

GREAT CHART PRIMARY SCHOOL
HEAD TEACHER'S REPORT TO THE GOVERNORS – TERM 6 2021

Leadership & Management

School Strategic Plan- (Google: Governors: Strategic Plan 2021-22)

Priorities to be agreed by Governors- separate agenda item.

School Self Evaluation (Google: Governors: School Self Evaluation (SEF) July 2021)

Updated to reflect the Pandemic and the challenges ahead for the school

Covid 19 update (at the time of writing 22.06.21)

The school has continued to follow its covid 19 procedures in line with DfE guidance. We had hoped to invite parents to a number of events before the end of term but with the Government's announcement that they would be pausing any further relaxation of restrictions we have had to reconsider this. KCC has made it very clear in a letter to HTs and during a briefing session that they advise against inviting parents into school for events due to the logistics of being able to manage more people on site within the current national restrictions.

For this reason our new parents meeting has been pre recorded and sent to parents, meet the teacher sessions have also been pre recorded for parents to view. We will still continue with sports day and our picnic in the park but just with pupils and staff. The only events we will continue and manage within the guidelines will be the Y6 Leavers' Party and their end of year presentations.

Catch Up Premium

As part of the National Tutoring Programme the government will be introducing a grant payment to all schools, based on the number of pupil premium students. This payment is ring-fenced to fund tutoring provision that can be locally sourced by schools. This could include using teaching assistants, existing teaching staff or even local tutoring resources. No further information has been given to school with reference to how much we will receive.

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 will be continuing to use the following strategies to support pupils to catch up:

- Year 5 and 6 to be split 3 ways for English and maths
- Y4 to have an extra member of staff for whole class and smaller groups (Teach Direct Placement)
- TA apprentice in Y3 until December 2021
- Extra full time TA in EYFS to focus on communication and language development
- NELI language intervention in EYFS
- Extra tuition sessions in KS2

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

Improvement Advisor (IA)- Virtual Meeting

A virtual meeting with Jayne True took place in May 2021.

Areas discussed: Lockdown, Remote learning, Well being, Assessment, Governance, Safeguarding

Strengths:

- The school is operating well under the constraints of the pandemic due to the leadership of the school.
- Staff are highly committed to getting pupils back on track.

Developments:

- Developing subject leadership.

Agreed actions arising from this visit			
Action	Date	Who is responsible	Support source
To continue to focus on closing learning gaps	Ongoing	HT	
To continue to develop subject leaders	Ongoing	HT	

Commissioned support
IA commissioned for subject leadership development on the 2 nd July 2021.

Ofsted

All Governors to ensure they attend the LA Ofsted training

Strengths and Weaknesses document has been included in the Ofsted Grab folder: *Google: Governors: Ofsted*

Inclusion

Transition- Year 6 pupils:

Virtual meetings and phone calls have been taking place to share information with secondary schools and to flag up children who would benefit from additional support. Secondary schools have been told to cancel all transition visits this term following latest DfE guidance. Secondary school staff are still coming into school to meet with the children. Most secondaries will share transition videos for pupils so that they can get a feel for the layout of their new school as happened last year. They will hopefully carry out transition activities during the Summer. Pupil files will all have been delivered to secondaries by the end of the first week in September.

Transition- EYFS pupils (September 2021):

We are only holding transition meetings for our parents of SEN children where the need is very complex and requires greater planning. EYFS staff have been in contact with the nurseries/pre-schools to gather information on the children we are receiving in September. Visits for our most vulnerable children have been carried out. Two of our SEN pupils with an EHCP (due to their complex needs) have been offered a place for the Autumn Term at the Observation and Assessment Satellite provision at The John Wesley School. This is run by Wyvern School to support these pupils with transition. 1 /2 has definitely accepted a place. Transition sessions for our new pupils have been cancelled due to KCC advice.

High Needs Funding

All children with an EHCP (Education, Health and Care Plans) have HNF. There is the exception of one pupil currently in Year 4 who does not require 1:1 support. There are also some children who are currently SEN Support who have HNF because of their high level of need; these tend to be pupils who are likely to require an EHCP in the future.

Pupils in EYFS who attend the O and A (Observation and Assessment) Satellite Provision will have HNF applied for when they are transitioning over to our setting.

