Woodlane High School
achieving success in a nurturing environment

Autumn Term Progress – Impact Report 2023/24
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 Autumn Term 2023/24, where school has been operating normally, (e.g. without closure/significant absence). This has been significantly different to the previous 3 years, therefore reference or comparisons to 2020/21, 2021/22 and 2022/23 must be considered with caution.

Autumn Term 2023/24 Headline Results:

- ⭐ 99.85% of pupils met and exceeded expectations across all subjects. This is the highest proportion achieved since this assessment system began to be used.
- ⭐ Overall progress rose over 1% year on year and has exceeded the Outstanding threshold.
- ⭐ 45.64% of expectations were exceeded, a 17% increase year on year and the highest ever in Autumn.

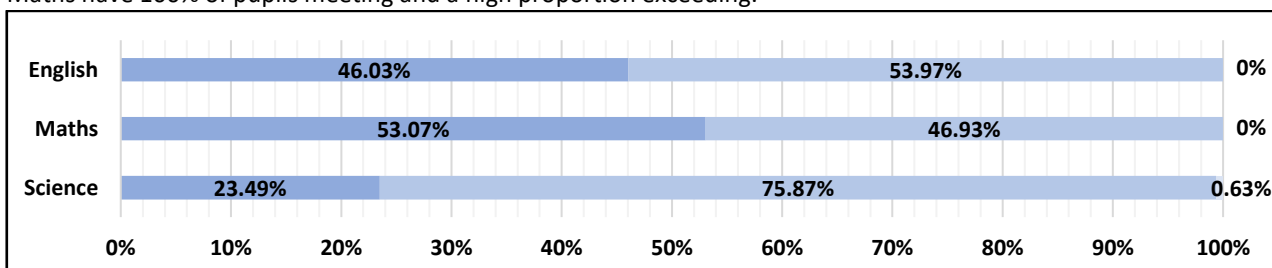| Whole School Progress 2023/2024 – Autumn Term			
Total Data Points: 2018	**Exceeding**	**Meeting+**	**Below**
Pupils	921	1094 (2015) *	3
Percentages	45.64%⭐	99.85%⭐	0.15%

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

At the end of the Autumn Term, 99.85% of expectations are being met or exceeded. This is a rise of 1.09% from the Autumn Term 2022/23, (year on year). 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 extremely well.
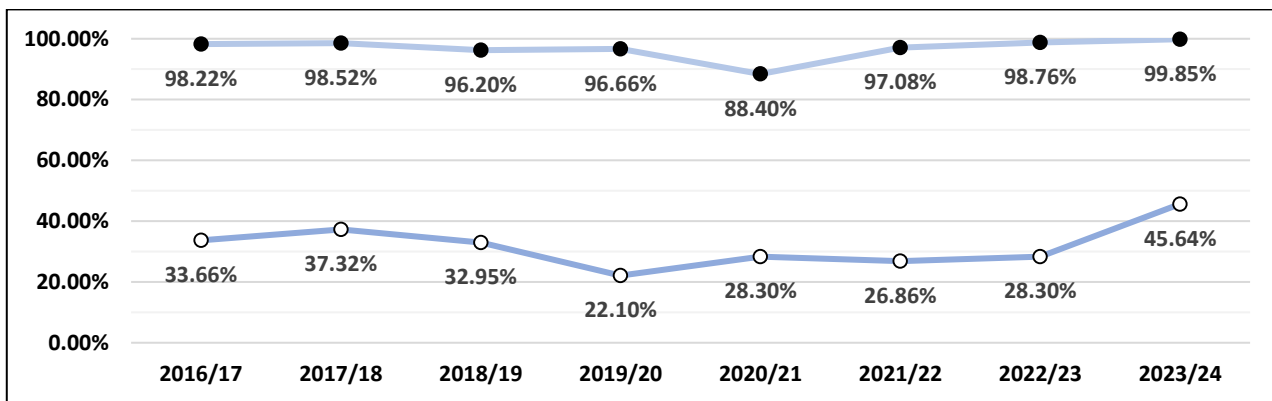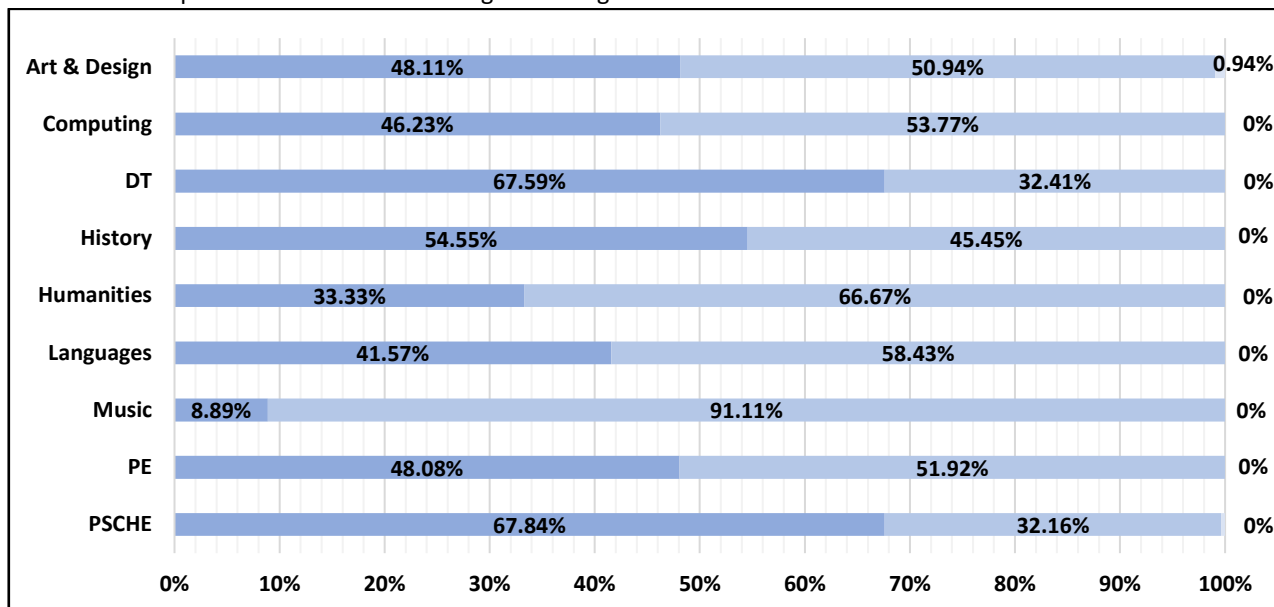

