

**GREAT CHART PRIMARY SCHOOL**  
**HEAD TEACHER'S REPORT TO THE GOVERNORS – TERM 3 2024**

**Leadership & Management**

We are continuing to focus on the curriculum with writing opportunities being highlighted in other curriculum areas. All curriculum subject leaders have added up to date information to the website. Monitoring of each subject will continue.

The SLT have organised parent drop in clinics during February to enable parents to have a voice. These sessions are not to discuss their child's progress or general behaviour but as a way to engage with the community and gather parental views. Drop in clinics will be trialled throughout the year and we may also consider parent forum type meetings. The HT is working with KCC Adult Education to run some parent sessions at school. However interest amongst parents has been minimal and so we may consider joining forces with The John Wesley School. Timings of the meetings may be the issue for some of our parents.

Each year group has organised parent sessions/ workshops, either linked to writing or maths. These sessions are proving really beneficial as a way of helping parents to support their child at home. Keeping parents informed with regards to the calculation strategies we use in school has proven to be very popular.

**School Context**

<b>Current Contextual Information</b>	<b>School (Term 3 2024)</b>	<b>National Averages Jan 2023 (2024 figures have not been released)</b>
Number on roll	423	276
Attendance	96.3 % (Jan 2024)	94.2% (2022-23)
Persistent absentees	8.5% (Jan 2024)	22.3% (2022-23)
English as an additional language	14.89%	22%
Entitled to FSM	18.91%	23.8%
Pupil Premium	20.33%	26.9%
SEN	10.64%	13%
SEN (EHCP)	2.84%	2.5%
SEN (EHCP) including Goldwell class	5.9%	2.5%
Exclusions- Fixed Term	0	2.96%
Exclusions- Permanent	0	0.04%
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 2023-24**

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)
2. Raise the standards of problem solving 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 reasoning and problem solving.(87% EXS 25% GDS)
3. Further develop the foundation subjects and wider curriculum to ensure a coherent and consistent, progressive curriculum throughout the whole school, meeting the needs of ALL pupils. Develop AfL and assessment procedures to evaluate whether pupils know more and can do more, and whether the knowledge and skills learned are well sequenced and developed incrementally.
4. Within a positive and supportive environment staff continue to demonstrate a clear understanding of the needs of their pupils (particularly more complex cases) and ensure all children have access to high quality teaching, complemented with carefully selected interventions
5. To raise communication and language skills across the EYFS curriculum in all areas of learning. To ensure

children are given opportunities to use new language and develop new skills through child initiated and teacher directed opportunities. For staff to use and scaffold ambitious vocabulary in 'serve and return' conversations with the children.

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 2023-34**

1. Operational v strategic - understanding the Governors' role
2. Ensure monitoring visits are effective and carried out consistently
3. Support the school in implementing the 5 Year Strategic Plan

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.**

## **Ofsted**

19 January 2024: Ofsted inspection handbook updated for 2024

This comes in response to the coroner's report following the death of headteacher Ruth Perry. There are no new requirements for schools.

The key changes include:

- Updates on how to raise a concern during inspection
- Clarifications on making a deferral
- Updated guidance on bringing colleagues to meetings with inspectors
- New guidance on pausing an inspection once it has begun

## **Staff Well being**

Staff wellbeing remains a priority within the school. 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.

Mental Health and Wellbeing covers many stakeholders in our school community including pupils, staff and parents/carers. As such there are a number of staff responsible for this area, working together for the best outcomes. 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 meets to discuss the action plan, the Kent Award for Resilience and Emotional Well Being and a parent page on the website.

The Wellbeing Team meets to discuss ideas and initiatives that will benefit the school. So far this year:

- "Pass on positivity" initiative to encourage positivity in the workplace. Monthly social meetings advertised and arranged and Christmas meal also arranged.
- Deserving December - treating staff to tea, coffee, hot chocolate, mince pies at a busy time of year.
- Planning days for teachers in terms 1 and 2. This remains the most popular initiative for teachers. Time to work together is very gratefully received.
- Wellbeing days in class October 2023 and Feb 2024 - off curriculum with new activities for pupils to enjoy.
- Well being signposts and positive messages shared as appropriate - highlighting Educational Support available.
- Parent/ FLO drop in clinics to encourage parents to seek support where necessary.
- Resilient Schools application submitted and returned for tweaking before we can be awarded.

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.

