

GREAT CHART PRIMARY SCHOOL

HEAD TEACHER'S REPORT TO THE GOVERNORS – TERM 1 2025

Leadership & Management

We have had a successful start to the new academic year and the new families and children are settling in really well.

Our two Visioning Days were really effective with staff receiving information about:

- First Aid refresher (for some staff)
- Attendance
- School Priorities
- Subject Leader Expectations
- Assessment for Learning
- Writing Framework
- Change
- Team Building

Thank you to the governors who joined the team for the second visioning morning which covered some of the above and also the statutory safeguarding training. Staff welcomed the two days so that more time could be spent within their phase and year group teams.

We are looking forward to the year ahead and developing different ways for TAs to be deployed but we will still be facing similar challenges to last year in terms of the budget constraints and also ensuring we are effectively able to support children with complex needs and balance this with supporting all the children within the school.

We are also looking forward to developing the governor monitoring days.

Action: Governors to understand the challenges facing the school in the next academic year

Governors to be aware of new Governance resources from the [Gov.uk](https://www.gov.uk/government/publications/effective-governance-resources?es_c=A2331742B284B47518C360F7DE56C54F&es_cl=127EC56B4387A6A48069726772EB6F93&es_id=ph7%c2%a3o1) website:

https://www.gov.uk/government/publications/effective-governance-resources?es_c=A2331742B284B47518C360F7DE56C54F&es_cl=127EC56B4387A6A48069726772EB6F93&es_id=ph7%c2%a3o1

- Working with Governance Professionals (clerks)
- Governing strategically within your school
- Producing effective board reports for strong governance
- Creating an effective and agile governance structure
- Recruiting governors


School Context

Current Contextual Information	School (Term 1 2025)	National Averages Jan 2025
Number on roll	425 (437 including Goldwell class)	276
Attendance	96.6% (2024-25)	94.8% (2024-25)
Persistent absentees	4.6% (2024-25)	12.6% (2024-25)
English as an additional language	25.65%	22%
Entitled to FSM	16.94%	24.6%
Pupil Premium	17.88%	26.9%
SEN	14.59 (62)	14.1%
SEN (EHCP)	2.35% (10)	3%
SEN (EHCP) including Goldwell class	5% (22)	
Exclusions- Fixed Term	0.2% (1 Term 1 2025)	4.13%
Exclusions- Permanent	0	0.05%
Wyvern Satellite Provision	12 KS2 pupils from our local Special School have joined our school. Pupils are included in many curriculum activities.	

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

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.

Ofsted

Ofsted is implementing changes to its [education inspection framework](#) starting November 2025, including new report cards. These updates aim to provide parents with more detailed information and raise educational standards.

The HT and DHT will be accessing training once this is made available to ensure the school is ready for its next inspection. This will include staff and governor training.

A new Ofsted Folder has been created for Governors in the shared drive. Relevant documents will be added.

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

Staff Well being

In terms of Staff Wellbeing we continue to offer strategies and initiatives to support staff with the increasing pressures of the job.

- End of term gathering - time to celebrate and share success.
- Planning mornings to collaborate with the team to plan for the term ahead.
- Well being signposts and positive messages shared as appropriate - highlighting Educational Support available.
- Supervision offered to staff.
- Reminders for self care shared at team meetings and whole school meetings.
- Early finish July 2025 - pupils finished at 1.30pm and allowed staff to use their PPA time to prepare for the new year. Staff were really appreciative of those few hours.

Staff Wellbeing update shared with staff as part of visioning day agenda. Wellbeing survey shared with staff to identify areas that may impact wellbeing during this school year. By planning ahead we hope to be able to support staff. There were 17 replies. Areas of concern identified:

- Increase in SEND
- Behaviour and parental support
- Managing workload/emails
- Change of structure in staff teams

A response to these areas was sent to all staff and will be reviewed in subsequent terms.

Health & Safety

A Governor monitoring visit will take place on the monitoring day on the 15th October.

