

# GREAT CHART PRIMARY SCHOOL

## HEAD TEACHER'S REPORT TO THE GOVERNORS – TERM 1 2023

### Leadership & Management

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

Post Ofsted seems to have brought a new positivity throughout the school and even though we had a very strong outcome staff understand the need to constantly continue to drive the school forward. We are 'Outstanding' but we still have 'outstanding' areas to develop and complete.

Please could I thank the Governors for their very kind donation of a plum tree. We have planted it in the sensory garden and will enjoy watching it flourish over the years.

Once again our biggest challenges this year will be financial and also ensuring we are supporting our SEND pupils effectively within the constraints of the budget.



### School Context

Current Contextual Information	School (Term 1 2023)	National Averages Jan 2022 (to be updated once the DFE has published it's figures)
Number on roll	420	282
Attendance	96.3%	93.4%
Persistent absentees	5.6%	9% (2020/21)
English as an additional language	13.54	21%
Entitled to FSM	17.81	23%
Pupil Premium	18.53	23%
SEN	13	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 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'

conversions 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.**

## **Governance**

### **Governance Strategy 2023-24**

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 when monitoring and add their monitoring visits to this document.**

## **Ofsted**

Although we will not be expecting an inspection for another 4 years, governors need to be aware of the following updated document:

- School Inspection Handbook Sept 2023  
<https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook>

Key changes are outlined in the following article:

[https://schoolgovernors.thekeysupport.com/school-improvement-and-strategy/inspection-evaluation/inspection-framework/ofsted-changes-september-2023-24-summary/?external\\_user\\_id=5cc718d9312f4e31551b20f5&token=0b845290-46f1-4029-a920-ad6042cd95ea](https://schoolgovernors.thekeysupport.com/school-improvement-and-strategy/inspection-evaluation/inspection-framework/ofsted-changes-september-2023-24-summary/?external_user_id=5cc718d9312f4e31551b20f5&token=0b845290-46f1-4029-a920-ad6042cd95ea)

## **Health & Safety**

RAAC survey took place on the 29th September. We are waiting for the full report but are not concerned about any findings. All KCC schools will have these surveys carried out.

## **Staff Well being**

Staff well being continues to be a priority within the school. 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. The government is looking at reducing workload by 5 hours per week for teachers and senior leaders and introducing a list of tasks teachers will not be responsible for.

Well being has been discussed with all members of staff during Appraisal reviews.

Supervision will continue to be offered to staff, with it being statutory for EYFS and DSL 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.

Jenny Thomas, who is our Senior Mental Health Leader, will be continuing to work on a whole school approach to staff and pupil well being. This will include looking at the feedback from the Visioning Day.

## **Safeguarding (see additional report)**

The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk; help pupils reduce their risk of harm by securing the support they need or referring

them in a timely way to those who have the expertise to help; manage safe recruitment and allegations about adults who may be a risk to pupils.

Governors to ensure they have completed the following in order to be compliant:

- Read KCSIE 2023 and associated policies (Visioning Day folder)
- Complete KCSIE Knowledge Check 2023
- Complete PREVENT training (if not completed since Sept 2022)

All certificates to be named and added to the correct folders. Signing sheets to be completed.

### **IA Meeting**

Anna McGrath continues to be our Improvement Advisor and will visit the school on the 17th January. We will have an additional visit later in the year. All schools are categorised as Red, Amber or Green schools - we are a green school so only have 2 visits for this year.

### **SEND**

#### **Inclusion Profile Update - 12th September 2023**

- Monitoring (those who are at risk of becoming SEN / cause for concern has been raised) = 55
- SEN Support = 45
- EHCP = 11 and 1 pending for an EYFS pupil
- Total SEN (SEN Support + EHCP) = 57 (14%)

NB - PPMs (Progress meetings) have not been held and this is when additional children tend to be added, especially in EYFS.

#### **Children currently with High Needs Funding:**

1 + 1 pending 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 = 20 + 1 pending

#### **Children currently with EHCPs:**

1 and 1 pending 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 = 11 + 1 pending

#### **Significant challenges facing the school:**

There is a significant challenge to the school to be able to support such high levels of need whilst being able to teach the rest of the children effectively.

