



Woodcroft Primary School

Headteacher's Report to Governors

Spring 2018

Craig Tallon

13th March 2018

Report Contents

Part 1 Introduction

1. Introduction to the Spring Term
 - I. Awards
 - II. Achievements
 - III. Highlights
 - IV. Engagement
 - V. Forthcoming collaborations
2. AIM@Theme
3. Woodcroft in the media
4. Staffing
5. Premises Matters
6. Finance matters
7. Curriculum Matters
8. School Context Data
9. Educational Visits - Autumn 2017 / Spring 2018
10. Extra-Curricular Activities - AIM Academy
11. INSET Staff Training CPD Schedule

Part 2 Governor Accountability

1. Governor Responsibility Statement
2. Self Evaluation
3. School Improvement Plan
4. Ofsted
5. Safeguarding
6. Attendance

Part 3 Ofsted Actions Update

1. Leadership and Management
2. Quality of Teaching
3. Pupil Achievement
4. Early Years Provision

Part 4 Other Business

1. WEBB Partnership
2. Secondary Transfer 2018
3. School Closure due to weather
4. Governance

Part 1

1.1 Introduction to the Spring Term Report: School Life

This report covers the latter part of the Autumn Term 2017 and the Spring Term 2018 to date

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

- No school accreditations gained during this period

Working towards:

- Primary Science Quality Mark
- NAACE 3rd Millennium Award
- Healthy Schools Gold

Pupil Achievements this term have included:

- **Barnet Boccia Champions** - selected to attend London Youth Games
- **Dance Off - London Regional Champions** - attending national finals in June
- Primary Maths Challenge - two pupils achieved gold
- Barnet Netball Semi - Finalists
- Girls Football - Barnet Finalists

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:

Autumn Term

- Anti Bullying week events
- Two successful Book Fairs
- Children in Need events raised over £600
- Termly Music Concerts for parents: Brass & Woodwind, Strings, Choir
- Inner Peace Day
- Road Safety Initiative in association with Met Police
- Digital Tech Day - with Swedish DIU delegation visit
- Hosted Tutor Hunt Dodgeball Festival - and won!
- Safer Internet Day
- BIG Read Week (M&M Theatre, Extreme Reading, Mystery Books, Competitions, Pyjama Day)
- Art Week (Arts Award Projects - India Theme)
- Hosted Woodcroft v Goldbeaters Chess Tournament - and lost!
- Performed at Barnet Dance Festival
- British Science Week - full programme of events

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

:

- Foundation Stage Workshops and 'Stay & Play' sessions
- 3 Fabulous Christmas Shows
- Y6 WWII Experience Morning
- Music Concerts: Y3 Ukulele Strings Concert, Brass, Woodwind and Guitar Concert, Senior Choir
- Family Links - Parents Course (Wednesdays)
- Little Oaks - P&T Group
- Parent Focus Groups - Well-Being Project

WOODCROFT PRIMARY SCHOOL

- Online Safety Workshop for Parents
- Bulb Planting Expedition
-

Collaborative School Partnership Events

Planned events / activities:

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

Forthcoming collaborations

➤ Proms at St Jude's 28th June 2018

Proms at St Jude's is a community festival of music and culture taking place each June in Hampstead Garden Suburb, London NW11. Pupils from selected local schools will perform 'From the Impressionists' Room at the National Gallery', and other songs by DaCapo Music Foundation.

➤ SMASHfest UK

The organisers of SMASHFest UK have invited Woodcroft to be their link school in 2018.

AIM@ Information

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
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 AIM highlights include:

- Digital Week Events - linked to Safer Internet Day
- BIG Read and Art Week - linked to World Book Day
- Science Week - linked to British Science Week

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 is Science and Technology.

1.3 Woodcroft in the media



Twitter @WPS_Success

Woodcroft has an active twitter account

1.4 Staffing

We said farewell to:

- Mrs Shamash and Miss Hughes, both TAs

And appointed

- Five new MTS

We will also be saying goodbye to Mrs Fulcher after 34 years service to Woodcroft when she retires at the end of the term.

