

Woodcroft Primary School
Headteacher's Report to Governors
Summer 2018



Craig Tallon

11th July 2018

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Part 1

1.1 Introduction to the Summer Term Report: School Life

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

Achievements



Governor of the Year 2018

Congratulations to Liz Court, Chair of Governors, who was awarded Barnet Governor of the Year at the 2018 Barnet Schools Awards. Liz received her award at a presentation evening, hosted by Barnet Southgate College and attended by The Mayor. This is a truly well deserved accolade to mark an amazing 50 Years of service to Woodcroft and its community! Liz joined as a teacher in 1969, both her children attended Woodcroft, and she started on the Governing Body immediately upon retirement. She has been Chair for the past 9 years and has also volunteered as a weekly reading support throughout that time!

The whole school congratulates Liz on her achievements and thanks her for an astounding 50 years of dedicated and continuous commitment to Woodcroft.

Woodcroft is working towards a number of significant pupil awards:

- **Primary Science Quality Mark**
The Quality mark has been successfully completed and is awaiting a result (given in September). The award applied for was the "Gilt Award" which is the second best and awarded to schools who have successfully embedded high expectations. The process was supported well by all staff and was incredibly useful in raising standards across the school and celebrating the excellent practice which is already taking place. Update by Olivia Stubbings (Science Lead)
- **NAACE 3rd Millenium Award**
See Computing Progress Report by Dan Guest - Appendix 2
- **2017/18 School Sports and Games Mark**
Our application for our fourth School Games Mark Gold award has been completed and is now with the auditors. We should hear back soon whether we have been successful.
- **Healthy Schools Silver** (awaiting verification)
- **School Travel Plan Gold**

Pupil Achievements this term have included:

- Boccia - London Youth Games Semi- Finalists
- Regional Dance Champions:
 - DANCE: Make Your Move - Regional Champion performing at The O2
 - Great Big Dance Off - London Champions performing at National Finals in Oxford

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:

Spring and Summer Terms

- Science Week 9th to 18th March
- Easter Fun - raffle and bonnet parades
- Bikeability For Year 3 & 4
- EPOC Opera Workshops for KS1

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- Y6 Bushcraft Adventure Camp
- Year 5 Class Assembly
- SEN Inclusive participation: Barnet Bar No One, Boccia (London Youth Games) and New Age Kurling
- Visual Arts Week - Science Theme
- Three successful Sports Days

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

- :
- Series of successful Reception and Nursery Parent Workshops
 - Family Learning Project - 6 weeks literacy programme with staff working together with parents and children,
 - Weekly informal 'Parent Group' - range of topics discussed inc. school presentation outside speakers.
 - Employment Advisors
 - Behaviour Advice
 - Supporting Children with Maths
 - Children Centre and Local Hub Info

 - Parents Promise Licence in collaboration with the Transport Police
 - Sport Relief - £427 raised
 - Book Fair £900 sales
 - Secondary Transfer Meeting and support for Y5
 - Summer Fayre - part organised by Y6 pupils
 - Great Big Get Together (Jo Cox Foundation) - Choir and Dance Support
 - Barnet Music Festival
 - Grahame Park Festival - Dance Performance
 - Proms at St Jude's - Choir performance
 - Choir Performance to families
 - Ukulele Concert
 - Strings Musical Collaboration with Frith Manor

Forthcoming Projects

Unicef Project

Woodcroft is first primary school to engage in the focus sessions for the new Children and Young People's Plan (info attached in appendix). We will hopefully be selected as a focus school!

Tate Year 3 Project

Woodcroft has been selected as one of the 100 launch schools for the Tate Year 3 Project. As an Ambassador School we will be listed in the September Press Launch and actively champion cultural learning for London pupils.

This will be a landmark public art project for London

Collaborative WEBB School Partnership Events

Planned events / activities:

- Monthly Headteachers meeting
- EFF Review Project
- WEBB Netball Match
- Shared Staff INSET
 - Future Planning
 - Writing Standards & Development - Year Group Collaborations

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 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 and work is progressing towards the Advanced 3rd Millennium Award
3. **AIM@ Sports** adopted national values and linked them to PSHE/SMSC curriculum. New bespoke award certificates and stickers implemented this year. afPE Quality Mark and Gold Games Marks achieved (3 successive years).

