

**GREAT CHART PRIMARY SCHOOL
HEAD TEACHER'S REPORT TO THE GOVERNORS – TERM 5 2022**

Leadership & Management

Pandemic

There are no longer restrictions or guidelines to follow for schools so we are following the advice from the UK Health Security Agency. All of our covid guidelines have now been removed from our website but we will still be vigilant and are still encouraging good hygiene and ventilation throughout the school.

School's White Paper "Opportunity for all: strong school with great teachers for your child"

<https://www.gov.uk/government/publications/opportunity-for-all-strong-schools-with-great-teachers-for-your-child>

The White Paper sets out proposed reforms to the education system focussed on providing an excellent teacher for every child, delivering high standards of curriculum, behaviour and attendance, targeted support for every child that needs it and; a stronger and fairer school system.

The main areas include:

- By 2030, every child will be taught by an excellent teacher trained in the best evidence approaches
- Raising Achievement
- New curriculum resources
- Ofsted inspections
- Length of the school day
- Attendance
- Behaviour
- Recruitment, retention and CPD
- Academisation

Governors to read the White Paper summary document along with the Advantages and Disadvantages of Academisation- to discuss further during the meeting

Strategic Plan 2021-22

Please refer to the Strategic Plan update from Term 4. An update will be provided for governors during Term 6.

Staff Well being

Mental health and wellbeing continues to be a school focus. The Mental Health email address is used to send messages and tips to all staff promoting good wellbeing. The staff wellbeing board also has updated guidance and links to support.

Mrs Thomas is undertaking the Senior mental Health Lead training and this will lead to further development of the whole school approach to mental health and wellbeing, including staff and pupils. Designated planning days, the email curfew and carefully planned training/meetings are all initiatives that staff welcome and help reduce workload, thus improving their wellbeing.

Safeguarding- separate agenda item

SEND

Current data- April 2022:
8x EHCP pupils (2%)
42x SEN Support (10%)

So 50 children are SEND altogether (12%)
73 pupils on Monitoring (17%); 11 of these pupils are also PP (15%)

SEND green paper 2022: summary- New national standards for SEND provision

The government is proposing new national standards for special educational needs and disability (SEND) to make provision more consistent across the country. These standards would span from the early years through to further education, and apply across education, health and care.

SEND Review: Right Support, Right Place, Right Time ('the green paper') is not statutory guidance or legislation. It's a document that sets out the Department for Education's (DfE's) policy proposals, with consultation questions that the DfE wants school leaders to feedback on. This was recently completed by HT and Senco.

The standards would:

- Set out a consistent approach to identifying and assessing pupil needs
- Set out what support is available for different pupil needs, and what type of setting (mainstream or specialist) should meet these needs
- Clarify when pupils need an education and health care (EHC) plan
- Clarify the role of different education and service providers (e.g. health and social care) in EHC needs assessments
- Clarify who should fund different forms of support
- Standardise processes for accessing SEND support and reviewing EHC plans (see more below)
- Set out how settings should collaborate with pupils, parents and carers so they can be more involved in decision making
- Set out consistent transition arrangements for pupils to move between schools, phases and into adult life

Once the standards have been established, the government plans to review and update the SEND Code of Practice to reflect the changes. As part of this process, the government will consider how to strengthen the relationship between the SEND governor and the SENCO.

Pupil Premium

Current data- April 2022 (including EYFS)
82x Pupil Premium pupils (19.5%)
Includes 9 Looked After Children and 4 Service pupils

SEF

This will be updated at the end of term 6 to reflect our results.

Staffing

Mrs L Thompson has been appointed for the temporary teaching post in year 1 until August 2022. Mrs T Page has been appointed as 1:1 teaching assistant to support pupils with High Needs Funding in Year 3 and EYFS. Casual relief teaching assistant, Mrs Torrance, has been appointed in February to be available to cover staff absence and support as and when needed.

2 cleaners were appointed in March to replace 2 members of staff who left, Miss Kenyon and Miss Davies. 1 casual relief midday supervisor and cleaner, Miss Crump was appointed also.

Performance Management- separate agenda item

Teachers will receive training during Term 6 to prepare them for the changes to the appraisal process for next year.

Admissions

The school received 219 applications for the 60 places for September 2022. 59 children were offered a place in April. 1 place was offered to a child with High Needs Funding via KCC SEN department. Once all the parents accept their place the induction process will start during term 6 with 3 settling-in sessions for children and one evening parent session on 22nd June.

The parents will be receiving an electronic induction pack for the first time to avoid all the paper forms. Parents will be able to log in to Arbor (school's MIS system) and update all their child's details straight away. This should streamline the whole process with it being more environmentally friendly and cost effective. It has been trialled by staff and has worked extremely well.

Ukrainian Refugees

We currently have not received any requests to support Ukrainian refugee families. Guidance from the Government is now available to support schools. In terms of admissions any requests for places must follow the usual admissions procedures and schools oversubscription criteria.

Quality of Education

End of Key Stage Assessments

KS2 SATs have been completed and sent off for marking. Only one timetable variation due to a pupil being absent for 2 days. Results will be available for schools to view on the 7th July- *Governors will have an opportunity to view papers at the FGB meeting*

KS1 SATs teacher assessments are being finalised W/B 23rd May including the children completing SATs papers.

Year 1 phonics will be taking place W/B 13th June. Year 4 Multiplication Test Checks will take place in June.

Pupil achievement and assessment update 2021-22 (Term 4)- (google doc- attached)

With regards to attainment, year groups are still trying to meet the aspirational targets set at the beginning of the year. Attainment in reading in most year groups is higher than maths and writing. Reading has been a priority area throughout the school. Writing in most year groups is the subject where children seem to be struggling to meet expectations. During the past 2 years and particularly with children working online, we are now seeing the impact of children not receiving the usual writing experiences and also still finding it hard to keep up with the pace due to their writing stamina. This is an area which we will need to focus on next year.