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.
- **Boiler Upgrade**
The new school boilers have not been fully functioning since installation in May 2017. Currently only one of the three is fully working. The school is in constant liaison with Barnet and Oakray (Installers), and we have had many visits and inspections.

1.6. Finance & Personnel Matters

- **School Money**
The school implemented 'School Money', a cashless transaction service for Parents (and staff) on 5th February. The school has created very clear information for parents on its website with links on the school home page to take parents directly to login screen.

It has been a relatively smooth transition. The financial reports are clear and straightforward. Debt collection is straightforward through auto generated reminder texts and emails.

- **GDPR (General Data Protection Regulations)**
General Data Protection Regulation (GDPR) proposed by the European Commission is designed to strengthen and unify data protection for individuals within the European Union (EU). It also covers the export of personal data outside the EU.
By 25th May the school is required to show evidence of proceeding towards full compliance as enforcement comes into effect from this point.

1.7 Curriculum Matters

- **Revised Monitoring Schedule**

Over the remainder of the year we have implemented a new monitoring schedule that operates on a 3 week rotation:

1. A Year Group focus Week
2. Specific Subject/Aspect Review
3. SLT Summary Meeting

WOODCROFT PRIMARY SCHOOL

The purpose is NOT to increase monitoring - but to make the process more collaborative, supportive and effective. The revision follows liaison and alignment with the WEBB groups of school

Currently, subject leaders monitor / support / collect data from classes on a weekly basis as part of their management duties. This practice will not change - however, they will be expected to collate and report judgements according to the schedule.

Performance Management Observations will still take place separately

Year Group Review Report

Year Group Review consists of:

- English inc. Reading Programme Review
- Maths & Science Monitoring (over current and preceding week)
- SEN Differentiation / Intervention Checks
- Learning Environment Obs (Basecamp / Behaviour / Display)
- Progress Review Update (Target Tracker)
- Lesson Observations
- PE Check and curriculum coverage monitoring
- IT and Computing
- PSHE Review

Subject/ Aspect leaders provide a brief report to the Headteacher. This is then reviewed in the proceeding SLT Meeting prior to reports being distributed to teachers.

Subject Review Meeting

This is lead by Subject Leader and consists of a senior staff review scrutiny of one week's planning plus a random selection of books from every class in the school.

Schedule for 2018

8th Jan Year 6 Review 15th Jan Maths Review 22nd SLT	29th jan Year 2 Review 5th Feb Computing Review 19th SLT	26th Feb Year 5 Review 5th March Science Review 12th March SLT
19th Year 1 Review 16 April PE Subject Review 23rd Year 4 Review 30th SLT	28th May Foundation St Review 4th June Maths Review 11th June SLT	18th June Year 3 Review 25th June English Review 27th June Arts Review

Pupil Progress Review Meeting

Classes are provided with detailed pupil progress reports on a termly basis. This is reviewed by the class teacher in progress review meetings with two member of SLT. It is also evaluated as part of the year group review schedule.

1.8 SCHOOL ROLL DATA: Spring 2018

- Pupil role remains stable.
- Nursery undersubscribed
- Reduction in pupils eligible for Free School Meals

Data accurate	Spring 2018 *	2016/17	2015/16	2014/15	2013/14	2012/13	2011/12
<ul style="list-style-type: none"> • The data for 2017/18 reflect the reduction of 1x class following departure of Y6 additional 'bulge' group 							
Current roll excluding Nursery Figure in brackets shows change since Autumn report. It does not include Y6 leavers or EYFS starters.	411 (+8) (capacity 420)	440	445	444	426	428	413
Reception	57 (-2)	57	58	60	56	58	59
Year 1	(60) +3	58	61	58	59	57	83
Year 2	59 (+4)	60	59	60	60	78	61
Year 3	58 (+1)	59	61	5	80	60	57
Year 4	59 (+1)	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	43 (+4)	41	49	51	44	49	52
Mobility (1st to September 2017 to 1st March 2018)							
Pupils joined	23	25	22	24	37	35	38
Pupils left	15	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% (287) +4	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		

