

# Woodcroft Primary School



*Together Towards Success*

## Headteacher's Report Summer 2014

Published July 2014

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## **PART 1**

### **1. Introduction to the Summer Term Report**

This report covers the second ½ of the Spring Term to the end of the 2013-14 Academic Year.

I would like to take this opportunity to welcome our new parent Governors; Mervat, Philomina and Kazeem, and also to Luke, Community Governor, and Karen Associate Governor.

Can I also express thanks to two Governors who have now left our Governing Body, Dawn Young and Sara Pittal. I propose that we send a card to both thanking them for their years of support to Woodcroft.

Achievement highlights include:

- Highest attendance levels maintained: currently 96% in line with our 96% Target
- Woodcroft Rock Challenge Club successfully participated in the southern regional finals
- Successful Completion of the of the 'Be The Best You can Be Programme'
- Successful Foundation Stage and KS1 External Moderation

Woodcroft has been as busy and eventful as ever:

- We enjoyed Live performance of The Hobbit linked to World Book Day in March (Wizard of Oz booked for 2015) and our Book fair raised £630
- Our Boccia Team (inclusive sport) continues to represent Woodcroft in numerous tournaments, most recently at Northway School
- Outstanding Woodcroft performance at the Barnet Dance Festival
- Y5 performed at Wembley as part of Voice In A Million 2014
- Successful Sports Relief charity events included the return of the 'Woodcroft Walk'
- Camp Woodcroft took place over Easter and is planned again for the summer break. It was accompanied by our Y6 Project Challenge
- We participated in pilot road safety scheme run by the police for Y2, 3 & 4. This is in addition to the spring term Safer Moves Project and our own JRSO campaign
- Our termly music concerts are now a regular feature when parents are invited to watch performances from the choir, woodwind and string ensembles.
- Y4 took part in this year's Royal Albert Hall Classical Spectacular
- Woodcroft WOW factor provided another fantastic evening, showcasing the talents of Woodcroft pupils. It was won by Monay (Y5) with a stunning rendition of 'Tomorrow'.

- Easter was celebrated in KS1 with a fantastic bonnet parade, while the rest of the school also took part in an astoundingly successful Easter Egg Raffle organised by Friends of Woodcroft
- A number of classes and groups have attended local sports festivals:
  - Y2 went to the London Academy 'KS1 Movers Festival
  - Barnet Bar No One inclusive sports event at Allianz Park
  - Y4 attended the Copthall Sports and Languages Festival
- We have begun a termly science challenge (linked to our online Treehouse). This term's task was to grow a sugar crystal!
- Several groups of parents have used Woodcroft facilities to run independent charity events such as a Noah's Ark Hospice Fun day in April
- Y4 ran a Bring & Buy Sale to raise money for their chick hatching project
- Class photographs were taken by Mr Pindoriya and Mr Tallon to reduce costs to parents
- Y6 had another successful residential to Mill Rythe (though numbers were down)
- Y6 took part in the annual Micro Marathon at Montrose Park
- Y5 & Y6 are taking part in a kayaking course at the Welsh Harp
- Mrs Brown's Line Dancing Club performed to school and parents and were presented with certificates of achievement by Val Myers, author and choreographer of the published scheme that they used.
- Mr Raw and Ms Charalambous presented this term's basket of fruit to the healthiest class as part of the Fruit Challenge
- Sports Days are now called Games Days and have a more competitive element. We returned to Burnt Oak Leisure Centre for 2 days of activity in addition to Nursery who participated in school.
- District Sports at Allianz Park was our most successful event with a number of outstanding individual performances and an overall 3<sup>rd</sup> Place for our Boys Team, a first podium finish for a Woodcroft team
- A FIFA Football Coach supports Y3 every Friday

#### Friends of Woodcroft Events

- Easter Raffle
- Rock Challenge Cake Sales
- AGM Planned for 8<sup>th</sup> July

#### Coming up this term:

- Y2 Trip to Gulliver's Dino & Farm Park
- Reception Trip to Aldenham Park
- Year 3 trip to the RAF Museum
- Y5 Maths Festival at TTA
- Chess in School Tournament (pending industrial action)
- Summer Concerts (Ukulele, Violin, Cello, Guitar, Woodwind, Choir)
- Year 6 Leavers Show

- Summer Ball and Leavers Prom
- Rock Challenge Celebration Evening

Our Newsletter 'Woodcroft News', currently at issue 171 provides an ongoing account of life at Woodcroft. It is uploaded to our website **[www.woodcroft.barnet.sch.uk](http://www.woodcroft.barnet.sch.uk)** every week.

Our website has now been viewed nearly 33,000 times since its launch in 2009.

## **2. Educational Contexts for 2014- 15**

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

### **CONTEXT 1: A new 2014 National Curriculum**

A new national curriculum will be implemented from September 2014.

