

Woodcroft Primary School



Together Towards Success

Headteacher's Report Spring 2014

This is an edited version of a report was presented to Governors on 17th March 2014.

Report Contents

1. Introduction to the Spring Term
2. Educational Contexts for Governor Consideration For 2014
3. School Context Data
4. Pupil Achievement
 - I. Grade Descriptors
 - II. DfE Performance Tables Published March 2014
 - III. Ofsted Data Dashboard (additional report)
 - IV. LNI Report (additional report)
 - V. Ofsted Progress and attainment Questions
5. Quality of Teaching
6. Behaviour and Safety
7. Leadership and Management
8. Visits
9. Professional Development
10. The West Barnet Partnership
11. School Development Plan 2013-14
12. School Development Planning 2014-15
13. Appraisal Targets (Performance Management)
14. Governor Accountability

Introduction to the Spring Term

This report covers the second ½ of the Autumn Term and January to March 2014. It has been another successful and busy period for Woodcroft Primary School.

Achievement highlights include:

- Highest attendance level currently 96% inline with our 96% Target
- Woodcroft Rock Challenge Club successfully through to the southern regional finals
- Successful Investors In People Re-Assessment
- School has gained Arts Award status
- Successful Launch of the 'Be The Best You can Be Programme'
- Successful Reaccreditation of our Travel Plan Bronze Award

Woodcroft has been as busy and eventful as ever:

- Our Boccia Team were successful in the Aspire Tournament
- Four Year 5 pupils were accredited as Bronze Sports Ambassadors
- SEN Pupils represented Woodcroft on the inclusive 'Barnet Bar No One' event
- Drama Club performance of Charlie And The Chocolate Factory to parents and KS2
- Professional Theatre group performance of the Hobbit to celebrate World Book Day
- Outstanding Woodcroft performance at the Barnet Dance Festival
- Y5 and choir performed at Wembley as part of Voice In A Million 2014
- Be The Best Fish have arrived in the foyer!
- Y4 Family Assembly about The Romans
- Woody's Sports Academy Football Demonstration

Coming up this term:

- School Book Fair
- Sport Relief & Woodcroft Walk
- Royal Albert Hall Classical Spectacular fro Y4
- Parental Consultation Evenings
- Spring Music Concerts
- WOW Factor Finals
- Y3 Family Assembly
- Easter Camp Woodcroft
- Easter Y6 Booster Camp

Our Newsletter ' Woodcroft News', currently at issue 160 provides an ongoing account of life at Woodcroft. It is uploaded to our website www.woodcroft.barnet.sch.uk every week.

Our website has now been viewed over 38,000 times since its launch in 2009.

Contexts for 2014

Future school development planning need to consider the following educational contexts:

CONTEXT 1: A new 2014 National Curriculum

A new national curriculum will be implemented from September 2014 with very little lead in time.

THIS WILL HAVE MAJOR IMPLICATIONS FOR THE CONTINUITY SECTION OF SUBJECT AND ASPECT DEVELOPMENT PLANS

Follow the link below to the DfE website

<https://www.education.gov.uk/schools/teachingandlearning/curriculum/nationalcurriculum2014>

an extract from the website...

'On 11 September 2013 the Secretary of State for Education published the new national curriculum framework following a series of public consultations. You can see the new framework and other linked documents on these pages.

The majority of the new national curriculum will come into force from September 2014, so schools have a year to prepare to teach it. From September 2015, the new national curriculum for English, mathematics and science will come into force for years 2 and 6; English, mathematics and science for key stage 4 will be phased in from September 2015.'

CONTEXT 2: Ofsted Subsidiary Guidance

Inspectors should use this guidance during section school inspections in conjunction with the *School Inspection Handbook* and *The Framework for School Inspection*. It is designed to provide guidance on particular aspects of the section 5 inspections.

A hard copy is available; it will also be emailed to Governors following the spring term meeting.

CONTEXT 3: An Ofsted inspection window from summer 2014

Woodcroft is due for an inspection any time from this summer onwards! Aspects of Governor monitoring and accountability work will be covered later in the report.

