Woodlane High School
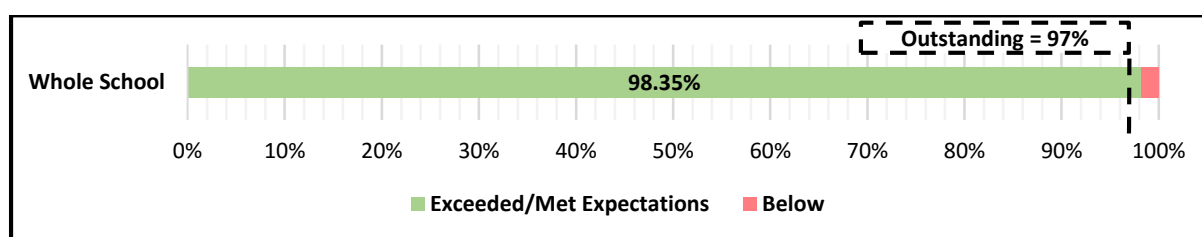### achieving success in a nurturing environment

Spring 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.
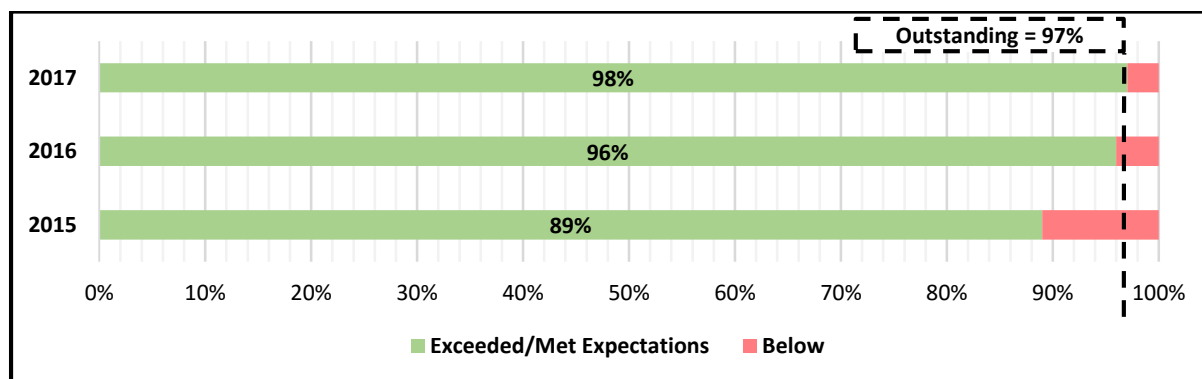
Substantial Progress:

Woodlane High School has analysed the progress of all pupils in all subjects throughout the Spring 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, an increase of 0.13 percentage points from the Autumn Term.

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. English rose by 0.3 percentage points from Autumn to Spring Term and Science fell by 2 percentage points in the same timeframe. Science has demonstrated a 30 percentage point increase in the number of pupils exceeding expectations.

Expectations Met and Exceeded – Spring (Core Subjects)		
	English	Maths	Science
%:	96.67%	99.25%	95.18%

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Within the foundation subjects, the progress of all pupils is broadly similar, with some variability. Subjects range from 100% to 97% meeting and exceeding expectations.

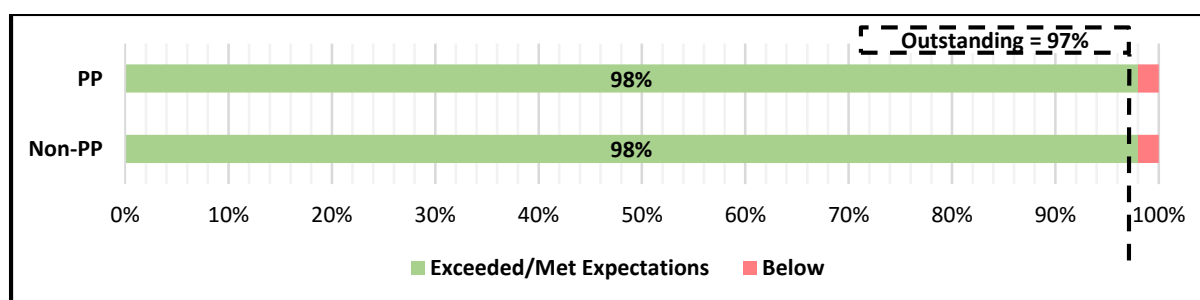|	Art	Computing	DT	French	History	Humanities	PE	PSCHE
Expectations Met and Exceeded – Spring (Foundation Subjects)								
%:	100%	100%	97.5%	100%	98.48%	99.33%	98.75%	97.3%

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 - Spring				**School Totals**	
	Exceeding	Meeting	Below	Total	%
Boys %:	46.08%	97.0%	3.0%	58	72.5%
Girls %:	42.21%	99.35%	0.65%	22	27.5%

SEN Analysis in Meeting English and Maths Expectations - Spring						**School Totals**	
	Exceeding	%	Meeting	%	Below	%	Total	%
ASD	106	55%	81	97%	6	3%	27	34%
MLD	21	36%	37	100%	0	0%	10	13%
SLCN	64	49%	64	98%	3	2%	24	30%

Ethnicity Analysis in Meeting English and Maths Expectations - Spring						**School Totals**	
	Exceeding	%	Meeting	%	Below	%	Total	%
BAFR	41	52%	29	95%	4	5%	11	14%
BCRB	18	42%	25	100%	0	0%	7	9%
WBRI	48	56%	64	97%	3	3%	19	24%
WOTW	20	50%	12	100%	0	0%	5	6%

Highlights:

- No difference is noted between pupils who receive PP and those who do not.
- The progress of White British pupils now exceeds the whole school figure in Maths and matches it in English.
- 100% of expectations are being met or exceeded within Art, Computing and French.

Areas for Improvement:

- Improve the progress of Year 11 pupils and Target Groups who are flagged in various subjects.
- Raise the number of pupils meeting and exceeding expectations in Science.

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