



Spring Term Progress – 2019/20

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, in particular reference is made throughout to the “Changes to Assessment Practice 2019/20”. Within the graphs below, impact is demonstrated through green (meeting/exceeding expected progress) and red (working below). The assessment data within this document is largely free from the impact of Covid-19, as Woodlane was only closed for 2 days prior to submission.

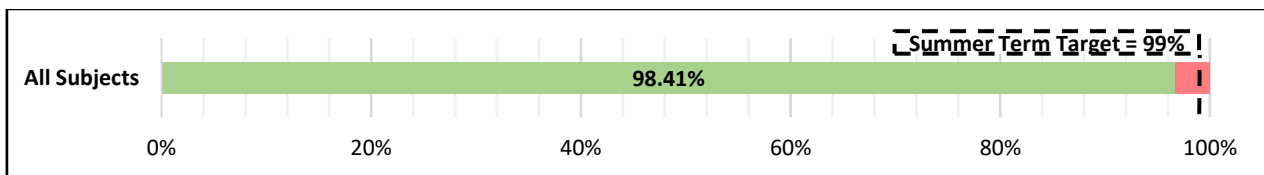
Spring Term 2019/20 Headline Results:

- ▲ The school’s assessment practices were updated and refined in the Autumn Term and are now embedded.
- ▲ 98.41% of expectations were met/exceeded across the whole school, a rise of almost 2% from last term.
- ▲ There is little difference seen between the progress of key groups.

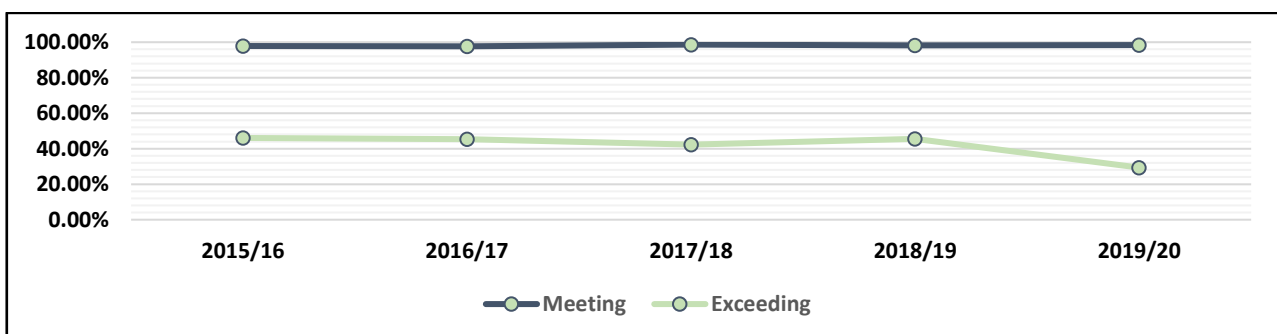
Intent: Woodlane has designed a curriculum that is being successfully implemented through classroom teaching. The school’s curriculum is both responsive to pupil needs and rooted in the core knowledge and skills expected of secondary age pupils. Woodlane sets out to achieve the very best for each pupil, regardless of need, or characteristic.

Implementation: A well-planned curriculum is delivered seamless across all ages, with pupils able to demonstrate that over time they know more and are able to do more. The positive results of this learning can be seen in the standards pupils achieve through their school work, internal and external assessment, as well as their current and future successes. Woodlane High School has 12 Curriculum areas, some containing multiple strands. All elements of the school’s curriculum contribute to each pupil’s cultural capital and none are taught in isolation. Lessons are enhanced through cross-curricular learning, trained specialist support, educational visits, formal qualifications and consistent opportunities to grow personal independence and life skills.

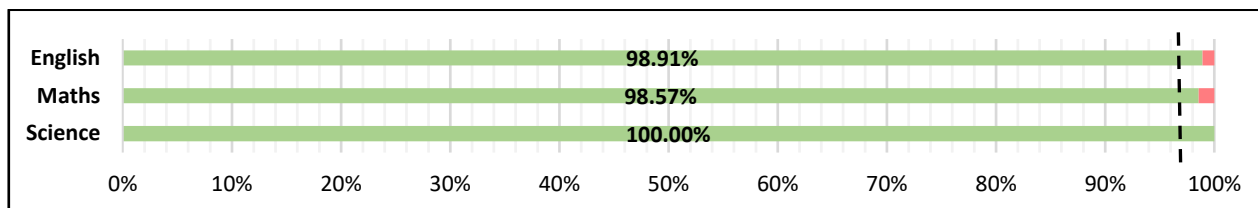
Impact across the Whole School: Woodlane High School is an outstanding school (Ofsted June 19). “All pupils make sustained and substantial progress from their starting points.” The School has analysed the progress of all pupils in all subjects throughout the Spring Term 2019/20 under the new Progression Steps model. The vast majority of pupils’ progress well from their different starting points and achieve or exceed standards expected within the school’s own curriculum. 98.41% of expectations have been met/exceeded by pupils, with 29.35% exceeded.