Safeguarding

Reported separately

For Governors who did not complete the Visioning Day refresher training they will need to access the link sent previously:

<https://schoolgovernors.thekeysupport.com/governor-training-resource-hub/safeguarding-for-governance-refresher/?origin=governorhub&sync=true>

Governors to ensure KCSIE 2025 Knowledge Checks have been completed and added to the relevant folder.

https://drive.google.com/drive/folders/1aiPWKyVDpa0qAKkzS_VpHJQRyBAnXOSH

IA Meeting (Improvement Advisor KCC)

Adi Ahmet, our Improvement Advisor, will be visiting us on the 8th January 2026.

Inclusion Profile

	Number of children / detail	% of school
Pupil Premium	77 pupils <ul style="list-style-type: none">• 72 FSM / Ever 6• 4 = post Looked After Child (adopted)• 1 = Service Child	18%
Children being monitored	67 pupils <ul style="list-style-type: none">• 18/67 on monitoring are also PP (27%)	16%
SEN Support	51 pupils	12%
EHCP	10 pupils	2.3 %
Total SEN	61 pupils <ul style="list-style-type: none">• 21/56 (37.5%) SEN are also PP	14 %

CPDL (*Continued Professional Development and Learning*)

As we begin a new school year we are focussing on training relevant to the School Development Plan. We are delivering inhouse and using staff expertise where possible due to budgetary restraints.

At the start of the new academic year staff have all received the statutory safeguarding training and completed the knowledge check as evidence. During the visioning day key policies were shared with stakeholders: whistleblowing, staff conduct. GDPR, Cyber security.

All staff have received updated information in terms of Health and Safety and new staff have had induction training also. This means all staff are up to speed with essential information to enable the school to run safely and efficiently. Twenty members of staff completed Emergency First Aid at Work training.

Subject leaders are accessing free training where they can to maintain their knowledge and prepare for further development. They have all been working on the developments in their subjects and cascaded this to staff as mini CPD sessions. This ensures staff are aware of the expectations for all subjects in the curriculum.

Development of the Empowerment Approach continues this year with staff updates and resources shared at team meetings.

During the visioning day, staff received training linked to the new Writing Framework which is a pivotal document and links well with our School Development Plan. They also received some input regarding change and working in teams.

The SLT have joined some weekly ofsted updates which will then be cascaded to staff when the changes have been agreed.

SEF

The school self evaluation (*SEF*) document has been reviewed and updated by the SLT and wider leadership team - (Google Drive). However, this will be revamped and updated throughout the year to reflect the new Ofsted Framework.

Staffing

Mr Longhurst was appointed as an Assistant Site Manager and started at Great Chart at the end of July. He replaced Mr Beck who relocated. An exit interview was completed. Miss Axon was appointed as a Cleaning Operative and started in September, replacing a member of staff who retired. Miss Swan was appointed as an Apprentice Teacher in Year 1. This is an unsalaried post.

Miss Robinson moved to teach at another school. Mrs McHugh and Mr Eason retired. They were not replaced due to budget cuts.

Performance Management

All Teachers and support staff are completing their Appraisal reviews and new targets are being agreed linked to the School Development Plan. Teachers will be completing 2 targets linked to the School Development Plan such as:

- To demonstrate how the year group team has evolved over the year, identifying the challenges and evidence how these were resolved. Implement, evaluate and review how TAs are organised within the year group to ensure pupils are being supported effectively and that TAs skills are being utilised and also developed. To provide evidence of the effectiveness of the year group team at the end of the year. (Y2-Y6 teachers)
- Using the guidance from the writing framework 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 to support overall writing fluency, confidence and presentation. (EYFS and Y1 teachers)
- To work alongside colleagues in EYFS/Year 1 to build and implement 'strong foundations' across the Early Years and Year 1 with a focus on the Curriculum, Assessment, Behaviour and Communication and Language.

The HT's Performance Management Group has carried out the HT's review and new targets have been set.

Teachers will be receiving a 4% pay increase (inflation) once the STRB's recommendations have been agreed.

The HT will be acting as an external advisor for a local HT's PM review. We will be charging the school for this work.

Admissions

We are full in EYFS – 60 pupils and we have a long waiting list with 56 children on it, one of these is a sibling.

