

GREAT CHART PRIMARY SCHOOL
HEAD TEACHER'S REPORT TO THE GOVERNORS – TERM 3 2025

Leadership & Management

The Empowerment Approach has been introduced and will become a huge focus for staff and children for this year and next year. Each week children are being introduced to a specific part of the programme consistently across the school. Parents are being kept up to date each week so they can be involved too. This approach will ensure consistency throughout the school and increase children's understanding of themselves and others so that they are at their brain best for learning and play.

Action: Governors to ask children about The Empowerment Approach during their year group visits.

School Context

Current Contextual Information	School (Term 3 2025)	National Averages Jan 2024 (2025 figures have not been released)
Number on roll	422	276
Attendance	96.1 % (Jan 2025)	94.2% (2022-23)
Persistent absentees	11.1% (Jan 2025)	22.3% (2022-23)
English as an additional language	25.36%	22%
Entitled to FSM	17.3%	24.6%
Pupil Premium	18.25%	26.9%
SEN	15.64%	14.1%
SEN (EHCP)	2.61%	3%
SEN (EHCP) including Goldwell class	5.29%	
Exclusions- Fixed Term	0	4.13%
Exclusions- Permanent	0	0.05%
Wyvern Satellite Provision	<i>12 KS2 pupils from our local Special School have joined our school. Pupils are included in many curriculum activities.</i>	

Strategic Plan 2024-25

1a. To ensure consistency of the teaching of reading across the school moving from a blended approach of guided reading and whole class daily reading sessions to a greater emphasis on whole class daily reading sessions.

1b. To continue to drive to raise the standards of writing throughout the school to reduce the data gap between reading and writing for all pupils. To increase the number of pupils achieving greater depth in writing.

2. To ensure a clear progression of learning within maths teaching across the school to ensure pupils use a range of strategies and methods to investigate, solve and reason.

3. Effectively review and evaluate the impact of the foundation curriculum subjects on pupil achievement- are children knowing and remembering more? Establish strategies to assess pupils and to implement manageable recording systems for all subjects.

4. Implement and embed The Empowerment Approach to behaviour and inclusion across the school and the wider school community to ensure pupils feel happy, safe and secure, and to establish a positive learning environment.

5. Through the EYFS curriculum, to develop an understanding and appreciation of cultural diversity enabling pupils to learn to see the world from different viewpoints and instilling respect for others' beliefs and practices.

The full document can be found in the Governor section of Google Drive. **Governors need to be aware of their responsibility areas when monitoring and add their monitoring visits to this document.**

Governance

Governance Strategy 2024-25

1. Support the school to implement the 5 year plan. Establish how it is monitored and reviewed .
2. Building the team to ensure governors carry out their core responsibilities and integrate fully into the life of the school

The full document can be found in the Governor section of Google Drive. **Governors need to be aware of their responsibility areas when monitoring and add their monitoring visits to this document.**

Strategic Plan

The HT and a member of the working party will be attending a Leadership Conference in March to present how the Strategic Plan was formulated.

Ofsted

No update

Staff Well being

Mental Health and Wellbeing covers many stakeholders in our school community including pupils, staff and parents/carers. As such there are a number of staff responsible for this area, working together for the best outcomes. The demands of the job, working in education, are well documented and staff are very aware of the demands and the ways in which the school encourages a balance to prevent burn out.

As a school we are always moving forward in our efforts to provide the best outcomes for our pupils. Staff are passionate about their work and always give their best.

Wellbeing incentives need to be meaningful in terms of managing workload and maintaining balance. As such staff say the most effective wellbeing tool is 'time'.

The provision of planning days for year group teams and subject leader release to focus on school priorities are certainly the most popular and effective ways to enable staff to manage their workload.

Alongside this, other initiatives can help staff feel they count and are thought about:

- Deserving December - treating staff to tea, coffee, hot chocolate, mince pies at a busy time of year.
- Wellbeing days in class October 2024 and Feb 2025 - off curriculum with new activities for pupils to enjoy.
- Well being signposts and positive messages shared as appropriate. Following training by Schools Advisory Service Wellbeing Support, staff have been provided details for the App that will enable them to access a wide range of support for free. This has been shared twice in this period as a reminder that it is there. As a school all staff (teaching and non teaching) are able to access this support.
- Parent/ FLO drop in clinics to encourage parents to seek support where necessary.
- Training to be Everyday Active School has a strand to focus on staff wellbeing. As part of this we will set up a list of activities/classes that may interest people and encourage them to be more active, in turn improving their well being.
- The Empowerment Approach is being delivered to all pupils and the use of coaching techniques and focussing on the 5c needs can help the children to be ready for learning and play.

