

GREAT CHART PRIMARY SCHOOL
HEAD TEACHER'S REPORT TO THE GOVERNORS – TERM 2 2020

Leadership & Management

Recovery Plan- (see *Recovery Plan documentation: Google: Strategic Plan*)

The school is currently focusing on the Recovery Plan rather than the priorities within the Strategic Plan, although some of these priorities are already feeding through. Governors are asked to read the Recovery Plan, particularly the update sections (Term 2) for each of the 3 strands.

3 strands:

- Pastoral
- Curriculum
- Routines and Expectations

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

Covid 19 update (at the time of writing 30.11.20)

Term 2 saw the start of another National lockdown. Pupils and staff have coped well once again and school has been functioning as normal as possible, including wrap around care, enrichment activities and extracurricular activities. This has proved really positive ensuring education is continued effectively and that children have been able to continue their social development which is crucial to their wellbeing.

As expected there has been the disruption caused by staff and pupil absence following the strict guidance. As you will be aware we have had to close the Year 5 bubble due to a positive case being reported. All necessary procedures were followed.

The Lockdown policy was shared with parents and governors ahead of the 5th November and pupils took part in a circle time session prior to this date not only to reinforce expectations but to also discuss any concerns or worries. Parents have been extremely supportive and have limited the face to face contact they have had with staff which we are all very grateful for. We conducted our first virtual parent/ teacher consultations this term and they have been extremely effective. This may not be everyone's preference but it has allowed staff the flexibility to set their time to suit their own needs and meetings have been focused due to the time limitations. We have welcomed feedback from parents and staff.

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

Pupil Wellbeing has continued to be a focus as can be seen in our Recovery Plan update for Term 2.

During the period of a National lockdown it has been another worrying time for staff. Again, they have gone above and beyond, ensuring that the school remains fully open and the education of the children continues. It should be noted that working with children is extremely fulfilling but the threat of covid 19 has been a constant worry when school staff are working in such close contact with children and other staff. Staff have been anxious for themselves and also the risk of taking home the virus to their own families and extended families. We have members of staff who are themselves vulnerable or who have family members who are vulnerable too. This has been a worrying time for them. To support staff during this time we have introduced the following measures to relieve some of the pressures all members have staff have felt:

- Supervision for staff to support them in their role this term
- Mrs Thomas has been trained as our Mental Health First Aider
- Mental Health and wellbeing support email available for staff

- Wellbeing calendar with fun activities for each day
- Phase leaders supporting teams
- Delayed lesson observations
- Reduced marking expectations
- Reduced staff meetings and carried out virtually
- During lockdown all staff to leave the premises at 5pm

The SLT has been managing the situation daily. This has been crisis management mainly around anxieties from parents and staff but also balancing this with the normal pressures of educating the children. It has been positive to see that the LA recognised this and have started to be much more supportive in its role in terms of Improvement Advisor and Governance expectations.

Catch Up Premium- (See *Catch Up Premium Funding document*)

Children have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

We know that we have the professional knowledge and expertise to ensure that children recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our recovery and our school Recovery Plan is central to this:

The school will receive £33,600 from the Government for pupils in EYFS to Y6, in three tranches.

Our catch up priorities are:

1. Through formative assessments identify gaps in learning which will be addressed through quality first teaching.
2. Identified pupils will receive targeted support to 'keep up' and 'catch up'.
3. Develop remote education so that it is integrated into school curriculum planning to ensure all pupils have equal access. (*Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of local or national restrictions.*)

We have agreed to use the funding to support pupils in the following ways:

- Interventions- NELI (Early Language Programme for EYFS)/ Y2 Maths Reasoning
- Splitting year groups: Y5 from October
- Additional TA in KS1 working in a Y2 and a Y1 class

Additionally, the following 'catch up' strategies are being paid for using some Pupil Premium Funding:

- Extra tuition sessions with teachers- Year 3-6
- Extra tuition sessions with TA- Years 3-6
- Providing access to chrome books for more pupils
- Phonics programme and tracking system for EYFS- Y3

From our delegated budget we are also:

- Splitting year group: Y6 until November leading to Y4 being split 3 ways from November with an additional teacher for the mornings

Accountability and Governance:

"Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents."

DfE: Coronavirus (COVID-19) catch-up premium 31st Oct 2020

IA- Virtual Meeting

A virtual meeting with Jayne True took place on the 16th November with the SLT.

