

GREAT CHART PRIMARY SCHOOL
HEAD TEACHER'S REPORT TO THE GOVERNORS – TERMS 3 + 4
Spring 2018

OUTCOMES FOR CHILDREN AND LEARNERS

Pupil Progress was presented to the Learning Development Team on Friday 2nd February 2018- see google drive

Stuart Fitch also carried out a Pupil Progress meeting for Term 2- report already sent to Governors- see google drive

When looking at data always use the following questions:

- How does attainment and pupil progress compare to the national average?
- How are we performing in different subjects?
- Do we have any under-performing groups?
- How might the context of our school affect our performance?
- How does pupil attendance compare to the national average?
- What are the strengths and weaknesses of the school?

Please also use the data from the Ofsted Data Dashboard document to understand end of Key Stage data. Please ensure that you review the strengths and weaknesses- see google drive

Targets

- 87% of pupils met ARE (Age Related Expectations)
- 20% of pupils exceed ARE

Floor standard definition in 2017

The floor standard is the minimum standard for pupil attainment and / or progress that the government expects schools to meet. In 2017, a school is above the floor if:

- at least 65% of pupils meet the expected standard in English reading, English writing and mathematics;
- or
- the school achieves sufficient progress scores in all three subjects. At least -5 in English reading, -5 in mathematics and -7 in English writing.

To be above the floor, the school needs to meet either the attainment or all of the progress element.

Great Chart Primary School is above in both.

Coasting schools definition in 2017

The Education and Adoption Act 2016 allows the Department to identify, support and take action in coasting schools for the first time. These are schools where, over time, pupils do not fulfil their potential. The coasting definition is based on a three years of data, using the same performance measures that underpin the floor standards. In line with regulations, in 2017 a primary school falls within the coasting definition if based on revised data:

- In 2015, fewer than 85% of pupils achieved level 4 in English reading, English writing and mathematics and
- In 2016, fewer than 85% of pupils achieved the expected standard at the end of primary schools and average progress made by pupils was less than -2.5 in English reading, -2.5 in mathematics or -3.5 in English writing,

and

- In 2017, fewer than 85% of pupils achieved the expected standard at the end of primary schools and average progress made by pupils was less than -2.5 in English reading, -2.5 in mathematics or -3.5 in English writing.

Great Chart Primary School is not a coasting school.

Recommended Action for the Governing Body to minute

- **Governors to become familiar with the information provided by the HT and to question attainment and progress particularly for different pupil groups such as Pupil Premium & SEND (SEN + pupils with disabilities)**

'Unlocking Talent, Fulfilling Potential'

This is a government document setting out its aims to improve social mobility through education. It sets out ambitious targets:

- Close the word gap in Early Years
- Close the attainment gap while continuing to raise standards.
- High quality post 16 education choices for all
- Everyone achieving their potential in rewarding careers

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/667690/Social_Mobility_Action_Plan_-_for_printing.pdf

Pupil Premium Pupils- Achievement of Pupil Premium Pupils was discussed during Inclusion & Pupil Progress Governor visits- report already sent to Governors- see google drive

	% of PP eligible children in year group	PP eligible children with SEN
EYFS	13%	0/8 = 0%
Year 1	12%	3/7 = 43%
Year 2	10%	1/6 = 17%
Year 3	15%	2/9 = 22%
Year 4	20%	3/18 = 17%
Year 5	24%	4/21 = 19%
Year 6	23%	1/14 = 7%

Looking at the table above it should be noted that Years 4, 5 and 6 have the highest percentage of PP eligible children in their year groups. However, it should also be noted that Year 1 stands out in terms of PP eligible children with a SEN at 43% which is significantly higher than other year groups.

From the PP Strategy (School Website):

Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills):

- A. Significant number of PP eligible pupils in Year 1 are below age-related expectations, particularly in Communication & Language Understanding and also Speech.
- B. Children who are SEN and disadvantaged are most vulnerable to not passing the Year 1 phonics

screening test.

