

GREAT CHART PRIMARY SCHOOL
HEAD TEACHER'S REPORT TO THE GOVERNORS – TERM 3 2023

Leadership & Management

We are continuing to focus on the curriculum with PE and computing being the key subjects for this term. By the end of term 4 all Foundation Subjects should be ready for Ofsted in terms of progression of knowledge and skills documentation. All curriculum subject leaders have added up to date information to the website. Monitoring of each subject will continue.

The school is still facing plenty of challenges in terms of EHCP consultations and appeals for places. We have seen an increase in the numbers for both during this academic year. On the 10th February David Adams (AEO- Area Education Officer) will be meeting with us to discuss our concerns regarding both issues. CATs (*Central Ashford Town*) HTs have also sent a joint letter to Christine McInnes (KCC- Director of Education) highlighting the issue around EHCP (Education & Health Care Plan) consultations where parents want to move their child from one mainstream school to another.

The Wyvern School received an ungraded Ofsted inspection on the 17th and 18th January. The Lead Inspector visited Goldwell during the morning of the first day and met with pupils, staff and the SLT (*Senior Leadership Team*). Goldwell pupils were also observed being taught maths in Y3 and Y4. The outcome has not been published.

The working party has continued to work together and met on the 1st February to look at the SWOT (*Strengths, Weaknesses, Opportunities, Threats*) analysis which Governors and the Leadership Team completed. Common threads were identified and will start to be focus areas for our long term Strategic Plan. This will be covered as an agenda item.

School Context

Current Contextual Information	School (Term 3 2023)	National Averages Jan 2022 (<i>2023 figures have not been released</i>)
Number on roll	420	282
Attendance	96.3 % (Jan 2023)	93.4%
Persistent absentees	7.6% (Jan 2023)	9% (2020/21)
English as an additional language	15.48%	21%
Entitled to FSM	17.62%	23%
Pupil Premium	19.76%	23%
SEN	10.95%	13%
SEN (EHCP)	2.62%	2.3%
SEN (EHCP) including Goldwell class	5%	2.3%
Exclusions- Fixed Term	0	
Exclusions- Permanent	0	
Wyvern Satellite Provision	<i>12 KS2 pupils from our local Special School have joined our school. Pupils are included in many curriculum activities.</i>	

Strategic Plan 2022-23

1. Raise the standards of writing throughout the school to reduce the data gap between reading and writing for **all** pupils. To increase the number of pupils achieving greater depth in writing. (87% EXS 25% GDS) (*Expected/ Greater Depth*)
2. Raise the standards of arithmetical fluency throughout the school to increase competency and retain skills for **all** pupils. To increase the number of pupils achieving the expected standard or above within arithmetic, especially in KS2. (87% EXS 25% GDS)
3. Continue to develop the whole school curriculum to ensure pupils' knowledge and skills in ALL curriculum

areas is developed and that we continue to provide cultural capital through meaningful learning experiences, vocabulary development and other opportunities for ALL pupils.

4. Develop the quality of teaching throughout the school by providing an evidenced based approach to CPD and professional development, and ensuring staff are self reflective to become the best they can be
5. Develop a whole school approach to mental health and well being to ensure staff and pupils are well supported
6. Develop outdoor learning provision in EYFS to ensure all areas of learning can be developed into meaning learning experiences for pupils

The full document can be found in the Governor section of Google Drive. **Governors need to be aware of their responsibility areas when monitoring and add their monitoring visits to this document. The School Development Plan will be reviewed at the FGB meeting in Term 4.**

Governance

Governance Strategy 2022-23

1. Review and revise the school vision statement
2. Develop a 3-5 year strategic plan for the school
3. To ensure governors communicate regularly with all stakeholders including staff, parents, pupils and the local community in order to understand their views and to communicate what the governors are doing.

Ofsted

Some Governors joined the recent Ofsted Training led by Governor Services which outlined the changes and how Governors will be involved in an inspection. All documentation is stored in the Training folder.

All Governors need to ensure that their training and knowledge is up to date.

Governor Services Ofsted Training - Be Prepared and Knowledgeable for Ofsted - Wednesday 22 February 2023 6pm

Governors need to be aware of the following updated document:

- School Inspection Handbook Sept 2022
<https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook>

Ofsted has changed the names of its inspections. **A section 5 inspection is now a graded inspection, section 8 is an ungraded inspection and no formal designation or unannounced Ofsted inspections are now urgent inspections.** Our next inspection will be a Section 5 Graded inspection.

