



Summer Term Progress – Impact Report 2021/22

Executive Summary

This summary assumes the reader has a good understanding of Woodlane’s assessment practices. For more information on this, please visit our Assessment page of the school website. Within the graphs below, impact is demonstrated through ★ (outstanding progress) and 🚩 (working below).

Covid-19: Data must be viewed with caution due to impact of the Covid-19 pandemic. This data set reports on progress from the academic year 2021/22. Whilst there has been less disruption, the school are still experiencing Covid-19 related absence from both pupils and staff, and the impact of the 2 previous years remains keenly felt.

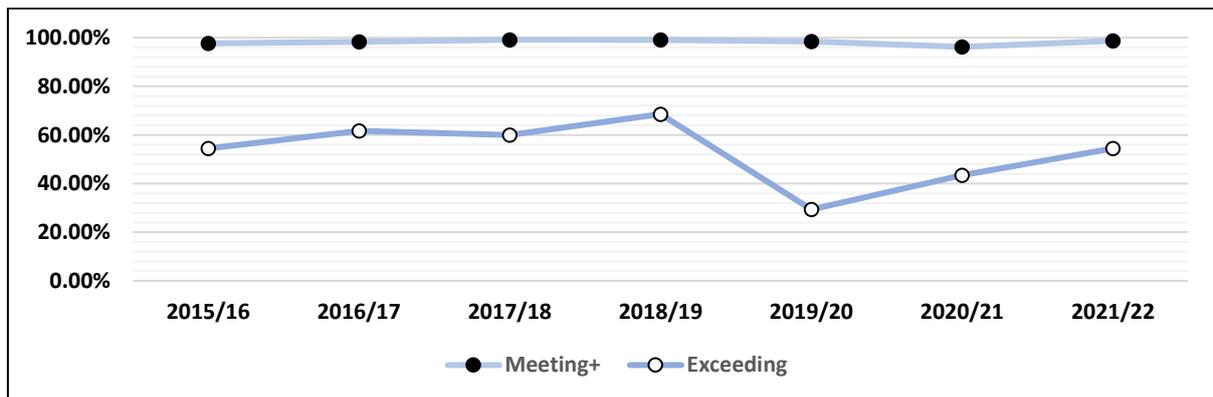
Summer Term 2021/22 Headline Results:

- ★ 98.69% of pupils met and exceeded expectations across all subjects. A further increase of 0.25% from the Spring Term 2020/21 and comfortably over the Outstanding threshold.
- ★ 54.43% of expectations were exceeded, a 20% rise from Spring.
- ★ Maths and English are demonstrating outstanding levels of progress.
- ★ 7 out of the 8 foundation subjects have achieved the School’s threshold for ‘Outstanding.’

Whole School Progress 2021/2022 – Summer Term			
Total Data Points: 1909	Exceeding	Meeting+	Below
Pupils	1039	845 (1884) *	25
Percentages	54.43% ★	98.69%* ★	1.31%

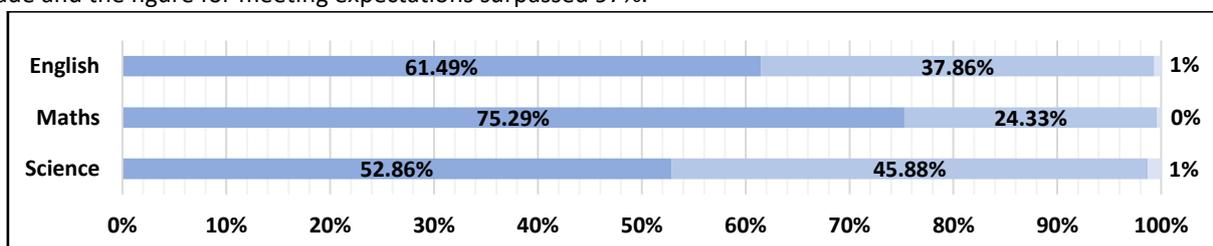
*The figures presented under Meeting+ include those pupils who have both met and exceeded expectations.

The percentage of expectations that were met averages above 98% in the Summer Terms from the last 5 years. The only dip seen was in 2020/21 during the height of the pandemic. This Summer Term is very consistent with previous datasets and in particular, the proportion of pupils Meeting+ is back on track. Clearly the school’s upward trajectory was impacted by Covid-19, but work undertaken has recovered this well and the school is very much back on track.