Safeguarding

Reported separately

IA Meeting (Improvement Advisor KCC)

Karen Slade, our Improvement Advisor, visited us on the 17th October. A full report was sent to the CoGs and the Vice Chair. Safeguarding compliance was carried out and all checks were completed. No action points were identified. Key stage results were discussed along with the school development plan priorities and SEND challenges. A learning walk took place throughout the whole school.

Action:

1. Leaders to consider how the current excellent standard of provision can be sustained in the current financial climate without it compromising on the quality of provision and outcomes for pupils.
2. Leaders begin to formalise their current succession planning discussions in preparation for 'if and when' more experienced members of staff decide to leave, in order that all aspects around the quality of provision remain uncompromised.
3. IA to work with leaders to carry out a deep dive into reading and writing to review the impact of the planned actions as outlined in the SDP, with a focus on SEND pupils and the 'keeping up approach' with reading etc
4. IA to share any updates regarding the Locality Model, as and when received.

SEND

Inclusion Profile Update - January 2025

- Monitoring (those who are at risk of becoming SEN / cause for concern has been raised) = 71
- SEN Support = 56
- EHCP = 11 (Educational Health Care Plans)
- Total SEN (SEN Support + EHCP) = 67 (16%)

Children currently with High Needs Funding:

2 in EYFS with 1 application recently made for a new pupil directed to take.

1 in Year 1
4 in Year 2
4 in Year 3
6 in Year 4
3 in Year 5
1 in Year 6

Children currently with EHCPs:

1 in EYFS (new pupil directed to take)

1 in Year 1
2 in Year 2
2 in Year 3
3 in Year 4
1 in Year 5
1 in year 6

Number of referrals made by the Inclusion Team since September 2024 - all these referrals would have necessitated meetings.

Autism = 6 (EYFS -Year 6 pupils)

ADHD = 5 (from Y2 upwards)

Occupational Therapy referral = 1 pupil (EYFS and Year 1)

SALT = 3 (EYFS) + 1 to make

SEND: Information regarding the Communities of Schools:

Communities of schools are organised in line with NHS Primary Care networks to create geographic structures which can support meeting needs locally.

We are part of the Ashford Medical Partnership and our community includes the following Schools:

Primary:

Ashford Oaks
Beaver Green
Chilmington Green
East Stour
John Wesley
St Simon
Willesborough infants and junior

All through:

John Wallis
Wyvern (Specialist Provision)

Secondary:

Chilmington Green

There is a long term vision in Kent to improve the joint commissioning of community services, SEN therapies services, Physio, Occupational Therapy and Speech and Language.

The first stage of the joint commissioning of services with NHS will begin in September 2025.

The communities of schools will:

- Address specific local needs
- Share best practices for SEN inclusion in mainstream settings
- Review local SEN, education and other relevant data to identify trends and issues
- Be flexible to adapt approaches as needs evolve
- Discuss provision and agree coordinated approaches
- Coordinate allocation of specialist SEN resources and support
- Ensure fair and effective distribution of resources across the community

Every community will have a chair who will be appointed from outside their community.

Pupil Premium

- 19% (78/420) of all pupils are known to be Pupil Premium (children considered disadvantaged)
- 30% (20/67) of the children who have SEN are Pupil Premium
- 73 FSM / Ever 6 (*Free School Meals*)
- 4 = post LAC (adopted)
- 1 Service Child

The updated Pupil Premium Statement can be viewed on our website:

<https://www.great-chart.kent.sch.uk/learn-more/pupil-premium/>

CPDL (*Continued Professional Development and Learning*)

The focus of training has been around the school plan with The Empowerment Approach being our key training package. Training has been delivered at all levels to all staff, including midday supervisors. Parents will be offered training in April also. The Approach has been received positively by staff and it is being delivered to pupils in small chunks throughout the year. The language of Empowerment is already evident in classes across the school and we are excited to see the positive impact on learning and behaviour.

The curriculum continues to be developed within school with subject leaders providing training at phase and staff meetings to develop practice within their subject. Training shared then provides a basis for monitoring of the curriculum throughout the year.

This year we have received staff training to become an Everyday Active School - this is a program run by Active Kent and Medway and is a way to increase the amount of physical activity pupils and adults do on a daily basis. It will be an ongoing development of curriculum time, school clubs and break/lunchtimes.

Safeguarding is a vital area with different areas highlighted at each meeting. This way the message remains high priority but in manageable chunks. Designated Safeguarding Lead training has been updated and all staff have received training on the Prevent strategy - tailored to our local area. We have also covered Trauma Informed Practice which dovetails with the new Empowerment Approach.

Alongside this we have reviewed our Lockdown Policy and staff have had practical training on procedures.

