Woodlane High School
achieving success in a nurturing environment

Outcomes for Pupils – 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 Year 11 pupils in all qualification subjects in 2016/17 and judges that **outcomes are outstanding**. This is because pupils **progress well from their different starting points and achieve or exceed standards expected within the school's own curriculum** and in comparison with other outstanding SEN schools. Pupils **attain relevant qualifications so that they can and do progress to the next stage of their education**. This judgement also takes in to account the unique situation created by the changes in qualifications in 2016/17.

Achievement percentages across all qualification subject areas. 2016/2017 – Year 11 Leavers			
	Exceeded	Met	Below
Combined %	53%	80%	20%

Sustained Progress:

Pupils at Woodlane make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points. Over time (2015, 2016 and 2017) qualification outcomes and the percentage meeting and exceeding expectations continues to rise. The graph below compares **all subject qualifications** with expectations over the last three years.
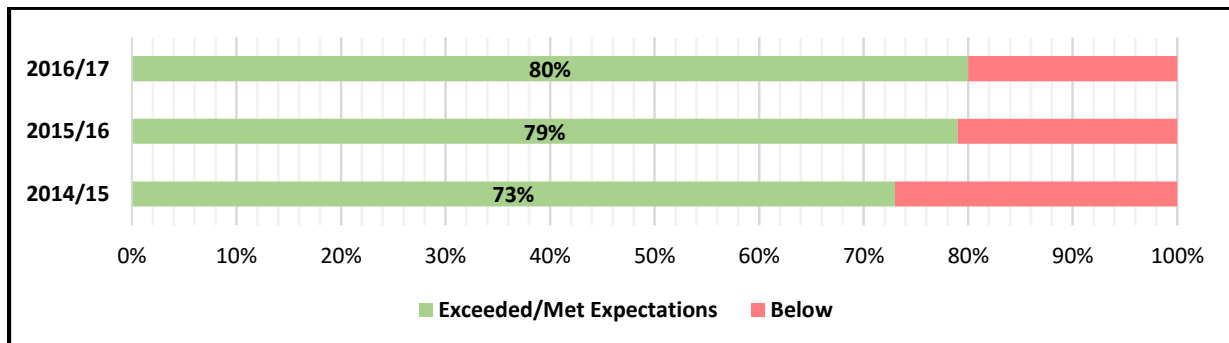

Core Subjects:

Within English and Maths, outcomes for pupils are outstanding, with over 80% meeting and exceeding expectations. English rose by 2% year on year, and Maths rose by 8%. Within Science, results were not as strong and require improvement. Changes are already in place for the next academic year.

	Exceeded	Met	Below
English %	38.89%▲	83.33%▲	16.67%▼
Maths %	44.44%▲	83.33%▲	16.67%▼
Science %	11.76%▼	58.82%▼	41.18%▼

When we conduct a comparison on just those pupils who completed a GCSE/equivalency qualification, results in the core subjects appear stronger still. No subject saw a reduction year on year.

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Page 1

Foundation Subjects:

Art & Design, French, Humanities and PE performed significantly better than the mean percentage for foundation subjects. Design Technology and ICT performed significantly below this score. Humanities performance saw a rise of 25 percent year on year.
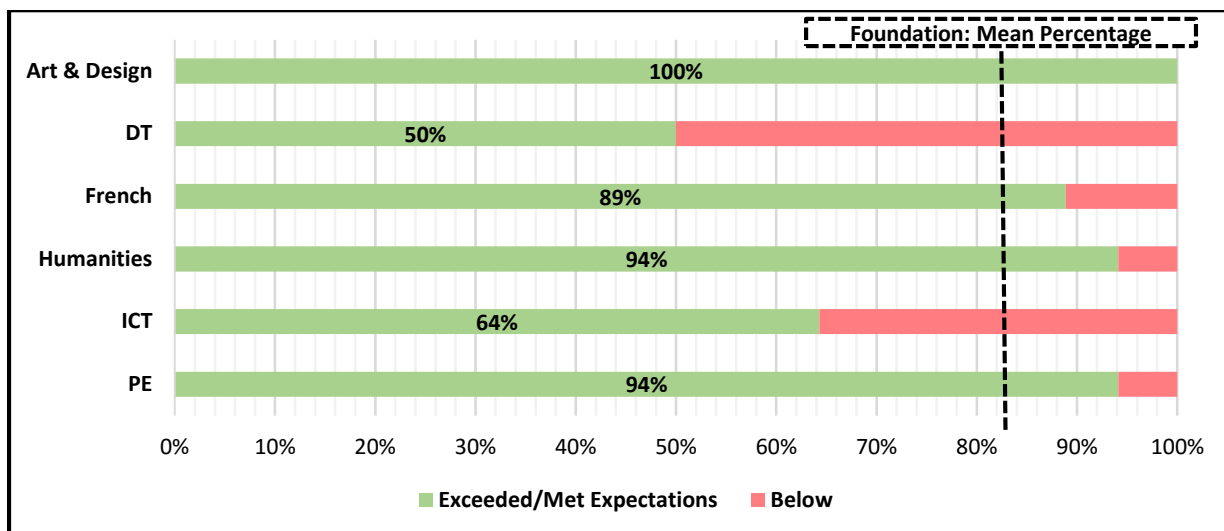
Analysis of Groups:

In 2016/17, Year 11 pupils who received funding through Pupil Premium (PP) made up 72% of the cohort. In previous year's comparisons of the achievement of these groups has shown few trends with both sets of pupils performing consistently well. In 2016/17, there was a clear difference in their outcomes in the core subjects. Detailed expenditure of Pupil Premium can be found on our website.
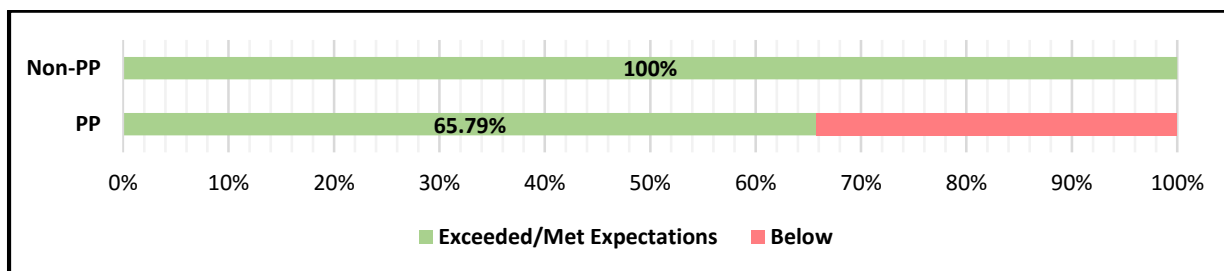
Due to the different sizes of the gender groups, it is difficult to draw comparisons and this analysis should be viewed with caution. This is particularly true in 2016/17 with only 1 girl within the cohort, and 17 boys. Targeted support has led WBRI and BAFR pupil outcomes to close the gap on their peers.

Full Cohort	Exceeded	Met	Below
Boys English 2016/17 Percentage	35.29%▲	82.35%■	17.65%■
Girls English 2016/17 Percentage	100%▲	100%▲	0%▼
Boys Maths 2016/17 Percentage	41.18%▲	82.35%▲	17.65%▼
Girls Maths 2016/17 Percentage	100%▲	100%▲	0%▼
Boys Science 2016/17 Percentage	6.25%▼	56.25%▼	42.75%▼
Girls Science 2016/17 Percentage	100%▲	100%▲	0%▼

Highlights:
- 2016/17 shows a 6% rise in the proportion of expectations exceeded and 1% rise in those met.
- Two additional qualifications offered this academic year in PE and Computing.

Areas for Improvement:
- Improve the qualification outcomes of pupils in Science, DT and Computing.
- Improve the qualification outcomes of PP pupils, compared to their Non-PP peers.
- Improve the qualification outcomes of Mobile Pupils and those with Mental Health Difficulties.

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Page 2