



**Woodlane High School**

achieving success in a nurturing environment

# **Woodlane High School**

## **Comparisons: Published Data and Similar Schools 2022/23**

**Dataset: Qualifications completed in Summer 2023.**

**Data published by DfE in Autumn 2023.**

## Comparisons with Other Schools

### Using the Data

Comparing available data is key evidence of the excellent achievement of pupils, celebrate staff hard work and is highly valued by parents selecting their child's schools. This published data is downloadable from: [www.compare-school-performance.service.gov.uk](http://www.compare-school-performance.service.gov.uk) and is free and available to all. The data contained here is the full-data set from all schools in the country. It is possible to filter this data further to undertake direct comparisons with certain schools, and with certain categories of schools.

All the following data in this document is from the qualifications taken by Year 11 pupils in Summer 2023. These qualifications were the second since the pandemic to be externally assessed under pre-pandemic practices, albeit with some minor support measures in place. Due to Covid-19, there has also not been data of this type available to schools in 2020, 2021 or 2022. This has led to gaps in year on year comparisons and has made it more challenging recently to know how well schools are doing compared to other similar schools.

The Department for Education have even gone so far as to state the following in 2022/23:

**!** **Uneven impact of the pandemic on 2021/22 school and college performance data**

We recommend:

- **Not making direct comparisons** with data from previous years or between schools or colleges.
- **Discussing with the school or college** factors that may have influenced these results and consider a range of information when forming a view on how well a school or college is doing, including pupil/student population information.

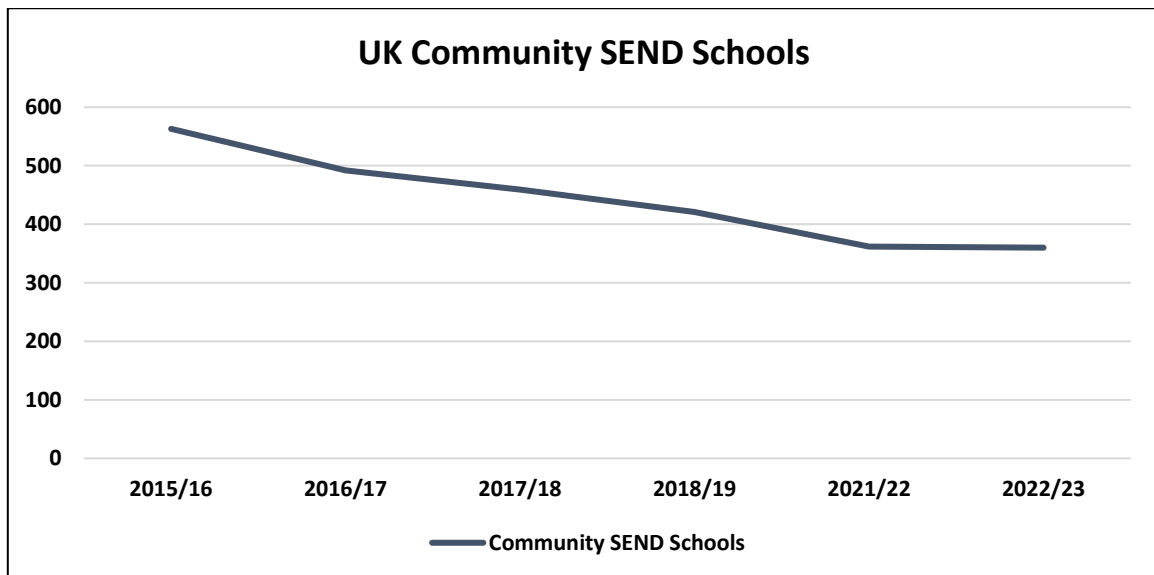
[Read more](#)

Woodlane is not ignoring this advice by producing this report but is doing so as a way to celebrate and showcase the progress made in the school's recovery from Covid-19.

