



Autumn Term Progress – 2021/22

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

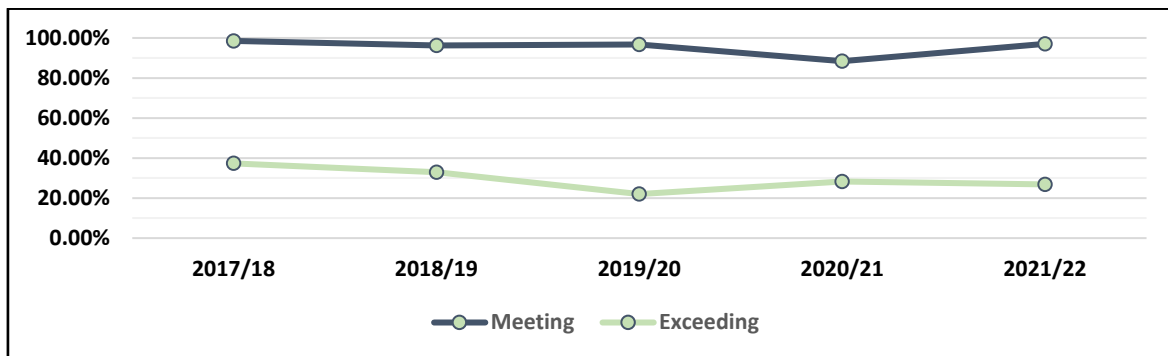
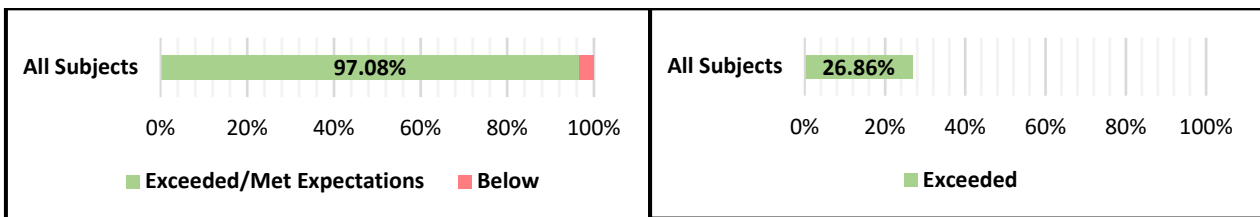
Data must be viewed with caution due to impact of the Covid-19 pandemic. This data set reports pupil progress from the Autumn term. Whilst there has been less disruption this term we are still experiencing significant Covid-19 related absence from both pupils and staff therefore context must be applied.

Autumn 2021/22 Headline Results:

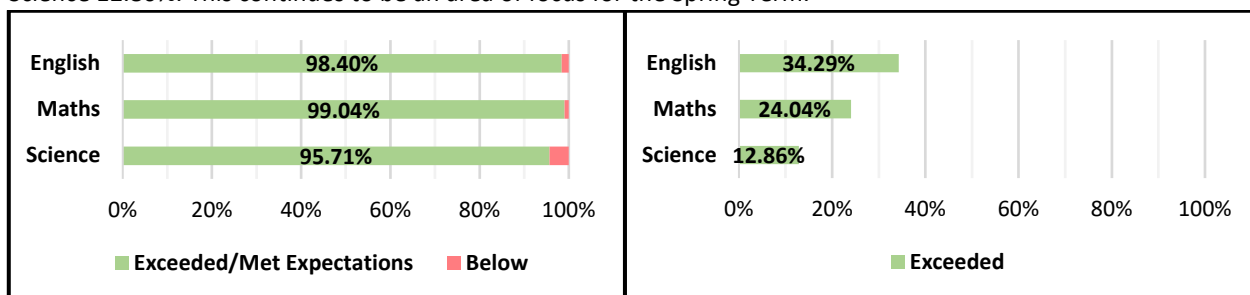
- ▲ 97.08% of pupils met and exceeded expectations across all subjects an increase of almost 9% from Autumn Term 2020/21.
- ▲ 26.86% of pupils exceeded expectations, which is similar to last year’s data and above 2019/20.
- ▲ Maths and English are demonstrating outstanding levels of progress.
- ▲ 6 out of the 8 Foundation subjects have achieved the School’s threshold for ‘Outstanding.’
- ▲ Pupils in the Nurture Class are making Outstanding progress.

