



Summer Term Progress – 2020/21

Executive Summary

Covid-19

Data must be viewed with caution due to impact of the Covid-19 Pandemic. This data set reports pupil progress from the Summer term and reports the academic year of progress of pupils during remote live learning, critical worker provision and the return to school following March 8th 2021.

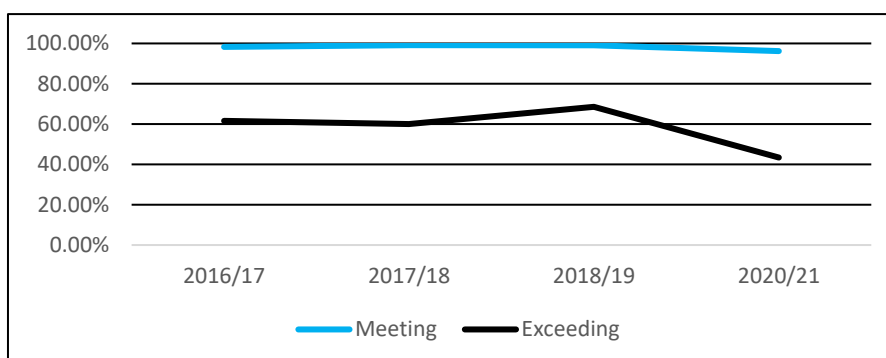
Covid catch -up

Summer Term 2020/21 Headline Results:

- ▲ 0.75% gap between PP and non-PP meeting or exceeding expected progress, this is a 2% decrease from the Spring Term.
- ▲ 96.2% of pupils met and exceeded expectations across all subjects against EOY targets which is a 2% increase from the Spring term.
- ▲ The gap between Girls and Boys performance has further narrowed to 1.43%, a 4.5% decrease from the Spring Term.
- ▲ English, and Maths has achieved the school’s threshold for ‘Outstanding’ levels of progress in meeting expectations.
- ▲ 43.4% pupils are exceeding across all subjects, which is a 4% increase from Spring term.
- ▲ Languages, Computing, History, and Art and are all exceeding the school’s threshold of ‘Outstanding’ progress with a minimum of 97% of pupils meeting and exceeding expectations in these subjects.
- ▲ 5/8 foundation subjects have increased both their meeting and exceeding expectations from the Spring Term.

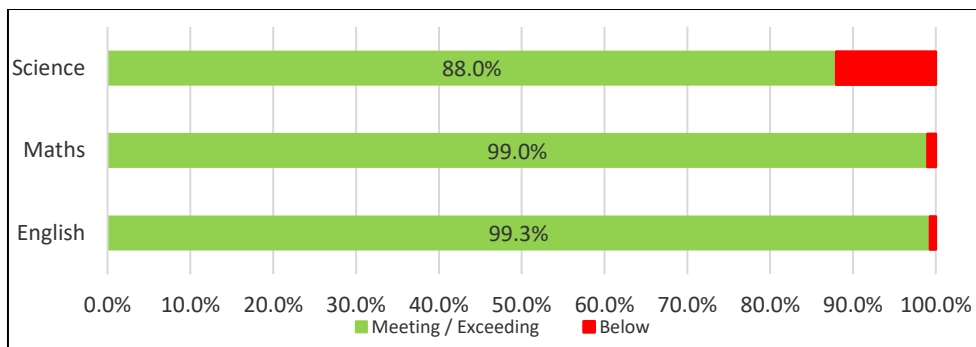
Expectations across all subjects.			
Summer Term 2020/21 – Analysis of All Subjects (1662)			
	Exceeding	Meeting	Below
%	43.40%	96.20%*	3.80%
Number	721	878 (1599) *	63

At the end of the Summer Term, 1599 individual expectation data points have been analysed and 96.2% of these expectations are being met or exceeded. This is a rise of 2% from the Spring Term. Despite the impact of the Covid-19 Pandemic we are 0.8% away from our Outstanding threshold in meeting expectations, and 6.6% in exceeding expectations. If compared to our last formal data set we can see there is a slight decline in the data of meeting expectations and more significant in exceeding. Despite not reaching the peak of previous years it is positive to see the substantial increases per term, which demonstrates we are on the road to recovery.

