

WOODCROFT PRIMARY SCHOOL – SELF-EVALUATION SUMMARY 2021

SECTIONS	SUMMARY EVALUATION	IMPROVEMENT AREAS / ACTION
	Key Issues	Success Criteria / Progress / Next Steps
1 KEY ISSUES FROM PREVIOUS OFSTED INSPECTION December 2018 Judgement: Good	<ul style="list-style-type: none"> ● 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 ● Ensure pupil feedback effectively enables them to improve their work. ● Ensure assessment data enables teachers to extend learning in the early years. ● Support parents to help their child at home. 	<ul style="list-style-type: none"> ● Ongoing SDP key priorities <ul style="list-style-type: none"> ○ Revised whole school curriculum ○ Reading ○ Learning Continuity Recent initiatives: <ul style="list-style-type: none"> ● Updated Curriculum 2020 ● Sounds Write Phonics ● New Monitoring and Review Schedule ● Revised Maths Scheme of Work, Maths Hub 2018-19 Project, Numicon initiative, Online integration, EFF Schools Partnership Programme (2018 - 2021)
	Strategic Priorities	Areas for development
2 SCHOOL DEVELOPMENT PLAN PRIORITIES	<p>1. Curriculum</p> <p><i>Ensure the curriculum is carefully planned and sequenced to enable pupils study the full range of subjects, ensuring cumulatively sufficient knowledge and skills for their next stage of learning.</i></p> <ul style="list-style-type: none"> ● Intent: Develop a shared vision for the curriculum to underpin revised policies and practice ● Implementation: Carefully plan the curriculum so that the sequence of learning enables pupils study the full range of subjects, ensuring cumulatively sufficient knowledge and skills for their next stage of education ● Impact: Teaching is always 'good' or better because lessons are effectively designed and delivered to ensure knowledge and skills are retained and integrated into new learning. 	<ul style="list-style-type: none"> ● Identify essential KPIs and implement them within the new Arbor assessment module. ● Formulate agreed assessment protocols ● Create a revised curriculum map and agree the unit expectations (essential knowledge and skills) ● Develop a subject based Curriculum ● Contribute to a shared vision for the curriculum and learning that can underpin revised policies and practice ● Planned CPD improves staff subject and pedagogical knowledge to enhance the teaching and make appropriate use of assessment for learning.
	<p>2. READING</p> <p><i>Develop pupils' range of vocabulary and reading fluency</i></p>	<ul style="list-style-type: none"> ● Enable KS2 to achieve outcomes in line with FFT predictions in a range from 70 - 75% "working at" at end of key stage (currently 67%) and to maintain positive progress measures. ● Develop understanding of inference questions across the school including the planned use of whole

		<p>texts via book study and comprehension activities. Re-establish a school canon of class novels / readers.</p> <ul style="list-style-type: none"> • Develop language rich environments in the early years and demonstrate consistent approaches to the development of early reading, supported by strong phonics teaching. • Demonstrate the use of identified text to support curriculum topics • Develop consistency of class reading programmes through strategies such as whole class reading, explicit vocabulary development, class libraries, reading intervention support and whole school reading initiatives
	<p>3. Continuity Curriculum</p> <p><i>Develop and implement a comprehensive learning continuity plan.</i></p>	<ul style="list-style-type: none"> • Create accessible learning schedules linked to online resources for COVID and beyond • Develop online VLE pages to support support subject knowledge and continuous learning • Embed protocols for monitoring and safeguarding during remote learning

3 QUALITY OF EDUCATION	Strengths	Area for development
3a INTENT	<p>Curriculum Design <i>Woodcroft has an ambitious curriculum designed to give all learners the knowledge and cultural capital they need to succeed in life and meet each individual's needs.</i></p> <p>This is achieved through:</p> <ul style="list-style-type: none"> • Development of a curriculum underpinned by foundational sequences knowledge • An extended wider curriculum • AIM@programmes that deepen knowledge and skills in Arts, PE and Sport and Digital Technology • Strong connections are made between core and creative subjects encouraged • Our structured Arts programme leads to an accredited Arts Council Bronze Arts Award 	<p>We are currently working to develop:</p> <ul style="list-style-type: none"> • Agreed principles of effective instruction • Better inclusive support for our EAL pupils • An agreed whole school philosophy for teaching reading that incorporates consistent use of whole texts

