



	Strongly agree	Agree	Disagree	Strongly disagree
My child has experienced a positive and successful start to school, this academic year.	71.1%	25.3%	3.6%	
Woodside prepare children's transitions well when children move up to their new year group in September.	56.6%	38.6%	4.8%	
In July 2024, my child was given all the information and support they needed to move up into their new class this September.	62.7%	31.3%	6%	
In July 2024, I (as parent/carers) was given all the information and support I needed to support my child as they move into their new class in September.	60.2%	33.7%	6%	
My child enjoys school.	66.3%	30.1%	3.6%	
My child is taught well at Woodside.	71.1%	27.7%	1.2%	
My child makes good progress at Woodside	59%	38.6%	2.4%	
My child is safe and well cared for at Woodside.	73.5%	25.3%		1.2%
Behaviour at Woodside is good.	53%	44.6%	2.4%	
Woodside is well led and managed.	67.5%	30.1%	2.4%	
Woodside listens to the children's views.	57.8%	41%	1.2%	
Woodside is welcoming to the community.	69.9%	28.9%	1.2%	
Class teachers can be contacted if needed.	69.9%	28.9%	1.2%	
The Headteacher, Deputy Head Teachers and Assistant Head Teachers are visible and approachable.	72.3%	26.5%	1.2%	
Woodside takes any cases of bullying very seriously.	51.8%	47%	1.2%	
Woodside helps my child to develop their independence skills.	74.7%	24.1%	1.2%	
Woodside helps my child to develop skills in communication, reading, writing and maths.	68.7%	28.9%	2.4%	
Woodside responds well to my concerns and listens to parent views and suggestions.	66.3%	32.5%	3.6%	
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.	63.9%	32.5%	3.6%	
Woodside promotes worthwhile attitudes and values.	65.1%	33.7%	1.2%	
Staff treat my child fairly and caters for my child's needs.	71.1%	26.5%	1.2%	1.2%
There are opportunities to discuss my child's progress and valuable information on my child's curriculum is provided.	68.7%	27.7%	1.2%	1.2%
There are opportunities to take part in parent workshops/coffee mornings.	63.9%	32.5%	3.6%	

	Yes	No	Unsure
Do you think that Woodside welcomes and celebrates cultural diversity?	89.2%	1.2%	9.6%
I would recommend Woodside to another parent.	97.6%	2.4%	



### Strengths

- Ability to customise the strategy for each child needs.
- Care for their students and focus on improvement educationally and overall wellbeing.
- Communication with the parent, good relationship between student and teachers.
- Encouraging life skills and independence.
- Excellent teaching staff.
- Inclusion and open communication.
- Overall, we are happy with Woodside school and the teachers and our child is doing well.
- Small classes, personalised learning plans, understanding teachers, caring, safe and nurturing environment.
- The progress review day format is very good. We had ample time to run through our child's targets and progress.
- The staff and their love for the children, also the fact that they are constantly evolving the curriculum to suit our children.
- Trying to make the children independent as possible, progressing their learning.
- Understanding of ASD, inclusion of children in a variety of activities. The teachers are caring and passionate.
- Well led management team, open dialogue with parents/carers, and a safe & welcoming environment for my child.
- Woodside is very good with the way they teach the children and the way the teachers and the way they interact with the children.

### **Woodside would be even better if... *with responses in italics and common themes only addressed***

- Communication with parents around what has taken place during the school day, images of things our children have been doing and updates would be great. Maybe going forward the physical contact book could be replaced by an interactive online portal for communication between teachers and parents. This would also enable simpler sharing of photos of the child's activities. *Our staff team and the adults working directly with the children are the most precious resource available to the children. Using technical devices to take and upload pictures online, instead of giving the children our full attention does not help the children to make the best of the learning opportunities and make progress towards their targets. So although we have previously trialled such systems in EYFS-Year2, we will not be proceeding with this approach. We will however keep our eyes open for better modes of communication if they become more readily available and are safe. The new Learning Journals are also proving very popular and these are available for you on Progress Review Days and at Annual Review meetings.*
- Develop more activities where the community (parents) can participate. Summer fair, Christmas fair, etc. *Please do offer your ideas and, if possible, your time to the Friends of Woodside who are always looking for additional help. We do try hard to invite parents in as much as we can without disturbing the usual school routines.*