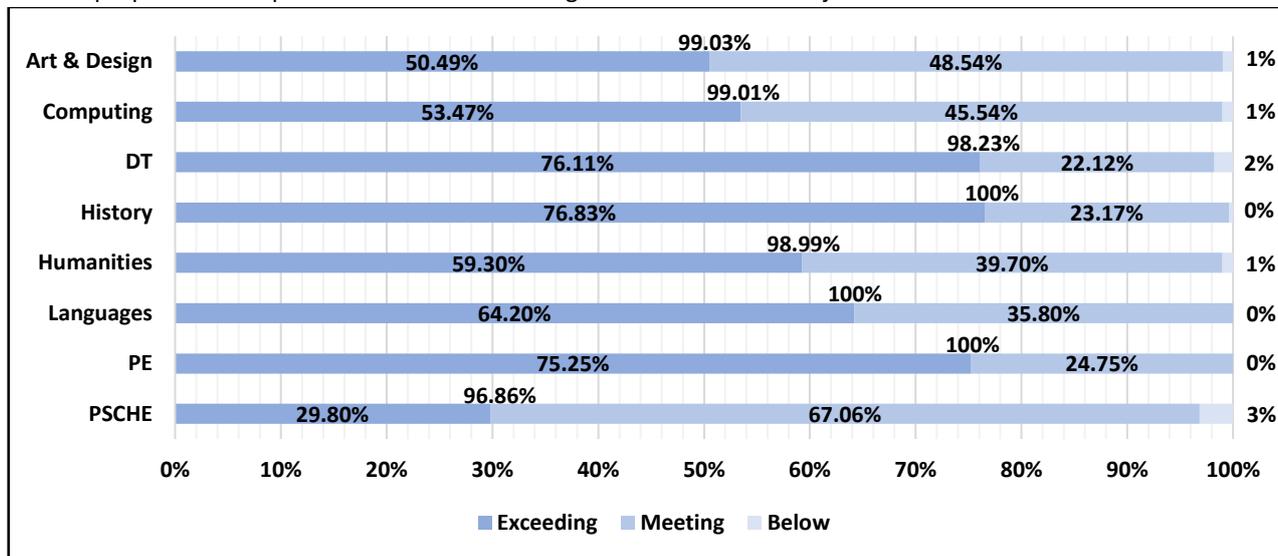
Impact in the Core Subjects:

The combined average for the core subjects is 98.74%, which has risen from the Spring Term by 0.5%. English and Maths achieved the school’s threshold for Outstanding progress, whilst in Science, improvements continue to be made and the figure for meeting expectations surpassed 97%.



Impact in the Foundation Subjects:

The headline data is very positive in the foundation subjects with the overall 'mean' figure at 98.65% meeting expectations. The proportion of expectations exceeded grew substantially over the year and all subjects are in a very strong position. Only one subject did not meet the Outstanding threshold of 97%, and this was by a very small percentage. Significant progress has been demonstrated in PSCHE following the re-baselining of the entire cohort, but the proportion of expectations exceeded still lags behind the other subjects.



Impact across Common Groups:

Woodlane analyses the progress of all pupils within common groups (e.g. Gender, SEN, Ethnicity, and PP). In the table below, some of these comparisons are listed. They should not be compared with each other as the groups are very different, however they can be compared to the whole school figure below.

Various Groups - Analysis of Progress 2021/2022 – Summer Term			
	Exceeding	Meeting+	Below
Nurture Class	41.67%	99.36% ★	0.64%
PP	51.92% ★	99.45% ★	0.55%
Non-PP	53.53% ★	98.24% ★	1.76%
Girls	51.31% ★	99.35% ★	0.65%
Boys	53.7% ★	98.42% ★	1.58%
MMH	52.63% ★	90.79%	9.21%
Whole School	54.43% ★	98.69% ★	1.31%

- The overall gap in progress between Boys and Girls is small and both groups made outstanding progress.
- The gap has narrowed between KS3 pupils and their KS4 peers in the core subjects.
- A small gap exists in both meeting and exceeding for Pupil Premium in the Core Subjects.
- When comparing the 4 largest Primary SEND in the school, 3 of the 4 are over the 97% meeting threshold with only SLCN missing out – just 0.3% below in exceeding.
- When looking at Ethnicity, only WBRI did not achieve the outstanding threshold.

Areas for Improvement:

For the next academic year, 2022/23 Woodlane's key aims are to:

- Improve the progress of pupils in Science and PSCHE in line with their peers.
- Ensure Year 9 pupils in Art and DT and pupils with the primary need SLCN make outstanding progress.
- Ensure gender gaps are closed and WBRI pupils make outstanding progress in the core subjects.
- Improve the progress of MMH pupils with targeted support for one pupil specifically.
- Explore the use of target setting for pupils working at P1 on entry.