### Similar Schools

There are several reasons why SEND schools do not always find school's published data useful, including the challenges of comparing an SEND cohort with mainstream peers. However, Woodlane is often seen to bridge the gap between mainstream and SEND, offering a high number of GCSE and equivalent level qualifications in a supportive and nurturing environment. Therefore these comparisons have worth to the school when they are conducted with care using similar schools and are transparent in both the successes and areas for improvement.

The most realistic comparison is with schools with an identical setup. Woodlane is a local authority maintained SEND school, (described as Community SEND Schools in this comparison) so schools that are within this category and who cater for the same age ranges as Woodlane are used below. This leaves a comparison with **360 schools in the UK**. This number fell from 362 the previous year, and pre-pandemic (2018/19), there were 421 schools in this category. The data below shows how the number of Community SEND schools has continued to fall year on year. This is an impact of a range of factors, including academisation and greater inclusion in mainstream secondaries.



### Published Scores

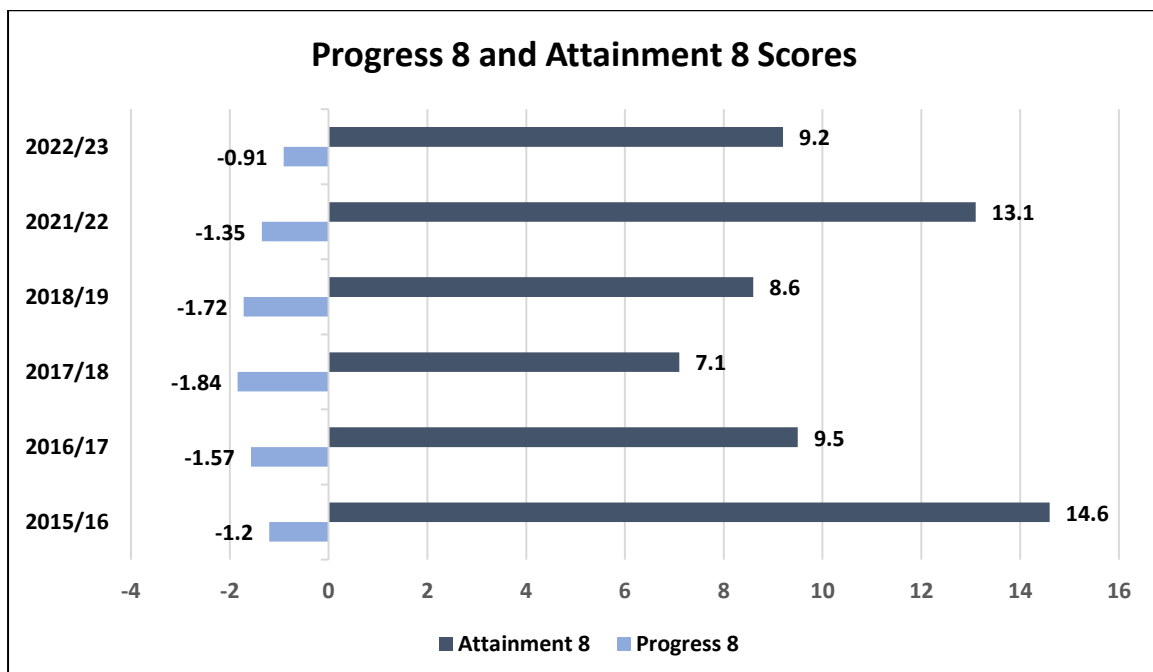
Woodlane’s published scores for 2022/23 are as follows:

**Progress 8:** -0.91 (improved from -1.35 in 2021/22)

**Attainment 8:** 9.2 (decreased from 13.1 in 2021/22)

These published score for Progress 8 shows significant progress from last year and represents the best yearly score the school has achieved. The school continues to push for outstanding achievement, despite the known challenges of the last few years. Although the Attainment 8 score fell year on year, it remains higher/similar to the 3 scores that immediately preceded the pandemic. Qualification options are wide, pupil engagement is high, and the curriculum is robust, offering depth and adding value. Although there is some fluctuation in the data above, commonly seen due to the small cohort sizes and differing needs, there is a significant improvement on the pre-pandemic data.