C. End of KS2 Reading and Writing results (attainment) were lower for PP eligible pupils than non-PP.

D. Lower numbers of PP pupils working at Greater Depth within expected standards in English and Maths in KS2.

External barriers (issues which also require action outside school, such as low attendance rates)

A Pupil attendance, although good, is slightly weaker for PP eligible pupils compared to non-pp children.

B Many pupils do not have access to additional opportunities that are needed to provide a rounded education and the characteristics that lead to successful employment in the future.

C Pupils from disadvantaged backgrounds often lack the resilience of their peers

PP Spend in 2017-18 financial year

Majority of PP spend is staff costs (£ 68,514) most of which relates to TA staffing to target PP eligible pupils to increase the number of pupils working at Greater Depth and increase attainment at end of KS2. This includes targeted English (including Phonics) and Maths related interventions as well as after school Homework Clubs in Years 5 and 6 and Speech and Language support in EYFS and Year 1 in particular.

Part of the FLO role is included in the PP budget as the majority of families supported by the FLO are also PP eligible or, due to changes in financial circumstances, are supported in making applications for FSM where appropriate. The role of the FLO is a vital service for our vulnerable families and provides a supportive link between home and school so that relevant staff are aware of individual pupil needs. The FLO, along with the Attendance Officer, play a vital role in supporting families to understand the importance of good school attendance with Project 95 being shared and explained to relevant families.

The main change in PP spending this year has been the introduction of teaching sessions in Years 4, 5 and 6 with the aim of staff focusing on targeted groups of pupils (includes non-pp children also) for English and Maths teacher planned and delivered sessions which run from 3.15-4.15pm with a maximum number of 20 pupils per session. These sessions are adapted each term and new pupils selected as appropriate.

Other main areas of PP spending include; Forest School, Subsidising school trips / visitors, Educational Psychology assessments for PP eligible pupils, Play Therapy, Chill Out Club (lunchtime club set up to support pupils who struggle with lunchtimes) and the Be The Best Programme to encourage greater resilience amongst all our pupils but particularly the most disadvantaged.

Inclusion Profile (Feb 2018)

“SEN” and “Monitoring” Pupils

83 pupils= monitoring

36 pupils= SEN Support

4 pupils= High Needs Funding (2 pupils are PP pupils)

1 pupil = EHCP (Education, Health & Care Plan)

2 applications have been made for EHCPs and a

7.5% of the school are SEN

Pupil Premium pupils = 83 in total (17% of whole school)

73 = FSM

7 = LAC (1 LAC, 4 adopted, 2 residence order, 3 SGO- Special Guardianship Order)

3 = Service Children

SEN and Pupil Premium

21/83 (25%) PP children are on monitoring

14/83 (15%) PP children are SEN

0/83 PP children is statemented /EHCP

36% of SEN pupils are also PP pupils

SEND update

Kent has spent £27 million on High Needs Funding over the last year. This is not sustainable and is a huge increase on previous years. Part of the problem has been inconsistency with the distribution of HNF across Kent. Therefore, schools are currently being notified of changes to HNF for individual pupils; most HNF is being cut by 30%.

To be successful in gaining HNF schools need to provide significant evidence of the needs of the child.

Some of the criteria for HNF include:

- The child has an EHCP or is SEN Support with severe and complex needs
- External agencies are involved in supporting the child and recommendations implemented
- Advice has been sought at LIFT
- The pupil is in full time education
- Relevant training has been undertaken by the school within the last two years
- The school has fully utilised their normally available resources to address the needs of the pupil
- Only Personalised Plans that exceed the £6000 threshold should be submitted. As an example, the cost of a TA has been averaged as £15 an hour. Costs are calculated for 38 weeks per year. Daily 1:1 support for an hour (which is different to the support offered by the class teacher and class TA) would cost £2,280.

The HNF application process has been improved from Jan 8th 2018 so that it is slightly less time consuming and less duplication of information is necessary.

The number of Statutory Assessment requests from schools has decreased in line with the increase in applications for HNF. However the number of Statutory Assessment requests from parents has increased, however this is not the case at Great Chart Primary School.

