

GREAT CHART PRIMARY SCHOOL

HEAD TEACHER'S REPORT TO THE GOVERNORS – TERM 1 2026

School Context

Current Contextual Information	School (Term 1-4 2026)	National Averages Jan 2025 (2026 figures have not been released)
Number on roll	422 (434 including Goldfinch class)	276
Attendance	96.2% (2025-26) ABIE 96.7%	94.69% (2025-26)
Persistent absentees	5.3% (2025-26)	13.9% (2025-26)
English as an additional language	23%	23.4%
Entitled to FSM	22%	25.7%
Disadvantaged	17%	26.6%
SEN	14.7% (62)	19.4%
SEN (EHCP)	2.1% (9)	4.1%
SEN (EHCP) including Goldwell class	4.9% (21)	3%
Exclusions- Fixed Term	0	1.2%
Exclusions- Permanent	0	0.03%
Wyvern Satellite Provision (Goldfinch class)	12 KS2 pupils	

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

Our Visioning Day was really effective with staff receiving information about:

- Safeguarding
- Attendance
- School Priorities
- Subject Leader Expectations
- PSHE changes

Thank you to the governors who joined the team for the visioning morning

We are looking forward to the year ahead 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 continuing to develop the governor monitoring days.

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

Governors to be aware of Governance resources from the [Gov.uk](https://www.gov.uk) 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

Self- Evaluation Summary (Ofsted 2026 Framework)- NEW UPDATE

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. The document incorporates 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

We will continue to review the SEF as we progress through the year.

Headlines and updates

A Local Authority Improvement Advisor visit with Adi Ahmet will take place on Thursday 8th October. A report will be shared with the Chair and Vice Chair. As an Ofsted Inspector we have asked him to focus on case sampling, strong foundations and Inclusion.

He will also continue to review the action from the last 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

An Ofsted Folder for Governors can be found 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-2026>

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

School Development Plan 2026-27

- Strengthen safeguarding systems and culture through enhanced training, monitoring and protective measures to ensure all staff and governors maintain current knowledge of statutory requirements, whilst implementing robust digital safety and emergency preparedness protocols.
- Embed inclusive practice across all aspects of school life by ensuring staff have deep knowledge of vulnerable groups and their needs, implementing consistent high-quality provision for all learners, and systematically monitoring the impact of interventions to close achievement gaps and promote equity of opportunity.
- Develop and embed a knowledge-rich, ambitious curriculum that ensures mastery of foundational skills in early reading, writing fluency and mathematics through active, engaging learning experiences, whilst strengthening subject expertise, pedagogical innovation and adaptive teaching to meet the needs of all learners.
- Prepare for the successful implementation of the National Curriculum 2028 by auditing current provision, redesigning curriculum documentation to meet new statutory requirements, upskilling staff in new content areas, and ensuring all planning secures mastery of foundational skills with clear sequencing and adaptive provision for all learners.
- Develop confident, articulate readers and writers by embedding a strong culture of reading for pleasure,

strengthening oracy across the curriculum, ensuring secure foundational skills in early reading and phonics, and implementing a coherent writing curriculum with clear progression that enables all pupils to write fluently and accurately.