The demand for the school is really high. We are oversubscribed in some Year groups with long waiting lists.

In Year transfers from September 2024-August 2025 – 12
4 moved out of the area
5 decided to home educate
1 moved to a specialist provision
2 moved to another part of Ashford
15 were replaced due to family links (directed by KCC)

Quality of Education

Achievement

Key Stage Results 2025 - *separate agenda item (all results can be viewed within the Assessment folder)*

Monitoring the Effectiveness of Teaching and Learning

Drops in are taking place during Term 1 to look at the following:

- Routines established
- TA team being used effectively across the year group
- SEN provision
- Learning environment - Key vocab displayed, maths working walls, reading areas, LTC
- Empowerment Approach being used
- Presentation in books
- Opportunity to speak to some children about settling into their new class. Include some SEN pupils.

During Terms 2-6 Learning Walks will take place focusing on the school development plan priorities: Writing, Maths and Curriculum.

Subject Leader Monitoring Activities

These will take place throughout the year and reported to the HT.

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 curriculums. 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. Teamwork is the value for Term 1 and Ambition for Term 2.

Children are continuing to learn about themselves through The Empowerment Approach programme. The aim is for children to identify their needs so that they are ready for learning and play.

We are also having Power Down Days throughout the year to support our Climate Action Plan.

Pastoral support

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.

Behaviour & Attitudes

Behaviour

Policy

The behaviour policy has been updated. Values will continue to be a very strong focus this year and we will continue with a different value being focused on each term.

During the Induction Days, the school rules have been reinforced with the pupils. Zones of regulation continue to be a focus and we are really pleased by how consistently these are used throughout the school. The Empowerment Approach will also be refreshed through the year.

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

Monitoring

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

1 Fixed Term Suspension since Sept 2025. All procedures were followed and a reintegration plan put in place.

Attendance (July 2025)

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.

2024-25

Pupil group	Attendance	National average
All pupils	96.6%	94.8%
Pupils with free school meals (FSM)	94.2%	92.2%
Pupils with no FSM	97.2%	95.8%
Pupils with special educational needs (SEN) support	94.9%	92.3%
Pupils with no SEN	96.9%	95.4%

Please refer to the Attendance Summary Report

Early Year Foundation Stage

EYFS profile

Monitoring	PP	PP + SEN	SEN Support	EHCP	Total number of SEND	Comment
7 (12%)	3 (5%)	0	3	0	5%	We are still giving children time to settle however at least one pupil we feel is likely to require an EHCP in the future but

						<i>overall the needs of this year group are not as high as last year.</i>
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This year's cohort has settled well, and most children are coming into school happily. We have two children this year who did not attend nursery: one has settled well, while the other is finding the transition into school a little more challenging. Two children have been identified as having complex needs. One child requires a part-time timetable, which is being reviewed weekly, and we are working closely with the parents to ensure the best transition to full-time attendance.

A meeting with the inclusion team, class team, and parents will take place next week for the other child, in order to raise our concerns and plan appropriate support.

Our EAL (English as an Additional Language) intake this year is 27%, with 5% of those children unable to speak English fluently. *Language Link* is being used to assess these children, as well as others identified during our baseline assessments and initial parent meetings. Interventions will be put in place after half-term to support these children.

The RBA (Reception Baseline Assessment) has been a little more challenging this year due to changes in the format, as assessments now need to be carried out live on Chromebooks. The system has been unstable—a problem that the majority of schools have also experienced. Assessments have now been completed for all children, and early results show lower attainment in maths and slightly better understanding in language and communication.

Future Dates 2025/2026

Friday 12th December 8.40am - Governing Body Meeting
Wednesday 11th February 5pm - Governing Body Meeting
Friday 27th March 8.40am – Governing Body Meeting
Wednesday 20th May 5pm – Governing Body Meeting
Friday 3rd July 8.40am – Governing Body Meeting

Open School Sessions for Potential Parents 3.30-5.30pm

- 27th November 2025
- 3rd December 2025

Monitoring Day

Wed 15th October from 8am