SEND has been a high priority due to the increase in more complex needs across the school. Speech and Language training on Helping Children Communicate was undertaken by a member of staff to share with the inclusion team and staff. The SENDCO has also attended a festival of inclusion to ensure the most current information is received and actioned within school.

There has been finance training for the School Business Manager in terms of crucial budget setting information and personnel training for the headteacher around difficult conversations, succession planning and recruitment, safeguarding and dealing with allegations. This training ensures the school remains in a position to deliver an outstanding education.

SEF

The school self evaluation (*SEF*) document has been reviewed and updated by the SLT and wider leadership team - (Google Drive).

Staffing

One Teaching Assistant left for promotion. She is not being replaced due to upcoming changes to funding. Current staff are being offered some extra hours to help with support.

Casual Relief Caretaker fully retired in December. We are not able to recruit, current cleaning staff will be helping with locking up from now on.

Performance Management

Mid year reviews will take place during Term 4

The HT's Performance Management Group will be carrying out the HT's review during Term 4.

Admissions

Since September 2024 we have had 4 children leave our school. 1 moved out of the Singleton area and is attending another school local to them. 1 moved out of the county and is attending another school local to them. 2 are being home educated. The school has completed and submitted all the necessary paperwork to KCC for these two children in terms of safeguarding them.

Quality of Education

Achievement

Key Stage 1 SATs

Assessment at the end of KS1 is non-statutory. The reception baseline assessment will be used to measure primary progress. Optional tests will be used for some children to compliment teacher assessments at the end of KS1.

Year 1 phonics

These will take place W/C 9th June 2025

Y4 Multiplication Checks

These will take place from Monday 2nd June 2025

Key Stage 2 SATs

SATs tests will take place between the 12th-15th May 2025.

We will need to nominate a governor to review SATs security arrangements.

Whole School pupil achievement and assessment update Term 2 - (google doc - attached plus presentation during the meeting) ***please note the Term 2 data may not match the number of children in each contextual group as these numbers and targets have been updated to reflect the census and outcomes of the pupil progress meetings since the last data drop.***

Reading - Reading continues to be the stronger subject and with the changes to our reading in KS2 we are already seeing some positive results. The changes to reading in KS2 have been gradual but the increase to whole class reading sessions should be moving on quite quickly from Term 3. Interestingly in Y1, Y4 and Y6 boys have out

performed girls. In Y5 PP pupils have attained really well although historically this has always been the case for this cohort.

Writing - Writing continues to see the lowest results, however they are more positive than the same period last year. We are having a huge focus on presentation and handwriting currently as we have noticed a slight change throughout the school which may be as a result of the changes of introducing cursive script slightly later. Girls have outperformed boys in all year groups except in Y4 and Y6.

Maths - Maths results are positive throughout the whole school. Boys outperform girls in every year group except Y6 and Y3. In some year groups SEN pupils have achieved well as have PP pupils.

Monitoring the Effectiveness of Teaching and Learning

Learning Walks are taking place for the remainder of the year conducted by the Leadership Team and core subject leaders. We will be monitoring the implementation of the SDP for priorities 1a, 2 and 3 (Reading, maths and curriculum)

Personal Development

Curriculum

Children will be learning about themselves through The Empowerment Approach programme. The aim is for children to identify their needs so that they are ready for learning and play. The whole programme will take time to embed as everything is being broken down into bite sized chunks. The children have responded really well to what has been introduced so far: Good for Me, Good For You, Good for Everyone and the 5Cs. During Term 4 they will be learning about their brains.

Pupil Voice

Pupil voice has taken place across many of the subject areas. Pupil voice has also taken place for online safety and during anti bullying week. Any concerns or actions have been raised with staff and incorporated into circle time and PSHE. The school council members have provided a suggestion box in the main reception area for pupils to have their say.

Pastoral support

Through our high quality pastoral support at all levels, pupils are very well supported. The Empowerment Approach will also form part of the support and interventions we give to children and families.

Mrs Ostridge continues to provide valuable support for our children and families. She has provided drop in clinics for parents this term.

Behaviour & Attitudes

Values

Values will continue to be a very strong focus this year and we will continue with a different value being focused on each term. The value for Term 3 is Responsibility, for Term 4 will be Resilience.

Due to our consistent behaviour approach and embedded values, pupils behave with high levels of respect for others and have very positive attitudes towards their learning.

Parents can use Class Dojo to track their child's Dojo points and House points within the class.

Monitoring

Pupil behaviour is regularly discussed at SLT and Phase meetings. The Leadership Team monitors behaviour via our online system, CPOMs (recording system) and will speak to pupils and parents with any concerns. Through our learning walks and informal walks around the school Behaviour for Learning is very effective and engagement levels are high.

No Fixed Term Suspensions and no reduced timetables during Terms 1-3.

