

**GREAT CHART PRIMARY SCHOOL**  
**HEAD TEACHER'S REPORT TO THE GOVERNORS – TERMS 1 & 2**  
**Autumn 2018**

(Copy of the Strategic Plan can be found on the Google Drive under 'School Strategic Plan'. Governors are asked to update this document)

*For abbreviations please refer to the guidance document on the Google Drive*

**1. Effectiveness of Leadership & Management**

1.1	Develop the partnership with the Wyvern School
1.2	Senior leaders to increase the impact that Middle Leaders have on improving the quality of Teaching and Learning
1.3	Ensure that the Governing Body is robust in monitoring the school strategic plan and is able to evidence their impact on school improvement

**Monitoring 1.1**

How is the priority progressing, are we on schedule with planned actions? What more do we need to do?

<b>Autumn Term</b>	<p>SLT meeting 1:</p> <ul style="list-style-type: none"> <li>● Agreed training needs for Term 6</li> <li>● Wyvern to make pen portraits of pupils once identified and to information share with Great Chart staff</li> <li>● Pen pal activity between the two schools</li> <li>● Special events discussed</li> <li>● TA shadowing to be organised</li> <li>● Great Chart awareness days discussed (ASD)</li> <li>● Circle time opportunities to be developed in Terms 5 &amp; 6</li> <li>● Wyvern pupils to spend time in the learning lodge during Y6 moving up to secondary school week during Term 6.</li> </ul>
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**Monitoring 1.2**

How is the priority progressing, are we on schedule with planned actions? What more so we need to do?

<b>Autumn Term</b>	<p>3x teachers attending NPQML. Meeting regularly with HT + AHT (Mentor) to discuss reflections and projects:</p> <ul style="list-style-type: none"> <li>● Development of MFL in Y6</li> <li>● Introduction of the Daily Mile in Y4</li> <li>● Develop new spelling strategies in KS2</li> </ul> <p>Regular monitoring schedule set up for middle leaders- appraisal target linked to this            During Appraisal review, increased emphasis on accountability and contribution to the whole school being made.</p>
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**Monitoring 1.3**

How is the priority progressing, are we on schedule with planned actions? What more so we need to do?

<b>Autumn Term</b>	<p>Governors took part in a monitoring visit training session with Governor services.            Updated visit form, schedule and visits policy introduced.</p>
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**LA judgements- Improvement Advisor visit (IA)- Ruth Swailes**

This meeting was primarily an information gathering session, discussing our end of Key Stage results for EYFS, KS1/ KS2 and Y1 Phonics. Targets were also shared with the IA for 2018-19.

For KS2 results a potential downward trend, in terms of attainment and progress, was highlighted to the IA over the next 2 years due to an increased cohort and the challenges associated with these two year groups. The school also discussed the measures which had already been put into place into Year 6 to try and counter this shift:

- Extra Y6 teacher resulting in pupils being split into 4 classes for English and Maths
- Extra TA support leading to an increase in focused interventions
- Extra tuition sessions running after school for English and Maths

- Homelearning clubs for Y6 pupils

A learning walk was also conducted during the morning. The IA reported that the monitoring revealed 'a calm and purposeful learning environment throughout the school.' She was able to see the work in children's books and commented that the writing was of a very high standard.

**In the IA's view the school is continuing to achieve 'Outstanding' judgements in all areas.**

Agreed actions arising from this visit			
Action	Date	Who is responsible	Support source
See emergency LIFT (Local Inclusion Forum Team) support for HNF (High Needs Funding) children who arrive at the school with limited prior warning		SLT/ SENCO	
Explore the possibility of increasing children's real life experiences beyond the school			
Seek advice and support from Specialist Services for a child with SEN and explore the possibility of a dual placement			
Explore the use if Characteristics of Effective Learning beyond EYFS and Y1		AHT KS1	

### School Self Evaluation

The school self evaluation document has been reviewed and updated- **Google drive (FGB folder)**

- 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)

### Parental Engagement

EYFS parents were invited to a MacMillan coffee afternoon. Phonic sessions have been carried out for EYFS parents during Term 1.