### **Safeguarding**

Reported separately - agenda item 11

The Governor bulletin has highlighted Governor Filtering and Monitoring responsibilities. All of this information has been previously shared with you and can be found in the google drive.

### **IA Meeting** (Improvement Advisor KCC)

Anna McGrath, our Improvement Advisor, visited us on the 31st January. She carried out deep dives in the following subjects: RE & MFL (*Modern Foreign Languages*) with the subject leaders. Anna also met with the Chair of Governors and the SLT.

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

The outcomes of the deep dives were really positive and it was clearly evidenced that the development of both subjects across the school since her visit in Feb 2023 has been substantial. It was also noticeable how confident the subject leaders were in knowing and understanding their subjects.

#### **RE- Strengths:**

- Quality of discussion in all the classes visited
- Progression from the beginning of the year to now was evident
- Excellent teacher subject knowledge
- The quality of the writing opportunities was noted
- Learning was clearly linked to the key question in all classes
- Reflection time was built into all lessons and units
- Teacher's questioning was used to extend learning
- The majority of children were able to answer questions and she was impressed with their subject knowledge and enthusiasm
- Curriculum coverage

#### **MFL (French)- Strength:**

- Kapow (French programme) phonics videos were excellent and were being used well
- Children's pronunciation
- Children were well engaged with all learning and interacted well
- Knowledge organisers were being used in the lesson
- Confidence of the older pupils in Year 5 - full French curriculum for the first time since Covid
- Good balance in lessons between revision and learning something new
- Kapow offers a broad range of opportunities

### **SEND**

#### **Inclusion Profile Update - January 2024**

- Monitoring (those who are at risk of becoming SEN / cause for concern has been raised) = 67
- SEN Support = 47
- EHCP = 12 (Educational Health Care Plans)
- Total SEN (SEN Support + EHCP) = 59 (14%)

#### **Children currently with High Needs Funding:**

2 in EYFS  
5 in Year 1  
4 in Year 2  
6 in Year 3

3 in Year 4  
1 in Year 5  
0 in Year 6

**Children currently with EHCPs:**

2 in EYFS  
3 in Year 1  
2 in Year 2  
3 in Year 3  
1 in Year 4  
1 in Year 5  
0 in year 6

**Number of referrals made by the Inclusion Team since September 2023 - all these referrals would have necessitated meetings.**

Autism = 4 (all Year 5 and Year 6 pupils)  
ADHD = 5 ( 2 additional referrals to be completed)  
Occupational Therapy referral = 2 pupils (EYFS and Year 1)  
SALT = 2 (EYFS)

**SEN Update**

**Speech and Language Support - a new approach:**

This year all Kent schools have been introduced to a new “Balanced System ” with a view to making sure the right provisions are available for parents, carers and professionals to help children and young people develop their speech, language and communication skills.

SALT will work together as a whole system which includes health visitors, early years settings, schools, specialist teaching services as well as speech and language therapy services.

The Balanced System® Framework is organised into five strands (outcome areas) and across three levels. The ambition within each school is to have a range of provisions that can ensure that outcomes are met in each of the five strand areas at universal, targeted and specialist levels.

1. Family Support: Parents have the confidence, knowledge and skills to support their role as a key communicative partner for their child.
2. Environment: Environments are enhanced to support children to understand and express themselves effectively.
3. Workforce: The workforce is confident and competent to support children with speech, language and communication needs.
4. Identification: Speech, language and communication needs are identified early and effectively.
5. Intervention: Children receive support to help them make progress in their speech, language and communication.

As a school we have found that the main benefit of the new approach is that advice can be sought quickly and only verbal parental consent is needed to discuss the needs of a child whereas in the past it has involved referrals and long waiting times. However if a parent / school would like their child to be seen by a therapist then a new referral has to be made. Consequently, speech and language therapists are not seeing children as frequently in schools as before and there is more expectation on the school to ensure the targets/advice set is implemented, assessed and reviewed by the school team.

**District Dashboards**

The District Dashboard has been developed to support the Countywide Approach to Inclusive Education to ensure that KCC schools, specialist and commissioned services and Health colleagues, can meet the needs of young people in schools. It is necessary to have a specific dataset with which schools can evaluate themselves and for services to be able to measure the impact of their activity as well as to support local decision making.

Please see link below:

<https://www.kelsi.org.uk/school-management/data-and-reporting/management-information/district-dashboard/district-dashboard>

### **Consultation on the Localities model for SEN Inclusion**

29th November 2023 - 24th January 2024.

