Woodlane High School
*achieving success in a nurturing environment*

Autumn Term Progress – 2018/19

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, **green** indicates meeting/exceeding expected outcomes and **red** indicates working below.

Autumn 2018/19 Headline Results:

- ▲ Achievement is on track to be outstanding by the end of the Summer Term. The % of pupils who met and exceeded their expectations is just below the school's outstanding threshold.
- ▲ The progress of boys and girls overall (when pupils on long term absence are removed), is identical.
- ▲ Previously identified gaps in attainment have closed, particularly between OMRC pupils, pupils with MHD, and pupils with Other Primary Need compared to their peers.
- ▲ In the foundation subjects, 6 out of 9 subjects met the school's outstanding threshold (97%).
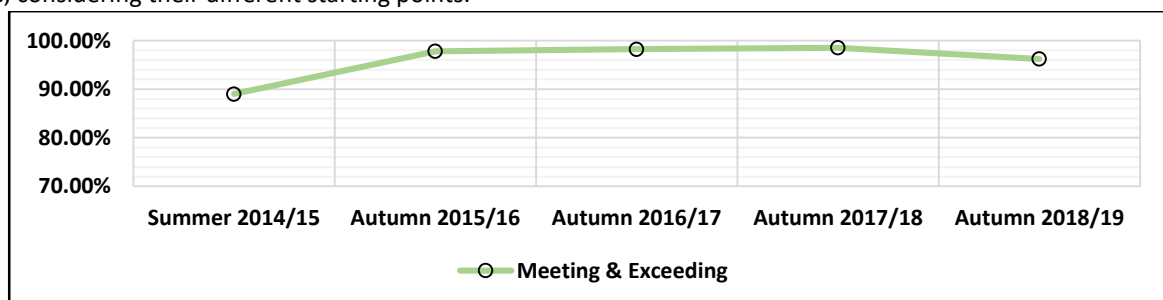
Substantial Progress: Woodlane High School has analysed the progress of all pupils in all subjects throughout the Autumn Term 2018/19. The very large majority of pupils progress well from their different starting points and achieve or exceed standards expected within the school's own curriculum. 96.2% of pupil expectations are being met or exceeded, with 32.95% of expectations exceeded. The trend suggests that both figures will rise to at least the school's target of 99% and 60% over the course of the academic year.
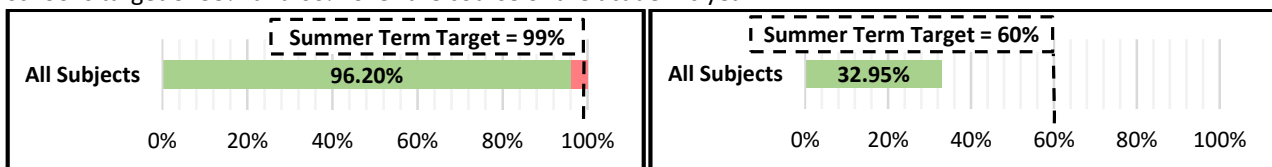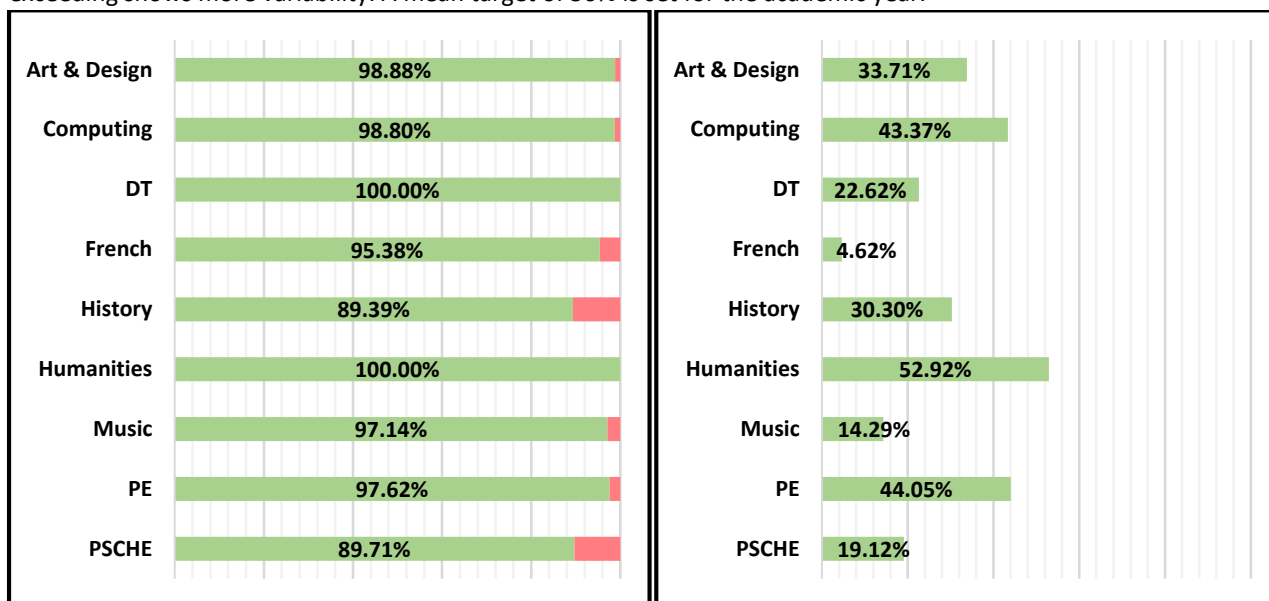