Expectations across all subjects.			
Autumn Term 2021/22– Analysis of All Subjects (1437)			
	Exceeding	Meeting+	Below
%	26.86%	97.08%	2.92%
Number	386	1009 (1395)	42

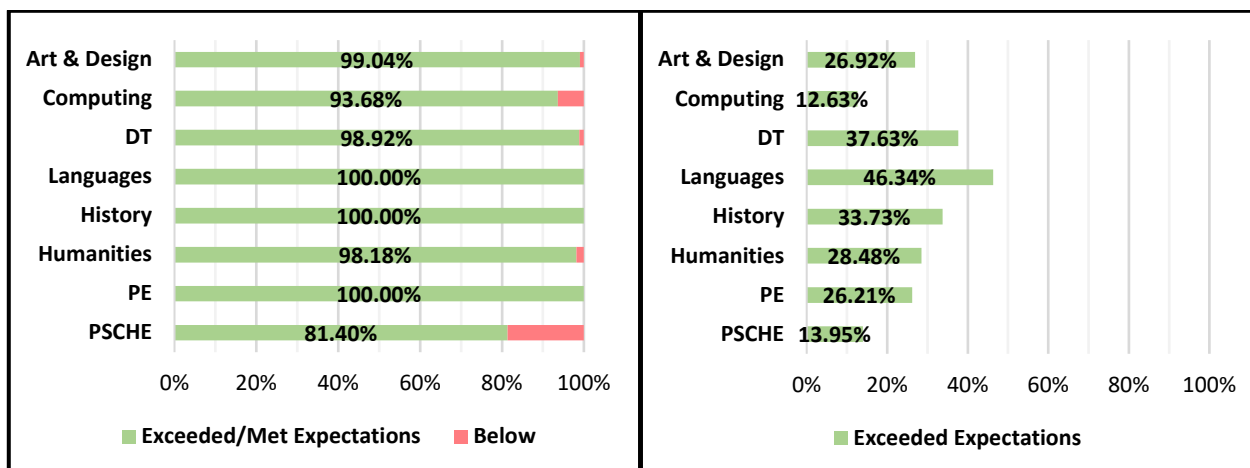
This data set demonstrates that pupils both meeting and exceeding expectations has significantly increased despite the ongoing disruption caused by the Covid-19 pandemic. Based on previous trends the vast majority of subjects are on track to achieve Summer Term targets that would restore progress overall to Outstanding across the school.



Impact in the Core Subjects: English and Maths has achieved the School's threshold for 'Outstanding' progress. In Science, whilst there has been a significant increase, (+7%) from the Summer Term, the data still needs to increase by a minimum of 1.29% to be in line with the other core subjects and meet the threshold for Outstanding. English continues to perform well with 34.29% of pupils exceeding expectations whereas Maths is achieving 24.04% and Science 12.86%. This continues to be an area of focus for the Spring Term.



Impact in the Foundation Subjects: The headline data is very positive in the foundation subjects with the overall 'mean' figure at 96.67% meeting expectations. This is only slightly below that seen in the core subjects and is an increase of 6% from the Autumn Term 2020/21. Computing did not reach the school's threshold for outstanding in meeting expectations and is an area of focus in the Spring Term. PSCH appears significantly below the other foundation subjects, but we expect much of this progress to be redressed through a number of processes this year.



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

- The gap between PP and non-PP pupils in the core subjects has further narrowed to 0.88%.
- The overall gap in progress between boys and girls in the core subjects is less than 0.3%.
- When comparing the 4 largest Primary SEND in the school, 3 of the 4 are over the 97% meeting threshold with only ASD missing out – just 0.49% below.
- In Ethnicity, all 4 of the largest groups achieved the outstanding threshold, however OOTH and WBRI were a way behind in terms of expectations exceeded.

Areas for Improvement: For the Spring Term 2021/22 Woodlane's key aims are to:

- Raise the proportion of pupils in Year 8 who meet and exceed expected progress in all subjects.
- Raise the proportion of pupils exceeding expectations in Maths, Science, Computing and PSCH particularly in KS3.
- Raise the proportion of pupils meeting expectations in Computing, Science and PSCH.
- Raise the proportion of girls exceeding in STEM subjects.
- Raise the progress of pupils in WBRI and OOTH groups.