

**GREAT CHART PRIMARY SCHOOL**  
**HEAD TEACHER'S REPORT TO THE GOVERNORS – TERM 5 2023**

**Leadership & Management**

The school is preparing for a graded Ofsted inspection. A school in Canterbury who had a similar outcome to us in September 2021 has now been reinspected. We are estimating that we could have our inspection during Term 6 or Term 1. We have worked incredibly hard to develop the two areas which were identified in our last inspection.

- In some subjects such as history and geography, leaders are still implementing how pupils can make stronger connections across the topics they study. Leaders must continue to monitor the full implementation of the curriculum. This will ensure pupils are more confident to use and apply the key concepts and vocabulary they learn.
- While pupils read fluently for their age, not all staff have the detailed knowledge they need to teach the phonics programme. Leaders need to make sure that every member of staff is an expert in teaching phonics. This will ensure that all pupils read with confidence and can access a wide variety of fiction and non-fiction books.

**Governors to view the Ofsted action plan in the School Development Plan folder for updates.**

**School Context**

Current Contextual Information	School (Term 4 2023)	National Averages Jan 2022 (2023 figures have not been released)
Number on roll	421	282
Attendance	96.2	93.4%
Persistent absentees	6.5	9% (2020/21)
English as an additional language	15.44	21%
Entitled to FSM	17.81	23%
Pupil Premium	19.95	23%
SEN	11.64 (Not including EHCP)	13%
SEN (EHCP)	2.85	2.3%
SEN (EHCP) including Goldwell class	5.54	2.3%
Exclusions- Fixed Term	0	
Exclusions- Permanent	0	
Wyvern Satellite Provision	12 KS2 pupils from our local Special School have joined our school. Pupils are included in many curriculum activities.	

**Strategic Plan 2022-23**

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) (*Expected/ Greater Depth*)
2. Raise the standards of arithmetical fluency 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 arithmetic, especially in KS2. (87% EXS 25% GDS)
3. Continue to develop the whole school curriculum to ensure pupils' knowledge and skills in ALL curriculum areas is developed and that we continue to provide cultural capital through meaningful learning experiences, vocabulary development and other opportunities for ALL pupils.
4. Develop the quality of teaching throughout the school by providing an evidenced based approach to CPD and professional development, and ensuring staff are self reflective to become the best they can be
5. Develop a whole school approach to mental health and well being to ensure staff and pupils are well supported
6. Develop outdoor learning provision in EYFS to ensure all areas of learning can be developed into meaning

learning experiences for pupils

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 during Term 6.***

***Friday 16th June - 9am-12 noon - School Development Plan review and priority setting***

### **Governance**

#### **Governance Strategy 2022-23**

1. Review and revise the school vision statement
2. Develop a 3-5 year strategic plan for the school
3. To ensure governors communicate regularly with all stakeholders including staff, parents, pupils and the local community in order to understand their views and to communicate what the governors are doing.

***To be reviewed in Term 6. Please add to this document as this is your document to update.***

### **Ofsted**

Some Governors joined the recent Ofsted Training led by Governor Services which outlined the changes and how Governors will be involved in an inspection. All documentation is stored in the training folder.

**All Governors need to ensure that their training and knowledge is up to date.**

***Governor Services Ofsted Training - Be Prepared and Knowledgeable for Ofsted - (2 shorter sessions) 7th June 12:30-1:30pm/ or 14th June 6pm-7pm***

Governors need a very clear understanding of their core roles and the strengths and weaknesses of the school - refer to the Ofsted folder within the Governor shared google drive

### **Staff Well being**

Staff well being is again a priority within the school and one which any potential Ofsted inspection will look at. The Leadership Team constantly reviews well being and looks for strategies to make the challenges and demands of the role manageable. This also has to be a priority for governors and must be reported on during any type of monitoring visit.

Supervision will continue to be offered to staff, with it being statutory for EYFS staff. The SLT will continue to be aware of schedules throughout the year to ensure that meetings etc remain manageable for staff. Termly curriculum planning days will remain, as staff have found these essential in order to keep the curriculum alive and fresh.

#### **Wellbeing Staff Questionnaire May 2023**

Jenny Thomas, who is our Senior Mental Health First Aider, has completed a Well Being Survey with all staff.

The aim of the questionnaire was to gain some staff voice about their wellbeing and how the school supports this. With a wellbeing questionnaire there are limitations as most often holistic wellbeing can be impacted by both work and home life and it can be difficult to separate the two. We are also aware of the sometimes overwhelming mental and physical toll working in education can have on wellbeing and have introduced a number of initiatives to help reduce workload. The feedback will be used to strengthen our offer.

