

**GREAT CHART PRIMARY SCHOOL**  
**HEAD TEACHER'S REPORT TO THE GOVERNORS – TERM 3 2026**

**National School Governance Awareness Day Thurs 12th Feb**

Thank You to Our Governors

As part of National Governance Awareness Day, we want to take a moment to say a huge thank you to our dedicated governing body.

Thank you to each and every one of you for your dedication, expertise, and unwavering support. We couldn't do it without you!

**School Context**

Current Contextual Information	School (Term 1- 3 2026)	National Averages Jan 2025 (2026 figures have not been released)
Number on roll	424 (436 including Goldwell class)	276
Attendance	96.6% (2024-25)	94.8% (2024-25)
Persistent absentees	4.6% (2024-25)	12.6% (2024-25)
English as an additional language	26.11%	21.4%
Entitled to FSM	17.69%	24.6%
Disadvantaged	18.4%	26.9%
SEN	14.39 (61)	18.2%
SEN (EHCP)	2.36% (10)	3.5%
SEN (EHCP) including Goldwell class	5.2% (22)	3%
Exclusions- Fixed Term	0.7% (3)	4.13%
Exclusions- Permanent	0	0.05%
Wyvern Satellite Provision	12 KS2 pupils	

**Self- Evaluation Summary (Ofsted 2025 Framework)**

The SLT are using the Ofsted toolkit to self evaluate the school's position. Governors need to be aware that for each judgement the school needs to be a secure fit. Governors can access the SEF summaries in the SEF folder. (Please be aware that these are draft documents and once completed will be summarised. This is a lengthy process as the framework is completely new). For each judgement the SLT will be working on areas to develop.

Judgement Area	Current Grade	Evidence Base
Safeguarding	Met	SCR audit, training records, case management, DSL meetings
Inclusion	TBC	SEND progress data, PP strategy impact, observations, learning walks
Curriculum and Teaching	Expected Standard	Curriculum plans, monitoring cycle, pupil work
Achievement	Expected Standard	Assessment data, work scrutiny, learning walks
Attendance and Behaviour	Expected Standard	Attendance data, behaviour logs, pupil voice, learning walks
Personal Development & Well Being	TBC	PSHE curriculum, enrichment participation, pupil leadership
Leadership & Governance	Strong Standard	Strategic planning, monitoring, staff wellbeing, governance effectiveness
EYFS	TBC	GLD data, curriculum implementation, transition

## Headlines and updates

A Local Authority Improvement Advisor visit took place on Thurs 8th Jan 2026. A report was shared with the Chair and Vice Chair. Adi Ahmet is new to our school and so the visit focused on the context of the school, assessment and attendance data, safeguarding checks and also a learning walk. Discussions took place around the new Ofsted Framework. The next visit in May will focus around foundational skills in EYFS and KS1.

Action to consider from the visit:

1. Monitor the implementation of support for disadvantaged pupils who are not reading at home to ensure it is happening consistently.
2. Consider formalising a structured offer around oracy/ language development to develop a progressive approach across the school.

## Ofsted

The new Ofsted Framework is now in place, including the published report cards. A new Ofsted Folder has been created for Governors in the shared drive. Relevant documents will be added. Please also familiarise yourself with the following documents.

<https://www.gov.uk/government/publications/school-inspection-toolkit-operating-guide-and-information>  
<https://www.gov.uk/government/publications/school-inspection-toolkit-operating-guide-and-information/school-inspection-operating-guide-for-inspectors-for-use-from-november-2025>

**Governors need to be aware of the changes. Training via Governor Services will be made available throughout the year.**

## School Development Plan 2025-26

1. To improve writing outcomes for all pupils by providing targeted support to help less able writers reach expected standards, offering appropriate challenge and enrichment to enable more able pupils to achieve Greater Depth, and embedding a consistent, high-quality approach to handwriting across the school to support overall writing fluency, confidence and presentation.
2. To develop the children's knowledge and understanding of maths of the wider world by broadening their knowledge of money.
3. To ensure children have the opportunity to revise and revisit their learning in order to retain the knowledge as they move through the school. Flexible curriculum time will enable teachers to focus the priorities for each subject area and complete well informed assessments.
4. Implement and embed The Empowerment Approach to behaviour and inclusion across the school and the wider school community to ensure pupils feel happy, safe and secure.
5. To build and implement 'strong foundations' across the Early Years and Year 1 with a focus on the Curriculum, Assessment, Behaviour and Communication & Language.
6. To develop a Climate Action Plan and to review how practices within the school can become more sustainable focusing on: Energy, Food, Waste, Procurement, Transport, Adaptation, Water, Nature, Culture and Curriculum

The full document can be found in the Governor section of Google Drive.

