



Spring Term Progress – Impact Report 2022/23

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. Within the graphs below, impact is demonstrated through ★ (outstanding progress) and 🚩 (working below).

Covid-19: This data set reports pupil progress from the Spring Term 2022/23, where school has been operating normally, (e.g. without closure/significant absence). This has been significantly different to the previous 2 years, therefore reference or comparisons to 2020/21 and 2021/22 must be considered with caution.

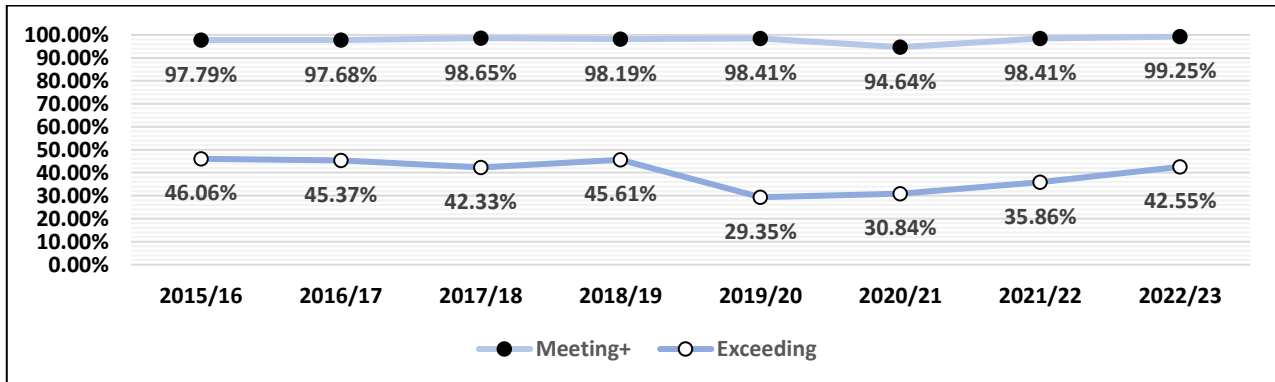
Spring Term 2022/23 Headline Results:

- ★ 99.25% of pupils met and exceeded expectations across all subjects. This is a rise of 0.84% from the Spring Term 2021/22, (year on year) and comfortably over the Outstanding threshold.
- ★ 42.5% of expectations were exceeded, a 15% increase from the Autumn Term.
- ★ 9 of the foundation subjects achieved the school’s 97% outstanding threshold for meeting expectations.

Whole School Progress 2022/2023 – Spring Term			
Total Data Points: 2092	Exceeding	Meeting+	Below
Pupils	908	1210 (2118) *	16
Percentages	42.55%	99.25%*★	0.75%

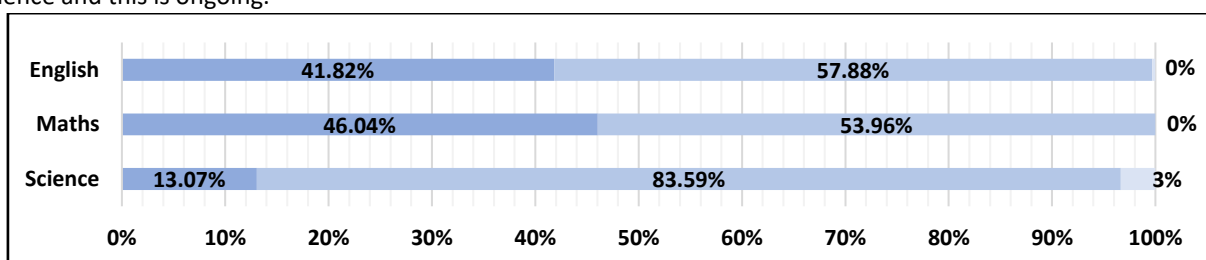
*The figures presented under Meeting+ include those pupils who have both met and exceeded expectations.

At the end of the Spring Term, 99.25% of expectations are being met or exceeded. This is a rise of 0.84% year on year and comfortably over the Outstanding threshold. This is a key indication that progress is back to pre-pandemic levels. Over time we see fluctuation in the data, (below) and clearly the school’s upward trajectory was impacted by Covid-19, but work undertaken has recovered this well.