Recent AIM highlights include:

- Science week - linked to British Science Week
- Visual Arts 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

Woodcroft has an active twitter account. Follow us on Twitter @WPS_Success



1.4 Staffing

We said farewell to:

- We said farewell to Mrs Ruth Fulcher at the end of the Spring Term as she began her retirement. Mrs Fulcher has devoted 34 years of exceptional service to Woodcroft and its community. Starting as a Meal Time Supervisor in the old Junior School, Mrs Fulcher has worked as a TA, Welfare Assistant and most recently in the office, managing school purchasing and reprographics. We will all miss Mrs Fulcher and wish her well in retirement.
- We are also saying farewell to two other long standing TAs at the end of the academic year; Teresa Cahill and Maureen Kingham. Both have worked at Woodcroft for 28 years - an amazing achievement. Both will be retiring however Maureen will be remaining as an MTS. I would like to thank them both for their commitment to Woodcroft and its community over their many years of service.

The following teachers are departing at the end of the academic year ...

- Mr Patel (Y5) - Leaves for a promotion at a school in Harrow. (4 years service)
- Miss Ryan (Y3) - Has decided to experience teaching abroad. (3 years service)
- Miss Grabiner (Y4) - Is moving on to gain experience of working in a different Barnet setting. (3 years service)
- Miss Wray (Y2) - Is returning to teach in her home county of Devon. (2 years service)

The Following TAs are taking voluntary redundancy

- Mrs Maureen Kingham (28 years service, but remaining as an MTS)
- Mrs Teresa Cahill (28 years service)
- Miss Anne Bryan (13 years service)

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- Miss Daphne Addo (3 years service)
- Miss Joyce Fulcher (4 years service)
- Mr Nick Patel (2 years service)

I would like to thank all of our departing staff for their hard work and commitment

We have appointed three excellent teachers for September

- Mr Thomson
- Miss Bux
- Ms Verstraeten

One position with a PE Subject Leader TLR remains vacant and will be advertised in September.

Teaching staff in place for September 2018

Nursery: Mrs Glass

Reception: Mrs Powell and Mrs Brown (Mrs Patel supports until October)

Year 1: Miss Herbert and Mr Hughes

Year 2: Miss Lloyd (Asst Head) and Miss Stubbings

Year 3: Miss Blyth and Miss Verstraeten

Year 4: Miss Jackson and Mr Thomson

Year 5: Mr Rees and Miss Maynard

Year 6: Mr Guest, Miss Bux and Mrs Gignac (Asst Head)

Mr Russell - Deputy Headteacher

Ms Vanner - Asst Head - SENCO

Mrs Valoti - Asst Head

Mrs Smith (YR), Mrs Federman and Mrs Caplan (Y5 & Y6) - Curriculum Support

We are currently fully staffed for class provision.

1.5 SCHOOL ROLL DATA: 2018

- Pupil role remains stable.
- Increasing Mobility
- Reduction in pupils eligible for Free School Meals
- Nursery has only 5 spaces remaining for September - after a very slow initial enrollment this year
- Reception has 3 spaces due to recent mobility.

Data accurate 31/5/18	2017/18	2016/17	2015/16	2014/15	2013/14	2012/13	2011/12
<ul style="list-style-type: none"> • The data for 2017/18 reflects 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.	414	440	445	444	426	428	413
	(capacity 420)						
Reception	60 (+3)	57	58	60	56	58	59
Year 1	59 (-1)	58	61	58	59	57	83
Year 2	60 (+1)	60	59	60	60	78	61
Year 3	59 (+1)	59	61	5	80	60	57