Areas discussed: Wellbeing, attendance, pupil behaviour and attitudes, data projections. Improvement Advisor visits have now been suspended throughout Kent which has also been highlighted in KCC Governor communication.

Ofsted

Ofsted are continuing their interim inspections but are now carrying them out virtually.

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

Health & Safety Executive inspections are continuing.

Inclusion (See *Inclusion Report*)

We believe that early identification of special educational needs is crucial to the well-being of all of our children.

When identifying pupils we use a number of assessment tools including:

1. Classroom observation by the class teacher/Inclusion Team
2. Analysing assessment data to identify children not making expected progress or whose attainment is low
3. Looking at marking / feedback
4. Discussions with staff at pupil progress meetings
5. Liaising with parents

Children's needs may be categorised into four main areas, these include:

1. Communication and Interaction (includes speech and language barriers, ASD)
2. Cognition and learning (includes dyslexia, dyscalculia, developmental coordination difficulties)
3. Social, Emotional and Mental Health (e.g. attachment, ADHD, ADD)
4. Sensory and/or Physical (e.g. physical disability, Visual or Hearing impairment)

Pupil Premium Funding (See *Inclusion Report*)

The full PP funding was not spent due to the restrictions in place during the lockdown and partial closure of schools.

For 2020-21 PP funding we should receive about £102,000 and will be spending the funding in a similar way; therefore the majority will be spent on staffing and providing additional tuition.

Whole School (incl EYFS) Profile

6 x pupils with an EHCP (3 in EYFS, 3 in Y4)- 1%

36 x pupils who are SEN Support- 9%

75 x Pupil Premium pupils (8 CIC/ post-CIC)- 18%

CPD

We have tried where possible to continue training to ensure we are continuing to grow and develop. Training has been carried out virtually and staff have taken part in many webinars to further their subject knowledge .

Subject Leaders in Maths and English have been meeting virtually to discuss national recommendations and themes including the best ways to reconnect, restore and recover learning within these subjects.

The Curriculum Leaders have provided in house training on ensuring the curriculum has a good knowledge base and how this may look in the classroom with practical ideas for staff on memory and retrieval.

The HT has joined training on assessment that has feedback to staff to help them connect with pupils and find out where they are. This has been complemented by the Curriculum leads considering feedback and questioning.

To support wellbeing the AHT has attended a 2 day Mental Health First Aid training that has provided useful resources to share with staff. Health and Safety training webinars for Covid and Epilepsy have also taken place.

SEF

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

Staffing

The following new staff have been appointed since the last report:

Miss A Paggett has been appointed as a TA from November to carry out a specific role in Year 1 and Year 2 as part of catch up strategies.

Mrs P Mburu has been appointed as an extra teacher in Year 4 from November to split the year group 3 ways as part of catch up strategies.

Virtual Parent/ Teacher Consultations

Feedback from parents:

92% Found the system easy to book their appointment

87% Found they were able to access their appointment easily for the meeting

80-93% parental engagement in each year group

In the future:

65% would prefer face to face meetings

35% would prefer online

Feedback from teachers:

100% Found the system easy to access

In the future:

27% would prefer face to face meetings

73% would prefer online

Virtual meetings have given teachers flexibility in terms of when they are able to hold their meetings. Teachers found them much more focused and private rather than being in the main hall. They were also efficient as the times were fixed. This will be something, along with parental views, the SLT will review ready for meetings in March.

Admissions

Open School Session for Potential Parents

Unfortunately these sessions have not taken place as we have had to limit the number of people on our site and the contact staff are having. We have organised a virtual tour of our school and a recorded HT presentation which have been added to our website for prospective parents to access.

<https://www.great-chart.kent.sch.uk/parents/admissions/september-2020-admissions/>

Quality of Education

The school has adopted a Recovery Plan to ensure all areas of school life affected by covid 19 are addressed. Year groups have produced brief reports to update the SLT and the Governors as to the current situation for Term 2.

Year Group Report Summary

- Pupil Wellbeing- Children are now well settled into school life. The school routine is structured and organised so that children have been able to adapt quickly. Parents have provided positive feedback about children's well-being at school. After a wellbeing survey, earlier this term, wellbeing results were positive.

Children are enjoying active PE lessons. Fitness levels are improving due to weekly fitness focussed lessons and mile-a-day. Some children are still reluctant as they are not as fit as they should be. Children are aware and confident with the hygiene procedures put in place. The children do not seem to mind or even notice that adults are wearing visors or masks. Zones of regulation and coping wheels together with circle times are allowing pupils time to discuss their fears and worries, as well as supporting them with coping strategies.

