



## Spring Term Progress – 2020/21

### Executive Summary

#### Covid-19

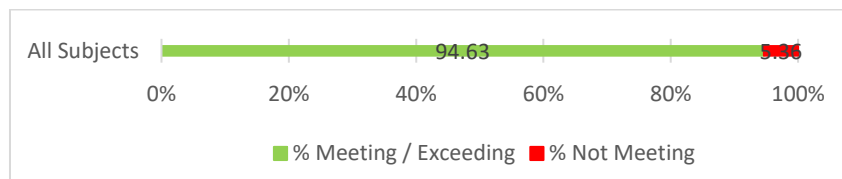
Data must be viewed with caution due to impact of Covid-19. This data set reports pupil progress from the Spring term and reflects the progress of pupils during remote live learning and following the return on March 8<sup>th</sup>. Pupils who were not engaging or struggling to access live learning at home were offered a place as part of the critical worker provision in addition to key worker and vulnerable pupils.

#### Covid catch -up

Targeted intervention has been implemented to a small cohort of pupils as part of a 6- week cycle in the autumn term and continued where possible with the pupils attending our critical worker provision. Regression and/or lack of progress was 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, leadership, literacy, speech and language, drawing and talking and wellbeing therapy. The impact of this intervention can be seen in the increase of progress in multiple subject areas. During the national lockdown our remote learning provision was adapted further to target pupils with extended personalised work and sessions based on Bsquared criteria.

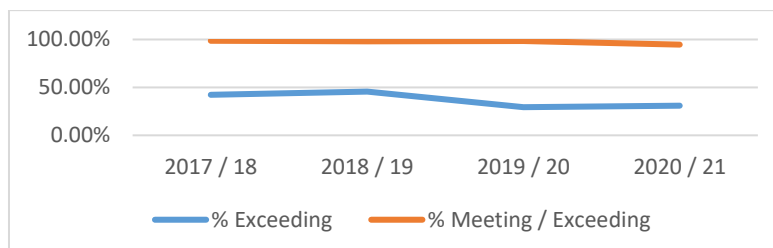
#### **Spring 2020/21 Headline Results:**

- ▲ The school's data is inclusive of the MNU, recorded data demonstrates that all MNU pupils are meeting expectations and, in some cases, exceeding.
- ▲ 3% gap between PP and non-PP meeting or exceeding expected progress.
- ▲ 94.63% of pupils met and exceeded expectations across all subjects against EOY targets which is a 6% increase from the autumn term.
- ▲ English and Languages have achieved the school's threshold for 'outstanding' levels of progress.
- ▲ 30.84% pupils are exceeding across all subjects, which is a 1% increase from last year's data set.
- ▲ Art, DT and Humanities and are all exceeding the school's threshold of 'good' progress with 96% of pupils meeting and exceeding expectations.
- ▲ 5/8 foundation subjects have increased their 'exceeding' expectations from this point last year and the autumn term.



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 by just over 3% from Spring last year, the data continues to demonstrate an upward trend.

Further analysis suggests pupils are on track to meet their targets by the summer term; this is positive given the restrictions in teaching and learning practices of the last year, particularly with the most recent national lockdown.

