

GREAT CHART PRIMARY SCHOOL
HEAD TEACHER'S REPORT TO THE GOVERNORS – TERM 5 2026

School Context

Current Contextual Information	School (Term 1-4 2026)	National Averages Jan 2025 (2026 figures have not been released)
Number on roll	424 (436 including Goldwell class)	276
Attendance	96.2% (2025-26)	94.8% (2024-25)
Persistent absentees	5.45% (2024-25)	12.6% (2024-25)
English as an additional language	26.07%	21.4%
Entitled to FSM	18.01%	24.6%
Disadvantaged	19%	26.9%
SEN	15% (62)	18.2%
SEN (EHCP)	2.3% (10)	3.5%
SEN (EHCP) including Goldwell class	5.2% (22)	3%
Exclusions- Fixed Term	0.7% (4)	4.13%
Exclusions- Permanent	0	0.05%
Wyvern Satellite Provision	12 KS2 pupils	

Self-Evaluation Summary (Ofsted 2025 Framework)

The SLT have used 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). The document from Sept 2026 will also incorporate the targets in our School Development Plan.

[School Self Evaluation & Development Plan- 2026-27](#)

Judgement Area	Current Grade	Evidence Base
Safeguarding	Met	SCR audit, training records, case management, DSL meetings
Inclusion	Expected Standard	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	Strong Standard	PSHE curriculum, enrichment participation, pupil leadership
Leadership & Governance	Strong Standard	Strategic planning, monitoring, staff wellbeing, governance effectiveness
EYFS	Expected Standard	GLD data, curriculum implementation, transition

Headlines and updates

A Local Authority Improvement Advisor visit took place on Thurs 7th May. A report was shared with the Chair and Vice Chair. As an Ofsted Inspector Adi Ahmet focused on EYFS- Y3 but also dropped into other years groups. It was a really positive visit:

“Lesson observations across mathematics and English demonstrate engaging teaching, clear adult communication and strong accessibility. All pupils were able to engage with the intended learning, suggesting that teachers plan with inclusion firmly in mind and adapt delivery appropriately.”

“The ‘Little Chart’ provision in EYFS is having a positive impact for pupils who find the main classroom environment overwhelming. The calm, well-structured space supports regulation, small group learning and targeted language development. Pupils observed in the provision appeared settled and engaged, indicating that this intervention is meeting its intended purpose effectively.”

The IA also took time to discuss the SEF judgements and agreed with them.

Action to consider from the visit:

1. Continue work to develop foundational learning for writing in KS1 (and KS2 for those pupils who need it), with a focus on precision in understanding of sentences.

Ofsted

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.

Governor Planning morning- Wednesday 24th June 2026 9am- Governors to present a brief report about their School Development Plan monitoring area

1. Writing
2. Maths
3. Curriculum
4. Empowerment
5. EYFS
6. Sustainability

Safeguarding

Ofsted Judgement- **Met**

See separate Child Protection Report- MAY 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 - **Expected Standard**

	Number of children / detail	% of school
Pupil Premium	80 pupils <ul style="list-style-type: none">• 75 FSM / Ever 6• 4 = post Looked After Child (adopted)• 1 = Service Child	19%
Children being monitored	74 pupils <ul style="list-style-type: none">• 15/74 (20%) on monitoring are also PP	17%
SEN Support	52 pupils	12%
EHCP	10 pupils	2.3 %
Total SEN	62 pupils <ul style="list-style-type: none">• 20/62 (32%) of SEN are also PP	15 %

Recent Training

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

Demand Avoidance Training - 28th January (Twilight)

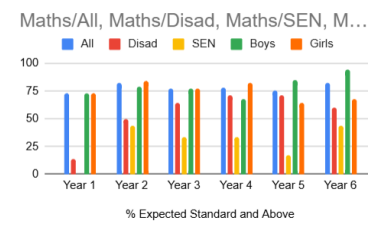
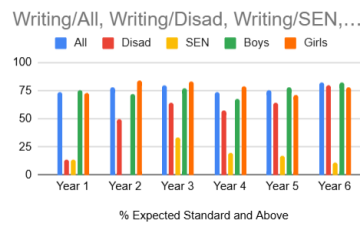
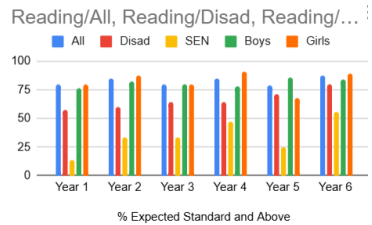
Training for all teachers and TAs on how to support children who are presenting with demand avoidance behaviours including pathological demand avoidance. The training was run by Sara Cave from the Specialist Teaching and Learning Service (STLS) and was well received by staff. As a staff we are noticing an increase in parents who feel their child presents with demand avoidance.

