



**Woodcroft Primary School**

**Headteacher's Report to Governors**

**Autumn 2015**

# Report Contents

## Part 1 Introduction

1. Introduction to the Autumn Term
2. Staffing for September
3. School Context Data
4. Educational Visits
5. Extra Curricula Activities
6. Planned CPD Days 2015-16

## Part 2 Educational Contexts

7. Revised Ofsted Framework
8. Assessment Without Levels

## Part 3 Governor Accountability

9. School self-evaluation summary
  - o Updated SEF Summary submitted to Governors as an appendix to this report.
  - o RAISEonline Analysis submitted to Governors for information
  - o Ofsted Inspection Dashboard submitted to Governor for information
  - o FFT Governor Dashboard submitted to Governor for information
  - o Draft Attainment Review and Target Setting Report Submitted submitted to Governor for information
10. School improvement Plan
11. Safeguarding
  - o MyConcern system
12. Attendance analysis
13. Reviews of pupil premium funding
14. Statutory website information

## Part 4 Ofsted Actions Update

15. Leadership and Management
16. Behaviour and Safety
17. Quality of Teaching
18. Pupil Achievement
19. Early Years Provision

## Part 5 Other Business

20. connectED
21. Unicorn Collaborate Partnership

## Part 1

### Introduction to the Autumn term report

This report covers the Autumn Term 2015

Life at Woodcroft remains as busy and eventful as ever! We do keep living our motto '*Together Towards Success*' and there have been a number of significant achievements:

- Awarded School Sports and Games Gold Award
- Awarded Healthy Schools London Silver Award
- Awarded TfL STARS (Sustainable Travel) Gold Award
- Early Years won the Rose Connolly Cup for most Enthusiastic Gardeners at the 2015 Barnet Young Gardeners Awards

The life of Woodcroft as always is documented in the weekly news letter and on the school website. Notable highlights include:

#### Summer

- Received our Arts Award Certificates from Trinity College for our departing Y6 pupils
- Outstanding Y6 leavers Show titles 'Nick of Time'
- Fabulous Young Musicians and Dancers Concert (Y2 Drummers, mega Movers, Guitar Club, Young Singers Choir)
- Popular 'Bling Your Bike' competition

#### Autumn

- Runner-Up for Team of Year at Barnet Sports Awards (J Rock)
- Participation in the Burnt Oak Festival and Parade
- Low attendance at Year Group Curriculum evenings
- Successful Macmillan Coffee Morning
- Speech and Language Coffee Morning
- Well supported Harvest Festival
- Unicorn Collaborate - Artist in Residence with Greg Sinclair
- Eventful International week
- 3rd Place at the Borough 6-a-side mixed football
- Well attended Parent Consultation Evenings
- Hosting of Infant Music Festival
- Y4 'All Ears' performance to parents
- Remembrance Assembly lead by Sgt Cullen

A number of events are planned that may be of interest to governors will be:

- KS2 Visit the Unicorn Theatre including an invitation to the press launch night of 'baddies the Musical' on 10th & 11th November
- Children in Need Day - 13th November
- 16/11 to 20/11 Anti Bullying Week
- 16/11 to 24/11 School Bookfair
- 30/11/15 Y3 Ukulele Performance
- 1/12/15 Winter Ball
- 8/12/15 Y2 Christmas Show
- 10/12/15 Y1 Christmas Show
- 11/12/15 Y6 WWII Christmas Event
- 14/12/15 Nursery and Reception Christmas Show
- 17/12/15 Christmas Lunch

Governors are always invited to events and can view future items using the school's online calendar.

## WOODCROFT PRIMARY SCHOOL

### Staffing

We welcomed 4 new teachers onto the Woodcroft staff, all have settled in well:

- Miss Herbert in Y1
- Miss Wray in Y2
- Miss Ryan in Y3
- Miss Grabiner in Y5

We are saying goodbye to:

- Miss Johnston is returning home to Australia at Christmas

Mrs Raw (caretaker) is planning to retire at Christmas, but she expressed an interest to returning to carry on working part-time.