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Year 4	58 (-1)	59	59	86	59	55	58
Year 5	59	60	87	61	58	56	51
Year 6	59 (+1)	87	60	60	54	56	44
Nursery	42 (-1)	41	49	51	44	49	52
Mobility (1st to September 2017 to 1st March 2018)							
Pupils joined	35	25	22	24	37	35	38
Pupils left	19	16	17	15	39	31	31
Mobility (Pupils in + out / current roll) (Excluding Foundation stage and Y6 Transition)	13%	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% (290)	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	42	61 (61)	% 17.3% (77)	20% (90)	27.5% (117)	30% (126)	30% (125)
Pupils with EHCs	4 (+1 exep fund)	7 (7)	8	11	10	5	7
Eligible for free school meals	110 (101 at census)	179	44.5% (198)	34% (150)	34% (144)	42%	56%
Fixed exclusions	1 (1 day)	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)		

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Attendance and Punctuality (Accurate to May 31st 2018 and excluding Foundation Stage)	Annual 2017/18	Annual 2016/17	Annual 2015/16	Annual 2014/15	Annual 2014	Annual 2013	Annual 2012	Annual 2011
Total attendance	95.8%	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%

1.6 Educational Visits 2018

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

Educational Visit 2017 - 2018 : Statistical Summary

Total Trip Applications Approved 73
 Total number of visits (including repeats) 199
 Visits including overseas travel 0 (0.0%)
 Visits including a residential component 1 (0.5%)

Purpose of Visit/Event 154PE
 72 Personal Development
 38 Physical Development
 35 Understanding the World
 15 Leadership/Team
 9 Personal, Social and Emotional Development
 6 Science
 4 Music
 2 English/Drama
 2 Art
 2 History
 2 Citizenship
 1 Geography
 1 Aim Higher
 1 PSHE
 1 Biology
 1 RE
 1 Expressive Arts and Design
 1 Reward
 1 Communication and Language

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Offsite trips between 12th March and 9th July. Please note that the table below does not include weekly repeats.

Name	Start	Destination	Visit Leader	Primary Purpose
Cross Country Event	13/03/2018	Copthall Playing Fields (NW4 1JE)	Sachin Patel	PE
year 4 swimming	13/03/2018	Barnet Copthall Leisure Centre (NW4 1PX)	Charlotte Jackson	PE
Boys Football	15/03/2018	Barnet Burnt Oak Leisure Centre (HA8 0NP)	Nick Patel	PE
Reception Friday Watling Park Trips	16/03/2018	watling park (HA8 0QS)	Vanessa Brown	Understanding the World
Year 3 Tennis (weekly)	16/03/2018	Barnet Burnt Oak Leisure Centre (HA8 0NP)	Laura Ryan	PE
Year 4 Classical Spectacular 2018	16/03/2018	Royal Albert Hall (SW7 2AP)	Caitlin Sherring	Music
Gymnastics Event	21/03/2018	QE Girl's School	Nick Patel	PE
Basketball Tournament	19/04/2018	Barnet Burnt Oak Leisure Centre (HA8 0NP)	Kay Vanner	PE
What the Ladybird Heard	20/04/2018	The Radlett Centre (WD7 8HL)	Vanessa Brown	Communication and Language
Make your move dance competition	21/04/2018	Alleyn's School (se22 8su)	Annette Clark	Personal, Social and Emotional Development
Tennis	27/04/2018	Barnet Burnt Oak Leisure Centre (HA8 0NP)	Charlotte Jackson	PE
Tennis Event	02/05/2018	Barnet Lawn Tennis Club (EN5 1RS)	Laura Ryan	PE
Year 3 Natural History Museum	03/05/2018	Natural History Museum (W12 4LW)	Laura Ryan	Science
Arts Depot - Dance Team	17/05/2018	Arts Depot (N12 0GA)	Kay Vanner	Reward

