Autumn 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).
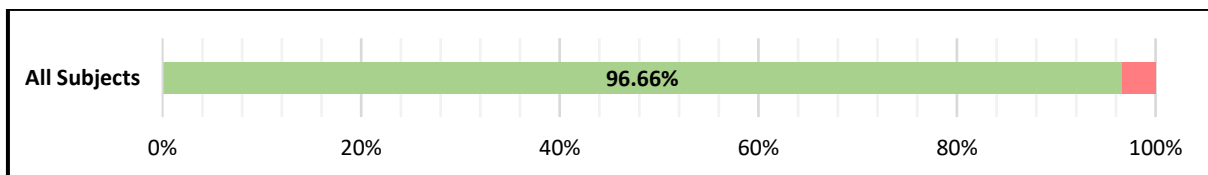
Autumn 2019/20 Headline Results:

- 🔺 The school's assessment practices have been updated and refined in the Autumn Term.
- 🔺 97% of pupils met expectations (rounded) across all subjects.
- 🔺 Woodlane achieved the highest proportion of pupils exceeding expected progress under this measure.
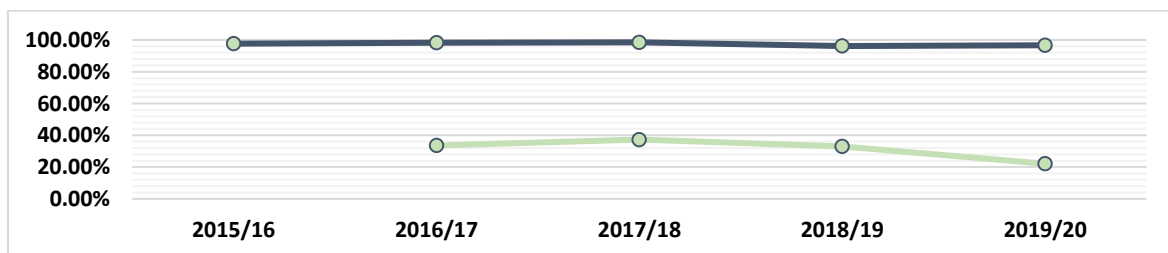
Intent: Woodlane has designed a curriculum, which is very successfully being implemented through classroom teaching. The school's curriculum is both responsive to pupil needs and rooted in the core knowledge and skills expected of secondary age pupils. Woodlane sets out to achieve the very best for each 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.
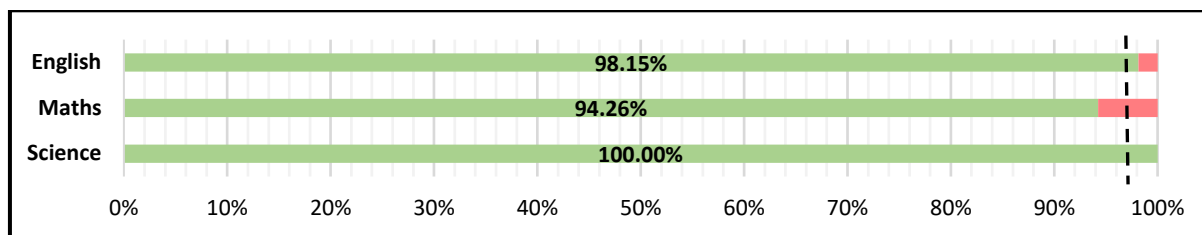
Impact across the Whole School: Woodlane High School is an outstanding school (Ofsted June 19). *"All pupils make sustained and substantial progress from their starting points."* The School has analysed the progress of all pupils in all subjects throughout the Autumn Term 2019/20 under the new Progression Steps model. The very large majority of pupils' progress well from their different starting points and achieve or exceed standards expected within the school's own curriculum. 96.66% of pupil expectations have been met or exceeded, with over 22% of exceeded.
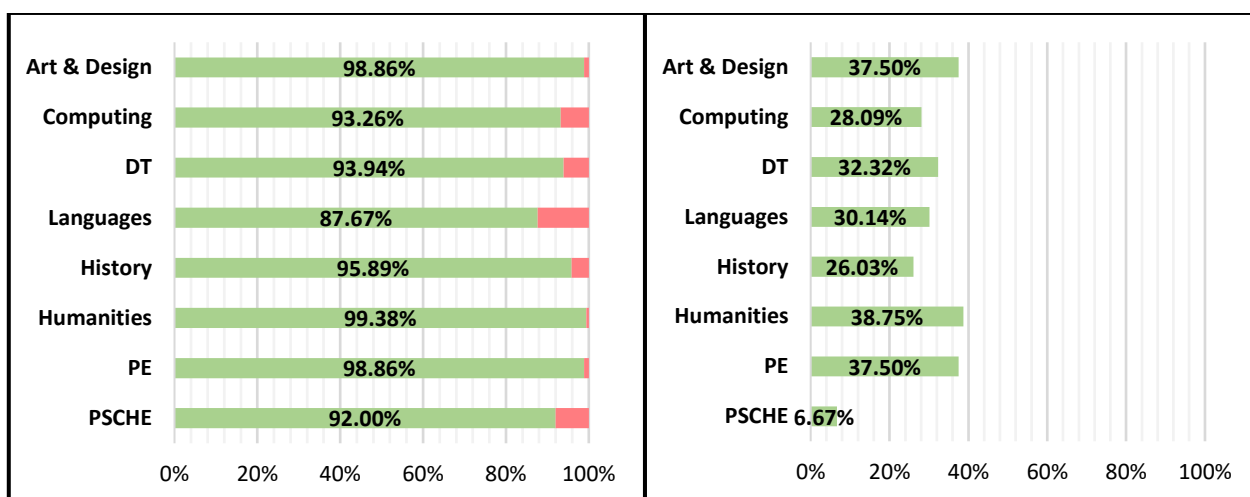