	<p>Curriculum Coverage <i>Our curriculum is carefully planned and sequenced to enable pupils study the full range of subjects, ensuring cumulatively sufficient knowledge and skills for their next stage of learning.</i></p> <p>This is evidenced through:</p> <ul style="list-style-type: none"> ● The use of core subjects to underpin the wider curriculum ● The development of a strong emphasis on curricular writing ● Detailed curriculum overviews in place to direct learning objectives 	<p>We are looking to improve our:</p> <ul style="list-style-type: none"> ● management of timetable to ensure consistent coverage of all subjects ● Evidence of knowledge progression within our sequences of learning and curriculum topics
<p>3b IMPLEMENTATION</p>	<p>Curriculum Delivery Teaching capacity <i>Staff have good subject knowledge and are effectively supported.</i></p> <p>We know this because:</p> <ul style="list-style-type: none"> ● Teaching is always good or better ● Woodcroft staff has the balance of experience and expertise required ● There is a culture of peer support ● Leaders carry out effective reviews <p>Lesson Delivery <i>Lessons are effectively designed and delivered to ensure knowledge and skills are retained and integrated into new learning.</i></p> <p>This is demonstrated by:</p> <ul style="list-style-type: none"> ● Learning programmes that are fully sequenced enabling mastery ● Core subjects (English and Maths) that support lessons in the wider curriculum. ● Clearly communicated lesson expectations ● Lessons that are designed to encourage depth of understanding with regular revisiting of key concepts. ● A drive to ensure opportunities for addressing misconceptions are regularly revisited <p>Assessment <i>Assessment is used to check understanding and inform teaching.</i></p> <p>Woodcroft supports:</p>	<p>We would like to:</p> <ul style="list-style-type: none"> ● Further identify how to improve availability of CPD with limited resources ● Improve Reading curriculum knowledge <p>We would like to further:</p> <ul style="list-style-type: none"> ● Incorporate core text reading into all subjects ● Ensure teaching of Grammar, Spelling and Punctuation across the wider curriculum is taught consistently well ● Establish a consistent approach to the teaching of handwriting.

	<ul style="list-style-type: none"> ● Assessment is used to ensure that children are at an expected standard before moving on. ● The regular testing of core skills to inform teaching and learning ● the consolidation of subject skills and knowledge is encouraged ● The use of writing checklists (success criteria) to ensure pupils know what is expected ● Effective use of AfL strategies within lessons to check for understanding and address misconceptions. ● Pupils are becoming independent in their ability to edit and improve their work; always responding constructively to feedback. <p>Reading <i>Woodcroft employs a rigorous approach to the teaching of reading. Pupils are able to read fluently, and with comprehension, developing confidence and enjoyment.</i></p> <p>This is supported by:</p> <ul style="list-style-type: none"> ● Whole texts are now used as part of English lessons, and to teach comprehension skills ● Whole school linguistic phonics programme ● A good range of reading books available in every classroom and library ● Established effective whole class reading programmes ● 	<p>We will be more effective if:</p> <ul style="list-style-type: none"> ● We further ensure feedback reflects NC expectations ● There is a stronger focus on vocabulary and spelling in wider curriculum ● Feedback is used more effectively to deepen pupil knowledge and understanding. <p>We would achieve greater success by:</p> <p>Continuing to promote greater use of whole class texts</p>
<p>3C IMPACT</p>	<p>Attainment and Progress <i>Pupils at Woodcroft develop detailed knowledge and skills across the curriculum. They achieve well and are ready for the next stages of education. Pupils read widely with fluency and comprehension.</i></p>	
	<p>Early Years Outcomes for Nursery:</p> <ul style="list-style-type: none"> ● Very low attainment on entry. <ul style="list-style-type: none"> ○ Prime Areas 79% working below ○ Specific Area 93% working below ● School Baseline and Early Excellence analysis of low attainment on entry esp: Literacy & Mathematics and Communication & Language ● Similar trend to previous years. <p>Reception:</p> <ul style="list-style-type: none"> ● Lowest attainment on entry (baseline) for 3 years, esp. Literacy and Mathematics. 	

