

**Woodcroft Primary School**  
**Headteacher's Report to Governors**  
**Autumn 2018**



**Craig Tallon**

**November 2018**

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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 2018 and the Autumn Term 2018 to date:**

I start my report by bringing to Governor attention a letter received this week from Rt Hon Nick Gibb MP, Schools Minister, congratulating Woodcroft Staff for their outstanding phonics achievements. (Appendix 4)

#### **1.i Awards**

Woodcroft achieved a number of significant pupil awards during the previous term:

- **Barnet Sports Team of The Year**



- **Primary Science Quality Mark**  
*The Primary Science Quality Mark has been successfully awarded following a year long project lead by Olivia Stubbings (Science Lead)*
- **2017/18 School Sports and Games Mark**  
*Fourth School Games Mark Gold award*
- **Healthy Schools Silver**
- **TfL Gold STARS - School Travel Plan Gold**  
*After a successful reapplication coordinated by Jackie Valoti*



#### **1.ii Pupil Achievements this term have included:**

- Boccia - London Youth Games Semi- Finalists
- National Dance Finalists
- Outstanding Y6 Leavers Show
- Elsa Mulaj Y5 was awarded a Mayor's Music Scholarship
- Thirty Y6 pupils achieved the Arts Council's Bronze Arts Award issued by Trinity College London
- Reception were commended for their entry in the Young Gardeners Competition
- We also have an ex-pupil gaining national exposure on the current X-Factor - semi-finalist Aaliyah Robinson

#### **1.iii Life of the school: Woodcroft News**

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

**1.iv Engagement with our parents and wider community is important. :**

Woodcroft has taken part in a number of community events:

- During the latter part of the summer term
  - Great Burnt Oak Get Together
  - Grahame Park Festival
- Successful Macmillan Coffee Morning
- Harvest Festival supported Barnet Age UK through food hampers and coin collections (via our annual coin Mural)
- Secondary Transfer workshops provided
- Reception Application presentations and workshops provided
- International Week included a National Colours Day and International cake Sale
- We hosted the KS1 Barnet Music Festival and welcomed 300 pupils from 5 local schools
- Visits by local councillors and Barnet's London Assembly Member - Andrew Dismore - celebrated our Arts Week
- Woodcroft raised over £500 for Children in Need through non uniform, busking and competition donations
- We actively supported Anti-Bullying week through a variety of events

**Forthcoming Projects**

- **Tate Year 3 Project**  
Woodcroft was selected as one of the 100 launch schools for the Tate Year 3 Project. As an Ambassador School we were listed in the September Press Launch and have completed our photo shoot. This will be a landmark public art project for London

**1.2 AIM@Theme for the year – Arts**

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

Read our recent Autumn Term Arts Newsletter - link <http://bit.ly/2Qvhsvp>

*Recent AIM highlights include:*

- *Visual Arts Week (October 18)*

**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).

### 1.3 Woodcroft in the media

Woodcroft has an active public Twitter account that can be followed @WPS\_Success



However, this is not reaching our parental audience. We are considering establishing a Facebook Page. Governor feedback about this matter would be appreciated.

### 1.4 Staffing

Some staffing news:

- Congratulations to Mrs Harris (formerly Miss Herbert) who got married over the summer.
- Congratulations to Mrs Patel who gave birth to a baby boy.

The School Staffing Structure for 2018 has been distributed to Governors.

### 1.5 SCHOOL ROLL DATA: 2018

- Small decrease in pupil role
- Increased Mobility
- Continued reduction in pupils eligible for Free School Meals

Data accurate 31/10/2018	2018	2017/18	2016/17	2015/16	2014/15	2013/14	2012/13
<ul style="list-style-type: none"> <li>• The data for 2012 to 2017 reflected a 1 class (30 pupil) increased role due to inclusion of a additional 'bulge' group</li> </ul>							
<b>Current roll excluding Nursery</b>	405	414 (capacity 420)	440 (capacity 450)	445 (capacity 450)	444 (capacity 450)	426 (capacity 450)	428 (capacity 450)
<b>Reception</b>	55	60	57	58	60	56	58
<b>Year 1</b>	59	59	58	61	58	59	57
<b>Year 2</b>	56	60	60	59	60	60	78
<b>Year 3</b>	58	59	59	61	5	80	60
<b>Year 4</b>	59	58	59	59	86	59	55
<b>Year 5</b>	59	59	60	87	61	58	56
<b>Year 6</b>	59	59	87	60	60	54	56
<b>Nursery</b>	43	42	41	49	51	44	49
<b>Mobility (31st May 2017 to 31st October 2018)</b>							
<b>Pupils joined</b>	11	35	25	22	24	37	35
<b>Pupils left</b>	21	19	16	17	15	39	31

## WOODCROFT PRIMARY SCHOOL

<b>Mobility (Pupils in + out / current roll)</b> <b>(Excluding Foundation stage and Y6 Transition)</b>		13%	9.3%	8.8%	8.8%	16%	16%
<b>Pupil who speak English as a second language</b> * New census coding resulting in increase and updated forms resulted in an increase in EAL pupils including a small number of anomalies identified.	272	70% (290)	70% (309)	56% (248)	53.5% (237)	54% (228)	54%
<b>Pupils on the SEN register</b>	44	42	61 (61)	% 17.3% (77)	20% (90)	27.5% (117)	30% (126)
<b>Pupils with EHCs</b>	4	4 (+1 exep fund)	7 (7)	8	11	10	5
<b>Eligible for free school meals</b>	103	110 (101 at census)	179	44.5% (198)	34% (150)	34% (144)	42%
<b>Fixed exclusions</b>	2 days (1 pupil)	1 (1 day)	0	1	3 (7 days, 2 pupils)	2 (1 pupil)	0
<b>Children in Care</b>	0	1	0	1	1	1	0
<b>CAFs Common Assessment Forms</b>	8	8	10	10	10	6 (12)	