Attendance

(Dec 2024)

The HT has reviewed roles and responsibilities of members of staff involved with Attendance. They now form part of a wider Attendance Team.

Attendance is monitored daily by the Attendance Team and all concerns relating to attendance and punctuality are discussed at SLT meetings. Weekly, termly and yearly attendance is monitored very closely and strategies are employed to address any concerns: monitoring letters, meetings, fixed term penalty referrals.

All staff take responsibility for good attendance. This is rewarded weekly and termly with our football goals and then our wheel of fortune attendance celebration.

Any families with persistent absence causing concerns have had monitoring letters, attended meetings and have to provide medical evidence. We are working closely with all the families to ensure that they provide medical evidence for future absences. We have 2 pupils currently on reduced timetables which impact the statistics.

For our EHCP pupils we have analysed the reasons for their absence:

1 pupil is highlighted as being persistently absent but has now left the school.

For our SEN pupils we have 2 pupils currently on reduced timetables.

The HT and members of the Attendance Team are part of the CATs Attendance group and meet 3 times a year to discuss challenges and consistent approaches.

Groups	2022/2023	2023/2024	October-24	December-24
Whole	96.2	96.52	96.47	95.8
Unauthorised	0.78	0.81	12.59	0.71
Authorised	2.96	2.67	2.78	3.41
PA (10%)	5.6	5.28	9.26	8.1
EAL	96.5	96.6	96.5	95.9
FSM	94.28	94.8	95.3	94.1
Pupil Premium	94.42	94.93	95.3	94.1
LAC (8)	96.12	96.84	93.5	92.7
SEN Support	94.13	94.70	94.6	93.4
EHCP (8)	95.53	95.51	98.02	95.5
Ethnicity (significant groups)				
White British (300)	96.27	96.4	95.5	95.5
Black African (20)	97.34	97.63	98.8	97.7
Indian (22)	95.65	94.3	98.2	97
Any other white background (23)	97.44	97.83	97.6	93.5
Pakistani (7)	93.89	96.16	96.8	97.7
Bangladeshi (7)	99.15	97.39	96.7	95.6
Chinese (3)	99.47	97.72	98.3	98.3
White & Black Caribbean	96.2	96.37	98.5	97.6

(7)				
White & Asian (5)				96.2
Any other Asian Background (8)				96.2
Any other mixed background (9)				97
				94.7

Early Year Foundation Stage

EYFS profile

Current data - January 2025:

1x EHCP pupils - (we will be applying for 2 children when we have enough evidence)

6 x SEN Support

Total = 7 pupils with SEN

11 pupils are on "Monitoring"

3 x Pupil Premium pupils

Pupil achievement and assessment update 2024-25 - (google doc - attached)

At this point in the year the majority of pupils should be 'Reception Emerging'. PSED results are lower than last year and will impact our Good Level of Development percentage at the end of the year. Although a complex year group results for reading, writing and maths are positive for this time of the year. Nationally, schools have seen a decline with much research relating to the impact covid had on these children as they were babies and had restricted interaction with others.

For reading boys results are higher but in all other strands girls are out performing the boys which is the usual pattern. Also we have 2 SEN pupils who are boys and they are extremely complex.

By the end of EYFS pupils are expected to have achieved a Good Level of Development (*GLD*) and be 'School Ready'. A Good Level of Development doesn't take into account all 17 strands but to achieve GLD pupils need to be at the expected level in all the prime areas and some of the specific areas.

General Update

The children are continuing to settle into our community at Great Chart. They are becoming more engaged and are developing a positive attitude towards learning. They are being well supported in all areas and consistent interventions are being delivered. Mrs Eyres continues to support children with Speech and language needs. She provides daily support for the children. We are developing our curriculum to celebrate our diverse cohort. We have planned our learning around upcoming festivals that our families celebrate.

We have also been looking into the latest government publication on building strong foundations in the Early years. We are reflecting on our practice and considering how we develop this area. We run our Early years with the focus on the children being ready for Year one. Our children are encouraged in all areas of learning and the way we organise our day does not allow them to opt out of learning. We have a clear curriculum for all learners that is creative and aspirational. As we have more complex children going through to Key stage 2 this document will be shared with all year groups. We feel that we have strong foundations in place but there are areas that we still need to develop. We also need to consider our EYFS policy as this needs to reflect what we have in place.

<https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school>

(short presentation made by Mrs Pang- see PDF on agenda item folder)

Future Dates

Friday 28th March 8.40am – **Governing Body Meeting**

Wednesday 21st May 5pm – **Governing Body Meeting**
Saturday 21st June – School's Summer Fete – help welcome
Friday 4th July 8.40am – **Governing Body Meeting**