Current School Profile

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SEN Support	5	8	6	3	5	6	6
EHCP	3	0	0	0	3	0	0
Pupils with High Needs Funding	3 + 2 pending	1	0	0	2	0	0
Pupil Premium	10	12	10	12	11	13	15
PP + SEN	0	1	3	2	3	1	3

Inclusion Profile - current and September forecast

	June 2021	September 2021	Possible applications for EHCP assessment in 2021-22 academic year
Pupils with EHCPs	6 (3 x Year 4, 3 x EYFS) 1 of the pupils in EYFS will be leaving at the end of Term 6.	8 (3 x Year 5, 2 x Year 1, 3 x EYFS + possibly 2 others whose parents have made applications for an EHCP)	2 pupils in Year 1 1 pupil in year 2 We may also be directed to take two pupils from local schools in Y2 and Y4 who have an EHCP as parents are requesting their child attends our setting.
Pupils who are "SEN Support"	39 (6 of these are pupil in Year 6)	33 (Year 1 - Year 6) EYFS children will be added as needs identified.	

Governors should note that the added pressure on the Inclusion team is significant. This may be something the school will need to address in the future if the increase of pupils with HNF and EHCPs continues.

What is the pupil premium?

Introduced in 2011, **the pupil premium is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged children.**

This is based on research showing that children from low income families perform less well at school than their peers.

Often, children who are entitled to pupil premium face challenges such as poor language and communication skills, lack of confidence and issues with attendance and punctuality. The pupil premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates.

Who is eligible?

Primary schools are given a pupil premium for:

- Children in Reception to Year 6 who are **currently entitled to free school meals** based on their family income: £1345 per pupil, per school year

- Children in Reception to Year 6 who were **previously entitled to benefits-based free school meals, even if they're no longer eligible**: £1345 per pupil, per school year, for six years after they stopped qualifying for free school meals
- Children previously in care who have been adopted, or who have a special guardianship order, a child arrangements order or a residence order: £2345 per pupil, per school year
- Children recorded as being from service families: £310 per pupil, per school year

CPD

CPD has continued to be virtual and is likely to remain so for some time yet. This has enabled training to be completed. As a school we have made the most of training available during the pandemic. With wellbeing being a priority on the school plan training has been completed on both staff and pupil wellbeing through conferences and training.

There has been a variety of SEND training courses, including the Mainstream Core Standards, that the inclusion team and wider staff have attended to ensure they have relevant knowledge to support the needs of all pupils. The SENCO has also attended training on talking and drawing therapies that is recommended for some pupils.

English and Maths subject leaders have been able to maintain the updated information about their subjects through remote training during this time and have fed back relevant information to staff.

As we prepare to change our admin system the admin team has attended training to ensure a smooth transition across. This will be filtered out to staff in the coming term. This will also include Assessment systems.

With the changes in the EYFS curriculum staff have attended training on the key areas and used the ideas when planning and developing their learning experiences.

We have invested in Cross Curricular Orienteering resources that will benefit the school across the curriculum. Staff have had the initial training module and have another to come later this term. It will be another way to take learning outside.

First Aid training has also been completed to ensure compliance.

The SLT has been involved in Awareness in the Menopause training. The HT has kept up to date with Ofsted training and County HT webinars.

Staffing

Due to obtaining a recent High Needs Funding for 3 pupils, we employed two one to one Teaching Assistants from April, Mr Bagshaw and Miss Bissett and one more will join us in September, Ms Smith-Burden. Mr Birch was appointed for the post of Phase Leader for Years 5&6 and also English Leader. He will join us from September 2021.

We will be saying goodbye to the following members of staff at the end of Term 6: Mrs Holmes, Mrs Mburu and Mrs Connolly.

Admissions

Due to DfE guidance and KCC advice we have had to cancel our New Entrants Parents meeting. As an alternative we have sent out a recorded presentation to parents.

Change to the Schools Admissions Code

The changes include introducing more detail on the process for managing in-year admissions; changes to improve the effectiveness of Fair Access Protocols; giving children adopted from state care outside of England equal admissions priority as children who were previously looked after in England (the Code will refer to these children as "internationally adopted previously looked after children" or "IAPLAC"); and clarification of which address to use for the admission of service or crown servant children.