Challenges include:

- Leading and managing additional TAs e.g. organise PM for 33 TAs / support for range of needs
- Prioritising support
- Upskilling staff to be able to meet the needs of pupils with complex needs - often involves planning personalised curriculums
- Balancing the impact of pupils with significant needs on the rest of the cohort
- Recruitment (temporary roles are not appealing)
- Time (more parental meetings and support, more regular reviewing of personalised plans etc.)

- Physical space e.g. for interventions such as Sensory Circuits
- Resources e.g. ear defenders / move n sit cushions / personalised work stations etc.
- Working with outside agencies e.g. SALT and OT
- Having enough evidence for High Needs Funding
- Wider range of interventions to meet needs as children are increasingly complex
- More children under SALT - new Balanced System approach
- Impact on teacher workload and wellbeing
- Increased class sizes when directed to take children / children out of their chronological year group
- No places available in specialist provision for children locally

Although we have a nominated governor of SEND we need all governors to be aware that 'Every Governor is a Governor of SEND'.

There is a useful article in The Governor bulletin relating to Autism for governors to read. It highlights training which we have recently received from STLS. With many Autistic children in school we need to celebrate their differences at the same time as supporting them effectively.

<https://app.governorhub.com/document/65129ac9abaac4ab476d4baa/view>

### **Pupil Premium**

- 18% (77) of all pupils are known to be Pupil Premium (children considered disadvantaged)
- 35% (20/57) of the children who have SEN are also Pupil Premium
- 69 FSM / Ever 6
- 4 = Adopted (post Looked After Child), 1 Looked After Child (fostered)
- 3 Service Children

### **CPDL**

CPDL continues to be important in the development of the school. Subject leaders have kept up to date with developments in their subject and used this information in their action planning to strengthen the provision in school. We have invested this year in membership of The National College. This is a portal that provides access to training across the curriculum and in terms of leadership and management and staff can access and be directed to training. We have already used it for mandatory Health and Safety training. All staff have had updated training on key policies during the visioning day for Code of conduct, Safeguarding, Whistleblowing and GDPR. The Leadership Team have had ARBOR training, our Assessment recording package and the SBM and HT have received training in 'Strategic Management during a Financial Crisis'.

The whole teaching team has received Autism training from STLS. We will be receiving Retrieval Practice Training in October and Dealing with Difficult Conversations Training in November.

### **SEF (School Evaluation Form)**

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

### **Governors to read this document**

### **Staffing**

Changes from 1<sup>st</sup> September:

Mrs Town has been appointed as a temporary Teaching Assistant in year 5, replacing a member of staff who left at the end of the academic year.

Mr Eason has been appointed as a temporary 1:1 TA from mid September, replacing a member of staff who left during summer holidays. He will be supporting a pupil with High Needs Funding in Year 1.



## **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: An inquiry based target linked to the SDP and also a second target linked to the SDP (Girls' maths). Targets will be quality assured by the SLT at the end of Term 1.

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

Teachers will be receiving a 6.5% pay increase (inflation) once the STRB's recommendations have been agreed.

## **Admissions**

EYFS pupils 61

In Year transfers from September 2022-September 2023 - 13 children have left and 8 have been replaced, the year groups that were over admission roll numbers due to appeals that were upheld were not replaced. 1 child moved to another Ashford school because their parents worked there, 4 moved to other Kent schools due to house moves, 5 moved out of the Kent area, 1 went into elective home schooling and 2 children have moved out of Kent, but do not have a school as yet.

### **Open School Session for Potential Parents**

- 30th November 2023 3.30-5.30pm
- 13th December 2023 3.30-5.30pm

Governors are welcome to join these tours

## **Quality of Education**

### **Achievement**

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

The school reflects the national picture, with reading percentages exceeding writing and maths.

Reading - Reading remains the strongest subject compared to writing and maths. Phonics progress is very strong in KS1 and the school has noticed a positive impact of the phonics scheme particularly for pupils moving from EYFS to Year 1. Reading progress throughout the school is strong.