Progress throughout the school is really positive and the majority of pupils are on target to meet their end of year target in reading, writing and maths.

Across the school:

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

Writing- 97% of pupils on track to achieve own individual targets

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

For pupils causing a concern in terms of attainment and progress, they will be discussed at Pupil Progress Meetings and interventions etc will be put in place.

Currently the year groups which will need to be a focus are:

- Year 5- split 3 ways for maths and English to continue
- Year 1- extra TAs recruited for 1:1 pupils will benefit others and ensure consistent interventions take place

Monitoring the Effectiveness of Teaching and Learning

During Term 5 staff have been encouraged to identify subjects which they would like greater support and to carry out some peer to peer observations. This is an effective strategy to employ with teachers and will hopefully increase their expertise and confidence.

Subject leaders are continuing to carry out observations to ensure they have an understanding of the quality of teaching and learning throughout the school.

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 5 is Kindness and Independence for Term 6.

Pastoral support

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

Conflict in Ukraine

The school is supporting pupils in an age appropriate way to help them make sense of what is happening in Ukraine. We have also made a huge effort to support the Kent Ukraine Appeal which has linked really well with our Kindness Value this term.

Although we have no Ukrainian refugee children in school, I am taking part in a 4 part training module called 'Healing Classrooms' as part of the IRC (International Rescue Committee). This will support the school in preparing for any requests for places and enable us to be ready to support the pupils and families effectively.

Behaviour & Attitudes

Behaviour

We have reviewed our values. Our core value is Respect and forms part of our school rules. We also have termly values: Community, Ambition, Responsibility, Resilience, Kindness & Independence

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.

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 1-5.

Attendance Sept- Dec 2021

Groups	2018/19	2019/20	2020/2021	Oct 2021	Dec-21	Feb-22	April
Whole	97.2	COVID	97.7	96.5	96.4	95.7	95.1
Unauthorised	0.75		0.4	0.3	0.73	0.3	0.3
Authorised	2		2	3.3	6.7	4	4.6

PA (10%)	0.6		7.2	10.9	9.5	8.3	10
EAL	97.74		97	96.6	96.1	95.7	95.2
FSM	95.56		96.5	95	94.7	93.4	92.9
Pupil Premium	96		96.5	95.1	95	94	93.5
LAC (8)	98.18		97.3	95.3	95	97.1	96.67
SEN Support	97.08		96.4	94.9	94.5	93.8	93.2
EHCP (8)	93.42		95.63	92.7	93.1	89.2	91.3
Ethnicity (significant groups)							
White British (324)	97.19		97.7	96.4	96.4	96.1	95.5
Black African (13)	98.31		99	97.6	97.1	96.8	97.1
Indian (11)				96.4	96.1	95.2	94.6
White Easten European (11)				97.3	95.2	95.2	95.2
Pakistani (7)				97.2	95	94.2	94.2
Nepali (7)				96	96.8	96.2	96
Chinese (5)				98.9	99.2	97.8	96.9
White & Black Caribbean (9)				97.1	96.9	96.7	95.7

Early Year Foundation Stage

It has been a more challenging term with Covid. EYFS were unfortunately hit quite hard with staff sickness and children absences. A 2-day circuit break was carried out which was successful. Despite these challenging few weeks the children are still making steady progress. Staff are working towards the children being ready for life in Year One which we call being 'school ready'. The addition of an extra TA has ensured that more children will be a GLD (Good Level of Development) at the end of the EYFS. The extra TA has worked closely with Miss Bennett and Mrs Eyres is supporting children with Speech and language difficulties. We have also seen the benefits from being able to deliver NELI (Speech and Language programme) correctly. The final language assessments will be carried out in term 6.

EYFS staff completed a morning with Ruth Swailes, virtually. Again this has had such a positive impact on developing leadership skills and practice in Foundation. Mrs Bissett and Mrs Davies shared the improvements that

they have made since her last visit and discussed areas that they need to continue to develop. We are hoping that she will be able to visit in May.

Our first school trip has been booked for the 17th of May. We will be visiting Wingham Wildlife Park.

PE has been a great success with the EYFS children. They have been focusing on Gymnastics and using equipment safely. They have continued to develop the children's cycling abilities. There has been an increase in children cycling without stabilisers. We have been sharing their achievements on Tapestry and parents have been cycling with them during the holidays which has been lovely to see.

EYFS staff are starting to prepare for the new intake for September. They will soon start ringing nurseries and visiting children that there are concerns about. We have new entrants' days organised where the children will come and spend an hour with us in these sessions. They will have the chance to play and meet the staff.

Pupil achievement and assessment update 2021-22 (Term 4)- (google doc- attached)

Since Term 4 interventions have begun to ensure pupils causing concern are targeted.

Final profile results are currently being finalised.

EYFS profile

3 x EHCPs (all 3 pupils have a diagnosis of Autism)

4 x SEN Support

12 x Monitoring

8 x Pupil Premium eligible

Only 1 of the PP children is also SEND.

One of the pupils with an EHCP is in the process of gradually transitioning over to us from the John Wesley Satellite Provision run by Wyvern. Due to his very significant needs this pupil will be staying in EYFS for the next academic year. This was advised by Wyvern staff and agreed with KCC SEN Dept, admissions and parents.

Future Dates

Full Governing Body Meeting

Fri 8th July 22 - 8.40am

Strategic Planning Morning

Monday 13th June 2022 9am

Visioning Morning

Thursday 1st September 8:30am

Assessment Training with Liz Windon

Wednesday 16th November 6pm