 Great Chart Primary School 2025-26- School Development Plan

**Governors need to be aware of their responsibility areas when monitoring and add their monitoring visits to this document.**

## Governance Strategy 2025-26

1. Governor Wellbeing
2. Succession Planning
3. Monitoring Visits

The full document can be found in the Governor section of Google Drive.

 Great Chart Primary School 2025-26- GOVERNANCE

**Governors need to be aware of their responsibility areas when monitoring and add their monitoring visits to this document.**

## Safeguarding

### Ofsted Judgement- Met

See separate Child Protection Report- FEB 2026

Our safeguarding culture remains strong. We have established a culture in which staff, pupils and parents feel comfortable raising and discussing concerns, and feel confident that appropriate action will be taken. All staff know, understand and uphold their safeguarding responsibilities, and we have clear policies and procedures for reporting concerns about adults, poor safeguarding practices and whistle-blowing. Our designated safeguarding lead continues to carry out statutory duties effectively to identify, help and protect pupils. We continue to teach pupils how to stay safe and keep others safe, including online, and our information systems safeguard pupils effectively from online harm

## Inclusion

### Ofsted Judgement - TBC

	Number of children / detail	% of school
<b>Pupil Premium</b>	79 pupils <ul style="list-style-type: none"><li>• 75 FSM / Ever 6</li><li>• 4 = post Looked After Child (adopted)</li><li>• 1 = Service Child</li></ul>	18%
<b>Children being monitored</b>	74 pupils <ul style="list-style-type: none"><li>• 22 / 74 on monitoring are also PP (30%)</li></ul>	17%
<b>SEN Support</b>	51 pupils	12%
<b>EHCP</b>	10 pupils	2.3 %
<b>Total SEN</b>	61 pupils <ul style="list-style-type: none"><li>• 21/56 (37.5% ) SEN are also PP</li></ul>	14 %

### Upcoming Training

The following training has been arranged looking carefully at the needs of our school.

- Demand Avoidance Training - 28th January (Twilight)

Training for all teachers and TAs on how to support children who are presenting with demand avoidance behaviours. The training is being run by Sara Cave from the Specialist Teaching and Learning Service (STLS) and will help staff to understand why some children may present with these behaviours and language approaches and strategies to use to support these children. She also happens to be our link STLS case worker.

- Dyslexia Training - 25th March (Twilight)

Julie Pout from the Specialist Teaching and Learning Service will be providing training on Dyslexia for all teaching staff. This has been requested following an increase in pupils, particularly in KS1, presenting with dyslexic traits. The training will focus on inclusive practice that all children can benefit from as well as more specific strategies to support pupils.

### Communities of Schools - update

We have met as a community of schools (11 schools make up Ashford Medical Partnership) four times so far this academic year -

- 15th September 2025
- 10th October 2025
- 8th December 2025
- 19th January 2026

Each school has now submitted a Request for Resource submission and then presented a case study. Group solution discussions have taken place and it has been agreed that the pot of money which was £130,000 is to be split equally amongst the schools this year. This is not something we can continue to do however.

There is a small amount of reserve money left over in the pot to be decided upon at a future meeting.

### **Senco Supervision**

Due to the situation Sencos now find themselves in as part of the new Communities of Schools model of working, supervision has been prioritised by our group as an area of need due to the pressure and demands of the Senco role.

One of the four sessions has already been carried out. These sessions are run by the Educational Psychologist, Billy Stephens and follow an agreed format and guidelines so that everyone feels safe to share any issues/concerns.

