



Woodcroft Primary School

Headteacher's Report to Governors

Autumn 2017

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9th November 2017

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Part 1

1.1 Introduction to the Autumn Term Report: School Life

This report covers the latter part of the Summer Term 2017 and the Autumn Term 2017

A successful summer saw the school gain a number of significant achievements:

- **Artsmark Platinum**
- **GOLD Games Mark (KS2)**
- **BPSS Games Mark - GOLD (KS1)**
- **Barnet Online Health Award Silver**
- **NAACE (The Educational Technology Association) Quality Mark**
- **Gold Level STARS Accreditation (TfL Travel Planning)**

Pupil Achievements this term have included:

- ★ Barnet Boccia Champions - selected to represent Barnet in London Youth Games
- ★ 51 Year 6 pupils achieved their Bronze Arts Award issued by Trinity College. School prize giving presentation evening on 21st September
- ★ Reception entered Barnet Young Gardeners Competition
- ★ Harrison (Y5) awarded London Mayor's Music Scholarship

And in the summer term:

- ★ Barnet Dodgeball Champions
- ★ Dance - National Champions
- ★ West Barnet Netball Champions

Life of the school: Woodcroft News

The life of Woodcroft as always is documented in the weekly newsletter and on the school website.

Notable pupil events over the last two half terms include::

Summer Term

- Great Big Dance Off National Champions
- British Red Cross Dance Grand Champions + Platinum Fundraisers (£1200)
- Barnet Music Festival performance
- Y2 Judaism Workshops with Masorti Synagogue
- We were presented Duchess of Cornwall Birthday Bookcase with 70 titles following nomination by Beanstalk reading charity.
- Y3 & Y5 attended Work Para-Athletics Tournament at The Queen Elizabeth Olympic Stadium

Autumn term

- Woodcroft Running Club entered a team in the Barnet Cross Country Tournament at Allianz Park. Rylee (Y5) placed 3rd in girls race.

Engagement with our parents and wider community is important. Recent activities involving our parents and community organisations include:

Summer term:

- Year Group curriculum Evenings very successful this year - 1 year group per night during week of 18th September

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- Grenfell Tower fundraising day raised £628
- Y5 Family Assembly - 'Gogglesprogs' review of the curriculum!
- Sports and Games Days for each phase
- Y3 Ukulele Concert
- Y2 Drumming Concert
- Brass, Woodwind and Guitar Concert
- Senior Choir Performance
- Strings Concert
- Year 6 Leavers Show - 'Self, Self, Selfie'

Autumn Term

- Secondary Transfer support workshops
- Macmillan Coffee Morning
- Y5 participating in healthy lifestyle programme during Autumn Term facilitated by Barnet Alive n Kicking
- Little Oaks P&T Group continues to run successfully every Thursday morning
- Two successful Parental Consultation Evenings in October
- Conversation Cafe weekly support session for EAL parents restarting after this term with computing focus
- Woodcroft presented at Barnet ADHD Conference in association with ADDISS
- Wonderful Harvest Festival and Coin Picture Collections
- Bronze Sports Ambassadors completing BPSS training and lead Barnet Boccia Tournament
- Outstanding International Week with traditional dress and colours day that included an international cake sale.
- Hosted KS1 Music festival for 5 local schools (inc. 300 Y2 pupils)
- Y6 Production of Carmen in association with Royal Opera House

Collaborative School Partnership Events

Planned events / activities:

- Monthly Headteachers meeting
- Shared Staff INSET
 - Subject Leaders Meeting (November)
 - Writing review (December)
- Woodcroft scheduled to host Dodgeball and chess tournaments early in spring term

Forthcoming collaborations

➤ Swedish Teacher Visit

Following our successful liaison in 2016 we have been asked to host a party of Swedish technology teachers in 2018.

➤ SMASHfest UK

The organisers of SMASHFest UK have invited Woodcroft to be their link school in 2018. This fits perfectly with our 2017 - 18 Year of Technology and Science.

AIM@ News

Woodcroft provides an extended and enriched curriculum. This is exemplified by our AIM@ programmes. Each programme has now gained national accreditation and created its own badge scheme. They are also featured in our updated Homelink book.

1. *AIM@ Arts Award was monitored by curriculum committee in summer term. Rewards completion of Arts Charter and leads to Bronze arts award in Y6. Awarded termly. Moderated by arts charter review and leadership walkabout. Platinum Artsmark awarded by Arts council*

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2. *AIM@ Digital Badges were monitored by the IT Governor during the summer term, They reward completion of each unit of scheme of work. Moderated by Computing Lead teacher. NAACE IT Quality Mark was awarded in summer 2017*
3. *AIM@ Sports adopted national values and linked them to PSHE/SMSC curriculum. New bespoke award certificates and stickers implemented autumn 2017. afPE Quality Mark and gold games marks achieved (3 successive years).*

Recent highlights include:

AIM@PSHE

- *New Woodcroft Achievement Values implemented with bespoke certificates and stickers - linking to AIM@Sports values.*

1.2 AIM@Theme for the year – Science & Tech

Each academic year has a focus theme from one of our AIM@ area's (Arts, Digital Technology and Sport). This year the focus will be Science and Technology.

Planned features include:

- ½ Termly Big Questions (inc. display + presentation)
- Spring Term Tech Day
- Each year group to plan for 1x science based trip (Theatre, Exhibition, Event,) or visiting event during the academic year.

Woodcroft is also working towards Primary Science Quality Mark (PSQM).