Follow the link below to the DfE website

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

Governors must ensure we have a broad and balanced curriculum that meets the statutory requirements of the new National Curriculum 2014 and is appropriate to the needs of our pupil community.

### **CONTEXT 2: New Assessment Processes – Levels are to be abandoned**

Assessment levels are removed, to be replaced with school based freedoms linked to scaled performance descriptors, new challenging tests, increased floor targets and a new (non statutory) Foundation Stage baseline assessment.

Governors must ensure statutory requirements are in place and school policy and practice is fit for purpose to deliver outstanding outcomes.

### **CONTEXT 3: New SEN Code of Practice**

New 0-25 years remit. Current categories; Statements, School Action and School Action Plus to be abandoned and replaced by EHCs Education, Health and Care Plans and SEN Support. Families to hold 'Personal Budgets' to be spent against Local and School Offers. More involvement of families and young people to be encouraged, with greater control of budgets. Services to be outcome based and underpinned by high quality first provision (class teaching).

Governors must ensure we have a qualified SENCo that resources are appropriately used to support SEN and the school has a clearly defined and communicated offer of provision.

### **CONTEXT 4: New Performance related pay legislation (Staff Appraisal)**

New performance related pay awards for teachers are linked to revised appraisals legislation.

Governors must ensure that appraisal and performance management policy and practice meet the statutory requirements.

### **CONTEXT 5: Proposed new service delivery models from Barnet & Academies**

An increase in academy conversions and a reduction in local government funding means that centralised services are predicted to be significantly eroded. Only statutory functions will remain with no support or development functions. This trend suggests that schools will have to consider Academy conversion. Barnet is currently looking at a number of service delivery models that involves further outsourcing of services to the private sector. It is also investigating the possible creation of a LA company / trust involving a number of stakeholder partners (schools, council, private company) to replace the function of the Local Authority Children's Services.

### **CONTEXT 6: 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.

### 3. School Context Data

- Extremely high mobility this year – 16% turnover (consistent with previous years)
- FSM continues to decline (leading to a drop in Pupil Premium revenue)
- Decrease in CAFs equivalent to rise in number of pupils under social care (Child in Need or Child Protection)
- Attendance continues to improve; we are currently achieving our target.

#### School Data: Summer 2014

Data accurate on: 4/7/14	2013/14	2012/13	2011/2012	2010/11	2009/10
Current roll excluding Nursery	426	428	413	416	362
Reception	56	58	59	88	59
Year 1	59	57	83	61	59
Year 2	60	78	61	60	56
Year 3	80	60	57	54	48
Year 4	59	55	58	51	42
Year 5	58	56	51	45	55
Year 6	54	56	44	57	48
Nursery	44	49	52	52	45
Mobility (2014 data accurate to March 7 <sup>th</sup> )					
(Excluding Foundation Stage) Pupils joined	37	35	38	30	
Pupils left	39	31	31	14	
Annual Mobility (Pupils in + out / current roll) (Excluding Y6 Transition)	16%	16%	17%	10%	
Pupil who speak English as a second language	54% (228)	54% (49%)	55%	54%	56%
EAL Pupils who require support	83				
Pupils on the SEN register	27.5% (117)	30% (126)	30% (125)	30% (126)	30%
Pupils with statements	10	5	7	9	1
Eligible for free school meals	34% (144)	42%	56%	57%	46%
Fixed exclusions	2 (1 pupil)	0	2	3	0
Children in Care	1	0	1	5	2
CAFs Common Assessment Forms	6 (12)				

Attendance and Punctuality (excluding Foundation Stage)	Annual 2014	Annual 2013	Annual 2012	Annual 2011	Annual 2010
Total attendance	96%	95%	94.3%	93.5%	93.0%
Unauthorised absence	0.71	0.82%	0.64%	0.84%	1.35%
Attendance Target	96%	95%	94 %	93.5%	93.5%



#### 4. Educational Visits – March 2014 to July 2014

Woodcroft continues to offer an enriched curriculum through educational visits.

