



Summer Term Progress – Impact Report 2024/25

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 2024/25, where school has been operating normally, (e.g. without closure/significant absence). This has been significantly different to previous years, therefore reference or comparisons to 2020/21, 2021/22 and 2022/23 must be considered with caution.

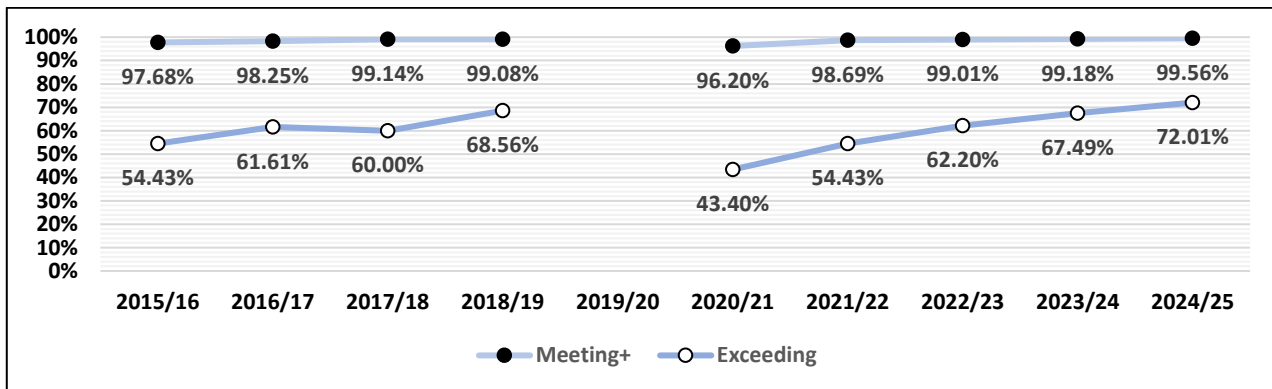
Spring Term 2024/25 Headline Results:

- ★ At the end of the Summer Term 2024/25, 99.56% of expectations are being met or exceeded.
- ★ 72.01% of expectations are being exceeded at the end of the academic year, highlighting that pupils are consistently exceeding the standards set by the school’s curriculum.
- ★ This is the first time that the school has exceeded 70% of expectations since monitoring began in 2015.

| Whole School Progress | | | |
|-------------------------|-----------|--------------|-------|
| Total Data Points: 2047 | Exceeding | Meeting+ | Below |
| Pupils | 1474 | 564 (2038) * | 9 |
| Percentages | 72.01% ★ | 99.56% ★ | 0.44% |

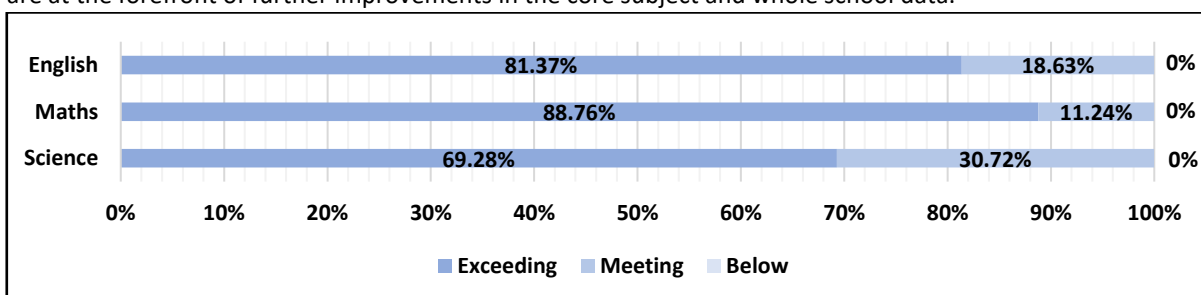
*The figures presented under Meeting+ include those pupils who have both met and exceeded expectations.

The Summer Term data shows a substantial rise from the Spring Term (20%). One year ago, in the Summer Term 2023/24, the whole school progress was at 99.18% with expectations exceeded at 67.49%. Year on year a 5% rise in expectations exceeded demonstrates just how strong this year’s progress was. The quality and consistency of school data is a key indication that progress now exceeds pre-pandemic levels.