### **Professional Resource Group**

Core membership - providing link practitioners to schools:

- Link SEN Inclusion Adviser - Helen Algar
- Link Speech and Language Therapist (NHS) - Eve Cryer
- Link Educational Psychologist (KEPS) - Billy Stephens
- Link Attendance Officer or School Liaison Officer (KPAS)
- Link Specialist Teacher (STLS) - Sara Cave
- Statutory STLS (Physical Disability and Sensory)

### **Internal Alternative Provision (IAP) 'Little Chart'**

We have developed our 'Little Chart' provision once again to support some of our younger children with more complex special educational needs, who are working from personalised curriculums. The provision will meet their personal and social needs, whilst developing foundational knowledge and skills. Little Chart provides a very nurturing environment.

*This will be a focus for the next Governor Inclusion visit.*

### **Pupil Premium**

The main challenges to achievement that we have identified among our disadvantaged pupils are:

1. Poor parental engagement, particularly in supporting Reading at home which is impacting on the progress of a high proportion of our disadvantaged children.
2. Closing the attainment gap in Writing and Maths at the "Expected" standard and "Greater Depth."
3. Assessments, observations and discussions with pupils indicate underdeveloped oral language and vocabulary gaps, particularly in EYFS/KS1.  
32% of our pupils with SEN are also disadvantaged, with speech, language and communication needs (including pupils with Autism) being the biggest need.
4. Attendance data is lower than 'All pupils' and the National expectations by about 1-2% on average.  
96.11% = 2024/25 whole school attendance for "All" students  
94.66% = 2024/25 attendance for students eligible for pupil premium  
93.1% = 2024/25 national attendance for students eligible for pupil premium

Persistent absence is greater for our FSM6 pupils at 18.6% compared to our whole school persistent absence which is 6.9%  
(National FSM6 persistent absence is 24.4%)

## **Curriculum and Teaching**

### **Ofsted Judgement - Expected Standard**

Our curriculum remains ambitious in breadth and depth. It is designed to give all pupils, especially disadvantaged pupils and those with SEND, the knowledge they need to take advantage of opportunities in later life. We have prioritised accurate and fluent word reading, spelling, handwriting and mathematics particularly in EYFS and KS1. Children are identified early if additional support is necessary including those within KS2.

### **Monitoring the Effectiveness of Teaching and Learning**

Learning Walks are taking place for the remainder of the year conducted by the Leadership Team and core subject leaders. We will be monitoring the implementation of the SDP for priorities 1, 2 and 3 (Reading, maths and

curriculum)

## Subject Leader Monitoring Activities

These will take place throughout the year and reported to the SLT to support school self evaluation.

## National Year of Teaching

The school will be taking part in the National Year of Reading. This will involve training workshops, online activities for children and a list of activities to encourage children to read for pleasure.

## Achievement

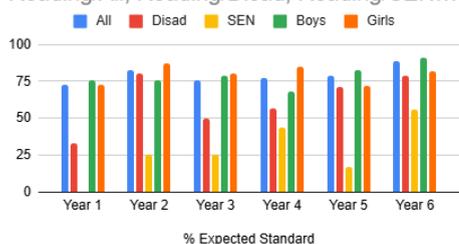
### Ofsted Judgement - **Expected Standard**

We are focused on ensuring all pupils make progress from their starting points so that they know more, remember more and can do more. We are securing important foundational knowledge in language and communication, reading, writing and mathematics so that pupils can access the whole curriculum.

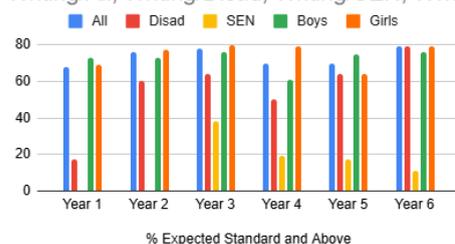
### Term 2 Results Y1-6

% Expected Standard	Reading			Writing			Maths		
	All	Disad	SEN	All	Disad	SEN	All	Disad	SEN
Year 1	73	33	0	68	17	0	71	17	0
Year 2	83	80	25	76	60	0	78	50	0
Year 3	76	50	25	78	64	38	76	57	38
Year 4	77	57	44	70	50	19	74	57	25
Year 5	79	71	17	70	64	17	70	44	0
Year 6	89	79	56	79	79	11	84	64	44

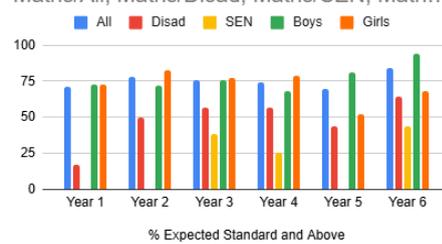
Reading/All, Reading/Disad, Reading/SEN...