As this additional group of children will get the same priority as LAC and previously LAC in your admission arrangements, they should be added to this original criterion rather than being assigned to a criterion of their own.

Staggered start and finish times

The school has been able to review many organisational aspects over the last few months due to the pandemic throwing a completely different perspective on things. We have consulted with parents, staff and also the pupils to put together a plan which benefits the children, ensuring the best opportunities are made of teaching and learning.

The staggered start times in the morning, with children coming straight into class from the main gate, has resulted in a range of positives. Children have become independent, leaving their parents/ carers at the main gates. They come straight into school much calmer with no playground incidents for staff to have to sort ensuring learning opportunities start straight away. When children leave at the end of the day, they can easily see the adult collecting them, instead of having to fight through the hustle and bustle of crowds. We feel that these have been such positive benefits, so from September our arrangements will be as follows:

Model 3 (see below) was narrowly more popular with parents than the model will eventually choose but the significance was so small we felt we needed to select the model which was beneficial to pupils plus teaching & learning.

- KS2- Y3-6 (KS2 gate)
8:30am- 2:50pm- Y6 & 3
8:40am- 3pm- Y4 & 5
- KS1 (KS1 gate)
8:30am- 2:50pm- Y2
8:40am- 3pm- Y1
8:50- 2:40- EYFS

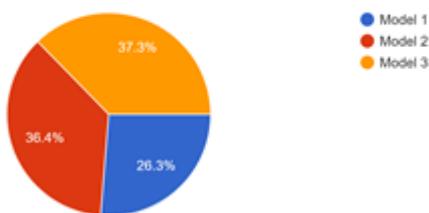
Y1-6 children will continue to be dropped off at the main gates and then go straight into school.

Continuing to stagger things in this way will also help us plan for any further potential covid disruptions.

Survey Results:

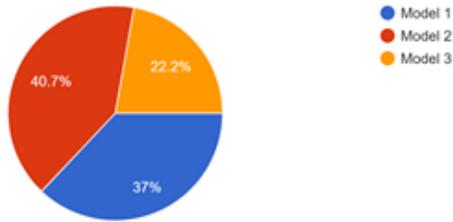
Parent Questionnaire

Please indicate below which model you would prefer
118 responses



Staff Questionnaire

Please indicate below which model you would prefer
27 responses



(Model 1:

Similar to our organisation at present but instead of 10 minute intervals we reduce the intervals to 5 mins starting from 8:30am

Model 2:

KS2- Y3-6 (KS2 gate)

8:30am- 2:50pm- 2x KS2 year groups

8:40am- 3pm- 2x KS2 year groups

KS1- EYFS- Y2 (KS1 gate)

8:40- 3pm- Y1 & 2

8:50- 2:50- EYFS

Model 3:

(KS1 & 2)

Children arrive between 8:30- 8:40 and come straight into school

(EYFS)

8:50am-2:50pm)

Class reorganisation for EYFS, Y1 and Y2

When classes are allocated before children start school, we only have very limited knowledge about all the individuals. We always try to have an equal balance within both classes such as ages, gender, ability and those pupils who require additional support. However, it has become evident that the balance between classes in EYFS and KS1 is unequal and so we have addressed this.

At the end of last year we had considered reorganising the classes but felt that it wasn't the right time due to how disruptive the year had already been for them.

During term 5 & 6 the year group teams have been successfully trialling some different class groupings and have now finalised this.

Staff have considered friendship groups but also the general profile of the class including the balance of pupils who need additional support. This will certainly be much more manageable for the class teachers in the future.

Parents have been informed and we will be starting our transition sessions so that they can spend time with their new teachers.