School Context: Spring 2014

- Extremely high mobility this year – 13% turnover at mid year point!
- Free School Meal numbers continue to decline
- Increase in Social Care Issues (12 CAFs and rising)
- Attendance continues to improve, we are currently achieving out 96% target

School Data: Spring 2014

Data accurate on: 31-10-13	2014	2013	2012/13	2011/2012	2010/11	2009/10
Current roll excluding Nursery	428	428	428	413	416	362
Reception	59	58	58	59	88	59
Year 1	58	57	57	83	61	59
Year 2	58	58	78	61	60	56
Year 3	81	81	60	57	54	48
Year 4	59	60	55	58	51	42
Year 5	57	57	56	51	45	55
Year 6	56	57	56	44	57	48
Nursery	44	44	49	52	52	45
Mobility (2014 data accurate to March 7th)						
(Excluding Foundation Stage) Pupils joined	31	20	35	38	30	
Pupils left	27	10	31	31	14	
Annual Mobility (Pupils in + out / current roll) (Excluding Y6 Transition)			Current 16%	17%	10%	
Pupil who speak English as a second language	224 (52%)		54% (49%)	55%	54%	56%
Pupils on the SEN register	103	30% (126)	30% 126 (117)	30% (125)	30% (126)	30%
Pupils with statements	9	5	5 (4)	7	9	1
Eligible for free school meals	35%	37%	42% 174 (191)	56% (233)	57%	46%
Fixed exclusions	0	0	0	2	3	0
Children in Care	0	0	0	1	5	2
CAFs Common Assessment Forms	12					

Attendance and Punctuality (excluding nursery)	Current		Annual 2013	Annual 2012	Annual 2011	Annual 2010
Total attendance	96%		95%	94.3%	93.5%	93.0%
Unauthorised absence	0.77%		0.82%	0.64%	0.84%	1.35%
Attendance Target	96%		95%	94 %	93.5%	93.5%

Achievement of Pupil: School Self Evaluation Judgement

	1	2	3	4
Indicate which category best fits the school		✓		

How do we know?

1. DfE Performance Tables
2. Ofsted Data Dashboard
3. Pupil Progress Reviews
4. LNI Report

Evidence:

- 10th best performing school in our category (the nearest comparable school is in Gloucester)
- 17% improvement in KS2 pupil achieving L4+
- Woodcroft exceeds LA & National averages for pupil performance in combined core subjects (reading, writing and maths)
- Over 90% of pupil premium pupils achieved expected progress
- Positive value added in Reading and Writing (top 40% of all schools apart from writing middle 20%)
- When compared against all schools our progress is in never out of the top 40% of schools nationally (top 20% for similar schools)

What we need to do better:

- Increase the % of L5s from middle attainers
- Increase the combined L4+ for pupil premium pupils by 10% to further close the gap with other pupils
- Improve maths value added by 0.3
- Improve the overall SPaG result by 10% (move into the 3rd quintile)
- Improve the progress of pupils in Maths from KS1 to KS2
- Close the gap between pupil premium pupils and all pupil in KS1 by 5%

2013 DfE Performance Tables & Ofsted Data Dash Board (Published March 6th 2014)

DfE Performance Table – Similar School Comparison Chart

For pupils who have been at Woodcroft for at least 2 years there is no statistically better performing school within a 75 mile radius!

For statistically similar schools with similar intakes, Woodcroft is the 10th best performing school! The Department for Education chart is copied below.

http://www.education.gov.uk/cgi-bin/schools/performance/group.pl?qttype=SSC&tab=513&ord=desc&sort=ks2_13.ptreadwritmatx13&set=20&no=134677&superview=pri&sscla=302

Woodcroft Primary School	Barnet	87%	10/125		4A	90%
--------------------------	--------	-----	--------	--	----	-----

<u>School name</u>	<u>Local Authority</u>	<u>▼ % achieving level 4 or above in reading, writing and maths</u>	<u>School position within group</u>	<u>% achieving level 4 or above in reading, writing and maths</u>	<u>Average level: per pupil</u>	<u>% of non mobile pupils achieving level 4 or above</u>
England - all schools		75%			N A	NA
England - state funded schools only		75%			N A	NA
<input type="checkbox"/> <u>Our Lady and St Edward's Catholic Primary School</u>	Wirral	100%	1/125		5C	100%
<input type="checkbox"/> <u>Our Lady Queen of Peace Catholic Primary</u>	Worcestershire	93%	2/125		5C	93%
<input type="checkbox"/> <u>Newstead Primary School</u>	Stoke-on-Trent	90%	3/125		4A	89%
<input type="checkbox"/> <u>Warren Primary School</u>	Nottingham	90%	3/125		4A	89%