- Develop mathematical fluency, reasoning and problem-solving skills by ensuring secure number sense and foundational knowledge, embedding consistent use of mathematical vocabulary and manipulatives, promoting active and outdoor learning experiences, and fostering independent mathematical thinking through open-ended problem solving and systematic use of jotters.
- Ensure all pupils, particularly disadvantaged pupils, those with SEND, and other vulnerable groups, achieve at the highest possible level by systematically tracking and analysing their progress, implementing targeted evidence-based interventions including metacognitive strategies, and maintaining relentlessly high expectations from EYFS onwards so that gaps in attainment are rapidly closed and all pupils are well-prepared for their next stage of education.
- Improve attendance for all pupils, with particular focus on disadvantaged pupils (FSM6), by implementing a strategic, evidence-based approach that combines early intervention, robust tracking and analysis, supportive family engagement, proactive communication of high expectations, and targeted reintegration support, ensuring all pupils achieve attendance levels of at least 96.7% and can fully access their education.
- Ensure the Empowerment Approach is fully embedded across all aspects of school life by strengthening staff understanding and consistent application of trauma-informed, relational practices, developing emotionally available adults for all vulnerable pupils, creating psychologically safe learning environments, and systematically monitoring the impact on pupil wellbeing, behaviour and achievement so that all pupils feel safe, valued and empowered to succeed.
- Continue to deliver a comprehensive, inclusive personal development curriculum that ensures all pupils, including those with SEND, acquire the knowledge, skills and attributes needed to keep themselves safe, healthy and prepared for life in modern Britain, through enhanced SMSC provision, robust online safety education including AI and misinformation awareness, raised profile of British Values, accessible support systems, and systematic evaluation of impact through pupil voice and wellbeing measures.
- Strengthen leadership capacity and governance effectiveness by embedding research-informed continuous professional development and learning (CPDL) within performance management cycles, ensuring all staff including new appointments receive high-quality, evidence-based training tailored to school-specific needs and barriers, developing distributed leadership expertise, and maintaining robust accountability systems that drive sustained improvement in outcomes for all pupils.
- Develop outstanding EYFS provision through enhanced leadership knowledge of educational programmes and effective monitoring, systematic oracy and communication development using evidence-based strategies, precise assessment-led planning, proactive family partnerships including school readiness clinics, and resilience-building approaches that ensure all children, particularly those who are disadvantaged, achieve strong foundations for future learning.

The full document can be found in the Governor section of Google Drive.

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

Governors need to be aware of their responsibility areas when monitoring and add their monitoring visits to this document.

Governance Strategy 2026-27

1. Every Governor is a Governor of SEN
2. 5 Year strategic plan review
3. Ofsted ready

The full document can be found in the Governor section of Google Drive.

[Great Chart Primary School 2026-27- GOVERNANCE](#)

Governors need to be aware of their responsibility areas when monitoring and add their monitoring visits to this document.

Safeguarding

Ofsted Judgement- Met

See separate Child Protection Report- OCTOBER 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

Funding

- Notional SEN budget: £267,554
- Inclusive Mainstream fund: £15,827

The funding received will become part of the Inclusion Strategy.

SEN Update

More mainstream schools are developing inclusion bases for pupils with additional needs. In its recent guidance, the government says it expects to see more of them in schools by the 2027/28 academic year.

What is an Inclusion Base?

An inclusion base is a way for mainstream schools to provide targeted or specialist teaching and support for children and young people with additional needs. The aim is to help more pupils remain in their local school, close to family and friends, while accessing the support they need to learn and thrive.

Across the sector, schools and trusts use terms such as enhanced provision, SEND unit, resourced provision, resource base and nurture room to describe this kind of support. Inclusion base is really an umbrella term, reflecting the government's recent guidance while recognising the range of language still used in schools.

Government guidance describes a continuum of different approaches. In some schools, pupils spend most of their time in mainstream classrooms with additional specialist support. In others, pupils spend more time learning in a dedicated space while continuing to take part in wider school life. Whatever the model, the aim is the same: to provide specialist support while enabling pupils to remain connected to their mainstream school and community wherever appropriate.

For school leaders, this presents both an opportunity and a challenge. An inclusion base has the potential to strengthen support for children with additional needs, build expertise across a school and enable more pupils to learn in their local community. But an inclusion base needs careful thought, planning and ongoing review if it is to meet pupils' needs.

A qualified teacher should lead the day to day running of the inclusion base - in our school this is Mrs Bissett (experienced EYFS Teacher) working alongside the Inclusion Team and Mrs Thomas.

Schools need to carefully consider the following: which pupils is an inclusion base designed to support? How can it strengthen inclusion, rather than unintentionally creating separation? How should pupils move between the inclusion base and mainstream teaching? And what knowledge and expertise do staff need to make provision successful? There is no single answer to these questions. The evidence base is still developing, national guidance is relatively new, and schools are taking different approaches depending on the needs of their pupils and communities.

Inclusion bases are *one* way, but not the only – or the default – way to meet children's needs. They should build on universal high quality teaching, school leadership and policies which support all children.

Research into inclusion bases is still developing, However what does seem clear so far is that effective inclusion bases can look very different.