### Staffing

We have appointed the following members of staff:

Mrs Vassallo, Mrs Khanum and Miss Freeman have been appointed as Teaching Assistants in Year 6

Mrs Meti Kurti has been appointed to support a Year 2 child with an EHCP (Educational Health Care Plan)

We have also appointed an extra teacher for Year 6 for mornings only, Mrs Warman.

Mrs Sarah Ball has also been appointed as our Road Crossing Patrol person for 4 days a week.

We also have an existing TA who was also joined the Breakfast Club team due to our growing numbers, now reaching just over 50 on some days.

### Recent Staff Professional Development

Training at Great Chart continues on a regular basis for all staff. Teachers and TAs often use staff meeting time as training sessions and this has proved to be an effective way of ensuring all staff have updated knowledge and skills to impact on teaching and learning in class.

Moderation of work has been part of the professional development of all teachers. Moderation exercises have been undertaken with local schools. This ensures staff are making accurate judgements about pupil attainment . EYFS. KS1 and KS2 staff have also attended county based moderation to verify our judgements with all judgements upheld.

One of the main priorities on the Strategic Plan is the development of Communication and Language. The English Lead has attended training and delivered training to all staff in school to help develop this area. All staff have also had training in the Mantle of the Expert to help pupils lead the learning in some areas of the wider curriculum. The curriculum has continued to be a focus with training on developing a dynamic and engaging curriculum for all pupils. All staff have been working on this following the training.

Maths training has continued throughout the year with the Maths Leader attending training and professional discussions with the CATs group and feeding back to all staff. Some Teaching Assistants have been involved in training in supporting pupils to make effective progress in KS2 and tried new strategies in school. The focus this term has been on developing the language of Mathematics as part of the wider school priority of communication and language. All staff have received training and ideas to implement in class.

During this period some staff have stated their journey on the NPQML – a qualification for middle leaders. This will help develop and strengthen middle leaders within the school.

Designated Safeguarding Leads have been updated as appropriate and have attended network meetings to be informed on local issues. The SENCO has also been on frequent updates to ensure the school is moving forward in supporting pupils with SEN. As part of this all staff received some inspiring training on Dyslexia with many practical ideas that are being implemented throughout the school.

Another school focus is challenging the more able pupils and two members of staff have attended training reflecting this and will feed back ideas and strategies to all staff.

With changes in the admin team some office staff have attended training to ensure the office is functioning effectively.

### **Finance, Building & Grounds**

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

These were reported in the Resources Committee Minutes- 12th October 2018- **Google drive (Minutes folder)**

### **Sports Funding**

The Sports Premium funding will be discussed at the Resources Committee- 12th October 2018- **Google drive (Minutes folder)**

### **GDPR Update (Emma Letchford)**

#### Visioning Day

A brief update and reminder on GDPR regulations was presented to staff. This included:

- Reminder of general guidelines over personal data
- Update re not sending printing with personal data on to general printers, only to those with restricted access, e.g office, PPA and SLT areas
- Clarification over what a breach is, and how to report it
- Asked staff to take an online GDPR training session via the Education People, this training has since been removed from the website. A possible alternative is being researched, but it is not available yet.

With regards to general GDPR practice:

- Adding further detail and agreements as we obtain them from our suppliers, many have been very forthcoming, some have been more difficult to engage with. As we are constantly changing supplier, using new apps, devices and tools this will be an ongoing process.
- Provisioned an additional shredder for the PPA area to allow safe destruction of personal data.
- Purchased a subscription of a secure encrypted version of Adobe, to allow SENCO, HT and FLO secure transmission of documents.
- Tightened various procedures around transferral of documents between schools, liaison with other parties, with particular respect to Senco and FLO activities.

No data breaches reported

However we have had an issue with our Worldpay account, whereby our account, and many other Kent school/related businesses accounts had their address and login details changed to reflect KCC head office in Maidstone. We have worked with another school in Staplehurst and Schools Financial Services , we reported the issue to the ICO, KCC and Worldpay. We have received a disappointing lack of response from KCC and Worldpay and the ICO have stated that it is not a GDPR breach (which it is not), but nor is it a data breach, despite the fact that when we log in to our Worldpay account we can see account information/transactions for multiple other schools and businesses and they can see ours. I will continue to liaise with the other schools and SFS . Our next step is to report this to the Financial Conduct Authority.