<u>School name</u>	<u>Local Authority</u>	<u>▼ % achieving level 4 or above in reading, writing and maths</u>	<u>School position within group</u>	<u>% achieving level 4 or above in reading, writing and maths</u>	<u>Average level: per pupil</u>	<u>% of non mobile pupils achieving level 4 or above</u>
<input type="checkbox"/> <u>Kanes Hill Primary School</u>	Southampton	89%	5/125		4A	90%
<input type="checkbox"/> <u>Millfields Community School</u>	Hackney	89%	5/125		4A	90%
<input type="checkbox"/> <u>Hopping Hill Primary School</u>	Northamptonshire	88%	7/125		4A	85%
<input type="checkbox"/> <u>Willowbrook Primary School</u>	Leicester	88%	7/125		4A	89%
<input type="checkbox"/> <u>St Gerard's RC Junior and Infant School</u>	Birmingham	88%	7/125		4A	92%
<input type="checkbox"/> <u>Cornwood Church of England Primary School</u>	Devon	87%	10/125		4A	86%
<input type="checkbox"/> <u>Woodcroft Primary School</u>	Barnet	87%	10/125		4A	90%

Year on year comparisons

Percentage achieving Level 4 or above in reading, writing and maths	2012	2013
School	70%	87%
LA	79%	79%
England - All Schools	75%	75%

KS2 test results and progress

	All pupils	Low attainers	Middle attainers	High attainers
Pupils eligible for KS2 assessment	53			
Percentage achieving level 3 or below in reading, writing and maths	6%	30%	0%	0%
Percentage achieving level 4 or above in reading, writing and maths	87%	40%	97%	100%
Percentage achieving level 4B or above in reading and maths and level 4 or above in writing	58%	30%	55%	100%
Percentage achieving level 5 or above in reading, writing and maths	15%	0%	3%	100%
Percentage making expected progress in reading	96%	90%	97%	100%
Percentage making expected progress in writing	98%	90%	100%	100%
Percentage making expected progress in maths	93%	90%	93%	100%
Average point score	28.1			

Closing the Gap

	Disadvantaged pupils	Other pupils
Percentage achieving level 3 or below in reading, writing and maths	10%	0%
Percentage achieving level 4 or above in reading, writing and maths	77%	100%
Percentage achieving level 4B or above in reading and maths and level 4 or above in writing	43%	78%
Percentage achieving level 5 or above in reading, writing and maths	7%	26%
Percentage making expected progress in reading	93%	100%
Percentage making expected progress in writing	96%	100%
Percentage making expected progress in maths	89%	100%

Value Added measures

	Measure
KS1-KS2 Value Added score	100.4
Reading Value Added score	100.2
Writing Value Added score	101.4
Maths Value Added score	99.9

Subject level results

	Reading test	Maths test	Grammar, punctuation and spelling test	Writing TA
Percentage	9%	9%	34%	9%

achieving level 3 or below				
Percentage achieving Level 4 or above	91%	91%	66%	91%
Percentage achieving Level 4B or above	75%	66%	58%	NA
Percentage achieving Level 5 or above	32%	25%	49%	34%

School Self-evaluation Judgements

Quality of teaching and learning

	1	2	3	4
Indicate which category best fits the school		✓		

- Ofsted Guidance reissued in January 2014. Copies will be made available to Governors

Woodcroft has:

- Restructured its staff to enable Assistant Headteachers position to oversee key areas of performance (Inclusion, KS1, KS2 & SMSC) and to provide effective weekly support and monitoring.
- The London Excellence Fund Project to improve Maths teaching continues through lesson study initiative.

Outcomes

- Every teacher has been observed
- Every teacher is being appraised against the new teaching standards
- Every teacher is currently performing at a Good or Outstanding level (NQTs are not included in this appraisal method)
- 2 lessons were identified as requiring an aspect of improvement (those teachers were reassess and lessons were subsequently judged good)

Behaviour and Safety of Pupils

	1	2	3	4
Indicate which category best fits the school		✓		

- Annual Safeguarding and Health and Safety audits have been carried out
- A school Inclusion Team has been reformulated to oversee pupil welfare

Leadership and Management

	1	2	3	4
Indicate which category best fits the school		✓		

The school was visited by the Learning Network Inspector on 11/2/14 (Copy Available).