<b>Attendance and Punctuality (Accurate to 31st October 2018 and excluding Foundation Stage)</b>	<b>Current October 2018</b>	<b>Annual 2017/18</b>	<b>Annual 2016/17</b>	<b>Annual 2015/16</b>	<b>Annual 2014/15</b>	<b>Annual 2014</b>	<b>Annual 2013</b>	<b>Annual 2012</b>
Total attendance	96.9	95.8%	95.5%	95.6%	95.4%	96%	95%	94.3%
Unauthorised absence	0.9	1.0%	0.91%	1.13%	0.91	0.71	0.82%	0.64%
Attendance Target	96	96%	96%	96%	96%	96%	95%	94 %

### 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 a residential component	1 (0.5%)

### 1.7 Extra-curricular Clubs

Woodcroft now offers an extensive range of clubs and activities. We call these our AIM Clubs. Please note 34 opportunities outlined in the 'Clubs and Activities' list for 2018 (see appendix 1)

### 1.8 INSET CPD Schedule - Autumn 2018

#### INSET - Autumn Term 2018

INSET Day 1 – Mon 3rd	Safeguarding / H&S / Key Policies
INSET Day 2 – Tues 4th	Staff Information / TA & MTS Training / Working Groups
Monday 10 <sup>th</sup> September	Art Week Planning + Arts Award
Monday 17 <sup>th</sup> September	Curriculum Evenings to Parents
Monday 24 <sup>th</sup> September	Maths
Monday 1 <sup>st</sup> October	International Week Briefing
Monday 9 <sup>th</sup> October	Provision Map
Monday 15 <sup>th</sup> October	Provision Map Parent Meeting - Directed Time
	Half Term - Monday 22 to Friday 26 October
Monday 29 <sup>th</sup> October	Anti-Bullying Week / Target Tracker / School Development Planning
Tuesday 30 <sup>th</sup> October	WEBB 'Maths' Review Meeting (Lead by Improvement Champions)
Monday 5 <sup>th</sup> November	Provision Map
Monday 12 <sup>th</sup> November	Art Week Display
Monday 19 <sup>th</sup> November	Class Reading Programmes Presentations
Monday 26 <sup>th</sup> November	School 'Maths' Review
Monday 3 <sup>rd</sup> & Friday 7 <sup>th</sup> December	Display + Winter Ball
Monday 10 <sup>th</sup> December	Year Group Evaluations / School Development Plan Updates
Monday 17 <sup>th</sup> December	Spring Term Newsletters / Target Tracker Assessment Updates

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#### INSET Day: Tuesday 7th January - Joint INSET with WEBB Schools

1. Collaborative Arts Project Planning
  2. Well being Speaker
  3. Team Teach Training
-

### 1.9 Parent and Carer Questionnaire

There was an overwhelmingly positive response to the Parent and Carer Questionnaire.

#### Parent 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%



## 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

Highlights of 2018 outcomes included:

#### Highest scores in the Early Years Profile

The results for our Reception pupils were the highest ever achieved for Woodcroft, with 68% achieving their crucial GLD development scores.

#### Year 1 Phonics Maintained Excellent Outcomes

95% of our Year 1 pupils passed the phonics test.

#### Increases in Year 2 SATs results

KS1 SATs results represented improvements in all assessed areas. Reading improved by 23% to reach 83%. Writing increased by 14% to a high of 66%. And Maths was up by 16% to 73%

#### Year 6 SATs scores

Year 6 made improvements in the important subjects of reading and Maths achieving our best ever set of results under the new assessment system. Reading improved by +21% with 70% making the grade. Mathematics also saw a big jump of 15% to reach 76%.

### 2.3 Attainment Review

The full 2018 Achievement Review and Target Setting Report has been distributed to Governors. This report was compiled by the school and submitted to the local authority. On 1st November a Local Inspector, Louise Yarwood, visited Woodcroft to review the report and associated evidence.

An edited 'extract' of the Inspectors summary and key actions is included as an appendix to this report.

Woodcroft was judged to continue to be **securely good school** with strengths in wider curriculum and the breadth of opportunity provided to support, engage and inspire learners.

## 2.4 School Self Evaluation

School Self Evaluation	Grade
Overall Effectiveness	2
The effectiveness of leadership and management	2
The quality of teaching, learning and assessment	2
Personal development, behaviour and welfare	1
Outcomes for pupils	2
Early Years	2

A Self Evaluation Summary is included in appendix 3 to this report

## 2.5 School Improvement Plan

The 2018-19 School Development Plan has been distributed separately to this report. The overarching priority targets for 2018-2019 are ...

1. Reading Inference and Vocabulary

To develop pupils' range of vocabulary and inference skills

2. Writing development through the Arts and Wider Curriculum

Improve outcomes in the writing through the integration of arts-based learning

3. Well Being

Establish a community where voices, needs, priorities and rights are considered and taken seriously as part of decision making

## Part 3 – Other Business

### 3.1 Woodcroft, Edgware, Barnfield and Broadfields (WEBB) Partnership

Woodcroft is part of a partnership of 4 local schools that was established following the break-up of ConnectED.