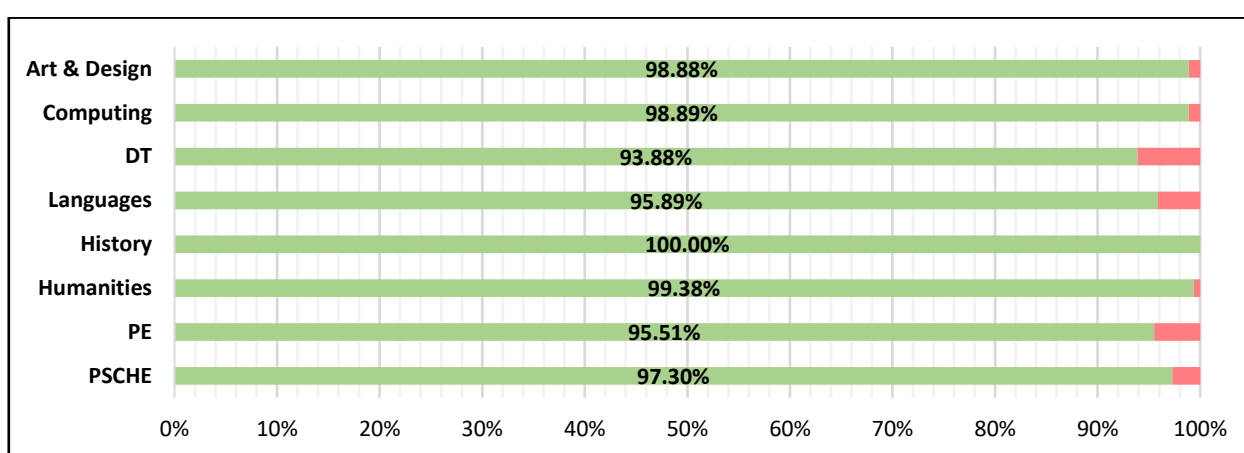
In the Autumn Term, the school stated its belief that progress data required at least two terms to allow meaningful comparisons due to the migration of the data systems. Now in the Spring Term, we can reflect that this timeframe has allowed the new assessment system to become embedded in school practice and the progress of pupils overall (meeting/exceeding) is now slightly above the normal range for this time of year. The proportion exceeding expectations is lower than in previous years, a knock-on effect of establishing a new system - as it is each pupil’s progress over time that is being assessed through the Flight Path.



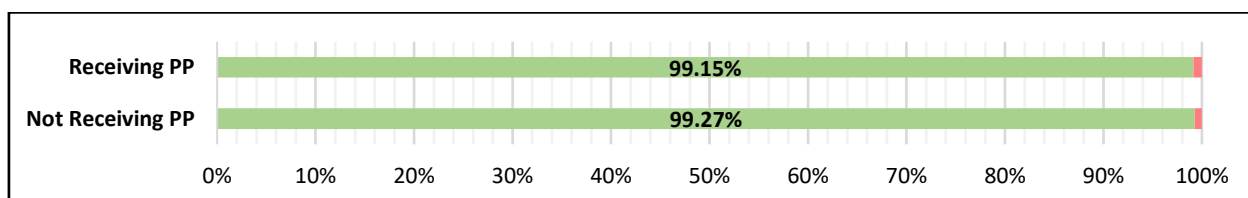
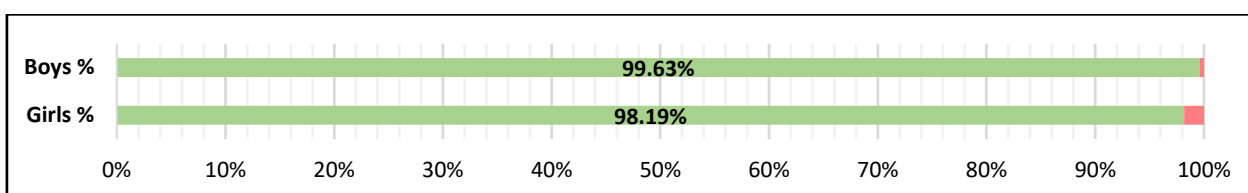
Impact in the Core Subjects: All three subjects achieved above the school's threshold for outstanding (97%), having been heavily affected by the migration of assessment systems in the Autumn Term. The proportion exceeding expectations remained lower than usual for this time of the year. In English, this figure was down 20% year on year, whilst Science was down 30% year on year. The combined proportion meeting/exceeding in the core subjects was 99.12%, significantly above the foundation subjects, whilst the proportion exceeding is 21.18% - substantially below.



Impact in the Foundation Subjects: The headline data for foundation subjects now demonstrates outstanding progress, with 97.59% of expectations met by pupils. The proportion exceeding has risen and is within the normal range for this time of the year. The data anomalies affecting Year 8 pupils continue to have an impact, however this is diminishing over time as pupils accumulate more progress data. Progress in DT, Languages and PE is behind that seen in the other foundation subjects, however the proportions exceeding expectations in each remain high.



Impact on Groups: Woodlane analyses the progress of all pupils within common groups (e.g. Gender, SEND, Ethnicity, and PP), as well as a range of target groups drawn from the analysis. There are very few progress gaps when exploring these groups. Where these few exist, they are not consistent trends and groups are almost always above the school's threshold for outstanding.



Areas for Improvement: For the Summer Term 2019/20, Woodlane's key aims are:

- Raise the proportion of pupils exceeding expectations in the core subjects.
- Raise the progress of pupils in DT, Languages and PE.

Due to the Covid-19 Pandemic, the school recognises that steps to improve progress will not happen in the usual way. This data continues to support school practice, including through remote learning opportunities. It is hoped that pupils will have some access to school in the Summer Term, however formal assessment is unlikely to be possible.