

**GREAT CHART PRIMARY SCHOOL**  
**HEAD TEACHER'S REPORT TO THE GOVERNORS – TERM 1 2020**

**Leadership & Management**

**Recovery Plan**

The school is currently focusing on the Recovery Plan rather than the priorities within the Strategic Plan, although some of these priorities are already feeding through. Governors are asked to read the Recovery Plan, particularly the update sections (Term 1) for each of the 3 strands. (Google Drive)

3 strands:

- Pastoral
- Curriculum
- Routines and Expectations

Each strand has 3 tiers: Universal support, focused support and targeted support.

**Covid 19 update**

We have had an extremely positive start to term 1 and children have been very happy to return to school. As anticipated the majority of our pupils have returned eager and ready to learn. We only have a few families where the impact of the pandemic continues to impact on them. These families are being supported through our Recovery Plan.

Our Return to School Policy outlining our procedures and routines has been successful but is constantly under review and updated regularly. These updates are communicated and shared with all. The staggered start and finish times have been extremely effective, ensuring we limit contacts and keep year groups in their bubbles. Children have been very receptive to leaving their parents or carers at the school gates and they are certainly demonstrating their independence and resilience. I'm conscious that with the weather changing some parents are having to wait to drop off or collect siblings but unfortunately with the additional national restrictions taking place and numbers of Covid 19 outbreaks in schools increasing, I'm not sure we are in a position to make any changes at the moment.

Our social distancing measures throughout the day are constantly being reviewed by staff and the SLT to ensure we are doing all we can to keep our community safe whilst balancing the need to provide the opportunities of a full and varied curriculum for the children.

Staff and pupil well being continues to remain a priority and forms part of our recovery plan. Supervision sessions have been introduced and will be implemented during Term 2 for all members of staff. A 6 Ways to Wellbeing day has already been carried out for pupils, slightly earlier than in previous years but it was felt half way through the term would be more effective than at the end.

Plans have been put in place to ensure we do all we can to keep the school open but this will obviously depend on National or Local decisions, staffing numbers and whether we have any cases of covid 19. Our Business Continuity Plan has been updated to help us address any emergency issues.

**Health & Safety**

Term has begun well with all the Covid Planning over the summer. The Return to School Policy and Risk Assessment are dynamic documents that are updated regularly to reflect guidance and advice and feedback from staff and parents. SLT have attended a webinar on the use of Covid tests in school. Staggered starts and finishes have been effective at ensuring large groups of people are not gathering.

Cleaning supplies and PPE are well stocked throughout the school and regular reminders are sent to staff. All staff that work with small groups/individuals have been provided with visors and we are looking at increasing the number of hand sanitiser stations available throughout the school.

The children have adopted the procedures really well and have been trained in good hand and respiratory hygiene in the classroom. The allocation of outside space is working really well with an updated wet weather plan.

### **Catch Up Premium**

The Catch Up funding available to schools will be allocated in 2 different ways. Governors are asked to refer back to the information sheet. (Google Drive)

The school plans to use the Catch Up Premium in the following ways:

- Interventions- NELI (Early Language Programme for EYFS)/ Y2 Maths Reasoning
- Extra tuition sessions with teachers- Year 3-6
- Extra tuition sessions with TA- Years 3-6
- Splitting year groups: Y6 until December, Y5 from October. Y4 split from December
- Additional TA in KS1 working in a Y2 and a Y1 class
- Phonics programme and tracking system for EYFS- Y3

### **IA- Virtual Meeting**

Jayne True is our new Improvement Advisor, although EYFS will still continue to work with Ruth Swales at an additional cost.

At the moment virtual meetings are taking place and the introductory meeting took place on the 23rd September 2020.

Areas discussed: Changes in context, school priorities, recovery curriculum, attendance, staffing, training and safeguarding

### **Ofsted**

Governors are asked to view the links below to update themselves on the Ofsted Interim Inspections which will be carried out from the end of September 2020.

<https://www.gov.uk/guidance/interim-phase-maintained-schools-and-academies>

<https://vimeo.com/460884962/ae995171aa>

Normal Ofsted Inspections will resume from January 2021, depending on the National situation.

### **SEND**

#### **EHCP update**

We have 6 children with an EHCP, 3 of these are pupils in EYFS.

The main need is related to a diagnosis of Autism for 4/6 children.

Annual Reviews and in-year review meetings will be held virtually during the Autumn Term where outside agencies are involved.