A summary of recent activity includes:

- Monthly Head's meetings
- Shared standards monitoring protocols
- Agreed development priorities:
  - Reading
  - Effective Monitoring
  - Well-being
- Headteachers acting as Associate Governors
- School's Partnership Project funded by the Educational Endowment Fund (EEF).

#### The schools are involved in a number of collaborative WEBB School Partnership Events

Planned events / activities:

- School Partnership Programme - see additional review report
- WEBB Netball Match
- Collaborative Year 4 Dodgeball coaching and competitions
- Planned joint INSET day on January 7th

### 3.2 School Finance: Consultation of School Budgets

The council is conducting a consultation with schools on three significant proposals in relation to the Schools Budget in 2019-20:

- a proposal to fund some services, previously funded from the Education Services Grant, from the budget shares of maintained primary and secondary schools.
- a proposal to increase de-delegation from maintained school budgets in order to maintain the school improvement (LNI) service;
- a proposal to transfer 0.5% of the Schools Block to the High Needs Block;

The full consultation document and a summary slide presentation is included with this report. This matter was discussed at Finance Committee.

Barnet Headteachers have conducted a survey of school budget positions. This is tabled for information alongside the Headteachers report.

Responses on behalf of the school are required by 23 November.

### 3.3 New National Assessment - The MTC - Multiplication Tables Check

A New statutory test for the 2019/20 academic year has been announced. This is subject to Parliament but can be taken voluntarily this year. A brief summary of key points:

- Taken during June of Year 4
- Test of instant recall of multiplication table facts up to  $12 \times 12$ .
- It will be fully online as an on-screen digital assessment
- Takes less than 5 minutes to complete

- Each test consists of 25 questions (6 secs per question + 3 second pause between questions) with each pupil doing a different test consisting of randomly assigned multiple, equivalent forms
- Emphasis on the 6, 7, 8, 9 and 12 tables
- Simple question  $n1 \times n2 = ?$  ( $4 \times 6 = 24$ ) (where  $n1$  is the multiplication table - in this case 4 times table)
- The system will automatically score pupils
- Schools will be compared against each other according to the percentage of pupils who achieve full marks

### **3.4 Site Security**

At Woodcroft we take pupil safety very seriously. Following the Governor Open Morning and a subsequent audit of site security we have decided to implement a number of changes to the way people can access the site at the beginning and end of the school day. Woodcroft has a complicated site with multiple entrances at both the front and back of the school. We were concerned about both the opportunities for intruders to access school premises or pupils to leave undetected.

A copy of the consultation document is included with this report (see attached). While the proposed changes might be initially inconvenient, they have been made in the best interests and safety of the children.

### **3.5 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.

We welcome a new Parent Governor, Bahzad Brifkani, onto our Governing Body.

A final reminder; please ensure you have provided a photograph for the Governors and Safeguarding display board

Please note: The Director's Report to Governors and Appendices for the Autumn Term 2018:

<https://www.barnet.gov.uk/wwc-home/information-for-schools/school-governors/meetings-and-reports.html>

***Craig Tallon***  
***November 2018***

## Appendix 1

**AIM Activities****EXTRA CURRICULAR CLUBS - AUTUMN 2018**

Day	Club / Activity	Years	Leaders	Venue
<b>Mon</b>  £ = charge applies	1:00 Treehouse	6	Mr Guest	Computing Suite
	1:00 Mindfulness	6	Mrs Gignac	Y6 Classroom
	1:00 Senior Guitar	4-6	Miss Sherring	Music Room
	3:15 Active Club	3-6	Mrs Ditchman and Mrs Fone	Tardis
	3:15 Multi Sports (£)	1-2	Foundation Sports	KS2/Large Hall
	3:15 Grammar Club	6	Mrs Caplan	Y6 Classroom
<b>Tues</b>	8:15 Active Fun	3-6	Mr Raw	Large Hall
	12:30 Gymnastics	3-6	Miss Rees	Large Hall
	1:00 Cheerleading	3-6	Miss Williams	Tardis
	1:00 Senior Choir	4-6	Miss Sherring	Music Room
	3:15 Homework Club	2-6	Miss Lloyd / Mrs Valoti	2L Classroom
	3:15 Dance Team	4-6	Miss Williams/Mrs Clark	Large Hall
	3:15 Study Support	6	Year 6 Teachers	Y6 classroom
	3:15 Yoga/Mindfulness	1-2	Mrs Harris	Tardis
<b>Wed</b>	1:00 Drama Club	2-5	Miss Sherring	Music Room
	1:00 Khan Academy	4-6	Mrs Federman/Ms Gignac	Computing Suite
	3:15 Netball Team	5-6	Mr Rees	Pitch
	3:15 Football (£)	1-2	Foundation Sports	KS1/Tardis (wet)
	3.15 Basketball Club	5-6	Ms Vanner	Main Hall
	3:15 Performing Arts Club	4-6	Miss Stubbings	Tardis / Music Rm
<b>Thurs</b>	1:00 Chess Club	3-6	Mr Allen	Large Hall
	1:00 Senior Strings	5-6	Miss Blyth	Music Room
	1:00 Sewing Club	3-5	Miss Jackson	4J Classroom
	1:00 STEM	5-6	Ms Gignac	6G Classroom
	3:15 Girls Football Team	5-6	Miss Maynard/ Miss Bux	Pitch
	3:15 Art Club	3-6	Mrs Glass/Mrs Powell	Nursery
<b>Fri</b>	12:40 YWS (Junior Choir)	2-3	Miss Sherring	Music Room
	1:00 Table Tennis	5-6	Mr Rees	Large Hall
	1:00 Cricket/Golf	3-6	Mr Thompson	Large Hall
	1:00 Y6 Bronze Arts Award	6	Miss Sherring/Ms Gignac	6G Classroom
	3:15 Senior Choir	4-6	Miss Sherring	Music Room
	3:15 Dodgeball	4	Foundation Sports	Tardis
	3:15 Football Team	5-6	Foundation Sports	Pitch/LH