Governors also need a very clear understanding of their core roles and the strengths and weaknesses of the school - *refer to the Ofsted folder within the Governor shared google drive*

Staff Well being

Staff well being is again a priority within the school and one which any potential Ofsted inspection will look at. The Leadership Team constantly reviews well being and looks for strategies to make the challenges and demands of the role manageable. This also has to be a priority for governors and must be reported on during any type of monitoring visit.

All PM mid year reviews will include a well being section to discuss this further with individuals.

Supervision will continue to be offered to staff, with it being statutory for EYFS staff. The SLT will continue to be aware of schedules throughout the year to ensure that meetings etc remain manageable for staff. Termly curriculum planning days will remain, as staff have found these essential in order to keep the curriculum alive and fresh.

Jenny Thomas, who is our Senior Mental Health First Aider, will be working on a whole school approach to staff and pupil well being. A working party has been set up and they have met to discuss the action plan, the Kent Award for Resilience and Emotional Well Being and a parent page on the website.

Safeguarding

Following some recent Ofsted Inspections in Kent in which some Outstanding Schools moved to Requires Improvement due to some Safeguarding issues, we have commissioned Peter Lewer (Safe With Peter) to carry out a Safeguarding audit this academic school year. He will look at policies on the website and see how these are embedded when he visits the school. He will talk to pupils, staff and governors about safeguarding processes and training. Hopefully this will identify any concerns prior to our next Ofsted inspection.

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.

Governors need to ensure the following actions:

- Ratify the updated Child Protection Policy - January 2023

IA Meeting (Improvement Advisor KCC)

Anna McGrath, our Improvement Advisor, visited us on Thursday 2nd February. She carried out deep dives in the following subjects: DT, Art, MFL (*Modern Foreign Languages*), PHSE, RE, working closely with the subject leaders.

A report will be shared with the Chair of Governors and Vice Chair.

SEND

Inclusion Profile Update - January 2023

- Monitoring (those who are at risk of becoming SEN / cause for concern has been raised) = 63
- SEN Support = 46
- EHCP = 11 (Educational Health Care Plans)
- Total SEN (SEN Support + EHCP) = 57 (14%)

Children currently with High Needs Funding:

5 in EYFS
4 in Year 1
4 in Year 2 - 2 additional applications to apply for during Term 3/4.
2 in Year 3
1 in Year 4
2 in Year 6

Children currently with EHCPs:

3 in EYFS (one further application recently made - awaiting outcome)
2 in Year 1 (one further application will need to be made)
2 in Year 2 (about to be directed to take further child with an EHCP)
1 in Year 4 (recently agreed - awaiting final paperwork) (One parent making a request for statutory assessment).
3 in year 6

Number of referrals made by the Inclusion Team since September 2022- all these referrals would have necessitated meetings.

ASC- 4 (2 additional referrals to be completed)
ADHD- 6 (2 additional referrals to be completed)
SALT- 1 (EYFS SALT referrals will need to be made)

The following challenges were included in the last HT's report but I have included them again to raise awareness

There is a significant challenge to the school to be able to support such high levels of need whilst being able to teach the rest of the children effectively.

Challenges include:

- Leading and managing additional TAs e.g. organise PM (*Performance Management*) for 34 TAs / support for range of needs
- Prioritising support
- Upskilling staff to be able to meet the needs of pupils with complex needs - often involves planning personalised curriculums
- Balancing the impact of pupils with significant needs on the rest of the cohort
- Recruitment (temporary roles are not appealing)
- Time (more parental meetings and support, more regular reviewing of personalised plans etc.)
- Physical space e.g. for interventions such as Sensory Circuits
- Resources e.g. ear defenders / move n sit cushions / personalised work stations etc.
- Working with outside agencies (both NHS and private)
- Having enough evidence for High Needs Funding
- Wider range of interventions to meet needs as children are increasingly complex
- More children under SALT (*Speech & Language Therapy*) but limited NHS input and reduced support available in school
- Impact on teacher workload and wellbeing
- Increased class sizes when directed to take children / children out of their chronological year group
- No places available in specialist provision for children locally
- Being consulted on/ directed to take pupils with EHCPs in local mainstream schools due to our good reputation.
- Huge increase in demand for referrals for ADHD and ASD (ASC).

