



Summer 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 Summer 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.

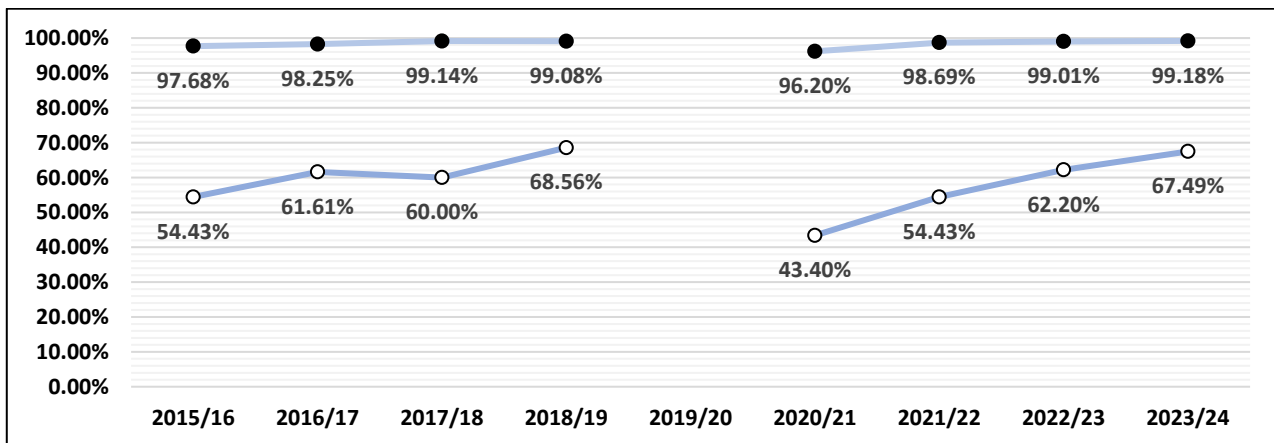
Summer Term 2023/24 Headline Results:

- ★ 99.18% of pupils met and exceeded expectations across all subjects. This has remained extremely high during the academic year and is the 2nd highest since this method of data collection was introduced in 2015.
- ★ Overall progress rose over 0.17% year on year and has comfortably exceeded the Outstanding threshold.
- ★ 67.49% of expectations were exceeded, a 5% increase year on year and well above the 50% threshold.

Whole School Progress			
Total Data Points: 2073	Exceeding	Meeting+	Below
Pupils	1399	657 (2056) *	17
Percentages	67.49%★	99.18%★	0.82%

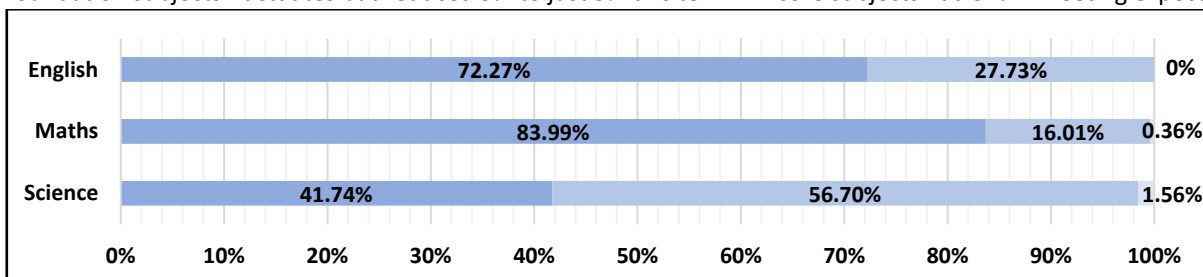
*The figures presented under Meeting+ include those pupils who have both met and exceeded expectations.

At the end of the Summer Term 2023/24, 99.18% of expectations are being met or exceeded with 67.49% exceeding. This is a rise of 5% year on year and over the Outstanding threshold, (50%). 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.