# WOODCROFT PRIMARY SCHOOL

## SCHOOL ROLE DATA: Autumn 2015

- Increasing pupil role
- SEN appears to have decreased - however, this is as a result of the new code of practice classifications

Data accurate 31/10/15	Autumn 2015	2014/15	2013/14	2012/13	2011/2012	2010/11
<b>Current roll excluding Nursery</b>	446	444	426	428	413	416
<b>Reception</b>	58	60	56	58	59	88
<b>Year 1</b>	60	58	59	57	83	61
<b>Year 2</b>	60	60	60	78	61	60
<b>Year 3</b>	60	59 +1	80	60	57	54
<b>Year 4</b>	59	86	59	55	58	51
<b>Year 5</b>	89	61	58	56	51	45
<b>Year 6</b>	60	60	54	56	44	57
<b>Nursery</b>	49	51	44	49	52	52
<b>Mobility (1<sup>st</sup> to July to 31<sup>st</sup> October) Not including Y6 and Foundation Stage</b>						
<b>(Excluding Foundation Stage) Pupils joined</b>	11	24	37	35	38	30
<b>Pupils left</b>	9	15	39	31	31	14
<b>Annual Mobility (Pupils in + out / current roll) (Excluding Y6 Transition)</b>			16%	16%	17%	10%
<b>Pupil who speak English as a second language</b>	245	53.5% (237)	54% (228)	54% (49%)	55%	54%
<b>EAL Pupils who require support</b>	72	66	83			
<b>Pupils on the SEN register</b>	16% (72)	20% * (90)	27.5% (117)	30% (126)	30% (125)	30% (126)
<b>Pupils with statements</b>	8	11	10	5	7	9
<b>Eligible for free school meals</b>	199	34% (150)	34% (144)	42%	56%	57%
<b>Fixed exclusions</b>	0	3 (7 days, 2 pupils)	2 (1 pupil)	0	2	3
<b>Children in Care</b>	1	1	1	0	1	5
<b>CAFs Common Assessment Forms</b>	5	10	6 (12)			

## WOODCROFT PRIMARY SCHOOL

Attendance and Punctuality (excluding Foundation Stage)	Autumn 2015	Annual 2014/15	Annual 2014	Annual 2013	Annual 2012	Annual 2011	Annual 2010
Total attendance	95.9%	95.4%	96%	95%	94.3%	93.5%	93.0%
Unauthorised absence	1.2	0.91	0.71	0.82%	0.64%	0.84%	1.35%
Attendance Target	96%	96%	96%	95%	94 %	93.5%	93.5%

### Educational Visits – Autumn 2015

Woodcroft staff continue to enrich the curriculum with a wide variety of extra curricula activities.

\*repeat activities have only been included once

Burnt Oak Parade	19/09/2015	Burnt Oak Multicultural Parade and Festival	Craig Tallon
Football Training	Weekly	Barnet Burnt Oak Leisure Centre (HA8 0NP)	Jack Judd
Mixed Football Tournament	20/10/2015	Friern Barnet Powerleague (N10 1ST)	Jack Judd
Swimming 2015-16	Weekly	Barnet Copthall Leisure Centre (NW4 1PX)	Rhiannon Blyth
TfL STARS Ceremony	13/10/2015	Camden Centre (WC1H 9JE)	Jackie Valoti
Trip to Watling Park	Weekly	Watling park (HA8 0QS)	Anisha Patel
Unicorn Theatre Breaking Ice Reception	29/09/2015	Unicorn Theatre (SE1 2HZ)	Vanessa Brown
Unicorn Theatre Breaking Ice Reception	30/09/2015	Unicorn Theatre (SE1 2HZ)	Vanessa Brown
Y6 RAF museum 2015	09/11/2015	RAF Museum (NW9 5LL)	Rachel Maynard

### Extra - Curricula Clubs

Woodcroft now offers more clubs and activities than ever before. Please note the 'Clubs and Activities' Booklet for 2015

### Planned CPD Days for 2015-16

Dates	Professional Development Subject
01/09/2015	Health & Safety / Safeguarding (Customised Safety Solutions)
02/09/2015	Drama (Unicorn Theatre)
04/01/2016	Assessment & Target Setting (Target Tracker)
18/04/2016	SEN Code of Practice
06/06/2016	Assessment Analysis

## Part 2. Educational Contexts

### CONTEXT 1:

#### Revised Ofsted evaluation schedule September 2015:

Ofsted inspectors will make key judgements on the following areas:

- Overall effectiveness
- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Outcomes for pupils

The school SEF has been update accordingly to reflect new Ofsted categories.