Good overall outcome with further capacity to improve:

Actions:

- Ensure school improvement planning has clear measurable targets based on pupil impact
- Improve systems to measure effectiveness of class teaching and additional interventions on the performance of different groups.
- Improve handwriting across the school
- Improve assessment practice to enable pupils an opportunity to reflect and respond to feedback

Recent work done by the Governing body was praised and was highlighted as developing best practice that should be shared with other school.

Educational Visits – November 2013 – March 2014

Woodcroft continues to offer an enriched curriculum through educational visits.

Name	Start	Destination	Visit Leader
Barnet Dance Festival 2014	10/03/2014	Arts Depot - -	Annette Clark
Year 4 Swimming 2013-2014	01/11/2013	Copthall Swimming Pool - -	Lauren Cox
Netball Away Match Goldbeaters	28/11/2013	Goldbeaters Primary School - Middlesex -	Anna Charalambous
Weekly Visits to Lyndhurst and Watling Parks	05/11/2013	Lyndhurst Park - Barnet -	Vanessa Brown
Y6 Museum of London	14/11/2013	Museum of London - -	Dan Guest
Boccia Competition	23/01/2014	Aspire Centre	Natalie Wilkes
Barnet Bar No One	07/02/2014	Allianz Park	Sarah Cullen
Girls Football Away Game	13/02/2014	Osidge Primary School - -	Natalie Wilkes
Girls Football Game - Away League Match	06/02/2014	Queenswell Junior School - London - Stevenage Arts and leisure Centre - herts -	Natalie Wilkes
Rock Challenge 2014	26/02/2014	Verulamium Museum - Herts -	Annette Clark
Year 4 2013-14 Verulamium	13/02/2014	Verulamium Museum - Herts -	Lauren Cox
Boccia Competition	03/03/2014	Northway School	Natalie Wilkes
Barnet Dance Festival 2014	10/03/2014	Arts Depot	Annette Clark
Voice in a Million 2014	12/03/2014	Wembley Arena	Caitlin Sherring

Professional Development

Woodcroft continues to offer a full programme of in-service training in weekly sessions. This is in addition to day course attendance, lesson study and the NQT programme.

Weekly Training:

Tuesday 6th January INSET Day Be The Best You Can Be Launch Day – Katy Warriner

Monday 13th January Mark Be The Best You Can Be School Planning -

Monday 20th January Kay Numeracy Excellence Project + Lesson Study -

Monday 27th January Mark Year Group Integris Assessment Updates -

Monday 3rd February Numicon Training – Sian Thomas (BPSI)

Monday 10th February (Barnet) CAFs and Vulnerable Families – Jill Smith

Monday 24 th February	Report Writing
Monday 3 rd March	School Dev Planning Reviews - Craig
Monday 10 th March	Phase Meetings
Monday 17 th March	Self Evaluations, Planning & Newsletters
INSET DAY: Tuesday 22 nd April New Curriculum Planning + Espresso Training	

Courses attended by Woodcroft staff this term include:

- Makaton Training
- Grammar For Writing
- Arts Award
- Team teach – physical restraint
- First Aid

Additional Staff Qualifications:

- One TA is studying for her L3 Certificate
- Computing Subject leader is studying for the NAACE
- Head & Music Leader are now Arts Award Training Assessors
- PE Leadership

The West Barnet Partnership

The West Barnet Partnership is a collaborative group of four primary schools, one secondary school and one children's centre, that demonstrate a commitment to working as a learning community of inclusive schools within the Edgware locality.

The partnership schools currently include:

- Barnfield (plus children's centre)
- Broadfields
- Deansbrook Junior
- London Academy
- Woodcroft

Working Together

We aim to promote excellence through partnership activities. These activities need to be realistic and manageable in the first instance. They need to develop a sense of understanding between the school leadership teams and allow for

tangible outcomes. They need to provide an opportunity for sharing practice and establishing a set of common goals for further partnership development. Ultimately, they need to feel useful for all concerned.