### **Extended Services at Woodcroft**

**Acorns After School Club** (£) - daily after school care from 3.15 to 5.45 in the Oak Suite

**Breakfast Club** (£) - daily from 8.00am to 8.45am in the Dining Room

**Little Oaks Parent and Toddler Group** (Free) - from 9.00am every Thursday for the 0-3s

*For more information about any of our extended services please contact the school office.*

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## **Appendix 2**

# **Achievement Review and Target Setting 2018**

## **Extracted summary of the report**

**School:** Woodcroft Primary School

**Date of Visit:** 1st November 2018

**Attendees:** Katherine Gignac (AHT/assessment/Y6), Craig Tallon (HT), Louise Yarwood (LNI)

*The following is an edited 'extract' summary of the 2018 Achievement Review and Target Setting Report (available for Governors). This report was compiled by the school and submitted to the local authority. On 1st November a Local Inspector, Louise Yarwood, visited Woodcroft to review the report and associated evidence.*

*Key actions and summary comments by the Inspector have been copied and collated below.*

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### **Actions for the school**

Action	Training implications	Monitoring arrangements
Increased opportunities for pupils to work at Greater Depth in core subjects	Challenge through HQFT	Spring visit 20.03.19
Writing attainment – Improving teacher knowledge and effective use of new frameworks to combine with Spelling, Grammar and Punctuation SPaG with high quality teaching HQFT in English.	Writing Development	School Development Action Planning
Maths teaching initiatives to be embedded and monitored by the SPP Project.	WEBB SPP training and developments	School Partnership Programme

### **Outcomes for Nursery 2017-18**

Very low 'core skills' attainment on entry. Echoing results in school baseline and Early Excellence analysis of low attainment on entry and key areas of low attainment are Specific areas (Literacy & Math) and Communication & Language, similar to previous years.

### **EYFS Outcomes Summary 2017-2018**

Woodcroft Overall results for Typical & Above Typical (2017-2018) is 61.4%.

#### **Strengths**

Physical Development (2017-2018) Typical & Above Typical is 98.3%

Personal, Social and Emotional Development (2017-2018) Typical & Above Typical is 86%

Physical Development (2016-2017) Typical & Above Typical is 69.7%

#### **Areas for Development**

Communication and Language (2017-2018) Typical & Above Typical is 54.4%

Literacy (2017-2018) Typical & Above Typical is 17.69%

Mathematics (2017-2018) Typical & Above Typical is 49.1%

#### **LNI/BSIP summary review:**

The characteristics of typical Woodcroft child on entry include good gross motor skills and physically able. However, transition required intense focus on fine motor skills.

Children are enthusiastic and ready to learn. Behaviour for learning is a strength and a direct result of the strong school ethos.

#### **EYFS focus:**

Writing for purpose and maths challenge from focus activities

Support for individual children through differentiation

Challenge for more able

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#### **KS1 Phonics**

96.6% achieved the threshold of 32/40 in Year 1.

66% (2 of the 3 children) passed the retake in Year 2.

#### **LNI/BSIP summary of discussion in review:**

Outstanding results consistent for 3 years due to high quality teaching

Ensure individualised support for learning is consistent

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#### **End of KS1**

**LNI/BSIP Headlines:**

<b>Strengths</b>	<b>Identified Weaknesses</b>
Reading (83% at expected standard or above) - an increase of 23% from 2017.  A far greater number of children were scoring highly on the reading papers (over 30 marks out of a possible 40).  Increase in number of children achieving expected standard in reading, writing and maths.	Writing (66% at expected standard or above) - an increase of 14% from 2017; however, still below national average. The number of children achieving greater depth also fell.  Children achieving greater depth in all areas is below the national average.

**LNI/BSIP summary of discussion in review:**

Ensure early support and opportunities for for writing in place including a strong transition from EYFS to KS1

Increase opportunities for spoken and written vocabulary/

**Writing for purpose** within a wider, creative curriculum with clear skills in progression. Strands for PHSCE, sport, arts or digital curriculum as strengths pf the school will underpin success in other subjects.

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**Years 3 , 4 and 5**

**LNI/BSIP summary of discussion in review:**

While is is recognised that Progress is Good, age related attainment is still “Below” in Y3,4,5

Continue to improve the consistency of high Quality first teaching HQFT with good pace and good progress made in every lesson. Accountability to secure 80% of pupils at age related expectations (ARE) in every year group.

Embed monitoring of progress and the impact of monitoring. This should include the use of pupil progress meeting to identify key groups and common barriers.