Inspectors still to use the following four-point scale:

- grade 1: outstanding
- grade 2: good
- grade 3: requires improvement
- grade 4: inadequate

Inspectors will review the following documentation immediately:

- School self-evaluation summary
- School improvement Plan
- School timetables, current staff list and times for the school day
- Single Central Record
- Behaviour Records and Analysis inc. exclusions, bullying, discriminatory and prejudicial behaviour
- Referrals made to the designated person for safeguarding inc. outcomes
- Pupils in children's services/social care and for whom there is a multi-agency plan
- Attendance analysis for all groups of pupils
- Records of evaluation of the quality of teaching, learning and assessment
- Performance management report
- Documented evidence of the work of governors
- External evaluation reports of the school, including any review of governance or use of the
- Reviews of pupil premium funding
- Results of school surveys and parental questionnaires

The Headteacher has amended his report to reflect this updated list and recommends it remains as a standing item in his reports to ensure Governors can be accountable for ensuring these requirements are consistently up to date.

## Overall effectiveness: the quality and standards of education

1. To review overall effectiveness, inspectors will take account of the four key judgements. Inspectors should first make the key decisions on:
  - the quality of teaching, learning and assessment
  - personal development, behaviour and welfare
  - outcomes for pupils.
2. Inspectors will then make a judgement on leadership and management. This will include a written statement about the effectiveness of the arrangements for safeguarding pupils.
3. Before making the final judgement on the overall effectiveness, inspectors must evaluate:
  - the effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development
  - the extent to which the education provided by the school meets the needs of the range of pupils at the school including:
    - disabled pupils
    - pupils who have special educational needs.

## Defining spiritual, moral, social and cultural development (summary)

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs and their respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues

The social development of pupils is shown by their:

- use of a range of social skills in different contexts
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values,
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity in local, national and global communities.



## Effectiveness of leadership and management

In making this judgement in schools, inspectors will consider the effectiveness of school leadership, **and how governors hold the school to account** through:

- The leaders' and governors' vision and ambition and how these are communicated to staff, parents and pupils
- Promotion of a culture of high expectations, aspirations, scholastic excellence social behaviour
- The rigour and accuracy of self-evaluation leading to continual improvement
- Breadth and balance of curriculum
- Range of extra-curricular opportunities
- Use of the primary PE and sport premium
- Promotion of British values and equality
- Effectiveness of school improvement
- Quality of continuing professional development and use of performance management to promote effective practice
- Monitoring of progress
- Engagement with parents, carers and other stakeholders
- Use of additional funding, including the pupil premium
- The effectiveness of safeguarding.

## Governance

Inspectors will consider whether governors:

- work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition
- provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school
- provide support for an effective headteacher
- understand how the school makes decisions about teachers' salary progression and performance
- performance manage the headteacher rigorously
- understand the impact of teaching, learning and assessment on the progress of pupils currently in the school
- ensure that assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about outcomes for pupils
- ensure that the school's finances are properly managed and can evaluate how the school is using the pupil premium and the primary PE and sport premium
- are transparent and accountable, including in recruitment of staff, governance structures, attendance at meetings and contact with parents.

## Grade descriptors for the effectiveness of leadership and management

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

### Outstanding (1)

- Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.
- Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.
- The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.
- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.
- Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.
- Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.
- Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
- The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.
- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.
- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.
- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

## Personal development, behaviour and welfare

There is an overarching criteria for judging personal development, behaviour and welfare.

### Grade descriptors for personal development, behaviour and welfare

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

#### Outstanding (1)

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

## **Outcomes for pupils**

There is an overarching criteria for judging outcomes, evaluating the extent to which all pupils:

- progress well from their different starting points and achieve or exceed standards expected for their age nationally (at the end of a key stage), or within the school's own curriculum
- attain relevant qualifications so that they can and do progress to the next stage of their education

Inspectors will give most weight to pupils' progress. And within this, they will give most weight to the progress of pupils currently in the school, taking account of how this compares with the progress of recent cohorts.

Sources of evidence:

Inspectors will gather evidence about the progress of current pupils through:

- observations in lessons
- discussions with pupils about their understanding of things they have been learning about
- scrutiny of pupils' acquisition of knowledge, understanding and skills over time as shown in their work, including that in their books
- the school's own information, taking account of the quality and rigour of the assessment on which it is based.

In scrutinising pupils' work, inspectors will consider how well:

- pupils are making good progress towards meeting or exceeding the expected attainment for their age
- pupils are set challenging goals
- pupils are gaining and consolidating knowledge, understanding and skills
- pupils, including the most able, do work that deepens their knowledge, understanding and skills,

Disadvantaged pupils: inspectors will take particular account of the progress made by disadvantaged pupils by the end of the key stage and the extent to which any gaps in this progress, and consequently in attainment, are closing.

Most able pupils: Inspectors will pay particular attention to whether the most able pupils are making progress towards attaining the highest standards and achieving as well as they should.