Quality of Education

Pupil achievement and assessment update- (reported during Term 5)

Subject Leader Update- Maths and English

Maths- Summer Term					
Monitoring	Overview including strengths and weaknesses identified	Action			
Planning	May 2021 CF (Maths Leader) disseminated to SLT info gathered at the Maths Leader Meeting re Curriculum Prioritisation and prepped at PP for staff on this.	SLT Led staff meetings to communicate to staff about maths prioritisation for Term 6 and into Term 1 2021 if necessary.			
Data Analysis	April 2021 Data Analysis in relation to effect of Progress/Achievement due to lockdown During this academic year, during Terms 1 – 4, the children have had less than 3 terms in school. The expectation is for children to make 1 step progress per term. The school's focus during Lockdown and Isolations was to practise and retain prior learning in order to ensure as many children as possible could meet age related expectations by the end of the academic year; much of the mathematical work during Term's 1 and 2 focused upon the vital areas of Place Value and the Four Operations. Some new concepts were also introduced. An area of mathematical learning that was very difficult to support during lockdown was talk for learning and the children being able to orally reason and share understandings.	Communicate the below findings: <table border="1"> <tr> <td>Analysis</td> <td>Apart from Y6, other year groups reflects the school's expectation of 85% of children making 2 steps progress or more during taught time at school.</td> <td>Y1 pupils have made exceptional progress. Y2 and Y5 reflect the school's expectation that 25% of pupils achieve beyond ARE</td> </tr> </table>	Analysis	Apart from Y6, other year groups reflects the school's expectation of 85% of children making 2 steps progress or more during taught time at school.	Y1 pupils have made exceptional progress. Y2 and Y5 reflect the school's expectation that 25% of pupils achieve beyond ARE
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Book Scrutiny					
Lesson Observation/ Learning Walk					
Data Analysis					
Collaboration with other school	None due to COVID a part from during Maths Leader virtual meetings				
Other	14.5.21 CF attended the virtual Maths Leaders' Meeting.	Fed back to SLT about CURriculum Prioritisation			

KS1 English- Summer Term		
Monitoring	Overview including strengths and weaknesses identified	Action
Planning		
Data Analysis	Data analysis of Phonics Tracker to be completed on management day 28.6.21	
Book Scrutiny	To be completed on management day 28.6.21	
Lesson Observation/ Learning Walk	English lesson observed by Alice Pagett (teacher training) 9.6.21 Feedback and positive findings discussed to use in her own teaching practise.	Feedback and positive findings discussed to use in her own teaching practise.
Collaboration with other school		
Other	Visiting author arranged- really well received by the children. Review of Reading carried out by English Leaders	Reading identified as a focus for the next academic year

KS2 English- Summer Term		
Monitoring	Overview including strengths and weaknesses identified	Action
Planning		
Data Analysis	Target tracker analysed for years 3-6.	Key points feedback to staff
Book Scrutiny	None due to COVID	
Lesson Observation/ Learning Walk	None due to COVID	
Collaboration with other school		
Other	<p>W/B 7th June - author Steve Clifford in school for 4 days and worked with every year group.</p> <p>W/B 28th June - working with Sarah Cadman- Reading Action Plan</p> <p>Review of Reading carried out by English Leaders</p>	Reading identified as a focus for the next academic year

Personal Development

Relationships Education, Relationships and Sex Education, Health Education

See separate agenda item

Behaviour & Attitudes

Safeguarding

All new members of staff have received safeguarding training. The new Child Protection Policy has been updated and agreed by Governors. *May 2021*

All governors to remember to sign the google form in the policy folder 2020-21 (Safeguarding)

Filtering systems monitored by the DSLs. No incidents have occurred.

Attendance Sept- May 2021

Groups	2018/19	2019/20	Sept 2020	Oct 2020	December-21	May-21
Whole	97.2	COVID	97.66	97.74	96.64	97.05
Unauthorised	0.75		0.23	0.3	1.24	0.85
Authorised	2		2.1	1.96	2.12	2.09
PA (10%)	0.6		9.5	7.36	10	8.5

EAL	97.74		97.4	97.6	97.4	97.46
FSM	95.56		95.41	95.58	93.7	94.49
Pupil Premium	96		95.69	95.92	94.2	94.69
LAC	98.18		98.57	99.22	99.3	95.91
SEN Support	97.08		95.97	95.61	94.66	95.55
EHCP	93.42		90	97.44	98.76	90.5
Ethnicity (significant groups)						
White British	97.19		95.26	95.93	94.69	96.9
Black African	98.31		96.86	97.62	98.2	98.28
White & any other ethnic group	94.72		95.24	97.3	98.57	98.25