For further information on HNF please see: <http://www.kelsi.org.uk/special-education-needs/special-educational-needs/high-needs-funding-for-schools>

Parents and Professionals (Free) Early Years SEND Summit - March 2018

The aim of this conference is 'Building Collaborative Working Practice' with 2-3 places available to each Ashford school. The Specialist Teaching and Learning Service will contact parents of pupils they are involved with to invite them to attend also so that schools and parents in Ashford are working together to support very young children with SEND.

QUALITY OF TEACHING & LEARNING AND ASSESSMENT

When forming judgements relating to teaching and learning, evidence needs to be triangulated before a final judgement can be made:

- Observations
- Feedback and marking
- Pupil Progress- focus on vulnerable groups

Term 2

Monitoring of Teaching and Learning in KS2 (English)- paired observations from the SLT and KS2 English Leader

Focus:

- Writing
- Evidence of challenge, notably for HAP children
- Use of texts to support the writing process e.g. a discussion tool or exemplar
- Evidence of Language Through Colour used in the teaching of EGPS (English Grammar, Punctuation & Spelling)/ Writing
- Use of appropriate SEN resources to promote pupil independence e.g. Now and Next boards, Visual Timetables.

Strengths:

- Language Through Colour being developed effectively through KS2
- Excellent subject knowledge especially knowledge of EGPS
- High quality texts being used to develop writing throughout KS2
- Level of challenge for all pupils evident
- Higher order questioning evident, used to assess and extend learning
- Pupil engagement
- TA support effective and encouraging SEN pupils to work independently
- Resources provided to aid pupils with specific needs

Development Areas:

- Continue to develop Language Through Colour alongside the effective SPAG teaching
- For some teachers to share their expertise of Language Through Colour
- Use agreed marking grids consistently.

Science Monitoring- books

Strengths:

- Wide range of experiments and activities being carried out, lots of 'WOW' moments
- Range of ways to promote vocabulary in science, from key words, matching tasks, Venn diagrams and questioning

Development Areas

- Increase developmental marking to deepen children's thinking.

Term 4

Monitoring of Teaching and Learning in EYFS/ KS1 (English)

Strengths:

- Excellent subject knowledge
- Extension opportunities for most able pupils but challenge for all
- Range of writing activities available for EYFS pupils within all areas of the setting including outside
- Good variety of learning styles being catered for
- TA support
- Pupil engagement
- Learning Through Colour (LTC)being used effectively

Development:

- Continue to develop LTC

- Ensure challenge for the HAPs (Higher Ability Pupils)

Teaching Assistant Observations- Term 3

Following the recent observations of TAs carried out by the SLT, SMT and Inclusion Team it is clear there is much to celebrate. We have many very experienced and highly qualified TAs who provide high quality interventions. Below are the main strengths identified from the observations:

Focus:

To observe the support TAs give during whole class sessions

Main Strengths:

- TAs are aware of needs of SEN pupils including outcomes/ targets for those with Provision Maps/Individual Provision Plans
- Appropriate resources reflecting needs of pupils have been prepared and are available.
- TAs provides appropriate scaffolding for learning
- Appropriate and relevant language is modelled and explained by TAs if necessary
- Tasks are modelled
- TAs use appropriate questioning techniques
- TAs ensure that tasks and resources are well matched to pupils' individual needs
- TAs provide high expectations of achievement in given time and facilitates this when necessary
- TAs use appropriate strategies when pupils encounter difficulties
- TAs ensure that there are opportunities for pupils to work independently
- TAs check that pupils can explain what they know/can do during and at the end of the lesson
- TAs uses positive language, encouragement and specific praise where relevant
- Achievements of pupils are celebrated

Areas for development:

- Ensure pure phonic sound is always reinforced, especially for those pupils who struggle in phonics / reading.
- Use concrete materials such as toy animals e.g. dog when focusing on simple nouns
- Refer to Language Through Colour when thinking about the structure of sentences
- Check correct use of tenses when speaking to pupils.
- Continue to ensure that boys within group do not dominate group discussions.
- When appropriate children could be encouraged to use the bar model when solving problems.
- Provide short bursts of time out of the classroom away from distraction for as he appears to have great difficulties in focusing.
- To avoid over-reliance on one adult consider using more of a tag team approach.