**The Wyvern School-** 1.1 above

**Ofsted Proposals- update**

Ofsted are proposing to make judgements in the following areas:

- Quality of Education- replacing Outcomes plus Quality of Teaching & Learning and Assessment
- Personal Development
- Behaviour & Attitudes
- Schools' Leadership & Management

Leading to a final judgement for Overall Effectiveness

There will also be a focus on the wider curriculum

**SEND update**

**2017-18 outcomes for SEN**

- 33% of SEN pupils passed the Year 1 phonics screener
- In Year 2, only 1 SEN pupil made Age Related Expectations in Maths only. No other SEN pupils made ARE in Reading, Writing or Maths.
- Great Chart SATs Y6 SEN results:

	ARE/+	Greater Depth
Reading	50%	0%
Writing	25%	0%
GPS	75%	0%
Maths	50%	0%

**Inclusion Profile October 2018**

- 33 pupils are SEN Support, 11 of these children are also eligible for pupil premium funding.
- 4 pupils have an EHCP (Education, Health and Care Plan), 1 of these pupils is also eligible for pupil premium funding. There are 2 pending EHCPs, one is a parental request.
- 5 pupils receive High Needs Funding - 3 of these pupils also have an EHCP.

**Main areas of SEN need throughout the school**

- In EYFS, KS1 and Year 3 the main need type is SLCN (Speech, Language and Communication Needs)
- In years 4-5 the need type SpLD (Specific Learning Difficulties) increases which includes barriers to learning such as Dyslexia and Dyscalculia.
- SEMH (Social, Emotional and Mental Health) is one of the main need types in Years 5 and 6 which is often linked to other secondary needs such as ASC (Autistic Spectrum Continuum) and ADHD.

**AEN Update - Autumn 2018**

- A comprehensive review of the current statutory assessment paperwork is now underway; consultations to be carried out and views will be sought.
- The SEN department is also looking at working with Sencos to improve the Annual Review process.
- EHCPs will only be amended if there is robust evidence of significant changes to the child's needs or the annual review is being updated in readiness for the next phase of education.
- From Term 2 Provision Evaluation Officers will support Sencos when parents are considering making a statutory assessment request. This will help Sencos when there is an awareness that parents lack confidence in the provision in place for their child, despite reassurance that provision is appropriate and progress is good. PEO support will be accessed via the LIFT process.

**SEN/ Pupil Premium Profile**

Pupil Premium Total	81/ 17%
Pupil Premium + SEN	12/ 15%
8 LAC (6 adopted from care, 1 SGO- Special Guardianship Orders, 1 RO- Residence Order)	

SEN Total	38/ 8%
EHCP	5/ 1%

EAL Total	74/ 15%
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**Performance Management**

HT's mid year PM review will be taking place this term

All Teacher's PM reviews have been completed and new targets have been agreed linked to the Strategic Plan. A full report will be given to the Pay and Personnel Committee.

**Collaboration**

- Staff continue to work on English/ Science/ EYFS developments with those from partnership schools.
- Staff are meeting as year groups in Quintets- we are partnered with Downsview, Godinton, East Stour and have met for writing moderation
- Headteacher meets with Heads from the Central Ashford Town Schools hub (CATS)
- Headteacher and Deputy Headteacher are part of the Ashford Association of Headteachers
- Headteacher and AHTs working with the Deputy of Ashford Oaks during her NPQH course
- English Leaders supporting English Leader from The John Wesley School
- EYFS Leader supporting High Halden Primary School and Capel Le Ferne

**Community**

Breakfast club

The roll for breakfast club now stands at: 50 on average per day

After school club

The roll for after school club now stands at: 25 on average per day

Land owned by Persimmon

HT is being supported by the Borough Councillor, Cllr Bill Barrett, to address the issue of the land owned by Persimmon. Bill Barrett is working with Ashford Borough Council for a solution. A small patch has been tidied up by

Persimmon Homes.

