



Woolton High  
School  
Achievement  
Report  
2015-2019

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## Headlines

1. The school has ensured that the majority of learners are supported to transition to training, education or employment.
2. 100% of learners left school with at least one qualification, or at least accreditation towards a qualification in 2017.
3. 83% of all learners left in 2017 with a qualification in English at FS Level 1. Additionally, 50% of all learners left with a qualification in English at GCSE level.
4. 66% of all learners left in 2017 with a qualification in Maths at FS Level 1. Additionally, 66% of all learners left with a qualification in Maths at GCSE level.
5. 75% of learners who followed a school based curriculum left in 2017 with at least a level 1 qualification in English and Maths. 75% of these learners got a GCSE qualification in English and 75% of these learners got a GCSE qualification in Maths.
6. 75% of learners who followed the school based curriculum left with / or exceeded at least a level 1 qualification in English and Maths, together with three further BTEC/GCSE qualifications. In addition, students achieved further accreditation towards vocational qualifications. Of the school based cohort 75% of pupils made expected progress in line with their individual CASPA percentiles for all subjects; ignoring category of need (See CASPA graph on request). Comparison with National Progression indicates that pupils made progress well above the 60<sup>th</sup> percentile.
7. 94% of those that are following a school based curriculum are on track to attain a level 1 qualification in English and Maths in 2018
8. 94% of all learners are on track to attain at least one qualification in 2018.

9. 94% of school based learners are on track to attain a qualification in English and Maths together with a vocational qualification in 2018.
10. 100% of current school based learners are on track to achieve at least three further qualifications in addition to English and Maths in 2018. All students are expected to leave with at least one vocational qualification in 2018. CASPA comparative data indicates that 84 % of the school based cohort are making expected progress or better. (See CASPA graph on request).
11. 86% of learners at KS3 (Summer 2017) made expected progress or better across a range of subjects according to CASPA comparison of progress v expectations; ignoring category of need.
12. The majority of learners on free school meals, 'Looked-After Children' and learners from ethnic minorities do as well as their peers. School leaders and governors have effectively targeted pupil premium funding and evaluated its impact.

Table 1: The percentage of learners in each cohort category that attained (estimated to attain 2018/19) a qualification	Actual			Estimates			
	2015	2016	2017	2018 BOYS	2018 GIRLS	2019 BOYS	2019 GIRLS
Number in Whole cohort	11	8	6	12	4	12	7
Number School based curriculum cohort	6	5	4	7	2	8	5
Number School AEP curriculum	5	3	2	5	2	4	2
Percentage of the <u>whole cohort</u> that attained at least 1 qualification	54	100	100	92	100	100	100
Percentage of the pupils that followed the <u>school-based curriculum</u> that attained at least 1 qualification at Level 1 or above	100	100	100	100	100	75	100
Percentage of the pupils that followed an AEP curriculum that attained at least 1 qualification at Entry Level to FS1 or above	60	100	50	80	100	100	100

Table 2: The percentage of learners in each cohort category that attained (estimated to attain 2018/19) a qualification in English and Maths	Actual			Estimates			
	2015	2016	2017	2018 BOYS	2018 GIRLS	2019 BOYS	2019 GIRLS
<b>Number in Whole cohort</b>	11	8	6	12	4	12	7
<b>Number school based curriculum cohort</b>	6	5	5	7	2	8	5
<b>Number school AEP curriculum</b>	5	3	1	5	2	4	2
Percentage of the <u>whole cohort</u> that attained a qualification in English	54	50	100	92	100	100	100
Percentage of the pupils that followed the <u>school-based curriculum</u> that attained a qualification in English at Level 1 or above	100	83	100	100	100	75	60
Percentage of the pupils that followed an AEP curriculum that attained at least 1 qualification in English at Entry Level to FS1 or above	60	100	100	80	100	100	100
Percentage of the <u>whole cohort</u> that attained a qualification in Maths	54	50	83	92	100	100	100
Percentage of the pupils that followed the <u>school-based curriculum</u> that attained a qualification in Maths at Level 1 or above.	100	80	75	100	100	75	60
Percentage of the pupils that followed an AEP curriculum that attained a qualification in Maths at Entry Level to FS1 or above	60	100	83	80	100	100	100

Table 3:A comparison between the FFT predicted average points score for English and Maths v's the actual average points score per pupil.	Actual			Estimates			
	2015	2016	2017	2018 Boys	2018 Girls	2019 Boys	2019 Girls
The actual average points score for English with the cohort that followed a <u>school based</u> curriculum	23	26	26	26	26	TBC	TBC
The expected average point score for the school based curriculum cohort in English	31	34	31	34	29	TBC	TBC
The average point score for Maths with the cohort that followed a <u>school based</u> curriculum	39	25	29	30	26	TBC	TBC
The expected average point score for the school based curriculum cohort in Maths	33	34	31	33	30	TBC	TBC