There were 35 responses from a range of staff members including TAs, teachers, non teaching staff. The results were extremely positive:

- 98% of those responding are currently feeling Ok or better at the moment.

- 94% feel staff are actively encouraged to talk about their wellbeing.
- 97% know who they can talk to if they are unhappy, worried or stressed.
- 97% feel the SLT take active steps to support the wellbeing of staff.

As part of the questionnaire staff were asked to specify what is impacting their wellbeing. There were a number of issues identified, but more related to the wider nature of the job than a school issue:

- Fear of Ofsted
- Workload
- Pressure of accountability
- Increasing numbers of complex SEND pupils

Alongside these concerns staff found the following supportive measures most helpful:

- Twilights for assessments - 50%
- Wellbeing sign posts, positivity messages - 50%
- Reduced staff meetings - 54%
- Email curfew - 45%
- Planning Days for teachers - 44%
- Extra time for management tasks

Staff were also asked what else the school could do. Most said we are doing a great deal already and that time was the main thing that would help them. Some suggestions for SLT to look at:

- More check ins with staff and recognition of good work
- Review of evidence collection for foundation subjects. Can floor books be saved electronically?
- Balance in the amount of emails sent - ensure they are person specific and relevant.

Although the questionnaire could be anonymous, staff could add their names. This was really useful and the HT has already discussed some responses with colleagues.

## **Conclusion**

In conclusion the results were very positive. Responses were from a range of employees in teaching and non teaching roles so some initiatives impact some more than others. It is clear the culture of the school is very caring and is doing a great deal to support the wellbeing of the whole team. Staff retention is particularly high and testament to the working environment the school has created.

## **Safeguarding**

See HT's safeguarding report and survey analysis from the recent parental and pupil surveys. We also recently had a Safeguarding Review conducted by Peter Lewer. A report has been shared with Mr Manek and Mrs Windle. All of the recommendations have been included in the HT's safeguarding report. It was a really positive report highlighting the school's robust safeguarding procedures.

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

Anna McGrath, our Improvement Advisor, will be visiting us on the 15th June. She will be continuing deep dives in PE, Computing, Music and EYFS.

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

## **SEND**

### **Inclusion Profile Update - April 2023**

- Monitoring (those who are at risk of becoming SEN / cause for concern has been raised) = 62 (15%)

- SEN Support = 49 (12%)
- EHCP (Educational Health Care Plan) = 12 (3%) + 2 pending
- Total SEN (SEN Support + EHCP) = 61 pupils (15%)

**Children currently with High Needs Funding:**

5 in EYFS  
 4 in Year 1  
 4 in Year 2 - 2 additional applications are pending  
 3 in Year 3  
 1 in Year 4  
 2 in Year 6

**Children currently with EHCPs:**

3 in EYFS (one further EHCP has been agreed - we are awaiting the final paperwork and assume we are the named school).  
 2 in Year 1 (one further application will need to be made)  
 3 in Year 2  
 1 in Year 4 (One parent making a request for statutory assessment - not supported by school).  
 3 in year 6

**Number of referrals made by the Inclusion Team since September 2022 - all these referrals would have necessitated meetings.**

ASC- 8  
 ADHD- 9  
 SALT- 2  
 Occupational therapy- 1

**Pupil Premium-**

- 20% (84/420) of all pupils are known to be Pupil Premium (children considered disadvantaged)
- 31% (19/61) of the children who have SEN are Pupil Premium
- 76 FSM / Ever 6 (*Free School Meals*)
- 4 = post LAC (adopted), 1 Special Guardianship Order, 3 LAC (fostered) *Looked After Children*
- 4 Service Children

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

With the continued rising costs it has been important to ensure CPD is high quality and impactful on the teaching and learning within school. This may be with the use of outside providers or by using the wealth of knowledge within school. There has been further training to develop arithmetical fluency in maths and also the development of music delivered by the subject lead. This has ensured staff have the most up to date skills and knowledge. During this period peer observations have also taken place with staff observing each other to gain further insight in a variety of subject areas and year groups. This is certainly a way to use the depth of knowledge within the staff team.

Safeguarding continues to be a vital area with different areas highlighted at each meeting. This way the message remains high priority but in manageable chunks for all staff. The 'drip, drip' approach to CPDL has been identified as a positive strategy for effective provision. Recent Assistant headteacher training has had a focus on CPDL and this was highlighted.

This year we have developed a different approach with staff to enable them to focus on a development area of their choosing. This self motivated learning ensures staff are developing their practices in an area that will impact the teaching and learning of pupils. Staff are able to conduct independent research and then explore practical

applications within the classroom. Staff have had designated time for this and are preparing to present in Terms 5 and 6 to a variety of audiences.