## 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.

2. Quality of Teaching, Learning & Assessment	
2.1	Ensure that all children have access to a whole school curriculum which challenges the most able whilst enabling pupils of all abilities to succeed and have positive learning outcomes
2.2	Further develop a cohesive approach to communication and language across the school with specific focus on the progress made by EAL, SEN and disadvantaged children
2.3	Improve children's access to quality IT provision to aid independent learning

### Monitoring 2.1

How is the priority progressing, are we on schedule with planned actions? What more so we need to do?

<b>Autumn Term</b>	Following whole staff training session in July the wider curriculum has been a focus leading to: <ul style="list-style-type: none"><li>• A full curriculum review</li><li>• New planning templates introduced with a greater emphasis on active learning</li><li>• Learning walks during term 1- wider curriculum focus showing the high quality learning opportunities available for pupils</li><li>• Teacher's Appraisal target linked to the development of the curriculum review and wider curriculum</li><li>• HT attended an inspirational one day course 'Outstanding Leaders Design and Deliver an Outstanding Curriculum'</li><li>• Curriculum Leaders for KS1 and KS2 being developed to review and monitor the wider curriculum</li><li>• Mantle of the Expert training for all teachers and demo lessons observed</li></ul>
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### Monitoring 2.2

How is the priority progressing, are we on schedule with planned actions? What more so we need to do?

<b>Autumn Term</b>	<ul style="list-style-type: none"><li>• Dyslexia training for all staff to enable staff to support pupils effectively. Strategies beneficial for all pupils.</li><li>• HLTA focused on priority pupils with S&amp;L needs particularly in Y1 and 2.</li><li>• Maths leader has focused on Maths Talk Time with staff including TAs, ensuring staff use different strategies and interventions enabling pupils to talk more about their maths, using the correct vocabulary</li><li>• KS1 English Leader presented a range of new ideas for speaking &amp; listening activities</li><li>• Mantle of the Expert training for all teachers and demo lessons observed to develop speaking and listening opportunities</li></ul>
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### Monitoring 2.3

How is the priority progressing, are we on schedule with planned actions? What more so we need to do?

<b>Summer Term</b>	<ul style="list-style-type: none"><li>• Google Classroom training for parents has taken place during Term 1 for Y3 parents.</li><li>• Homework for KS2 pupils being delivered through Google Classroom.</li><li>• Google surgery scheduled for Term 3. IT opportunities identified across all curriculum areas within planning.</li><li>• Leading Google School awareness raising day for others schools has taken place</li><li>• Additional Chrome books have been purchased</li></ul>
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## Monitoring the Effectiveness of Teaching and Learning

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

### Learning Walks

Focus: Values, Behaviour, Environment, Independent Learning, Wider Curriculum, Use of IT, Communication & Language opportunities

#### Strengths:

Calm and settled environment in all classes.  
 Expectations in terms of behaviour embedded.  
 Values curriculum embedded throughout the school. Children using values vocabulary.  
 Questioning being used to challenge pupils and stretch/ develop their understanding and thinking.  
 Curriculum skills being developed  
 Steps to success being used throughout. Children being encouraged to challenge themselves.  
 Talk partners being used effectively to strengthen and develop thinking and to develop speaking and listening  
 Behaviour for learning strong and engagement high  
 Mantle of the expert ideas being develop in some year groups  
 New planning templates being used

#### Development Points:

Increase the use of Mantle of the Expert strategies throughout the school  
 Continue to develop outdoor learning opportunities

### Subject Leader Monitoring Activities

#### Maths

Planning	Some very strong planning. Some planning needs to be more specific as to what the children are learning rather than what book they are working from. Problem solving needs to be more clearly identified. Maths Talk and vocabulary needs including.
Data Analysis	Detailed analyses completed for Ys1 - 5 July '18 results. This included all the vulnerable groups. Areas of need identified.