- Stamina- Children's stamina has improved as the term has gone on. They still get tired but are able now to control their emotions better. However there seems to be much more 'need' of help for individuals; independence is still lacking for some pupils.
- Challenges during Term 2- Having to juggle remote learning for those self isolating and then continuing to teach is a challenge. Where parental engagement is evident this is really benefiting progress, however we have a very large group of parents where parental engagement is low especially with regards to pupils being supported with their home learning. This is evident in upper KS2. This was discussed with our Improvement Advisor and seems to be quite common across schools. Parents are 'exhausted' by the lockdown and now that children are back full time are relinquishing the responsibility to support their child at home.
- Reading- The main issue with reading seems to be with the older children. Children are still not fully engaging in reading - both guided reading and reading for pleasure. Fluency in reading is noticeably weaker than in previous years, though the scholastic and reading challenges are helping this. In KS1 Reading and Phonics is going well. The children seem to have retained a lot and have been reading at home with their grown-ups. Initial analysis of phonics intervention shows good progress has been made by children receiving intervention. Also, those children remaining in the phonics lesson are having a positive impact too.
- Writing- In KS2 there has been a marked improvement in writing. Progress in some year groups is accelerating faster than in previous years. Attainment still remains lower. We are still working on handwriting for some pupils but more sophisticated punctuation and grammar has been introduced. Children are beginning to apply this knowledge but still need continuous reminders of the basics! In KS1 handwriting has much improved and pupils are writing more. Books show good progress.
- Maths- A noticeable difficulty for many year 6 children is quick times table recall. It has meant the multiplication and division block of teaching has been very tricky! In KS2 those children who had no support at home are finding reasoning and problem solving tricky as well as grasping some new concepts. However, pupils are progressing quickly and gaps are being filled. In KS1 it has been difficult for children to use manipulatives within their maths and the layout of the classroom has proved a challenge when pupils need support. However, pupils are making good progress.
- Parental engagement- Homelearning is still an issue and reminders have been sent out to encourage parents to engage with this. This was also discussed at parents evening. Virtual parents evening has worked well. Parents have commented on how happy their children are to be back at school. Teachers feel that parental engagement is low for some families. This may be because parents are saturated due to the lockdown and teaching at home.

The school is really pleased with how the children have coped this term. We are already seeing a transition back to our normal curriculum and this is quicker than we had at first predicted. Providing the school does not experience a huge amount of disruption, we are hoping children will have made good progress by the end of the year.

Pupil achievement and assessment update- (see *Whole school Achievement Report*)

Formative assessments have been carried out during Term 1 to establish where the children are in their learning. Some summative assessments have taken place but only to identify gaps in learning and not to analyse scores at this point.

Attainment is lower at this point compared to previous years, but this was expected. Pupils across the school are making accelerated progress and teachers have identified gaps and misconceptions, enabling them to plan next steps. During this period quality first teaching has continued to be the focus with only targeted interventions for specific children such as those with SEND.

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

Targets

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

Monitoring the Effectiveness of Teaching and Learning

Learning Walks to take place during Term 3 and 4. Union advice to members made it very clear that learning walks etc should not continue during this time as other members of staff should not be going into classrooms and mixing bubbles.

Subject Leader Update- Maths and English

Report to Governors- Term 2

Other subject Leader activities

Computing

Monitoring	Overview including strengths and weaknesses identified
Planning	Supported staff with new Progression/Planning grid from Mr P and Project Evolve.
Book Scrutiny	Looked at Year groups books showing examples of work done with the children in Term 1.

KS1 Science

Monitoring	Overview including strengths and weaknesses identified
Planning	Looked at KS1 Science planning. Looked at planning and crossed matched against Progression of Skills Made KS1 Progression of Skills format and highlighted areas covered so far
Book Scrutiny	Book Scrutiny - 2.11.20 EYFS - HAP,MAP,LAP of profiles - Understanding the World - Autumn / Healthy Eating Year 1 - Animals Including Humans in books - Seasonal Change as a Floor Book Year 2 - Animals Including Humans
Other	Updated Action Plan - incorporated Significant others in Science Both worked with Tanya to organise Garden Plots Plots cleared Resources bought - New Weather Station Organised Science Week -"Diversity"

KS2 Science

Monitoring	Overview including strengths and weaknesses identified
Planning	Checked that all 'Andrew Berry' science planning is in the curriculum folder for each year group.
Other	Books ordered to promote reading in KS2 linked to science Assembly created and shared 'Women in Science' to promote 'Equality and Diversity'

Foundation Subjects:

Staff have had one release day during Term 1 or 2 to look at plans and to research ideas to develop 'diversity' within their subjects. This information has been shared with teachers for their curriculum planning days.