Dyslexia Training - 25th March (Twilight)

Julie Pout from the Specialist Teaching and Learning Service provided training on Dyslexia for all teaching staff. This was particularly relevant as there has been an increase in pupils, particularly in KS1, presenting with dyslexic traits. The training focused on lots of ideas for whole class inclusive practice that all children can benefit from as well as more specific strategies to support pupils. Again this training was very well received by staff.

Pupil Progress Meetings

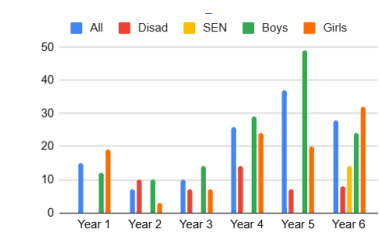
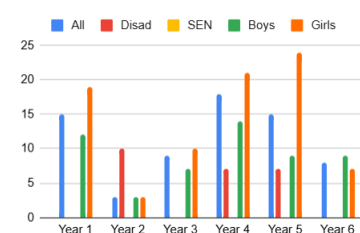
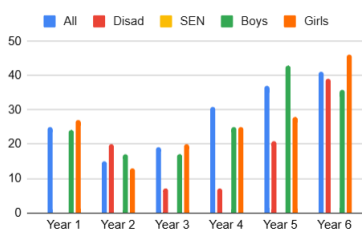
Year 1	80	57	14	74	14	14	73	14	0
Year 2	85	60	33	78	50	0	82	50	44
Year 3	80	64	33	80	64	33	77	64	33
Year 4	85	64	47	74	57	20	78	71	33
Year 5	79	71	25	75	64	17	75	71	17
Year 6	87	80	56	82	80	11	82	60	44



Headlines:

- Overall attainment in Y6 is as expected
- 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. They are lower in Y1

% Greater Depth Standard	Reading			Writing			Maths		
	All	Disad	SEN	All	Disad	SEN	All	Disad	SEN
Year 1	25	0	0	15	0	0	15	0	0
Year 2	15	20	0	3	10	0	7	10	0
Year 3	19	7	0	9	0	0	10	7	0
Year 4	31	7	0	18	7	0	26	14	0
Year 5	37	21	0	15	7	0	37	7	0
Year 6	41	39	0	8	0	0	28	8	14



Headlines:

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

Gender Differences	
Year 1	No significant difference in all 3 areas
Year 2	Girls have outperformed boys in all 3 areas (higher number of boys with SEND and being monitoring compared to girls)

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

Y1 Phonics - currently reaching expected standard

Year 1 85%	Term 4 %
Y1	82
PP	43
SEN	25
EAL	77
Boys	85
Girls	77

Headlines:

- Progress in Y1 phonics is looking positive

EYFS- currently reaching expected standard

GLD- 82%	Literacy- Word Reading	Literacy- Writing	Maths
	Term 2	Term 2	Term 2
EYFS	88	87	75
PP	75	63	50
SEN	0	25	0
Boys	90	60	50
Girls	82	82	70
	94	91	79

Headlines:

- Attainment and progress is similar to this time last year with reading being the stronger subject
- Boys are outperforming girls in reading but lower in writing and maths

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. Despite the support being put in place attendance still continues to be a concern and so we have activated the Statutory Intervention process.

We have 1 pupil on a reduced timetable in EYFS 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). However, this support will be reduced and the child will transition back to full time at Great Chart. Flexibility will be needed as medical treatment is still taking place.

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	Term 4 2026
Whole	96.11	96.9	96.5	96.2
Unauthorised	0.89	0.77	0.95	0.79
Authorised	3	2.37	3.	3
PA (10%)	4.76	8.73	6	5.45
EAL	95.76	96.9	95.6	96
FSM	94.58	95.1	94.6	94.2
Pupil Premium	94.66	95.2	94.6	94.2
LAC	96.12	96		93
SEN Support	94.31	96.6	95.00	94.8
EHCP	96.48	98.1	94.5	97.5
Ethnicity (significant groups)				
White British	95.89	96.8	95.8	96
Black African	97.45	98.6	97.9	96.8
Indian	95.8	94.3	95.3	
Any other white background	95.8	97.3	97.5	96.1
Pakistani	96.47	95	93.5	94.6
Bangladeshi	96.76	96.7	95.4	95.1
Chinese (4)	98.09	100	98.4	98.4
White & Black Caribbean (8)	98.03	95.2	97.7	97.4

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 the 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 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 4 fixed term exclusions this academic year (same pupil). All procedures were followed and a reintegration plan put in place. No fixed term suspensions since Term 4.