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**End of Key Stage 2**

**LNI/BSIP Headlines:**



<b>Strengths</b> <b>Reading:</b> FSM, Female, SEN <b>Writing:</b> Any other, Summer Term, Lower Attainers <b>Maths:</b> Middle attains, Not FSm, Black African <b>Grammar:</b> Any other, EAL, Summer Term	<b>Identified Weaknesses</b> <b>Reading:</b> Boys, Black African, Not FSM <b>Writing:</b> Boys <b>Maths:</b> FSM, Higher attainers “other” <b>Grammar:</b> First Language English, White, SEN
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**School Learning Objectives:**

- Improve progress in reading
- Maintain consistent progress for writing and maths
- Improve outcomes in reading in order to exceed national average
- Increase level of maths challenge to close high score gap with national
- Increase level of GPS to at or above national

**Questions for investigation**

- Why did FSM/SEN interventions appear to work for Reading but not for Maths?
- What is being done to support reading for boys across the school?
- What is being done to challenge more able, esp in Maths?
- Why did GPS results decrease in 2018?

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**Targets for 2019**

**LNI/BSIP summary:**

Progress for 2019 will be at least in line with National and aspirational targets to exceed previous year.

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**Wider Curriculum**

**LNI/BSIP summary:**

The strong wider curriculum and creativity in learning is a strength of the school.

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**Attendance**

**LNI Summary:**

Support for attendance is strong, lead by DHT. Data shows improvement over 3 years. A number of key children have PA (social care issues being followed through) and one SE child permanently absent (with consent). Also religious absence is significant. Zero tolerance for holiday-taking.

## Safeguarding

### LNI Summary:

Practice is strong: school culture of vigilant awareness and action.

High number of Social Concerns made to safeguarding team, monthly meetings focus on the vulnerable children, 3 DSLs and a team of L2 and L3 trained incl senior welfare, FLO and learning mentor. Approx 1 referral made each day - evidence that all are followed through.

Currently the school have identified a potential problem with the front door, which could allow for a child to get out/some-one get in. Set procedures in place to give parents safe and policed access for drop off and collection. Future plans will incorporate an 'air lock' for access to the office.

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### School's Self Evaluation

School Self Evaluation	Grade
Overall Effectiveness	2
The effectiveness of leadership and management	2
The quality of teaching, learning and assessment	2
Personal development, behaviour and welfare	1
Outcomes for pupils	2
Early Years	2

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### Overall Outcomes - LNI/BSIP comment

**Woodcroft is a securely good school** with strengths in wider curriculum and the breadth of opportunity provided to support, engage and inspire learners.



### Appendix 3

## WOODCROFT PRIMARY SCHOOL – SELF-EVALUATION SUMMARY 2018

	SECTIONS	SUMMARY EVALUATION	IMPROVEMENT AREAS / 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"> <li>Improve teaching to good or better</li> <li>Provide appropriate challenge, especially for the most able</li> <li>Ensure pupils start independent activities promptly</li> <li>Enable pupils to practice problem solving in maths and number investigations across curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing SDP key priorities</li> <li>Effective programme of differentiated interventions and monitoring in place. (Provision Mapping, Progress Reviews)</li> <li>New Monitoring and Review Schedule</li> <li>Passport to Success – lesson protocols and expectations imbedded</li> <li>Revised Maths Scheme of Work, Maths Hub 2017-18 Project, Numicon initiative, Online integration, EFF Schools Partnership Programme</li> </ul>
		Strategic Priorities	Actions / Areas for development
3	SCHOOL DEVELOPMENT PLAN PRIORITIES 2018-19	<p><b>1. READING:</b> <i>Develop pupil vocabulary and understanding of inference so that ...</i></p> <ul style="list-style-type: none"> <li>Pupils to make excellent progress (an average of 6 steps of internally tracked progress every year)</li> <li>In KS2 80% achieve 'working at' at end of key stage (currently 70%)</li> <li>In KS1 85% achieve 'working at' at end of key stage (currently 83%)</li> <li>in Years 3-5 assessed pupil outcomes achieve improved outcomes in inference to 54% and word meaning to 59% .</li> <li>Supported by further development of consistent class reading programmes (home engagement, book corners, support 'Reading School Initiatives)</li> </ul>	<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"> <li>Whole school Parent Workshops</li> <li>EYFS Weekly Parental Engagement Focus &amp; Parent Share App</li> <li>EAL Support (Family Learning / Conversation cafe)</li> <li>Updated Homelink + guidance leaflet</li> </ul> <p>Improve quality of class and group guided reading opportunities</p> <p>Investigate different methods of allocating reading support</p>
		<b>2. WRITING (Arts /Wider Curriculum)</b> <i>Improve outcomes in the writing</i>	Re-introduce end-of-phase writing checklists to all year groups as 'I can'