1.3 Woodcroft in the press

- Time News Series - Woodcroft Dance Champions

<http://www.barnet-today.co.uk/article.cfm?id=118317&headline=Edgware%20dancers%20are%20best%20in%20London§ionIs=news&searchyear=2017>

1.4 Staffing

We said farewell to:

- Mr Paul Huckerby (Teacher) - emigrated to USA
- Mr Jack Judd (Teacher) - moved schools
- Miss Lisa Thomas (TA) - moved to Suffolk
- Mrs Patel (MTS) - full time at local school

Ms Khatun is on maternity leave and gave birth to a baby girl

1.5 Premises Matters

These will be covered in more detail in the Premises Committee Report however Governors should note that the following:

- **Damaged Front Wall**
The front wall and gate was demolished as a result of a car accident. The area has now been repaired and made safe.

- **School House**
The school house is currently being refurb at a cost of around £20,000. This asset can then be used to support staff recruitment by offering short term transition leases to new staff.

1.6 SCHOOL ROLL DATA: Autumn 2017

Data accurate 31/10/17	Autumn 2017 *	2016/17	2015/16	2014/15	2013/14	2012/13	2011/12
<ul style="list-style-type: none"> The data for Autumn 2017 reflect the reduction of 1x class following departure of Y6 additional 'bulge' group 							
Current roll excluding Nursery Figure in brackets shows change since Summer report. It does not include Y6 leavers or EYFS starters.	403 (capacity 420)	440	445	444	426	428	413
Reception	59	57	58	60	56	58	59
Year 1	57	58	61	58	59	57	83
Year 2	55	60	59	60	60	78	61
Year 3	57	59	61	5	80	60	57
Year 4	58	59	59	86	59	55	58
Year 5	59	60	87	61	58	56	51
Year 6	58	87	60	60	54	56	44
Nursery	39	41	49	51	44	49	52
Mobility (1st to September 2017 to 31st October 2017)							
(Excluding Foundation Stage) Pupils joined		25	22	24	37	35	38
Pupils left		16	17	15	39	31	31
Mobility (Pupils in + out / current roll) (Excluding Foundation stage and Y6 Transition)		9.3%	8.8%	8.8%	16%	16%	17%
Pupil who speak English as a second language * New census coding resulting in increase and updated forms resulted in an increase in EAL pupils including a small number of anomalies identified.	70% (283)	70% (309)	56% (248)	53.5% (237)	54% (228)	54%	55%
EAL Pupils who require support (inc. categories A, B, C - New to English, Early Acquisition and developing confidence) * New recording criteria for 2016		101*	65 (15%)	66	83		
Pupils on the SEN register	44	61 (61)	% 17.3% (77)	20% (90)	27.5% (117)	30% (126)	30% (125)
Pupils with statements	3	7	8	11	10	5	7

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		(7)					
Eligible for free school meals	101	179	44.5% (198)	34% (150)	34% (144)	42%	56%
Fixed exclusions	0	0	1	3 (7 days, 2 pupils)	2 (1 pupil)	0	2
Children in Care	1	0	1	1	1	0	1
CAFs Common Assessment Forms	8	10	10	10	6 (12)		

Attendance and Punctuality (excluding Foundation Stage)	October 2017	Annual 2016/17	Annual 2015/16	Annual 2014/15	Annual 2014	Annual 2013	Annual 2012	Annual 2011
Total attendance	95.5%	95.5%	95.6%	95.4%	96%	95%	94.3%	93.5%
Unauthorised absence	1.2%	0.91%	1.13%	0.91	0.71	0.82%	0.64%	0.84%
Attendance Target	96%	96%	96%	96%	96%	95%	94 %	93.5%

1.7 Educational Visits – Summer/Autumn 2017

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

Name	Date	Destination	Visit Leader	Primary Purpose
Spanish Trip	06/06/2017	Colindale Primary School (NW9 6DT)	Hannah Grabiner	MFL
Kwik Cricket	07/06/2017	Old Elizabethans cricket ground (EN5 2AG)	Sachin Patel	PE
Year 6 Wildchild Residential 2017	14/06/2017	Wildchild Activities Phasels Wood Activity Centre (WD4 9NA)	Rachel Maynard	Adventure
Mill Hill Old Railway	15/06/2017	Mill Hill Old Railway Nature Reserve	Mark Russell	Geography
Mill Hill Park 2017	15/06/2017	Mill Hill Park (NW7 4SL)	Lee Raw	PE

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Y6 Non Res BOLC	16/06/2017	Barnet Burnt Oak Leisure Centre (HA8 0NP)	Dan Guest	PE
New Theatre Oxford	19/06/2017	Oxford New Theatre (ox12ag)	Annette Clark	Personal, Social and Emotional Development
Girls football match v Goldbeaters	21/06/2017	Orion primary school (nw72al)	Rachel Maynard	PE
Barnet Music Festival 2017	22/06/2017	Artsdepot (N12 0GA)	Caitlin Sherring	Music
Willows Farm Village	23/06/2017	Willows Farm Village (AL4 0PF)	Naomi Glass	Understanding the World
Junior Citizen 2017 (AM)	26/06/2017	Canada Villa Young People's Centre (NW7 2BU)	Katharine Gignac	Citizenship
Junior Citizen 2017 (PM)	26/06/2017	Canada Villa Young People's Centre (NW7 2BU)	Rachel Maynard	Citizenship
Barnet District Athletics	28/06/2017	Allianz Park (NW4 1RL)	Sachin Patel	PE
Y4 Tag Rugby Tournament	29/06/2017	Orion primary school (nw72al)	Nick Patel	PE
The British Red Cross: Dance Make Your Move	02/07/2017	Indigo at the 02 (SE 10 0DDX)	Annette Clark	PE
New Age Kurling	03/07/2017	Barnet Burnt Oak Leisure Centre (HA8 0NP)	Kim Ditchman	PE
School Sports Games Day KS1 and KS2	04/07/2017	Barnet Burnt Oak Leisure Centre (HA8 0NP)	Sachin Patel	PE
Tri Golf - London Youth Games	06/07/2017	Crystal Palace National Sports Centre (SE19 2BB)	Sachin Patel	PE
Grahame Park Festival 2017	08/07/2017	Grahame Park Open Space	Annette Clark	PE
Mill Hill Fire Station	11/07/2017	Mill Hill Fire Station (nw7 2hx)	Vanessa Brown	Understanding the World
Chiltern Open Air Museum	11/07/2017	Chiltern Open Air Museum (HP8 4AB)	Paul Huckerby	History
Year 4 Dodgeball Tournament 2017	12/07/2017	Queen Elizabeth Girls School (EN5 5RR)	Nick Patel	PE
C4L KS1 - Festival	13/07/2017	Allianz Park (NW4 1RL)	Gemma Wray	PE