WOODCROFT PRIMARY SCHOOL

Pupils on the SEN register	42	61 (61)	% 17.3% (77)	20% (90)	27.5% (117)	30% (126)	30% (125)
Pupils with EHCs	4 +1 (+1 exep fund)	7 (7)	8	11	10	5	7
Eligible for free school meals	113 (101 at census)	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)	March 2018	Annual 2016/17	Annual 2015/16	Annual 2014/15	Annual 2014	Annual 2013	Annual 2012	Annual 2011
Total attendance	95.7%	95.5%	95.6%	95.4%	96%	95%	94.3%	93.5%
Unauthorised absence	1.0%	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%

1.9 Educational Visits – Winter / Spring 2017/18

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

Staff lead a total of 87 offsite trips between 1st November and 9th March. Please see table below (weekly repeats have not been included)

Name	Start	Destination	Visit Leader
Woodcroft vs Edgware Football league match	02/11/2 017	Edgware Junior School (HA8 9AB)	Nick Patel
Reception Friday Watling Park Trips (weekly)	03/11/2 017	watling park (HA8 0QS)	Vanessa Brown

WOODCROFT PRIMARY SCHOOL

Year 3 Tennis Sessions (Weekly)	03/11/2017	Barnet Burnt Oak Leisure Centre (HA8 0NP)	Jack Judd
Year 4 swimming - weekly	07/11/2017	Barnet Copthall Leisure Centre (NW4 1PX)	Charlotte Jackson
Netball Match at Courtlands Nov 2017	09/11/2017	Courtland School (NW7 3BG)	Hannah Grabiner
Travel Awards:	20/11/2017	The Camden Centre Town Hall (WC1H 9JE)	Jackie Valoti
Verulamium Roman Museum	20/11/2017	Verulamium Museum (AL3 4SW)	Charlotte Jackson
Football: Woodcroft vs Cromer rd	20/11/2017	Barnet Burnt Oak Leisure Centre (HA8 0NP)	Nick Patel
KS1 Xmas C4L festival	29/11/2017	Allianz Park (NW4 1RL)	Dondu Cam
Girls Football match Vs Goldbeaters	07/12/2017	Barnet Burnt Oak Leisure Centre (HA8 0NP)	Rachel Maynard
Barnet Bar No-one BBN1	14/12/2017	Hendon Leisure Centre (NW2 1XQ)	Elaine Hurley
Visit to Sacred Heart & Mary Immaculate R C Church	08/01/2018	sacred heart church mill hill	Olivia Stubbings
Teddy Bear's Picnic	10/01/2018	Allianz Park (NW4 1RL)	Gemma Wray
Boys Football vs Goldbeaters	11/01/2018	The Orion Primary School (NW7 2AL)	Nick Patel
Primary Boccia and Ambassadors	15/01/2018	Barnet Burnt Oak Leisure Centre (HA8 0NP)	Lisa Adams
Boys Football Vs Orion	18/01/2018	The Orion Primary School (NW7 2AL)	Nick Patel
Boys football vs Deansbook school	25/01/2018	Barnet Burnt Oak Leisure Centre (HA8 0NP)	Nick Patel
Barnet Netball Tournament	29/01/2018	Copthall School (NW7 2EP)	David Rees
Girls Football Torunament	31/01/2018	Mill Hill Power League (NW7 2BB)	Rachel Maynard
Mill Hill 'Old Railway' Visit	31/01/2018	Mill Hill Old Railway Nature Reserve	Katharine Gignac