#### Computing

Planning	All KS2 staff following Google Be Internet Legends Scheme of Work
Collaboration with other school	Local schools invited to Google event 4.10.18
Other	Google Event for Parents a success - run one for Year 4 next term. Digital Detox planned

#### English- KS1

Planning	EYFS and KS1 planning checked. All plans in google drive in the planning folder. All plans provide good opportunities for speaking. A wide range of activities that draw on the children's interests. LTC not identified on plans in Years 1 and 2.
Data Analysis	Detailed analyses completed for Ys1 - 5 July '18 results. This included all the vulnerable groups. Areas of need identified.
Book Scrutiny	Year 1 and 2 books checked to ensure LTC is being used even though not on plans. LTC clearly evident in books.
Lesson Observation/ Learning Walk	Year 1 and 2 have LTC displayed clearly in their classrooms and are used as interactive displays used in lesson time.

#### English- KS2

Planning	Planning has been monitored Clear evidence of more texts being explored / analysed with children as part of the writing process. Core texts more closely linked with the broader curriculum Evidence of 'Mantle of the Expert' type activities taking place Worked with one Year 5 teacher about tailoring the English curriculum to meet the needs of her class
Data Analysis	To be completed in Term 2
Book Scrutiny	Year 5 book scrutiny has taken place and feedback given to Year 5 staff
Lesson Observation/ Learning Walk	Learning Walks undertaken during Guided Reading sessions for all classes in KS2
Collaboration with other school	Meeting has taken with John Wesley School to discuss approach to writing at GC Attendance at CATs English Leads meeting led by Penny Beale 18.9.18 CATs Writing Moderation to take place 7.11.18
Other	New Literature bought to support Year 5 and Year 4 Term 2 curriculum

### 3. Personal Development, Behaviour and Welfare

3.1	Support the emotional wellbeing of pupils and staff, meeting their social, mental health and emotional needs
3.2	Further engender positive values-based behaviour within the school
3.3	Raise the punctuality and attendance percentages for Pupil Premium children
3.4	Achieve whole school attendance Target of 97.5 (July 2019)

#### Monitoring 3.1

How is the priority progressing, are we on schedule with planned actions? What more so we need to do?

<b>Autumn Term</b>	FLO hours have been increased from 4 days to 5. Nurture provision being introduced for vulnerable pupils on a Monday and Tuesday morning. Y5 pupils taking part in a 6 week programme- Breathe4kids to help them deal with their emotions
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#### Monitoring 3.2

How is the priority progressing, are we on schedule with planned actions? What more so we need to do?

<b>Autumn Term</b>	During Induction, whole school expectations reinforced. Letters sent to KS2 parents about increased expectations. Whole School Assemblies and Circle time focusing on the values. Behaviour reflection templates introduced to pupils in need of reflection time.
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#### Monitoring 3.3

How is the priority progressing, are we on schedule with planned actions? What more so we need to do?

<b>Autumn Term</b>	Pupils identified from last year and letters sent to parents explaining closer monitoring. Pupils whose attendance increased last year received letters and prizes to congratulate them. SLT and office staff monitoring punctuality. Meetings have taken place with some parents leading to an improvement.
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#### Monitoring 3.4

How is the priority progressing, are we on schedule with planned actions? What more so we need to do?

**Autumn Term**

Pupils identified from last year and letters sent to parents explained closer monitoring. Pupils whose attendance increased last year received letters and prizes to congratulate them. SLT and office staff monitoring punctuality. Meetings have taken place with some parents leading to an improvement.

**Behaviour**Policy

The behaviour policy has been updated and discussed with staff during the Visioning Day as a response of the working party action at the end of last term. 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. The school vision and RESPECT rules were a theme for Assemblies at the beginning of term.

Other policies updated: Anti Bullying and Racial Equality- discussed at the Learning & Development Team meeting- 19th October 2018- **See Google Drive- Policies- Behaviour**

Monitoring

Pupil behaviour is regularly discussed at SLT and Key Stage meetings. The SLT monitors behaviour logs 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 2017-18 academic year there was 6 incidents recorded (3 by the same child with an EHCP). All incidents were dealt with according to our policy and parents of both victims and perpetrators informed.

**Bullying Incident Monitoring**

- The school monitors all forms of bullying. During the 2017-18 academic year no incidents were recorded.