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Y6 Hollywood Bowl Reward Day	14/07/2017	Hollywood Bowl (N12 0GL)	Rachel Maynard	Personal, Social and Emotional Development
Year 6 Football Festival	14/07/2017	Barnet Burnt Oak Leisure Centre (HA8 0NP)	Nick Patel	Leadership/Team
World Para Athletics Championships	18/07/2017	Queen Elizabeth Olympic Park (E20 2ST)	Sachin Patel	Personal Development
Woodcroft Football Training (Weekly)	14/09/2017	Barnet Burnt Oak Leisure Centre (HA8 0NP)	Nick Patel	Physical Development
Year 4 swimming (weekly)	19/09/2017	Barnet Cophall Leisure Centre (NW4 1PX)	Charlotte Jackson	PE
Year 3 Tennis Sessions (weekly)	22/09/2017	Barnet Burnt Oak Leisure Centre (HA8 0NP)	Laura Ryan	PE
Bronze Ambassador Training	03/10/2017	Allianz Park (NW4 1RL)	Sachin Patel	PE
Young Gardener Competition	05/10/2017	Sunnyfields Primary School (NW4 4JH)	Vanessa Brown	Understanding the World
Boccia Tournament	09/10/2017	Barnet Burnt Oak Leisure Centre (HA8 0NP)	Sachin Patel	Personal Development
Woodcroft vs St Paul's Cup Match	12/10/2017	Barnet Burnt Oak Leisure Centre (HA8 0NP)	Nick Patel	PE
Primary Cross Country	17/10/2017	Cophall Playing Fields (NW4 1JE)	Sachin Patel	PE
Woodcroft vs Barnfield football match	19/10/2017	Barnet Burnt Oak Leisure Centre (HA8 0NP)	Nick Patel	PE
The Blitz RAF Museum 31st Oct 17	31/10/2017	RAF Museum (NW9 5LL)	Dan Guest	History

1.8 Extra Curricula Clubs - AIM Academy

Woodcroft now offers more clubs and activities than ever before. We call these our AIM Academy. Please note the 'Clubs and Activities' Booklet for 2017/2018 (available to download from the website) which lists over 40 clubs. We also provide 25 free Saturday School places and a subsidised instrumental tuition programme.

1.9 INSET CPD Schedule - Autumn Term 2017

INSET Day 1 – Mon September 4 th	Safeguarding / H&S / Key Policies
INSET Day 2 – Tues 5 th	Staff Information / TA & MTS Training
Monday 11 th September	Art Week Planning
Monday 18 th September	Curriculum Evenings to Parents
Monday 25 th September	Writing Review (moderation walkabout)
Monday 2 nd October	Parents Evening Prep
Monday 9 th October	Curriculum & Assessment Working Groups
Monday 16 th October	Target Tracker Assessment Updates
Monday 30 th November	Online Health & Anti- Bullying Week PQSM Science
Monday 6 th November	Joint Partnership INSET Curriculum Leaders
Monday 13 th November	SEN Provision Map & Learning Plans
Monday 20 th November	Reading Programme - Year Group Presentations
Friday 1 st December	Winter Ball + Decorations (Monday 27 th INSET Moved to Friday)
Monday 4 th December	Year Group Evaluations /School Development Planning Milestones
Monday 11 th December	Partnership Year Group Writing Share
Monday 18 th December	Spring Term Newsletters / Target Tracker

Part 2 Governor Accountability

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

2.1 Ofsted Inspections and Governors

Governors are expected to be knowledgeable about the school's own information on the performance of its current pupils. They are also expected to be familiar with historic performance data, including the summaries that Ofsted's Inspection dashboard presents for their school. Inspectors will consider how well those responsible for governance use information to evaluate the performance of the school and to ask challenging questions which help the school to sustain high performance or to improve for all pupils, including disadvantaged pupils. Inspectors will consider the impact of what a school is doing to diminish any differences in progress and attainment between disadvantaged pupils in the school and other pupils nationally and whether governors can evaluate how the school is using the pupil premium.

A list of questions that governors should consider is provided in the appendix to this report.

2.2 Current Published Standards (2017 un-validated data)

The standards overview indicated by our data is as follows:

- Pupils enter Woodcroft at low starting points as indicated by the Nursery and Reception baselines.
- EYFSP outcomes in Reception show an upward annual trend, with excellent progress in Literacy and Maths, however attainment remains below national.
- Excellent outcomes for phonics in Year 1 that were above national average.
- Attainment at KS1 demonstrates an upward trend with a significant increase in pupils achieving greater depth.
- Good progress throughout years 3 to 5
- End of key stage 2 (Y6) outcomes in 2017 show pupils made good progress equivalent to national average or above in reading and maths, and well above average performance in writing. However, reading attainment outcomes were lower than predicted..

