

GREAT CHART PRIMARY SCHOOL
HEAD TEACHER'S REPORT TO THE GOVERNORS – TERMS 5 + 6
Summer 2018

OUTCOMES FOR CHILDREN AND LEARNERS

Pupil Progress for term 4 was presented to the Learning Development Team on Friday 11th June 2018- see google drive

Stuart Fitch also carried out a Pupil Progress meeting for Term 4 and 5- reports have already been 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

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) and HAPs (higher attaining pupils)**

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	15%	2/9 = 22%
Year 1	12%	2/7 = 29%
Year 2	10%	1/6 = 17%
Year 3	15%	2/9 = 22%
Year 4	17%	3/17 = 18%

Year 5	22%	3/20 = 15%
Year 6	22%	1/14 = 7%
Whole school	17%	14/83= 17%

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 29% which is significantly higher than other year groups.

The impact of Pupil Premium funding will be discussed at the Resources Committee meeting in October 2018

Following from Ruth Swailes IA Visit, we have looked at The Essex Toolkit created by Marc Rowland on tackling Educational Disadvantage. The main points are below.

1. Culture, Leadership and Values - the most effective schools:

- Have a three -year strategy for the use and impact of Pupil Premium (*ours is updated annually*)
- Have a collective sense of mission - everyone deserves an excellent education
- Recognise the priority for disadvantaged children is consistently high-quality teaching
- Have tackling disadvantage as a thread running through the SDP
- Pupil Premium is a focus in pupil progress meetings

2. Whole School Approach - feature of successful schools:

- Relationships between pupils and adults are strong
- Teachers in the classroom are primarily accountable for the outcomes of disadvantaged learners
- Staff well-being is prioritised
- Disadvantaged pupils have access to support across all aspects of the school day eg break and lunchtimes. (*Now need to consider support for transition into school in the morning*)
- Disadvantaged children are given responsibilities
- Parents are engaged and empowered (*this needs further consideration on how to improve parental engagement of some of our "hard to reach" parents.*)

3. High Expectations - this is critically important

- All school staff adopt a shared language around high expectations. Terms such as "bottom set, low attainers and low ability are removed from school vocabulary (*Is this the case throughout the school?*)
- All staff discuss expectations in terms of age-related expectations and not just progress?
- That thinking goes beyond narrow academic outcomes, for example independence, self belief and employability
- Metacognitive approaches are adopted so that learners can understand the value and purpose of failure and have strategies to adapt when things go wrong

4. Understanding Barriers

- A deep understanding of children and their families is critical
- Analyse where pupils have multiple barriers to learning
- Consider how strategies can support informally disadvantaged learners e.g. young carers
- Maximise the power of pupil voice to support pupil ambitions and goals
- Analyse attendance and build an understanding of why children are not attending
- Better early language is the key to later academic success

5. Targeted Activities

- Data should inform funded activities - which phases or year groups are not achieving as well as they might? What CPD is needed?
- PP funded activity can benefit all children but should disproportionately benefit disadvantaged learners. High quality feedback is a good example of this.
- PP funding is also used to support those pupils working at above age-related expectations.
- Opportunities to build a curriculum that will support attainment and readiness for disadvantaged learners.

6. Monitoring, Evaluation and Internal QA

- Does your data explain how disadvantaged pupils are performing in all year groups? Does your data inform you about multiple barriers to learning?
- Is professional development impacting on classroom practice?
- There are numerous success criteria that are useful in tackling educational disadvantage: Improved disposition to learning, better attendance, better behaviour for learning, pupil voice, parental voice. Don't just rely on end of key stage outcomes!
- Continually monitor to ensure that disadvantaged pupils are accessing Pupil Premium funded activities, particularly around enrichment and cultural capital.
- Scrutiny of impact measures and clear understanding of how and why they worked (or not) will inform next steps in a more personalised way.

Inclusion Profile (April 2018)

Monitoring	SEN support	High Needs Funding	EHCP
80 pupils (17%) 19/80 pupils are PP (24%)	40 pupils 8.3% 14/40 pupils are PP (35%)	4 pupils 2/4 pupils are PP	4 pending

SEND update

High Needs Funding Block (Kent)

- Number of pupils funded in Mainstream schools has increased from 802 to 2644 which has meant that HNF has had to be reviewed.
- The amount of funding from the DfE won't be increasing. The fair funding formula will not grow with demand.
- Schools need to consider how they can use the fixed funding more effectively. Which interventions are good value? Could we be using that money more effectively in a different way?

Local Inclusion Forum Team Consent forms

- Due to the GDPR the LIFT consent forms are being updated to be more concise and specific to their use. They will be called an "Agreement to engage."
- Schools must ensure that the parent/carers understands what they are giving consent for and how information will be used and stored and that they are entitled to withdraw consent at any time.

CYP Mental Health developments

- Received a lot of criticism - a misconceived policy that doesn't get to the heart of the problem (distant role out of 2023, displacement of existing funding, overemphasis on single role of Designated Senior Lead for mental health.)