**Attendance 2017-18**

Groups	2015/2016	2016/17	Jul-18
Whole	97.13	97.07	97.04
Unauthorised	0.49	0.6	0.7
Authorised	2.38	2.32	2.25
PA	0.20	0.20	0.83
EAL	97.47	98.07	97.7
FSM	95.46	94.26	94.53
Pupil Premium	95.47	94.99	94.95
LAC	98.85	96.05	98.55
SEN Support	95.71	98.87	95.54
Statement	99.21	80.95	NA
<b>Ethnicity (significant groups)</b>			
White British	97.02	96.94	96.95
Black African	99.09	98.88	98.05
White & any other ethnic grp	99.06	98.17	97.84

## Attendance from Term 1 2018

Groups	2017/18	Oct-18
Whole	97.04	98.6
Unauthorised	0.7	0.3
Authorised	2.25	1.15
PA	0.83	0
EAL	97.7	98.72
FSM	94.53	96.96
Pupil Premium	94.95	97.7
LAC	98.55	100.00
SEN Support	95.54	98.09
Statement	NA	98.11
<b>Ethnicity (significant groups)</b>		
White British	96.95	98.83
Black African	98.05	99.19
White & any other ethnic grp	97.84	97.98

### Safeguarding

All staff have received updated Safeguarding training led by the DSLs (Designated Safeguarding Leaders) inline with the new documentation:

- Keeping Children Safe in Education Sept 2018
- Working to Safeguard Children July 2018

### Governors to ensure they have read Keeping Children Safe in Education

We currently have 5 DSLs on the staff due to the increasing number of vulnerable pupils, including 1 DSL in EYFS.

Online Safety was also covered during the Visioning Day and all pupils from Y1-6 are working through the Online Safety module of their computing scheme of work.

The Child Protection Policy will be a separate agenda item- to be agreed

### Admissions

KCC offered 60 places for September 2018 intake.

At the end of last year 6 pupils left due to moving out of the area.

At the beginning of this term, 1 pupil moved from Great Chart to Specialist Provision and 1 pupil moved to a local Primary School. Another pupil moved away but has since come back to the area and is requesting a place.

We have had 11 new in-year transfers this term.

### Open School Session for Potential Parents – Thursday 6th December 2018 & Wednesday 9<sup>th</sup> January 2019 at 3.30-17.30

Governors are very welcome to attend these informal open evenings. Potential parents are taken on guided tours of the school with a members of the SMT and SLT. It would be very good if one or two governors were available to chat to parents also. Please speak to the Headteacher or Deputy if you are available for this.

#### 4. Outcomes for pupils

4.1	Ensure that all pupils meet their targeted outcomes
4.2	Raise the attainment and improve the progress of Pupil Premium children
4.3	Ensure that HAP children are challenged and meet their targeted outcomes

#### Monitoring 4.1

How is the priority progressing, are we on schedule with planned actions? What more so we need to do?

<b>Autumn Term</b>	Dyslexia training for all staff equipping staff to better support pupils. As EHCPs are agreed for pupils, ensure staff are aware of their legal responsibilities to ensure pupil's individual needs are met using our best endeavours.
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#### Monitoring 4.2

How is the priority progressing, are we on schedule with planned actions? What more so we need to do?

<b>Autumn Term</b>	Extra Y6 teacher employed for English and Maths. The result has been more focused teaching with smaller groups of children. Staff informed of PP pupils and targets for this year. PP pupils closely monitored through PPM meetings. Pupils identified for extra teaching session for pupils in Y4-6. Homework clubs starting during this term.
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#### Monitoring 4.3

How is the priority progressing, are we on schedule with planned actions? What more so we need to do?

<b>Autumn Term</b>	All HAP pupils have been identified from their previous results. Staff are monitoring the progress of HAP pupils. Extra teaching sessions for HAP pupils from Y4-6. HAP pupils discussed at Pupil Progress meetings for Y2 and Y6 to ensure staff are aware of pupils who need to be targeted through support and interventions
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#### Y1 Phonics, KS1/2 SATs 2018

A full report relating to Year 1 phonics, KS1 and KS2 results will be presented to Governors during the ASP meeting (Analysing School Performance) with Liz Windon- to be arranged.