Personal Development and Well Being

Ofsted Judgement - Strong Standard

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.

With our value for Term 5 being Kindness we have taken part in a new initiative called The Kindness Crew. Currently in its infancy this will be developed further next year. We have completed the Assembly Challenge and shared information with parents.

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 new full time Site Manager, Mr C Brown, started in March. The re-structured premises team are working really well together.

Mrs Gibbins handed her notice in and left her full time position at the end of April. She is still employed on a 0 hours contract until 31st August to support the newly appointed members of staff. Mrs S Playford has been appointed as the Finance Officer on a part time basis. Mrs K Faulkner has been appointed as the Attendance Officer, full time hours, term time only. Mrs Butcher's role has changed to being Administration Officer.

Following the resignation of two class teachers, two new teachers have been appointed for September – Miss Jeffree and Mrs Kerslake, both ECTs. We will be following the Ambition Induction programme via the Kent Teaching School Hub.

Due to restructuring the Maths Leader role we are advertising a KS2 English Leader role internally.

Staff absences (sickness) since Sept 2025 - 105 days

Staff Well being

Staff wellbeing remains 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 within the constraints of the budget. This feels like a time of change with the local and national picture of education and increasing pressures on schools in relation to SEND and budget. This is quite unsettling for staff and impacts wellbeing, including the SLT. The staff have adapted well to more flexible working to ensure pupils receive the best support we can offer and try to remain positive. Supervision is still offered alongside the Schools Advisory Service (SAS). Where possible release time is provided to support the wider development of the school through subject leadership.

Regular wellbeing initiatives eg email curfews and planning mornings are still appreciated.

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 continues to be accessed as much as possible due to budget constraints. Headteacher and Deputy Headteacher are attending many evening webinars to access relevant information to ensure the school continues to move forward. They are then presenting this information to staff at training sessions. STLS were able to provide free Demand Avoidance and Dyslexia training to teachers and TAs and this was very informative.

With Ofsted and SEND on the agenda this has been the focus of in house training with staff.

Attendance continues to be a national focus and the Attainment and Attendance Conference provided valuable information to develop our practise further.

The HT has completed Home Office training for PREVENT.

H&S

A H&S monitoring visit will take place in Term 6.

Pupil Mobility

The school received 222 applications for the 60 places for September 2026. 60 children were offered a place in April 2026 and 58 accepted their place. KCC will allocate the remaining available places to children who registered to go on the waiting list during the second round which takes place mid/end May. The school will then be notified of the final offer list.

The induction process will start during term 6 with 2 settling-in sessions for children and one evening parent session on 10th June. There will be a further parent/teacher consultation and a settling session in September which children will attend with their parents before they start the school by themselves.

2 children have left the school to be home educated. We have had 2 additional in year transfers since February 2026.

Performance Management

No update- all mid year reviews have been completed

Early Years Foundation Stage

Ofsted Judgement - **Expected Standard**

Monitoring	PP	PP + SEN	SEN Support	EHCP	Total number of SEND	Comment
11 (18%)	8 (13%)	3	6	1	7 (12%)	Application for EHCP was successful - final copy received in March 2026. We plan to apply for an EHCP for another EYFS pupil but we still need to gather further evidence to support this application.

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.

Transition will be a focus for children this term and next as we prepare them for Year 1.

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

Friday 3rd July 8.40am – Governing Body Meeting

Wednesday 10th June 6pm- New Parents' Meeting

Saturday 20th June 11:30am- 2:30pm- Summer Fete

Wednesday 24th June 9am- Planning morning- please confirm attendance to Lucia Page

2026/2027

Tuesday 1st September 8.30am – Visioning Day

Wednesday 7th October 5pm - **Governing Body Meeting**

Wednesday 21st October – Governor Monitoring Day

Friday 11th December 8.40am - **Governing Body Meeting**

Wednesday 10th February 5pm - **Governing Body Meeting**

Friday 19th March 8.40am – **Governing Body Meeting**

Wednesday 28th April – Governor Monitoring Day

Wednesday 26th May 5pm – **Governing Body Meeting**

Friday 2nd July 8.40am – **Governing Body Meeting**