Recommended Action for the Governing Body to minute

- **Governors to minute that the SLT are observing more Outstanding & Good lessons than previously. Systems and procedures are in place to re monitor and support teachers**

PERSONAL DEVELOPMENT & BEHAVIOUR & WELFARE

Behaviour

Monitoring

Pupil behaviour is regularly discussed at SLT and Key Stage meetings. SLT monitor behaviour through

records and also via lost minutes off playtime. Pupils causing concern are closely monitored by the SLT and individual records are kept for these children.

Racist Monitoring- 3 reported incidents Terms 1-4

Bullying Monitoring- 0 reported incidents Terms 1-4

All incidents are investigated and followed up. Parents of both parties are informed. Pupils are monitored.

Exclusions-

- 1 fixed term exclusions (1 session)- the school is working with STLS (Schools Teaching & Learning Services). This child has 1:1 support through HNF (High Needs Funding) and an application for an EHCP (Educational Health Care Plan) has been made.

For pupils causing concerns with behaviour the recommendation is to reduce their timetable to part time with the view to gradually increasing it again.

Attendance from Sept-Feb 2017-18

Groups	2013/2014	2014/2015	2015/2016	2016/17	Oct-17	Dec-17	Feb-18
Whole	97.4	97.26	97.13	97.07	98.09	97.75	97.55
Unauthorised	0.3	0.46	0.49	0.6	0.36	0.28	0.31
Authorised	2.2	2.29	2.38	2.32	1.5	1.97	2.14
PA	0.4	0	0.20	0.20	1.4	0.62	0.82
EAL	97.3	97.5	97.47	98.07	97.84	98.29	97.7
FSM	95.2	95.2	95.46	94.26	96.49	95.46	95.58
Pupil Premium	96	95	95.47	94.99	96.01	95.88	95.7
LAC	98.2	98.9	98.85	96.05	95.60	97.9	98.26
SEN Support		96.8	95.71	98.87	96.99	97.08	96.93
Statement	97.7	95.3	99.21	80.95	NA	NA	NA
Ethnicity (significant groups)							
White British	97.5	97.2	97.02	96.94	98.16	97.71	97.55
Black African	97.4	98.3	99.09	98.88	98.11	98.73	98.69
White & any other ethnic grp	98.2	97.6	99.06	98.17	98.83	98.55	98.3

Snow days-

Tuesday 27th Feb 87.45%/ Staff 98%

Wednesday 28th Feb 89.63%/ 100%

Thursday 1st March 90.85%/ 98%

Project 95- this is our new attendance initiative. Mrs Davies, our Attendance Officer, and Mrs Ostridge, our FLO, regularly track attendance and meet with parents of pupils causing concern.

Punctuality has also become an issue over the winter months and so the HT has met with parents to address this issue.

Health & Safety

H&S inspection was very positive- full report given to the Resources Team meeting- 23rd Feb 2018- see google drive

Mental Health

There is currently a green paper consultation on 'Transforming Children and Young Peoples Mental Health. One of the proposals is to have a Designated Lead for Mental Health. Our FLO has taken on this role and will hopefully receive training when available. It is such a huge issue in Primary Schools.

Safeguarding

All new staff have received updated Safeguarding training led by the DSL (Designated Safeguarding Lead).

The 'Keeping Children Safe in Education' document is being revised and due to be updated for September 2018. DSLs will update staff for the start of the new school year 2018-19.

DfE Advice on Sexual violence and sexual harassment between children in schools and colleges:

This advice is for Governing Boards and leaders of maintained schools. It covers what sexual violence and harassment looks like; schools' legal responsibilities; a whole school approach to safeguarding and child protection and how to respond to reports of sexual violence and sexual harassment.

At Great Chart we take a whole school approach to safeguarding and child protection. This means involving everyone in the school, including the governing body, all the staff, all the children and their parents or carers. Our approach to sexual violence and sexual harassment is reflected and part of the broader approach to safeguarding.