Progress data requires at least two terms to allow meaningful comparisons due to the migration of the data systems in the Autumn Term. The school is confident that progress will remain outstanding under this updated assessment model. At this time, progress data is already slightly above that seen in the Autumn Term last academic year and tracking the normal range for progress in the Autumn Term.
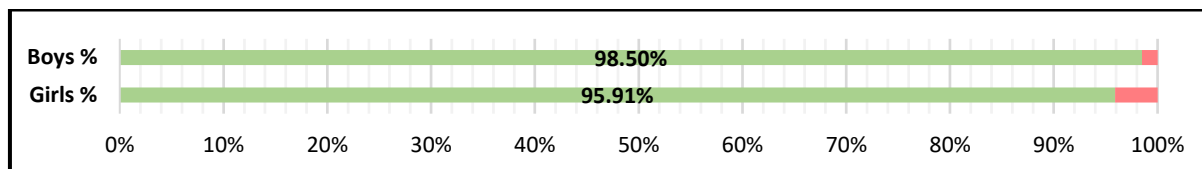
Du Cane Road London W12 0TN
Tel: 0208 743 5668 | **Fax:** 0208 743 9138
Headteacher: Claire Maynard | **E-mail:** admin@woodlane.lbhf.sch.uk
Web: www.woodlane.lbhf.sch.uk

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Impact in the Core Subjects: English and Science achieved above the school's threshold for outstanding with progress in Maths heavily affected by the migration of assessment systems.

Subject	%
English	98.15%
Maths	94.26%
Science	100.00%

Impact in the Foundation Subjects: The headline data for foundation subjects is good, with 94.98% of pupils meeting expectations. The data anomalies affecting Year 8 pupils have had an impact on the data.
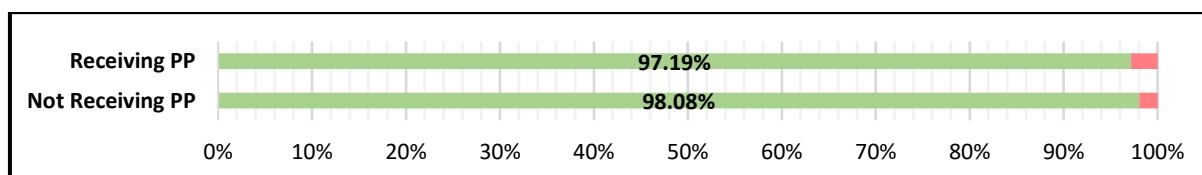
Subject	Meeting %	Exceeding %
Art & Design	98.86%	37.50%
Computing	93.26%	28.09%
DT	93.94%	32.32%
Languages	87.67%	30.14%
History	95.89%	26.03%
Humanities	99.38%	38.75%
PE	98.86%	37.50%
PSCHE	92.00%	6.67%

Impact in the Various Groups: Woodlane analyses the progress of all pupils within common groups (e.g. Gender, SEN, Ethnicity, and PP), as well as a range of target groups drawn from the analysis.

Group	%
Boys %	98.50%
Girls %	95.91%

Core Subject Expectations – Analysis by 3 Largest Primary SEN Groups						School (101)	
	Exceeding	%	Meeting	%	Below	%	Total	%
SLCN	29	13.55%	179	97.20%	6	2.80%	26	25.74%
ASD	17	10.37%	144	98.17%	3	1.83%	21	20.79%
OTH	16	11.68%	120	99.27%	1	0.73%	17	16.83%

Core Subject Expectations – Analysis by Largest 3 Ethnicity Groups						School (101)	
	Exceeding	%	Meeting	%	Below	%	Total	%
WBRI	36	18%	161	99%	2	1%	26	25.74%
REFU	4	5%	69	97%	2	3%	14	13.86%
BAFR	2	3%	75	99%	1	1%	10	9.90%

Group	%
Receiving PP	97.19%
Not Receiving PP	98.08%

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

- Raise the progress of pupils in the core subjects, particularly Year 8 in Maths and Year 9 in English.
- Raise the progress of KS3 pupils in the foundation subjects, particularly DT and History.
- Ensure the new assessment system is completely integrated, supporting teaching and learning with comprehensive pupil data that continues to demonstrate the outstanding impact of the school's curriculum.

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