Name	Start	Destination	Visit Leader	Primary Purpose
Aldenham Country Park	11/07/2014	Aldenham Country Park - Herts -	Anisha Patel	Understanding the World
Athletics 2014	01/07/2014	Allianz Park - -	Anna Charalambous	PE
Barnet Bar No One	02/05/2014	Allianz Park - -	Annette Clark	PE
Barnet Dance Festival 2014	10/03/2014	Arts Depot - -	Annette Clark	PE
Barnet Music Festival 2014	23/06/2014	Arts Depot - Barnet -	Caitlin Sherring	Music
Boccia Spring Competition	03/03/2014	Northway School - -	Natalie Wilkes	PE
Boccia Summer Competition	07/07/2014	Northway School - -	Natalie Wilkes	PE
Butterfly World May 2014 Reception	23/05/2014	Butterfly World Project - -	Vanessa Brown	Understanding the World
Cheerleading Festival 2014	27/06/2014	Allianz Park - -	Anna Charalambous	PE
Chiltern Open Air Museum Year 1 2014	02/07/2014	N/A -	Paul Huckerby	History
Classical Spectacular	21/03/2014	Royal Albert Hall - London -	Caitlin Sherring	Music
Gulliver's Dinosaur and Farm Park Year 2	08/07/2014	Gullivers Dinosaur and Farm Park - -	Rachel Maynard	Science
Kayaking 2014	10/06/2014	Phoenix Outdoor Centre - Herts -	Anna Charalambous	PE
KS1 Movers Festival	03/04/2014	London Academy - Middlesex -	Sue Lloyd	PE
Micro Marathon	09/06/2014	Montrose Park - Edgware -	Lyndon McIntosh	PE
Mill hill park	13/06/2014	Mill Hill Park - -	Lee Raw	PE
Rock Challenge Portsmouth 2014	18/06/2014	Portsmouth Guildhall - Hampshire -	Annette Clark	PE
Shri Swaminarayan Mandir	29/04/2014	Shri Swaminarayan Mandir - -	Sue Lloyd	RE

Weekly Visits to Lyndhurst and Watling Parks	04/03/2014	Lyndhurst Park - Barnet -	Vanessa Brown	Understanding the World
Willows Farm Village	27/06/2014	N/A -	Naomi Glass	Understanding the World
Y6 RAF Museum Hendon 2014	11/06/2014	RAF Museum -	Mark Russell	History
Y6 Visit to Dinosaur & Farm Park 2014	12/06/2014	Eco Park - Milton Keynes - -	Mark Russell	Environmental
Year 3 Trip to London Zoo 2014	25/04/2014	N/A -	Anna Charalambous	Science
Year 4 Sports festival	02/07/2014	Copthall School - -	Lauren Cox	PE
Year 4 Swimming 2013-2014	07/03/2014	Copthall Swimming Pool - -	Lauren Cox	PE
Year 6 Residential Mill Rythe	11/06/2014	Mill Rythe Holiday Village	Dan Guest	Adventure

## 5. Extra Curricula Activities

We continue to run a full range of extra curricula clubs. In addition to those previously reported we are running the following new clubs

- Roboclub – IT programming
  - Kayaking
  - Spanish
  - Futsal
  - Grammar
- 
- Staff 'Friday Fitness Boot Camp'

## **6. Professional Development & Training**

Woodcroft continues to offer a full programme of CPD (continuing professional development) and INSET (in-service training) during weekly sessions. This is in addition to day course attendance as part of BPSI, the LSEF lesson study initiatives and the NQT programme.

### **Weekly Staff Training Summer Term**

Tuesday 22nd April	INSET Day 4 – School Development Plan, Espresso and New Curriculum 2014
Monday 28th April	Class Administration
Monday 5 <sup>th</sup> May	Bank Holiday
Monday 12 <sup>th</sup> May	IEP Writing
Monday 19 <sup>th</sup> May	Digital Leadership
Monday 16 <sup>th</sup> May	½ Term
Monday 2 <sup>nd</sup> June	INSET DAY 5 – T&L & TA Passports, 2014 Curriculum & School Development Plan Priorities
Monday 9 <sup>th</sup> June	Numicon Session 2
Monday 16 <sup>th</sup> June	Year Group Meetings
Monday 23 <sup>rd</sup> June	Yr Group Cross Phase Moderation / Transition
Monday 30 <sup>th</sup> June	Yr Group Cross Phase Moderation / Transition
Monday 7 <sup>th</sup> July	2014 Curriculum Planning for September
Monday 15 <sup>th</sup> July	2014 Curriculum Planning for September
Monday 21 <sup>st</sup> July	End of Term Events

### **Other Internal Training**

11<sup>th</sup> & 12<sup>th</sup> June - 4D Immersive Training – Part 2

All teachers working in year group teams with a 4D Trainer for a 2 hour session

Overview

- Use the 4D system refresher training
- Planning a sequence of lessons that utilise the 4D immersive suite

Courses attended by Woodcroft staff this term include:

- Autism Awareness
- Child protection and Safer Recruitment
- First Aid
- Asbestos Training
- National Curriculum Training
- History Curriculum

Additional Staff Qualifications:

- All of our 3 NQTs have successfully passed their induction year
- 1 TA has successfully completed her L3 Certificate
- Computing Subject leader is studying for the NAACE Award
- Head & Music Leader are now trained Arts Award Assessors
- PE Leaders has completed the Leadership Course
- 3. Senior Teachers are starting the NPQML (National Professional Qualification for Middle Leadership)

## 7. Consultation

The school had a very positive questionnaire response from parents and carers.