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Barnet Bar No-one	23/05/2018	Allianz Park (NW4 1RL)	Elaine Hurley	PE
Tri Golf Event	24/05/2018	Metro Golf Centre (NW4 1PX)	Sachin Patel	PE
Mixed cricket tournament Y5 Y6	06/06/2018	Old Elizabethans cricket ground (EN5 2AG)	Nick Patel	PE
Y6 Residential Bushcraft Company 2018	06/06/2018	The Bushcraft Company-Hatfield Woods (sg13 8ql)	Rachel Maynard	Personal Development
Mill Hill Park 2017	07/06/2018	Mill Hill Park (NW7 4SL)	Katharine Gignac	PE
Year 5-6 Tennis	11/06/2018	Oakleigh Park Lawn Tennis & Squash Club (N20 9EZ)	Laura Ryan	PE
Boccia LYG event	12/06/2018	Kensington Leisure Centre (W10 6EX)	Lisa Adams	PE
Athletics Trials	13/06/2018	Barnet Burnt Oak Leisure Centre (HA8 0NP)	Sachin Patel	PE
Girls football match	14/06/2018	Barnet Burnt Oak Leisure Centre (HA8 0NP)	Rachel Maynard	PE
Barnet Music Festival 2018	21/06/2018	Arts Depot (N12 0GA)	Caitlin Sherring	Music
Junior Citizen 2018	22/06/2018	Canada Villa Young People's Centre (NW7 2BU)	Katharine Gignac	Citizenship
Willows Activity Farm	22/06/2018	Willows Activity Farm (AL2 1BB)	Naomi Glass	Understanding the World
Burnt Oak Great Get Together	23/06/2018	St Alphage Church Hall (HA8 0DF)	Kay Vanner	Personal, Social and Emotional Development
New Theatre OXford	25/06/2018	Oxford New Theatre (ox12ag)	Kay Vanner	Personal, Social and Emotional Development
Barnet Athletics Event	28/06/2018	Allianz Park (NW4 1RL)	Sachin Patel	PE

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Proms at St Jude's	28/06/2018	St Jude's Church (NW11 7AH)	Caitlin Sherring	Music
New Age Kurling	02/07/2018	Barnet Burnt Oak Leisure Centre (HA8 0NP)	Lisa Adams	Personal Development
Sports Games Days KS1 and KS2	03/07/2018	Barnet Burnt Oak Leisure Centre (HA8 0NP)	Sachin Patel	PE
Sports Games Days KS1 and KS2	04/07/2018	Barnet Burnt Oak Leisure Centre (HA8 0NP)	Sachin Patel	PE
Grahame Park Festival	07/07/2018	Grahame Park	Annette Clark	Personal, Social and Emotional Development
Dance Make your move Final 02 2018	08/07/2018	Indigo at the 02 (SE 10 0DDX)	Annette Clark	Personal, Social and Emotional Development
Mill Hill Old Railway Nature Reserve	17/07/2018	Mill Hill Old Railway Nature Reserve	Sue Lloyd	Science

1.7 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.

1.8 INSET CPD Schedule - Summer 2018

Tuesday 16 th April	INSET DAY 4: <ul style="list-style-type: none">● Autism Training with Luci Rose (LA Advisor)● Maths Hub Development● Provision Reviews● Well-Being Staff Survey● Safeguarding Updates
Monday 23 rd April	Class Assessment Tracking Analysis
Monday 30 th April	SATs / Assessment Prep
Monday 7 th May	May Day Bank Holiday
Monday 14 th May	Assessment / Report Writing
Monday 21 st May	Visual Arts Week Planning
Monday 28 th May	½ Term
Monday 4 th June	INSET DAY 5: <ul style="list-style-type: none">● School Development Planning● Maths Progress Walk + Moderation● Provision Mapping / TA Inclusion Training● Moderation
Monday 11 th June	Year Group Consultations
Monday 18 th June	Display (Update Displays after Arts Week)
Monday 25 th June	Year Group Cross Phase Moderation / Transition
Monday 2 nd July	WEBB Teachers Meeting
Monday 9 th July	Parent Evenings
Monday 16 th July	End of Term Events / Summer Ball
Friday 20 th July	Last day of term
September INSET Days on Monday 3 rd & Tuesday 4 th	<ul style="list-style-type: none">● Safeguarding & Child Protection● Health and Safety inc. Risk Assessments● Well-Being Project Development● IT and Computing

1.9 Parent and Carer Questionnaire

There was an overwhelmingly positive response to the Parent and Carer Questionnaire. The full results can be found on our website ...