The following table demonstrates the Progress 8 and Attainment 8 scores over time.

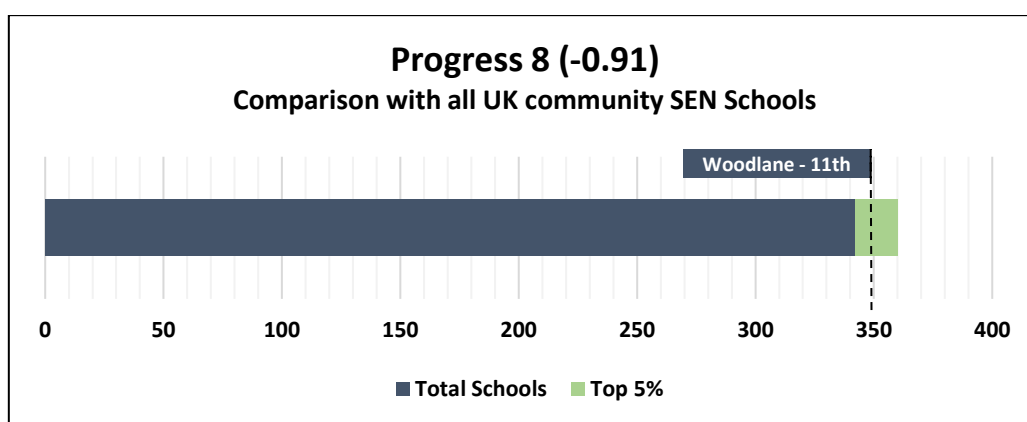


## Progress 8

Progress 8 is a score that shows how much progress pupils have made between the end of key stage 2 and the end of key stage 4. These pupils are compared with their peers across England who achieved similar results at the end of that key stage.

The Progress 8 score is determined by how well pupils perform in up to 8 qualifications, which include; English, Maths, 3 English Baccalaureate qualifications including Science, Computer Science, History, Geography and Languages, as well as 3 other approved qualifications. Not all qualifications offered at Woodlane are approved under the Progress 8 Performance Tables. This score is more significant as a measure for mainstream provisions. However, if used with caution it can be useful for SEND too.

If the school uses the Progress 8 score and ranks Community SEND schools across the whole of the UK, Woodlane is the 11<sup>th</sup> highest performing school of its type. This places the school well within the top 5% nationally.



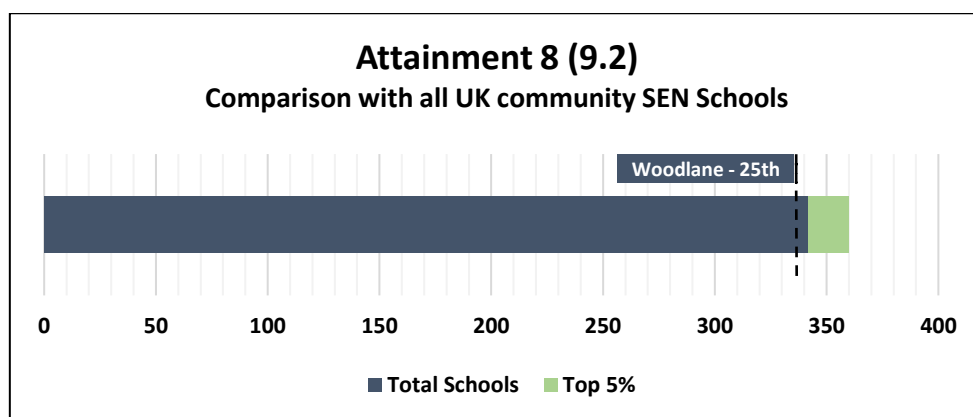
Year	National Rank	Within top 5%?	Number of Schools
2022/23	11 <sup>th</sup>	Yes	360
2021/22	15 <sup>th</sup>	Yes	362
2018/19	13 <sup>th</sup>	Yes	421
2017/18	16 <sup>th</sup>	Yes	459
2016/17	72 <sup>nd</sup>	No	492
2015/16	19 <sup>th</sup>	Yes	563

When comparing Progress 8 scores across the national picture over the past 6 years of available data, Woodlane is almost always within the top 5% nationally, usually comfortably so.