Impact in the Core Subjects:

The proportion of pupils in the core subjects is strong in the Autumn Term, with Science in particular showing a 15% increase year on year. The gap with foundation subjects is smaller than it has been historically, at 9%. English and Maths have 100% of pupils meeting and a high proportion exceeding.

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The headline data in the Foundation Subjects shows a very strong picture. Of the 9 subjects assessed, all 9 achieved the school's 97% outstanding threshold for meeting expectations, whilst 8 achieved 100% meeting. All subjects are on track for the outstanding threshold (50% exceeding) by the end of the academic year with the exception of Music. A careful restructuring of the school's curriculum and timetable has increased teaching time for music and progress continues to require time to bed in following this change.

Subject	Exceeding	Meeting+	Below
Art & Design	48.11%	50.94%	0.94%
Computing	46.23%	53.77%	0%
DT	67.59%	32.41%	0%
History	54.55%	45.45%	0%
Humanities	33.33%	66.67%	0%
Languages	41.57%	58.43%	0%
Music	8.89%	91.11%	0%
PE	48.08%	51.92%	0%
PSCHE	67.84%	32.16%	0%

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 2023/24 Autumn Term	Exceeding	Meeting+	Below
Nurture Class	46.86%	100% ⭐	0% ⭐
PP	34.42%	99.56% ⭐	0.44%
Non-PP	46.43%	100% ⭐	0% ⭐
Girls	33.33%	100% ⭐	0% ⭐
Boys	44.43%	99.65% ⭐	0.35%
Whole School	45.64%	99.85% ⭐	0.15%

- The Nurture Class is achieving extremely well and progress is above the whole school.
- All Girls are meeting expectations but boys are more commonly exceeding. This continues to fluctuate term to term and year on year, but is consistent in English, (8% gap), Maths (12% gap) and Science (13% gap).
- All pupils are progressing well, however pupils *not in receipt of pupil premium* are progressing at a faster rate than those *in receipt*. This is consistent in English, (16% gap) and Maths, (18% gap) but not Science.
- Ethnicity and SEND groupings generally show fluctuation from term to term. All pupils are meeting expectations; however, 2 groupings are outside of the school's 'average' progress. These are pupils who are White British, (WBRI) who are 9% below the school average for exceeding, and pupils with Developmental Language Disorder, (DLD) also 9% below the school average for exceeding.

Areas for Improvement:

The data from the Autumn Term highlights the need to:
- Continue to improve the progress of pupils in Science in-line with their peers.
- Improve the progress of pupils in receipt of pupil premium, particularly in English and Maths.
- Improve the progress of Girls in the core subjects.
- Explore inconsistent data and improve the progress for one Ethnicity group (WBRI) and one SEND group (DLD) who are below the school's average progress.

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