- Safeguard training
- A planned curriculum to educate children regarding (Relationship Education and PHSE curriculum):
 - healthy and respectful relationships;
 - what respectful behaviour looks like;
 - gender roles, stereotyping, equality;
 - body confidence and self-esteem;
 - prejudiced behaviour;
 - that sexual violence and sexual harassment is always wrong;
 - addressing cultures of sexual harassment.

Admissions

Admissions and the Provision of School Places in Ashford

The school intake number is at 60 for Sept 2018.

Year	1st	2nd	3rd	Total
2018	99	78	59	236
2017	101	73	72	246
2016	100	101	69	270

The LA will allocate places for LAC children and siblings first, and then the remainder will be based on straight line distancing

Open School Session for Potential Parents

The school was open to potential parents for 2 evenings and staff took parents and children on guided tours of the school. We had record numbers attend this event and again it was very successful. We also included the Head Boys and Head Girls on the tours giving a pupil perspective to parents.

Recommended Action for the Governing Body to minute:

- **Attendance monitoring visit by a representative of the Governing Body**

EFFECTIVENESS OF LEADERSHIP & MANAGEMENT

LA judgements- Improvement Advisor visit (IA)- EYFS visit- discussed at the Learning and Development team meeting- 2nd Feb 2018- see minutes- google drive

School Self Evaluation

The school self evaluation document has been reviewed and updated- attached.

The SEF is much more succinct focusing on impact rather than narrative.
Our judgements are as follows:

- Effectiveness of leadership & management- 1
- Quality of teaching & learning and assessment- 1
- Personal development, behaviour & welfare- 1
- Outcomes for children & learners- 1
- Effectiveness of Early Years Provision- 1

School Development Plan

The School Development plan has been updated. Subject and area action plans run alongside the main priorities. English, Maths and Science action plans are shared with Governors during visits-

Recommended Action for the Governing Body to minute

- **To ensure Governors understand the school priorities within the School development plan. To access this information please use the SEF and the school development plan via Google**

KLE (Kent Leader of Education)

HT is currently supporting the HTs of:

- Bethersden Primary School
- Godinton Primary School

GDPR- General Data Protection Regulations- 25th May 2018

This will affect the way schools process people's personal data. Its overall aim is to make sure that people's sensitive data is kept safe and secure. It's similar to the Data Protection Act 1998 in many ways- most of the differences are where the GDPR builds or strengthens the principles of the DPA.

Governors have ultimate responsibility for data protection but it is a collective responsibility and so everyone needs to have knowledge of it.

All Governors need to ensure that they have read the attached documents:

- **ICOs 12 Steps**
- **Quick Read Overview**

Action Points for Governors

Governors will need a school email address

Try this quick quiz:

https://www.surveymonkey.co.uk/r/59G86VD?utm_campaign=GDPR&utm_content=67398857&utm_medium=social&utm_source=facebook

Parental Engagement

We have run a variety of information sessions this year for parents:

- EYFS phonics
- Y1 handwriting
- Y1 Maths
- Y2 Maths
- Y1 & 2 SPAG
- Y2 Comprehension and handwriting

We will also be running the following sessions for parents:

- KS1 and KS2 SATs talks

We have also been asking parents to complete online questionnaires whilst waiting for their consultation appointments, which will be discussed in the next HT's report.

Staffing

We have appointed the following members of staff:

Miss Thomas has been appointed as a Teaching Assistant replacing Mrs Sadler who left in January. We also appointed a key holder and casual relief caretaker, Mr Cook, who will cover weekend and evening lettings and also when one of the Site Managers is on holiday. Miss Panackova was appointed as a Midday Supervisor replacing a member of staff that left.

Recent Staff Professional Development Oct 2017- Feb 2018

As always the pace of development at Great Chart remains high with training provided for all staff to ensure our practice continues to evolve for the benefit of the pupils. During this period staff at Great Chart have also been involved in sharing good practice with other local schools.

The admin team have had ongoing training to ensure they are able to fulfil their roles. This has included appraisal training and finance training.

All appropriate members of staff, including office, site managers and teaching staff have received awareness training for the GDPR (General Data Protection Regulations). Key members of staff have also attended detailed training opportunities.