#### **Speech and Language Support (NHS)**

We now have a consistent Speech and Language Therapist who comes into school every fortnight to assess pupils and provide strategies for Mrs Evers, our HLTA who works on a 1:1 and small group basis with our children who have a significant level of speech/ language need. The number of pupils requiring support for speech and/or language related issues continues to remain very high. We have spent time during September assessing the pupils in EYFS and Year 1 on SpeechLink and LanguageLink so that we can put support into place as soon as possible as early intervention is vital.

#### **KCC**

KCC have recently shared a discussion paper entitled "Working together to improve outcomes for children and young people with SEND" which is running until 31st October and is seeking the views of all staff and representatives of Schools and Academies in Kent. The paper focuses specifically on strategies to support

inclusive practices within Kent schools. It explores how KCC and schools might work together to develop a shared understanding of the improvements that are needed and ensure the necessary support that is required to achieve them.

## **CPD**

Although face to face courses have not taken place, staff have been involved in a range of online training sessions. Safeguarding training has been completed including PREVENT, Child Sexual Exploitation, Mental Health, Female Genital Mutilation and also Equality and Diversity. All staff have received Moving and Handling training and the SLT have carried out training for Covid 19 relating to various issues, including Covid Planning and using the test kits.

Site Managers have updated their training in key areas: Asbestos, Legionella, Moving and Handling, Working at Height and Risk Assessment.

In terms of the curriculum, subject leaders have taken part in webinars and the English and Maths Leaders have been involved in training sessions relating to 'catch up'. A range of webinars have been booked for developing the curriculum further, formative assessment and effective feedback.

EYFS staff have been involved in bespoke training sessions with Ruth Swales to ensure EYFS pupils are given the best possible opportunities. The EYFS leader has also carried out a Covid 19 training session.

As well as our whole staff training opportunities, teaching assistants have also completed training individually for Attachment in EYFS, Play and the Brain, Understanding Dyslexia and many more.

Within school we have been able to organise virtual training in phonics, supervision and the curriculum to ensure teachers and TAs are keeping their knowledge relevant.

## **SEE**

The school self evaluation document has been reviewed and updated- (Google Drive)

## **Staffing**

The following new staff were appointed since March 2020:

Mrs Butcher, our new Receptionist, started in June 2020 replacing Mrs Mason.

Teaching Assistants in September 2020 were Miss Jeffree, Miss Hammond, Miss Robinson, Mrs Evans and Miss Spooner. Some replaced staff who left and some were appointed as 1:1 High Needs Funding Support.

Midday Supervisors: Miss Baldock and Miss Castle.

Mrs Watson will be joining our team as a supply teacher to carry out a specific role as part of the catch up funding.

## **Performance Management**

All Teachers and support staff have completed their PM reviews and new targets have been agreed linked to the Strategic Plan. The Pay and Personnel Committee have carried out the HTs PM review.

## **Admissions**

EYFS pupils 60

In year transfers since September 2020: 2 have joined the school 4 have left

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

Unfortunately these sessions will be unable to take place as we need to limit the number of people on our site and the contact staff are having. We have organised a virtual tour of our school which will be added to our website for prospective parents to access.

*(KCC advice*

*As of the 14<sup>th</sup> September the 'rule of 6' came into effect in England. This means that no person may participate in a gathering which consists of more than six people unless it is one of the explicit exceptions.*

<https://www.gov.uk/government/publications/coronavirus-covid-19-meeting-with-others-safely-social-distancing/coronavirus-covid-19-meeting-with-others-safely-social-distancing>

*The law includes an exception to the rule of six where gatherings are reasonably necessary for the purposes of education or training. The Government has not issued detailed guidance on what it considers necessary for the purposes of education or training. We know that in response many schools have decided to not continue with planned face to face open events in which education is not being delivered, instead these are being held virtually. This is an approach that we support.)*

### **Wyvern/ Goldwell**

Our Goldwell class now has 10 pupils who have joined the Y5 bubble so that they can access activities our children are taking part in. We have introduced the new children and staff (virtually) to our children during our year group assemblies. We have continued to meet with Mandy Keefe from The Wyvern School to ensure transition arrangements were effective.

### **Quality of Education**

The school has adopted a Recovery Plan to ensure all areas of school life affected by covid 19 are addressed. Year groups have produced brief reports to update the SLT and the Governors as to the current situation. Unfortunately the gap between the disadvantaged pupils and the non disadvantaged pupils has widened in all year groups.