<http://www.woodcroft.barnet.sch.uk/the-results-are-in/>

Survey Summary

Response	% Agree (& strongly agree)
My child is happy at Woodcroft	99%
The school keeps my child safe	100%
My child is making good progress	99%
My child is well looked after by the staff at Woodcroft	100%
The teaching is good	100%
The Homework helps me to support my child's learning	97%
The school deals effectively with pupil behaviour, including bullying	95% (4% don't know)
Woodcroft is managed effectively	98% (2% don't know)
The school listens and responds to my concerns	98% (1% don't know)
I receive good information about my child's progress	99% (1% don't know)
The school communicates well with parents	99%
Woodcroft provides a good variety of activities and experiences	98% (2% don't know)
Overall, I am happy with my child's experience at Woodcroft	99%

1.10 Well Being Project Update

Woodcroft Well-Being Survey 2018

Introduction

The school conducted a Well-Being survey across the school during the Spring Term 2018. A draft summary report is included as a Part 2 confidential appendix document to this report. The final report will be published in the Autumn Term following a review by the school Well-Being team and consultation with Governors

Process

Information has been collected from Parents, Children and Staff through the following methods:

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- Parent Focus group (9 parents attended facilitated by the EP)
- Key Stage 1 Focus group (two groups of four children - Year 1 and Year 2; facilitated by the EP)
- Key Stage 2 pupil survey (all classes were asked to complete an online survey based on the Stirling Well-Being Scale).
- Staff survey (all staff were asked to complete an anonymous online survey)

Except for the Key Stage 2 survey all materials were based on the Sandwell Well-Being Charter Mark materials.

See Appendix 1 (this appendix will be redacted from general publication until Autumn 2018)

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 Standards Summary 2018

2.2.1 2018 EYFS Report

EYFS data has been submitted to the local authority and will be submitted to DfE after 11th July 2018. The key indicators Good Level of Development (GLD) have shown an increase from previous years;

Academic Year	Woodcroft GLD	National GLD	Diff +/-
2013-2014	49%	60%	-11%
2014-2015	55%	66%	-11%
2015-2016	55%	69%	-14%
2016-2017	63%	71%	-8%
2017-2018	68%	TBC	TBC

The results for 2017-2018, are the highest achieved of 68%, an increase on the previous year of 5%.

Good Level of Development results 2017-2018

Areas that combine to make the GLD	Woodcroft - Good Level of Development			
	Emerging	Expected	Exceeding	Expected & Exceeding
GLD	31.6%	66.6%	1.6%	68.3%
Personal Social Emotional Development	18.3%	66.6%	15%	81.6%

Communication Language & Listening Development	25%	61.6%	13.3%	75%
Physical Development	16.6%	70%	13.3%	83.3%
Literacy	31.6%	66.6%	1.6%	<u>68.3%</u>
Mathematics	30%	66.6%	3.3%	<u>70%</u>

*Cohort of 60 pupils in Reception, 2017-2018.

Reportable results in Reception is the Good Level Of Development (GLD). This is made up of at least expected in all prime, literacy and mathematics goals. Limiting factors to pupils attaining GLD has historically been literacy and mathematics. This trend remains, but attainment in both literacy and mathematics has increased over the years, narrowing the gap between attainment at Woodcroft and National.

Reception Reading

There has been an increase of 3% from 2017 of children achieving Expected or Exceeded in Reading.

2016 - 2017 Profile Results

20/57 = 35% of children were Emerging

33/57 = 57% of children were Expected

4/57 = 7% of children were Exceeding

2017 - 2018 Profile Results

19/60 = 32% of children were Emerging

36/60 = 60% of children were Expected

5/60 = 8% of children were Exceeding

2.2.2 Year 1 Phonics Screening Check:

59 children took the test (1 child was absent). **57/60** passed the threshold mark of 32/40: **95%** (equivalent to 2017)

2.2.3 Year 2 Phonics Screening retake:

3 children retook, 2 passed the threshold: **66%** pass (All children passing the test scored at least 34/40).