Full public consultation for parents, schools, stakeholders, charities, other services

[www.kent.gov.uk/localitymodel](http://www.kent.gov.uk/localitymodel)

What are they consulting on?

- To what extent do you agree or disagree that the proposed Locality Model for SEN Inclusion will drive improvements to mainstream education and inclusion for children and young people with SEN in Kent?
- Mainstream schools being grouped into clusters of 8 – 14 schools.
- Clusters are aligned to NHS primary care networks
- Team Around the Cluster to provide Specialist Services to improve SEN support and reduce reliance on EHCPs
- Decisions for children to be based on the concept of 'predictable' and 'exceptional' need.
- Allocation of resource to each Cluster to improve inclusion and provision for pupils with "predictable" needs.
- Utilising the expertise and collaborative professionalism of mainstream colleagues to moderate decision making
- Transparent, fair and proportionate allocation of HNF which is needs led.
- Improved parental confidence that this model will achieve better outcomes.
- SEN Information Report template to assist schools in providing clarity for parents about how schools support children and young people with SEN which includes greater transparency about SEN notional budgets.

### **Pupil Premium**

- 21% (87/420) of all pupils are known to be Pupil Premium (children considered disadvantaged)
- 36% (21/59) of the children who have SEN are Pupil Premium
- 78 FSM / Ever 6 (*Free School Meals*)
- 4 = post LAC (adopted), 1 Fostered (Looked after Child)
- 3 Service Children

The updated Pupil Premium Statement can be viewed on our website:

<https://www.great-chart.kent.sch.uk/learn-more/pupil-premium/>

### **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 problem solving in maths being key target areas. As part of this all staff had training on Talk Write - lead by the English Leads. This has been implemented at classroom level with the introduction of suave vocabulary and 'suave write' sessions. Pupils are engaged in learning new suave words each week and are using them within their writing. The Maths lead continues to attend training that is shared with staff to ensure teaching and learning in maths continues to develop.

The curriculum continues to be developed within school with subject leaders providing training for teachers and TAs to upskill them. As part of the focus on knowing more and remembering more all staff will have retrieval training in Term 3. Updates in PSHE, PE, Geography and Art have taken place so far.

Safeguarding is a vital area with different areas highlighted at each meeting. This way the message remains high priority but in manageable chunks. Homelessness & Poverty has been covered more recently.

SEND has been a high priority due to the increase in more complex needs across the school. To reflect this, all staff attending updated Autism awareness training and have been implementing strategies within the classroom. This has been recognised by specialists visiting the school. Further specific training on Makaton, Sensory Circuits, Attention Autism and Verve are also timetabled in to ensure staff have a range of tools and strategies to support pupils. All teachers and teaching assistants have also received Pro-Act SCipr training via the Specialist Teaching Service. This ensures staff are aware of how to de-escalate difficult situations and how to safely support pupils who may need a change of room to enable them to regulate their emotions.

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. Teachers have also had training in “Dealing with Difficult Conversations” to provide strategies and support when working with a range of stakeholders.

Following the success of last year, we have continued a different approach with staff to enable them to focus on a development area of their choosing as part of the appraisal cycle. 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 were then fed back to target audiences within school. This model has also been shared with other local schools who want to look at a different approach

## **SEF**

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

## **Staffing**

Mrs Smith-Burden moved to support in Y2 after two Teaching Assistants left in November. Mrs Saunders was appointed as a temporary 1:1 for mornings only from mid November to support in year 4, replacing Mrs Smith-Burden. Mrs Holden was appointed as an EYFS Teaching Assistant, following completion of her apprenticeship at the school, replacing TA who left in January. Ms Foo was appointed on temporary contract for 1:1 support from mid January, replacing Mrs Holden.

Mrs Davies has resigned from the cleaning team for career progression. She is not being replaced as the cleaning team are currently going through a restructure.

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

Short term staff absence has been high this term due to a sickness and flu like virus. An email was sent to parents to make them aware of this.

## **Performance Management**

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

The HT's Performance Management Group will be carrying out the HT's review shortly. .

## **Admissions**

Since September 2023 we have had 2 children move out of the area and they have both been replaced. We are now over PAN in Years 4 and 6 after taking 3 siblings new to the UK who moved very close to the school. After speaking to David Adams and Lee Round the school was asked to take all 3 children. We are at 62 in year 4 (twins) and 61 in year 6.

We are continuing to experience an increasing number of appeal applications which have been completed for both KS1 and 2.