	Monitoring (Not SEN)	SEN Support	EHCP (complex needs)
EYFS	17 pupils	6 pupils	1 pending

Year 1	11 pupils	6 pupils	1 pupil
Year 2	13 pupils	9 pupils	1 pupil
Year 3	12 pupils	5 pupils	0
Year 4	13 pupils	6 pupils	1 pupil
Year 5	7 pupils	12 pupils	2 pupils
Year 6	11 pupils	7 pupils	5 pupils
Total	84 pupils (20%)	51 pupils (12%)	10 + 1 pending (2.3% / 2.6%)
Total number of pupils with SEND		62 pupils (15%)	
Total number of pupils with SEND who are also PP eligible		22 pupils (35%)	

Pupil Premium Update Sept 2026

From the start of the 2026 to 2027 academic year, the Department for Education (DfE) is delivering an expansion to FSM eligibility to include all pupils from households in receipt of Universal Credit. There will then be 2 categories of FSM:

- Targeted FSM, which continues to be based on the existing £7,400 income threshold
- Expanded FSM, which will apply to meals only, covering pupils who do not qualify for Targeted FSM, but who are in households in receipt of Universal Credit

Following the expansion of FSM, only pupils eligible for Targeted FSM will be part of the Ever 6 FSM cohort. This means that pupils who become eligible for FSM for the first time through the new Expanded FSM category will not attract pupil premium funding.

Pupils who were eligible for FSM before the expansion will continue to be part of the Ever 6 FSM cohort after the expansion. That includes any pupil whose household income increases after the expansion, such that they either lose FSM eligibility altogether or become eligible for FSM through Expanded FSM. Such pupils will remain part of the Ever 6 FSM cohort for 6 years

Funding rates for the 2026 to 2027 financial year

This table shows how the pupil premium grant is allocated to schools and local authorities in the 2026 to 2027 financial year, based on per pupil rates.

Funding Criteria	Amount of funding for each primary-aged pupil per year	Funding is paid to....
Pupils who are eligible for free school meals, or have been eligible in the past 6 years	£1,550	School
Pupils previously looked after by a local authority or other state care	£2,690	School
Children who are looked after by the local authority	£2,690	Local Authority

Service pupil premium

Service pupil premium is additional funding for schools with children and young people of service families.

Pupils in state-funded schools in England attract the service pupil premium grant at the rate of £360 per eligible pupil in the 2026 to 2027 financial year.

What is a school Pupil Premium strategy?

Every school is required to develop a Pupil Premium strategy to set out how they are spending their funding to support the attainment of disadvantaged pupils. We recommend a long-term, three-year approach to Pupil Premium planning, but schools still must review and publish an updated strategy statement every academic year before 31 December.

Why does it matter?

A wide, persistent gap in achievement separates disadvantaged pupils from their better off peers.

The attainment gap at the end of the reception year is 4.7 months, and that gap doubles by the end of primary and doubles again by the end of secondary. A key focus of your Pupil Premium strategy should be to intervene early to prevent gaps from growing.

Education impacts more than just jobs. Higher achievement is also tied to better health and well-being throughout our lives beyond education.

	Pupil Premium eligible (Includes Targeted FSM and Ever 6)	Expanded FSM (not pupil premium eligible)
EYFS	2	5
Year 1	8 (4 Ever 6)	6
Year 2	7 (2 Ever 6)	6
Year 3	11 (5 Ever 6)	2
Year 4	16 (6 Ever 6) 1 adopted	5
Year 5	13 (6 Ever 6) 1 adopted	5
Year 6	15 (9 Ever 6) 2 adopted	4

Curriculum and Teaching

Ofsted Judgement - Expected Standard

Our curriculum remains ambitious in breadth and depth. It is designed to give all pupils, especially disadvantaged pupils and those with SEND, the knowledge they need to take advantage of opportunities in later life. We have prioritised accurate and fluent word reading, spelling, handwriting and mathematics particularly in EYFS and KS1. Children are identified early if additional support is necessary including those within KS2.