## Attainment 8

Similar to Progress 8 (above), the Attainment 8 score is determined by how well pupils perform in up to 8 qualifications, although it does not take in to account the pupil's start point (KS2) and their value-added progress. This score can be used as an indicator of the range of qualifications on offer, the recognition given to these qualifications and pupil's success when completing them.

Using Woodlane's Attainment 8 score of 9.1, the school is ranked 25<sup>th</sup> nationally, just outside the top 5%.



Year	National Rank	Within top 5%?	Number of Schools
2022/23	25 <sup>th</sup>	No	360
2021/22	18 <sup>th</sup>	Yes	362
2018/19	22 <sup>nd</sup>	No	421
2017/18	31 <sup>st</sup>	No	459
2016/17	26 <sup>th</sup>	Yes	492
2015/16	25 <sup>th</sup>	Yes	563

Exploring these scores over time, it has not always been possible for the school to break the top 5% although did so last year. When not making the top 5% of schools, in 2018/19 this was by 1 place, and in 2017/18 it was only by 3 places showing that the school has never been far outside of the top 5% of schools. The school's methodology for selecting qualifications for pupils is always with the pupil's needs as the primary factor. This may mean that Functional Skills, or Entry Level qualifications may be the better fit for a certain pupil/class/cohort, and these may not be reflected within the Attainment 8 score.

### Medical and Mental Health Provision

It should be noted that the scores above may differ from previous figures the school has presented. This is due to the school previously adjusting Progress 8 and Attainment 8 scores due to the inclusion of pupils attending the Medical Needs Unit which shared the same site. The rationale and evidence was shared through the school website for transparency.

Pupils on roll at Woodlane due to their learning difficulties or SEND historically achieve within the range 1 to -1.5. Whilst MNU pupil Progress 8 scores have historically fallen within the range -2 to -5. These differences in a small cohort significantly impact the overall school progress score.

In previous years the school adjusted the Progress 8 published scores by separating these in to 'Main School' and 'Medical Needs Unit', with the argument that pupils joining the school as part of the separate unit studied a significantly different curriculum, did not commonly have an EHCP/Statement, and entered with often significantly higher attainment, This was therefore not a fair comparison.

With the change recommended by Ofsted (2019) and agreed by the local authority, Governors and staff, there is now an integrated approach to medical and mental health provision. Pupils are fully involved in the life of the school and follow the same curriculum, differentiated to meet their needs. We now compare the whole cohort, with the whole published data with no adjustment required to the figures.

## Curriculum:

Due to the way progress tables are calculated, they do not account for the breadth and depth of qualifications on offer at Woodlane. The school offers Entry Level, Functional Skills courses and Unit Award Schemes, outside of the GCSE and BTEC programmes. The only qualification entries for which this analysis is based on, are those that the DfE consider comparable nationally, which this year was as follows:

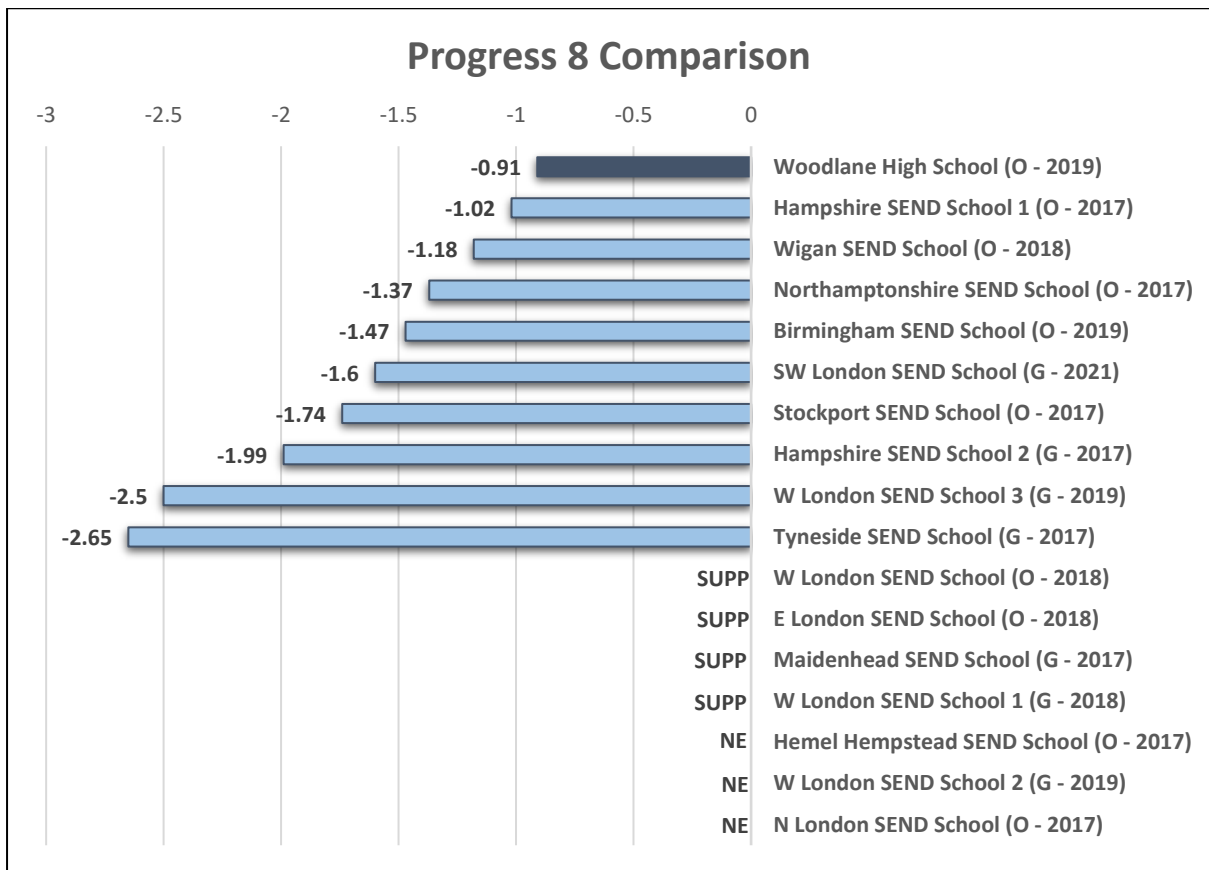
Subject	Qualification	Total number of entries
Art & Design	GCSE	20
Art & Design (Textiles)	GCSE	5
Biology	GCSE	9
D&T Food Technology	GCSE	5
English Language	GCSE	10
English Literature	GCSE	9
French	GCSE	6
Mathematics	GCSE	2
Multimedia	Technical Award	9