## **Gender questioning children: draft schools and colleges guidance**

The DfE are seeking your views on their draft non-statutory guidance for schools and colleges about children questioning their gender.

The consultation closes on 12 March 2024

### **Quality of Education**

#### **Achievement**

##### **Key Stage 1 SATs**

Assessments at the end of KS1 are non-statutory as of this year. The reception baseline assessment will be used to measure primary progress. Optional tests will be used for some children to compliment teacher assessments at the end of KS1.

##### **Key Stage 2 SATs**

SATs tests will take place between the 13th-16th May 2024.

We will need to nominate a governor to review SATs security arrangements.

##### **Whole School pupil achievement and assessment update Term 2 - (google doc - attached)**

Reading - Reading remains the strongest subject throughout the school. However the difference between reading and writing is significantly reduced compared to previous years. Progress is at expected within Y1, 3 and 4 but is slightly below in the other year groups. We will continue to monitor this as we move through the year, reviewing gap analysis results from any testing. PP progress is positive except in Y4 and Y5. SEN pupils are also progressing well except in Y4.

Writing - Writing achievements remain lower than reading across most year groups, although the gap is significantly lower than at this point last year. Greater focus has been given to increasing writing opportunities across all subjects. Achievement in Y1 is particularly low. This year group has 5 pupils eligible for HNFunding and also 3 with EHCPs. These pupils are still working from the EYFS curriculum. Progress in writing for KS1, Year 3 and 5 is positive for all groups. For Year 4 progress for girls is lower than boys although overall achievement is slightly higher. Year 6 writing is a focus for this year group with more independent tasks being introduced across the curriculum.

Maths - Maths is strong in Year 1 for all groups. Progress is also very positive. Maths is being taught in a much more practical way. In Year 2 maths achievement and progress is also positive. Girls' achievement is higher in Year 1 and 2, however in KS2 girls' achievement is lower. We are trying to address this through focus groups in KS2 for interventions especially for those girls on the cusp of expected. Progress in Y3 and 4 is positive whereas in Y5 and 6 progress is below - different groups in each year group. Unfortunately we have not been able to split Y6 this year but Y5 is split with an apprentice teacher so more focused maths is taking place. (During Term 3 the apprentice teacher was at different school on a contrasting placement)

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

Learning Walks have taken place during Term 2 and 3 conducted by the Leadership Team. Our focus has been:

- Quality First Teaching
- Writing Priority 1
- Maths Priority 2
- SEN Priority 4

Strengths:

- Partner work used effectively to develop ideas

- Suave words embedded and displayed in most classes
- A range of opportunities evidenced across the curriculum
- Greater independence seen during suave writing activities - less scaffolding

Development areas:

- Continue to create opportunities for cold suave writing tasks
- Refer to additional suave features - suave punctuation, suave grammar, suave spelling
- Continue to develop editing opportunities
- Continue to review the new handwriting policy in KS1
- Display mathematical vocab and continue to use the maths working walls
- Use children to demonstrate mathematical thinking

## 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.

### Pupil Voice

The school council is continuing its work throughout the school. In response to pupil voice, a girls' football after school club has been formed. They are three weeks into this and feedback has been positive. Decisions have been made about who will update the display board and this will be year 6 councillors. In response to our pupil feedback, Highworth School visited to help develop our own council. This was very informative and all the pupils loved it. We intend to meet again in the future.

We have also established a new Eco Warrior group. Their focus is on raising awareness and the eco group's profile. The children are putting together slides that they can present to their classes ensuring everyone takes responsibility for being environmentally conscious in our school turning lights off, ensuring taps are turned off etc.

They are also going to organise a litter pick for the group where we take before and after photographs and try to inspire other children to become more actively involved in caring for our local area.

The group has looked at the Let's Go Zero competition but were too late to apply this year but will look at this again ready for next year. They have also looked at revamping Walk on Wednesday and having a focus on preparing for Clean Air Day which is on the 20th June.

### Pastoral support

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

Training continues with the Nurture UK programme. Boxall Profiles have been carried out for some pupils to assess their mental health and wellbeing. These have proved helpful to understand each individual clearly.

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.



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

## **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. The value for Term 3 is Responsibility, for Term 4 will be Resilience.

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 Suspensions and no reduced timetables during Terms 1-3. We have one Y6 pupil who is finding school challenging at the moment. He has had to have some days working in isolation to manage his behaviour and to avoid any fixed term suspensions.