### **Year Group Report Summary**

- Pupil Wellbeing- Children have been happy and enthusiastic to return to school. The majority are eager to learn and have settled well, understanding the new rules and routines.
- Stamina- Fitness levels have reduced and some children have come back to school with potential weight issues. Some children seem very hungry but we feel perhaps this is due to snacks being readily available during lockdown. Children initially found completing work difficult but this is now improving. However, by the afternoon many of the children are finding it hard to concentrate for long periods of time. Staff have also found that some children are finding it difficult to work independently and need adult reassurance more often than normal at this time of year.
- Reading- The main issue with reading seems to be with the older children. Although reading activities were planned during lockdown upper KS2 teachers feel that many children have not read during this time resulting in a large gap between those who clearly continued to read and those who did not. KS1 staff are really pleased with how children have retained phonics knowledge but results for Y2 phonics in Term 2 will be lower at possibly 75-80% achieving the expectation.
- Writing- Stamina seems to be a real issue amongst the children and so writing tasks are being kept short. Handwriting, spellings and punctuation are the main areas year groups are having to address currently.
- Maths- The picture for maths is different throughout the school with different cohorts. Those pupils who clearly struggled with maths prior to lockdown have been most affected. Year groups are focusing on the 4 operations and place value.
- General Organisation-

The school is really pleased with how the children have come back to school. Parents should be congratulated in the part they played during this time to ensure education was kept going in some form. However, if we have to experience this situation again I fear that the impact will be enormous. We need to do all we can to ensure the school stays open and learning continues.

### **Pupil achievement and assessment update (Phonics tests)**

Formative assessments have been carried out during Term 1 to establish where the children are in their learning. Some summative assessments have taken place but only to identify gaps in learning and not to analyse scores at this point. Following the Improvement Advisor's advice targets will not be set at this moment in time but the school will look at getting the children back on track.

The Government is continuing with plans to carry out the normal schedule of National tests next Summer:

- EYFS Teacher Assessments
- Y1 Phonics
- KS1 SATs
- KS2 SATs
- Y4 Multiplication Check

During term 2 Year 2 pupils will be tested on their phonics, using the 2018 or 2019 tests. The results of these will be shared with the LA and DfE. Pupils in Y3 who did not achieve the expected standard at the end of Y1 will also be tested.

### **Targets**

Targets will be looked at later in the year but the LA advice is to concentrate on identifying gaps to ensure children get back on track.

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

Learning Walks to take place during Term 2- Report to Governors Term 2 or 3

### **Subject Leader Monitoring Activities**

Report to Governors- Term 2

## **Personal Development**

### **Equality and Diversity**

All staff have completed KSCMP online training. Governors have been asked to complete this training too. Staff are auditing their classrooms and curriculum during their next planning day. Subject leaders have been asked to review their curriculums.

As well as circle time activities focusing on our school values and addressing any classroom issues, we will also be incorporating discussions around global citizenship and celebrating diversity.

### **Community project**

Instead of raising money for a whole school charity, this year we are looking at running some community projects. Litter picking has been identified as one project as well as making cards and christmas decorations for the care home and Windsor Court. Year 5 are also going to sew some bunting for Windsor Court for hopefully their garden parties in the Summer months.

### **Mental Health & Healthy lifestyles**

As part of our Recovery Plan this is an area being developed within the pastoral strand.

### **Relationships Education, Relationships and Sex Education, Health Education**

Year groups are identifying areas which were not covered last year and will be planning lessons during this term and next. Mrs Barker is planning to update our policy and work on a new scheme over the next term. This will be shared with Governors and parents.

### **Time to Shine**

Opportunities for children to share their interests and talents continue at a class level with class displays and time for children to talk about or share their interests. During our Friday Assemblies children have the opportunity to perform to a larger group. We also celebrate their achievements in the monthly newsletter and will continue the HT's tea party (socially distanced!)

## Behaviour & Attitudes

### **Behaviour**

#### **Policy**

The behaviour policy has been updated and discussed with staff during the Visioning Day. Values will continue to be a very strong focus this year and we will continue with a different value being focused on each term. Parents have been informed about the values too.

During the Induction Days, the school rules have been reinforced with the pupils especially those relating to our covid 19 measures.

Zones of regulation have been introduced to children and will develop over the year.

#### **Monitoring**

Pupil behaviour is regularly discussed at SLT and Phase meetings. The SLT 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 Term 1

#### **Race Equality Racial Incident Monitoring**

- The school monitors racial incidents extremely well. During the 2019-20 academic year there was 1 incident recorded. This incident was dealt with according to our policy and parents of both victim and perpetrator informed.