Key Priorities for the upcoming year

- Nurture provision and training (Nurture UK in March)
- Manage the increasing numbers of SEND children joining the school in EYFS and from other local schools (including adults needed to support)
- Consider further spaces for children to receive sensory support e.g. One of the Goldwell classrooms could possibly be shared for this purpose?
- Pre-teaching of vocabulary takes place to support children with language difficulties in particular to access the curriculum.
- Ensure all children with speech and language needs are identified and appropriate early intervention is put in place (e.g. NELI, speech intervention, Speech & Language HLTA *Higher Level TA*, SALT referral).
- Support for 3 children with EHCPs in Year 6 (and parents) with transition to secondary school (Specialist Provision for 2/3).
- Thinking ahead - if the needs of the 2023 pupils who start in EYFS are similar to this year, how will we continue/manage our Little Chart provision?

Although we have two nominated governors of SEND we need all governors to be aware that 'Every Governor is a Governor of SEND'

Pupil Premium-

- 20% (82/420) of all pupils are known to be Pupil Premium (children considered disadvantaged)
- 30% (17/57) of the children who have SEN are Pupil Premium
- 74 FSM / Ever 6 (*Free School Meals*)
- 4 = post LAC (adopted), 1 Special Guardianship Order, 3 LAC (fostered) *Looked After Children*
- 4 Service Children

CPDL (*Continued Professional Development and Learning*)

With the rising costs and budgets squeezed it has been important to ensure CPD is high quality and impactful on the teaching and learning within school. With this in mind the focus of training has been around the school plan with writing and maths being key target areas. The English leads have attended training and had bespoke training from

an advisor to lead development in the subject that can then be shared with staff. They have also attended training in moderation that will be cascaded to staff in the coming term. The maths lead has attended a maths conference and maths leader sessions. Where possible whole school training has been used to upskill all staff e.g. in maths and music, with key messages shared through staff meetings.

Safeguarding is a vital area with different areas highlighted at each meeting. This way the message remains high priority but in manageable chunks. Low Level Concerns and Neglect have been covered more recently.

We have a new Design and Technology subject lead and she has attended training to identify next steps in the development of the subject.

We are trying to share our expertise more widely and have a number of apprentices and students who are working alongside staff to develop their skills and knowledge. As part of this, staff have had mentor training to enable them to support effectively.

This year we have developed a different approach with staff to enable them to focus on a development area of their choosing. This self motivated learning ensures staff are developing their practices in an area that will impact the teaching and learning of pupils. Staff are able to conduct independent research and then explore practical applications within the classroom. Results will be shared later in the year.

SEF

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

Staffing

A number of HNF (*High Needs Funding*) applications have been approved and therefore we have appointed the following 1:1 Teaching Assistants: Mrs A Shepherd for EYFS, Mrs S Sullivan for EYFS, Mrs J Sutton for Year 1 and we are currently advertising for another as we are being directed to take another HNF child.

Miss M Hogben was appointed as a Teaching Assistant for Year 2, replacing a TA who left. Also Mrs Elliott moved from being 1:1 TA to full class support in year 1 after a member of staff left.

One midday supervisor left in December, but we didn't need to replace her as all the new TA contracts include lunchtime support.

New members of staff have received Induction which includes - Safeguarding, H&S, Code of Conduct, Behaviour, Whistleblowing, GDPR, Positive handling etc.

Performance Management

All Teachers and support staff are completing their mid year PM (*Performance Management*) reviews.

The HT's Performance Management Group has carried out the HT's mid year review.

Admissions

5 children have left since Term 2: 3 moved out of the area, 1 moved to a local Primary School and 1 child left to be educated at home. All leavers have been replaced. We are over PAN (*Published Admission Number*) in Year 4 after being directed to take an additional pupil.

We have experienced an increasing number of appeal applications which have been completed for both KS1 and 2. We have found recently that the independent appeals panel has not scrutinised parental reasons for wanting a place in the school robustly enough and have favoured the parents, resulting in numbers in some year groups going over PAN. We have challenged decisions but there is no further process to appeal.