<b>Parent Carer Questionnaire 2014</b>													
	1	2	3	4	5	6	7	8	9	10	11	12	13
	My child is happy at Woodcroft	The school keeps my child safe	My child is making good progress	My child is well looked after	The teaching is good	The homework helps me to support my child's learning	The school deals effectively with behaviour, including bullying	The school is managed effectively	The school listens and responds to my concerns	I receive good information about my child's progress	The school communicates well with parents	Woodcroft provides a good variety of experiences and activities	Overall, I am happy with my child at Woodcroft
<b>% Agree</b>	99	100	96	98	99	98	94	98	98	99	99	99	100
<b>% Strongly Agree</b>	88	81	73	81	81	70	65	77	69	75	81	75	86
<b>% Disagree</b>	0	0	0	1	0	1	1	0	0	1	0	0	0
<b>% Who did not respond to the question</b>	1	0	4	1	1	1	5	2	2	0	1	1	0

### **Parent / Carer Comments 2014**

Some parents wrote comments with their questionnaire. These are reproduced faithfully below...

*I am happy with the way my children are improving academically and with the safety of the school*

*I am really happy with both of my children's progress and with how the school is managed*

*Woodcroft is a wonderful school and my child has shown significant progress over the past three years. I would like more information from time to time regarding my child's progress*

*I am very happy with everything*

*Always impressed with Woodcroft's standard of teaching*

*I am very happy with the school and have no concerns*

*Something needs to be done about headlice, and I would to see at home notebooks from school*

*I am happy with my children's improvement and the way they are being looked after*

*I am happy with the progress made in maths*

*The school is one of the best in our area. The management and teachers are very approachable and helpful. Very good communication with parents. We are very happy with the school and our child's progress and we highly recommend Woodcroft to other parents*

*We are very happy with Woodcroft School. Thank you*

*I am very pleased with all of the aspects of the school and the school governance. Thank you so much for always going the extra mile  
Very pleased with my child's progress*

*Thank you*

*It is encouraging to hear that my child has progressed in most aspects of her learning*

*Woodcroft Primary School is amazing. Always happy to help with my children and always happy to discuss problems*

*Would prefer more maths, English and writing homework. Communication has improved. The earlier we know things the more we can prepare*

*More sport for Year One please*

## **PART 2**

### **8. Achievement of Pupils**

#### **School Self Evaluation Judgement**

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

#### **How do we know?**

##### **School Performance Data *and why it's so important:***

Everything that we do has to support pupil progress. We are accountable for everything that we do (£2.5 million of public funds per year to provide the best education). Being GOOD isn't good enough – we have to be outstanding (or working towards).

Our school ethos:

- It is everybody's responsibility to do their best
- It is everybody's responsibility to check we are all doing our best
- It is everybody's responsibility to check that our best is good enough
- It is everybody's responsibility to strive to improve on our best

How do we know if we are being good enough? By monitoring practice, outcomes and progress! This is collated in the SEF (Self Evaluation) and communicated to Governors in the various reports.

#### **What does the data tell us?**

##### **End of KS2 (2013 data – this year's results are not yet available)**

##### **Ofsted Dashboard**

- Attainment 3<sup>rd</sup> and 4<sup>th</sup> quintiles (i.e. 40<sup>th</sup> to 80<sup>th</sup>), but better for reading and maths compared to similar
- Progress 1<sup>st</sup> and 2<sup>nd</sup> quintiles (top 40%)

##### **FFT**

- Ave 'progress' & attainment (3 years) 54<sup>th</sup> to 27<sup>th</sup> percentiles (broadly similar to Dashboard quintiles)
- For value added progress when compared against similar schools we are in the top 10 for combined L4+

##### **RAISEOnline**

- At or above national L4+ across all assessed areas
- APS around 1pt below national

## DfE Performance Tables 2013

- 10th best performing school when compared against similar schools (the nearest comparably performing school in Gloucester)
- 17% improvement in KS2 pupils 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)
- When compared against all schools our progress is never out of the top 40% of schools nationally (top 20% for schools in our category)

## **KS1**

### **Ofsted Data Dashboard**

- Attainment bottom 4<sup>th</sup> and 5<sup>th</sup> quintiles (no progress measure)

### **RAISEonline**

- Outcomes between -12% & -35% below national expectations across the board.
- APS trend is around 2 to 3 pts below national – pupils are around ½ level behind expected (1 year behind age expected progress )

### **Foundation Stage - EYFS**

- EYFS outcomes 2013 only 48% achieved a GLD score (LA was 60%) (GLD = prime areas + Maths and English specifics)
- Nursery children enter significantly below chronological age milestones (around 18months average delay)

### **What does this tell us about progress at Woodcroft?**

- Pupils make good progress from low starting points (Nursery -18 months, KS1 -12 months, KS2 level with national expectations)
- By end of KS2 the percentage of pupils achieving L4+ commensurate with national averages
- By end of KS2 90+ % achieve the 2 levels of progress targets - very good – but work still to be done in extending and challenge esp. more able (to increase the APS)
- Progress fluctuates between year groups – this should be steady and moderated throughout the school.
- Rapid progress has got to be supported by more rigorous evidence (APP levels and moderation) and evidence of high quality AfL feedback to pupils (marking)
- There is not a particular trend or consistently failing group at Woodcroft