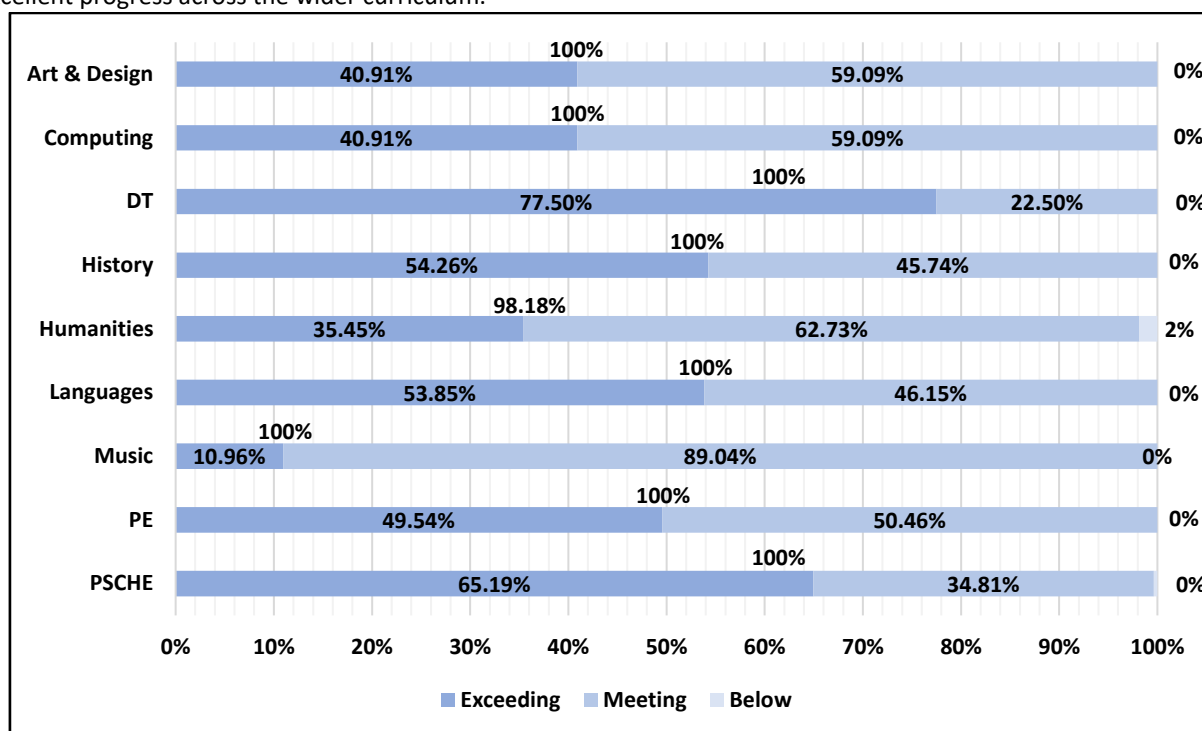
Impact in the Core Subjects:

The combined average for the core subjects is 98.72%, (a 0.5% rise) and 32.98%, (an 8% rise). English and Maths demonstrate an excellent proportion of pupils exceeding expectations for this point in the academic year and are on-track to exceed the school’s 50% threshold by the end of the Summer Term. More work continues to be required in Science and this is ongoing.



Impact in the Foundation Subjects:

The headline data is very positive in the foundation subjects with the overall 'mean' figure at 99.67%. This is a further rise of 0.5% higher than the Autumn Term. Of the 9 subjects assessed, all 9 achieved the school's 97% outstanding threshold for meeting expectations, whilst 8 achieved 100% meeting. A key reason for the improvements seen in the foundation subjects, was the 'bedding in' of PSCE data following a period of instability. Expectations exceeded for the foundation subjects as a whole is at 50.04%, 18% higher than the core subjects, demonstrating continued excellent progress across the wider curriculum.



Impact across Common Groups:

Woodlane analyses the progress of all pupils within common groups (e.g. Gender, SEN, Ethnicity, and PP). In the table below, some of these comparisons are listed. They should not be compared with each other as the groups are very different, however they can be compared to the whole school figure below.

Various Groups - Analysis of Progress 2021/2022 – Summer Term			
	Exceeding	Meeting+	Below
Nurture Class	29.06%	100% ★	0% ★
PP	31.95%	98.85% ★	1.15%
Non-PP	33.86%	98.61% ★	1.39%
Girls	28.17%	97.93% ★	2.07%
Boys	36.36%	99.27% ★	0.73%
MMH	34.02%	95.88%	4.12%
Whole School	42.55%	99.25%* ★	0.75%

- A gap between Girls and Boys has grown from the Autumn Term.
- There is very little difference between PP and Non-PP pupils.
- In the MMH, there is a difference in exceeding and meeting expectations compared to their whole school peers but here is ongoing work to close this gap further.

Areas for Improvement:

- Improve the progress of pupils in Science in-line with their peers.
- Monitor the progress of Year 8 in English and bring KS3 pupils more in-line with their KS4 peers.
- Improve the progress of Girls from Good to Outstanding in comparison to Boys in English and Maths.
- Improve the progress of pupils on the MMH Pathway.