2.3 Achievement Review

The school carries out detailed analysis of performance data. This is reported to the local authority in an annual Attainment Review. Copies of this are available for governors. A local authority inspector (BSIP - Barnet School Improvement Partner), Elaine Aylmer, reviewed and verified this analysis at a meeting with school leadership on Friday 3rd October. I am pleased to report that the school was praised for its accurate and thorough analysis and our judgements were verified by the inspector.

Below is a summary of her comments:

School Improvement Partner Report - November 2017

Safeguarding: All staff have been trained. (Child protection) Cases are reviewed monthly by the school's safeguarding team. The designated governor for safeguarding is Level 3 trained and is involved in the annual audits, reporting back to the Premises and Safeguarding Committee. The audit always involves a review of the single central record.

Performance Data: School leaders have carried out a very detailed review of achievement across the school, which successfully identifies the strengths and weaknesses of each cohort. The Assessment Co-ordinator provides regular reports to teachers from Target Tracker. These provide a detailed analysis of outcomes and enable teachers to take ownership of pupil achievement in their classes. Pupil progress meetings take place as part of the termly review process, alongside regular internal moderation sessions. Group moderation is also undertaken within the local partnership, with monitoring schedules being aligned

across the four schools to support this. Moderation focuses most frequently on the assessment of writing.

Data is presented to governors and discussed in at Curriculum and Standards Committee meetings. Developing governors' ability to challenge school leaders is currently a governing body target and individuals are being supported in meeting this through the allocation of termly areas for investigation. This should lead to a deepening of discussion about achievement in meetings.

Attainment on Entry: The Early Excellence Baseline is used alongside the school's own system to support with verification of judgements. Although children typically start Reception with attainment below age related expectations and with particular weaknesses in reading, writing and maths, these are the areas where the most rapid progress is seen.

EYFS: The percentage of children reaching a good level of development at the end of the Foundation Stage increased in 2017, improving the school's LA ranking to the highest level in the last three years. Given the generally low starting points, the percentage of GLD achieved represents accelerated progress for a significant proportion of the cohort, particularly in CLLD, literacy and maths. Promoting parental engagement continues to be a key priority in the Early Years, with frequent workshop and drop-in sessions provided and work to share observations with taking place. In addition, teachers are now more systematically embedding literacy and maths into other activities, both in the classroom and outside, as well as targeting interventions to under-performing groups. The whole school focus on problem-solving, part of a maths hub project and on reading, should also benefit Early Years pupils.

Y1 Phonics: Year 1 pupils attain very well in phonics, as a result of the school's consistent and systematic approach.

Key Stage 1 outcomes: Pupils in Year 2 made good progress over the year, as confirmed by their books and by the Barnet end of Key Stage 1 moderation process. However, progress from the end of the Foundation Stage appears rather less good and this is the driver for the work to raise expectations and accelerate progress. In respect of the percentages of pupils reaching age related expectations, the school's internal tracking shows that a large group were assessed as being only marginally below and the expectation must be that most of these pupils finish Year 3 at the expected level for that age group. It is also important that those pupils assessed as working at greater depth at the end of Key Stage 1 maintain this level of attainment in Year 3 and beyond. Early indications are that a good start has been made on these issues, with additional maths and reading support being provided for those who need it. Two areas of under-achievement may merit further investigation: the low attainment in maths of pupils eligible for Pupil Premium and the impact of poor attendance on achievement.

Year 3 to Year 5:

Pupils in Year 3, many of whom left Year 2 below expectations, made very good progress over the year. Progress in maths, however, continues to lag behind that for literacy.

In Year 4, teacher assessments were informed by the outcomes from Testbase tests in 2017, which may have led to conservative judgements, given that pupils were not used to formal testing. To support pupils in this area this year and to promote the development of higher level reading skills such as inference, more comprehension work is being undertaken.

In Year 5: Pupils in this year group, half of whom are summer born, generally exceeded their targets but made less progress overall than pupils in Years 3 and 4.

Year 6 - End of Key Stage 2 Outcomes: The 2016/17 Year 6 cohort included a bulge class, and had a higher than average percentage of pupils with special educational needs (including four with statements), higher mobility and poorer attendance than typical at the school. A higher percentage than average of the pupils also came from White working-class families who frequently prove harder to reach. These demographic factors impacted on attainment, although progress across Key Stage 2 was well above the average for writing and in line with the average for reading and maths.

Key Stage 1 Target: Following an internal review targets for attainment at the expected level have been recently updated to:

Reading: 69% Writing: 59% Maths: 59%

Key Stage 2 targets have also been recently updated and stand at:

Reading: 71% Writing: 63% Maths: 70% GPS: 79% RWM: 66%

With the exception of writing, where the target set is 8% lower than the Fischer Family Trust 50 estimate, all other targets are in-line with or above FFT50.

Progress Summary: Most pupils make good or very good progress during their time at the school, although attainment remains below national averages because of pupils' very low starting points. There are small pockets of under-achievement in each year group but no consistently under-performing groups. However, ensuring that more able pupils make good progress and attain at greater depth is likely to be key to the judgement on outcomes in the school's next inspection, as this was identified as an area for development in the previous report.

Attendance: No holidays receive authorisation and other absences have to be applied for by parents. Fixed penalty notices are used where parents do not apply for authorisation in advance. The school also uses a range of rewards and provides appropriate challenge and support to parents on attendance issues. Attendance is consistent, within less than one per cent of the national average. Persistent absence is higher than national but several children with high absence in 2016-17 had serious medical issues through the year. Individual case files are maintained for persistent absentees and the school invests significant resource in attendance management systems and personnel.