Writing/All, Writing/Disad, Writing/SEN, W...



Maths/All, Maths/Disad, Maths/SEN, Math...



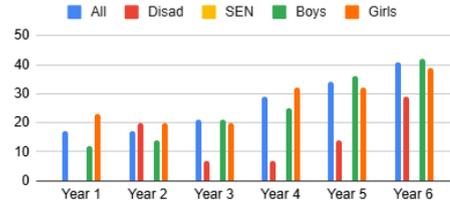
### Headlines:

- Overall attainment in Y6 is as expected
- Attainment in Y1 is lower than any other year group currently
- Reading is the strongest subject in all year groups except Y3
- SEN attainment in Year 1, Y2 and Y5 is lower than in other year groups.
- Disadvantaged children are achieving well in reading in most year groups.

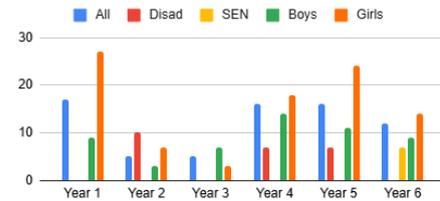
% Greater Depth Standard	Reading			Writing			Maths		
	All	Disad	SEN	All	Disad	SEN	All	Disad	SEN
Year 1	17	0	0	17	0	0	12	0	0

<b>Year 2</b>	17	20	0	5	10	0	9	10	0
<b>Year 3</b>	21	7	0	5	0	0	9	0	7
<b>Year 4</b>	29	7	0	16	7	0	21	14	0
<b>Year 5</b>	34	14	0	16	7	0	38	9	0
<b>Year 6</b>	41	29	0	12	0	7	28	0	11

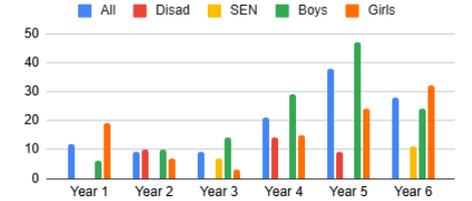
Reading/All, Reading/Disad, Reading/SE...



Writing/All, Writing/Disad, Writing/SEN, Wr...



Maths/All, Maths/Disad, Maths/SEN, Math...



Headlines:

- Less children achieved greater depth in writing compared to reading and maths (except Y1)
- Greater Depth for reading and maths in Y5 and Y6 is positive

<b>Gender Differences</b>	
<b>Year 1</b>	No significant difference in all 3 areas
<b>Year 2</b>	Girls have outperformed boys in all 3 areas (higher number of boys with SEND and being monitored compared to girls)
<b>Year 3</b>	No significant difference in all 3 areas
<b>Year 4</b>	Girls have outperformed boys in all 3 areas (higher number of boys with SEND and being monitored compared to girls)
<b>Year 5</b>	Boys have outperformed girls in all 3 areas, significantly within maths (higher number of girls with SEND and being monitored compared to boys)
<b>Year 6</b>	Boys have outperformed girls in reading and significantly in maths. Girls have outperformed boys in writing

Y1 Phonics - currently reaching expected standard

<b>Year 1 85%</b>	<b>Term 2 %</b>
<b>Y1</b>	78
<b>PP</b>	43
<b>SEN</b>	25
<b>EAL</b>	73
<b>Boys</b>	79
<b>Girls</b>	77

Headlines:

- Progress in Y1 phonics is looking positive

EYFS- currently reaching expected standard

<b>GLD- 72%</b>	<b>Literacy- Word Reading</b>	<b>Literacy- Writing</b>	<b>Maths</b>
	<b>Term 2</b>	<b>Term 2</b>	<b>Term 2</b>
<b>EYFS</b>	70	63	63

PP	40	40	20
SEN	0	0	33
Boys	67	67	67
Girls	73	73	67

Headlines:

- Attainment and progress is similar to this time last year with reading being the stronger subject
- Maths is the strongest area for our SEN and EAL children but a weaker area for our PP children.