Lower-attaining pupils: Inspectors will consider the progress that lower-attaining pupils are making and the impact of provision for them on raising their attainment so that they reach standards expected for their age.

Disabled pupils: Inspectors will consider the progress of disabled pupils and those with special educational needs in relation to the progress of all pupils nationally with similar starting points. Incomplete key stages

## Grade descriptors for outcomes for pupils

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

### Outstanding (1)

- Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.
- The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points.
- Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.
- Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Pupils in Year 1 achieve highly in the national phonics check.
- For pupils generally, and specifically for disadvantaged pupils, disabled pupils and those who have special educational needs, progress is above average across nearly all subject areas.
- From each different starting point, the proportions of pupils making and exceeding expected progress in English and in mathematics are high compared with national figures. The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally.
- The attainment of almost all groups of pupils is broadly in line with national averages or, if below these, it is improving rapidly.
- Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.

## **CONTEXT 2: New Assessment Processes – Levels abandoned**

Assessment levels are now removed, and have been replaced with school based freedoms linked to scaled performance descriptors, new challenging tests, increased floor targets and a new (non-statutory in 2015) Foundation Stage baseline assessments. Governors must ensure statutory requirements are in place and school policy and practice is fit for purpose to deliver outstanding outcomes.

### **Autumn Update:**

- Woodcroft has implemented scaled performance indicators based on the new national curriculum descriptors.
- Target Tracker assessment and target recording system has been implemented. This uses whole school 'Bands' and 'Steps' i.e. Band two reflect national expectations for Y2. Each band is then broken down into steps (Below, Toward, Above) with each step differentiated into plus and minus. This is similar to reporting changes in 2014-15
- Woodcroft has submitted the 'Early Excellence' Foundation Stage Baseline Assessment for Reception on entry 2015
- Target setting for 2016 and 2017 has been completed - see appendix reports

## Part 3 Governor Accountability

*This section of the report covers aspects of school business that Governors must ensure that have been reviewed and evaluated and are presented to Governors for approval.*

### **School self-evaluation summary**

- Updated SEF Summary submitted to Governors as an appendix to this report.
- RAISEonline Analysis submitted to Governors for information
- Ofsted Inspection Dashboard submitted to Governor for information
- FFT Governor Dashboard submitted to Governor for information
- Draft Attainment Review and Target Setting Report Submitted submitted to Governor for information

### **School improvement Plan**

Submitted to Governors as an appendix to this report.

### **School timetables, current staff list and times for the school day**

Distributed in September in the School Information Pack.

### **Single Central Record**

Due for review as part of the safeguarding audit.

### **Behaviour Records and Analysis inc. exclusions, bullying, discriminatory and prejudicial behaviour**

Presented to governors as a separate document by Mark Russell, Deputy Headteacher.

### **Referrals made to the designated person for safeguarding inc. outcomes**

Recorded on the MyConcern system. Due for review as part of the safeguarding audit.

### **Pupils in children's services/social care and for whom there is a multi-agency plan**

Due for review as part of the safeguarding audit.

### **Attendance analysis for all groups of pupils**

Presented to governors as a separate document by Mark Russell, Deputy Headteacher.

### **Records of evaluation of the quality of teaching, learning and assessment.**

Recorded by SLT.

### **Performance management report**

To be reviewed by Finance and Personnel

### **Documented evidence of the work of governors**

Website information plus individual governor reports.

### **External evaluation reports of the school**

No updates reviews to report. Attainment Review scheduled for 20th November 2015

### **Reviews of pupil premium funding**

Reported on the school website

### **Results of school surveys and parental questionnaires**

Reported on the website (no updated surveys to report)

## Part 4: Ofsted Actions Update

Woodcroft Primary School was inspected by Ofsted on 2<sup>nd</sup> and 3<sup>rd</sup> of December 2014. A report was published on 7<sup>th</sup> January 2015. A summary outline of key findings was presented to Governors in March. A detailed action plan will be formulated as part of the 2015-16 School Development Plan. An update on the key areas for improvement are outlined below.