### **Attendance**

(Dec 2023)

Attendance is monitored daily by the office staff 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. The HT and Attendance Officer also meet with the Attendance Officer from KCC to discuss any concerns.

All staff take responsibility for good attendance. This is rewarded weekly and termly with our football goals and then our wheel of fortune attendance celebration.

Persistent absence for this time in the year is quite high but will hopefully reduce over time. We have reviewed the types of absence and the majority are due to holidays which leaves no cushion for any absences due to illness. We have had a few of our families for different ethnic backgrounds taking prolonged holidays to visit families abroad. The school refers families for fixed term penalties. Any families with persistent absence causing concerns have had monitoring letters, attended meetings and have to provide medical evidence.

Out of the 12 pupils with EHCPs 3 pupils are highlighted as being persistently absent. One of those was part time for a length of time during their transition from preschool to primary education. For the two other pupils the school is working hard with parents to ensure attendance improves.

<b>Groups</b>	<b>2021/2022</b>	<b>2022/2023</b>	<b>October-23</b>	<b>Dec-23</b>
<b>Whole</b>	95.1	96.2	96.9	96.3
<b>Unauthorised</b>	0.59	0.78	1.08	0.77
<b>Authorised</b>	4.3	2.96	2.02	2.85
<b>PA (10%)</b>	7.5	5.6	9.79	10.5
<b>EAL</b>	95	96.5	96.77	96.75

<b>FSM</b>	92.8	94.28	95.4	94.92
<b>Pupil Premium</b>	93.4	94.42	95.64	95.16
<b>LAC (8)</b>	96.4	96.12	98.29	97.86
<b>SEN Support</b>	93.3	94.13	95.95	95.24
<b>EHCP (8)</b>	92.2	95.53	95.15	94.81
<b>Ethnicity (significant groups)</b>				
<b>White British (324)</b>	95.4	96.27	97.06	96.5
<b>Black African (13)</b>	97	97.34	99.26	97.59
<b>Indian (17)</b>	92.5	95.65	97.61	96.33
<b>White Eastern European (11)</b>	95.9	97.44	99.29	94.81
<b>Pakistani (7)</b>	94.1	93.89	96.05	95.09
<b>Nepali (7)</b>	96.2	99.15	98.61	97.56
<b>Chinese (4)</b>	97.6	99.47	100	99.56
<b>White &amp; Black Caribbean (9)</b>	95.1	96.2	92.11	94.46

### Early Year Foundation Stage

#### **EYFS profile**

Current data - January 2024:

2x EHCP pupils - (one child is repeating EYFS)

2 x SEN Support

Total = 4 pupils with SEN

11 pupils are on "Monitoring"

10 x Pupil Premium pupils

#### **Pupil achievement and assessment update 2023-34 -** (google doc - attached)

At this point in the year the majority of pupils should be 'Reception Emerging'. PSED results are really positive and will impact other areas eventually. Results are significantly higher than last year. Girls' results are higher than boys. This cohort seems really settled, ready and eager to learn. Writing and number results are higher than reading achievement. The focus has been on phonics and key words.

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.

#### **General Update**

Early years foundation stage (EYFS) statutory framework has been updated:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

The children have completely settled into our community at Great Chart. They are engaged and have a positive attitude towards learning. We feel this cohort is the strongest we have had due to the low impact covid has had on them.

We said goodbye to Miss Jeffree who has started preparing for her final teaching placement and welcomed Sylvia Foo who is settling into our team nicely. Our team has been the smallest we have had yet but we have rearranged timetables to make sure the high levels of interventions are still being carried out.

Although the cohort is completely different from last year we still have children with complex needs and we are closely working with STLS and speech and language. Mrs Eyres supports children flagged up with language delays. We have a higher level of children who are EAL and are supporting them accessing the curriculum.

We have opened up phonics and Math sessions to parents. We are giving them the opportunity to see a live lesson and work with their child in class. We hope this will give them ideas how they can support their children at home.

We feel the children find writing more enjoyable with the changes we have made with the handwriting policy. The children are more willing to 'mark make' and write. Again this we will continue to monitor. We have been able to develop the outside area as our budget stayed unfrozen this year which has had a significant impact. We will continue to develop it in next year's budget.

#### **Future Dates**

Wednesday 27th March 8.40am – **Governing Body Meeting**

Wednesday 22nd May 5pm – **Governing Body Meeting**

Saturday 22nd June – School's Summer Fete – help welcome

Friday 5th July 8.40am – **Governing Body Meeting**