

**GREAT CHART PRIMARY SCHOOL**  
**HEAD TEACHER’S REPORT TO THE GOVERNORS – TERM 5 2024**

**Leadership & Management**

Nationally schools continue to face the following challenges: Pay and funding, Inspection and accountability, Recruitment and retention, Workload and well-being, School buildings and estates, SEND. For Great Chart Primary School our main challenges are the same but possibly without the pressure of an inspection. This no doubt will be the picture for the next few years.

As a response to some very sad incidents in schools recently the government has issued the following document: [https://assets.publishing.service.gov.uk/media/6633799b1834d96a0aa6cfdd/Protective\\_security\\_and\\_preparedness\\_for\\_education\\_settings.pdf](https://assets.publishing.service.gov.uk/media/6633799b1834d96a0aa6cfdd/Protective_security_and_preparedness_for_education_settings.pdf)

The school will be reviewing its lockdown and emergency procedures. The HT and AHT, responsible for H&S, has just completed a 3 module course relating to emergency situations.

**School Context**

Current Contextual Information	School (Term 5 2024)	National Averages Jan 2024
Number on roll	422	276
Attendance	96.4 % (Mar 2024)	94.2%
Persistent absentees	7.35% (Mar 2024)	20.2%
English as an additional language	14.69%	22%
Entitled to FSM	19.43%	23.8%
Pupil Premium	20.62%	26.9%
SEN	10.43%	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 6.**

**Friday 14th June 9am-12 noon - School Development Plan review and priority setting 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. To be reviewed during Term 6.**

**Ofsted**

Ofsted: Big listen Survey - closes on the 31st May 2024 - Governors are encouraged to complete it.

<https://www.gov.uk/government/consultations/ofsted-big-listen>

**Staff Well being**

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. To recognise this the Wellbeing Team meets to discuss ideas and initiatives that will benefit the school. The team last met on 20th March 2024 and have agreed actions for terms 5 and 6.

Positives in terms of staff wellbeing since the last report:

- Easter staffroom treats.
- Planning days for teachers in terms 3 and 4. This remains the most popular initiative for teachers. Time to work together is very gratefully received.
- 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.

Areas identified for Term 5 and 6 - Staff and parent questionnaires to gain feedback and help with forward planning. Analysis of the Times Educational Supplement (TES) School Wellbeing Report and where we fit in. Ideas for activities locally for parents and staff ready for the summer holidays.

**Safeguarding**

Reported separately

**IA Meeting** (Improvement Advisor KCC)

Anna McGrath, our Improvement Advisor, will be visiting us on the 28th June. She will be continuing deep dives in PE.

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

**SEND**

**Inclusion Profile Update - April 2024**

- Monitoring (those who are at risk of becoming SEN / cause for concern has been raised) = 71 (17%)
- SEN Support = 46 (11%)

- EHCP = 12 (Educational Health Care Plans) (2.9%)
- Total SEN (SEN Support + EHCP) = 58 (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  
 Total = 21 pupils supported with High Needs Funding (5% of school)

**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  
 Total = 12 pupils with an Education, Health and Care Plan. We will be making 2 further applications during the Summer Term (a Y1 and a Y3 child)

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

Autism = 8 pupils  
 ADHD = 9 pupils  
 Occupational Therapy referral = 2 pupils (EYFS and Year 1)  
 SALT = 3 (EYFS and Year 1)  
 CAMHS = 1 referral  
 Total = 23 referrals to outside agencies this academic year.

Currently 26 pupils (6%) have a diagnosis of either Autism, ADHD or both. There are a further 22 children on the pathway whose parents have been informed the waiting time to be seen is over 3 years.

**SEN Update**

- The EYFS team alongside Emma Bennett from the Inclusion Team are making visits to nurseries throughout Term 5 to discuss any children who are being identified as having a special educational need or being vulnerable.
- Senco is sharing relevant information with secondary Sencos during Term 5 and arranging meetings in school with children and the relevant staff.
- Additional transition opportunities for pupils who will benefit (not necessarily only pupils with SEN) are also being sorted.
- A speed dating style session organised by the Specialist Teaching and Learning Service on 9th May is a great opportunity for Sencos to meet with all the secondary Sencos individually to discuss any children with SEN as well as those on monitoring to ensure as smooth a transition as possible.
- Pupil files will not be shared until the first week back in September this year.