Enrichment Framework

The DfE has published its enrichment framework to help schools design and deliver a high-quality enrichment offer for all pupils and students. The guidance is non-statutory, but Ofsted will consider how your enrichment offer has regard to the framework from September 2026

What is enrichment?

Enrichment refers to activities and experiences that go beyond the standard curriculum to support pupils' personal development and wellbeing, help them explore interests, try new activities and develop valuable skills for their future.

The 5 core areas

The enrichment offer should cover a range of activities, including (at a minimum) 5 core areas:

- Civic engagement – e.g. volunteering, debating, school and college democracy, community engagement

- Arts and culture – e.g. taking part in, and having live experiences of music, art, dance, theatre and other expressive arts; museum and gallery visits
- Nature, outdoors and adventure – e.g. time outdoors, climate education and sustainability projects, gardening, residential and camps
- Sport and physical activities – including participation in team and individual sports, physical and fitness activities, cycling, representing the school and attending live events
- Wider life and future skills – such as digital and financial literacy, STEM clubs, cooking, enterprise

The 8 benchmarks

There are 8 enrichment benchmarks. They serve as a practical roadmap to make sure all pupils, regardless of their background, have access to high-quality opportunities across the 5 core areas. These cover:

1. Strategic alignment - linking enrichment to school priorities and improvement plans
2. Breadth - providing varied activities across all 5 core areas
3. Communication - celebrating participation and achievement
4. Community input - shaped by pupil voice and feedback
5. Accessibility - removing barriers for all pupils
6. Partnerships - working with external providers
7. Outcomes focus - tracking impact over time
8. Continuous improvement - regularly reviewing and improving provision

What this means for Great Chart Primary School

- Ofsted considers the school's enrichment offer as part of the personal development and wellbeing evaluation area
- The offer should be embedded into your school improvement plan, where appropriate

Monitoring the Effectiveness of Curriculum and Teaching

Drop ins are taking place during Term 1 to look at the following:

- Routines established and high expectations- empowerment approach, zones of regulation, calm and purposeful
- SEN provision- meeting the needs of all learners, inclusive practices, mainstream core standards, adaptations
- Learning environment- calm learning environment (minimal environmental distractions) key vocab displayed, maths working walls, developing an English working wall, reading areas
- Focus on foundational skills- EYFS/ KS1 And in KS2 where appropriate
- Evidence of active learning taking place
- 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 SLT to support school self evaluation.

Curriculum and Assessment Review

The UK government's Curriculum and Assessment Review, led by Professor Becky Francis and published in November 2025, plans to launch a new, more flexible National Curriculum by September 2028. Key changes include a broader curriculum with more vocational options, revamped primary literacy/numeracy, a new Year 8 reading test, and reduced high-stakes exam pressure.

Mrs Thomas is leading the curriculum development in school and has carried out a training session with teachers. Although all the information is in its infancy, subject leaders will be reviewing their subjects to reflect any changes ready for September 2028.