Personal Development

Equality and Diversity

This term, we have focused on the implementation of celebrating and educating children about diversity and equality. This is something that was already apparent to see within the teaching and planning within the school. However, we have largely focused this term on staff reflection and how we can educate the children further in this area. Staff training, Black History Month, the purchase of new books, Year Group diversity audits and curriculum planning are some of the key ways we have developed in this area throughout the term.

Training

Mrs Sims has undertaken Diversity and Anti-racism training and fed the key elements back to all members of staff throughout the school. Teachers, TAs as well as other members of staff have continued to discuss this area and have reflected on their current practice and how this can be developed further. They have also considered how they can share their understanding of diversity, have open conversations in the classroom and educate the children on the importance of celebrating every element of diversity. Staff have been given Anti-racism and Diversity Guidance and have been encouraged to engage with a number of books, films and podcasts in this area.

Black History Month

During the month of October, every class participated in activities to celebrate Black History Month. The children learnt not only about influential black people in history but also about why we have Black History Month. For example, in Year 6, the speaking and listening task for the week was amended so that the children researched and presented about a person in Black History who they felt had made a substantial impact on the way we are able to live our lives today. Assemblies also focused on Diversity and equality throughout the month.

Year Group Diversity Audits

As part of the Diversity and Anti-racism training, an audit for each year group was provided in order to see where diversity was being included in each year group. This enabled teachers to see what they were currently doing and how they could extend this further. These audits will be reviewed again later in the year.

Mental Health & Healthy lifestyles

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

Relationships Education, Relationships and Sex Education, Health Education

Mrs Barker is planning to update our policy and work on a new scheme this term. This will be shared with Governors and parents during Term 3.

Time to Shine

Opportunities for children to share their interests and talents continue at a class level with class displays and time for children to talk about or share their interests. During our Friday Assemblies children have the opportunity to perform to a larger group. We also celebrate their achievements in the monthly newsletter .

Aspirations

We have continued to develop our Alumni and this term the children have been looking at powerpoint presentations from some of our ex pupils, finding out about their own journeys and the goals they had. The children have found these fascinating.

Behaviour & Attitudes

Behaviour

Policy

Zones of regulation have become fully embedded throughout the school and are proving to be really effective.

Monitoring

Pupil behaviour is regularly discussed at SLT and Phase meetings. The SLT monitors behaviour via our online system, CPOMs and will speak to pupils and parents with any concerns.
No Fixed Term Exclusions and no reduced timetables during Term 1 & 2

Race Equality Racial Incident Monitoring

- The school monitors racial incidents extremely well.

Bullying Incident Monitoring

- The school monitors all forms of bullying.

Safeguarding

Staff received the monthly newsletter from KCC and are regularly updated on any issues or concerns relating to safeguarding.

Attendance Sept- 27th Nov 2020

Groups	2017/18	2018/19	2019/20	Sept 2020	Nov 2020
Whole	97.04	97.2	COVID	97.66	97.9
Unauthorised	0.7	0.75		0.23	0.29
Authorised	2.25	2		2.1	1.8
PA (10%)	0.83	0.6		9.5	4.5
EAL	97.7	97.74		97.4	97.7
FSM	94.53	95.56		95.41	96.4
Pupil Premium	94.95	96		95.69	96.7
LAC	98.55	98.18		98.57	99.6
SEN Support	95.54	97.08		95.97	96.8.
EHCP	NA	93.42		90	98.1
Ethnicity (significant groups)					
White British	96.95	97.19		95.26	98.0
Black African	98.05	98.31		96.86	98.1
White & any other ethnic group	97.84	94.72		95.24	98.3

Early Year Foundation Stage

Pupil achievement and assessment update- (Whole school Achievement Report- Attached)

(On entry to school pupils should be achieving all of the strands in 30-50 months- secure, with some strands being met in 40-60 months- entering)