**Pupil Premium**

- 21% (89/420) of all pupils are known to be Pupil Premium (children considered disadvantaged)
- 36% (21/58) of the children who have SEN are Pupil Premium
- 82 FSM / Ever 6 (*Free School Meals*)
- 4 = post LAC (adopted), 1 Fostered (Looked after Child)
- 3 Service Children

## **CPDL** (*Continued Professional Development and Learning*)

With continued rising costs it has been even more important to ensure CPD is high quality and impactful on the teaching and learning within school.

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 and we have had further music training also. The developments within writing using the 'suave' write have been revisited in team meetings and writing moderation with the CATs schools has ensured we are moving the writing forward and building stamina.

Assessment in the foundation subjects is our next area to develop and one of the curriculum leaders has attended training and will be cascading this to teachers this term. From there we can develop an effective approach moving forward.

Safeguarding is a vital area with different areas highlighted at each meeting. This way the message remains high priority but in manageable chunks. Cyber security has been the focus this term.

We have also had important training to update DSLs and First Aiders to ensure we remain compliant.

SEND remains a high priority due to the increase in more complex needs across the school. Building on the Autism Training there has been more specific training for staff - TAs and teachers. Specialist Teaching and Learning Service (STLS) help provide more specialist interventions that can support our young people. These include Fizzy, Verve, Attention Autism, Total Communication and Sensory Processing. We have a small group of TAs who are passionate about the use of Attention Autism and have really developed this for the benefit our pupils.

Staff have had allocated staff meeting time to continue work on their independent projects and are now preparing to present their results to the development staff groups. This has proved an effective way of ensuring staff are developing and moving forward to improve the teaching and learning experiences for all pupils.

## **SEF**

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

## **Staffing**

Kerry Gibbins has been appointed as an interim Office Manager, following Kelly Davies' resignation. She will carry on being Finance Officer as well, as she was able to increase her hours to full time. School Business Manager is reviewing current administrative team structure and staff responsibilities. New structure will be finalised hopefully by September.

## **Performance Management**

All Teachers will be completing their research project target over the next 2 terms. They will be presenting their work to staff.

## **Admissions**

The school received 262 applications for the 60 places for September 2024. 103 first preferences, 90 second preferences and 69 third.

60 children were offered a place in April. Once all the parents accept their place the induction process will start during term 6 with 3 settling-in sessions for children and one evening parent session on 12th June.

## **Quality of Education**

### **End of Key Stage Assessments**

KS2 SATs have been completed and sent off for marking. Results will be available for schools to view on the 9th July. All Year 6 pupils will be completing the SATs papers. We are offering breakfast each morning to all Year 6 pupils and then inviting them to a celebration breakfast once the tests are completed.

KS1 SATs teacher assessments are no longer statutory. We will be continuing to use some papers with some children to support teacher assessments.

Year 1 phonics will be taking place W/B 10th June. Year 4 Multiplication Test Checks will take place in June also.

### **Achievement**

Whole School pupil achievement and assessment update Term 4 - (google doc - attached). HT will be discussing EYFS, Y2 and Y6 results during the meeting

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

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

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

## **Personal Development**

### **Curriculum**

The curriculum extends beyond the academic and provides for pupils' broader development. The school works to enhance pupils' spiritual, moral, social and cultural development through its PHSE and RHE curriculums. Through our school values which are embedded within our curriculum we support pupils to be confident, resilient and independent.

### **Pupil Voice**

Mr Bagshaw has successfully secured a sponsorship for our girls' football team. This will enable us to purchase a girl's kit. Going forward, based on Highworth information, a decision has been made that each year School Councillors may step down but once newly elected in September, they must see the year through. Our playground buddy system is still developing and it is very popular amongst the LKS. School councillors will have the opportunity to attend the school Summer fete and help on stalls. This will be more beneficial and successful rather than having their own stall. The children would like to be involved in any interview process in the future also. Talent shows continue to take place, as requested by pupils, once a term. This has proven to be very popular and allows our children to perform their skills either learnt outside of school or in school (drumming, guitar etc). Pupils suggested presenting more circle time sessions and this has and is taking place throughout KS2.

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

Going forward, we have signed up to take part in the Statswars Climate Change Challenge - our eco-warriors will be researching ways to tackle climate change using data they capture themselves. Pupils use a carbon footprint calculator to work out their own carbon footprint, then use this data to identify three changes they can personally make in their daily lives to help the environment. It is run as a competition with other schools and the winners receive prizes of up to £300. The children will be feeding back all the information they uncover through their research to the whole school as well as encouraging their peers (and teachers) to commit to make three changes too.

They are also going to organise a litter pick for the group, as the weather improves, 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 will be preparing a campaign for Clean Air Day which is on the 20th June.

