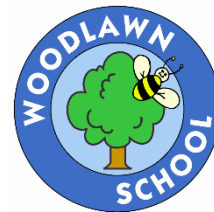


Data Analysis/summary 2015

(Guidelines set by DfE – Mainstream or Special – KS2 & 4)



Key Stage 2 (End of Year 6)

- percentage of pupils who achieved level 4 or above in reading, writing and maths
- percentage of pupils who have improved by 2 or more levels in reading, writing and maths between key stage 1 (KS1) and KS2
- percentage of pupils who achieved level 5 or above in reading and writing
- percentage of pupils who achieved level 5 or above in maths

Woodlawn Data:

Cohort of pupils in Year 6 (2015) = 9

Reading: 0% achieved level 4, though 78% *exceeded expected progress**

Writing: 0% achieved level 4, with 78% made or *exceeded expected progress**

Maths: **Number** 0% - though 89% achieved or *exceeded expected progress**

Using & Applying 0% - with 44% making or *exceeding expected progress**

Space, Shape & Measure 0% - with 56% making or *exceeding expected progress**

0% of pupils achieved national (mainstream) level 5 in Reading, Writing and Maths.

**Expected Progressed tracked against Progression guidance*

Key Stage 4 (End of Year 11)

Cohort of pupils in Year 11 (2015) = 8

- percentage of pupils who achieved a C or above in GCSEs (or equivalent) in 5 or more subjects, including English and maths
- percentage of pupils who achieved the English Baccalaureate

Woodlawn Data:

0% of pupils achieved 5+ GCSEs at grade C+ *including Maths and English*

0% of pupils achieved the English Baccalaureate (*achievement measure which includes English, Maths, Science, MFL and a humanity*)

50% of pupils entered (2) passed GCSE Maths

50% of pupils entered (2) for GCSE English passed and 1 pupil achieved a C+

Optional information

Year 11 Success stories:

- 100% entered for a Functional Skills Maths qualification passed
- 50% of pupils entered (2) for Functional Skills English qualification passed
- 86% of pupils entered for Functional Skills ICT qualification passed
- 100% of those entered for ELC Applied Science passed
- 100% of FSM pupils in ICT & Maths passed their respective functional skills qualification
- 100% of pupils entered for GCSE D&T passed
- 100% of pupils achieved their Asdan short course in Faiths & Beliefs
- 100% of leavers (2) left with at least 3 qualifications and 50% left with at least 5 qualifications
- More pupils than ever had approved JCQ examination access arrangements
- Pupils are well prepared for their next level of progression

Areas of Development:

- Ensure all pupils entered at Entry level achieve the expected level to ensure a pass (English)
- Ensure Pupil Premium pupils perform equal to or better than other pupils in English
- Consistent approach to delivering an accredited qualification in Maths (OCR Progression)

Post 16 Success stories:

- 83% entered for Functional Skills English at level 1 passed
- 75% of pupils entered for Functional Skills Maths level 1 passed
- 86% of pupils entered for Functional Skills ICT level 1 passed; 50% entered for Functional Skills ICT level 2 passed; with 100% entered for Entry level passing
- 100% entered for GCSE Applied Science (Entry level) passed.
- 100% of FSM pupils in ICT passed their respective qualification
- 92% of pupils entered (12) passed their iGCSE English – **the most ever entered at Woodlawn**
- 100% of pupils leaving achieved their Asdan PSD
- 100% of leavers (8) in Post 16 left with 1 qualification, 86% left with at least 3 qualifications and 57% left with at least 5 qualifications – **the best ever for Woodlawn**
- More pupils than ever had approved JCQ examination access arrangements
- Pupils are well prepared for their next level of progression

Areas of Development:

- Ensure all pupils entered at Entry level achieve the expected level to ensure a pass (English)
- Ensure Pupil Premium pupils perform equal to or better than other pupils in English
- Consistent approach to delivering an accredited Maths qualification in Post 16 (OCR Progression)

Across the school: Those that met expected levels of progress

English = Reading, Writing, Expression and Comprehension

Maths = Using & Applying, Number and Space, Shape and Measure

All pupils (Y1 – Y11) are now tracked against Progression guidance and the following indicates targets met or exceeded:

- KS1 English – 83% (area of development - Expression - Y1, current Y2)
- KS1 Maths – 87% (area of development - Using & Applying Y1, current Y2)
- KS2 English – 48% (areas of development are Y3, current Y4 – all 4 strands and Y4, current Y5 Reading, Writing and Expression). **Y5 and 6 are stronger academically**

- KS2 Maths – 43% (areas of development are Y3, current Y4 & 4, current Y5 – all 3 strands and Y6, current Y7 U&A). **Y5 and 6 are stronger academically**
- KS3 English – 55% (areas of development are reading and comprehension across the Key Stage, current Y8, 9 and 10)
- KS3 Maths – 51% (areas of development - Number across the Key Stage, current years 8, 9 & 10 and U&A Y8, current Y9)
- KS4 English – 41% (areas of development - Reading across the Key Stage and all strands for Y11, current Y12)
- KS4 Maths – 60% (areas of development – Number and SSM – Y11)

Average points scores (Y1 – Y11):

Areas: Maths, English, Computing, Science and PSD

- Average points score for girls is slightly higher than boys and on average between one and 2 points, except in Computing where girls outperform boys by 3 points on average
- On average the NC points scores for all subjects (teacher assessment) have increased year on year with no exception to last year in all areas and strands
- Based on teacher assessment NC average Points scores for FSM indicate these pupils do better than non FSM in all areas.
- The average points score for pupils with ASD has increased year on year with no exception to last year. The same can be said of PMLD pupils. Based on the last 3 year trends.
- Average points scores for MLD pupils has either remained constant or decreased slightly compared with the last 3 years
- Average points scores for pupils with PD has marginally gone up based on the 3 year trend