

Spring Term Progress – 2018/19

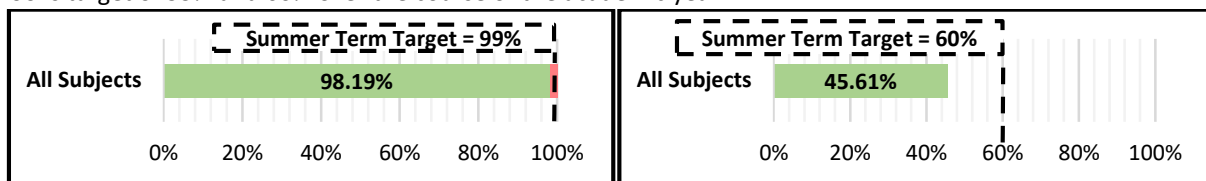
Executive Summary

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.

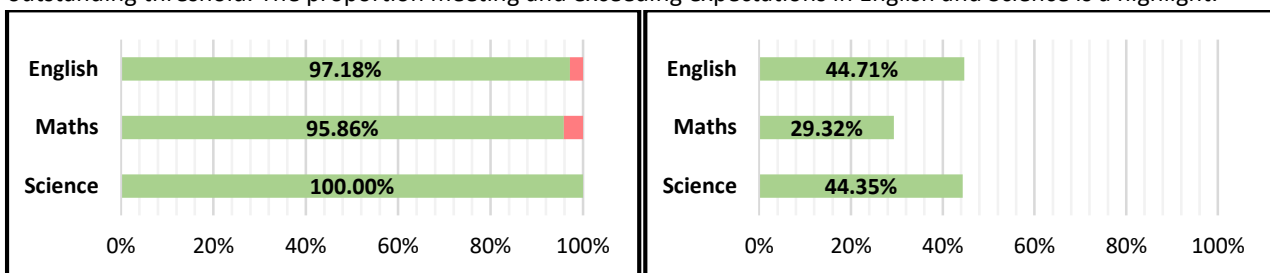
Spring 2018/19 Headline Results:

- ▲ Achievement is on track to be outstanding by the end of the Summer Term. The % of pupils who met and exceeded their expectations has surpassed the school’s outstanding threshold of 97%.
- ▲ Progress rose 2% overall, with an increase of 13% in the proportion exceeding expectations.
- ▲ Pupils receiving PP made outstanding progress in English and Science.
- ▲ In the foundation subjects, 8 out of 9 subjects met the school’s outstanding threshold (97%).

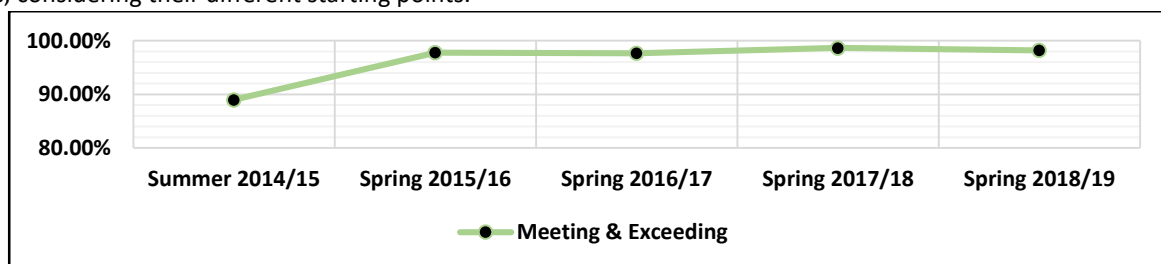
Substantial Progress: Woodlane High School has analysed the progress of all pupils in all subjects throughout the Spring Term 2018/19. The very large majority of pupils progress well from their different starting points and achieve or exceed standards expected within the school’s own curriculum. 98.19% of pupil expectations are being met or exceeded, with 45.61% 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.



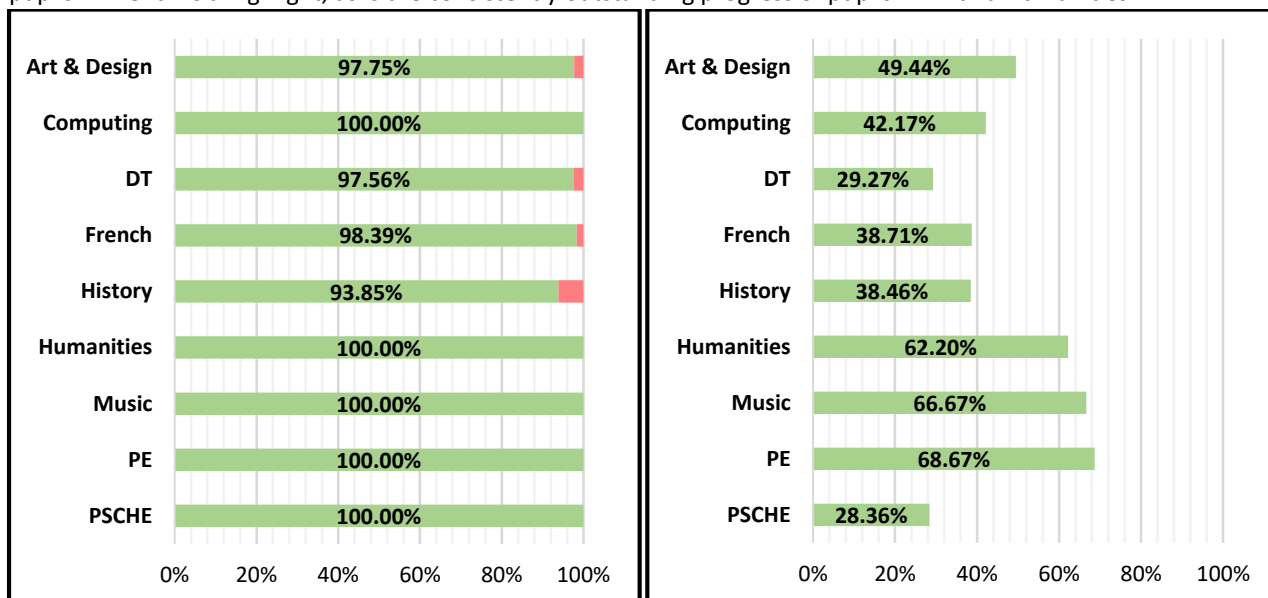
The proportion of expectations met in the core subjects is also on track to achieve a mean score well over the outstanding threshold. The proportion meeting and exceeding expectations in English and Science is a highlight.