WOODCROFT PRIMARY SCHOOL

London Academy Orchestra Workshop	01/02/2018	London Academy	Charlotte Jackson
Mill Hill 'Old Railway' Visit	01/02/2018	Mill Hill Old Railway Nature Reserve	Katharine Gignac
The great big dance off Wimbledon 2018	05/02/2018	New Wimbledon Theatre (SW19 1QG)	Annette Clark
Girls District Football Finals	07/02/2018	Friern Barnet Powerleague (N10 1ST)	Rachel Maynard
Mill Hill 'Old Railway' Visit	07/02/2018	Mill Hill Old Railway Nature Reserve	Katharine Gignac
Boys Football Home Game	08/02/2018	Barnet Burnt Oak Leisure Centre (HA8 ONP)	Nick Patel
Mill Hill 'Old Railway' Visit	08/02/2018	Mill Hill Old Railway Nature Reserve	Katharine Gignac
Science Trip Museum	08/02/2018	Science Museum (SW7 2DD)	Hannah Grabiner
Year 1 ChickenShed Theatre Trip	09/02/2018	Chicken Shed Theatre (N14 4PE)	Charlotte Herbert
Football Tournament Y5	21/02/2018	Mill Hill Power League (NW7 2BB)	Nick Patel
Barnet Netball Finals	23/02/2018	Whitefield School (NW2 1TR)	David Rees
Year 4 Football Tournament	28/02/2018	Friern Barnet Powerleague (N10 1ST)	Laura Ryan
Boccia London Youth Games	01/03/2018	Westway Sports Centre (W106RP)	Lisa Adams
Boys Football Away vs Colindale	08/03/2018	Colindale Primary School (NW9 6HP)	Nick Patel
Barnet Dance Festival 2018	09/03/2018	Arts Depot (N120GA)	Annette Clark
Year 5 Unicorn Theatre Trip	28/02/2018	Unicorn Theatre (SE1 2HZ)	Sachin Patel
Year 6 Boys (Mixed) football tournament	24/01/2018	Friern Barnet Powerleague (N10 1ST)	Nick Patel

1.10 Extra-curricular Clubs in the 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.

1.11 INSET CPD Schedule - Spring 2018

Tuesday 2nd January INSET Day	(Rescheduled to twilight briefings) <ul style="list-style-type: none">• Digital Day Planning 3/1/18• Science 8/1/18• PE Online Planning and Assessment 9/1/18• Performance Management Target Setting 11/1/18
Monday 8 th January	Science PQM
Monday 15 th January	IT (inc. Safer Internet Day 2018)
Monday 22 nd January	World Book Day 'Big Read Week' / Art Week
Monday 29 th January	Provision Mapping (Learning Plan Co-production)
Monday 5 th February	Singapore Maths
Monday 19 th February	Fire Safety Awareness (CSS)
Monday 26 th February	WEBB INSET – Writing Moderation
Monday 5 th March	PE & Games + Science Week Challenge
Monday 12 th March	WEBB INSET - Curriculum Leaders

INSET DAY Monday 16th April: Maths, SEND Autism, Well-Being

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.

2.2 Self-Evaluation Summary 2018

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>Raise reading attainment</p> <p>Enabled pupils to make 6 steps of progress</p> <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>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> <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

			<ul style="list-style-type: none"> - 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	OUTCOMES FOR PUPILS Good	<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). 	<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)

		<ul style="list-style-type: none"> ● 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 ● 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%). 	<ul style="list-style-type: none"> ● 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
		<p>Phonics</p> <ul style="list-style-type: none"> ● Maintained high attainment and improvement in Y1 phonics outcomes 	<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

		<p>that increased by 3% to 95% (3 year trend: 71% in 2015, 92% in 2016)</p> <ul style="list-style-type: none"> ● 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"> ● 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 (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 	<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 progress tracking and provision mapping ● Support Identified pupils within specific pupils within groups e.g. white British, black Caribbean (inc. approved attendance)

		<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</p> <p>Exceeded National by 13%</p>	
--	--	---	--

		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 	<ul style="list-style-type: none"> ● Improve parental questionnaire response for effective behaviour management to above 94%

		<ul style="list-style-type: none"> ● 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"> ● Develop school capacity to support pupil resilience and well-being ● Embed behaviour support strategies as part of European BeHave project <ul style="list-style-type: none"> ● 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% <ul style="list-style-type: none"> ● 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 ● Further develop impact of school governance on standards
8	<p>SMSC & RE</p> <p>Outstanding</p>	<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 	<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

		<ul style="list-style-type: none"> 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"> 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> <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</p>
----	--------------------------	---

		<p>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-curricular 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>
--	--	--

2.3 School Improvement Plan

The 2017-18 plan will reviewed by Curriculum Committee and will be published online.