#### **Bullying Incident Monitoring**

- The school monitors all forms of bullying. During the 2019-20 academic year there were 5 incidents of bullying recorded. 4 of these when investigated were friendship issues. The 1 we recorded officially as bullying was dealt with according to our behaviour and anti bullying policies.

#### **Safeguarding**

All staff have completed Level 1 online safeguarding training with KSCMP. Governors who have not completed this training are asked to do so. During the Visioning Day all staff and Governors received an update on the new Keeping Children Safe in Education Sept 2020 document.

All staff have completed the updated PREVENT training

### **Attendance**

Groups	2017/18	2018/19	2019/20	Sept 2020
Whole	97.04	97.2	COVID	97.66
Unauthorised	0.7	0.75		0.23
Authorised	2.25	2		2.1
PA (10%)	0.83	0.6		9.5

EAL	97.7	97.74		97.4
FSM	94.53	95.56		95.41
Pupil Premium	94.95	96		95.69
LAC	98.55	98.18		98.57
SEN Support	95.54	97.08		95.97
EHCP	NA	93.42		90
<b>Ethnicity (significant groups)</b>				
White British	96.95	97.19		95.26
Black African	98.05	98.31		96.86
White & any other ethnic grp	97.84	94.72		95.24

## Early Year Foundation Stage

### Staffing

We have a new EYFS team this year:  
 EYFS Leader and class teacher- Mrs Davies  
 EYFS teachers- Mrs Bissett/ Miss Bennett  
 TAs- Miss A Thomas/ Mrs E Evans  
 1:1 TAs- Miss A Jeffree, Miss H Spooner and Mrs T Connolly

### Year Group Summary

- Settling in- The children have settled in quickly and have enjoyed being at school. Some parents shared concerns about the part time timetable but it was explained to them that due to Covid the reasons for this were: class bubbles initially whilst children became aware of the routines and expectation, plus no transition sessions took part for children and adults to get to know each other during the Summer Term. The timetable was revised part way through this induction to allow the children to be full time in a year group bubble sooner. The Curriculum has been adapted to enhance teaching of emotions and understanding how we cope in certain situations- self regulation.
- Stamina for learning- Shorter inputs to build on stamina in all areas of learning. We are slowly building on practical teacher based activities to get them used to following instructions. Work will start to be recorded in books after half term.
- Initial baseline results and observations- Communication and language is the focus in EYFS as a result of speaking to nurseries about children and some already highlighted to us from speech and language. Baseline assessments have been adapted to include personal and social skills. This is being completed and results will inform us of interventions needed.
- General organisation- Whilst recognising the risk of Covid 19 the EYFS team have to balance that against the benefit of the children in their learning and social experiences. In EYFS they do not sit at tables or in rows. The children are one bubble of 60 and share resources. To minimise risk they rotate the toys, activities and clean in between sessions. They also quarantine pencils and equipment used for a week. There are laminated signs in boxes saying when toys have been used. Different areas are open and the children know what they can use. The children's hands are cleaned when they move into new rooms and activities. If children need support coming through the gate staff wear surgical facemasks and sanitise hands after supporting that child. All staff have hand sanitizer bottles on their lanyards and clean hands in between dealing with children. PPE is clearly labelled in a box for dealing with any bodily fluids. Parents will be called if staff are unable to clean the children after soiling. The EYFS lead took part in a minimising risk in EYFS webinar in July to ensure we are following the correct protocols.

## **EYFS profile**

3x EHCP pupils  
1x SEN (potentially will need an EHCP)  
8x Pupil Premium pupils

## **SEND**

2 of the children with EHCPs are currently based at the Observation and Assessment satellite provision based at John Wesley School and run by Wyvern staff. One of these pupils will be starting with us at the beginning of Term 2 and her 1:1 TA has started transition visits and will be joined by the class teachers and Senco on some visits. The other pupil will remain at the satellite provision until the staff and parents agree she is ready to transition into school. Potentially she could be there for a significant part of this academic year and therefore we are not able to apply for high needs funding until we know when she will be ready to start with us.

## **Future Dates**

### **Full Governing Body Meeting**

Thur 15<sup>th</sup> October 5pm  
Fri 11<sup>th</sup> Dec 8.30am  
Thur 4<sup>th</sup> Feb 5pm  
Fri 26<sup>th</sup> March 8.30am  
Thur 20<sup>th</sup> May 5pm  
Thur 1<sup>st</sup> July 8.30am