		<p><b><i>through the integration of an enriched wider curriculum inc. promoted arts-based learning so that ...</i></b></p> <ul style="list-style-type: none"> <li>• There is Improved quantity and quality of cross-curricular writing</li> <li>• The impact of Arts-based learning is extended through ...             <ul style="list-style-type: none"> <li>◦ Termly artist investigation linked to subject specific skills / teaching</li> </ul> </li> <li>• KS1 achieve 70% 'working at' at end of key stage (currently 66%).</li> <li>• KS2 achieving 80% 'working at' at end of key stage (currently 74%)</li> <li>• Children in Years 3 - 5 make an average of 6 points' progress in writing</li> </ul>	<p>statements to enable pupils to use independently</p> <p>Plan sustained writing opportunities based on Arts events and ensure writing progression against year group checklists.</p> <p>Increase and enrich pupil vocabulary by creating glossary of arts based vocabulary</p> <p>Facilitate online publishing (TreeHouse) Arts activities using topic specific vocabulary</p>
		<p><b>3. WELL BEING</b></p> <p><b><i>Establish a community where voices, needs, priorities and rights are considered and taken seriously as part of policy and decision making</i></b></p>	<p>Establish safe and inclusive spaces (both physical and interpersonal opportunities (meetings / access to appropriate people))</p> <p>Improve provision of appropriate and accessible information</p> <p>Ensure views can be shared and valued across the school</p> <p>Views / concerns are respected and act upon at all levels</p>
		<b>Analysis: Strengths &amp; Weaknesses</b>	<b>Targets</b>
<b>4</b>	<p><b>OUTCOMES FOR PUPILS</b></p> <p><b>Good</b></p>	<p><b>Early Years Outcomes</b></p> <ul style="list-style-type: none"> <li>• <b>2018 recorded the highest scores in the Early Years Profile</b></li> </ul> <p>The results for Reception pupils were the highest ever achieved for Woodcroft, with 68% achieving their crucial GLD development scores.</p> <p><b>Early Years Baseline</b></p> <ul style="list-style-type: none"> <li>• <b>Nursery pupils at Woodcroft have low starting points</b>, significantly below national levels. Baseline assessments show that around 100% (2017) of children entered Nursery working</li> </ul>	<p>To improve outcomes for EYFS Specific Areas (Literacy &amp; Mathematics) by:</p> <ul style="list-style-type: none"> <li>• Creating a language rich environment</li> <li>• Embed parental engagement strategies:</li> <li>• Further develop Speech &amp; Language by embedding language rich environment</li> <li>• Develop continuous provision for Literacy and Maths</li> <li>• Increase the number of focus activities for all children in Mathematics</li> <li>• Develop quality of Independent Mathematics problem solving activity</li> <li>• Improve progress of Lowest performing groups (white British &amp; mixed white) by: improving the impact of a range of Interventions</li> </ul>

		<p>below the expected level of attainment in Specific areas (Literacy and Maths - beginning 30-50 months).</p> <p>● <b>Pupils on entry to Woodcroft</b></p> <p><b>Reception:</b> 'Early Excellence' Reception baseline showed 61% (+17% YoY) of pupils were 'typical' and above ( compared to 50.4% the 2015 Early Excellence National)</p> <p><b>EYFS ON ENTRY Headlines from 2018:</b></p> <ul style="list-style-type: none"> <li>● Physical Development (2018) Typical &amp; Above Typical is 36%</li> <li>● Personal, Social and Emotional Development (2018) Typical &amp; Above Typical is 29%</li> <li>● Communication (2017) Typical &amp; Above Typical is 30%</li> </ul>	<p><b>EYFS Areas of need based on Low BASELINE assessments 2018</b></p> <ul style="list-style-type: none"> <li>● Specific Typical &amp; Above Typical is 25%</li> <li>● Literacy (2018) Typical &amp; Above Typical is 20%</li> <li>● Mathematics (2018) Typical &amp; Above Typical is 27%</li> </ul> <ul style="list-style-type: none"> <li>● Improve outcomes for disadvantaged groups (2017 35.7% GLD was 9% below National) in EYFS through targeted intervention groups.</li> <li>● Improve boys writing in EYFS and transition to KS1 + phonics focus and emphasis on writing for purpose</li> </ul>												
		<p><b>Phonics</b></p> <p>● <b>Maintained high attainment and improvement in Y1 phonics</b> outcomes that increased to 95% (4 year trend) )</p> <ul style="list-style-type: none"> <li>● Y1 Phonics above National</li> <li>● All reportable groups (FSM, SEND , EAL) outcomes above National</li> <li>● <b>Y2 catch up programme in 2018</b> (3 pupils) achieved 66% in line with previous years and National ave (62%)</li> </ul>	<ul style="list-style-type: none"> <li>● Embed phonic reading books into Year 1 as a core scheme, for use in school and at home.</li> <li>● Ensure consistent transition for EYFS</li> <li>● Ensure support for new staff to year group</li> </ul>												
		<p><b>KS1 2018</b></p> <p>● KS1 SATs outcomes achieving expected (R,W,M) show annual 3 year trend of improvement:</p> <table> <tr> <td>Reading:</td><td>83%</td><td>60%</td><td>+23%</td></tr> <tr> <td>Writing:</td><td>66%</td><td>52%</td><td>+14%</td></tr> <tr> <td>Maths:</td><td>76%</td><td>57%</td><td>+19%</td></tr> </table>	Reading:	83%	60%	+23%	Writing:	66%	52%	+14%	Maths:	76%	57%	+19%	<ul style="list-style-type: none"> <li>● Improve average attainment for children achieving greater depth in all areas</li> <li>● Embed approaches to inference reading comprehension</li> <li>● Focus support for Boys</li> <li>● Group reading interventions for specific children</li> <li>● Embed of new maths scheme - supported by booster groups</li> <li>● Further develop Maths approaches to solving word problems</li> <li>● Maths intervention groups for targeted children</li> <li>● Continued focus on application of grammar knowledge</li> <li>● Develop focus on review and edit of writing.</li> </ul>
Reading:	83%	60%	+23%												
Writing:	66%	52%	+14%												
Maths:	76%	57%	+19%												

