


**WOODCROFT PRIMARY SCHOOL – SELF-EVALUATION SUMMARY - September 2022**

SECTIONS	SUMMARY EVALUATION	IMPROVEMENT AREAS / ACTION
	<b>Key Issues</b>	<b>Success Criteria / Progress / Next Steps</b>
<b>1</b> <b>KEY ISSUES FROM PREVIOUS OFSTED INSPECTION</b>  December 2018  <b>Judgement: Good</b>	<ol style="list-style-type: none"> <li>1. Provide appropriate challenge, especially for the most able</li> <li>2. Ensure pupils start independent activities promptly</li> <li>3. Enable pupils to practise problem solving in maths and number investigations across curriculum</li> <li>4. Ensure pupil feedback effectively enables them to improve their work.</li> <li>5. Ensure assessment data enables teachers to extend learning in the early years.</li> <li>6. Support parents to help their child at home.</li> </ol>	<ol style="list-style-type: none"> <li>1. Expanding Worlds Curriculum and Explicit Teaching</li> <li>2. Woodcroft Teaching Systems &amp; Exemplary Behaviour Routines</li> <li>3. White Rose Programme</li> <li>4. Whole Class Feedback</li> <li>5. Implementing 'Tapestry' in 2022. Curriculum Aligned POP Tasks + Checking For Understanding</li> <li>6. The Treehouse, Revise Homework Policy, Woodcroft Online (continuity Curriculum)</li> </ol> <p>Ongoing SDP key priorities</p> <ul style="list-style-type: none"> <li>o Revised whole school curriculum</li> <li>o Reading</li> <li>o Exemplary Behaviour</li> </ul> <p>Recent initiatives:</p> <ul style="list-style-type: none"> <li>● New 'Expanding Worlds Curriculum'</li> <li>● Sounds Write Phonics Programme</li> <li>● The Write Stuff Reading Programme</li> <li>● Woodcroft Teaching 80:20 teaching System</li> </ul>
	<b>Strategic Priorities</b>	<b>Areas for development</b>
<b>2</b> <b>SCHOOL DEVELOPMENT PLAN PRIORITIES</b>	<p><i>Ensure the curriculum is carefully planned , delivered and received to enable ALL pupils the opportunity to study the full range of subjects, ensuring cumulatively sufficient knowledge and skills for their next stage of learning.</i></p> <p><i>To do this our focus will be on developing:</i></p> <ol style="list-style-type: none"> <li>1. An Enriched Curriculum</li> <li>2. Explicit Teaching Pedagogy</li> <li>3. Exemplary Behaviour</li> </ol> <p> <i>SIP 2022 -23 School Improvement and Deve...</i></p>	<p>Ongoing initiatives:</p> <ul style="list-style-type: none"> <li>● Expanding Worlds Curriculum</li> <li>● Curriculum Aligned Assessment (integrated to Arbor MIS)</li> <li>● Woodcroft Teaching Systems</li> </ul>

<b>3</b>	<b>Strengths</b>	<b>Area for development</b>
----------	------------------	-----------------------------

QUALITY OF EDUCATION		
<p><b>3a</b> <b>INTENT</b></p>	<p><b>Curriculum Design</b> <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"> <li>● Development of a new curriculum - 'Expanding Worlds' <ul style="list-style-type: none"> <li>☑ Expanding Worlds (Curriculum 202...</li> </ul> </li> <li>● Underpinned by foundational knowledge sequences knowledge</li> <li>● An extended wider curriculum</li> <li>● AIM@programmes that deepen knowledge and skills in Arts, PE and Sport and Digital Technology</li> <li>● Strong connections are made between core and creative subjects encouraged</li> <li>● Our structured Arts programme leads to an accredited Arts Council Bronze Arts Award</li> </ul> <p><b>Curriculum Coverage</b> <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"> <li>● Fully mapped and sequence knowledge rich curriculum</li> <li>● The development of a strong emphasis on curricular writing</li> </ul>	<p>We are currently working to develop:</p> <ul style="list-style-type: none"> <li>● Agreed principles of effective instruction</li> <li>● Better inclusive support through scaffolding and tiered intervention; school, class, group, individual</li> <li>● Agreed whole school teaching systems <ul style="list-style-type: none"> <li>☑ Woodcroft Teaching and Lear...</li> </ul> </li> </ul> <p>We are looking to improve our:</p> <ul style="list-style-type: none"> <li>● management of the timetable to ensure consistent coverage of all subjects</li> <li>● efficacy of evidence of pupil knowledge and skills development through our Assessment Progression Model aligned to sequences of learning and curriculum units</li> </ul>
<p><b>3b</b> <b>IMPLEMENTATION</b></p>	<p><b>Curriculum Delivery</b> <b>Teaching capacity</b> <i>Staff have good subject knowledge and are effectively supported.</i></p> <p>We know this because:</p> <ul style="list-style-type: none"> <li>● Teaching is always good or better</li> <li>● Excellent PD programme</li> <li>● Centralised support for each subject</li> <li>● There is a culture of peer support and collaboration within school and through WEBB partnership</li> </ul>	<p>We would like to:</p> <ul style="list-style-type: none"> <li>● Introduce 'Milestone Learning Communities'</li> </ul>