Effectiveness Judgement: Secure GOOD

2.4 Self-Evaluation Summary 2017

A summary of the school self-evaluation is published annually on the school website. This is included below for Governor approval.

	SECTIONS	SUMMARY EVALUATION	ACTION
1	INTRODUCTION	Key Issues	Success Criteria / Progress / Next Steps
2	KEY ISSUES FROM PREVIOUS OFSTED INSPECTION (December 2014) Judgement: Good	<ul style="list-style-type: none"> Improve teaching to good or better Provide appropriate challenge, especially for the most able Ensure pupils start independent activities promptly Enable pupils to practice problem solving in maths and number investigations across curriculum 	<ul style="list-style-type: none"> SDP key priorities Effective programme of differentiated interventions and monitoring in place. Passport to Success – protocols and expectations imbedded Revised Planning System, Maths Hub 2017 Project, Numicon initiative, Online integration
		Strategic Priorities	Areas for development
3	SCHOOL DEVELOPMENT PLAN PRIORITIES 2017-18	<p><i>Raise reading attainment</i></p> <p>Enabled pupils to make 6 steps of progress</p>	Improve the profile of home reading through an updated Homelink Book and class monitoring, the creation of an incentive scheme and 'Reading School' events

		<p>Increase end of Key Stage outcomes by 10% in KS1 and 20% in KS2</p> <p>Increase EYFS Literacy outcomes by 8% to 71% (commensurate with national)</p>	<p>Integrate school and class libraries with improved stock and loan management.</p> <p>Support parental development of home reading strategies and skills</p> <ul style="list-style-type: none"> - Whole school Parent Workshops - EYFS Weekly Parental Engagement Focus & Parent Share App - EAL Support (Family Learning / Conversation cafe) - Updated Homelink + guidance leaflet <p>Improve quality of class and group guided reading opportunities</p> <p>Trial different methods of allocating reading support</p>
		<p><i>Improve progress and outcomes in Science</i></p> <p>Pupils make 6 steps of progress in-year</p> <p>Achieve PSQM - Primary Science Quality Mark</p> <p>Improve practical science skills</p>	<p>Raise 'scientific' enthusiasm through an AIM@ 'Year of Science and Tech'. ('BIG questions', Science Weeks, termly challenges, STEM clubs and SMASHfest Links)</p> <p>Improve frequency of scientific investigations and quality of pupil's 'working scientifically' skills</p> <p>Introduce standardised assessments in KS2 (monitor data to improve impact and quality of T&L)</p> <p>Increase extra-curricular opportunities</p> <p>Develop 'Experiment and Investigation Guidance' to improve quality and frequency</p>
		<p><i>Inclusion: Resilience/Well-Being</i></p> <p>Increase school /pupil capacity for resilience</p>	<p>Ensure all staff actively participate in the Well-Being / Resilience Project to improve individual/group/school capacity</p> <p>Participate in European BeHave Project initiatives</p> <p>Local Partnership shared initiatives</p>

		Analysis: Strengths & Weaknesses	Targets
4	<p>OUTCOMES FOR PUPILS</p> <p>Good</p>	<p>Early Years Outcomes</p> <ul style="list-style-type: none"> ● Nursery pupils at Woodcroft have low starting points, significantly below national levels. Baseline assessments show that around 70% (in both 2016 & 2017) of children entered Nursery working below the expected level of attainment in Specific areas (Literacy and Maths - beginning 30-50 months). ● Pupils on entry to Woodcroft Reception are below National: ‘Early Excellence’ Reception baseline showed 44.6% of pupils were ‘typical’ and above (-7.8% compared to 52.4% Early Excellence National) ● Progress of pupils in Reception was good +18.4% ● Outcomes remain -8% below EaEx National. (However, mobility of 6 pupils caused a -6% negative transition effect) ● On leaving EYFS: APS at 31pts is below EaEx National 34.5pts <p>EYFS Headlines:</p> <ul style="list-style-type: none"> ● Pupils arrive at Woodcroft with very low levels of Literacy and Maths but make significant progress (Lit + 37% & Maths +43%) ● Attainment remains low 63% Exp/Exc GLD - but shows a 3 year upward trend ● Prime areas PSED, CLLD & PD had higher attainment 73% to 75% ● Boys outcomes improved by 5.4% (from 2016) to 57.1% and show a 3 year upward trend. But remain 11.9% below girls’ average. ● Girls attainment of 69% (increased 10.4% from 2016 (58.6%) reversing 2016 dip. ● EYFS Outcomes for Pupil Premium (58.3% GLD) increased by 12% compared to 2016 (46.2%) but are -4.9% behind cohort average ● EYFS EAL Pupils are -4.4% below cohort average, but show 8.8% annual improvement ● 2 out of 6 SEND pupils achieved GLD 	<p>To improve outcomes for EYFS Specific Areas (Literacy & Mathematics) by:</p> <ul style="list-style-type: none"> ● Creating a language rich environment ● Embed parental engagement strategies: weekly workshops and 2Simple Parent Share ● Further develop Speech & Language by embedding language rich environment (maintain Elklan Project outcomes) ● Develop continuous provision for Literacy and Maths with particular focus on outdoor maths and literacy ● Increase the number of focus activities for all children in Mathematics, in addition to carpet sessions to revisit and extend Mathematics. ● Develop quality of Independent Mathematics problem solving activity <p>Improve progress of Lowest performing groups (white British & mixed white) by: improving the impact of a range of Intervention Groups (maths Number, Talk Boost, Lego Therapy, Extension Maths)</p> <ul style="list-style-type: none"> ● Improve outcomes for FSM groups (2017 35.7% GLD was 9% below National) in EYFS through targeted intervention groups. ● Improve boys writing in EYFS and transition to KS1 + phonics focus and emphasis on writing for purpose