Three initial partnership activities include:

1. Leaders Forum 2. Procurement of SEN Support (EP/SaLT) 3. CPD offers

- **Leaders Forum (Termly)**

Hosted by one school. The Headteacher presents an overview of school outcomes and data focusing on:

1. Successes + reasons why (sharing good practice)
2. Issues + discussion of possible solutions

This would be followed by joint lesson observations (or the viewing of a videoed lesson) to enable moderation of standards and sharing of good practice across the partnership.

An optional extra could be a show case of one element of recent school improvement work or a Q&A discussion around the key leadership mechanisms that make the school successful e.g. Leadership Structures, Monitoring Programmes, CPD Cycles, Internal communication methods

(This forum model could develop into a more structured mechanism for peer scrutiny and support in the future)

- **Procurement of SEN Support (EP/SaLT)**

The Partnership will evaluate opportunities to collaborate on the share procurement of shared services

- **Partnership Hosted Training** – initial focus on leadership development

Two aspects were discussed

1. NPQML (National Professional Qualification For Middle Leadership)
2. Future Leaders

It was suggested that each partnership school could nominate middle leaders to participate in locally hosted NPQL programme.

**Woodcroft Primary School
School Development Plan Strategic Priorities 2013-14**

PRIORITY WHOLE SCHOOL INITIATIVES

ICT	<p><i>Use technology effectively to improve pupil performance and gain ICT Mark Accreditation</i></p> <p>Implement 3 year ICT Plan to provide a clear strategic direction in order to; Embed Smartboard use, launch new LP4+ Virtual Learning Environment, develop use of INTEGRIS G2 based assessment tracking and analysis tools, extend reach of online subscriptions (Mathletics, Spellodrome, Espresso)</p> <p>Implement classroom IT strategy for use of laptops and tablets.</p> <p>Develop use of technology to provide immersive learning experiences</p> <p>Integrate pupil learning with TreeHouse MLE</p>
PE & School Sport	<p>Effective use of school sport grant</p>
Teaching for Learning	<p><i>Establish consistent Woodcroft approach to teaching and learning</i></p> <p>Evaluate the implications of the New National Curriculum</p> <p>Implement Passports to Learning. Review medium term plans to ensure compatibly with the new National curriculum.</p> <p>Fully integrate pupil learning experience with school IT opportunities</p>

STRATEGIC AIMS 2013-14	
SMSC (Health / Wellbeing)	Improve awareness of healthy lifestyles
Safeguarding	Implement new online DSB (CRB) and Child Protection Referral protocols
Curriculum	Implement framework for the new National Curriculum and Implement Passports to Learning. Review medium term plans to ensure compatibility with the new National curriculum.
Assessment	Embed Integris G2 Analysis tools
Language and Communication	Raise standards of writing including consistent approaches to spelling, punctuation and grammar
Behaviour and Attendance	Improve pupil aspirations
PE	Improve quality of teaching school PE and sport
Science	Enable children to become inventors
ICT and learning Technology	Use the TreeHouse 'VLE' to improve pupil outcomes
Foundation Stage	Use Early Excellence programme outcomes to improve literacy and numeracy provision in the outside space
Inclusion	Improve provision through implementation of the new code of practice

WHOLE SCHOOL APPRAISAL TARGETS 2013-14	
ICT	To use a virtual learning environment as a tool to improve pupil outcomes
PE & School Sport	To improve the health of an identified group of pupils
Teaching for Learning	To demonstrate improve pupil outcomes through the implementation of a specified Woodcroft Passport to Success

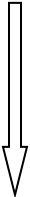
Governor Briefing: School Development Planning 2014-15

All school staff are responsible for delivering this education and are accountable to the governors, parents and the government via Ofsted. Every penny that we spend must in some way be demonstrated as supporting pupil progress!

The **School Development Plan** is the mechanism for describing how we are planning to spend this money wisely in order to achieve the best educational environment at Woodcroft

The **School Self Evaluation** is the tool to describe how well we are doing.

These aspects form a management cycle:

- 
1. Evaluate past performance & identify areas in need of improvement
 2. Draft plan to show how this area will be addressed
 3. Allocate the budget to achieve this plan
 4. Carry out your actions and conduct ongoing monitoring
 1. Evaluate performance
 2. Draft plan etc, etc...

Identified targets from the school development planning process then become shared appraisal targets across the whole school. However, actions to achieve those targets will be different dependent on a person's role and responsibilities.