- Leaders carry out effective reviews: Pupil Book Study model implemented

### Lesson Delivery

*Lessons are effectively designed and delivered to ensure knowledge and skills are retained and integrated into new learning.*

This is demonstrated by:

- Learning programmes that are fully sequenced enabling mastery
- Drive to increase 'hard thinking ratios'
- Core subjects (English and Maths) support lessons in the wider curriculum.
- Clearly communicated lesson expectations and routines
- Bespoke 'Blocked Learning Sequence' planning
- Lessons that are sequenced to encourage depth of understanding with regular revisiting of key concepts.
- A drive to ensure opportunities for addressing misconceptions are regularly revisited

### Assessment

*Assessment is used to check understanding and inform teaching.*

Woodcroft supports:

- Summative Assessment is curriculum aligned via bespoke 'Proof of Progress' tasks
- Whole class feedback systems implemented

### Reading

*Woodcroft employs a rigorous approach to the teaching of reading. Pupils are able to read fluently, and with comprehension, developing confidence and enjoyment.*

This is supported by:

- Woodcroft Reading Programme implemented:
  - Extended Reading
  - Fluency Reading

We would like to further:

- Incorporate core text reading into all subjects to develop fluency and background knowledge
- 'Art of the sentence' initiative
- Ensure teaching of Grammar, Spelling and Punctuation across the wider curriculum is taught consistently well inc. whole school intervention
- Establish a consistent approach to the teaching of handwriting and page organisation


We will be more effective if:

- Improve effectiveness of assessment feedback
- There is a strong focus on vocabulary and spelling in wider curriculum



We would achieve greater success by:

- Embedding the Woodcroft Reading Programme

	<ul style="list-style-type: none"> <li>○ Close Reading</li> <li>○ Word Study</li> <li>● Whole school 'Sounds Write' linguistic phonics programme</li> <li>● A good range of reading books available in every classroom and library</li> <li>● Established effective whole class reading programmes have replaced guided reading</li> <li>●</li> </ul>	
<b>3C IMPACT</b>	<p><b>Attainment and Progress</b>  <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><b>Woodcroft v Barnet v National Comparison</b>  <span style="background-color: #e0e0e0; padding: 2px;">W Primary Statutory Assessment Provisi...</span></p>
	<p><b>Early Years</b>  <b>Outcomes for Nursery:</b>  <span style="background-color: #e0e0e0; padding: 2px;">Nursery Analysis 2021-2022</span></p> <p><b>Outcomes for cohort - July 2022</b>  <b>Strengths</b>  Communication and Language, 20/27 (74%)  Developing &amp; Secure 3-4 +  PSE Development, 20/27 (74%) Developing &amp; Secure 3-4 +  Physical Development, 23/27 (85%) Developing &amp; Secure 3-4 +</p> <p>Communication and Language, 15/27 (56%)  Secure 3-4 +  Physical Development, 14/27 (52%) Secure 3-4 +</p> <p><b>Areas of concern</b>  Literacy, 13/27 (48%) Developing &amp; Secure 3-4 +  Mathematics, 13/27 (48%) Developing &amp; Secure 3-4 +  Understanding of World, 17/27 (63%) Developing &amp; Secure 3-4 +  Expressive arts and design, 14/27 (52%)  Developing &amp; Secure 3-4 +</p> <p>Literacy, 4/27 (15%) Secure 3-4 +  Mathematics, 5/27 (19%) Secure 3-4 +  Understanding of World, 5/27 (19%) Secure 3-4 +  Expressive arts and design, 1/27 (4%) Secure 3-4 +  +</p> <p><b>Reception - EYFS Outcomes</b>  <span style="background-color: #e0e0e0; padding: 2px;">Reception Analysis 2021-2022</span>  <b>Outcomes Reception - July 2022</b></p> <ul style="list-style-type: none"> <li>● Good Level of Development (GLD) 51.8%</li> </ul>	

