Woodlane High School
achieving success in a nurturing environment

Autumn Term Progress – 2020/21
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). Red indicating working below must be viewed with context as current progress is measured against the end of year expectation.

Covid-19

Data must be viewed with caution due to impact of Covid-19. This data set reports pupil progress from the Autumn term, which is the first formal data set since Spring 2020 pre-closure. In addition to the March-July 2020 wider school closure, we have seen multiple 'bubble' isolation periods and shielding cases contributing to significant lost learning in the autumn term.
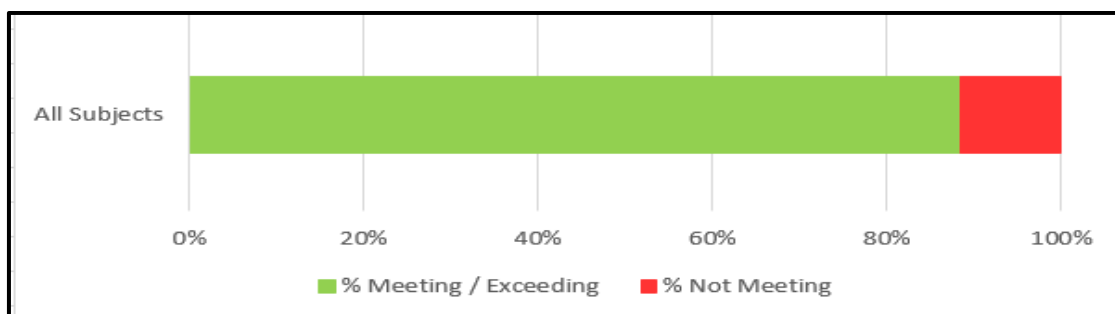
Covid catch -up

Targeted invention has been implemented to a small cohort of pupils as part of a 6- week cycle in the autumn term. Regression and/or lack of progress has been identified within the cohort and these pupils have received 1:1 support in their area of need for an additional 1 hour per week. These sessions focus on exam techniques, life skills, motor skills, speech and language, drawing and talking and wellbeing therapy. Although the impact of this is not highlighted in this data set, we intend to measure the impact of these sessions using both hard and soft data when school should resume.

Autumn 2020/21 Headline Results:

- 🔺 The school's data is inclusive of the MNU, recorded data demonstrates that all MNU pupils are meeting expectations and, in some cases, exceeding.
- 🔺 2% gap between PP and non-PP meeting or exceeding expected progress.
- 🔺 88.4% of pupils met and exceeded expectations across all subjects against EOY targets.
- 🔺 28.3% pupils exceeded, which is a 6% increase from last year's data set.
- 🔺 Languages, Art, Humanities and Art are all exceeding the school's threshold of 'good' levels of progress.
- 🔺 Humanities and Languages show significant increases of exceeding expectations, which were both areas of improvement from last year's data report.
- 🔺 5/8 foundation subjects have increased their 'exceeding expectations from this point last year.

This data set demonstrates that pupils exceeding expectations has significantly increased despite the circumstances of reduced contact time between teacher and pupil. Although pupils meeting expectations have fallen quite significantly, it is imperative to apply context that these are end of year expectations in a current pandemic.

Further analysis suggests pupils are on track to meet their targets by the spring/ summer term; this is positive given the restrictions in teaching and learning practices of the last two terms.

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At this time, progress data in meeting expectations is currently below that seen in the Autumn Term last academic year and the years previous. This is the first full year of the new assessment practices of PS steps which have been disrupted by the covid-19 pandemic. Below the upward trend in 'exceeding' can be seen in this academic year a 6% increase from last year.
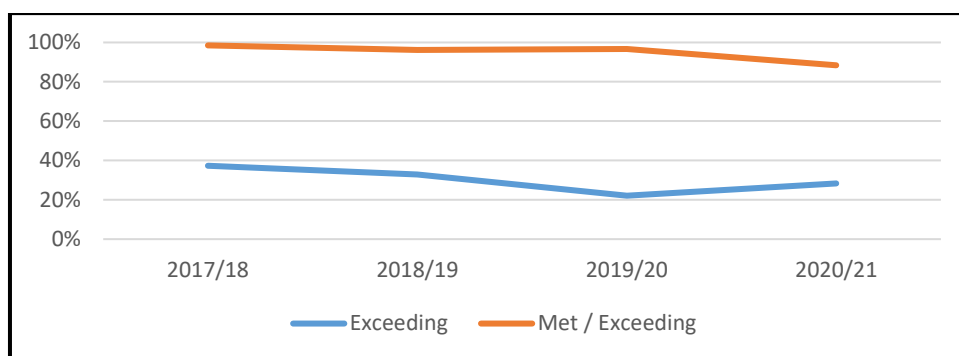
Impact in the Core Subjects: English has achieved the School's threshold for 'Good' progress. Maths and Science both require improvement showing a decrease in performance from last year. KS3 groups are dominant in the cause of the underperformance for Maths and KS4 for Science. NB: Y8, Y9, Y11 groups have all had additional time away from school due to isolation periods.
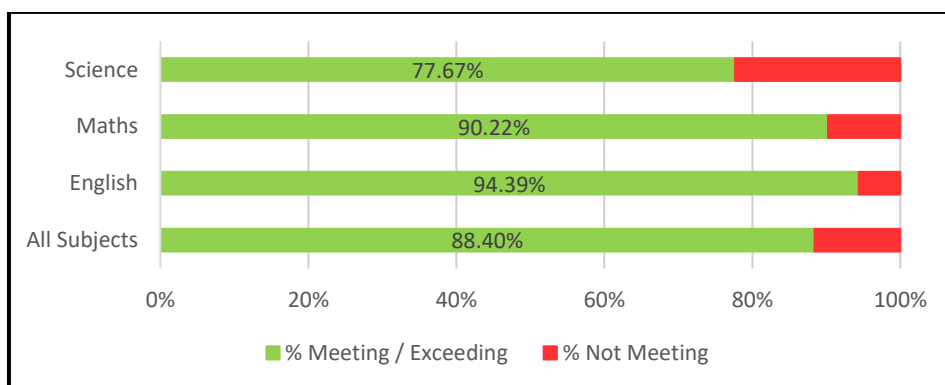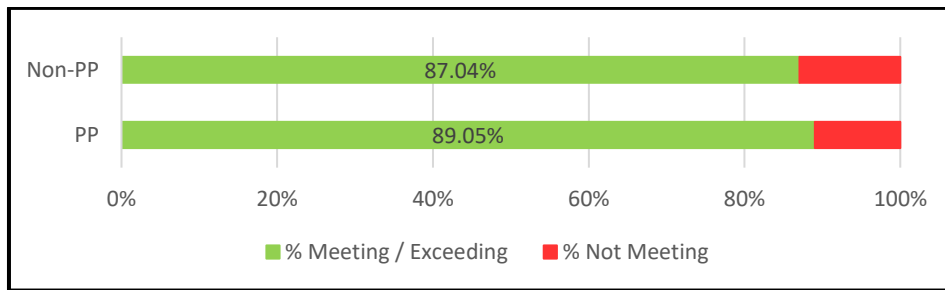