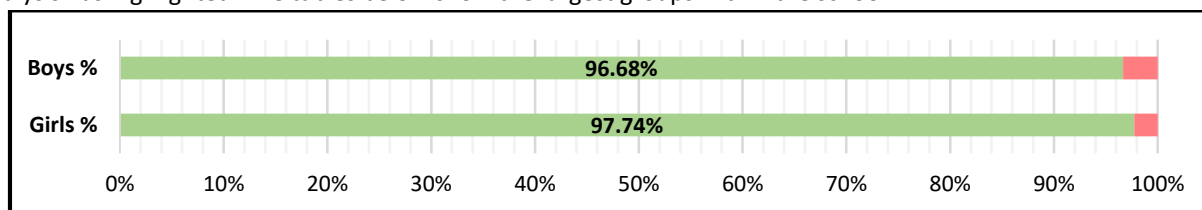
Sustained Progress: Progress at Woodlane continues to be high when historic data in **all subjects** is explored. The comparison below has a starting point of Summer 2014/15 and uses the Autumn Term in each academic year for comparison. Pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.



Foundation Subjects: The headline data for foundation subjects demonstrates that 8 out of 9 subjects met the school's outstanding threshold (97%) with 5 out of 9 achieving 100%. The mean result was 98.99%. The proportion exceeding shows more variability. A mean target of 50% is set for the academic year. The improved progress of pupils in French is a highlight, as is the consistently outstanding progress of pupils in PE and Humanities.

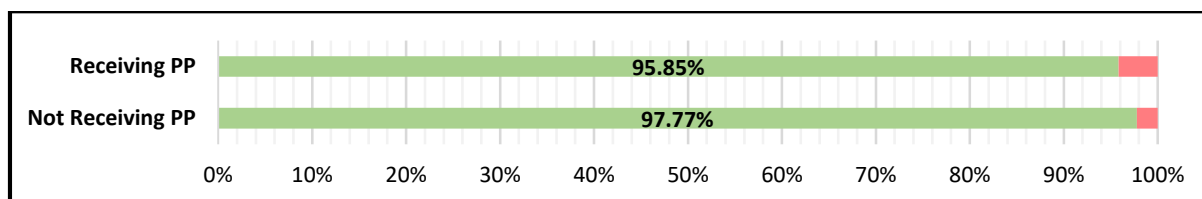


Analysis of Common Groups: Woodlane analyses the progress of all pupils by groups within English, Maths and Science, including; Key Stage, Gender, SEN, Ethnicity and Pupil Premium, as well as a range of target groups that analysis has highlighted. The tables below show the largest groups within the school.



Whole School Expectations – Spring 2018/19 – Analysis By Primary SEN							School Pupil Totals (92)	
	Exceeding	%	Meeting	%	Below	%	Total	%
ASD	60	34.88%	106	96.51%	6	3.49%	24	26.09%
SLCN	80	45.45%	94	98.86%	2	1.14%	23	25%
Other	20	26.32	53	96.05%	3	3.95%	10	10.87%
SEMH	14	42.42%	19	100%	0	0%	10	10.87%

Analysis By Ethnicity – Spring 2018/19 – Analysis By Largest 4 Ethnicity Groups							School Pupil Totals (92)	
	Exceeding	%	Meeting	%	Below	%	Total	%
AOTH	19	32.20%	39	98.31%	1	1.69%	8	8.70%
BAFR	16	32%	32	96%	2	4%	7	7.61%
OoEG	11	21.57%	37	94.12%	3	5.88%	8	8.70%
WBRI	64	39.75%	92	96.89%	11	3.11%	27	29.35%



Areas for Improvement: For the Summer Term 2018/19, Woodlane's key aims are to:

- Raise the progress of the Caribbean Cohort in the core subjects and the OoEG cohort in Maths.
- Raise the progress of pupils (exceed. expectations) in Maths; particularly those with the primary need Other.
- Improve the proportion of pupils who exceed expectations in DT.