

**WOODCROFT PRIMARY SCHOOL – SELF-EVALUATION SUMMARY - September 2025**

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>  May 2024  <b>Judgement:</b> <b>Good</b>	1. Improve phonics outcomes 2. Develop pupil reading fluency	<ul style="list-style-type: none"> <li>● Implement whole school phonics support</li> <li>● Refine Woodcroft Reading Programme</li> <li>● Develop Effective Interventions</li> </ul> Ongoing SDP key priorities <ul style="list-style-type: none"> <li>● Revised whole school curriculum</li> <li>● Reading and Maths Fluency</li> <li>● Inclusive Teaching and SEND Provision</li> <li>● Exemplary Behaviour</li> </ul> Recent initiatives: <ul style="list-style-type: none"> <li>● ‘Expanding Worlds Curriculum’</li> <li>● Sounds Write Phonics Programme</li> <li>● The Write Stuff Reading Programme</li> <li>● SEND Spaces</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><i>1. An Enriched Curriculum</i></li> <li><i>2. Explicit Teaching Pedagogy</i></li> <li><i>3. Exemplary Behaviour</i></li> </ol>	Ongoing initiatives: <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>QUALITY OF EDUCATION</b>	<b>Strengths</b>	<b>Area for development</b>
<b>3a</b> <b>INTENT</b>	<p><b>Curriculum Design</b></p> <p><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>	<p>We are currently working to develop:</p>

	<ul style="list-style-type: none"> <li>● Development of a new curriculum - ‘Expanding Worlds’</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>	<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</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 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> <li>● Leaders carry out effective reviews: Pupil Book Study model implemented</li> </ul> <p><b>Lesson Delivery</b>  <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>	<p>We would like to further:</p> <ul style="list-style-type: none"> <li>● Incorporate core text reading into all subjects to develop fluency and background knowledge</li> </ul>

- 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
  - Close Reading
  - Word Study
- Whole school 'Sounds Write' linguistic phonics programme
- A good range of reading books available in every classroom and library
- Established effective whole class reading programmes have replaced guided reading

- 'Golden Writing' 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

<p><b>3C IMPACT</b></p>	<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>Early Years</b>  <u>Areas of strength for Nursery cohort 2025</u></p> <ul style="list-style-type: none"> <li>● Mathematics</li> <li>● Understanding of the World</li> <li>● Expressive Arts &amp; Design</li> </ul> <p><u>Areas of concern for Nursery cohort 2025</u></p> <ul style="list-style-type: none"> <li>● Literacy</li> <li>● Communication &amp; Language</li> </ul> <p><b>Reception GLD - EYFS Outcomes</b></p> <ul style="list-style-type: none"> <li>● 2025 <b>59%</b></li> <li>● 2024 <b>64%</b></li> <li>● 2023 <b>61%</b></li> </ul> <p>Limiting Factors in achieving Good Level of Development (GLD):</p> <ul style="list-style-type: none"> <li>● Writing</li> <li>● Comprehension</li> <li>● Word Reading</li> </ul> <p>Strengths in:</p> <ul style="list-style-type: none"> <li>● Gross Motor Skills</li> <li>● Building Relationships</li> </ul>	<p>Initiatives supporting this are Sounds Write Phonics which staff have received training, materials and planning. Reception are supporting school initiatives for additional reading opportunities focusing on vocabulary and decoding. Children are currently being assessed for the Talk Boost intervention. Reception also has two volunteers who support individual reading with all pupils on a weekly basis.</p>
	<p><b>Key Stage 1</b>  <b>Outcomes Summary:</b></p> <p><b>Y2 Phonics</b></p> <ul style="list-style-type: none"> <li>● 2025 <b>95%</b></li> <li>● 2024 <b>87%</b></li> <li>● 2023 <b>80%</b></li> </ul> <p><b>Y1 Phonics:</b></p> <ul style="list-style-type: none"> <li>● 2025 <b>57%</b></li> <li>● 2024 <b>76%</b></li> <li>● 2023 <b>52%</b></li> </ul> <p><b>KS1 Reading teacher assessment results:</b></p> <ul style="list-style-type: none"> <li>● 2025 <b>76%</b></li> <li>● 2024 <b>70%</b></li> <li>● 2023 <b>68%</b></li> </ul>	<p>Embed Sounds Write programme  Target interventions gaps in KS2 Phonics knowledge.  Embed decodable reader programme</p> <p>Embed Woodcroft Reading Programme inc.  The Write Stuff curriculum</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 Gold, Healthy Schools Silver, Gold School Games Mark,</li> <li>● Effective collaborations:, Arts Council, BEAT, BPSS, Dance Champions, 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>● There 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>	<ul style="list-style-type: none"> <li>● The breadth and variety of enrichment impact positively on core learning.</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>

**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 new SENCO as part of reduced Leadership Team
- Expanding Worlds Curriculum

**Training and Development**

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

This happens because:

- Head and Deputy completed Exemplary Leadership Programme
- Published teacher PD curriculum
- Support for external accreditation:
  - Masters Programmes
  - All KS1 and F stage trained in Sounds Write Phonic

**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
- 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

Embed the shared vision for the curriculum to underpin revised policies and practice

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 Group
  - 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:

	<p><b>Governance</b></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"> <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> </ul>	<ul style="list-style-type: none"> <li>● Ensure that stress surrounding monitoring visits is considered</li> <li>● Reflecting on the impact if any additional expectations</li> <li>● And ensure events do not distract from core learning</li> <li>● Providing opportunities for staff voice</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>● Implement ½ termly safeguarding governor audit checks</li> <li>● Implement contextual safeguarding update and training</li> </ul>
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	Strengths	Areas for Development
<b>8 Religious Education</b>	<ul style="list-style-type: none"> <li>● New RE Curriculum being embedded</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>● Review new curriculum</li> <li>● Cross Curricular links</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</li> <li>● Whole class teaching supported by scaffolding approaches</li> <li>● Tiered approach to interventions <ul style="list-style-type: none"> <li>○ Whole School</li> <li>○ Class</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> </ul>

	<ul style="list-style-type: none"> <li>○ Group</li> <li>○ Pupils</li> </ul>	<ul style="list-style-type: none"> <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>
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<p><b>10</b></p> <p><b>OVERALL EFFECTIVENESS</b></p> <p><b>Good</b></p>	<p><b>Overall Judgement: Good 2</b></p> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>● <b>Safeguarding: Met</b></li> <li>● <b>Inclusion: Strong</b></li> <li>● <b>Curriculum and Teaching: Strong</b></li> <li>● <b>Achievement: Expected</b></li> <li>● <b>Attendance: Needs Attention</b></li> <li>● <b>Behaviour: Strong</b></li> <li>● <b>Personal Development and Wellbeing: Strong</b></li> <li>● <b>Leadership and Governance: Strong</b></li> </ul> <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 Gold</li> <li>● NAACE IT Award</li> <li>● Gold Games Award</li> <li>● Gold TfL STARS Accreditation</li> <li>● Silver Healthy Schools</li> </ul>