

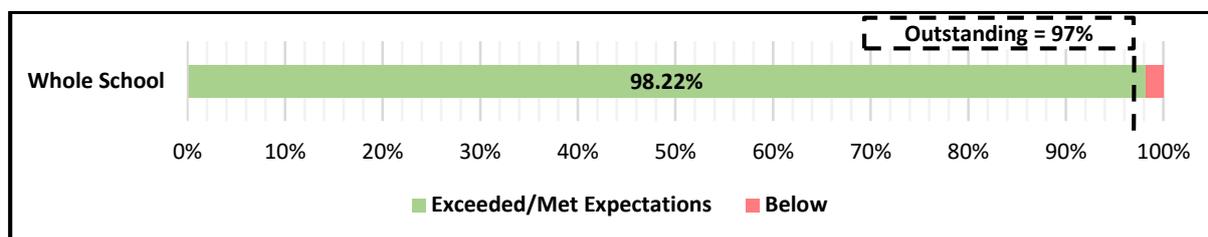
Autumn Term Progress – 2016/17

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.

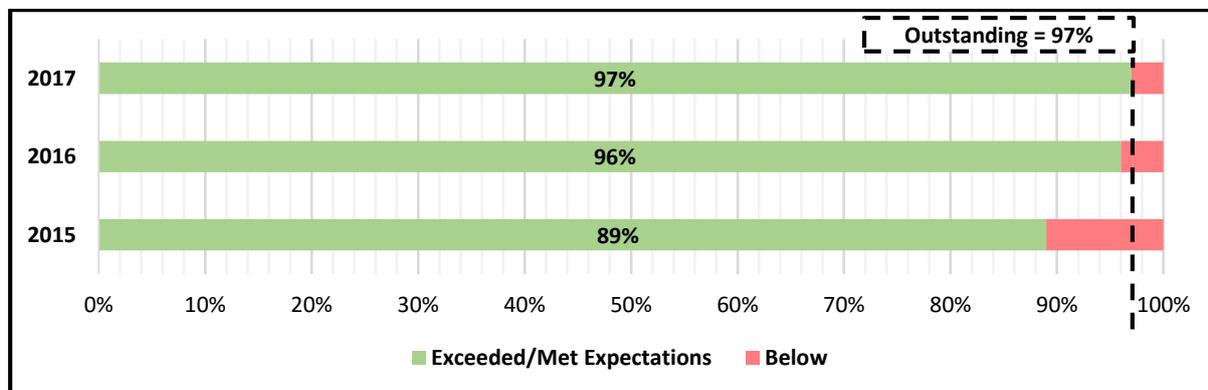
Substantial Progress:

Woodlane High School has analysed the progress of all pupils in all subjects throughout the autumn term 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.



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 in the core subjects over three years.



Individual Subjects:

Within the core subjects, the progress of all pupils is broadly similar, with around 97% meeting and exceeding expectations. Maths results appear stronger, which is a substantial improvement from three years previously. Although English appears lower, it has a significantly higher percentage of pupils who are exceeding their expectations.

Expectations Met and Exceeded – Autumn (Core Subjects)			
	English	Maths	Science
%:	96.37%	97.78%	97.62%

Within the foundation subjects, the progress of all pupils is broadly similar, with some variability. Subjects range from 100% to 96% meeting and exceeding expectations.

Expectations Met and Exceeded – Autumn (Foundation Subjects)								
	Art	Computing	DT	French	History	Humanities	PE	PSCHE
%:	100%	100%	97.59%	100%	100%	99.68%	98.78%	96.39%

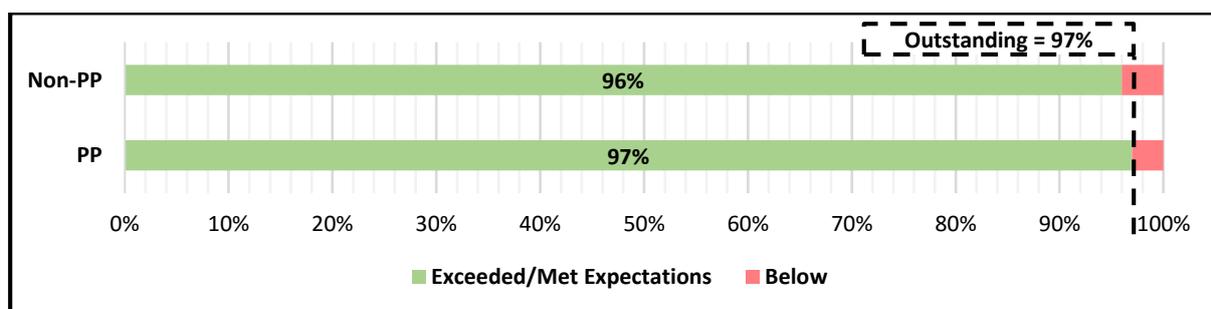
Analysis of Groups:

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 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 - Autumn				School Totals	
	Exceeding	Meeting	Below	Total	%
Boys %:	35.63%	96.44%	3.56%	62	75%
Girls %:	30.77%	99.36%	0.64%	21	25%

SEN Analysis in Meeting English and Maths Expectations - Autumn						School Totals		
	Exceeding	%	Meeting	%	Below	%	Total	%
ASD	100	53%	79	96%	8	4%	29	35%
MLD	12	25%	36	100%	0	0%	10	12%
SLCN	55	35%	99	98%	3	2%	24	30%

Ethnicity Analysis in Meeting English and Maths Expectations - Autumn							School Totals	
	Exceeding	%	Meeting	%	Below	%	Total	%
BAFR	41	55%	30	96%	3	4%	11	13%
BCRB	10	23%	33	100%	0	0%	7	8%
WBRI	53	47%	57	96%	4	4%	19	23%
WOTW	16	50%	16	100%	0	0%	5	6%



Highlights:

- Significant improvements in Science have brought the percentage of expectations met and exceeded, particularly for girls, in line with the other core subjects.
- A whole school focus on Maths last year has led to increased enthusiasm and a significant decrease in behaviour referrals, leading to substantial and sustained progress in Maths.
- 100% of expectations are being met or exceeded within Art, Computing, French and History.

Areas for Improvement:

- Improve the progress of Year 11 pupils, who are flagged in a number of subject areas.
- Raise the number of pupil expectations being exceeded in all subjects.
- Improve the behaviour and access to the curriculum for lower ability Year 7 pupils.