		<ul style="list-style-type: none"> ● Autumn born pupils exceed spring/summer cohorts by 20% <p>EYFS Areas for development:</p> <ul style="list-style-type: none"> ● Literacy (Reading 65% & Writing 63%) and Mathematics (Numbers 63% & Shape, space and measures 65%). 	
		<p>Phonics</p> <ul style="list-style-type: none"> ● Maintained high attainment and improvement in Y1 phonics outcomes that increased by 3% to 95% (3 year trend: 71% in 2015, 92% in 2016) ● Y1 Phonics 14% above National ● All reportable groups (FSM, SEND , EAL) outcomes above National (Pupil Premium Pupils 92%) ● Y2 catch up programme in 2017 (5 pupils) achieved 60% in line with previous years and National ave (62%) 	<ul style="list-style-type: none"> ● Embed phonic reading books into Year 1 as a core scheme, for use in school and at home. ● Ensure consistent transition for EYFS ● Ensure support for new staff to year group
		<p>KS1</p> <ul style="list-style-type: none"> ● KS1 SATs outcomes (R,W,M) show annual improvement compared to 2016 but well below National <ul style="list-style-type: none"> ○ Reading +1% to 60 (-16% below Nat) ○ Writing +3% to 52 (-16% below Nat) ○ Maths +3% to 57% (-18% below Nat) ● Average increase of 10% (RWM) for pupils achieving greater depth ● Progress from EYFS to KS1 was below national in all areas 	<ul style="list-style-type: none"> ● Improve average attainment to national ● Embed approaches to Reading comprehension ● Focus support for EAL & Boys ● Group reading interventions for specific children ● Phonic interventions for children retaking phonics screening check ● Introduction of new maths scheme - supported by booster groups ● Further develop Maths approaches to solving word problems ● Maths intervention groups for targeted children ● Continued focus on application of grammar knowledge ● Develop focus on review and edit of writing. ● Develop challenge for higher attainers
		<p>KS2</p> <p>Strengths Progress in Reading, Writing and Maths Attainment in writing (EXS) Attainment in Grammar Punctuation Spelling (EXS / EXS +)</p> <p>Progress Writing Progress above national +3.7 Maths Progress above national +1.3 Reading Progress in line with national -0.4</p>	<ul style="list-style-type: none"> ● Accelerate Progress of high attainers in KS2 in line with FFT targets (Year Group accelerated targets available) ● Develop reading comprehension across the school to increase the number of children attaining EXS+ Reading ● Increase the Average Scaled Score for both Reading and Maths ● Ensure interventions for disadvantaged are effectively targeted through

		<p>(unvalidated results inc. 4 pupils requested for removal) Matched pupils average scale score 100.3</p> <ul style="list-style-type: none"> ● 44% Pupils working at expected standard in reading, writing & maths (17% below national average) ● Commensurate performance of boys and girls <p>Reading</p> <ul style="list-style-type: none"> ● Reading outcomes are -23% below national ● Disadvantaged perform -3% below others ● Girls and boys achieved equivalent outcomes <p>Writing</p> <ul style="list-style-type: none"> ● Outcomes equivalent to national by -1% (75% exs) ● Disadvantaged exceed others by 4% <p>Maths</p> <ul style="list-style-type: none"> ● 61% working at expected standard (-14% below national) ● Scaled score average of 104 is above national 103 ● Disadvantaged -9% below others <p>SPAG</p> <ul style="list-style-type: none"> ● 81% working at expected standard is 4% above national ● Girls outperform boys by 5% <p>Science Exceeded National by 13%</p>	<p>progress tracking and provision mapping</p> <ul style="list-style-type: none"> ● Support Identified pupils within specific pupils within groups e.g. white British, black Caribbean (inc. approved attendance)
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		Strengths	Objectives
5	<p>QUALITY OF TEACHING, LEARNING AND ASSESSMENT</p> <p>Good</p>	<ul style="list-style-type: none"> ● Teaching is good or better ● Innovative creative curriculum supported by integrated AIM@ programmes for PSHE, Sport, Arts and Digital learning. ● Effective intervention support programme - implementation of new Provision Mapping software 	<ul style="list-style-type: none"> ● Increase the amount of outstanding practice through development of distributed curriculum leadership ● Improve consistency across all year groups via adoption of Standards Monitoring procedures

		Strengths	Next Steps
6	<p>PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE</p> <p>Outstanding</p>	<ul style="list-style-type: none"> ● 100% Parent improvement rating – ‘school keeps my child safe’ ● Innovative online practice through Woodcroft online ‘Treehouse’ platform ● Defined opportunities for pupil voice through our pupil leadership mechanisms ● Integrated PSHE curriculum with a 4 year themed cycle underpinned by social and emotional learning principles ● Established family support team <p>Behaviour</p> <ul style="list-style-type: none"> ● Embedded behaviour management systems with clear identified roles supported by ‘123 Magic’ de-escalation approaches <p>Attendance</p> <ul style="list-style-type: none"> ● Attendance R to Y6 95.45% ● Attendance Y1 to Y6 95.7% ● PA less than 90% <ul style="list-style-type: none"> ○ Y6-Y1 (31) 8% ○ Y6-YR (41) 10.8% <p>Safeguarding</p> <ul style="list-style-type: none"> ● Annual Audit carried out ● Embedded electronic tracking and logging systems using the MyConcern software ● established Safeguarding team ● Developed & trialled LA Online Health Award 	<ul style="list-style-type: none"> ● Improve parental questionnaire response for effective behaviour management to above 94% ● Develop school capacity to support pupil resilience and well-being ● Embed behaviour support strategies as part of European BeHave project ● Address low attendance specific groups: <ul style="list-style-type: none"> ○ white British pupils (93.8%) ○ white/black Caribbean 93.3% ○ white and Asian 93.5% ○ Pakistani 93.4% ● Achieve NAACE Millennium Award ● Attain Barnet Online Health ‘Gold’ Award
		Strengths	Areas for Development
7	<p>LEADERSHIP & MANAGEMENT (inc. Governance)</p> <p>Good</p>	<ul style="list-style-type: none"> ● Established and consistent Leadership Team ● Developing Local Collaborative Trust with 3 other schools ● Commissioned Head of outstanding school to support standards, monitoring and improvement 	<ul style="list-style-type: none"> ● Improve the quality of pupil progress reviews ● Develop effectiveness of performance management and appraisal ● Develop role of middle leaders to further impact on standards

