

GREAT CHART PRIMARY SCHOOL
HEAD TEACHER'S REPORT TO THE GOVERNORS – TERM 3 2022

Leadership & Management

General

The pandemic continues to cause disruption to learning due to pupil and staff absence. The reduction in the possible number of days for self isolation has helped slightly but any absence is generally at least 5 days which has a huge impact on learning and staffing.

The school is following all Government and DfE guidance and has a contingency plan to implement if necessary.

Ofsted 6th and 7th December 2021

During the next few terms as well as focusing on our Strategic Plan priorities we will also start to address the development areas highlighted in our Ofsted report.

- In some subjects such as history and geography, leaders are still implementing how pupils can make stronger connections across the topics they study. Leaders must continue to monitor the full implementation of the curriculum. This will ensure pupils are more confident to use and apply the key concepts and vocabulary they learn.
- While pupils read fluently for their age, not all staff have the detailed knowledge they need to teach the phonics programme. Leaders need to make sure that every member of staff is an expert in teaching phonics. This will ensure that all pupils read with confidence and can access a wide variety of fiction and non-fiction books.

An action plan is being formulated with staff. *See separate agenda item.*

Strategic Plan 2021-22

Please refer to the Strategic Plan update from Term 2. An update will be provided for governors during Term 4.

National Tutoring Programme Funding

The National Tutoring Programme (NTP) is an ambitious scheme intended to provide additional, targeted support for those children and young people in schools who have been most affected by disruption to their education as a result of the coronavirus (COVID-19) pandemic. There are 3 routes schools can choose from.

- tuition partners
- academic mentors
- school-led tutoring

We are hoping to secure the funding for School-led tutoring. This payment is ring-fenced to fund locally sourced tutoring provision for disadvantaged pupils. This could include using existing staff such as teachers and teaching assistants or external tutoring resources such as private tutors or returning teachers. The grant gives schools the flexibility to use tutors with whom they are familiar.

We feel that using our existing staff is the most beneficial way to ensure pupils make good progress. We will be running the following school- led tutoring interventions:

- Extra tuition- Y3-6
- Maths intervention- Y2
- Phonics intervention- Y1
- Additional S+L language support

This is in addition to the recovery funding we also receive to enable us to do the following:

- Splitting Y6 3 ways x 4 mornings per week
- Splitting Y5 3 ways x 3 mornings per week
- Interventions- NELI (Early Language Programme for EYFS)
- Additional member of staff in Y4 (unqualified teacher)
- Additional TA in Y3
- Additional TA in EYFS

The Catch Up Strategy for 2020-21 can be found on the website. You will also find the new Recovery Strategy 2021-22 document.

<https://www.great-chart.kent.sch.uk/learn-more/covid-19-catch-up-premium/>

Staff Well being

We constantly review our policies to ensure staff workload is manageable. Recently we have reviewed our staff communication curfew and staff who stay late have been reassured that staying later than 5pm is not an expectation.

Jenny Thomas, who is our Mental Health First Aider, will be working on a whole school approach to staff and pupil well being and undertaking training funded by the DfE.

Safeguarding

The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk; help pupils reduce their risk of harm by securing the support they need or referring them in a timely way to those who have the expertise to help; manage safe recruitment and allegations about adults who may be a risk to pupils.

All new members of staff have completed the school's annual safeguarding training and the KCSIE 2021 Knowledge check.

Online filtering checks continue to be monitored by the DSLs and any issues addressed and recorded.

Single Central Register- monitored by the HT- 21.01.22

IA- Virtual Meeting

Anna McGrath visited the school on the 19th January. We discussed our Ofsted inspection, report and findings. We have commissioned Anna to support us with the curriculum development area and she will return on the 24th February 2022 to work with subject leaders.

SEND

Current data- Jan 2022:

9x EHCP pupils (2%)

40x SEN not EHCP (12%)

68x Monitoring (16%)- 15 of these pupils are also PP (22%)

Pupil Premium

Current data- Jan 2022 (including EYFS)

81x Pupil Premium pupils (19%)

Includes 9x LAC and 4x Service pupils

SEF

The school self evaluation document has been reviewed and updated by the SLT and wider leadership team- (Google Drive)

Staffing

Miss Whittle has been appointed to work as 2:1 Teaching Assistant in Year 1 from November 2021, following the receipt of extra High Needs Funding in the autumn term.