SEND Support for Kent NQTs

- It is felt that NQTs in Kent may have unrealistic views about the level of responsibility they have for the SEN children in their class.
- A minority of NQTs reported that they had been left to manage serious SEND needs without appropriate support.

- From September NQTs will have to complete 2 NQT years, to ensure they receive 2 years of support.
- SENCO should carry out drop ins and provide monitoring for NQTs.

Review of school exclusions

- Edward Timpson is carrying out an 'Exclusions and Inequality' review. The report will come out by the end of 2018 which will include recommendations.
- Shouldn't be any children with an EHC plan being permanently excluded. A long term fixed exclusion would be best while you work out what to do.
- Managed move and managed transfers help to encourage shared responsibility.

Reduced timetables and attendance

- Guidance on KELSI.
- Reduced timetables should be used with real care and should be done based on the needs of the child rather than the needs of the school.
- We need to remember that children who are on a reduced timetable are a 'safeguarding risk,' as they may not be in a safe environment at home.
- Ofsted will focus on those children who have been put on a reduced timetable more than once.

EHCP updates

- EHCP delays are adding a minimum of 12 weeks to the process.
- If LA is unsure whether EHCP should be given an Educational Psychologist will be sent out to the school.
- 50-70% of EHCP requests are driven by parents each month.
- Caseloads have doubled in a year - there is now much stronger quality assurance.
- There is no need for an EHCP unless you are looking at specialist provision. You shouldn't have an EHCP child without HNF. However with an EHCP parents still have the choice of mainstream, but it just means that the child qualifies for specialist provision.
- 60% of children with HNF do not have an EHCP, which shows that HNF is working.
- If you get a child from outside Kent the EHCP will be in a different format. It will need to be transferred to Kent's format - contact Tiffany for advice as it is currently being discussed whether this is an LA job or a school job.
- Special schools are looking at 'Exit route' - some children from special schools will be returning to mainstream with support.

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 4 & 5

Monitoring of Teaching and Learning in KS1 (English)- paired observations from the SLT and KS1 English Leader

Focus:

- Writing
- Evidence of challenge, notably for HAP children

- 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 KS1 combined with the use of correct grammatical terms.
- Excellent subject knowledge especially with phonics
- Level of challenge for all pupils evident
- Higher order questioning evident, used to assess and extend learning
- Pupil engagement and enjoyment in lessons was evident
- TA support effective and encouraging SEN pupils to work independently
- Resources provided to aid pupils with specific needs
- Talk partners used effectively to support and extend learning

Development Areas:

- Continue to develop Language Through Colour. Can it be extended to the outside area?
- Further challenge for the more able.

KS2 English Monitoring- books

Strengths:

- * Evidence of quality time being given to discussion/drama, planning, drafting and revising writing (Quality over Quantity)
- * Quality of the writing being produced - ideas more developed, better described and showing greater awareness of punctuation
- * Use of marking grids across the year - tracking the development of writing skills

Development Areas

- * Further development of the use of exemplar texts which the children analyse when exploring different genres of writing
- * Use of highlighters to highlight the use of specific skills / writing techniques linked with the foci shown on the marking grids
- * Share the ways in which texts can be used to support the writing process at KS2 meetings
- * Handwriting pens - evidence of handwriting schools provided by school often smudge

Maths plans- KS2

Maths plans have been evaluated by the Maths Leaders to ensure the White Rose Maths progression of skills is being followed.

Computing

Computing drop ins are currently taking place

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 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- 4 reported incidents Terms 1-4 (same perpetrator, different victims) School is working closely with parents and the child to address these incidents. Pupil has an ASD diagnosis.

Bullying Monitoring- 1 reported incidents Terms 1-4

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

Exclusions-

- 2 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.
- 1 pupil in Y5 on a reduced timetable for one week

Attendance from Sept-Feb 2017-18

Groups	2016/17	Oct-17	Dec-17	Feb-18	May-18
Whole	97.07	98.09	97.75	97.55	97.09
Unauthorised	0.6	0.36	0.28	0.31	0.57
Authorised	2.32	1.5	1.97	2.14	2.34
PA	0.20	1.4	0.62	0.82	1.24
EAL	98.07	97.84	98.29	97.7	97.43
FSM	94.26	96.49	95.46	95.58	94.27
Pupil Premium	94.99	96.01	95.88	95.7	94.61
LAC	96.05	95.60	97.9	98.26	98.23
SEN Support	98.87	96.99	97.08	96.93	95.35
Statement	80.95	NA	NA	NA	NA
Ethnicity (significant groups)					
White British	96.94	98.16	97.71	97.55	96.68
Black African	98.88	98.11	98.73	98.69	98.14
White & any other ethnic grp	98.17	98.83	98.55	98.3	97.99

Attendance monitoring visit- carried out by Stuart Fitch Term 5- visit report sent to governors- google drive

Health & Safety

H&S inspection was very positive- full report given to the Resources Team meeting- 18th May 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. We are hoping to increase the support the FLO gives to pupils and families from 4 days to 5 days.