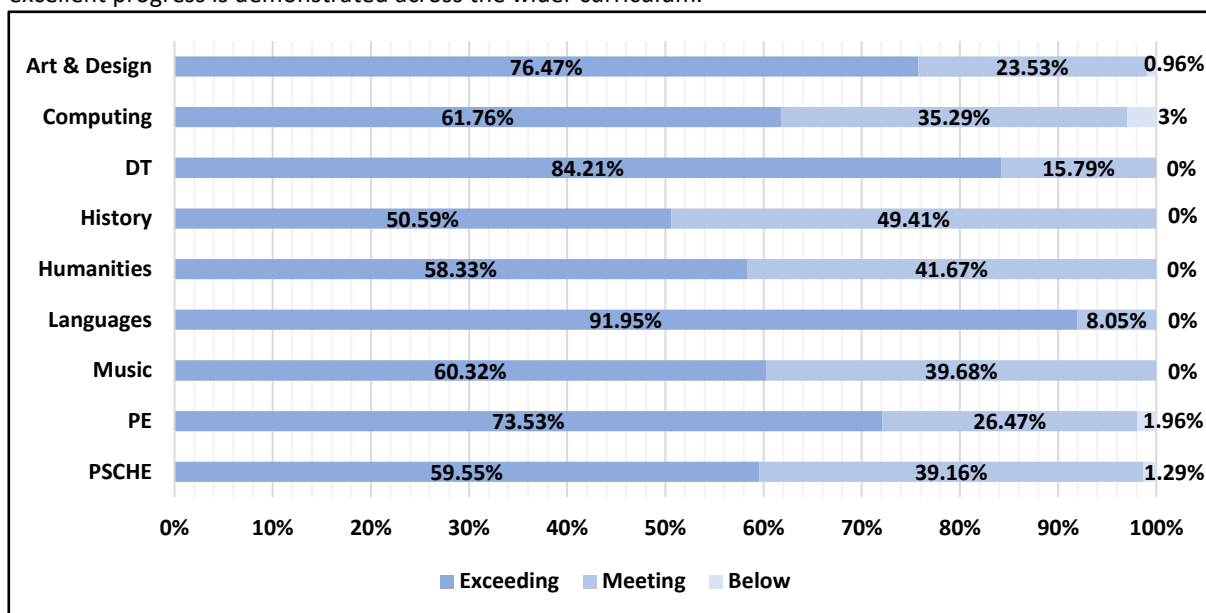
Impact in the Core Subjects:

Core subject data is no longer impacted by a lower proportion of pupils exceeding expectations in Science, compared to English and Maths, as this gap has closed significantly. The gap of 35% in the Spring Term is now 10% at most, compared to the mean. Science data is now for the first time in a long while, outstanding. Improvements in Science are at the forefront of further improvements in the core subject and whole school data.



Impact in the Foundation Subjects:

The headline data for the Foundation Subjects shows a very strong picture. Of the 9 subjects assessed, all are over the outstanding threshold for both meeting and exceeding, whilst the majority (6 out of 9) have exceeded the threshold by over 10%. The overall mean figure for foundation subjects in expected progress, is 68.52% exceeding. This high figure demonstrates that pupils make outstanding progress within the foundation subjects and continued excellent progress is demonstrated 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 necessarily be compared with each other as the groups are very different, however they can be compared to the whole school figure beneath.

| Various Groups - Analysis of Progress | | | |
|---------------------------------------|-----------|----------|-------|
| | Exceeding | Meeting+ | Below |
| PP | 71.45%★ | 99.19%★ | 0.81% |
| Non-PP | 74.01%★ | 99.77%★ | 0.23% |
| Girls | 81.23%★ | 100%★ | 0%★ |
| Boys | 78.16%★ | 100%★ | 0%★ |
| STEAM | 77.22%★ | 99.72%★ | 0.28% |
| Nurture | 76.43%★ | 100%★ | 0%★ |
| Whole School | 72.01%★ | 99.56%★ | 0.44% |

- The Pupil Premium analysis has been conducted on all subjects in the school for a clear comparison. With interventions running consistently throughout the Spring and Summer Term this has now reduced by half again, from 13% (Autumn) to 6.5%, (Spring) and finally 3% (Summer) and shows significant improvement.
- Comparing Boys and Girls there is a small gap in exceeding expectations, (3%) but not in meeting. Work has been very successful in closing a gap previously observed between these groups.
- Pupils in the Nurture Class continue to outperform many of their peers elsewhere in the school.
- Ethnicity/SEND groupings generally fluctuate from term to term and there are very few areas to investigate further. Some small gaps exist but only one grouping are outside of the school's 'average' progress. These are pupils in Year 8 in the foundation subjects, namely in PSCHE and Computing.

Areas for Improvement:

The data from the Summer Term highlights the need to:

- Continue the excellent progress of pupils in Science, bringing the subject further in-line with English/Maths.
- Improve the progress of Year 8 pupils (Y9 – 2025/26) in PSCHE and Computing primarily.
- Further close the gap between pupils with ASD and their peers in the core subjects, particularly English.
- Improve the Resilience, and Effort of pupils as determined by teacher assessment.