## Attendance and Behaviour

### Ofsted Judgement - **Expected Standard**

#### Attendance

We have high expectations for all pupils' attendance and behaviour. We promote good attitudes to learning and regular attendance, especially for disadvantaged pupils, those with SEND, and those who may face other barriers. We place a high priority on improving attendance at the whole-school level and for different groups.

Attendance is monitored daily by the Attendance Team and all concerns relating to attendance and punctuality are discussed at SLT meetings. Weekly, termly and yearly attendance is monitored very closely and strategies are employed to address any concerns: monitoring letters, meetings, fixed term penalty referrals.

All staff take responsibility for good attendance. This is rewarded weekly and termly with our stars and then our wheel of fortune attendance celebration. Any families with persistent absence causing concerns have had monitoring letters, attended meetings and have to provide medical evidence. We are working closely with all the families to ensure that they provide medical evidence for future absences.

We have one child who is classed as 'severely absent' (below 50%). We are working closely with Social Services to support the family. Attendance has improved significantly since the start of Term 3. We have 2 pupils on reduced timetables in EYFS: one due to additional needs and one due to medical needs. This child is being supported remotely via the Rosewood School so is being dual registered (school to support pupils who have been out of school or unable to attend school due to medical reasons).

We will continue to work with families of severely and persistently absent pupils securing support from the local authority and other agencies to communicate expectations about attendance and improve it.

Groups	2024/2025 (last academic year)	Term 1 2025	Term 2 2026
Whole	96.11	96.9	96.5
Unauthorised	0.89	0.77	0.95
Authorised	3	2.37	3.
PA (10%)	4.76	8.73	6
EAL	95.76	96.9	95.6
FSM	94.58	95.1	94.6
Pupil Premium	94.66	95.2	94.6
LAC	96.12	96	
SEN Support	94.31	96.6	95.00
EHCP	96.48	98.1	94.5
<b>Ethnicity (significant groups)</b>			
White British	95.89	96.8	95.8
Black African	97.45	98.6	97.9

<b>Indian</b>	95.8	94.3	95.3
<b>Any other white background</b>	95.8	97.3	97.5
<b>Pakistani</b>	96.47	95	93.5
<b>Bangladeshi</b>	96.76	96.7	95.4
<b>Chinese (4)</b>	98.09	100	98.4
<b>White &amp; Black Caribbean (8)</b>	98.03	95.2	97.7

DfE Attendance Baseline Improvement Expectation:

These are new **minimum attendance expectations** that the government is setting schools, in order to improve school attendance to pre-pandemic levels.

Each school will receive its own 'AI-powered' improvement expectation, and the DfE will use these to identify schools that are struggling with attendance. The new expectations will come into force from the 2026/27 academic year. For now the school will also receive an **indicative ABIE**, to track what your ABIE would have been for the 2025/26 academic year.

Our ABIE for 2025-26 is: **96.7**

The government currently has no plans to share your school's ABIE with Ofsted, either. Instead, schools will be offered attendance support if they:

1. Fail to meet their ABIE over multiple years
2. Substantially miss their ABIE in a single year (from 2026/27)

This support may be universal attendance support, or enhanced support from a Regional Improvement for Standards and Excellence (RISE) behaviour and attendance hub.

## **Behaviour**

We have established appropriate routines and explicitly teach and model the behaviour we expect from pupils. Relationships between pupils and staff show kindness, courtesy, empathy and respect, reflecting a positive culture. Low-level disruption is rare and dealt with effectively.

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. The Empowerment Approach continues to be developed 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.

In January parents also receive an interim report for their child which highlights 'attitudes to learning'.

Pupil behaviour is regularly discussed at SLT and Phase meetings. The Wider Leadership Team monitors behaviour on CPOMs and will speak to pupils and parents with any concerns.

