

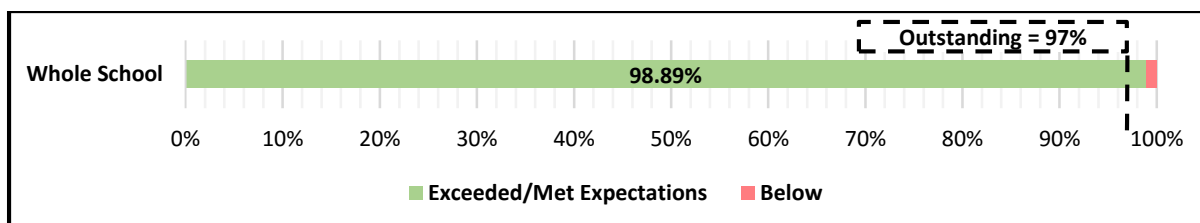
Summer Term Progress – Summary of Academic Year 2016/17

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.

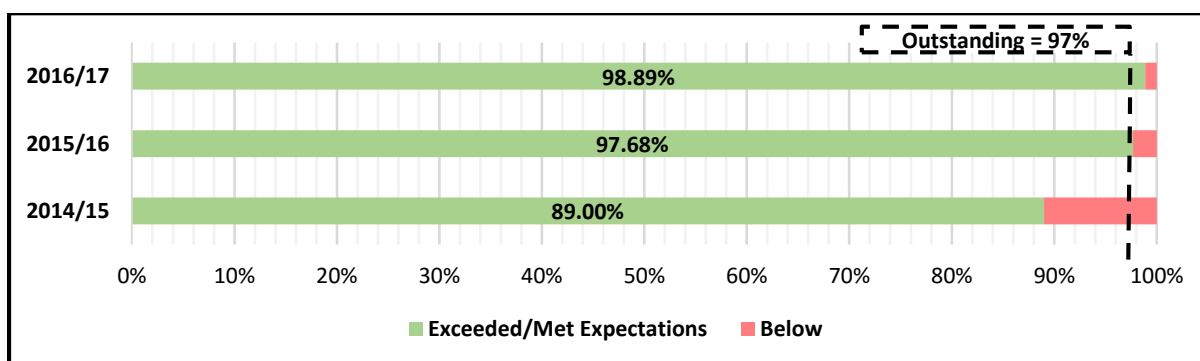
Substantial Progress:

Woodlane High School has analysed the progress of all pupils in all subjects throughout the 2016/17 academic year and **achievement is outstanding**. This is because the vast majority of pupils progress well from their different starting points and achieve or exceed standards expected within the school's own curriculum. Over 98% of pupil expectations are being met or exceeded, with over 58% of expectations exceeded. The percentage of expectations met rose 1% year on year, and those exceeded rose by 4%.



Sustained Progress:

There is consistent evidence that progress at Woodlane is on an upward trend from 2015, 2016 and 2017 which denotes that current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points. This is clearly referenced through a comparison of expectations of **all subjects combined** over three years.



Individual Subjects:

Within the core subjects, the progress of all pupils is outstanding, with around 97% meeting and exceeding expectations. Maths results appear stronger, which is a substantial improvement from three years previously. English progress rose by 1.5 percentage points from the Autumn to the Summer Term and Science rose by over 5 percentage points in the same timeframe. Girls in Science closed the gap with boys this academic year, and Spoken Language – English closed the gap with the other English strands.

Expectations Met and Exceeded – Summer (Core Subjects)			
	English	Maths	Science
%:	97.89%	99.22%	96.20%

Within the foundation subjects, the progress of all pupils is broadly similar, with subjects ranging from 100% to 98% meeting and exceeding expectations.

Expectations Met and Exceeded – Summer (Foundation Subjects)								
	Art	Computing	DT	French	History	Humanities	PE	PSCHE
%:	100%	100%	98.73%	98.46%	100%	99.31%	98.78%	99.37%

Analysis of Groups:

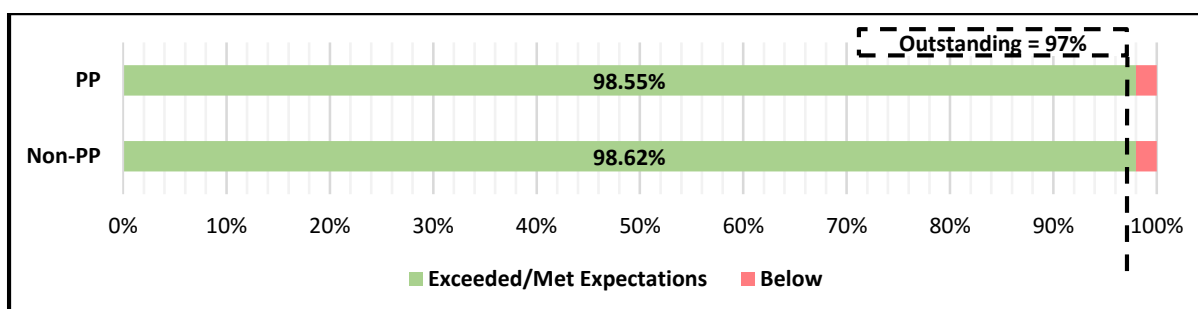
Woodlane analyses the progress of all pupils by groups within English and Maths, including; Gender, SEN, Ethnicity and Pupil Premium. The tables below show the largest groups within the school.

Analysis of additional target groups identified in the school plan can be read within the full Summer Term Progress Report. There is some variation in the progress of pupils based on their grouping, but gaps in progress are small and this leads to an outstanding judgement for progress.

Gender Analysis in Meeting Expectations in Core Subjects - Summer				School Totals	
	Exceeding	Meeting	Below	Total	%
Boys %:	63.18%	97.62%	2.38%	58	73.42%
Girls %:	57.24%	100%	0%	21	26.58%

SEN Analysis in Meeting English and Maths Expectations - Summer							School Totals	
	Exceeding	%	Meeting	%	Below	%	Total	%
ASD	129	69.35%	54	98.39%	3	1.12%	28	35%
MLD	219	51.79%	27	100%	0	0%	10	13%
SLCN	64	59.86%	64	97.96%	3	2.04%	23	29%

Ethnicity Analysis in Meeting English and Maths Expectations - Spring							School Totals	
	Exceeding	%	Meeting	%	Below	%	Total	%
BAFR	52	70.27%	20	97.3%	2	2.7%	11	14%
BCRB	22	56.41%	17	100%	0	0%	6	8%
WBRI	78	67.24%	35	97.41%	3	2.59%	19	24 %
WOTW	16	50%	16	100%	0	0%	5	6%



Highlights:

- No difference in progress is noted between pupils who receive PP and those who do not.
- The progress of pupils in the Spoken Language strand of English improved.
- The proportion of pupils exceeding expectations increased by 46% over the year.
- 100% of expectations are being met or exceeded within Art, Computing and History.

Areas for Improvement:

- In various subjects, improve outcomes for BAFR, Mobile Pupils, WBRI and those with MHD.
- Raise the proportion of pupils who meet or exceed expectations in Science, DT & Computing.