### **Key Teaching and Learning Targets for improvement**

1. **Improve the consistency of in-year pupil progress**
  - To improve the assessment of , moderation of and interventions to support progress
2. **Improve transition arrangements**
  - to ensure pupils are prepared for the next key stage (or year group)
3. **Improve average APS of all pupils**
  - by providing more effective differentiation and challenge

### **What we need to do better: Performance Indicators**

- Increase the % of L5s for 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%

## • Ofsted Grade descriptors – Achievement of pupils school

### Outstanding (1)

- Taking account of their different starting points, the proportions of pupils making and exceeding expected progress<sup>1</sup> are high compared with national figures.
- Pupils make rapid and sustained progress throughout year groups across many subjects, including English and mathematics, and learn exceptionally well.
- Pupils read widely and often across all subjects.
- Pupils develop and apply a wide range of skills to great effect, in reading, writing, communication and mathematics. They are exceptionally well prepared for the next stage in their education, training or employment.
- Pupils, including those in the sixth form and those in the Early Years Foundation Stage, acquire knowledge quickly and develop their understanding rapidly in a wide range of different subjects across the curriculum.
- The learning, quality of work and progress of groups of pupils, particularly those who are disabled, those who have special educational needs and those for whom the pupil premium provides support, show that they achieve exceptionally well.
- The standards of attainment of almost all groups of pupils are likely to be at least in line with national averages with many pupils attaining above this. In exceptional circumstances, an outstanding grade can be awarded where standards of attainment of any group of pupils are below those of all pupils nationally, but the gap is closing rapidly, as shown by trends in a range of attainment indicators. This may include attainment in reading.

### Good (2)

- Taking account of their different starting points, the proportions of pupils making and exceeding expected progress compare favourably with national figures. Where the proportion making expected progress overall is lower than that found nationally, it is improving over a sustained period.
- Progress across year groups in a wide range of subjects is consistently strong

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<sup>1</sup> Expected progress is defined by the government as two National Curriculum levels of progress between Key Stages 1 and 2 and three National Curriculum levels of progress between Key Stages 2 and 4.

Progress from age-related expectations at the beginning of Nursery, to age-related expectations at the beginning of Reception, on to the end of Reception where they can be compared with Early Years Foundation Stage Profile national figures is likely to represent expected progress during the Early Years Foundation Stage.

Expected progress for pupils attaining below Level 1 of the National Curriculum at the end of Key Stages 1 or 2 is explained in Subsidiary guidance.

and evidence in pupils' work indicates that they achieve well.

- Pupils read widely and often.
- Pupils acquire knowledge and develop understanding quickly and securely in a wide range of subjects. They develop and apply a wide range of skills, in reading, writing, communication and mathematics. This ensures that they are well prepared for the next stage in their education, training or employment.
- Writing, communication and mathematics. This ensures that they are well prepared for the next stage in their education, training or employment.
- The learning and progress of groups of pupils, particularly those who are disabled, those who have special educational needs, and those for whom the pupil premium provides support, are good.
- Where attainment, including attainment in reading in primary schools, is low overall, it is improving at a faster rate than nationally, over a sustained period.

## 9. Quality of teaching and learning

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

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.
- A programme of training has occurred linked to Passports to Success and AfL strategies

Outcomes

- Every teacher has been observed as part of Performance Management, Lesson Study and peer observations
- Every teacher is being appraised against the new teaching standards
- Every teacher is currently performing at a Good or Outstanding level

### **Passports to Success**

Woodcroft has developed a suite of Passports to Success, both for general teaching and specific subjects. These passports enable policy decisions to be quickly summarised and implements into the classroom practice. They also act as a monitoring tool. These documents are available to Governors and can be used as a starting point for any monitoring visit or meeting.

## **10. Behaviour and Safety of Pupils**

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

### **Data**

- Lunch time Green Book Letters (serious incidents) 2012 – 2013 April (13) compared to 2013 – 2014 April (15) shows a similar number of behaviour parent meetings held, this demonstrates high expectations of behaviour and relatively low number of incidents. Year 6 are accountable for 67% of all the lunch time green book letters.
- Class Green Book Letters (serious incidents) 2012 – 2013 April (21) compared to 2013 – 2014 April (36), this shows an increase in the number of parent behaviour meetings. Teachers in Yr 1 & Yr 2 are now giving Class Green Book letters as opposed to in 2012 – 2013 no Green Book Letters were given out all year.
- Racial & Homophobic Incidents 2012 – 2013 April (4) compared to 2013 – 2014 April (8), (of which 75% were 'name calling') this demonstrates a rise in incidents.