Maths has continued to be a focus for training and teachers and TAs have attended training on teaching Maths in specific year groups that has provided new resources and ideas they have shared within their teams. There has also been further training on mastery for Year 2 staff. The Maths Lead continues to attend training and collaboration events with local schools and share her expertise with others.

English is another area of development for the school and training on writing and spelling has taken place in Key Stages. This has enabled staff to implement new ideas in the classroom.

The leadership team have attended training on using and analysing data effectively, appraisal and GDPR which enables them to continue to develop their areas of responsibility. Assessment is always a key area with frequent changes, therefore, updates on the Statutory Assessment procedures for Years 2 and 6 have been attended and the relevant information shared with staff.

Training on the use and impact of the Sport Premium funding has been useful in determining ways in which to use the funding for maximum impact. New resources for reporting effectively will also make it for stakeholders to understand.

The Computing Lead and Digital Leaders have been working with Google to enhance the computing provision for all pupils and staff. This is something that will be shared with local schools in the coming term.

We are developing more cost effective ways to ensure all staff receive the best training. This involves teachers and teaching assistants receiving the same training as part of our after school meetings. This continues to work well.

Finance, Building & Grounds

Budget Statement, Minor and Major Works and Health and Safety Monitoring

These was reported in the Resources Committee Minutes- 23rd February 2018

Sports Funding- The Sports Premium funding was discussed at the Resources Committee meeting 23rd February 2018

Swimming

Year 3 have begun their 10 week block of swimming. This is the first time these children have been swimming with the school. After initial assessment 13 % (8) pupils are confident swimmers and are developing their strokes and water safety skills. 35% (21) of the year group are complete non-swimmers and need the learner pool. The remainder can swim around 5 -10m.

Action: We are alarmed at the number of pupils who cannot swim at all and are still at the stage of developing water confidence. A letter will be sent to the current Year 2 pupils to warn parents that pupils will begin lessons in Year 3 and ask them to help develop water confidence before they start. We will also highlight that school swimming lessons can help pupils learn to swim, but they need regular practise to develop their skills.

Clubs

PESS related clubs

There were 230 club places during Terms 3 and 4. Of those 17% of pupils attending were PP and 8% SEN.

All Clubs

There were 261 places during Terms 3 and 4. Of those 15% were attended by PP and 8% SEN.

Action: Ensure Sport Premium is used to support paid clubs that enable PP pupils to attend.

Competition

There were 30 competition places during Terms 3 and 4 in inter school events the following events:

Rapid Fire Cricket Year 1 and 2 - Gold medals!
Infant Agility Year 1 and 2 - 9th place
Rapid Fire Cricket Years 3 and 4 - 22nd Feb 2018- 6th place

Action: Continue to encourage participation by PP pupils.

Pupil Premium Spending

This term we have focussed on Cycling and have had Cycle Circle in school working with KS1 and Year 4:

EYFS - Pedal Free 60 pupils participated and 28% (17) were able to progress from a balance bike to a pedal bike. The other pupils made progress and will continue to practise in the outside area. They will be picked up again in Year 1 for further training.

Year 1 - 50 pupils needed further training from EYFS

Year 2 -19 pupils needed follow up sessions from Year 1

Year 4 Bikeability: 82%(74) of the Year group took advantage of the opportunity to complete the Level 1 Bikeability training. Of those 92% achieved their Level 1 award and are now ready to practise for their Level 2 in Year 5 or 6. Those who did not make Level 1 had a chance to develop their skills and build confidence. They will have an opportunity to try again next year.

Performance Management

All support staff, including the Site Managers, have attended and received their annual review meetings to discuss completion of their targets. Job descriptions were updated and evidence of work towards targets were discussed. Targets for TAs include a pupil progress element and will focus writing achievement.

For teaching staff mid-year reviews take place during Term 4.