	<ul style="list-style-type: none"> <li>● Limiting factor to achieving GLD was Writing 51.8%</li> <li>● Total of 56 pupils, July 2022.</li> <li>● Mobility of 7 pupils left during the year, (7 pupils left during the year)</li> <li>● Strengths - Physical Development <ul style="list-style-type: none"> <li>○ Gross motor skills 75%</li> <li>○ Fine motor skills 69.6%</li> </ul> </li> <li>● Strengths - Communication and Language <ul style="list-style-type: none"> <li>○ Listening and attention 66.1%</li> <li>○ Speaking 60.7%</li> </ul> </li> <li>● Areas of concern - Literacy <ul style="list-style-type: none"> <li>○ Comprehension 53.6%</li> <li>○ Word reading 53.6%</li> <li>○ Writing 51.8%</li> </ul> </li> <li>● Areas of concern - Mathematics <ul style="list-style-type: none"> <li>○ Number 58.9%</li> <li>○ Numerical patterns 53.6%</li> </ul> </li> </ul>	
	<p><b>Key Stage 1</b>  <b>Outcomes Summary:</b>   <b>KS1 Outcomes 2022</b></p> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>● 2022 - Year 1 Phonics 71%</li> <li>● 2019 - Year 1 Phonics 90%</li>   <li>● 2022 - Year 2 Phonics 80%</li> </ul> <p><b>KS1 SATs results:</b></p> <ul style="list-style-type: none"> <li>● <u>Maths</u>: <b>60%</b> working at the expected standard (8% at greater depth)</li> <li>● <u>Reading</u>: <b>58%</b> working at the expected standard (13% at greater depth)</li> <li>● <u>Writing</u>: <b>52%</b> working at the expected standard (6.5% at greater depth)</li> <li>● <u>Science</u>: <b>83%</b> working at the expected standard</li> </ul> <p><b>2019 to 2022 Comparison:</b>  <u>Maths</u>: -8.5%  <u>Reading</u>: -21%  <u>Writing</u>: -15%</p>	<p>Embed Sounds Write programme  Target interventions gaps in KS2 Phonics knowledge.</p> <ul style="list-style-type: none"> <li>● Purchase decodable readers</li> <li>● Train staff</li> </ul> <p>Embed Woodcroft Reading Programme inc.  The Write Stuff curriculum</p>
	<p><b>Key Stage 2 Results</b>  Reading 83.3% (National 74%)</p> <p>Writing (Teacher Assessment) 83.3% (National 69%)</p> <p>Spelling Punctuation +Grammar 83.3% (National 72%)</p> <p>Maths 78% (National 71%)</p>	<p>Maintain greater consistency of improvement required throughout KS2 during Y3 to Y5.</p> <p>Embed:</p> <ul style="list-style-type: none"> <li>● Polysyllabic Phonics based spelling programme</li> <li>● Write Stuff writing initiative</li> <li>● Woodcroft Reading Programme</li> </ul>

	% of pupils attaining the expected level in Reading, Writing, Maths 73% (National 59%)	
--	----------------------------------------------------------------------------------------	--

	Strengths	Area for development
<b>4</b> <b>BEHAVIOUR &amp; ATTITUDES</b>	<p><b>Behaviour and Conduct</b>  <i>Pupil conduct at Woodcroft is excellent because we have high behaviour expectations and promote a respectful culture. Bullying or discrimination 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"> <li>● 123 Magic Approaches</li> <li>● Structured Assembly Programme</li> <li>● Established Class routines</li> <li>● Culture of positive reinforcement</li> </ul> <p><b>Attitude to learning</b>  <i>Pupils enjoy learning and take pride in their achievements.</i></p> <p>This is encapsulating in the Woodcroft Teaching System:</p> <p> Woodcroft Teaching and Learning Systems</p> <p><b>Attendance and Punctuality</b>   Attendance Analysis Summer, Spring &amp; Au...</p> <ul style="list-style-type: none"> <li>● Whole school attendance 93.1%, Year 1 to Year 6 attendance 94.1%</li> <li>● Attendance has increased over the year, Autumn term 91.5%, (National attendance Autumn term 2021 93.1%) Autumn &amp; Spring term 92.8% &amp; Autumn, Spring &amp; Summer 93.1%.</li> </ul>	<p>We would now like to:</p> <ul style="list-style-type: none"> <li>● Ensure there is a sustained, and timetabled, priority for PSHE</li> <li>● Train all staff to be confident at establishing consistent whole school norms and routines</li> </ul> <ul style="list-style-type: none"> <li>● Embed Woodcroft Teaching Systems</li> </ul> <ul style="list-style-type: none"> <li>●</li> </ul>
	Strengths	Area for development
<b>5</b> <b>PERSONAL DEVELOPMENT</b>	<p><b>Enrichment</b>  <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"> <li>● Trinity College Champion Centre</li> <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</li> </ul>	<p>We must ensure that:</p> <ul style="list-style-type: none"> <li>● The breadth and variety of enrichment impact positively on core learning.</li> </ul>