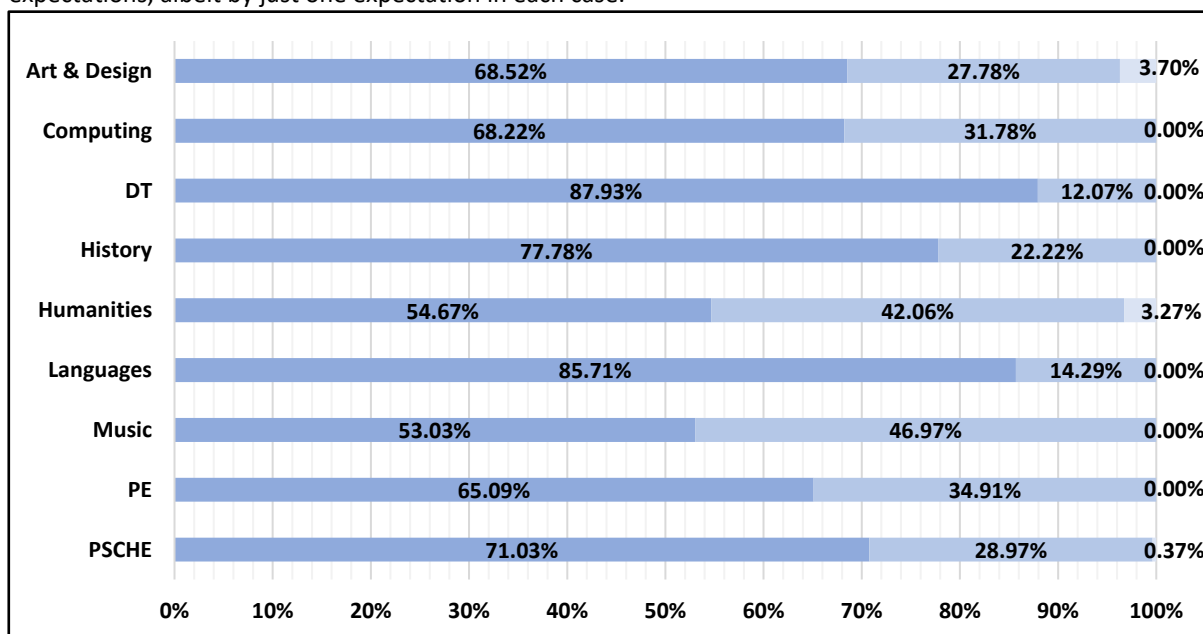
Impact in the Core Subjects:

The proportion of pupils in the core subjects is strong in the Summer Term, with Science in particular showing promising improvements year on year and both English and Maths making exceptional progress. The gap with foundation subjects fluctuates but reduced 9% to just 5% this term. All core subjects had 97%+ meeting expectations.



Impact in the Foundation Subjects:

The headline data related to the proportion of pupils meeting and exceeding expectations in the Foundation Subjects shows a very strong picture. Of the 9 subjects assessed, all 9 achieved the school's 50% outstanding threshold for exceeding expectations, whilst 2 subjects did not quite achieve the school's 97% meeting threshold for meeting expectations, albeit by just one expectation in each case.



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			
	Exceeding	Meeting+	Below
PP	71.96% ★	99.78% ★	0.22%
Non-PP	58.53% ★	98.92% ★	1.08%
Girls	60.34% ★	99.16% ★	0.84%
Boys	68.32% ★	99.47% ★	0.53%
Whole School	67.49%	99.18%	0.82%

- For Pupil Premium, there is a small gap of 0.8% in meeting expectations, however the ratio of pupils involved is 5:1. Both groups comfortably passed the outstanding threshold for meeting. There is a 13% gap between these pupils in expectations exceeded.
- When we look at the comparison between Boys and Girls, the gap in meeting is extremely small (0.3%). Boys continue to more commonly exceed expectations than Girls, however the larger gaps, (e.g. Maths Summer Term 2022/23 – 20% gap), have been resolved, leaving an 8% gap. Positively, both groups achieved an excellent proportion of pupils exceeding expectations (over 60%)
- Ethnicity and SEND groupings generally show fluctuation from term to term. 2 groupings are outside of the school's 'average' progress. These are pupils who are White British, (WBRI) who are 8% below the school average for exceeding, and pupils on the MMH Pathway (EBSA) who are 5% below the school's average for meeting expectations.

Areas for Improvement:

The data from the Summer 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 the core subjects.
- Continue to improve the progress of Girls in the core subjects.
- Explore inconsistent data and improve the progress groupings, (e.g. MMH, WBRI, Year 8, etc.) who are working below the school average.