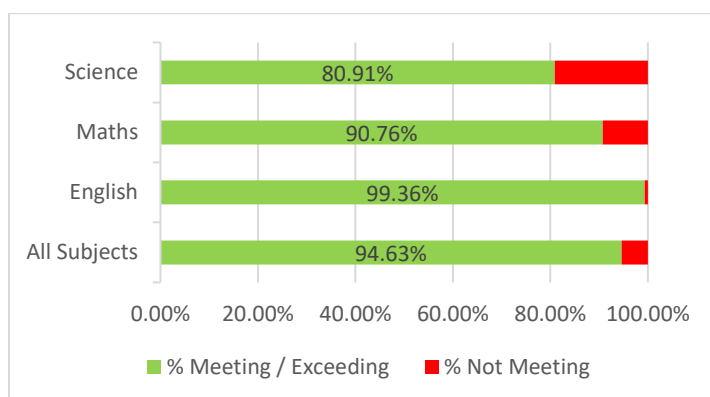


**Impact in the Core Subjects:** English has achieved the School's threshold for 'Outstanding' progress.

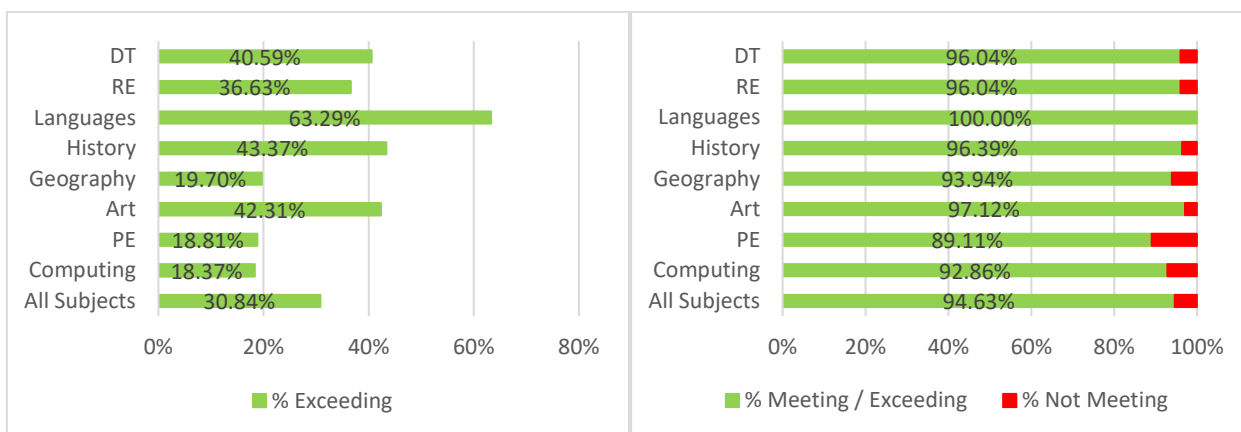
Maths and Science both require improvement showing a decrease in performance from last year and only a mild increase from the autumn term.

KS3 groups are dominant in the cause of the underperformance for Maths and inclusive of KS4 for Science.

- This data set reports on the two additional strands in Maths for Y8 which pupils have only studied in the spring term which can account for the underperformance in Y8 in these areas as these skills will need time to embed.: Y8, Y9, Y11 groups have all had additional time away from school due to isolation periods in addition to the national lockdown.
- The Science data is still reflecting the impact of non-specialist teaching in the autumn term in addition to limited access to the practical aspects of the science curriculum. Many of the pupils underperforming require the sensory aspect of teaching and learning to understand the fundamentals in Science which was a barrier during the remote learning period.

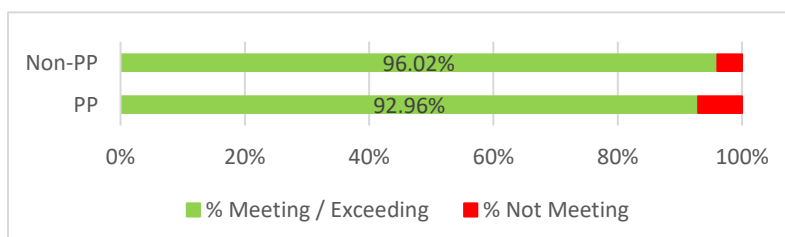


**Impact in the Foundation Subjects:** The headline data for foundation subjects has increased by 7% from the autumn term with 95.09% of pupils meeting/exceeding expectations. Languages, RE, Geography, DT and Art have all increased in exceeding expectations this year. Languages in particular has achieved 100% in meeting expectations with 36% of this exceeding. Y8 continues to be a key group of focus; largely representing the underperformance in foundation subjects. This can be seen in PE quite significantly due to the sportsmanship and leadership aspects of the curriculum requiring further time to embed as part of face to face and team interaction.

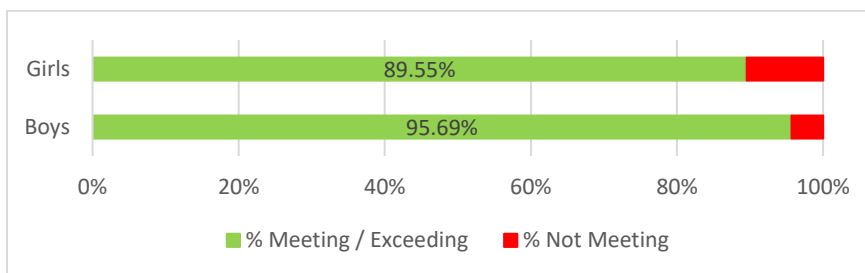


**Impact in the Various Groups:** Woodlane analyses the progress of all pupils within common groups (e.g. Gender, SEN, Ethnicity, and PP).

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.



Boys can be seen outperforming girls in meeting/exceeding expectations by just over 6% which is largely unusual girls traditionally outperforming boys this point last year. The ratio of girls to boys is 28:74, therefore context must be applied.



**Areas for Improvement:** For the Summer Term 2020/21: Woodlane’s key aims are to:

- Raise the progress of pupils in the core subjects, particularly Year 8 in Maths and Y8/KS4 Science.
- Raise the progress of KS3 pupils in the foundation subjects, particularly Y8 PE.
- 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.
- Targeted interventions for identified pupils to support meeting their yearly extension targets.