It was felt that the 'Walk on Wednesday' on-line scheme was too expensive to sign up to; however, this may be something the group can organise independently. In all likelihood, this would be a project for 2024/25 due to the number of commitments already signed up to.

Subject leaders have continued to give pupils opportunities to talk about specific subjects. PE and maths have been a focus this term.

### **Pastoral support**

Through our high quality pastoral support at all levels, pupils are very well supported. We continue to run our popular, well being days for pupils throughout the year.

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 5 is Kindness, for Term 4 will be Independence, preparing for transition.

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 as evidenced in learning walks.

Parents can use Class Dojo to track their child's Dojo points and House points within the class.

Parents can also view an 'attitude to learning' score on their child's report card via Arbor.

### **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. We have one pupil who was finding school challenging. He was put on a reduced timetable but is now back in school full time with additional support.

### **Attendance**

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.

For persistent absence 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. Holiday requests are now discussed during SLT meetings leading to an agreed, group decision.

Groups	2021/2022	2022/2023	October-23	Dec-23	Apr 24
Whole	95.1	96.2	96.9	96.3	96.4
Unauthorised	0.59	0.78	1.08	0.77	0.56
Authorised	4.3	2.96	2.02	2.85	3.03
PA (10%)	7.5	5.6	9.79	10.5	7.35
EAL	95	96.5	96.77	96.75	96.84
FSM	92.8	94.28	95.4	94.92	94.32
Pupil Premium	93.4	94.42	95.64	95.16	94.48
LAC (8)	96.4	96.12	98.29	97.86	97.9
SEN Support	93.3	94.13	95.95	95.24	94.93
EHCP (8)	92.2	95.53	95.15	94.81	95.25
<b>Ethnicity (significant groups)</b>					
White British (324)	95.4	96.27	97.06	96.5	96.3
Black African (13)	97	97.34	99.26	97.59	97.68
Indian (17)	92.5	95.65	97.61	96.33	94.93
White Eastern European (11)	95.9	97.44	99.29	94.81	95.57
Pakistani (7)	94.1	93.89	96.05	95.09	95.91
Nepali (7)	96.2	99.15	98.61	97.56	98.1
Chinese (4)	97.6	99.47	100	99.56	98.91
White & Black Caribbean (9)	95.1	96.2	92.11	94.46	95.08

### Early Year Foundation Stage

#### EYFS profile

Current data - April 2024:

2x EHCP pupils - (one child is repeating EYFS) who both receive HNF

2 x SEN Support

Total = 4 pupils with SEN

12 pupils are on "Monitoring"

10 x Pupil Premium pupils

## **EYFS update**

We welcomed a new member of staff Miss Sylvia Foo who has been learning the ropes and supporting our most complex pupils. She has settled in wonderfully and is eager to learn. We have been able to offer training from across the key stages by experienced staff sharing their skills. The children she works with are very settled and she has established a good routine with them.

The cohort continues to make progress. Our EAL children are slowly making progress with their English speaking and comprehension. They are settled and engaged in learning. Mrs Evers continues to support the children with the most need. Interventions are put in place to support the needs of individuals that are highlighted through assessment and teacher observations.

The phonics and Maths open sessions were a great success. Parents commented how useful they were and they were well attended. This is something that we will be continuing next year. The children have enjoyed working with their parents in school.

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

EYFS pupil achievement and assessment update Term 4 - (google doc - attached). HT will be discussing EYFS results during the meeting.

## **Future Dates**

**Wednesday 12th June 6pm** - New Parents Meeting

**Friday 14th June - 9am-12 noon** - School Development Plan review and priority setting

**Saturday 22nd June** - Summer Fete

Wednesday 22<sup>nd</sup> May 5pm – **Governing Body Meeting**

Friday 5<sup>th</sup> July 8.40am – **Governing Body Meeting**

## **2024/2025**

Monday 2<sup>nd</sup> September 8.30am – **Visioning Day**

Wednesday 9<sup>th</sup> October 5pm – **Governing Body Meeting**

Sunday 3<sup>rd</sup> November – Fireworks – help welcome

Friday 13<sup>th</sup> December 8.40am – **Governing Body Meeting**

Wednesday 12<sup>th</sup> February 5pm – **Governing Body Meeting**

Friday 28<sup>th</sup> March 8.40am – **Governing Body Meeting**

Wednesday 21<sup>st</sup> May 5pm – **Governing Body Meeting**

Saturday 21<sup>st</sup> June – School's Summer Fete – help welcome

Friday 4<sup>th</sup> July 8.40am – **Governing Body Meeting**