- Developing extra-curricular activities and after-school clubs. Provision of homework to guide parents with continuing learning at home.  
*Extra-curricular activities are available to children every lunchtime. Our current after school clubs for the Spring term 2025 will include Boxing, Karate, Multisports, and Rebound. Lunchtime clubs include Science, Choir, Multisports. Within the curriculum there is a range of enrichment opportunities; Dance and Movement (Shine), BMX, Fencing, Table cricket, Boxing.*
- More events and opportunities to learn about and celebrate different cultures- involve parents in these.  
*The curriculum is enriched with a range of experiences and opportunities planned to promote cultural capital, equality and diversity. A unique feature of our curriculum is our termly special arts weeks. These and additional themed days further enrich and broaden awareness of the world, providing opportunities for rich cultural experiences and learning, to try something new and develop new skills and interests. They provide practical, artistic, technical, physical, creative and therapeutic opportunities to celebrate different faiths and cultures and impact positively on achievement, enjoyment and progress*
- More opportunities for children e.g. offer GCSEs  
*Although we are a designated educational provision for those with Autism, this does not mean that Woodside is the best environment for all autistic children and young people. We do not offer a qualification pathway to GCSE level qualifications and so we would not be able to support children who can access these to reach their educational potential. Instead we offer a range of Entry Level- Level 2 qualifications which are selected in line with student ability and preference. The pathway information shares more detail regarding the learning opportunities and curriculum at Woodside. Autistic children and young people develop and hit important educational milestones at different times as they are unique. Should it become apparent that a child placed at Woodside requires higher adult-facilitated support or a different educational expertise or environment, then we will raise our concerns with transparency with parents and carers through the Annual Review process.*
- Holiday clubs to be made available - in the school that they are familiar with. There're no holiday clubs for SEN children available in general.  
*We do make Woodside facilities available for SNAP use during the school holiday periods but we know that many of our community are unable to access SNAP. The funding and coordination of Holiday Clubs lies with the L. B Bexley. Sadly we have neither the financial, nor staffing resources or capacity to set these up ourselves.*
- If known in advance, a list of key dates at start of year would help with planning, with regards to special days (Children in Need, Red Nose Day, World Book Day, Christmas performances).  
*We will aim to create a parents and carers school calendar to include these dates in advance. Please also note that we are aware of the importance of normal school routines and the financial demands on our families. Our fundraising and whole school awareness days are carefully scheduled to ensure that the number of changes is minimised and to avoid placing additional pressures on families.*
- Structured weekly homework and daily reading books for our children, to continue learning at home. Spellings should be implemented to improve the literacy skills (especially for our non-speakers)  
*Pupils are sent home with the same reading book for a week, we recommend reading the book at least three times to give them an opportunity to develop their understanding of the book as well as learn new words they may be struggling to read. 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 contact your child's teacher.*

*Any time spent reinforcing reading and developing safety and independence with regard to daily living skills is always extremely valuable. We can also recommend some useful learning websites such as Education City. Please talk to the class teacher for more information. 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!*

- I would like to see activities like learning how to play a musical instrument added into the curriculum. Formal sports as well included in the curriculum.  
*Enhancing our music and drama curriculum opportunities is a key development for the school this year and we have secured an additional day of input from Bexley Music and created a performance class space. Usually the weekly music lessons do offer class groups the chance to learn to play musical instruments such as drums, ukuleles, keyboards & percussion. Our annual Music Week in January and our Performing Arts week in the summer are always very popular and full of musical opportunities including the chance to explore and play a range of instruments. We work very closely with Bexley Music who do offer individual tuition. More information can be found here: <https://bexley-music.co.uk/>.*
- More affiliated links with mainstream schools to give children who are progressing more opportunities to go further in their education.  
*Through our multi academy trust, LSEAT, we hold some strong affiliations with mainstream primary schools and in particular Belmont, Bedonwell, Barrington and Warren Road. If you feel that Woodside is not the right setting for your child to make progress then please do make contact with the SENCOs at Woodside; Mrs Knight and /or Mrs Lloyd.*
- The car parking issues.  
*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.*
- Transitions need some work. An opportunity to meet the teacher at the start of the year for parents. More transition information on class teachers and TA's and cohort for the children.  
*We are reviewing and exploring potential opportunities to 'meet the teacher' in the first half term as we appreciate the importance of making a connection with your child's teacher early in the academic year.  
Preparation for transitions for the children are always carefully considered and where possible we will arrange class visits (although often classrooms and class teams are changed during the summer holiday). 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 visual/booklet for them to refer to during the summer holidays.*



- We would like to see pupils have more opportunities to go out-and-about in the community - visiting shops, cafes, supermarkets, parks and gardens etc to gain valuable life and interaction skills. *In 2023-2024 there was a significant increase in the number of local community trips across the school. We are aiming to keep momentum going this year. We are legally bound to risk assess every trip and community visit and sometimes the risks outweigh the benefits particularly as we do not have the luxury of having any additional staffing resources who could support more regular trips and outings.*