Achievement

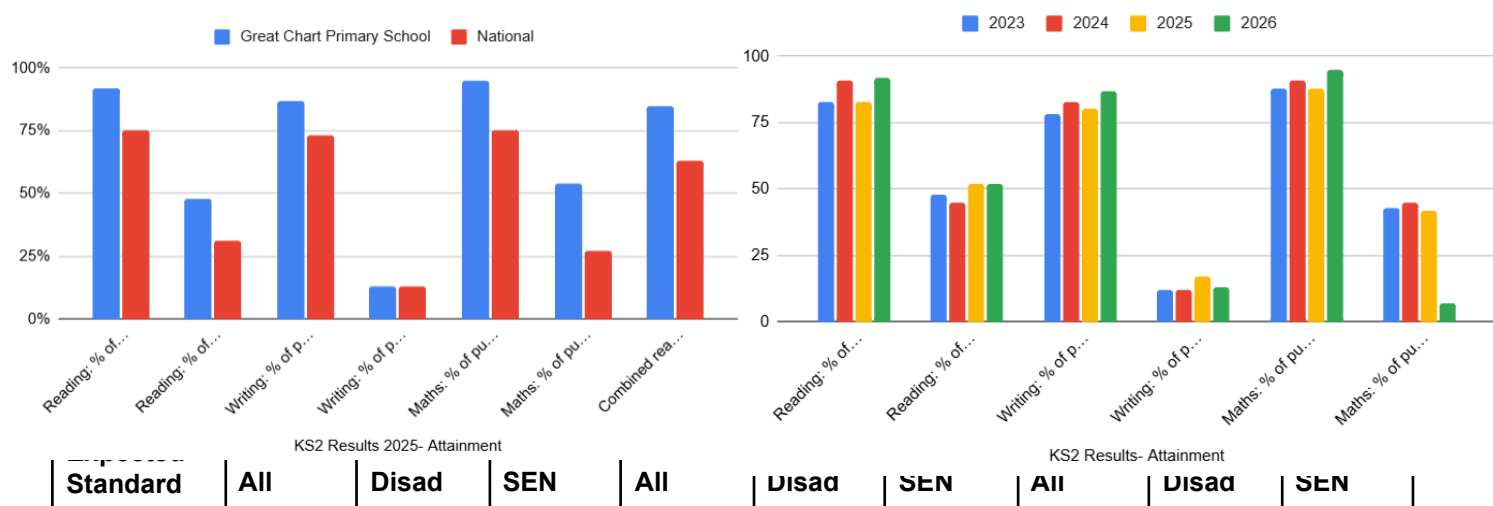
Ofsted Judgement - Expected Standard

This report has received its first data drop for attendance, behaviour and KS2 results. Governors need to be aware of this report and understand the data. The report and a summary report has been added to the Assessment folder:

We are focused on ensuring all pupils make progress from their starting points so that they know more, remember more and can do more. We are securing important foundational knowledge in language and communication, reading, writing and mathematics so that pupils can access the whole curriculum.

Year 6 SATs Results

KS2 Results 2025- Attainment	Great Chart Primary School	National
Reading: % of pupils achieving expected standard (EXS)	92%	75%
Reading: % of pupils achieving above the expected standard (GDS)	52%	31%
Average scaled score	109.1	105.7
Average Progress	2.32	0
Writing: % of pupils achieving expected standard (EXS)	87%	73%
Writing: % of pupils achieving above the expected standard (GDS)	13%	13%
Average Progress	-0.17	0
Maths: % of pupils achieving expected standard (EXS)	95%	75%
Maths: % of pupils achieving above the expected standard (GDS)	57%	27%
Average scaled score	109.1	104.9
Average Progress	2.85	0
Combined reading, writing and maths: % of pupils achieving the expected standard (EXS)	85%	63%

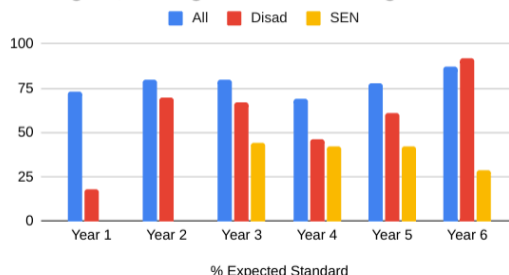


Year 1	78	33	13	73	18	0	77	33	25
Year 2	85	80	25	80	70	0	80	60	0
Year 3	82	67	44	80	67	44	80	67	33
Year 4	72	39	25	69	46	42	84	54	44
Year 5	83	86	33	78	61	42	77	71	25
Year 6	90	92	43	87	92	29	87	77	57

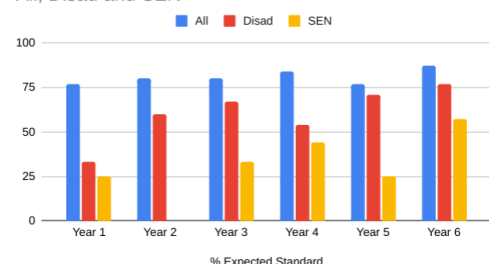
Reading/All, Reading/Disad and Rea...