	<p>Gold, Healthy Schools Silver, Gold School Games Mark,, NAACE</p> <ul style="list-style-type: none"> <li>● Effective collaborations:, Arts Council, BEAT, BPSS, Dance Champions, International ‘BeHave Project’ - European Erasmus collaboration in association with ADDISS</li> <li>● National dance champions</li> </ul> <p><b>Character Development</b>  <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"> <li>● Exemplary Behaviour</li> <li>● Our AIM Values</li> <li>● Visually promoted PSHE focus</li> <li>● Their is a structured assembly programme</li> </ul> <p><b>Culture</b>  <i>Woodcroft strives to promote active citizenship where we contribute positively to society by developing:</i></p> <ul style="list-style-type: none"> <li>- <i>An understanding of fundamental British Values</i></li> <li>- <i>An appreciation of diversity; celebrating what we have in common</i></li> <li>- <i>A respect for an individual’s different characteristics.</i></li> </ul> <ul style="list-style-type: none"> <li>● Published Assembly Programme</li> <li>● Aligned curriculum</li> </ul>	<p>We could do more to:</p> <ul style="list-style-type: none"> <li>● Support healthy eating</li> <li>● Ensuring the promotion of the PSHE programme as an explicit aim.</li> <li>● Invite more guest speakers into school</li> </ul>
	<b>Strengths</b>	<b>Areas for Development</b>
<p><b>6 LEADERSHIP &amp; MANAGEMENT</b></p>	<p><b>Vision</b>  <i>Leadership at Woodcroft has a clear and ambitious vision for providing the highest quality inclusive education; promoted through strong, shared values, policies and practice</i></p> <ul style="list-style-type: none"> <li>● Established and consistent Leadership Team</li> <li>● Expanding Worlds Curriculum</li> <li>● Collaborative Partnership with 3 other schools - WEBB Partnership</li> </ul> <p><b>Training and Development</b></p>	<p>Embed the shared vision for the curriculum to underpin revised policies and practice</p>

*Training in school systematically improves staff subject and pedagogical knowledge.*

This happens because:

- Head and Deputy completed 2021-2022 Exemplary Leadership Programme
- Published teacher PD curriculum
- Support for external accreditation:
  - 3 teacher studying for Masters
  - All KS1 and F stage trained in Sounds Write Phonics

### **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 engagement
- Festivals
- International Weeks
- 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:

- Visible leadership
- Reducing workload
- Supporting CPD
- Structured SLT support
- Ensuing exemplary pupil behaviour

### **Governance**

*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*

Training now needs to improve peer collaboration through:

- Implementation of Milestone Learning Communities
- Incorporating elements of Walkthrus instructional coaching
- Aligned to the 4 elements of the of the Woodcroft teaching Systems
  - curriculum
  - attentional
  - cognitive
  - memory
- Reboot community and collaborative initiatives
  - curriculum evenings
  - EYFS stay and play
  - Little Oaks Toddler Groups
  - Appoint new learning mentor
  - rejoin LA Music Festivals
  - take part in event days e.g. junior citizenship

We could do better in our approach to:

- Ensure that stress surrounding monitoring visits is considered
- Reflecting on the impact if any additional expectations
- And ensure events do not distract from core learning
- Providing opportunities for staff voice