The proportion of expectations met in the core subjects is also on track to achieve a mean score well over the outstanding threshold. The proportion meeting expectations in Science and the proportion exceeding expectations in English are a particular highlight.
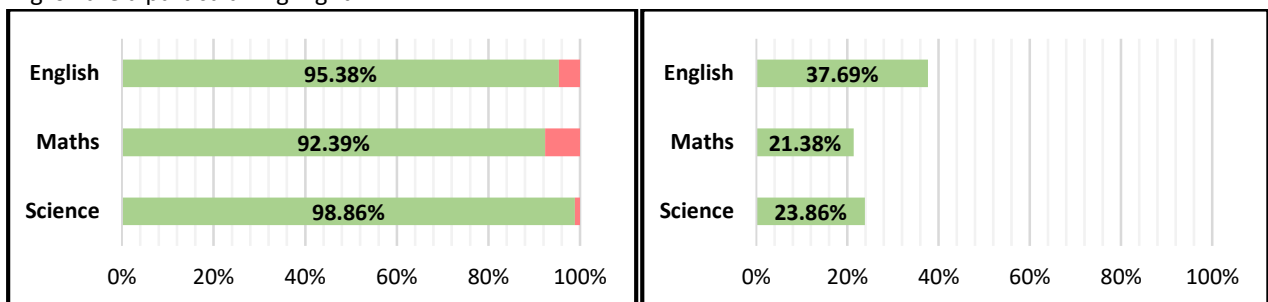
Sustained Progress: Progress at Woodlane continues to be high when historic data in **all subjects** is explored. The comparison below has a starting point of Summer 2014/15 and uses the Autumn Term in each academic year for comparison. Pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.

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Foundation Subjects: The headline data for foundation subjects demonstrates that 6 out of 9 subjects met the school's outstanding threshold (97%) with 2 out of 9 achieving 100%. The mean result was 96.32%. The proportion exceeding shows more variability. A mean target of 50% is set for the academic year.

| Subject	Meeting	Exceeding
Art & Design	98.88%	33.71%
Computing	98.80%	43.37%
DT	100.00%	22.62%
French	95.38%	4.62%
History	89.39%	30.30%
Humanities	100.00%	52.92%
Music	97.14%	14.29%
PE	97.62%	44.05%
PSCHE	89.71%	19.12%

Analysis of Common Groups: Woodlane analyses the progress of all pupils by groups within English, Maths and Science, including; Key Stage, Gender, SEN, Ethnicity and Pupil Premium, as well as a range of target groups that analysis has highlighted. The tables below show the largest groups within the school.