	<ul style="list-style-type: none"> ● High proportion of boys - 70% of cohort ● Overall attainment on entry 35.2% (Typical and above) compared to 53% national <p>EYFS Outcomes</p> <ul style="list-style-type: none"> ● EYFS: GLD 62.5%. (Below National 71.8%) ● Represents very good progress ● GLD for non-mobility group equivalent to national average = 71% ● Lowest performing groups = boys and first English ● No gap for Pupil Premium ● Accelerated progress with 27% pupils (esp. in areas of Lit, CLLD and Maths where it was 50%) 	Reading (60%) and writing (64%) are limiting factors for overall GLD
	<p>Key Stage 1</p> <p>Phonics:</p> <ul style="list-style-type: none"> ● Year 1 Phonics 90% well above National <p>KS1 SATs results:</p> <ul style="list-style-type: none"> ● Reading: 75.5% (● Writing: 66.5% Maths: 67% ● Results show Good progress in line with national 	<p>Writing (lowest KS1 subject attainment) identified as focus for development.</p> <p>Reading at Greater Depth identified as a focus for development</p>
	<p>Key Stage 2</p> <ul style="list-style-type: none"> ● Average attainment and progress at KS2 in line with national ● Progress in top 30% of schools ● Attainment: Strengths Maths (4% above national), GPS (6% above national) and Writing (in line with National) 	<p>Greater consistency of improvement required throughout KS2 during Y3 to Y5 for reading and writing in order to be commensurate with maths.</p> <p>Writing at Greater Depth identified for focus development.</p> <p>Maths Reasoning attainment need to be consistent with arithmetic outcomes</p>
	<p>Reading</p> <ul style="list-style-type: none"> ● Whole class reading development ● Designated comprehension lessons ● Daily whole class reading ● Linguistic SSP whole school phonics ● Language rich environments: word walls / boards / places that children can access vocabulary on a particular topic 	<p>Development of effective reading strategies to be a development focus</p> <p>Greater emphasis on formal spoken language</p> <p>Ensure book stock is always appropriate</p> <p>Develop a consistent agreed approach to the teaching of reading</p>

	Strengths	Area for development
4	Behaviour and Conduct	

BEHAVIOUR & ATTITUDES	<p><i>Pupil conduct at Woodcroft is excellent because we have high behaviour expectations and promote a respectful culture. Bullying or discriminatoin is not tolerated and issues are always dealt with quickly.</i></p> <p>To ensure this occurs we have an established suite of systems in place. These include:</p> <ul style="list-style-type: none"> ● 123 Magic Approaches ● Structured Assembly Programme ● Established Class routines ● Embedded Class rules ● Culture of positive reinforcement <p>Attitude to learning <i>Pupils enjoy learning and take pride in their achievements.</i></p> <p>This is encouraged through:</p> <ul style="list-style-type: none"> ● Weekly achievement celebrations ● Work displays ● Personal points / certificates ● Opportunities for sharing success ● Emphasis on consistent presentation through work-sharing <p>Attendance and Punctuality</p> <ul style="list-style-type: none"> ● Current Attendance target 2019 = 96% ● Attendance 2018-19 = 95.5 	<p>We would now like to:</p> <ul style="list-style-type: none"> ● Ensure there is a sustained, and timetabled, priority for PSHE ● Train all staff to be confident at managing challenging behaviour when it occurs <p>We could do better if we:</p> <ul style="list-style-type: none"> ● Agreed our standards criteria for displays
Strengths		Area for development
5 PERSONAL DEVELOPMENT	<p>Enrichment <i>The Woodcroft curriculum extends beyond the academic subjects enabling pupils to develop and discover their interests and talents.</i></p> <p>Woodcroft goes above and beyond! We know this because of our:</p> <ul style="list-style-type: none"> ● 'Can do!' attitude ● AIM@ curriculum enrichment and extension programmes for Arts, Sport, Digital learning and PSHE. ● Regular themed weeks / events ● Wide range of clubs ● Opportunities to perform ● Established cross-curricular links ● Range of visits ● Comprehensive PSHE Scheme linked to celebrated values ● External verification through numerous awards: Artsmark Platinum, TfL Stars Gold, Healthy Schools Silver, Gold School Games Mark, afPE Quality Mark, NAACE ● Effective collaborations: Royal Opera House, Unicorn, Arts Council, BEAT, BPSS, Dance Champions 	<p>We must ensure that:</p> <ul style="list-style-type: none"> ● The breadth and variety of enrichment does not impact on core learning.