			<ul style="list-style-type: none"> <li>• Develop challenge for higher attainers</li> </ul>
		<p><b>KS2 2018</b> Combined Expected Standard 66% is above + 1.2% National (64%)</p> <p>Combined Greater Depth 6.9% ( 3 year improvement) and closing gap on National (9.8%)</p> <p><b>Reading</b> expected standard 69% (20% increase from 2018) closing gap on National to 6.3 points. Improved school scaled score to 102 ( 3 year high) (Reading high score -10.9% below national)</p> <p><b>Writing</b> expected standards 75.9% ( improvement on 2017, close to national 78.3%)</p> <p><b>Maths</b> expected standard 75.9% ( +15% improvement on 2017) commensurate with National at 75.6% High score -4.6% below National</p> <p>GPS expected standard showed 9% decrease on 2017 resulting in outcome 6% below national</p> <p><b>Progress</b> Writing Progress above national +1.4 Maths Progress above national +1.2 Reading Progress dip at -0.7 but in line with national -0.3 (unvalidated results )</p>	<ul style="list-style-type: none"> <li>• Accelerate Progress of high attainers in KS2 in line with FFT targets ( Year Group accelerated targets available)</li> <li>• Develop reading comprehension across the school to increase the number of children attaining EXS+ Reading</li> <li>• Increase the Average Scaled Score for both Reading and Maths</li> <li>• Increase level of challenge in maths to close -4.6% high score gap with national</li> <li>• Ensure interventions for disadvantaged are effectively targeted through progress tracking and provision mapping</li> <li>• Support Identified pupils within specific pupils within groups e.g. white British,</li> </ul>
		<p><b>Science</b> 90% of of pupils at end of KS1 working at or above age expectations.</p> <p>74% of Year 6 students achieve expected attainment in Science assessment paper. 19% of students made accelerated progress.</p>	<p>Ensure a minimum of 80% pupils across KS2 (Y3 to Y5) are consistently working securely with age related expectations.</p>

		Area for improvement:	
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		Strengths	Objectives
5	<b>QUALITY OF TEACHING, LEARNING AND ASSESSMENT</b>  Good	<ul style="list-style-type: none"> <li>Teaching is good or better</li> <li>Innovative creative curriculum supported by integrated AIM@ programmes for PSHE, Sport, Arts and Digital learning.</li> <li>Effective intervention support programme - implementation of new Provision Mapping software</li> </ul>	<ul style="list-style-type: none"> <li>Increase the amount of outstanding practice through development of distributed curriculum leadership</li> <li>Improve consistency across all year groups via adoption of Standards Monitoring procedures</li> </ul>
		Strengths	Next Steps
6	<b>PERSONAL DEVELOPMENT, BEHAVIOUR &amp; WELFARE</b>  Outstanding	<ul style="list-style-type: none"> <li>100% Parent improvement rating – ‘school keeps my child safe’</li> <li>100% Parent improvement rating - ‘my child is well looked after’</li> <li>Innovative online practice through Woodcroft online ‘Treehouse’ platform</li> <li>Defined opportunities for pupil voice through our pupil leadership groups</li> <li>Integrated PSHE curriculum with a 4 year themed cycle underpinned by social and emotional learning principles</li> <li>Established family support team</li> </ul> <p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li>Embedded behaviour management systems with clear identified roles supported by ‘123 Magic’ de-escalation approaches</li> </ul> <p><b>Current Attendance 2018</b></p> <ul style="list-style-type: none"> <li><b>96.9%</b> (October 2018)</li> </ul> <p><b>Attendance 17/18</b></p> <ul style="list-style-type: none"> <li>Attendance R to Y6 95.3%</li> <li>Attendance Y1 to Y6 95.8%</li> <li>Persistent Absence PA less than 90% = 32 pupils (7.8%)</li> </ul> <p><b>Safeguarding</b></p> <ul style="list-style-type: none"> <li>Annual Audit carried out</li> </ul>	<ul style="list-style-type: none"> <li>Improve parental questionnaire response for effective behaviour management to above current 95.2%</li> <li>Develop school capacity to support pupil resilience and well-being</li> <li>Embed behaviour support strategies as part of European BeHave project</li> <li>Address low attendance specific groups: <ul style="list-style-type: none"> <li>White English</li> <li>White &amp; Black Caribbean</li> </ul> </li> <li>Achieve NAACE Millennium Award</li> </ul>



		<ul style="list-style-type: none"> <li>● Embedded electronic tracking and logging systems using the MyConcern software</li> <li>● established Safeguarding team</li> <li>● Developed &amp; trialled LA Online Health Award (2017)</li> </ul>	
		<b>Strengths</b>	<b>Areas for Development</b>
7	<b>LEADERSHIP &amp; MANAGEMENT (inc. Governance)</b>  <b>Good</b>	<ul style="list-style-type: none"> <li>● Established and consistent Leadership Team</li> <li>● Developing Collaborative Partnership with 3 other schools</li> <li>● Commissioned ex Head of outstanding school to support standards, monitoring and improvement</li> </ul>	<ul style="list-style-type: none"> <li>● Improve the quality of pupil progress reviews</li> <li>● Develop effectiveness of performance management and appraisal</li> <li>● Develop role of middle leaders to further impact on standards through WEBB Cluster collaboration</li> <li>● Further develop impact of school governance on standards</li> </ul>
8	<b>SMSC &amp; RE</b>  <b>Outstanding</b>	<ul style="list-style-type: none"> <li>● AIM@ curriculum enrichment and extension programmes for Arts, Sport, Digital learning and PSHE.</li> <li>● Comprehensive PSHE Scheme linked to celebrated values</li> <li>● External verification through numerous awards: Artsmark Platinum, TfL Stars Gold, Healthy Schools Silver, Gold School Games Mark, afPE Quality Mark, NAACE</li> <li>● Effective collaborations: Royal Opera House, Unicorn, Arts Council, BEAT, BPSS, Dance Champions</li> <li>● BeHave Project - European Erasmus collaboration in association with ADDISS</li> </ul>	<ul style="list-style-type: none"> <li>● Embed AIM@ enrichment opportunities into core curriculum</li> <li>● Extend the role of pupil leadership groups</li> <li>● Integrate the revised RE curriculum</li> <li>● Establish structured links between cultural events, the new school curriculum, assemblies, visitors and class activities to support basic skills development</li> </ul>
9	<b>SEND</b>  <b>Good</b>	<ul style="list-style-type: none"> <li>● Effective SEND department. Fully provisioned suite of interventions</li> <li>● Parent support services in place</li> </ul>	<ul style="list-style-type: none"> <li>● Embed use of Provision mapping Software to ensure resources are allocated effectively and measure impact.</li> <li>● Develop use of SEN Learning Plans to enable more effective differentiation and intervention</li> <li>● Develop well-being and resilience</li> </ul>
10	<b>OVERALL EFFECTIVENESS</b>	<b>Overall Judgement: Good 2</b> <b>Conclusion</b>	