Questions Governors need to ask:

- 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

Phonics Screening	Year 1		
	Great Chart	Kent	National
2018 results			
% of pupils achieving expected standard	90%	82%	83%

71% of PP children passed Y1 phonics screening

33% of SEN pupils passed (EC and LH did)

KS1 20178	% Expected Standard+			% Working at Greater Depth		
	Great Chart	Kent	National	Great Chart	Kent	National

<b>Reading</b>	88%	78.1	75	30%	26.5	27
<b>Writing</b>	87%	73	70	23%	16.9	17
<b>Maths</b>	88%	78.7	76	23%	22	22
<b>Combined</b>	87%	68.8		13%	12.1	

Pupil Premium	ARE/+	Greater Depth
Reading	83%	33%
Writing	83%	17%
Maths	100%	33%
SEN	ARE/+	
Reading	0%	
Writing	0%	
Maths	25%	

KS2 2018	% Expected Standard+			% High Score (110+) (Writing % at greater depth)			Average Scaled Score		
	Great Chart	Kent	Nat	Great Chart	Kent	Nat	Great Chart	Kent	Nat
<b>Reading</b>	90%	77	75%	37%	30.1	28	108	105	105
<b>Writing</b>	95%	81.5	78%	32%	22.5	20			
<b>GPS*</b>	95%	75.8	78%	49%	31.7	34	109	106	106
<b>Maths</b>	93%	75.3	76%	36%	23.6	24	109	104	104
<b>Combined</b>	85%	66.5	64%	20%	10.9	10			

\*Grammar, punctuation & spellings

SEN	ARE/+	Greater Depth
Reading	50%	0%
Writing		
GPS	75%	0%
Maths	50%	0%

Pupil Premium	ARE/+	Greater Depth
Reading	93% (100% - FSM)	29% 30.8% (FSM)
Writing	100	7.7%
GPS	100%	29% / 30.8% (FSM)
Maths	93% (92.3% - FSM)	21% 30.8
Combined	(92.3% - FSM)	7.7

Progress Measures KS1-2	Great Chart	Kent	National
Reading	1.3	0	0
Writing	1.6	0.4	0
Maths	2.9	-0.3	0
GPS			

Attainment & Pupil Progress Term 6 for all other year groups was presented to the Learning Development Team on Friday 19th October 2018- **Google drive (Minutes folder)**

### **Attainment and Progress Term 1- Pupil Progress and Attainment Document- *Google Drive***

#### **Year 1**

Pupils are on track to achieve targets by the end of the year. Pupil Premium pupils have achieved well. Progress data will be available at the end of term 2.

#### **Year 2**

Pupils attainment in Year 2 is slightly below the expected target but they are making good progress.

#### **Year 3**

Year 3 pupils are meeting targets for attainment and expected progress.

#### **Year 4**

Year 4 pupils are slightly below the expected attainment target but are making good progress.

#### **Year 5**

Year 5 pupils are slightly below the expected attainment target but are making good progress.

#### **Year 6**

Year 6 pupils are exceeding the target in reading but slightly lower in writing and maths. They are making expected progress with some pupils making accelerating progress.

Mr Fitch has conducted a pupil progress visit to discuss Term 1 results - **Google Drive- Visits**

#### **Milestone/ PPM meetings**

Pupils causing concern in EYFS, Year 2 and 6 have been identified. Intervention/ strategies were discussed and have been put in place. Discussions around HAP children were also discussed.

#### **Targets**

Targets have been set for all year groups according to their previous results- **see Strategic Plan (Google Drive- Strategic Plan folder)**

No targets have been set below the following

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

Pupil Premium and SEN targets have also been set for each year group- **see Strategic Plan (Google Drive- Strategic Plan folder)**

## **5. Effectiveness of Early Year Provision**

5.1	Further develop a cohesive approach to communication and language across the Foundation Stage with specific focus on the progress made by EAL, SEN and disadvantaged children
5.2	Raise the attainment of groups of pupils to ensure any gaps reduce such as between pupil premium and non pupil premium pupils, EAL and non EAL pupils, girls and boys.
5.3	Support the emotional wellbeing of pupils and staff, meeting their social, mental health and emotional needs
5.4	Further develop Transition arrangements for nursery to EYFS and EYFS to Y1

#### Monitoring 5.1

How is the priority progressing, are we on schedule with planned actions? What more so we need to do?