	<ul style="list-style-type: none"> ● International ‘BeHave Project’ - European Erasmus collaboration in association with ADDISS <p>Character Development <i>Pupils at Woodcroft develop resilience, confidence and independence. They learn how to keep physically and mentally healthy.</i></p> <p>This is achieved because:</p> <ul style="list-style-type: none"> ● We place an emphasis on positive relationships ● Children know the rules and there are clear procedures in place ● We support national programmes like the Olympics Get Set initiative ● We have a weekly visually promoted PSHE focus ● There is a structured daily assembly programme ● Children are allowed to be themselves - and uniqueness is celebrated ● We plan Special resilience-themed weeks and events. ● Children are encouraged to take on responsibility - Leadership Roles etc. <p>Citizenship <i>Woodcroft strives to promote active citizenship where we contribute positively to society by developing:</i></p> <ul style="list-style-type: none"> - <i>An understanding of fundamental British Values</i> - <i>An appreciation of diversity; celebrating what we have in common</i> - <i>A respect for an individual’s different characteristics.</i> <p>Woodcroft does a good job at promoting citizenship and diversity through:</p> <ul style="list-style-type: none"> ● Our AIM Values ● Assemblies ● International weeks ● RE lessons ● Extended themes that are explored in Circle Times 	<p>We could do more to:</p> <ul style="list-style-type: none"> ● Support healthy eating ● Ensuring the promotion of PSHE programme as an explicit aim. ● We invite more guest speakers into school
		Strengths

**6
LEADERSHIP &
MANAGEMENT**

Vision

Leadership at Woodcroft has a clear and ambitious vision for providing the highest quality inclusive education; promoted through strong, shared values, policies and practice

- Established and consistent Leadership Team
- Collaborative Partnership with 3 other schools - WEBB Partnership

Training and Development

Training in school systematically improves staff subject and pedagogical knowledge to enhance the teaching and make appropriate use of assessment.

This happens when:

- There is focused CPD
- Progress Reviews effectively use data
- There are regular staff training INSETS
- We participate in long term projects like the European-wide 'BeHave' project.

Community Engagement

Woodcroft engage effectively with its own and the wider community,

This occurs when we:

- Raise money for local and national charities
- Encourage all families to visit school to celebrate the achievements of the children during class assemblies
- Have Harvest Festivals
- International Weeks
- Source Local sponsors for school teams
- Encourage local business involvement when raise funds
- Support for sustainable travel through initiatives like 'Walk to School' and Bikeability
- Promotes events like Junior Citizen
- Hosted Music and Dance Festivals
- WEBB Partnership activities with local schools

Staff Well-being

Leadership at Woodcroft sets realistic expectations of its employees and constructively engages with staff to manage workload and protect from all forms of bullying and harassment.

We are continually working towards this goal by:

Develop a shared vision for the curriculum to underpin revised policies and practice

Training now needs to improve with a greater focus on

- Workshops to develop pedagogical skills
- More effective training for 1:1 SEN staff

We could do better in our approach to:

- Ensure that stress surrounding monitoring visits is considered
- Reflecting on the impact if any additional expectations