Early Year Foundation Stage

EYFS Leader Activities

Summer Term		
Monitoring	Overview including strengths and weaknesses identified	Action
Planning	Planning continues to be reviewed to match the interest of the pupils	Following on from Ruth Swailes training restructure morning groups for deeper level thinking/learning opportunities. Groups to stay in their room all morning and complete a teacher directed led Maths and English. This will also help with stamina for Year One.
Data Analysis	Phonics tracker End of year teacher assessments results. In line with the new reporting arrangements, pupils have been judged as emerging or expected. (Exceeding no longer exists) Training to take place for the new Baseline Assessment	To highlight the prime areas of importance when analysing data Analysis to be shared with Y1 staff and English Leader Writing down due to Lockdown and the impact of covid. Target tracker doesn't reflect the progress they have made but they haven't had the opportunity to mark make and record like previous cohorts.
Book Scrutiny		To consider floor books for subject leaders. As many opportunities arise that aren't recorded. Consider the use of tapestry for the more wow moments and floor books for curriculum covered.
Lesson Observation/ Learning Walk	Ruth Swailes visit: see below	
Collaboration with other school	CATS meeting organised for the 29th June to discuss the new framework. Contacted Claire	

	Smith from Downs View regarding floor books due to change in assessment recording for next year.	
Other	<p>Training carried out to understand the expectations of the new EYFS curriculum:</p> <ul style="list-style-type: none"> • Early Years Maths • Understanding of the world <p>Supervision carried out on all staff in terms 5 and 6.</p> <p>Transition sessions for EYFS to Y1 being organised</p> <p>New Parents Meeting recorded</p>	

Ruth Swailes (IA visit)

Ruth Swailes has been working with the EYFS team and leader throughout the year. This has been completed through a series of virtual meetings. In May 2021 Ruth was able to visit the school.

The visit focused on the following: challenges within EYFS, learning environment, monitoring activities, outside environment and new curriculum.

Agreed actions arising from this visit			
Action	Date	Who is responsible	Support source
To devise a transition plan so that children have a smooth transition to KS1 in the summer	June 14 th 2021	EY and Y1 team	
Look at assessment – and tracking documentation	September 21	EY lead and SLT	
Ensure that the importance of prime areas is recognised and emphasised throughout the provision	Ongoing	EY lead and SLT	
Consider removing the table from the maths area to aid access to resources	July 21	EY team	
Consider leaving a table or area empty in the morning to allow the children to self – select resources	June 21	EY team	
Develop a high quality book area	July 21	EY team	
Combine the two maths areas into one to make room for the book area	July 21	EY team	
Look at the use of the outdoor provision and discuss the advantages and disadvantages of free flow from September	July 21	EY team	
Continue to review the resources, removing any items which don't provide sufficient challenge	Ongoing	EY team	
Develop the outdoor role play area	October 21	EY team	

Ruth Swailes will continue to support the EYFS team next year.

Transition

Unfortunately transition sessions for our new EYFS pupils have been cancelled due to covid 19 restrictions. We have reviewed our Induction arrangements for September to address this.

Transition sessions for our current EYFS pupils will continue this term with a strong focus on information being shared between EYFS and Y1 staff.

Once EYFS children start in Y1 from September we have reviewed the organisation to reflect the needs of the pupils. Half the cohort will continue to cover the EYFS curriculum as they are not quite 'school ready'. The remainder will start the National Curriculum. Year 1 staff are working with EYFS staff to ensure they are upskilled for this challenge.

EYFS profile

SEN Support	5
EHCP	3
Pupils with HNF	3 +2 pending
Pupil Premium	10
PP + SEN	0

Future Dates

Wed 1st September – Visioning Day to be arranged with Chair

Pay Committee Meeting - To be arranged at the FGB meeting - needs to be carried out in Sept/Oct

Tue 21st Sept - 10am - Headteacher's Performance Management - Mrs Walsh, Mr Fitch, Mrs Windle

Full Governing Body Meetings:

Thur 14th Oct 21 - 5pm

Fri 10th Dec 21 - 8.30am

Tue 8th Feb 22 - 5pm

Fri 25th March 22 - 8.30am

Wed 25th May 22 - 5pm

Fri 8th July 22 - 8.30am