We have appointed a new permanent cleaner after a member of staff, who was on maternity leave, decided not to return.

We are currently advertising for a Y1 teacher post for Term 4 and a 1:1 teaching assistant post in Y4 to start immediately.

Performance Management

All Teachers and support staff will be completing their mid year reviews during Term 3 & 4

Admissions

The school has been directed to take a Y4 pupil with an EHCP. He will be requiring High Needs Funding to secure adult support. We are also starting to get an increasing number of EHCP consultation documents for pupils due to start in September 2022.

Quality of Education

Pupil achievement and assessment update 2021-22 (Term 2)- (google doc- attached)

Across the school:

Reading- 98% of pupils on track to achieve own individual targets

Writing- 98% of pupils on track to achieve own individual targets

Maths- 99% of pupils on track to achieve own individual targets

Attainment is still slightly lower than expectations from previous years due the pandemic creating lost learning and gaps in knowledge. However, pupils causing concern have been discussed at Pupil Progress Meetings and interventions and strategies have been actioned to ensure they are well supported.

Phonics Analysis Report Year 2- Dec 2021

Year 2	Working at (Expected)	Working towards
All (60)	97% (58)	3% (2)
Pupil Premium (13)	92% (12)	8% (1)
SEN (8)	75% (6)	25% (2)
EAL (11)	100% (11)	
Boys (34)	97% (34)	3% (1)
Girls (26)	96% (25)	4% (1)

Positive results across the board. The only 2 pupils not achieving 'working at' are SEN pupils (1 also being PP)

Monitoring the Effectiveness of Teaching and Learning

Learning Walks have taken place during Term 3. Focus for the drop ins have been:

- Quality First Teaching and Inclusion

We are also looking at areas identified from Term 1:

- Do children know and understand the purpose of their learning- LOB?
- Do children use a range of strategies to help them if they are stuck?
- Are the maths learning walls being used? Effectively?
- Is learning being scaffolded effectively? Too much?
- Consider teacher talk time
- Are powerpoints restricting teaching?
- No hands up policy?

Curriculum Implementation

Part 2 of curriculum training - *agenda item*

Sports Premium

Throughout the last 18 months Physical Education and activity have remained important for pupils as we negotiate through the pandemic. We have continued with activities in PE lessons, sometimes with limited equipment to reduce infection risk, and have prioritised getting outside where we can.

We were able to restart outside sessions in games, through Ease, tennis and forest school which has been important. However competition, opportunities for new providers and swimming have all been on hold as a result.

We have some new competition sports kit sponsored by Donaldson Timber that got its first outing at the cross country competition in term 2. It was a real hit and motivator.

We have managed to begin a new programme of cycling to try and catch up. The current Year 6 did the Level 2 Bikeability and now some are regularly riding to school and using the new cycle shelter on the KS2 playground. Year 5 did Level 1 training to enable them to complete Level 2 in term 6. EYFS and KS1 have completed Pedal Free and there are more pupils now riding on 2 wheels. Year 4 will complete Level 1 in April. Our efforts were recognised in a nomination for Bikeability School of the Year.

In January we managed to start swimming again after the pandemic and pool closure. Year 4 are going this term and due to the large number of non swimmers (50% +) we are sending a class at a time so they can have quality 45 minute sessions each week. After 3 weeks there is a noticeable improvement in confidence and skills.

Forest school sessions have been increased so all pupils can access sessions each term. This has proved positive and links well to active learning across the curriculum. We also have a new recruit: Dodger, the Forest School dog.

We have maintained subscriptions to apps/programmes that promote active learning and physical brain breaks that can be used throughout the day and at home if necessary.

Club provision has been restarted with a range of clubs available for pupils throughout the week. So far since September we have offered: Football for all pupils (Mon, Weds), Gymnastics 2 x Kestrel Gymnastics (Thurs, Fri) plus a school based club, Irish Dancing (Tues), School based Dance club, Tennis club (Mon), Drama clubs Natalie's Stars (Weds) and ESCYT (Thurs).