We have issued 3 fixed term exclusions this academic year (same pupil). All procedures were followed and a reintegration plan put in place.

## **Personal Development and Well Being**

### **Ofsted Judgement - TBC**

We have established a coherent programme of personal development through both the curriculum and wider opportunities. We support pupils to develop the knowledge and skills they need for participation and success in later life, and promote pupils' wider development, character and well-being. Our curriculum contributes to pupils' SMSC (Spiritual, Moral, Social and Cultural) development and supports pupils to become responsible, respectful and active citizens. We develop pupils' understanding of fundamental British values and promote equality of opportunity.

We have a strong enrichment offer including after-school clubs. We develop pupils' confidence, resilience and knowledge so they can keep themselves mentally healthy, and enable them to recognise online and offline risks to their well-being. We develop pupils' age-appropriate understanding of healthy relationships through our relationships and health education curriculum.

Through our high quality pastoral support at all levels, pupils are very well supported. The Empowerment Approach will also form part of the support and interventions we give to children and families.

Mrs Ostridge continues to provide valuable support for our children and families. She has provided drop in clinics for parents this term.

## Leadership and Management

### Ofsted Judgement - **Strong Standard**

We demonstrate consistently high standards of principled and professional conduct and always act in the best interests of pupils. We have established and sustained the school's ethos and strategic direction in partnership with governors. We have a clear and ambitious vision for providing high-quality education to all pupils.

We use our detailed and insightful analysis of school performance to evaluate the effectiveness of our provision. We accurately identify, monitor and act on priorities for improvement. Leaders at all levels are confident in their roles. All staff engaged in continuous professional development.

We have developed constructive relationships with all parents and with the wider community to build trust, and draw on these relationships to support pupils to achieve and feel that they belong. We have strong partnerships with local schools and organisations.

### Staffing

The newly appointed Assistant Site Manager left the school in December as the hours were not suitable. A cleaner left in January. Exit interviews take place for staff.

Upon reviewing the whole site team, we are currently advertising for a new Site Manager. Mr Roberts will be reducing his hours to 3 to cover unlocking in the mornings. The new Site Manager will work from 9:30am until 5.30pm so they can manage the cleaning team. A new Assistant SM will not be replaced due to budget cuts.

Mrs Sutton has been appointed as the new cleaner from February 2026. We are also advertising for another cleaner.

Miss Burchfield was appointed for mornings as the new Speech and Language HLTA to replace Mrs Evers who left at the end of November 2025. Miss Burchfield has also been appointed on temporary basis as the Assistant Inclusion Manager for the afternoons to cover Miss Bennett's maternity leave from February 2026 for a year.

Staff absences (sickness) since Sept 2025 - 71.5 days

### Staff Well being

Staff wellbeing is a strategic priority at Great Chart Primary School. The SLT constantly reviews staff wellbeing and workload, ensuring this is always a priority, introducing measures to make workload manageable and effective.

The well-being of staff, including SLT, has been impacted by seasonal winter illnesses that appear to have affected adults to a greater extent than in previous years. Frustrations and fear of the unknown around the national and local picture of SEND, Ofsted and budget restraints also impacts staff wellbeing. Staff understand the school works very hard to provide support for all pupils in challenging circumstances with excellent support and guidance from the Inclusion team, but it is a difficult job. The more flexible use of teaching assistants has enabled support to be targeted where it is needed and this can support the wellbeing of staff.

The provision of planning mornings for year group teams and subject leader release to focus on school priorities are certainly popular and effective ways to enable staff to manage their workload. The SLT encourages staff to

ensure their day is not too long and teachers can leave the premises anytime after 4pm. Communication curfews are in place in the morning and evening.

Alongside this, other initiatives can help staff feel they count and are thought about:

- Deserving December - treating staff to tea, coffee, hot chocolate, mince pies at a busy time of year.
- Wellbeing days in class October 2025 and Feb 2026 - off curriculum with new activities for pupils to enjoy.
- Well being signposts and positive messages shared as appropriate. Following training by Schools Advisory Service Wellbeing Support, staff have been provided details for the App that will enable them to access a wide range of support for free. This has been shared twice in this period as a reminder that it is there. As a school all staff (teaching and non teaching) are able to access this support. We are looking at a presentation from SAS to staff to highlight support available.
- The Empowerment Approach is being delivered to all pupils and the use of coaching techniques and focussing on the 5c needs can help the children to be ready for learning and play.