This is something which will be discussed with David Adams (AEO) on the 10th February.

Quality of Education

Achievement

Whole School pupil achievement and assessment update 2022-23 - (google doc - attached)

Reading - within KS2, except, Y5 reading is the strongest subject in terms of attainment. For Y5 it is maths. Although not a priority on our SDP, reading continues to be a focus, especially reading for pleasure. Progress is as expected in all KS2 year groups except in Y5. This will continue to be monitored. Within KS1 Y1 pupils are meeting the year group target and Y2 are only slightly below. There is a significant need in Y2 with over 20% being included on the SEN profile. However progress in both Year groups is above expectations. Pupil premium results from across the school are extremely positive. In the majority of year groups there is a gap between the achievement of girls and boys except in Y1. In Y6 the gap is less.

Writing - Targets have been met in Y3 and 4 but are lower in Y5 and 6. Writing moderation has become more robust especially in Y5 & 6. We are still finding less children have achieved greater depth this year compared with 2019 and before. In Y6 progress expectations have not been met but by smaller groups for English we are hoping to address this. In Y1 attainment the attainment percentage is only slightly lower but pupils are making good progress from their starting points. In Y2 the target has not been met but progress is being made. Writing is a priority this year with a focus on increasing the number of pupils achieving greater depth. Pupil premium percentages reflect the lower percentages. There is a significant gap between girls and boys except in Y2. In Y5 and 6 the gap is less.

Maths - Maths results are lower than targets except in Year 3. It must be remembered that all targets were aspirational. Again, percentages for greater depth are also lower. Progress has been good in Y 3 & 4. Less progress has been seen in Y 5 & 6. The Maths leader has looked at books and progress can be identified. Arithmetical fluency is a priority this year. In Y1 and Y2 although attainment targets have not been met pupils are making good progress. Many areas have been 'plugged' but the time to embed just hasn't been possible. In KS2 boys have performed better than girls but in KS1 the picture is different.

Monitoring the Effectiveness of Teaching and Learning

Learning Walks have taken place during Term 2 conducted by the Leadership Team. Our focus has been:

- Quality First Teaching
- Limiting teacher talk time/opportunities for children to talk and share
- Encouraging children to be independent - is work scaffolded too much?
- Introducing tier 2 and 3 vocab/stem sentences - evidence through displays, knowledge organisers, within the lesson, children using tier 2 and 3 vocab.

Development Areas

- Continue to adapt resources for SEN pupils eg increasing visuals, different coloured backgrounds on worksheets
- Continue to develop 'No Hands Up' policy
- Change talk partner groupings and try other formats
- Continue to develop less teacher talk, ensuring more time for independent work

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 PSHE and RHE (*Relationships & Health Education*) curricula. Through our school values which are embedded within our curriculum we support pupils to be confident, resilient and independent. We have introduced our main value, RESPECT, to the children and this will be a focus throughout the year supplemented by the additional 6 values.

Pastoral support

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

The school will be starting an 18 month course with Nurture UK from March. This has been funded by KCC and is part of their Inclusion/SEN focus. We are part of cohort 6 as we felt that we needed to see impact before we committed time and effort to this programme. Many schools have now completed the programme and feel that it has been beneficial. As a KCC maintained school it is something that has been championed for quite some time.

Nurture UK is a programme which develops a whole school approach to nurture provision. It will focus on the emotional development and academic learning of all pupils, as well as embedding **the Six Principles of Nurture** throughout the policies and practices of a school. By adopting a whole-school approach, schools can not only understand and respond to the social, emotional, mental health and wellbeing of all pupils and staff, they can also help enhance teaching and learning.

The 6 Principles of Nurture:

- Transitions, Learning, Behaviour, Language, Well Being, Safety

Mrs Ostridge will be taking part in this programme with the support of the Leadership Team at some sessions.

Behaviour & Attitudes

Values

Values will continue to be a very strong focus this year and we will continue with a different value being focused on each term. We are also focusing the children on why our school is 'A Great Place to Discover and Learn'.

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 (recording system) and will speak to pupils and parents with any concerns. Through our learning walks and informal walks around the school Behaviour for Learning is very effective and engagement levels are high.

No Fixed Term Exclusions and no reduced timetables during Terms 1-3.

