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

Autumn Term Progress – 2017/18

Executive Summary

This summary assumes the reader has a good understanding of Woodlane's assessment practices. For more information on this, please visit our Data Dashboard on the school website.

Substantial Progress:

Woodlane High School has analysed the progress of all pupils in all subjects throughout the Autumn Term 2017/18 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 37% of expectations exceeded. The percentage of expectations exceeded is expected to rise by over 20 percentage points as we move through the academic year, as is the usual trend.
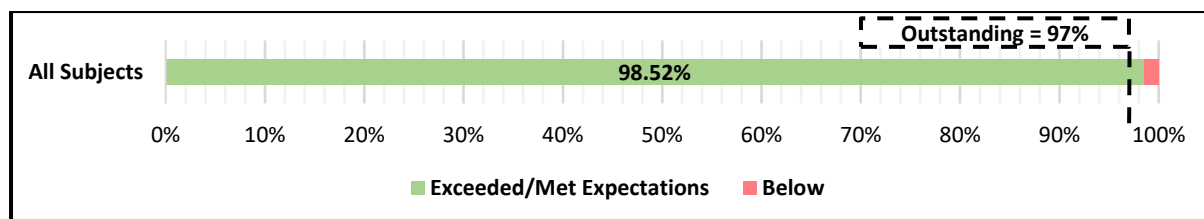
Sustained Progress:

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** and compared historically.
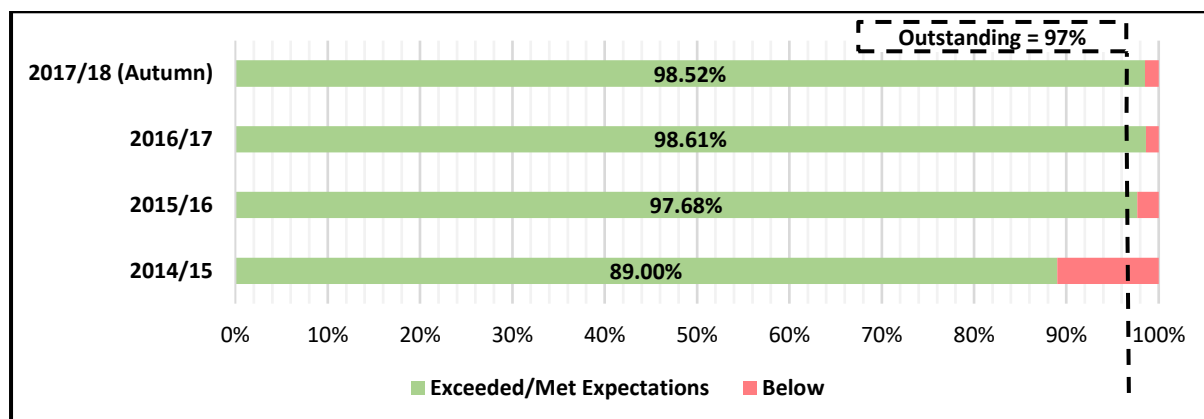
Individual Subjects:

Within the core subjects, the progress of all pupils is outstanding, with a combined proportion of over 97% of expectations met and exceeded. At 99% and 98% respectively results for English and Mathematics are outstanding. Results for Science demonstrate that the progress of pupils is Good. Overall this shows substantial and sustained progress as the vast majority of pupils achieved outstanding progress.

Expectations Met and Exceeded – Autumn 2017/18 (Core Subjects)			
	English	Maths	Science
%:	99.56%	97.74%	92.21%

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Within the foundation subjects, the progress of all pupils is broadly similar, with subjects ranging from 100% to 95% meeting and exceeding expectations.

| Expectations Met and Exceeded – Autumn 2017/18 (Foundation Subjects)								
	Art	Computing	DT	French	History	Humanities	Music	PE	PSCHE
%:	100%	100%	98.61%	96.67%	100%	100%	100%	98.72%	95.45%

Analysis of Groups:

Woodlane analyses the progress of all pupils by groups within English, Maths and Science, including; Gender, SEN, Ethnicity and Pupil Premium. The tables below show the largest groups within the school compared to each other. Analysis of additional target groups can be read within the full Autumn Term Progress Report. Pupils with Mental Health Difficulties in Year 11 are compared below to their Year 11 peers. 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 overall.
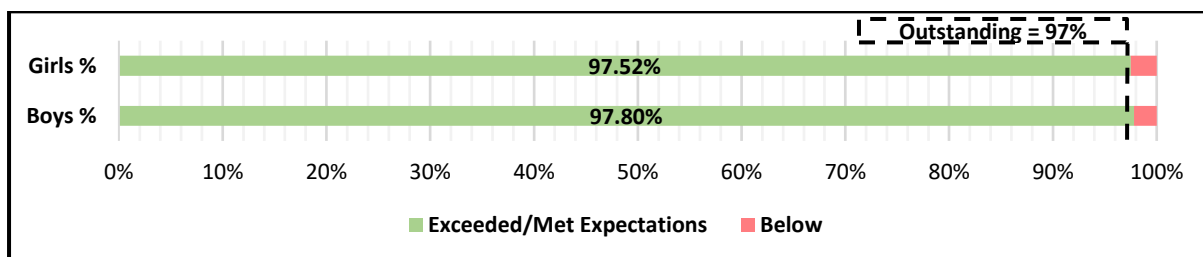
SEN Analysis in Meeting Core Subject Expectations – Autumn Term							School Totals	
	Exceeding	%	Meeting	%	Below	%	Total	%
ASD	86	43%	54	97%	6	3%	27	34.62%
SLCN	47	41.23%	66	97.96%	1	0.88%	16	20.51%
MLD	25	35%	43	95.77%	3	4.23%	9	11.54%

Ethnicity Analysis in Meeting Core Subject Expectations – Autumn Term							School Totals	
	Exceeding	%	Meeting	%	Below	%	Total	%
WBRI	63	38.18%	98	97.58%	4	2.42%	21	26.92%
BAFR	29	50%	27	96.55%	2	3.45%	8	10.26%

Pupils with Mental Health Difficulties (Y11) Expectations in Core Subjects – Autumn						
	Exceeding	%	Meeting	%	Below	%
MHD Y11 – Core Subjects Autumn 2017/18	26	54.17	19	93.75%	3	6.25%
All Year 11 - Core Subjects Autumn 2017/18	56	56.56%	37	93.93%	6	6.07%
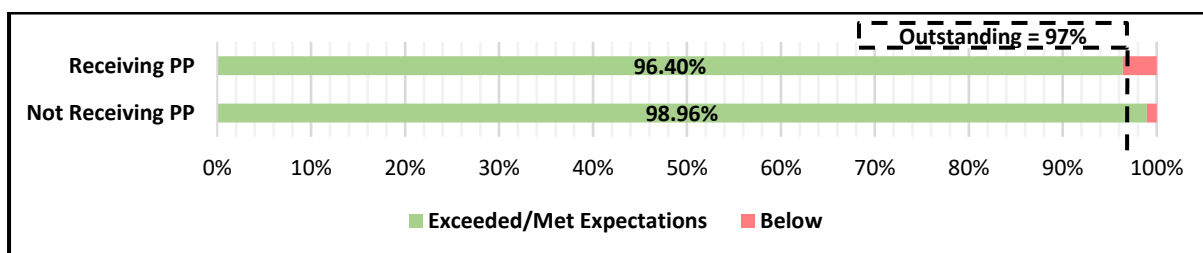
Highlights:

- 100% of expectations met/exceeded within 5 foundation subjects. Eng/Math remains outstanding.
- Pupils with SEN codes ASD and SLCN and ethnicity WBRI have closed the gap on their peers.

Areas for Improvement:

- In core subjects; improve the progress of BAFR and OMRC pupils & those with MLD and MHD.
- Raise the proportion who meet expectations in Science and exceed expectations in DT & French.

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