Impact in the Foundation Subjects: The headline data for foundation subjects requires improvement, with 88.7% of pupils meeting/exceeding expectations. Languages, RE, Geography, DT and Art have all increased in exceeding expectations this year. Y8 is a key group largely representing the underperformance in foundation subjects.
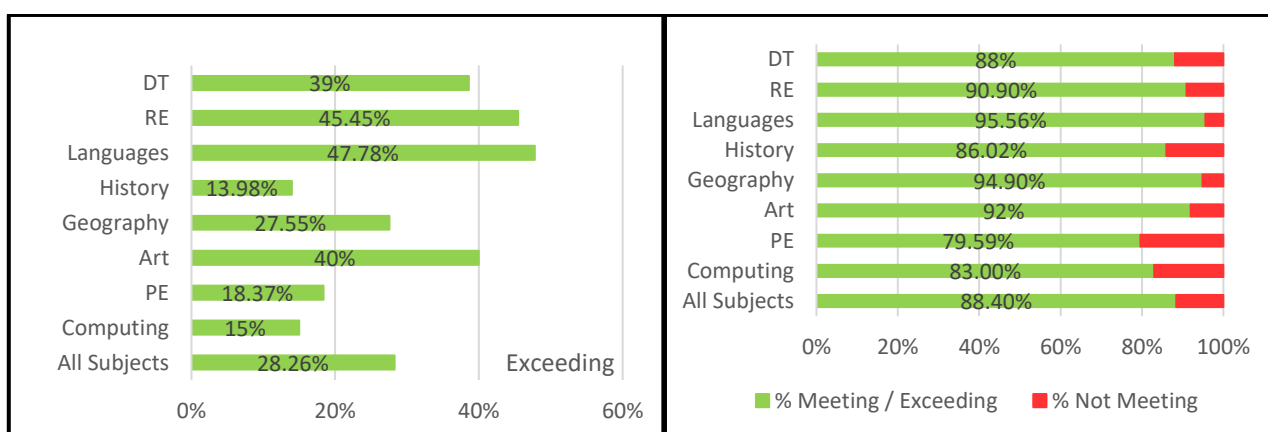

Impact in the Various Groups: Woodlane analyses the progress of all pupils within common groups (e.g. Gender, SEN, Ethnicity, and PP.

The chart below highlights a minimal gap of 2% between PP and non-PP pupils. The gap has further narrowed from this point last year.

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Girls can be seen outperforming boys in meeting/exceeding expectations by just over 1.5%. This has decreased from this point last year. The ratio of girls to boys is 28:74, therefore context must be applied. This data demonstrates the closing of the gap between progress of the two groups.
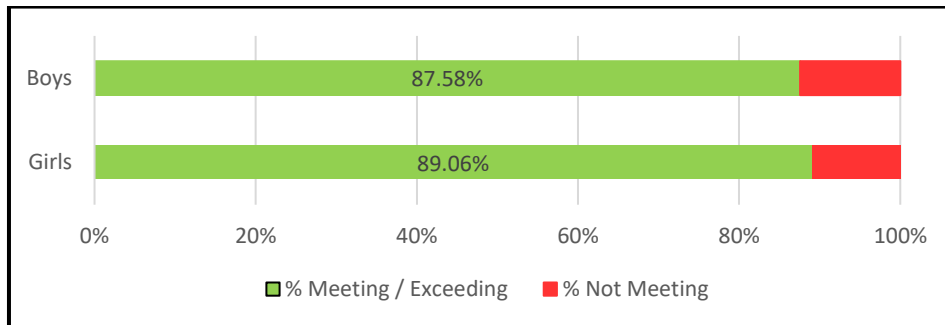
Areas for Improvement: For the Spring Term 2019/20, Woodlane's key aims are to:

- Raise the progress of pupils in the core subjects, particularly Year 8 in Maths and KS4 Science.
- Raise the progress of KS3 pupils in the foundation subjects, particularly Y8 and Y9.
- Ensure covid- catch up resumes as soon as possible and data from this report informs next cycle of pupils.
- Focus on exceeding expectations for Computing, PE, History, Maths and Science.

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