Looking ahead:

- Meeting re primary PE and competition programme for the rest of the year 1.2.22
- Maximising active learning with Teach Active training 7.2.22
- Irish Dance taster sessions Years EYFS - Year 5 11.2.22
- March 21st/22nd - Dance Days workshops for all classes
- Cross Curricular Orienteering - Part 2 training (teachers and TAs)
- Year 4 Bikeability Level 1 - 20th/21st April
- Year 5 - Level 2 Bikeability - W/B 20th June

Personal Development

Curriculum

The curriculum extends beyond the academic and provides for pupils' broader development. The school works to enhance pupils' spiritual, moral, social and cultural development through its PHSE and RHE curriculums. Through our school values which are embedded within our curriculum we support pupils to be confident, resilient and independent. Our value for term 3 is Responsibility and Resilience for Term 4.

Pastoral support

Through our high quality pastoral support at all levels, pupils are very well supported.

Behaviour & Attitudes

Behaviour

Policy

The behaviour policy has been updated. Values will continue to be a very strong focus this year and we will continue with a different value being focused on each term. Parents have been informed about the values too.

Zones of regulation continue to be a focus and we are really pleased by how consistently these are used throughout the school.

Due to our consistent behaviour approach and embedded values, pupils behave with high levels of respect for others and have very positive attitudes towards their learning. This was highlighted by the Lead Inspector.

Parents can use Class Dojo to track their child's Dojo points and House points within the class.

Monitoring

Pupil behaviour is regularly discussed at SLT and Phase meetings. The Leadership Team monitors behaviour via our online system, CPOMs and will speak to pupils and parents with any concerns.

No Fixed Term Exclusions Term 1-3 2021. We have 1 pupil on a reduced timetable but not due to behaviour.

Attendance Sept- Dec 2021

Groups	2018/19	2019/20	2020/2021	Oct 2021	Dec 2021
Whole	97.2	COVID	97.7	96.5	96.4
Unauthorised	0.75		0.4	0.3	0.73
Authorised	2		2	3.3	6.7
PA (10%)	0.6		7.2	10.9	9.5
EAL	97.74		97	96.6	96.1

FSM	95.56		96.5	95	94.7
Pupil Premium	96		96.5	95.1	95
LAC (8)	98.18		97.3	95.3	95
SEN Support	97.08		96.4	94.9	94.5
EHCP (8)	93.42		95.63	92.7	93.1
Ethnicity (significant groups)					
White British (324)	97.19		97.7	96.4	96.4
Black African (13)	98.31		99	97.6	97.1
Indian (11)				96.4	96.1
White Eastern European (11)				97.3	95.2
Pakistani (7)				97.2	95
Nepali (7)				96	96.8
Chinese (5)				98.9	99.2
White & Black Caribbean (9)				97.1	96.9

We have been directed to take a pupil with an EHCP who has not attended school consistently for 2 years. He has a high level of need and we are working with the family, KCC and outside agencies to encourage him to attend. He is on a reduced timetable but attendance is already causing a concern.

Early Year Foundation Stage

The children have settled in and are making good progress. They have spent the first two terms focusing on their personal, social and emotional skills. Within EYFS they have some pupils with extremely challenging behaviour but these children are beginning to self regulate themselves in a number of situations, supported by the staff. Staff use a consistent approach to develop their emotional language. The addition of an extra adult has had a huge impact in supporting the lower 20% of children. They have made great progress in all areas including Speech and language. The implementation of the new framework is going well. One of the focuses at the moment is how to report on assessment as EYFS is very different from other year groups. This is work in progress.

EYFS have had a new member of staff join as 1:1 support. The team is growing and soon they will be meeting the child that is currently in the O and A (Observation and Assessment) provision at John Wesley next week. This will then start the transition process for him to come to Great Chart. He is a child with an EHCP and has complex needs. He will need an adult to support him.

Pedal free was a great success and EYFS have been able to purchase 3 more balance bikes. The bikes have been used more than ever as children can now get to them and put them away with ease due to the installation of the new bike shelter in EYFS. We have had many children move onto pedals and are now cycling.

Pupil achievement and assessment update 2021-22 (Term 2)- (google doc- attached)

Since Term 2 interventions have begun to ensure pupils causing concern are targeted.

EYFS profile

Current data - January 2022:

3x EHCP pupils

4x SEN (not EHCP)

12x Monitoring

8x Pupil Premium pupils

Challenges

- Increased number of EHCP and SEN pupils
- Communication and language difficulties
- Maturity levels of some EYFS pupils

Future Dates

Full Governing Body Meeting

Fri 25th March 22 - 8.40am

Wed 25th May 22 - 5pm

Fri 8th July 22 - 8.40am