With increasing numbers of pupils with more complex needs there has been training on sensory needs for some staff and there has also been ProACT Skip training for twenty people. This training is based on proactive strategies to manage difficult behaviours to avoid physical intervention. It is something all staff will receive moving forward.

In terms of Health and Safety there has been First Aid at Work training for a member of staff. This ensures we are compliant by providing First Aid for employees. Breakfast club staff have also received Food Hygiene training as a refresher.

### **SEF**

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

### **Staffing**

Mrs Shaw and Miss Pemble have been appointed as HNF TAs as another 2 HNF children started at the school.

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

### **Admissions**

The school received 232 applications for the 60 places for September 2023. 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 14th June.

The parents will be receiving an electronic induction pack. Parents will be able to log in to Arbor (school's MIS system) and update all their child's details straight away. This should streamline the whole process with it being more environmentally friendly and cost effective. This process was used last year and proved very effective.

## **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 11th July.

KS1 SATs teacher assessments are being finalised including the children completing SATs papers. This is the final year for KS1 SATs.

Year 1 phonics will be taking place W/B 12th June. Year 4 Multiplication Test Checks will take place in June.

### **Achievement (Term 4)**

**Whole School pupil achievement and assessment update 2022-23** - (google doc - attached)

Reading - Across the school, reading is the stronger subject except in Y5, where progress is good but attainment is below expectations. Progress in all year groups meet expectations and in some expectations have been exceeded. We have a number of year groups where volunteers come and hear reluctant readers or those who have limited support from home. These children also received additional reading time from the TAs and class teachers.

Writing - Targets have been met in Y3 but in all other year groups and writing targets have not been achieved. Writing moderation has become more robust across the school. We are still finding less children have achieved

greater depth this year compared with 2019 and before. Writing is a priority this year with a focus on increasing the number of pupils achieving greater depth however we are focusing on pupils achieving the expected standard at the moment. Pupil premium percentages reflect the lower percentages.

Maths - Maths results are stronger than writing results but targets have not been met. It must be remembered that all targets were aspirational. Again, percentages for greater depth are also lower. Progress expectations are more positive across the school. Arithmetical fluency is a priority this year. Many areas have been 'plugged' but the time to embed just hasn't been possible. Boys have performed better than girls across the school except in Year 1.

### **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. Our value for term 5 is Kindness and Independence for Term 6.

### **Pastoral support**

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

The school will be starting an 18 month course with Nurture UK from March. This has been funded by KCC and is part of their Inclusion/SEN focus. We are part of cohort 6 as we felt that we needed to see impact before we committed time and effort to this programme. Many schools have now completed the programme and feel that it has been beneficial. As a KCC maintained school it is something that has been championed for quite some time.

Nurture UK is a programme which develops a whole school approach to nurture provision. It will focus on the emotional development and academic learning of all pupils, as well as embedding **the Six Principles of Nurture** throughout the policies and practices of a school. By adopting a whole-school approach, schools can not only understand and respond to the social, emotional, mental health and wellbeing of all pupils and staff, they can also help enhance teaching and learning.

The 6 Principles of Nurture:

- Transitions, Learning, Behaviour, Language, Well Being, Safety

Mrs Ostridge will be taking part in this programme with the support of the Leadership Team at some sessions.

## **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. We are also focusing the children on why our school is 'A Great Place to Discover and Learn'.

Due to our consistent behaviour approach and embedded values, pupils behave with high levels of respect for others and have very positive attitudes towards their learning.

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

### Monitoring

Pupil behaviour is regularly discussed at SLT and Phase meetings. The Leadership Team monitors behaviour via our online system, CPOMs (recording system) and will speak to pupils and parents with any concerns. Through our learning walks and informal walks around the school Behaviour for Learning is very effective and engagement levels are high.

No Fixed Term Suspensions Terms 1-5.

We have had 2 pupils on Reduced Timetables due to their needs and transitioning from one school to another. These were agreed by the LA and were for a couple of weeks. Both children are now full time.