	Good	<p>Woodcroft is a well lead and managed school that enables pupils to make good progress.</p> <p>Pupils are below age related expectation on entry, however outcomes are at or above National Averages when they 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 innovative AIM@ programmes. The school is working hard to ensure that attainment in the core subjects is systematically supported by an enriched and extended 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 underperformance 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 extracurricular 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"> <li>● Artsmark Platinum</li> <li>● NAACE IT Award</li> <li>● PSQM (Primary Science Quality Mark)</li> <li>● Gold Games Award</li> <li>● Gold TfL STARS Accreditation</li> <li>● Silver Healthy Schools</li> <li>● Silver 'Barnet' Online Health</li> </ul> <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 support.</p>
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		Woodcroft has formed a close collaborative partnership within a cluster of 4 local primary schools. The WEBB group consists of Woodcroft, Edgware, Barnfield and Broadfields). This partnership supports the school's the drive to raise standards.
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11	<b>SUPPORTING DOCUMENTS (&amp; Source of Evidence)</b>	<ul style="list-style-type: none"> <li>• Ofsted Inspection Report (December 2014)</li> <li>• School Development Plan 2018-19</li> <li>• School 'Passports to Success'</li> <li>• Year Group Curriculum Wheels (MTPs)</li> <li>• Woodcroft Website</li> </ul> <p><b>ACHIEVEMENT ANALYSIS</b></p> <ul style="list-style-type: none"> <li>• School SEF Data File</li> <li>• ASP - Analyse School Performance</li> <li>• Inspection Dashboard</li> <li>• Woodcroft School 'Nexus' Profile</li> <li>• Target Setting data</li> <li>• FFT Dashboard Data</li> <li>• SEN &amp; Pupil Premium Intervention Monitoring</li> </ul> <p><b>QUALITY OF TEACHING</b></p> <ul style="list-style-type: none"> <li>• Monitoring and Review Schedule</li> <li>• Website Curriculum Information</li> <li>• AIM@Curriculum programmes</li> <li>• Subject Leader Monitoring and Development</li> </ul> <p><b>BEHAVIOUR &amp; SAFETY</b></p> <ul style="list-style-type: none"> <li>• Parent and Pupil Questionnaires</li> <li>• Safeguarding Report</li> <li>• Behaviour and Attendance Report</li> <li>• PSHE Curriculum</li> </ul> <p><b>LEADERSHIP &amp; MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>• Governor Audit and Self-Evaluation tool</li> <li>• Governor Reports (online)</li> <li>• Leadership Structure, monitoring schedule and appraisal team leaders</li> </ul> <p><b>SMSC</b></p> <ul style="list-style-type: none"> <li>• AIM@ Curriculum Programme</li> <li>• External Award and Reports</li> </ul>
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## Appendix 4



**Rt Hon Nick Gibb MP**  
Minister of State for School Standards

Sanctuary Buildings, 20 Great Smith Street, Westminster, London, SW1P 3BT  
tel: 0370 000 2288 [www.education.gov.uk/help/contactus](http://www.education.gov.uk/help/contactus)

Mr Craig Tallon  
Woodcroft Primary School  
Goldbeaters Grove  
Edgware  
HA8 0QF

12 November 2018

Dear Mr Tallon

I would like to congratulate you, your staff and your pupils on your school's outstanding achievement in the 2018 phonics screening check.

Achieving early fluency in decoding is a necessary first step in acquiring the key skill of reading.

There is a significant body of evidence that demonstrates that systematic phonics is the most effective method for teaching early reading. We want to ensure that every child develops a firm grasp of phonics, which is why I was delighted to see your results. With 95 per cent of pupils at Woodcroft Primary School reaching or exceeding the pass mark in the check, your school is in the top 9 per cent of all primary schools in the country.

This year's figures show that 89 per cent of pupils who achieve the expected standard in the check go on to achieve at least the expected standard in key stage 1 reading teacher assessment, which underlines the importance of developing the ability to decode words effectively at an early age.

Your success in teaching phonics and early reading so effectively means your pupils are developing a firm foundation in reading, from which they can become increasingly fluent and develop a lifelong love of reading.

Thank you for your work in this vital area of a child's early education and congratulations again to you and your staff for all you have achieved.

With best wishes.

Yours sincerely,