## Partnership Schools and Direct Comparisons

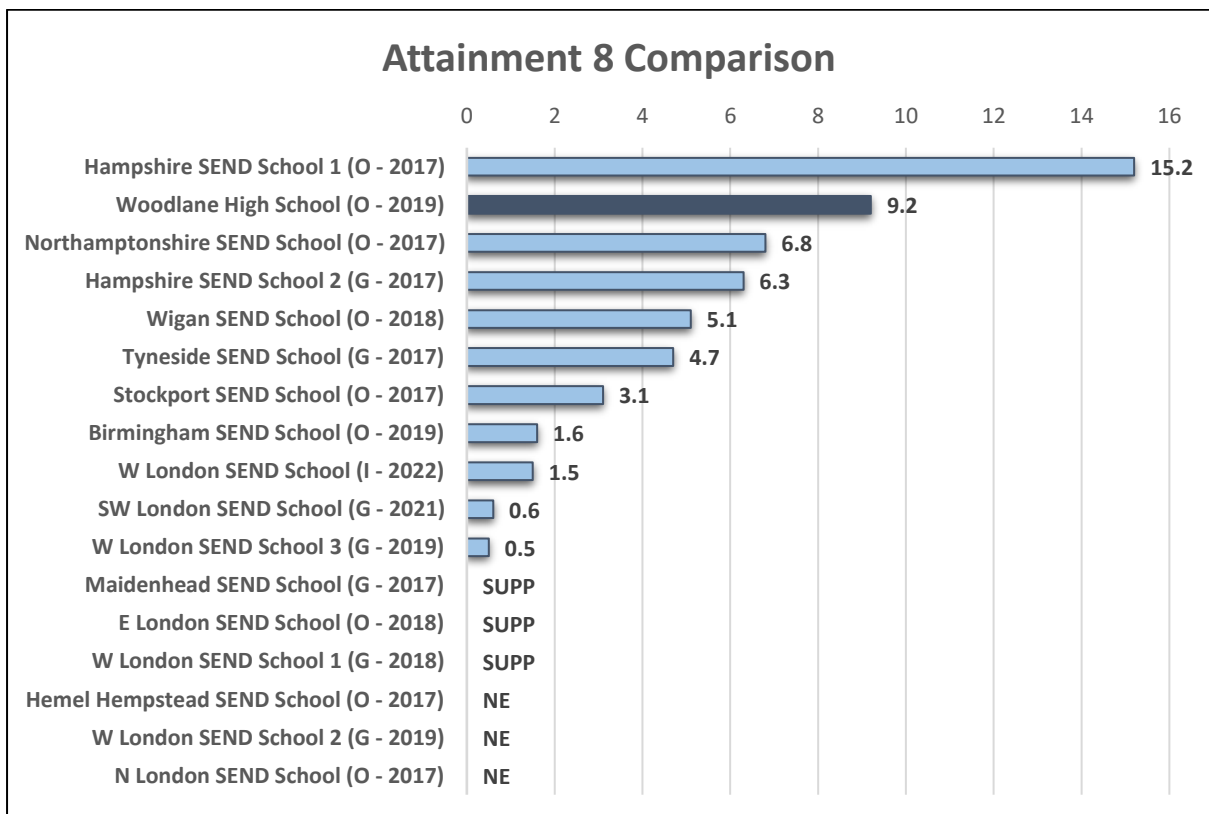
To explore these scores in greater depth, Woodlane has conducted specific analysis on the published data on a number of individual schools. These schools are both local to Woodlane and wider afield. These schools include:

- SEND schools who were selected as they were graded outstanding under the most recent Ofsted guidance,
- Schools who were selected due to a historical link e.g. shared moderation sessions or a mutual sharing of school data,
- Schools who were selected due to being within our local authority area; Hammersmith & Fulham or more locally within London.

One of Woodlane's unique selling points is the high number of quality qualifications on offer and extensive support for pupils to achieve these. Woodlane has a comprehensive GCSE curriculum which not only scores highly in these comparisons, but allows Woodlane pupils to make rapid progress, going on to further education and preparing them for the future. The tables below demonstrate that these high expectations and dedication to higher level learning places Woodlane amongst the highest achieving special schools. See the reports from previous years to understand more about this continuing trend.



Within the Progress 8 analysis above, Woodlane had the best score of any school analysed, continuing the trend from last year. Previously, Woodlane has been in one of the top 3 places (see previous comparison reports) when compared to the same schools, but this is consistent evidence of outstanding progress.



There is a similar picture present above. Woodlane's Attainment 8 score was extremely strong compared to most of our comparison schools. As in Progress 8, Woodlane often does well in this analysis but has rarely been the highest achieving school. Placing this high comparatively is a significant cause for celebration.

Note that the schools at the bottom of the comparisons had no score within that area. The data was either suppressed, (SUPP) with too few results to safely publish the data anonymously, or there were no entries, (NE) that could be assessed under Progress 8/Attainment 8.