Group	Value
KS3 - Meeting	95.16%
KS4 - Meeting	93.20%
KS3 - Exceeding	18.23%
KS4 - Exceeding	45.20%

Group	Value
Boys %	95.62%
Girls* %	95.53%
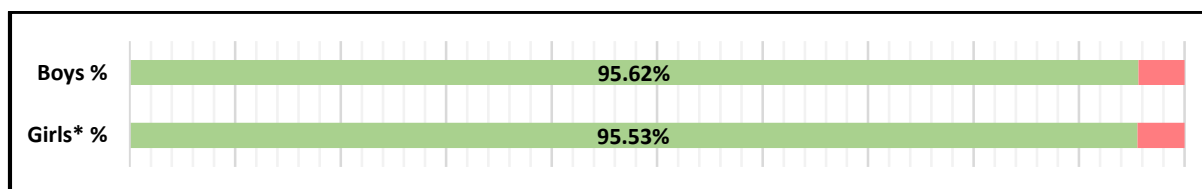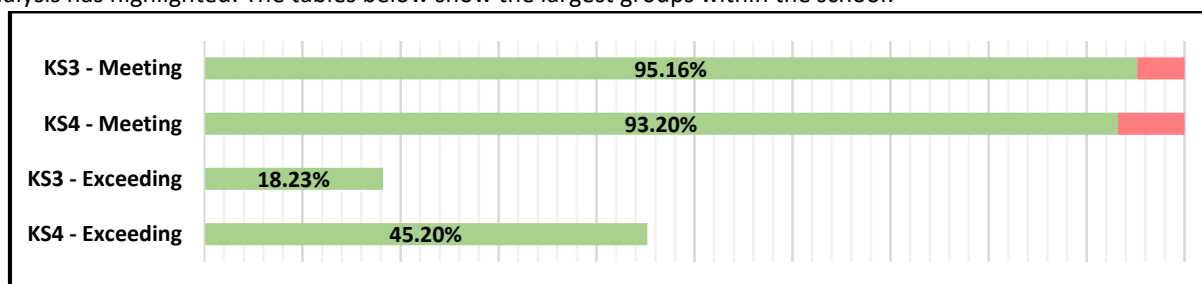
*2x pupils on long term absence removed from the progress data.

Whole School Analysis By Ethnicity – Autumn (Top 4 Groups)						School Totals	
	Exceeding	%	Meeting	%	Below	%	Total	%
AOTH	16	29.63%	33	90.74%	5	9.26%	7	7.61%
BAFR	16	32%	33	98%	1	2%	7	7.61%
OOEG	12	23.53%	36	94.12%	3	5.88%	8	8.7%
WBRI	51	29.31%	112	93.68%	11	6.32%	28	30.43%

Group	Value
Receiving PP	91.27%
Not Receiving PP	96.77%
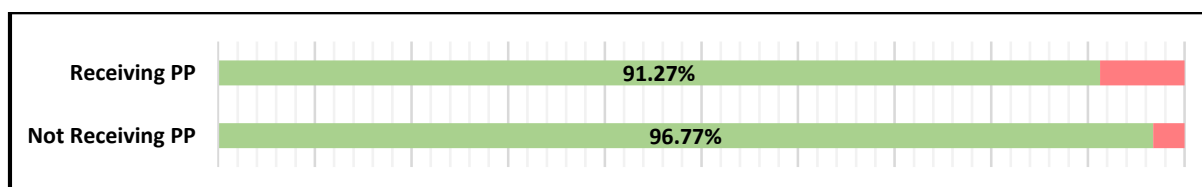
Areas for Improvement: For the Spring and Summer Term 2018/19, Woodlane's key aims are to:
- Raise the progress of girls in STEM subjects and PP pupils in English and Maths.
- Raise the progress of the Caribbean Cohort, and AOTH pupils in the core subjects.
- Raise the proportion of pupils exceeding exp. in the foundation subjects, particularly DT & French.

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