<b>Autumn Term</b>	EYFS team have started to flag up pupils with potential speech and language issues to Inclusion Team. Language Link and Speech Link assessments are being carried out on identified pupils.
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#### Monitoring 5.2

How is the priority progressing, are we on schedule with planned actions? What more so we need to do?

<b>Autumn Term</b>	Baseline Assessments results show that 67% of pupils achieved expected in Literacy and 72% in Maths. Boys achieved significantly higher than girls. However, staff feel that areas such as PSE are lower this year. The curriculum will be adapted to ensure this area is developed. Pupils have been identified to be targeted to exceed the GLD (Good Level of Development)
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#### Monitoring 5.3

How is the priority progressing, are we on schedule with planned actions? What more so we need to do?

<b>Autumn Term</b>	EYFS staff have identified pupils who they have concerns about during Induction meetings and the first few weeks of term. The FLO is starting to form relationships with these families and to offer support. EYFS staff have supervision with the EYFS leader.
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#### Monitoring 5.4

How is the priority progressing, are we on schedule with planned actions? What more so we need to do?

<b>Autumn Term</b>	This priority will start later in the year
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#### EYFS Results 2018

Foundation Stage Results 2018	Great Chart	Kent	National
% Good Level of Development	88%	75.3%	72%
% Expected or Exceeding Literacy Goals	88%	77%	73%
% Expected or Exceeding Mathematics Goals	92%	82%	78%

A full report relating to EYFS results will be presented to Governors during the ASP meeting (Analysing School Performance) with Liz Windon- to be arranged.

Questions Governors need to ask:

- How does attainment 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?
- What are the strengths and weaknesses of the school

## Baseline Assessment

All EYFS pupils have been assessed during the first 3 weeks of term using BASE. Results have been analysed and will help staff to plan work appropriately. The 2018 baseline results show that 67% met standardised score in Literacy and 72% in Maths. This an increase from last year. Boys have achieved significantly higher. Assessments have shown that Self confidence, Managing Feelings and Behaviour and Making Relationships are lower than last year.

## Monitoring

Planning	Planning has been updated to suit cohort. LTC added where appropriate. Questioning for EYFS staff to use to develop language and communication. Areas of focus added in purple to help TAs focus more on Language opportunities and observations. Planning added to staff shared drive. Planning carried out every Tuesday and gone through with TAs every Friday.
Data Analysis	Making Figures Speak data analysed and sent to HT. Baseline carried out and data analysed and sent to HT, DHT. Interventions set up straight away.
Book Scrutiny	New electronic profiler being used. Scrutinised observations from both TAs and other staff. Helped where necessary.
Lesson Observation/ Learning Walk	At the beginning of the year when pupils were part time SLT spent time in EYFS HT and EYFS Governor dropped in during topic time
Collaboration with other school	CATs meeting attended. Ruth Swailes took the meeting at John Wallis New date set: Meeting at Great Chart
Other	Transition Questionnaire formulated and sent to parents. Data analysed and sent to HT

## Profile of pupils in EYFS- September 2018

SEND and monitoring- 1/ 2%  
Pupil Premium- 5/ 8%  
EAL- 8/13%

## Governors' Meeting Dates 2018/2019

### **New Parents Sessions**

Thursday 6th December 3:30-5:30pm  
Wednesday 9th January 3:30-5:30pm

### **Learning & Development Team**

Friday 19<sup>th</sup> October at 8.30am  
Friday 15<sup>th</sup> February at 8.30am  
Friday 24<sup>th</sup> May at 8.30am

### **Resources Team**

Friday 12<sup>th</sup> October at 8.30am  
Friday 8<sup>th</sup> February at 8.30am  
Friday 17<sup>th</sup> May at 8.30am

**Full Governing Body Meeting**

Wednesday 21<sup>st</sup> November at 4pm

Wednesday 20<sup>th</sup> March at 4pm

Wednesday 19<sup>th</sup> June at 4pm