### **Initiatives**

- Annual Safeguarding and Health and Safety audits have been carried out
- A school Inclusion Team has been reformulated to oversee pupil welfare
- 'Be The Best You Can Be' project initiated across the whole school, to raise aspiration and engagement with achieving pupils' potential.
- New staff inducted in 123 Magic and Behaviour Policy and Systems. This has been demonstrated in lesson observations.
- Anti-Bullying Week held in November 'The Future Is Ours: Safe, Fun and Connected' raising expectations of 'netiquette'.

## 11. 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 Good overall outcome with further capacity to improve:

The targets identified for development and associated actions are outlined below:

1. Ensure school improvement planning has clear measurable targets based on pupil impact  
Action: 2013-14 evaluation based on impact outcomes. These then translated into measurable targets of pupil progress on 2014-15 plans.
2. Improve systems to measure effectiveness of class teaching and additional interventions on the performance of different groups.  
Action: revised pupil progress mechanism introduced. Passports to Success introduced at monitoring tools. Intervention audit completed. New intervention planning form and monitoring record developed.
3. Improve handwriting across the school  
Action: 5 min daily practice introduced as school policy
4. Improve assessment practice to enable pupils an opportunity to reflect and respond to feedback.  
Action: Assessment For Learning text issued to every teacher. INSET training in April. New transition protocols introduced. Development of 'Feed Forward' targets.

Areas of current development:

- Introduction of more outcomes focused development planning and evaluations
- Creations of Early Years Intervention manager
- Sarah Cullen (Asst Head / SENCo) enrolled on SENCo Award
- Distribution of performance managements teams to carry out teacher appraisal
- Middle leadership enrolled on appropriate training:
  - 3 senior teachers to complete NPQML
  - IT Leader to complete NAACE Accreditation
  - PE leader to complete 1 year PE leadership course

## PART 3 SCHOOL IMPROVEMENTS AND DEVELOPMENT PLANNING

### **12. Governor Briefing: School Development Planning 2014-15**

All school staff are responsible for delivering outstanding education and are accountable to the parents, governors 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 **Evaluations** are the tool to describe how well we are doing.

These aspects form a school improvement cycle:



1. Evaluate past and current performance, measure the impact of planned initiatives & identify other areas in need of improvement
2. Draft a 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!*

### **Evaluation 2013-14 School Development Initiatives**

A variety of exercises are carried out to evaluate the impact of current plans:

- Assessment Data Analysis
- Parent and Pupil Surveys
- Staff and Governors Consultation
- Subject Leader Subject and Aspect Evaluations
- Year Group Termly Evaluations
- SLT Monitoring
- Governor Meetings

### Evaluation of School Development Plan Strategic Priorities 2013-14

Significant progress has been made towards the achievement of all key objectives from 2013-14. A review was due to be covered in the summer term Curriculum Committee.

Governors should be aware that all areas have been evaluated in detail with action plans formulated to address any outstanding issues. The evaluation file is available for inspection.

PRIORITY WHOLE SCHOOL INITIATIVES From 2013-14	
ICT	<p><b><i>Use technology effectively to improve pupil performance and gain ICT Mark Accreditation</i></b></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) ✓ Implement classroom IT strategy for use of laptops and tablets. ✓ Develop use of technology to provide immersive learning experiences ✓ Integrate pupil learning with TreeHouse MLE ✓</p>
PE & School Sport	<p><b><i>Make effective use of school sport grant</i></b> ✓</p>
Teaching for Learning	<p><b><i>Establish consistent Woodcroft approach to teaching and learning</i></b></p> <p>Evaluate the implications of the New National Curriculum ✓ Implement Passports to Learning. Review medium term plans to ensure compatibility with the new National curriculum. ✓ Fully integrate pupil learning experience with school IT opportunities – <i>on going</i></p>



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

## **School Development Planning for 2014-15**

### **Consultation Outcomes**

The following areas were raised by staff and Governors during the April consultation exercise in school:

- A need to clarify whole school approaches to self and peer assessment through a review assessment and marking policy
- Continue to provide opportunities for peer observation of staff and sharing of good practice
- Further develop moderation practices
- Provide greater support for SEN & differentiation
- Review principles of Basecamp
- Find opportunities for TAs to be involved in team planning & evaluation
- Increase opportunities to extend the more able pupils
- Develop transition strategies
- Promote expectations for outstanding practice
- Develop strategies for dealing with late attendance
- Reinforce and further embed 123 Magic
- Develop the role of School Council
- Increase number of visiting speakers and improve community participation
- Provide more themed / curriculum events
- Promote spiritual education, including visits to religious buildings

### **Strategic Priorities**

Following a review of subject evaluations and consultation outcomes a new school development plan is drafted.