Year 1 team demonstrated excellent organisation of the phonics support groups, with flexible targeted intervention based on continued assessment. The interim phonics test in December highlighted the areas that needed work, and the class teachers and teaching assistants used the results to plan for classes and groups. There has been a very structured approach by the class teachers with well prepared systematic lessons. The support staff and class teaching have worked closely as a team to support all pupils

2.2.4 KS1 SATs Analysis

The KS1 SATs and teacher assessment results for 2018:

	2018	2017	Difference	Greater depth 2017	Difference	
Reading:	83%	60%	+ 23%	12%	12%	0%
Writing:	66%	52%	+ 14%	1.6%	10%	-8.4%
Maths:	73%	57%	+ 16%	15%	13%	+2%

(Based on 59 children)

Reading:

Following analysis of issues from 2017 KS1 assessments, it was identified that children needed much more regular practice with SATs style questions. CGP 10 minute reading comprehensions were introduced from October 2017 (SATs style questions). The children completed one a week as part of homework with a whole-class session on these texts to look at how to find the answers, what the clues in the questions were etc. Whole class sessions, teaching specific reading strategies were introduced and daily guided reading sessions focused on retrieval of information, use of vocabulary, and inference. These comprehensions were linked either to the text studied in English that week or to the class topics and were mostly written by the two class teachers, which meant we set questions specifically geared towards the needs of our children. Eight children had support from the ‘Beanstalk readers’ twice a week: this focused on both decoding and comprehension skills. In 2W a reading intervention group was set up with children reading and answering questions on texts every day for 20 minutes with a teaching assistant. In 2L the intervention focus was more on phonics as this was a greater need.

The percentage of children achieving ‘greater depth’ in reading remains the same as in 2017.

Writing:

Improvements in writing have been supported by pupils entering Year 2 with a solid foundation in the basic skills needed, enabling the Year 2 teachers to build on this without having to focus on early skills. There has been weekly extended writing covering a wide variety of genres, with the children using checklists to ensure that they have included the features of written English that have been taught. From October, end-of-key-stage checklist with all the Year 2 objectives listed, broken down into ‘working towards’, ‘working at’ and ‘working at greater depth.’ After pieces of writing are completed they are checked for evidence of all aspects required in the children’s work.

The number of children achieving ‘greater depth’ has decreased significantly (only 1 child achieving it!). The criteria for this level has become much more specific and with an increased challenge to achieve.

Next year’s focus will be on punctuation and the correct use of conjunctions, as well as the structure of the children’s writing.

Maths:

Children arrived in Year 2 with a very good foundation in the basic skills. Following the White Rose

maths scheme from the beginning of the year, with its focus on mastery, has supported learning well. The introduction of certain aspects of Shanghai/Singapore type maths has also begun to make a difference: we will work some more on this next year.

The number of children achieving 'greater depth' this year has risen slightly, due to more opportunities to apply knowledge of number to problem solving and reasoning. We will continue to work on this next year.

2.2.5 KS2 Results Summary

KS2 Results were published on 10th July. The headline figures are presented below. Further analysis will be presented in the Autumn term. The figures below are subject to changes due to removal of recently admitted EAL pupils and grade boundary reviews.

Overall, the outcomes represent a significant improvement in the key areas of Reading and Maths when compared to 2017. (2017 results in brackets)

Subject	Percentage of pupils achieving the expected standard: school	Percentage of pupils achieving the expected standard: nationally	Average scaled score: school	Average scaled score: nationally
English reading	70% (49%)	75%	102	105
English grammar, punctuation and spelling	72% (80%)	78%	103	106
Mathematics	76% (61%)	76%	103	104
English writing (teacher assessment)	74% (74%)	78%	N/A	N/A
Science (teacher assessment)	76% (XX%)	82% (2017 data)	N/A	N/A

2.3 School Improvement Plan

The 2017-18 School Development Plan review is available an Appendix to this report.

Part 3 – 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

- *Figures do not include Saracens High*

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
July 2018

Appendix 1: Woodcroft Well-Being Survey 2018

Introduction

The school conducted a Well-Being survey in the Spring Term 2018. This document is a summary of the process, main themes and action points that have emerged.