Safeguarding

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

The Safeguarding review and policy will be a separate agenda item.

Admissions

KCC offered 60 places for September 2018 intake. All parents have accepted their place. KCC is compiling a waiting list for those that were not successful in getting a place.

EFFECTIVENESS OF LEADERSHIP & MANAGEMENT

LA judgements- Improvement Advisor visit (IA)- Ruth Swailes

This was our third IA visit and Ruth came to follow up her EYFS monitoring visit. She gave a very positive follow up report to EYFS, praising the provision for pupils and the range of activities both inside and outside. Ruth spent time with the SLT discussing progress towards progress and attainment targets, offering advice with challenges the school is facing in Y1 and 5.

A learning walk was also undertaken with the English Leaders. Ruth was really impressed and could see how strong the development of English is throughout the school.

Areas she mentioned:

- * Levels of pupil engagement
- * Very strong leadership
- * Effective use of picture books
- * Great opportunities for the development of speaking and listening
- * Children able to speak with confidence
- * High level texts being used
- * Clear evidence of the individuality of children's writing

Agreed actions arising from this visit			
Action	Date	Who is responsible	Support source
Explore the use of Mantle of the Expert, CoEL and Pupil voice in the curriculum to further enhance opportunities for children	September 2018	SLT	
Visit Phoenix to observe their wider curriculum which involves opportunities to develop children's understanding the world throughout the school	July 2018	HT	
Explore the use of Nurture to support children who may be exhibiting symptoms of anxiety	September 2018	SENCO	Kerry Greene
Seek support from the safeguarding team with the pupil exhibiting challenging behaviour	May 2018	HT	Safeguarding team

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

Separate agenda item following on from the SLT/ Governor Strategic planning day.

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**

Parental Engagement

Parents were asked to complete a questionnaire at the end of term 4. These results are attached.

Staff Questionnaire

Staff were asked to complete a questionnaire at the end of term 4. These results are attached

KLE (Kent Leader of Education)

HT is currently supporting the HTs of:

- Bethersden Primary School
- Godinton Primary School

Staffing

We have appointed the following members of staff:

Mrs Vassallo, Mrs Khanum and Miss Freeman have been appointed as Teaching Assistants from September 2018 replacing staff who are leaving during the summer holidays.

We have also appointed an extra teacher for Year 6 for mornings only, Mrs Warman. She will start in September 2018.

Recent Staff Professional Development Oct 2017- Feb 2018

This report focus' on the CPD that has taken place since February 2018.

We have been using whole staff training as the most effective way to provide professional development. Much training in staff meetings is open to Teaching Assistants too ensuring the whole staff are updated and ready to impact on teaching and learning.

During this period our NQT has continued with termly meetings for support and development of focus areas.

The Headteacher and Deputy have attended regular updates with other local schools to ensure local issues are understood and addressed. Attendance at the Deputy Head and Assistant Head conference has provided discussion points on moving the school forward and monitoring staff wellbeing.

English and Maths Leaders have continued to work with other local schools to share good practice and offer support to each other. They have worked collaboratively to meet shared goals.

The Inclusion team have attended training to update on local and national issues and also to gain further ideas on ways to support Pupil Premium pupils effectively.

There have been 3 additional TAs who have now been trained in Paediatric First Aid and one member of staff has completed the 3 day training to become one of our First Aid at Work trained personnel.

Effectively supporting the progress of KS2 pupils in Maths has been the focus of some TA training during this period which is reinforcing some important skills and strategies to use in class.

The Admin team have been attending training relevant to their changing roles which will enable the school to run smoothly.

Finance, Building & Grounds

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

These was reported in the Resources Committee Minutes- 18th May 2018

Sports Funding- The Sports Premium funding will be discussed in Term 1 2018.

Performance Management

HT's mid year PM review has taken place.

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

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

Annual Parish Council Community Meeting- 21st May 2018

This year two Year 6 pupils presented to the Community and spoke about our values based education, enterprise projects and eco warrior group. I was extremely proud of them both representing our school.

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

Consultation period coming to a close. Consultation meeting at Great Chart Primary School on the Wednesday 27th June 2018.

Governors

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

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 11th May 2018- see google drive

Stuart Fitch also carried out a Pupil Progress meeting for Terms 4 & 5- reports 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 Follow up monitoring visit EYFS- April 2018- discussed earlier

Profile of pupils in EYFS- February 2018

SEND and monitoring- 7/ 12%

Pupil Premium- 8/ 13%

EAL- 14/ 23%

Governors' Meeting Dates 2018/2019

Open Evening

Thursday 5th July- 4- 5:30pm

Visioning Morning

Monday 3rd September 8:30am- Governors to inform Mrs Davies

Bespoke Training

Wednesday 12th September 6-8pm

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