### Attendance

(April 2022)

Groups	2020/2021	2021/22	Dec 2022	April 2023
<b>Whole</b>	97.7	95.1	96.69	96.16
<b>Unauthorised</b>	0.4	0.59	0.78	0.63
<b>Authorised</b>	2	4.3	3.02	2.65
<b>PA (10%)</b>	7.2	7.5	10.7	8.33
<b>EAL</b>	97	95	96.27	96.7
<b>FSM</b>	96.5	92.8	94.57	94.38
<b>Pupil Premium</b>	96.5	93.4	94.84	94.71
<b>LAC (9)</b>	97.3	96.4	96.24	96.57
<b>SEN Support</b>	96.4	93.3	94.24	94.22
<b>EHCP (8)</b>	95.63	92.2	96.79	95.76
<b>Ethnicity (significant groups)</b>				
<b>White British (324)</b>	97.7	95.4	96.27	95.63
<b>Black African (13)</b>	99	97	95.98	96.37
<b>Indian (11)</b>		92.5	95	95.06
<b>White Eastern European (11)</b>		95.9	98.12	97.69
<b>Pakistani (7)</b>		94.1	92.22	92.4
<b>Nepali (7)</b>		96.2	98.79	98.81
<b>Chinese (5)</b>		97.6	100	99.74
<b>White &amp; Black Caribbean (9)</b>		95.1	98.82	98.26

A new document from the DfE has been shared with Mrs Davies (Attendance Officer) and Mrs Ostridge FLO- "Summary of responsibilities where a mental health issue is affecting attendance". This reflects the messages in the "Working together to improve school attendance". The HT has joined a training webinar.

## Key recommendations:

- Schools should support pupils to attend as regularly as possible as longer periods of absence will escalate the issue e.g. regular check ins with a trusted adult, different drop off arrangements, part time timetables. Plans of support should be put in place outlining reasonable adjustments.
- Schools should facilitate pastoral support for pupils. This could be through the school or through Early Help or the School's Nursing Service if things don't improve.
- If parents don't engage perhaps due to their own mental health issues the school would ask for support from the LA.
- There is no need to routinely ask for medical evidence to support recording an absence as authorised for mental health reasons. In instances of long-term or repeated absences for the same reason, however, seeking medical evidence may be appropriate to assist in assessing whether the child requires additional support to help them to attend more regularly, and whether the illness is likely to prevent the child from attending for extended periods. Schools should inform the LA where pupils are likely to miss more than 15 days.

## **Governors to be aware of both DfE documents**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1136965/Summary\\_of\\_responsibilities\\_where\\_a\\_mental\\_health\\_issue\\_is\\_affecting\\_attendance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1136965/Summary_of_responsibilities_where_a_mental_health_issue_is_affecting_attendance.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1099677/Working\\_together\\_to\\_improve\\_school\\_attendance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf)

## **Early Year Foundation Stage**

### **Pupil achievement (Term 4) -** (google doc - attached)

At this point in the year children should be working within Reception Developing. Since Term 4 interventions have begun to ensure pupils causing concern are targeted.

Final profile results are currently being finalised.

This is a very challenging year group in terms of pupils with complex needs which will significantly impact our overall results. We have created 'Little Chart' to ensure identified children have an adapted curriculum which they are able to access. Their progress is likely to be in much smaller increments than other pupils and we are using a different assessment system for them as recommended by Wyvern Outreach. There is already a significant gap between the girls and boys. The majority of the SEN pupils are boys and again will impact the boys results.

By the end of EYFS pupils are expected to have achieved a Good Level of Development (*GLD*) and be 'School Ready'. A Good Level of Development doesn't take into account all 17 strands but to achieve GLD pupils need to be at the expected level in all the prime areas and some of the specific areas. A significant number of pupils will not achieve a GLD due to the high level of need in EYFS.

### **EYFS profile**

Current data - April 2023:

3x EHCP pupils + 1 additional has recently been agreed but we are waiting for the paperwork and assuming we are the named school

10 x SEN

12 x Pupil Premium pupils

### **Challenges**

- Increased number of EHCP and SEN pupils
- Communication and language difficulties



- Will those pupils in Little Chart be ready for Year 1?

### **Future Dates**

Saturday 24th June- 1:30-3:30pm- Summer Fete- help welcome

Tuesday 4<sup>th</sup> July - 8.40am – Governing Body Meeting

Friday 16th June- 9am- 12 noon- School Development Plan review and priority setting

### **2023/2024**

Friday 1<sup>st</sup> September 8.30am – Visioning Day (lunch provided)

Wednesday 11<sup>th</sup> October 5pm – **Governing Body Meeting**

Sunday 5<sup>th</sup> November – School's Fireworks Event – help welcome

New Parents Tours 30<sup>th</sup> November 3.30-5pm – attendance optional

Friday 8<sup>th</sup> December 8.40am – **Governing Body Meeting**

New Parents Tours 13<sup>th</sup> December 3.30-5pm – attendance optional

Wednesday 7<sup>th</sup> February 5pm – **Governing Body Meeting**

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

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

Saturday 22<sup>nd</sup> June – School's Summer Fete – help welcome

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