Every target and identified action should be linked to improving pupil learning and outcomes!

Every target should be measurable to show IMPACT!

Governor Accountability & Governor Preparation for an Ofsted inspection

Woodcroft will most likely be inspected in the Summer of 2014.

- School leadership and management needs to be rigorous and supported by clear aims and actions to raise standards.
- Evidence of Governor impact is vital.

Please refer to Headteacher's presentation from November: (selected slides copied below)



In the best schools inspectors found governors were very well informed

'Regular meetings with the headteacher and presentations from staff inform governors' **understanding** of the school and its work.'

'The governing body **seeks the views** of parents, carers and pupils and **uses the information** obtained to inform the school's self-evaluation and the school development plan.'

'Governors have a **good awareness** of the school and a clear view of the **strategic direction** of the school through **regular visits**, including to lessons and focus groups.'

'Governors **carry out their own monitoring of the school's plans** and use this to evaluate how well all aspects are doing. They clearly **understand how well pupils are progressing**, making it their business to **probe the school** about any concerns, should they arise.'

'Outstanding quality of work undertaken by the governing body could clearly be seen in an **audit of the impact** on pupils' learning of recent disruptions caused by inclement weather. As a result of the audit, staff have now agreed a plan to make up any future lost learning time.'

'Governors are closely involved in **self-evaluation** procedures, ask penetrating questions and expect and **receive regular reports** and presentations from staff to inform their strategic decision making.'

The characteristics of strong governing bodies demonstrated in recent reports

- < They understand their role and how it complements that of the headteacher.
- < They have a range of skills that brings something extra to the school and to develop a strategic vision.
- < Technical knowledge – of education, data, statutory responsibilities and performance management in particular.
- < They want to see and hear from middle and senior leaders about their work - and challenge them on it.
- < They have the skills and time to be a visible presence in the school.
- < They set challenging targets for performance at all levels, including in achievement, teaching and senior management work.
- < They can form their own analysis of the school's performance without relying on the headteacher.

Task: 1. What questions do want answered about the school.
2. Identify the key priorities for yourself / committee

What I need to do to make my Governors Role Stronger

- Task:**
1. What questions do want answered about the school
 2. Identify the key priorities for yourself / committee

Next step:

1. **Governors reflect on their role and feed back on questions and priorities at their next committee.**
2. **Governors take action to investigate thier question / priority before the next Governing body meeting and report back if appropriate**

All Party Parliamentary Group on Governance and Leadership

A 'simplified' twenty 'self-evaluation' questions from the Parliamentary group: *For every question we need to consider the evidence – 'How do we know?'*

1. Have we completed a skills audit?	2. Do we find and appoint people on the basis of their skills?	
3. Do we understand our roles and responsibilities?	4. Do we have professional clerking?	
5. Is their budgeted training for governor needs?	6. Do we know national concepts of good practice?	
7. Is our committee structure effective?	8. Does everyone contribute and do we review effectiveness?	
9. Do we have clear planning with monitoring?	10. Does strategic planning drive our activities?	
11. Do we understand performance data?	12. How effectively do we performance manage the headteacher?	
13. Do we ensure value for money?	14. Do we listen to pupils, parents and staff?	
15. Do we report to parents and community?	16. Do we gain from collaborations?	
17. Do we review the chair's performance?	18. Do we plan for succession?	
19. Are chairs re-elected annually?	20. How much have we contributed to school improvement in last three years?	

Governor Effectiveness Progress to date

- Woodcroft Governing Body Audit Framework Developed
- Governing Body Key Questions For Committees Developed
- Governor '20 Questions' Self Evaluation Checklist Implemented
- Governor Skills Audit Developed – to be completed Spring 2014
- Generic Agenda Schedule Proposal
- Governor Website Ongoing

If Governors would like to visit school please email me or the Office with a date and we will make it work. Parent Governors only need to put their names in the school diary, preferably by Monday of the previous week. This will then ensure their visit is recorded officially on the school diary sheet. This then becomes a record of governor engagement in the school. Governors should also submit a few words for the website prior to departure from the school. This can be in addition to any formal reports that are prepared for the Governor Meetings

I would like to thank Governors for their ongoing support as we celebrate another successful start to the academic year at Woodcroft.