	<ul style="list-style-type: none"> Commissioning an ongoing School Wellbeing Project lead by Ed Psychologist <p>Governance</p> <p><i>Woodcroft Governors understand their role and carry it out effectively. They provide clear vision and strategy to hold leaders to account for the quality of education and welfare of learners. They ensure all statutory duties are fulfilled, for example the Equality Act 2010, and other duties, e.g. 'Prevent' strategy and safeguarding</i></p> <ul style="list-style-type: none"> Effective governing body with an appropriate balance of skills required to carry out its duties <p>Safeguarding</p> <p><i>Woodcroft has a strong culture of safeguarding with effective arrangements for the identification of those who might be at risk, and support for those who may need early help. Recruitment and any allegations against staff are managed safely.</i></p> <p>This occurs because:</p> <ul style="list-style-type: none"> We have an approachable and experienced safeguarding and behaviour Team Good relationships are promoted Systems to record and action concerns are rigorous 100% Parent rating – 'school keeps my child safe' 100% Parent rating - 'my child is well looked after' Dedicated Safeguarding Governor carries out annual Audit and reports to Safety Committee 	<ul style="list-style-type: none"> And ensure events do not distract from core learning Providing opportunities for staff voice <ul style="list-style-type: none"> Further develop impact of school governance on standards
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	Strengths	Areas for Development
8 Religious Education	<ul style="list-style-type: none"> Revised RE Curriculum being delivered using an enquiry based approach to teaching and learning. Positive feedback received from teachers on the new SOW. Pupils/parents provided with opportunities to share their own religious practices where applicable to the lesson. 	<ul style="list-style-type: none"> Fully Integrate revised RE SOW - model lessons where required. Establish links with religious festivals, cultural events, curriculum, assemblies, visitors and class activities to support basic skills development. Discuss with KG embedding R.E. assessment criteria on the new tracking system.
9 SEND/Inclusion Good	<ul style="list-style-type: none"> Effective SEND department. Fully provisioned suite of interventions Parent support services in place Good links with outside agencies/professionals 	<ul style="list-style-type: none"> Embed use of Provision Mapping Software to ensure resources are allocated effectively and measure impact.

	<ul style="list-style-type: none"> ● Encourage Parental engagement in the assess, plan, do and review cycle. ● Develop use of SEN Learning Plans to enable more effective differentiation and additional intervention support. ● Develop early identification systems for support ● Develop well-being and resilience programmes
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<p>10</p> <p>OVERALL EFFECTIVENESS</p> <p>Good</p>	<p>Overall Judgement: Good 2</p> <p>Conclusion</p> <p>Woodcroft is a well led and managed school that enables pupils to make good progress.</p> <p>Pupils are below age related expectations 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 provides breadth, balance and enrichment, including innovative AIM@ programmes for the Arts, PE Sport and Digital Technology. 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 an effective annual review schedule.</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 included over 40 extracurricular clubs during non-covid impacted years.</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 ● PSQM (Primary Science Quality Mark) ● Gold Games Award ● Gold TfL STARS Accreditation ● Silver Healthy Schools

The school continues to formulate ambitious plans for the future development of its curriculum involving the WEBB Partnership. This collaborative partnership within a cluster of 4 local primary schools consisting of Woodcroft, Edgware, Barnfield and Broadfields supports the school's continued drive to raise standards.

**11
SUPPORTING
DOCUMENTS
(& Source of Evidence)**

SUPPORTING DOCUMENTS

- Ofsted Inspection Report (January 2019)
- School Development Plan 2021-22
- Woodcroft Website - Curriculum Information

ACHIEVEMENT ANALYSIS

- School SEF Data File
- Inspection Dashboard
- Woodcroft School 'Nexus' Profile
- FFT Dashboard Data
- SEN & Pupil Premium Intervention Monitoring

QUALITY OF TEACHING

- Monitoring and Review Schedule
- AIM@Curriculum programmes
- Subject Leader Monitoring and Development

BEHAVIOUR & SAFETY

- Parent View
- Parent and Pupil Questionnaires
- Safeguarding Report
- Behaviour and Attendance Report
- PSHE Curriculum

LEADERSHIP & MANAGEMENT

- Governor Audit and Self-Evaluation tool
- Governance Reports (online)
- Leadership Structure, monitoring schedule and appraisal team leaders

SMSC

- AIM@ Curriculum Programme
- External Award and Reports