Governors need to be aware that although well being is prioritised for staff, the well being of the SLT needs to be considered too.

## **CPDL**

As the year progresses training is being provided internally using staff expertise and free training is being accessed as much as possible due to budget constraints. Subject leaders keep up to date with their subjects and feedback relevant information to staff to ensure they are using the most current thinking e.g. the Art lead has found free training to support the development of the art curriculum. The SLT has received training on the development of the new curriculum due to be implemented by September 2028. This information will be scheduled for training once the final version is agreed. Training on 'energising' the curriculum was attended by the Curriculum lead and shared with staff sharing ideas on how to use high quality texts and pictures to engage learners.

With attendance being a priority, the Headteacher and Attendance Officer have attended training on enforcement and have met with other local schools to share ideas and initiatives.

The SENCo has attended regular forums and meetings to ensure we have accurate information. It is an unsettling time in SEND, with needs becoming more complex. To reflect this all staff have had training on Demand Avoidance, Language Through Colour, ProAct Skipr and a member of staff will be attending Trauma Informed Practise and Emotionally School Based Avoidance (EBSA).

With the new Ofsted framework being used the headteacher and deputy have been attending training to find out key information. This information has been shared with staff following a twilight. Staff will be involved in the Self Evaluation document.

Our First Aid at Work lead has updated training and training on Fire Door safety has been completed by the Health and Safety Lead.

In house training on the school priorities has continued through team and staff meetings and an online meeting with Kit Messenger has enabled the Empowerment and coaching resources to be updated and shared with staff.

## **H&S**

A H&S monitoring visit will take place in Term 5.

## **Pupil Mobility**

Since September 2025 we have had 9 children leave our school. 3 children left to a specialist provision due to their specific needs. Another 2 children left for a local school as they were siblings of a child who left to the specialist provision (SRP) and parents wanted all the children close together.

3 siblings moved together to a school out of our area due to relocation. 1 child moved to another part of Ashford moving to a school local to them.

All places have been filled.

We still have waiting lists in all year groups.

Two more pupils will be leaving later on this term due to parents moving out of the county.

## **Performance Management**

Mid year reviews will take place during Term 4

The HT's Performance Management Group will be carrying out the HT's review during Term 4.

## Early Years Foundation Stage

### Ofsted Judgement - TBC

Monitoring	PP	PP + SEN	SEN Support	EHCP	Total number of SEND	Comment
12 (20%)	6 (10%)	1	4	1 application pending	7%	<i>Of the 6 pupils who are eligible for PP funding, 3 of them are on "monitoring" and 1 is on SEN Support.</i>

We have a clear and ambitious vision for giving children the best start to their education. Our curriculum supports all children's progress through the EYFS educational programmes, appropriate to their age and stage of development. It clearly identifies the foundational knowledge and skills that children need for later learning, and emphasises children's communication and language development. Our Reception Year curriculum for teaching systematic synthetic phonics, spelling and handwriting is logically sequenced and cumulative.

The children are continuing to settle into our community at Great Chart. They are becoming more engaged and are developing a positive attitude towards learning. They are being well supported in all areas and consistent interventions are being delivered. Miss Burchfield supports children with Speech and Language needs. She provides daily support for the children. We are developing our curriculum to celebrate our diverse cohort. We have planned our learning around upcoming festivals that our families celebrate.

#### **All governors needs to be aware of the Strong Foundations document:**

<https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school>

#### **Future Dates 2025/2026**

Wednesday 11<sup>th</sup> February 5pm - Governing Body Meeting

Friday 27<sup>th</sup> March 8.40am – Governing Body Meeting

Wednesday 20<sup>th</sup> May 5pm – Governing Body Meeting

Friday 3<sup>rd</sup> July 8.40am – Governing Body Meeting

#### **Monitoring Day**

Wednesday 29th April - 8am