			<ul style="list-style-type: none"> • Further develop impact of school governance on standards
8	SMSC & RE Outstanding	<ul style="list-style-type: none"> • AIM@ curriculum enrichment and extension programmes for Arts, Sport, Digital learning and PSHE. • Comprehensive PSHE Scheme linked to celebrated values • External verification through numerous awards: Artsmark Platinum, TfL Stars Gold, Healthy Schools Silver, Gold School Games Mark, afPE Quality Mark, NAACE • Effective collaborations: Royal Opera House, Unicorn, Arts Council, BEAT, BPSS, Dance Champions • BeHave Project - European Erasmus collaboration in association with ADDISS 	<ul style="list-style-type: none"> • Embed AIM@ enrichment opportunities into core curriculum • Extend the role of pupil leadership groups • Integrate the revised RE curriculum • Establish structured links between cultural events, the new school curriculum, assemblies, visitors and class activities to support basic skills development
9	SEND Good	<ul style="list-style-type: none"> • Effective SEND department. Fully provisioned suite of interventions • Parent support services in place 	<ul style="list-style-type: none"> • Embed use of Provision mapping Software to ensure resources are allocated effectively and measure impact. • Develop use of SEN Learning Plans to enable more effective differentiation and intervention • Develop well-being and resilience

10	OVERALL EFFECTIVENESS	<p>Overall Judgement 2</p> <p>Conclusion</p> <p>Woodcroft is a well lead and managed school that enables pupils to make good progress.</p> <p>Progress outcomes are at or above National Averages when pupils leave the school.</p> <p>The progress of pupils in the Foundation Stage and KS1 is good.</p> <p>Governance is improving but must continue to provide significant levels of challenge to school leadership. The school has an effective governance structure that is beginning to evaluate the impact of its work.</p> <p>The school publishes detailed development and self-evaluation plans and the website meets and exceeds statutory criteria.</p>
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		<p>Safeguarding is a priority and the school is able to demonstrate sound evidence of good practice for child protection, behaviour improvement, attendance and health and safety.</p> <p>The curriculum is becoming outstanding, and provides breadth, balance and enrichment through the innovative AIM@ programmes. The school continues to work hard to ensure that attainment in the core subjects is systematically supported by the wider curriculum offer.</p> <p>Teaching is good. The school is focusing on ensuring that there are high expectations for all pupils and a consistent application of assessment for learning mechanisms to accelerate progress. This is rigorously monitored by an effective SLT structure that is underpinned by a process of setting challenging targets, the monitoring of progress and provision of targeted intervention where under performance is identified.</p> <p>The satisfaction rating from the parental community is excellent and pupils enjoy coming to school. The school also provides a full range of extended services from 8.00 to 6.00pm. This includes over 40 extra curricula clubs.</p> <p>The school has a flexible Nursery provision and accommodates the 30 hour offer.</p> <p>Woodcroft has attained a wide number of prestigious awards:</p> <ul style="list-style-type: none">● Artsmark Platinum● NAACE IT Award● afPE Quality Mark (PE)● Gold Games Award● Gold TfL STAR● Silver Healthy Schools● Silver 'Barnet' Online Health <p>The school continues to formulate ambitious plans for the future development of its curriculum and the commitment to accelerate the progress and attainment of its pupils, both through internal effectiveness improvements and the creation of school to school structured partnership support.</p> <p>Woodcroft has formed a working partnership within a cluster of 4 local primary schools.</p>
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2.5 School Improvement Plan

The 2017-18 plan was reviewed by Curriculum Committee and will be published online. A copy is available for governors.

2.6 Ofsted Inspection Requirements

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

Distributed every September in the School Information Pack.

Single Central Record

Reviewed as part of the safeguarding audit - July 2017

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

Annual Behaviour report presented as a separate document by Mark Russell, Deputy Headteacher during Autumn term

Referrals made to the designated person for safeguarding inc. outcomes

Recorded on the MyConcern system. Reviewed as part of the safeguarding audit. Reports provided to governors.

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

Review as part of the Safeguarding Audit - July 2017

Attendance analysis for all groups of pupils

Annual report presented to governors during autumn term..

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

Recorded by SLT.

Performance Management Report

To be reviewed by Finance and Personnel - Autumn 2017

Documented evidence of the work of governors

Website information plus individual governor reports

External evaluation reports of the school

- LA KS1 Moderation Report May 2017
- Attainment Review - November 2017

Reviews of pupil premium funding

Updates are published on website and reviewed by committee

2.7 Safeguarding

Organisation

- Craig Tallon Headteacher - DSL (Designated Safeguarding Lead)
- Kay Vanner (SEND Co) & Mark Russell (deputy) - Deputy DSL
- Michelle Allen is the Designated Governor - 2017 Safeguarding Report to be provided in Autumn Term.
- Updated Safeguarding Statement (September 2017) is published on the website
- Safeguarding Notice displayed in school

Updated - KCSIE Keeping Children Safe in Education

- Responsibility of all school staff to read - distributed annually and available on website. A copy was issued to governors as a separate document to this report.