Baseline Sept 2020	Reading	Writing	Number	Com & Lang	Physical	PSE
%	ARE 30-50s	ARE 30-50s	ARE 30-50s	ARE 30-50s	ARE 30-50s	ARE 30-50s
EYFS 58	13	30	28	43	63	52
PP 9	11	11	11	22	44	44
SEN 1	0	0	0	0	0	0
Boys 33	21	21	33	42	55	52
Girls 25	41	41	22	44	74	52
Exceeding Exp	2	5	8	15	27	22

Baseline results are significantly lower compared to last year especially in the following areas: Reading, Writing (fine motor skills), Listening and Attention, Understanding and Speaking. There is a large gap between girls and boys for reading and writing, with girls achieving higher. However the gap is the opposite for maths.

Pupils have settled really well and are now starting to make accelerated progress from their starting points.

Year Group Summary

- Pupil Wellbeing- Children continue to enjoy school and routines are now very well established. Children are now given the opportunity to attend breakfast club. The curriculum has been adapted to enhance the teaching of emotions and understanding how we cope in certain situations.
- Stamina- Short inputs have been planned to build on stamina in all areas of learning. We are slowly building on practical teacher based activities to get them used to following instructions. Some recording in books has started for some children where appropriate.
- Challenges during Term 2- Initial assessments from baseline highlighted how low the cohort was in many areas. Maths, reading and writing is a focus, as well as speaking and listening. The curriculum continues to be adapted to their needs and interests. We found that running so many interventions was having a negative effect on the children in the intervention. It was the same children struggling in all areas and they haven't yet got the stamina to concentrate for that long. We reduced from daily to 3 x a week. This has proven to be more effective.
- Speaking & Listening- The children are given a language rich environment. We have been introducing opportunities for speaking in all lessons. In English we often use story prompts in inputs. The children discuss what story it could be from. We use role play outside and in the classroom to explore new language learnt. In Maths we have been completing many practical activities encouraging the development of their mathematical language. Our topic themes have been relevant to them and they have enjoyed learning about materials, healthy eating, looking after pets and Diwali. We provide many practical activities to encourage speaking and listening.
- Reading, Writing and Maths- In reading we have enhanced child initiated activities by using communicate in print. We are giving children lots of opportunities to read simple sentences and then to draw what they have read. Guided reading sessions have also started on a daily basis. The children read once a week with

the teacher. In Writing we have enhanced child initiated activities to encourage mark making, writing simple CVC words and sentences. We also use BEAM on a Friday with disco dough for fine motor skills. A pencil grip guide has been sent to parents with useful websites for ideas to do at home. Parents have also received a recorded phonics sessions to support them when helping their child at home. In Maths, children take part in a range of practical activities and opportunities to record their work daily.

- Parental Engagement- Every week home learning sheets are sent home. They explain what the children have been learning in the 7 areas of the foundation curriculum. Will also add useful links and ideas to help them at home. We added parents to Tapestry and can keep them up to date with their child's learning. A phonics session was provided virtually and sent to parents. Photos of their first writing assessment were loaded onto tapestry as well as pictures of their classroom.

EYFS Leader Activities

Monitoring	Overview including strengths and weaknesses identified
Planning	Planning being adapted weekly. Children have enjoyed Fairytale and fantasy in English. Maths we are working with numbers up to 5. We have introduced 5 and 10 frames and part part whole models. Topic sessions have been varied and interactive.
Data Analysis	Target tracker: Data completed using baseline results. The data has highlighted interventions needed for individuals and groups of children. Phonics tracker: Data shows that both classes have just 60% of the children knowing phase 2 phonemes. Blending and segmenting were still below 30% for both classes.
Book Scrutiny	English- Books have the same expectations and marking scheme. Differentiation evident. Maths- Books have the same expectation and marking scheme. Differentiation evident. Tapestry- A good range of observations completed for all pupils.
Other	Staff training Tapestry: 14th september Staff training Makaton: 16th September Assistant Inclusion Manager to support a member of the team with speech and language link 17th September Parents invited to tapestry 26.10.20 Virtual parents evening 9th November Phonic session to parents recorded 12.11.20 Report template to be organised

EYFS profile

3 x pupils with an EHCP
3 x pupils who are SEN Support
9x Pupil Premium pupils (1 is a CIC - Child in Care)

Future Dates

Full Governing Body Meeting

Thur 4th Feb 5pm
Fri 26th March 8.30am
Thur 20th May 5pm
Thur 1st July 8.30am