### 1. The quality of leadership in, and management of, the school is Good

Areas for improvement:

- Need to provide more guidance for parents about how to support pupils at home:
  - Curriculum areas developed on the website
  - Curriculum Evening scheduled during September - poor attendance
  - Ongoing support and development of Apps for Education
  - Learning Together and Conversation Cafe
  - Parent Ambassadors Trained
- Need to share outstanding practice between teachers within school more frequently
  - Modified 'Lesson Study' format planned
  - Revised Passport to Success with closer SLT monitoring of non negotiable aspects of practice
- Need to ensure milestones are included in future action plans so that governors can track progress. Governors must check the impact of action plans to make sure that improvements happen quickly and effectively
  - Narrative overview presented within School Improvement Plan
  - Milestones listed on School Improvement Planning Spreadsheet
  - Subject Leaders to submit termly report to Governors listing key developments
- Governors should ask more demanding questions and check information first hand.
  - Questions to be minuted
  - Impact case study reports to be formulated

### 2. Behaviour and safety of pupils are good

Areas for improvement:

- No key areas identified in the report

### 3. Quality of teaching is good

Areas for improvement:

- Need to provide more consistent challenges for the most able
  - Update school T&L policy
  - Effective differentiation support
  - G&T intervention
- Improve consistency of effective marking
  - Revised marking policy planned to include updated Passport to Success non negotiable elements
- Need to increase expectation of parents to support learning
  - Website & VLE development including Apps for Education
  - Revised reporting and target setting mechanisms
  - Implementation of Passports to Learning



#### **4. Achievement of pupils is good**

Areas for improvement:

- Improve outcomes in KS1 phonics
  - o Phonics CPD & SLT Monitoring
- Improve attendance at parents evenings (above 87%) and increase expectations of parents
  - o Raised expectations via communication and recorded follow up. Attendance reminder at 87% in Autumn Term.
  - o Poor attendance at September Curriculum Evenings

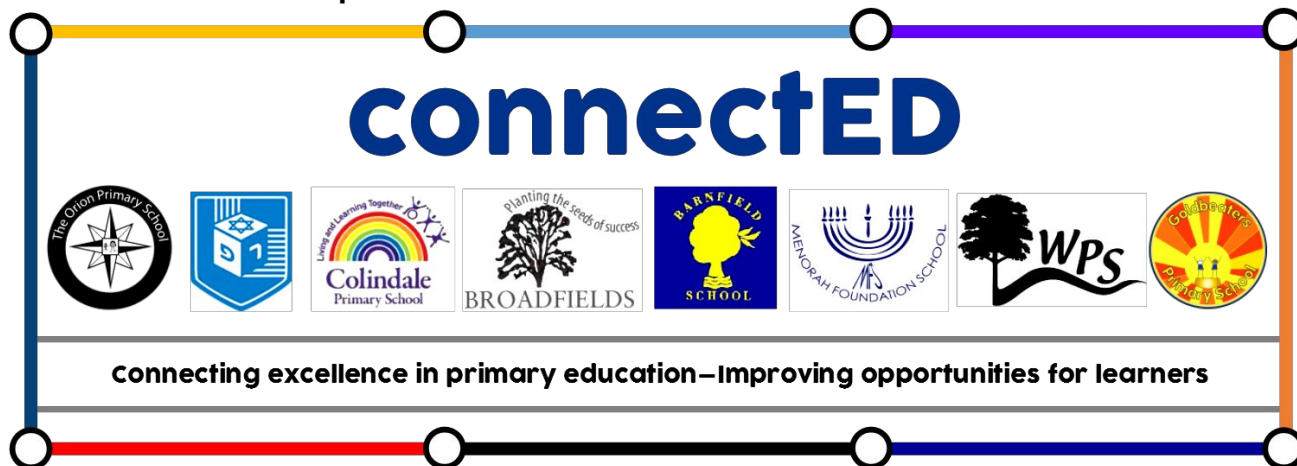
#### **5. Early Years provision is good**

Areas for improvement:

- Improve opportunities for development of language and literacy in outdoor provision
  - o Development of outdoor space
- Improve achievement of boys in early years
  - o EYFS Coordinator role
- Use assessments more effectively to plan appropriate activities
  - o SLT Support and monitoring
  - o Individual CPD

## Part 5 – Other Business

### connectED Partnership



Woodcroft formed an Edgware, Burnt Oak and Colindale Primaries Group with Barnfield, Goldbeaters, The Orion, Broadfields, Colindale, Menorah Foundation and Rosh Pinah.

A working partnership agreement has been signed by the Chair of Governors. Headteachers have been meeting ½ termly.

The following has occurred:

- Joint participation in the Burnt Oak Parade to launch the group
- Head, Deputy and Subject Leaders Meetings
- Harmony Events being planned
- Connected webpage on school site
- Rosh Pinah planned visiting re: 123 Magic

### Unicorn Collaborate

The Unicorn Collaborate programme is now in full swing. We have completed our 6 week artist residency project with Greg Sinclair, had drama workshop, and are currently going on theatre trips throughout the school.

*Thank you to all Governors for their continued support of the school.*

Craig Tallon  
9th November 2015