Collaboration

- Staff continue to work on English/ Maths/ Science/ PHSE and EYFS developments with those from partnership schools.
- Staff are now meeting as year groups in Quintets- we are partnered with Downsview, Kennington and Willesborough.
- Headteacher meets with Heads from the Central Ashford Town Schools hub (CATS). HTs have been split into smaller groups to offer support and advice
- DHT supporting SENCo from John Mayne Primary School
- DHT working alongside local DHTs on research project focusing on engagement levels of PP children in Year 3.
- HT supporting HT of Bethersden Primary School and Godinton Primary School as her role of KLE
- Sandgate Primary School SLTs continue to meet
- Business Manager works with the CATs schools and supporting new Business Manager of Sandgate Primary
- MFL leaders forging links with Highworth and Sandgate
- Maths leader supporting the maths leaders of Bethersden and Boughton Monchelsea

Priorities within the Collaborative plan- attached

- Create personalised curriculums that inspire and engage all learners across CAT schools.
- Develop and strengthen innovative ways of teaching spelling and grammar to embed learning and raise pupil outcomes.
- To strengthen the governance in schools to ensure that governors have the relevant skills and knowledge to accurately monitor school effectiveness.
- Increase number of children learning at greater depth across the curriculum.

Community

Breakfast club

The roll for breakfast club now stands at: 40 on average per day

Afterschool club

The roll for afterschool club now stands at: 22 on average per day

Land owned by Persimmon

HT is being supported by the Borough Councillor, Cll Bill Barrett, to address the issue of the land owned by Persimmon. Bill Barrett is working with Ashford Borough Council for a solution.

Satellite Provision for The Wyvern School

Separate agenda item

Governors

Governors are encouraged to attend as much training and development as possible either provided by the school or the LA.

Please also make use of the Modern Governor E- Learning packages <https://www.moderngovernor.com>
Please note this subscription runs out on 31st March 2018 and will not be renewed.

Governors to ensure they are kept up to date via the Governor monthly e-bulletin.

Recommended Action for the Governing Body to minute

- Throughout the year governors must develop an understanding of:
 - Strengths and weaknesses of the school
 - School priorities
 - Data and pupil progress particularly of any vulnerable groups including Pupil Premium
 - School finances

EFFECTIVENESS OF EARLY YEARS PROVISION

In Year Progress and attainment EYFS

Pupil Progress was presented to the Learning Development Team on Friday 2nd February 2018- see google drive
Stuart Fitch also carried out a Pupil Progress meeting for Term 2- report already sent to Governors- see google drive

EYFS Action Plan

- GLD target- 80%
- To continue to improve outcomes for children in EYFS
- To ensure a high proportion of pupils exceed GLDs
- To further develop the outside area so that it offers consistently excellent provision which mirrors indoor activities and maximises learning opportunities.

Improvement Advisor Monitoring Visit EYFS- January 2018- discussed at the Learning & Development Meeting

Strengths

- EYFS outcomes (although aware of the cohort so the results are lower than previous years, although still above local and national outcomes)
- Classrooms are bright and welcoming
- Expectations are very clear
- SEN pupils are supported well
- Effective questioning evident during the teacher input
- Range of activities- inside and outdoors
- Outdoor area is very well developed
- High levels of involvement

Points to consider:

- Provide Governors with data regarding all areas of EYFS, not just reading, writing and maths. PSED influences success in the above subjects.
- Increase language opportunities for EAL pupils such as a domestic role play area
- EAL pupils would benefit from pre reading a text prior to the lesson
- Increasing the number of non-structured activities to develop language skills
- Identify pupils not on track to achieve GLD

Profile of pupils in EYFS- February 2018

SEND and monitoring- 7/ 12%

Pupil Premium- 8/ 13%

EAL- 14/ 23%

Dates

Learning & Development Team

Friday 11th May at 8.30am

Resources Team

Friday 18th May at 8.30am

Full Governing Body Meeting

Wednesday 20th June at 4pm

Governors' Meeting Dates 2018/2019

Learning & Development Team

Friday 19th October at 8.30am

Friday 15th February at 8.30am

Friday 24th May at 8.30am

Resources Team

Friday 12th October at 8.30am

Friday 8th February at 8.30am

Friday 17th May at 8.30am

Full Governing Body Meeting

Wednesday 21st November at 4pm

Wednesday 20th March at 4pm

Wednesday 19th June at 4pm