Attendance

(Dec 2022)

Groups	2020/2021	2021/22	Dec 2022
Whole	97.7	95.1	96.69
Unauthorised	0.4	0.59	0.78
Authorised	2	4.3	3.02
PA (10%)	7.2	7.5	10.7
EAL	97	95	96.27
FSM	96.5	92.8	94.57
Pupil Premium	96.5	93.4	94.84
LAC (9)	97.3	96.4	96.24
SEN Support	96.4	93.3	94.24
EHCP (8)	95.63	92.2	96.79

Ethnicity (significant groups)			
White British (324)	97.7	95.4	96.27
Black African (13)	99	97	95.98
Indian (11)		92.5	95
White Eastern European (11)		95.9	98.12
Pakistani (7)		94.1	92.22
Nepali (7)		96.2	98.79
Chinese (5)		97.6	100
White & Black Caribbean (9)		95.1	98.82

Vice Chair will be meeting with Mrs Davies next term to monitor how we track attendance.

Early Year Foundation Stage

Pupil achievement and assessment update 2022-23 - (google doc - attached)

At this point in the year the majority of pupils should be 'Reception Emerging'

This is a very challenging year group in terms of pupils with complex needs which will significantly impact our overall results. We have created 'Little Chart' to ensure identified children have an adapted curriculum which they are able to access. Their progress is likely to be in much smaller increments than other pupils and we are using a different assessment system for them as recommended by Wyvern Outreach. There is already a significant gap between the girls and boys. The majority of the SEN pupils are boys and again will impact the boys results.

By the end of EYFS pupils are expected to have achieved a Good Level of Development (*GLD*) and be 'School Ready'. A Good Level of Development doesn't take into account all 17 strands but to achieve GLD pupils need to be at the expected level in all the prime areas and some of the specific areas.

Staffing

New 1:1 TAs - Mrs A Shepherd for EYFS, Mrs S Sullivan.

New members of staff have received Induction which includes - Safeguarding, H&S, Code of Conduct, Behaviour, Whistle Blowing, GDPR, Positive handling etc.

All members of staff have completed supervision for this term.

EYFS profile

Current data - January 2023:

3x EHCP pupils - one additional EHCP application made recently

7 x SEN

11x Pupil Premium pupils - we are only just finding out who is entitled at the moment

General Update

The children are more settled and progress is being made by all pupils. The team continues to develop the EYFS curriculum around the needs of the cohort. The new phonics scheme is being implemented and the children are becoming more confident in their reading and writing but some are reluctant to write independently. This has

resulted in the Handwriting Policy being reviewed in EYFS and KS1 and will be developing print throughout the EYFS leading to Y1 next year. The impact will be monitored over the coming terms. The outdoor area is still being developed and areas are being enhanced. Freezing of budgets has had an impact on this but the area is still being developed by enhancing the learning and encouraging independence.

With 11 staff in EYFS this has enabled them to be able to deliver many interventions - Sp & L, NELI (language programme), pre-writing skills, early number, phonics, keywords, name writing and Verve.

Mrs Evers supports children identified with language difficulties. There are 3 pupils whose language needs are so complex that they are unable to see Mrs Evers. SALT (Speech and Language Therapists) will be carrying out assessments on these children moving forward. A phonics session for parents has taken place and unfortunately we had to chase many parents to attend.

'Little Chart' was developed over the last term. Progress is being made by the children that attend daily. They are more settled and less anxious in school. They have formed positive relationships with staff and are enjoying the routine of the morning. EYFS teachers have been on Portage training (assessment system for pupils with complex needs) and their targets have now been set. TAs have visited 'Willow Blossom' at the John Wesley School (another Satellite type provision for EYFS pupils) and have implemented advice given within 'Little Chart'. SALT have visited and are pleased with the progress of the children. Specialist teaching services (STLS) are coming back in March to review the provision. Staff have noticed a big difference in their behaviour. During the afternoon they are more settled in the main classrooms and are applying new skills learnt/practised in Little Chart.

Challenges

- Increased number of EHCP and SEN pupils
- Communication and language difficulties
- Will those pupils in Little Chart be ready for Year 1?

Future Dates

Thursday 30th March - 8.40am – Governing Body Meeting

Wednesday 24th May - 5pm – Governing Body Meeting

Tuesday 4th July - 8.40am – Governing Body Meeting