At Woodcroft a small number of Strategic Priorities are identified (no more than three). These strategic priorities dictate every staff member's appraisal objectives (see below #14)

### **Subject Strategic Overviews**

All subject and aspect areas develop detailed 1 year and 3 year plans supported by a 'Strategic Overview' that provides a narrative of direction for the subject area. Individual development plans and strategic overviews are available for inspection at any time.

School Development Plan Strategic Priorities 2014-15	
PRIORITY WHOLE SCHOOL INITIATIVES	
<b>Teaching for Learning</b>	<p><i>Increase the number of outstanding lessons to minimum of 40% (including less than 1:10 lesson less than good and requiring improvement) *excluding NQTs in the first term</i></p> <p>Establish consistent Woodcroft approach to teaching and learning through the implementation of school 'Passports to Success'</p> <p>Develop an outstanding curriculum offer through the implementation of the National Curriculum 2014; including fully integrated IT, Sport and Arts learning experiences</p>
<b>Digital Technology</b>	<p><i>Pupils and staff use technology effectively to improve performance and enable the school to gain NAACE Quality Mark Accreditation</i></p> <p>Implement 3 year ICT Plan to provide a clear strategic direction in order to; Embed innovative Smartboard use, a GAfE Virtual Learning Environment to extend the use in lessons and home access of online subscriptions, embedded use of INTEGRIS G2 (or equivalent) based pupil progress assessment tracking and analysis tools.</p> <p>Implement classroom IT strategy for use of laptops and tablets.</p> <p>Further develop use of technology to provide immersive learning experiences</p>
<b>Inclusion</b>	<p><i>Implement an effective range of interventions that will:</i></p> <ul style="list-style-type: none"> <li><i>Narrow the Gap attainment gap between pupils</i></li> <li><i>Challenge the most able</i></li> </ul> <p>Develop an effective suite of interventions that have a clearly communicated purpose and measured impact.</p>

## **PART 4 GOVERNOR MONITORING AND ACCOUNTABILITY**

### **13. Governor Accountability & Governor Preparation for an Ofsted inspection**

Woodcroft is due to be inspected by Ofsted.

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

Best Practice suggests that Governors should:

- Have clear roles and responsibilities
- Demonstrate a range of skills
- Attend regular meetings and receive frequent presentations from staff

At Woodcroft we have Termly Committees that aim to have 2 presentations from staff. Governors are also invited to INSETS. Governors are encouraged to carry out a general visit to classes and meet a post holder on an annual basis.

- Carry out their own monitoring of the school's plans i.e. don't rely on what you are told and challenge the school
- Audit the impact of their own work as a Governing Body

Last term we asked ourselves the following questions...

### 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

### Governor Effectiveness: Progress to date

- Woodcroft Governing Body Audit Framework developed and implemented
- Governing Body Key Questions For Committees developed
- Governor '20 Questions' Self Evaluation Checklist Implemented
- Governor Skills Audit developed and completed
- Committee Agenda schedule developed and implemented to ensure accountability questions are distributed across the year
- Governor web page developed and in use

**Remember:** Governors are always welcome. If Governors would like to visit school please speak to or email the Head, 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

### 14. Whole School Appraisal Targets

WHOLE SCHOOL APPRAISAL TARGETS 2014-15	
<b>Teaching for Learning</b>	Demonstrate consistent application of the Passport to Success with practice that is never less than good.
<b>Digital Technology</b>	Use technology effectively to support pupil learning
<b>Inclusion</b>	Lead or manage an intervention that demonstrates evidence of positive impact

## **15. Staffing Structure for 2014-15**

**(See additional staffing structure sheet)**

- Staffing remains broadly similar in September.
- Matthew Scudetto is returning to Canada and is replaced by Sachin Patel.
- Avis Powell is coming out of class to lead Early Years interventions and take over PPA cover duties.
- Avis is replaced by Cassandra Vermeer
- Anisha Patel plans to take maternity leave from October ½ Term. We were unable to fill this position with a suitable candidate during our recruitment period.
- TA positions are currently being advertised 31 Applications have been received to date (4/7) with 5 days to go until closing.
- Joe Duggan has been employed for 1 day per week as a school EWO to focus on reducing persistent absence.
- We have commissioned a ¼ share of a Speech and Language Therapist through the West Barnet Partnership

## **16. Pupil Premium & SEN**

- SENCo is enrolled on the National SEN Award training
- All pupil premium pupils have been audited for provision
- All interventions are currently being assessed for impact
- Teachers are evaluating current pupil progress to enable the SENCo to formulate an Audit of Projected Need
- All intervention will be allocated by the end of term ready for September
- All interventions have been reclassified to enable ease of communication of purpose (see Intervention Menu)
- All interventions can be categorised according to target group:
  - **Extra** – additional support of basic skills to enable curriculum access
  - **Boost** – additional support for pupils who are under achieving and not working to potential
  - **Challenge** – additional support for the more able to extend their learning
- Interventions are currently being costed to demonstrate effective use of Pupil Premium grant