Table 4: A comparison between the actual average point score achieved by the school based curriculum students (estimates 2018/19) and FFT predicted average capped point score; and also progression guidance predicted average capped points score.	Actual			Estimates			
	2015	2016	2017	2018 Boys	2018 Girls	2019 Boys	2019 Girls
The actual average capped point scores, of the pupils in the <u>school-based curriculum cohort</u>	175	170	151	144	129	TBC	TBC
The average capped point scores predicted by FFT indicators, of the pupils in the <u>school based curriculum cohort</u>	211	214	201	160	95	TBC	TBC
Average capped point scores of <u>the school-based curriculum cohort</u> , in the 80th Percentile, National Progression Guidance Progress indicators	194	179	179	175	198	TBC	TBC
Average capped point scores of the <u>school-based curriculum cohort</u> , in the 60th Percentile, National Progression Guidance Progress indicators	136	127	125	128	136	TBC	TBC



<b>Table 5: A comparison between the actual average point score achieved by Vulnerable Category, school based curriculum students (estimates 2018/19) and FFT predicted average capped point score; and also progression guidance predicted average capped points score.</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018 Boys</b>	<b>2018 Girls</b>	<b>2019 Boys</b>	<b>2019 Girls</b>
The actual average capped point scores, of the pupils in the <u>school-based curriculum cohort</u> that are in LAC category	96	25	204	128	80	TBC	TBC
The predicted average capped point scores, of the pupils in the <u>school-based curriculum cohort</u> that are LAC	200	140	279	152	124	TBC	TBC
The actual average capped point scores, of the pupils in the <u>school-based curriculum cohort</u> that are in a BREM category	68	25	121	124	N/a	TBC	TBC
The predicted average capped point scores, of the pupils in the <u>school-based curriculum cohort</u> that are in a BREM category	199	204	174	156	N/a	TBC	TBC

**Table 6 : The number of pupils that were in receipt of pupil premium and followed the school curriculum, in the specified school year and a comparison of the percentage that made expected progress (whole cohort and Year 11) and current estimates**

<b>2015-16</b>		<b>% that made expected progress in English</b>	<b>% that made expected progress in Maths</b>	<b>% of Y 11 that made expected progress in English</b>	<b>% of Y 11 that made expected progress in Maths</b>
Total number of pupils eligible for PPG	40				
FSM	37	75	75	57	28
LAC	3				
<b>2016-17</b>		<b>% that made expected progress in English</b>	<b>% that made expected progress in Maths</b>	<b>% of Y 11 that made expected progress in English</b>	<b>% of Y 11 that made expected progress in Maths</b>
Total number of pupils eligible for PPG	44				
FSM	41	81	83	33	75
LAC	3				
<b>2017-18</b>		Cuurent estimates			
		<b>% that made expected progress in English</b>	<b>% that made expected progress in Maths</b>	<b>% of Y 11 that made expected progress in English</b>	<b>% of Y 11 that made expected progress in Maths</b>
Total number of pupils eligible for PPG					
FSM		TBC	TBC	TBC	TBC
LAC					

**Table 7 : The percentage of boys that are making expected progress or better across in range of subjects in each year group at KS3**

		English	Maths	Science	ICT	PE	Business/PSHE	Average percentage of learners making expected progress per year group across a range
<b>2015-2016</b>								
No Pupils in Yr 09	6	83	100	83	83	100	100	79
No Pupils in Yr 08	8	87	100	87	100	87	87	79
No Pupils in Yr 07	6	100	100	100	100	100	83	84
Average percentage number that made expected progress or better at KS3 per subject		90	100	90	94	96	90	
<b>2016-2017</b>								
No Pupils in Yr 09	13	100	90	100	100	90	90	83
No Pupils in Yr 08	10	100	90	100	100	60	50	73
No Pupils in Yr 07	7	71	71	85	85	85	71	79
Average percentage number that made expected progress or better at KS3 per subject		90	84	95	95	78	70	

Table 7a : The percentage of Girls that are making expected progress or better across in range of subjects in each year group at KS3		English	Maths	Science	ICT	PE	Business/PSHE	Average percentage of learners making expected progress per year group across a range	
		2016-2017							
Girls at KS3	No Pupils in Yr 09	6	83	83	83	83	50	83	78
	No Pupils in Yr 08	1	N/a	N/a	N/a	N/a	N/a	N/a	
	No Pupils in Yr 07	0	N/a	N/a	N/a	N/a	N/a	N/a	
	Average percentage number that made expected progress or better at KS3 per subject		83	83	83	83	50	83	