Writing - Only Y4 and Y6 have met their writing targets. All other year groups have achieved below their target. We have also found that less children have achieved greater depth this year compared with 2022 and before. Writing will continue to be a priority this year with a focus on increasing the number of pupils achieving greater depth. Pupil premium percentages reflect the lower percentages. There is a significant gap between girls and boys.

Maths - Most year groups have achieved their end of year targets or are very close. From looking closely at the results, although reflecting the national picture, there is a significant gap between girls and boys maths. This will be a focus for teaching staff throughout the year.

**Key Stage Results 2023** - *separate agenda item (all results can be viewed within the Assessment folder)*

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

Learning Walks taking place during Term 1 and 2 - this will be included in the Term 2/3 within the School Development Plan update

### **Subject Leader Monitoring Activities**

Report to Governors - Term 2 within the School Development Plan update

## 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.

### Pastoral support

Through our high quality pastoral support at all levels, pupils are very well supported. Mrs Ostridge and Mrs High are taking part in Nurture UK training which they will then start to implement in school.

## 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.

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 Wide Leadership Team monitors behaviour via our online system, CPOMs and will speak to pupils and parents with any concerns.

No Fixed Term Exclusions and no reduced timetables during 2022-23 linked to behaviour (only reduced timetables for 2 pupils with EHCPs joining the school).

### Attendance

(July 2023)

Groups	2020/2021	2021/22	2022-23
Whole	97.7	95.1	96.2
Unauthorised	0.4	0.59	0.78
Authorised	2	4.3	2.96
PA (10%)	7.2	7.5	5.6
EAL	97	95	96.5
FSM	96.5	92.8	94.28
Pupil Premium	96.5	93.4	94.42
LAC (9)	97.3	96.4	96.12
SEN Support	96.4	93.3	94.13

<b>EHCP (8)</b>	95.63	92.2	95.53
<b>Ethnicity (significant groups)</b>			
<b>White British (324)</b>	97.7	95.4	96.27
<b>Black African (13)</b>	99	97	97.34
<b>Indian (11)</b>		92.5	95.65
<b>White Eastern European (11)</b>		95.9	97.44
<b>Pakistani (7)</b>		94.1	93.89
<b>Nepali (7)</b>		96.2	99.15
<b>Chinese (5)</b>		97.6	99.47
<b>White &amp; Black Caribbean (9)</b>		95.1	96.2

### Early Years Foundation Stage

EYFS pupils have settled well into school life and are getting used to the expectations and routines. Consultation meetings have been completed and staff have begun to develop positive relationships with parents.

#### Pupil achievement and assessment update 2022-23 - (google doc - attached)

By the end of EYFS pupils are expected to have achieved a Good Level of Development 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.

The target of 83% was exceeded this year. Staff have noticed that although there was an increase in the number of children with complex needs the positive impact of the children being able to attend nursery and pre school was clearly demonstrated. The pupils who accessed their learning in 'Little Chart' progressed well throughout the year and this is evidenced in their portage books. One child, with parental and KCC agreement, will remain in EYFS and be educated out of his year group.

#### Staffing

No additional members of staff at the moment but the team is much smaller than last year.

#### EYFS profile

Current data - September 2023:

1 pupil with an EHCP and 1 pupil with an EHCP pending

4 x SEN - there will definitely be more but we always give EYFS pupils time to settle first

4x Pupil Premium pupils - we are only just finding out who is entitled at the moment

#### Baseline Assessment

The Reception Baseline is statutory. Its purpose is to form the starting point for cohort level primary school progress measures, to help build a fairer progress measure for schools, and give teachers recognition for the work they do with pupils throughout primary school. Results are sent directly to the DfE and not made available to schools. We will however try to gauge our own analysis from the assessments.

Baseline analysis Sept 2023: There is a marked improvement compared to our results from last year. Staff feel as though it is much more evident that children have had less disruption to their preschool education. The areas of writing and vocab, number and identification have improved. We have a number of pupils who have limited English

due to a different home language being spoken. We also have a number of pupils from different ethnic backgrounds which will need to be celebrated. These children will be a focus this year.

### **Future Dates**

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**