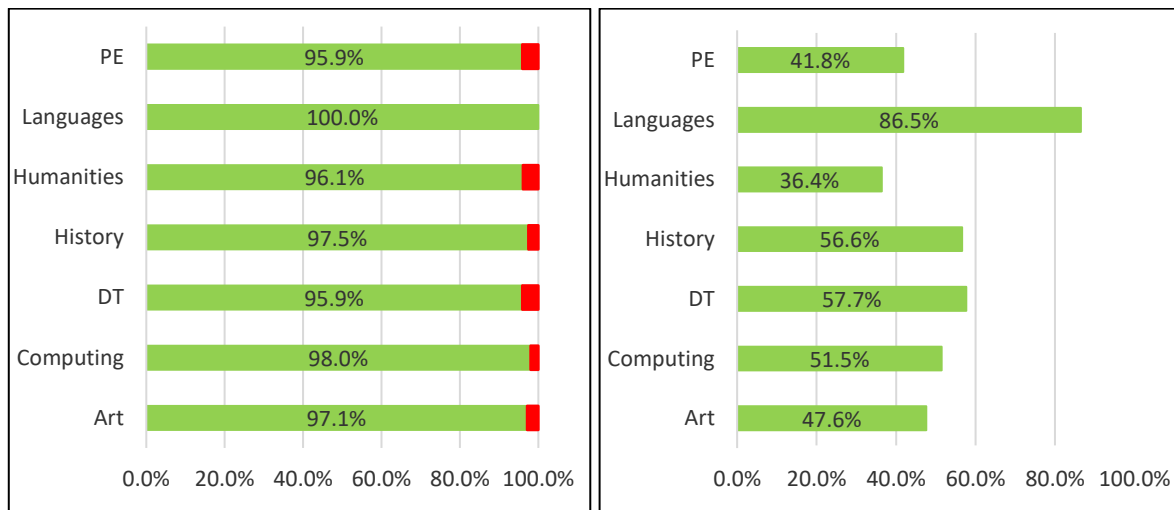


Impact in the Core Subjects: English and Maths has achieved the School's threshold for 'Outstanding' progress in meeting expectations. Science data remains as 'requires improvement' showing a decrease in performance from last year, despite an 8% increase from the Spring Term. This data set reports on all three strands in all of the core subjects. It is prudent to note that only select subjects have been delivered this term in Science, performance of these strands has been analysed individually in greater detail in the full report.

- The Science data is still reflecting the various impact of Covid-19 and particularly subjects taught in the Autumn and Spring term where learning was disrupted and progress has been affected.
- English and Maths performance are much more comparative with historical data, however exceeding has fallen significantly across both subjects when compared to pre-Covid-19 Summer data.

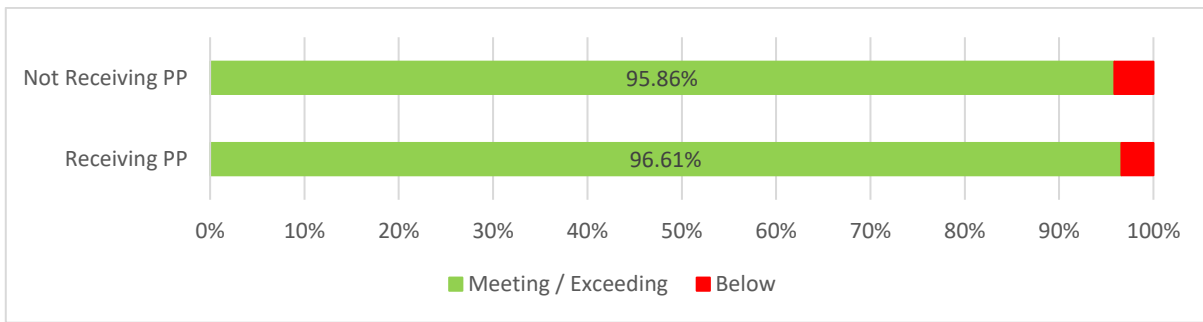


Impact in the Foundation Subjects: The headline data for foundation subjects has increased by 2% from the Spring term with 97.2% of pupils meeting/exceeding expectations. 5/8 foundation Subjects (RE and Geography are combined) have met the School's threshold for 'Outstanding.' Languages, DT, History and Art have all increased in exceeding expectations this year. PE, DT and Humanities fall short of meeting our Outstanding threshold for meeting expectations.

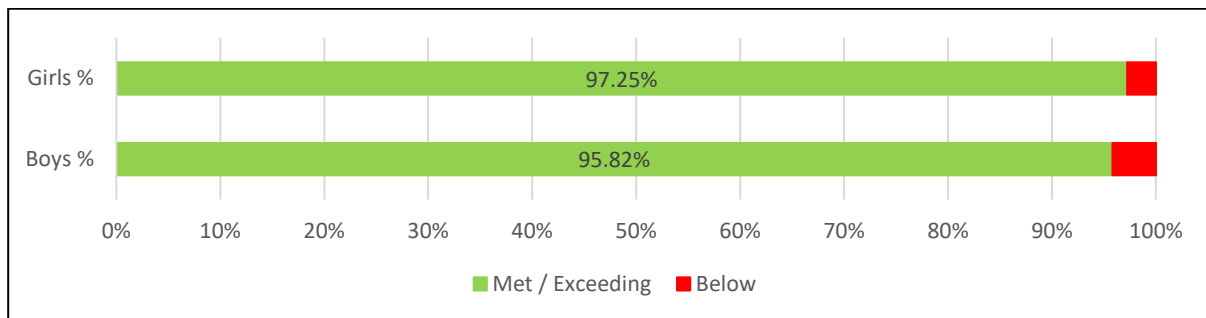


Impact in the Various Groups: Woodlane analyses the progress of all pupils within common groups (e.g. Gender, SEN, Ethnicity, and PP).

The chart below highlights a small gap of 0.75% between PP and non-PP pupils. The gap has further narrowed by 2% and significantly from this point last year.



In the Spring Term, Boys could be seen outperforming girls in meeting/exceeding expectations by just over 6%, this has changed quite significantly following the Summer Term data collection. We can now see that this gap has continued to close to 1.43%, and Girls can now be identified as outperforming Boys. The ratio of girls to boys is 28:74, therefore context must be applied. Whilst this reflects positively we have seen a larger gap appear between Boys and Girls in Maths which is highlighted as one of our areas of improvement to monitor this year.



Areas for Improvement: For the Autumn Term 2020/21: Woodlane's key aims are to:

- Raise the progress of pupils in Sciences, particularly Year 8/KS4 Science.
- Raise the proportion on pupils exceeding in the CORE subjects.
- Rollout and embed the new Maths and Science recovery programme within the curriculum.
- Close the gap between Boys and Girls in Maths, and monitor these target groups.
- Raise the progress of KS3 pupils in the foundation subjects, particularly Y8 PE.
- Raise the proportion of pupils exceeding expectations in Humanities, PE and Art.