Writing/All, Writing/Disad and Writing/SEN



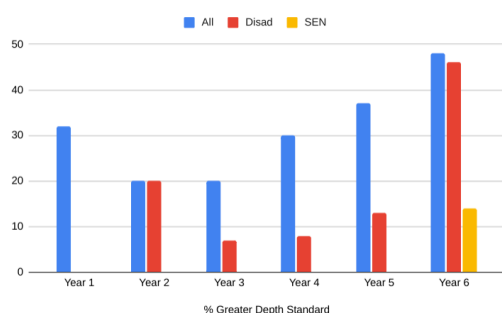
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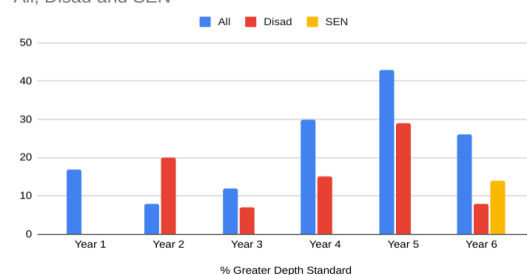
Headlines:

- Reading results in all year groups, except in Y4, remain the strongest
- Maths results are higher or similar to writing in most year groups. However in Y5 writing results are higher but not significantly.
- Results in Y1 and Y4 are the most concerning, although maths in Y4 is strong

% Greater Depth Standard	Reading			Writing			Maths		
	All	Disad	SEN	All	Disad	SEN	All	Disad	SEN
Year 1	32	0	0	17	0	0	17	0	0
Year 2	20	20	0	5	20	0	8	20	0
Year 3	20	7	0	8	0	0	12	7	0
Year 4	30	8	0	16	8	0	30	15	0
Year 5	37	13	0	15	14	0	43	29	0
Year 6	48	46	14	13	8	0	26	8	14



All, Disad and SEN



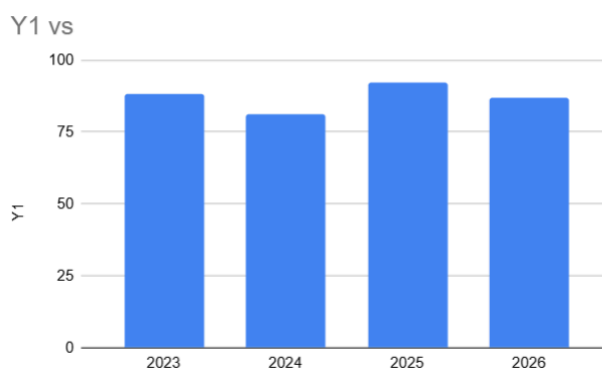
Headlines:

- Reading in all year groups is stronger except in Year 5 where maths is stronger at GDS
- Y2 and Y3 GDS is significantly lower for writing and for Y2 in maths too.
- Y5 data for GDS is looking strong (current Y6) although we are aware of lots of additional need within this year group and so EXS data may look lower than in previous years

Gender Differences	
Year 1	Boys outperformed girls in maths quite significantly. Girls outperformed boys in reading but there were similar results for writing.
Year 2	Girls outperformed boys in all 3 areas.
Year 3	Girls have outperformed boys in all 3 areas (higher number of boys with SEND and being monitored compared to girls)
Year 4	No significant difference in all 3 areas
Year 5	Girls have outperformed boys in all 3 areas (higher number of boys with SEND and being monitored compared to girls)
Year 6	Boys have outperformed girls in maths.

Y1 Phonics - currently reaching expected standard

Year 1 85%	Tem 6%
Y1	87
PP	43
SEN	50
EAL	77
Boys	85
Girls	88



Headlines:

- Progress in Y1 phonics has been positive and targets have been exceeded

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 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.

For Term 1 the Attendance Team has identified pupils who caused concerns about attendance and punctuality from last year and pupils who may find attending school difficult due to anxiety. We will be tracking these pupils carefully and working with them and their families if necessary. Staff have also been reminded that attendance is a shared responsibility during the Visioning Day 2026.

Groups	2024-25	2025-26
Whole	96.11	96.26
Unauthorised	0.89	0.93
Authorised	3	2.81
PA (10%)	4.76	5.21
EAL	95.76	96.17
FSM	94.58	94.08
Pupil Premium	94.66	94.15
LAC	96.12	97.3
SEN Support	94.31	94.6
EHCP	96.48	96.26
Ethnicity (significant groups)		
White British	96.06	96.06
Black African	94.74	94.74
Indian	96.55	96.55
Any other white background	96	96
Pakistani	93.7	93.7
Bangladeshi	95.82	95.82
Chinese	98.2	98.2
White & Black Caribbean	97.93	97.93
White & Black African	97.93	97.93
White & Asian	97.5	97.5
Any other Asian Background	97.21	97.21
Any other mixed background	96.25	96.25

DfE Attendance Baseline Improvement Expectation:

These are **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.