	<p><i>example the Equality Act 2010, and other duties, e.g. 'Prevent' strategy and safeguarding</i></p> <ul style="list-style-type: none"> <li>● Effective governing body with an appropriate balance of skills required to carry out its duties</li> </ul> <p><b>Safeguarding</b></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"> <li>● Experienced safeguarding and behaviour team</li> <li>● Positive relationships are promoted</li> <li>● Systems to record and action concerns are rigorous</li> <li>● Dedicated Safeguarding Governor carries out annual Audit and reports to Safety Committee</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Further develop impact of school governance on standards</li> </ul> <p>Actions required:</p> <ul style="list-style-type: none"> <li>● Appointment of new Safeguarding Governor</li> </ul>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	Strengths	Areas for Development
<b>8 Religious Education</b>	<ul style="list-style-type: none"> <li>● New RE Curriculum being delivered</li> <li>● Pupils/parents provided with opportunities to share their own religious practices where applicable to the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>● Implement fully Integrate new RE SoW</li> </ul>
	Strengths	Areas for Development
<b>9 SEND/Inclusion</b>	<ul style="list-style-type: none"> <li>● Effective SEND department.</li> <li>● Parent support services in place</li> <li>● Good links with outside agencies/professionals</li> <li>● SEND Planning Tools in place and incorporated onto Blocked Learning Sequence templates <ul style="list-style-type: none"> <li>☰ Pebbles - Supporting SEND at Woodcroft</li> </ul> </li> <li>● Whole class teaching supported by scaffolding approaches <ul style="list-style-type: none"> <li>☰ Scaffolding Ideas</li> </ul> </li> <li>● Tiered approach to interventions <ul style="list-style-type: none"> <li>○ Whole School</li> <li>○ Class</li> <li>○ Group</li> <li>○ Pupils</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Ensure and train staff to use the online SEND learning planning tool effectively following assess, plan, do, review cycle and to support outside agency requests</li> <li>● Develop Parental engagement in early identification and working with outside professionals</li> <li>● Develop school processes in the use of early identification tools</li> <li>● Review BLSs to identify specific core learning for pupils with SEND re: Pebbles scaffolds</li> <li>● Promote and use identified scaffolded approaches for specific needs</li> <li>● Develop targeted interventions programmes to support SEND pupils</li> </ul>

--	--	--

<p><b>10</b> <b>OVERALL</b> <b>EFFECTIVENESS</b></p> <p><b>Good</b></p>	<p><b>Overall Judgement: Good 2</b></p> <p><b>Conclusion</b></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 well above National Averages when they leave the school.</p> <p>The progress of pupils in the Foundation Stage and KS1 is good.</p> <p>The composition of the Governing Body has changed. Governors must continue to provide significant levels of challenge to school leadership.</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 new 'Expanding Worlds' curriculum provides breadth, balance and enrichment, including innovative AIM@ programmes for the Arts, PE Sport and Digital Technology.</p> <p>Teaching is good. The school is focusing on ensuring that there are high expectations and consistent use of evidence-informed practices to ensure all children make progress.</p> <p>There is an effective distributed SLT structure.</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>● Trinity Champion Centre Status</li> <li>● Regional Primary Dance Champions</li> <li>● Artsmark Platinum</li> <li>● NAACE IT Award</li> <li>● Gold Games Award</li> <li>● Gold TfL STARS Accreditation</li> <li>● Silver Healthy Schools</li> </ul> <p>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.</p>
---------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------


<p><b>11</b> <b>SUPPORTING</b> <b>DOCUMENTS</b> <b>(&amp; Source of Evidence)</b></p>	<p><b>SUPPORTING DOCUMENTS AVAILABLE ON REQUEST</b></p> <ul style="list-style-type: none"> <li>● Ofsted Inspection Report (January 2019)</li> <li>● School Development Plan 2022-23</li> <li>●  SIP 2022 -23 School Improvement and Development Plan</li> <li>● Woodcroft Website - Curriculum Information <a href="https://www.woodcroft.barnet.sch.uk/">https://www.woodcroft.barnet.sch.uk/</a></li> </ul>
---------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

-  Expanding Worlds (Curriculum 2020)- Systems for Teaching and Learning
-  Woodcroft Teaching and Learning Systems
- Staff Information Pack

#### **BEHAVIOUR & SAFETY**

- Safeguarding Audit
- Behaviour and Attendance Report
- PSHE Curriculum

#### **LEADERSHIP & MANAGEMENT**

- Leadership Structure:  
<https://drive.google.com/drive/folders/1PFwTjiCPVIFNLpNjv8-jEeAaxxaFiFhy?usp=sharing>
- Subject Leadership Monitoring  
 Subject Leadership Model - Woodcroft Primary