## **17. Sports Grant**

- School has achieved Bronze Kitemark and is working toward the silver
- Allocated Governor appointed
- Detailed action plan developed

- Jack Judd (PE Teacher) employed (in addition to PE Coach, Lee Raw) to focus on Gymnastics and Early Years Skills and KS1 Clubs
- PE leader has completed Leadership Training
- New Curriculum Mapped
- Competition is being encouraged through clubs, activities and sports days

## **18. Moderation Visits**

Woodcroft has been subject to two external moderation visits this term to Y2 and Reception. Both involved an inspector and a Headteacher from another school. Both visits scrutinised our books, assessment records and practices. I am pleased to announce that both year groups were praised for the quality of work, accuracy of judgements and knowledge of the children.

## **19. Governance Website**

Our Governance webpage is now well populated and demonstrates good practice. Please can we encourage all Governors to visit the school and submit a few words.

All committee reports are ready for upload following tonight's meeting.

## **PART 5: Other Business**

## **20. HR & Payroll**

CAPITA took over HR and Payroll Services from 1<sup>st</sup> April 2014. This has had major impact on our school office administration as the majority of tasks are now to be carried out in-house and through an online portal.

## **21. 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.

- 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.

## **22. Industrial Action**

Industrial action scheduled for 10<sup>th</sup> July. The dispute is against the Government and not:

- Barnet
- The School
- Pupils or Parents



The NUT is the teaching union with the largest representation at Woodcroft. The GMB has the largest representation of support staff.

**Conflicting Principles:**

- Duty to keep the school operating.
- Duty to ensure the health and safety of pupils – this involves providing clear information to parents to avoid confusion on the day of the strike
- Duty of care to staff.

**Clarification**

- Union members do not have to notify their employer until the day of the strike as to their availability for work.

**The Last Strike Day**

- School Union Reps had an indication from their membership there would be a majority of staff striking.
- The Head was able to make an early risk assessment with the chair, confirm this with Governors and then inform parents that the school would be closed.

**Governor Discussion Point**

Governors need to decide on a matter of principle:

Do we continue to notify parents early and take the decision to close classes before all staff have necessarily indicated their intention? This gives a clear advanced picture to parents but increases the number of classes closed that may have ultimately been opened.

Or

Do we keep the school and as many classes as possible open for business. With the risk of confusion and H&S implications.

**July 10<sup>th</sup> 2014 Proposal for Governors**

The School NUT Rep has informed the Headteacher that at least 13 teachers have indicated that they will be striking. This represents a proportion of over 2/3 of classes would be closed with possibly of more affected by PPA cover complications.

With Governor support I propose to confirm with parents that Woodcroft Primary School will be closed on Thursday 10<sup>th</sup> July 2014.

The school would remain open for non-striking staff who would be required to attend work for their regular contracted hours.

If Governors do not agree to support this proposal then we shall be required to discuss a variety of options and I will then need to carry out a further risk assessments.

Ultimately the decision to open or close the school rests with the Headteacher, however it is important for Governors to support the action,

### **23. Road Safety**

I must bring to Governors attention an issue of road safety in Goldbeaters Grove. A Y5 pupil was knocked over after school one night while alighting a car to collect his sister from Choir.

The investigating officer was concerned that there was not a safe crossing point anywhere along the road.

So far we have:

- Filed an accident report
- Been visited by a specialist Road Safety Officers
- Contacted the Local Authority Travel Plan Advisor
- Carried out a pupil survey with our JRSOs

Governors need to consider next steps.

### **24. Transition**

We have had the following transition meetings:

- New to Nursery
- New to Reception
- Y5 Secondary Transfer
- Meet the teacher morning

Our current Y6 are transferring to:

➤ London Academy	26
➤ Hendon	8
➤ TTA	6
➤ St James'	3
➤ Copthall	3
➤ Kingsbury High	3
➤ Mill Hill County	2
➤ Whitefield	1
➤ Hertswood	1
➤ Oaklodge	1
➤ Unplaced	2

### **25. Pupil Voice**

We now have a number of student leadership bodies. More significantly; we have a group for each of the key curriculum branches of the 'Woodcroft Curriculum Tree':

Sports Council - PE & Sport  
Arts Council - The Arts  
TreeHouse Keepers - Computing  
School Council - SMSC

The school is looking at mechanisms to bring this all together to involve the pupils, via our councils, in our **curriculum** development process.

### **26. Parent Voice**

This is an area to redevelop next year. Despite a successful Friends of Woodcroft committee and parents questionnaires, we have not had our termly Parents Forum meetings.

I would like to discuss with Parent Governors the most effective mechanisms to engage with parent's views and opinions e.g. Focus Groups, Forums, Curriculum Evening, etc.

### **27. Premises Development**

Please refer to the Premises Committee report published separately.