Our ABIE for 2025-26 was: **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.

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

Our PSHE curriculum now incorporates our RHE curriculum.

We have a strong enrichment offer including after-school clubs which covers elements within the New Enrichment Framework 2026. 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. We have created an Enrichment Offer Statement which can be accessed via the Policy folder:

 [Enrichment Offer Sept 2026](#)

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.

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

Following the retirement of 2 members of the teaching team, Mrs Kerslake and Miss Jeffree started their teaching positions in September.

Sickness Absence – since Sept 2026 – 5 days plus one member of staff on long term absence since the end of April.

Staff Well being

Mrs Thomas has conducted a well being survey which she will discuss during the Governor Monitoring Day.

CPDL

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. Allergy training was provided for all staff to meet the new requirements of Benedict's Law.

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.

With inclusion being a big focus the SEN team have accessed as much free training as possible and are sharing information with staff to ensure inclusive practice across the school. The HT and DHT have received some training relating to the Inclusion Strategy.

H&S

A H&S monitoring visit will take place in Term 1.

Pupil Mobility

We are full in EYFS – 60 pupils and we have a waiting list.

The demand for the school is really high. We are oversubscribed in some Year groups with long waiting lists. Year 1 and Year 2 have siblings waiting.

In Year transfers since May 2026– 2

1 moved out of the area

1 moved to another part of Ashford

The places were filled with children on a waiting list.

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, 1 being a research type target.

Objective 1 Research Project linked to improving Inclusive Practice

Suggestions:

Research and implement the EEF's two-part model for inclusive teaching, focusing on high-quality teaching for all pupils alongside targeted adaptations for those who need additional support.

Research and apply strategies for 'checking for understanding that leads to action' to better respond to children's needs in real-time

Research and implement the 7-steps model for modelling independence in work to support all learners in becoming more independent

Research and implement strategies for 'building strong language from the start' to support all children's communication and language development. Implement cued articulation.

Objective 2

Continue to develop all subjects by

1. Systematically embedding active learning strategies across all subjects to increase pupil engagement, retention and understanding. Reduce reliance on teacher talk and slide presentations, replacing them with active, participatory learning experiences that increase pupil engagement.
2. Developing the use of 'mission' type activities at the end or close to the end of a topic

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

Teachers and Leaders will be receiving a 3.5% pay increase (inflation).

The HT will be acting as an external advisor for a local HT's PM review.

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 settling into our community at Great Chart. The children are being assessed against the Reception Baseline Assessment. Results are sent to the DfE and will aid progress measures once the children complete their SATs at the end of KS2. Miss Burchfield supports children with Speech and Language needs and is completing initial assessments on the children. 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.

We have a group of children accessing our Little Chart Provision due to their level of need. Two pupils have had expended part time timetables extended as they are finding the transition to school overwhelming.

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>

EYFS Results 2026

GLD-	Literacy- Word Reading	Literacy- Writing	Maths
	Term 6	Term 6	Term 6

EYFS	88	88	97
PP	50	63	88
SEN	14	14	71
Boys	90	90	100
Girls	89	85	96
	88	91	97

%	2023	2024	2025	2026
End of Profile Assessment- GLD (Good Level of development)	82	88	71	83
Literacy Goals	84	92	81	85
Maths Goals	87	98	88	97

Headlines:

- It is good to see the EYFS results improving again after the decrease seen last year.
- Although there are some pupils with complex needs (hence, Little Chart being run again) work around moderation and assessing learning has led to quality assured judgements being made. We feel potentially our expectations were slightly too high when looking at the guidance and examples.

Future Dates 2026/27

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

New Parent Tours

Thursday 26th November 2026 3:30- 5pm

Wednesday 2nd December 2026 3:30pm- 5pm