2.4 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 - February 2018

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

The school Safeguarding Team aims to meet monthly. Each vulnerable pupil has a key worker. 'Child in Need' tracking is carried out to map pupil progress and intervention.

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.

Updated schedule presented to Governors Feb 2018

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

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

Reviews of pupil premium funding

Updates are published on website and reviewed by committee

2.5 Safeguarding Report

Organisation

- Craig Tallon Headteacher - DSL (Designated Safeguarding Lead)
- Kay Vanner (SENDCo) & Mark Russell (deputy) - Deputy DSL
- Michelle Allen is the Designated Governor
- 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 - Bulletin 4 March 2018

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

2.6 Attendance

- Current attendance 95.7%
- Comprehensive provision managed by Mark Russell, Annette Clark (Learning Mentor), bi-weekly LA EWO provision.

Attendance Review: 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 2017

WOODCROFT PRIMARY SCHOOL

- 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 and management

Areas for improvement:

- Need to provide more guidance for parents about how to support pupils at home:
 - o Curriculum Evening Autumn Term 2017
 - o Highest attendance at Parents Evening 2018 (94%)
 - o Family Links Parents Course - Spring 2018
 - o Conversation Cafe - EAL Support (weekly)
 - o Internet Safety Workshops - Termly
 - o EYFS Parent Workshops - Spring 2018 programme
- Need to share outstanding practice between teachers within school more frequently
 - o Scheduled moderation activities
 - o Maths HUB initiative
 - o 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
 - o Governors provided with development plan interim milestones documents
- Governors should ask more demanding questions and check information first hand.
 - o Termly Governor Monitoring Schedule
 - o Revised visit protocols and report
 - o Woodcroft organised partnership Governor training 27/3/17

3.2 Quality of teaching

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

3.3 Achievement of pupils

Achievement report to be presented at Curriculum Committee

3.4 Early Years provision

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 schools 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
- Standards monitoring initiative
- Shared development priorities:
 - Reading
 - Effective Monitoring
 - Well-being
- Headteachers acting as Associate Governors
- Joint INSET Plan (Subject Leaders and Writing Moderation)
- Educational Endowment Fund (EEF) Partnership Project

Secondary Transfer 2018

The following table represents Year 6 allocations on 1st March

Bentley Wood	1
Bishop Douglass School Finchley	1
Copthall School	4
Hendon School	2
Henrietta Barnett School	1
Kingsbury High School	5
London Academy	28
Mill Hill High School	5
St James' Catholic High School	2
Totteridge Academy (The)	4
Whitefield School	2

School Closure due to Weather

The school closed for 1 day due to the weather conditions on Friday 2nd March.

When making a decision to close, the following criteria was considered:

- Safety of the school site
- Conditions on surrounding roads and paths for pupils and parents
- Risk of travel and ability of staff to get safely to and from work
- Weather forecasts and alerts
- Giving parents sufficient notice to make arrangements.

During the week conditions were always safe on site thanks to the hard work of our staff to ensure paths were cleared and gritted. The weather was very unpredictable with yellow and amber warnings. Parents expressed concern about roads and pavements. However, by staggering the start and finish times of school it was felt that this risk was manageable.

On the Friday morning, at 6.00am, the MET Office forecast a 60% - 70% likelihood of more snow all day. Because of this, and the continued freezing temperatures, A decision was made to close the school because it would be potentially unsafe to open the school and parents required early notice to make alternative arrangements.

Governance

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

Craig Tallon
13th March 2018