homework will be set but there are a number of useful skills you can practise with your child at home in order to support their learning. Opportunities for reading. This could be sharing a book, listening to your child read or reading labels, menus, signs when out and about. All of these activities will help them with their letter and word skills. Play dice, board or card games together, visit shops to look at money in real life and the job roles people have and encourage them to lay the table for the family. This will help with number and social skills. Encourage your child to be independent at home; dressing himself/herself, packing own school bag and tidying up after him/herself and making basic snacks. Most importantly – HAVE FUN!
- Involve speakers or parents from different cultures and ethnic groups. *We would welcome the chance to invite speakers or parents to come and speak or work with the children and staff. Please do get in touch if you feel able to offer some time as we have plenty of opportunities in which we could share your perspective and expertise. Please do also check the Woodside Way which reflects the wider cultural opportunities built in to the children's experiences.*
- More communication in a timely manner, more trips for the children to give them opportunities to visit places they might not usually get to go to. *We would love to be able to offer more trips and community learning opportunities across the school. However, to ensure safety in unfamiliar locations and environments these are heavily dependent on increased staffing ratios and can also be constrained by transport and costs. Some of the measures we have taken to address this issue are as follows, introduction of the Woodside Challenge and Duke of Edinburgh Awards, performances and workshops in school throughout the year but concentrated in our termly arts weeks. Regular community visits already in place in different phases across the school are; local library, Europa gym centre, Good Life Garden, Lessness Park, Swimming. Please do inform the office of specific communication which you would like more of and more frequently so that we can address this more directly.*
- More feedback from speech and language therapists about what parents can do with their child. *Please contact the SALT team via the school office.*
- More opportunities for parents to visit the school and be involved in child's learning. *As a special school we must attend first to the varying needs of the children and their need for familiar structures, routines and staff. Therefore, additional parent involvement or visits during the school day cannot be easily accommodated.*



- Only safety outside the school, it's brilliant the caretaker helps but my worry as a busy road and the children to and from school. *We have a welcome team involving all of the senior leaders in ensuring and prioritising safety at the beginning and end of the school day. Unfortunately, we have no powers or authority beyond the perimeter of the school site. However, we do ensure school staff on the roadside and assist across the road where possible. We wish all road users would obey the 20mph speed limit and park with consideration to our neighbours. With thanks to all parents and friends who do follow the highway code.*
- Pupils safety due to other peers in the classroom – this can be looked into, i.e., additional member of staff in the class. *We are aware that on occasion, some children are unable to act safely around others, perhaps due to becoming dysregulated. We do not have any additional staff in school. Our budget and the high-needs funding attached to each child do not cover the costs for additional staff in school. Where a child is not conducting themselves safely we firstly discuss this very clearly with parents. We then apply a number of interventions such as class team communication, deployment of the pastoral team, analysing the behaviours to inform individual wellbeing plans, use of specialist rooms, providing highly individualised timetables, meetings with parents, review of placement, applying sanctions, referrals to other professionals such as OT, SEMH advisor, EP, leadership team, actively seek advice from LSEAT and the LA to check that we are doing all that we can to minimise risks and teach necessary personal safety skills. Our approach was externally verified by professional partners in Autumn 1.*
- Send information sheet to parents at the beginning of each term, detailing each subject and what the class would be focussing on for each subject. *Please refer to the detailed curriculum overviews available on the school website; <https://www.woodside.bexley.sch.uk/teaching-and-learning/curriculum-by-phase>*
- The Progress Review Days – surely it would be better to hold a parent's evening rather than unsettling children who seek routine and structure by scheduling this three days after they return from half term. *We initially introduced one Progress Review Day per year alongside one parent evening event. However, parents actively sought more progress review days and so a parent survey seeking parent views specifically on this matter was shared in March 2022. There was an overwhelming preference, (97%) for termly Progress Review days and the suggestions of a longer appointment times which we increased to 30 minutes. We have moved the PRD dates for 2024-2025 to the second week back after half-term breaks.*