Training

- Whole staff training occurred 5th September 2017 - Governors were invited to attend.
- Regular bulletins issued

Prevent Duty

- Policy and guidance consulted in September 2017
- All teachers and key adults have completed WRAP Training (2016)
- Headteacher has completed Online Extremism Training
- Requirements to:
 - Assess risks, identify and support individuals who may be radicalised
 - Work in partnership
 - Establish pastoral support mechanisms in schools
 - train staff
 - develop policies and procedures
 - create a balanced curriculum supporting British Values

FGM / CSE

- Governor training in Summer Term 2016
- Mandatory duty to report - failure to protect children = 7 year sentence
- Staff Training provided by Tender on 13th June 2016, plus updated training September 2017

eSafety

BSCB-Online Health Mark

- Woodcroft involved in working group to create an Online Health Mark
- Woodcroft achieved Silver Level - June 2017

2.8 Attendance

- Current attendance 95.5%
- Comprehensive provision managed by Mark Russell, Annette Clark (Learning Mentor), bi-weekly LA EWO provision.

Attendance Review 2016-17: Strengths

- Attendance total for R to Y6 and Y1 to Y6, has increased from December to March
- Boys and Girls attendance has increased December to March.
- FSM attendance remains constant at 94.9%
- Pupils with English as an Additional Language have a higher attendance than those who do not.
- Black Caribbean (12 pupils), 97.16%, in contrast to White & Black Caribbean (13 pupils) 93.29% - highest and lowest groups respectively
- Groups exceeding 95%: White & Black African (19 pupils) 96.54%, Indian (16 pupils) 96.20%, Black Caribbean (12 pupils) 97.16%, Black African (3) 96.77%, Any Other Background (4 pupils) 97.21%

Summary of Attendance Concerns 2016-2017

- White British(24) and White English(55 pupils) attendance has decreased December to March 2017.
- White & Black Caribbean (13 pupils), 93.29%
- 'White & Asian' (10 pupils) and 'Any other Ethnic Group' (8 pupils), Refused (11 pupils), Pakistani (7 pupils) & Bangladeshi (3 pupils) all groups low attainment, (below 95%)
- Statement pupils low attendance though clear medical reasons

Initiatives

1. Learning Mentor to celebrate attendance each term, individually and weekly for classes. Weekly reporting to parents of attendance in the Woodcroft Newsletter.
2. EWO to provide focus support of historical Persistent Absentees. Where appropriate carry out home visits of non-returners, unauthorised absence welfare checks. Barnet EWO & Woodcroft EWO to hold bi-weekly 'Attendance Surgery' to support parents.
3. Learning Mentor to celebrate Punctuality for individuals termly. EWO to identify and meet late families and reiterate expectations and provide support, e.g. Breakfast Club, etc.

Part 3: Ofsted Actions Update

Woodcroft Primary School was inspected by Ofsted on 2nd and 3rd of December 2014. A report was published on 7th January 2015. Key areas for governors to note and track improvements are:

3.1 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 Evening Autumn Term 2017
 - Highest attendance at Parents Evening 2017 (94%)
 - Community Barnet Parenting Programme - Spring 2017
 - Conversation Cafe - EAL Support (weekly)
 - Internet Safety Workshops - Termly
 - EYFS Parent Workshops

- Need to share outstanding practice between teachers within school more frequently
 - New management structure
 - Scheduled moderation activities
 - Maths and English Leaders are developing updated Passports and work samples
 - School Partnership Events

- 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
 - Governors provided with development plan interim milestones documents

- Governors should ask more demanding questions and check information first hand.
 - Termly Governor Monitoring Schedule
 - Revised visit Protocols
 - Woodcroft organised partnership Governor training 27/3/17

1. Behaviour and safety of pupils are good

Areas for improvement:

- No key areas identified in the report

3.2 Quality of teaching is good

Areas for improvement:

- Need to provide more consistent challenges for the most able.
 - Curriculum and assessment review

- Improve consistency of effective marking:
 - Updates of policy and passports
 - Regular scrutiny
 - Interschool moderation programme

- Need to increase expectation of parents to support learning
 - Regular communications

3.4 Achievement of pupils is good

Achievement report already covered.

3.5 Early Years provision is good

Areas for improvement:

- Improve opportunities for development of language and literacy in outdoor provision
- Improve achievement of boys in early years
- Use assessments more effectively to plan appropriate activities
 - Revising planning mechanisms
 - Project to develop continuous provision
 - Elklan Project 2016

Part 4 – Other Business

Woodcroft, Edgware, Barnfield and Broadfields (WEBB) Partnership

A partnership of 4 local school school was established following the break-up of ConnectED. The group has had a successful and positive start. A summary of headline activity includes:

- Monthly Head's meetings
- Appointment of Paul Wiggins as group Chair
- Use of Paul Wiggins in a shared consultancy capacity
- Standards monitoring initiative
- Shared development priorities:
 - Reading
 - Effective Monitoring
 - Well-being
- Headteachers acting as Associate Governors
- Joint INSET Plan (Subject Leaders and Writing Moderation)

Governance

Thank you Governors for their continued support and involvement. Governors provide an essential role in challenging the school maintain the highest standards and improve its performance when underachievement is identified.

Craig Tallon
9th November 2017