Process

Information has been collected from Parents, Children and Staff through the following methods:

- Parent Focus group (9 parents attended facilitated by the EP)
- Key Stage 1 Focus group (two groups of four children - Year 1 and Year 2; facilitated by the EP)
- Key Stage 2 pupil survey (all classes were asked to complete an online survey based on the Stirling Well-Being Scale).
- Staff survey (all staff were asked to complete an anonymous online survey)

Except for the Key Stage 2 survey all materials were based on the Sandwell Well-Being Charter Mark materials.

**** A draft report was discussed by Governors and will be published following staff consultation in the Autumn Term***

Appendix 1: Computing - Progress towards the 3rd Millennium Award

Introduction

We have made good progress towards gaining the NAACE 3rd Millennium Award for outstanding practice in Computing. Much of this work is a continuation of good practice identified by review from NAACE in July 2017, as well as some new developments which are currently under trial and development for the 2018-19 academic year.

Curriculum development:

This includes our work in developing the AIM@Digital curriculum commencing under Mr Russell's guidance in 2016-17, and being further developed under the framework of Subject Reviews carried out this year.

Key developments include:

1. **Integrated curriculum** - year groups have worked hard to integrate Computing topics into the wider curriculum. For example, Year Five's use of green screen, ciphers and other 'codes' to make links with Viking runes.
2. **Assessment for Learning Tools** - The aim of these deployments is to raise standards through providing teachers tools which automate knowledge 'gap finding' as well as support teachers in presenting content which presents challenging content

in elevated learning goals. Several websites have been trialed for expansion across KS1 and KS2:

- a. **Eedi** - White Rose curriculum aligned Maths problems with rich data analysis tools for class teachers and also whole-school subject review.
- b. **Studyzone Times Tables** - Times Tables drills with a 'heatmap' to demonstrate pupils' progress through content.
- c. **Studyzone Grammar** - Clear explanations of technical grammar points with supporting worksheets.
- d. **Code.org** - continued development of this learning tool to support the more technical aspects of teaching Computational Thinking.
- e. **Quizizz** - create and copy quizzes which provide clear feedback to teachers in all subject areas.
- f. **Quizlet Live** - create quizzes and play in teams - great interactive plenaries.

Evidencing the Award:

This involves producing two videos, one shorter film aimed at parents for the school website, and one longer, more detailed commentary for educators. The longer film is complete, with small edits and updates required. The shorter film needs further content in the Autumn Term, with an aim of achieving the award in the Spring Term.

Constraints

Limited progress towards award due to budgetary restraints as we were not able to pay the registration fee until this financial year, as well as those outside Woodcroft's control. NAACE have been difficult to contact in order to pair with mentor schools, a necessary requirement of the award. This difficulty is ongoing.

Appendix 3: Unicef and Barnet Child Friendly Cities & Communities Programme

Woodcroft is the first primary school to engage in our focus sessions for the new Children and Young People's Plan. This session explored the UN Convention of the Rights of a Child and introduced the Child Friendly Cities & Communities programme to the participants. We then discussed:

- what the **rights mean to children and young people**
- what is **currently in place**, in Barnet, to support the rights of children and young people
- thoughts and **practical ideas under the priorities** of the new CYP plan
- how **children and young people** can be part of the process

We looked at 2 priorities which were: Family & Belonging and Safe & Secure- these are two of the six key priorities (or badges) that form the new CYP plan.

The children were actively engaged and suggested some brilliant ideas on how we -as a partnership- can support children and young people to enjoy their rights in Barnet. They also came

up with some great ways on how they can be part of those plans too. It was one of the most enjoyable and productive sessions we have had.

Programme overview:

The Child Friendly Cities & Communities programme

A child friendly city or community (CFC) is a place where the voices, needs, priorities and rights of children are considered and taken seriously as an integral part of public policy, programmes and decision-making. Barnet is the first London Borough and one of just five local authorities in the UK to partner with Unicef UK to deliver this 3-year programme.

Barnet has partnered with the police, health, education and the Voluntary Community Sector to embrace and embed a child rights-based approach across all services that affect children and young people living working or studying in Barnet.

The programme will work with local children and young people to create a new borough wide plan to support them in learning and enjoying their full rights.