

GREAT CHART PRIMARY SCHOOL
HEAD TEACHER'S REPORT TO THE GOVERNORS – TERM 5 2025

Leadership & Management

With increased information regarding High Needs Funding and the Community of Schools plan, the school is beginning to move ahead with planning for the next academic year. For some of our pupils who receive High Needs Funding there will be a drop of 25% in their funding. This will have a substantial impact on our budget. For any further financial support we require, perhaps for pupils moving to the school, we will have to apply to the Community of Schools. However, this budget is very limited and so the school will need to be creative as well as reactive to the challenges facing us next year. (Mrs High to update Governors in the FGB meeting)

With the reduction of the High Needs Funding the school needs to ensure that staff are deployed effectively to support the needs of the children. For this reason we are consulting with TAs (Class based TAs and 1:1 TAs) to move them all across to the same Job Description so that we can deploy them across the school to work with individuals, groups and whole classes. We are also ensuring that children no longer become reliant on the same member of staff. This will give us greater flexibility to address the needs of the school, year groups and classes. It will also provide opportunities for TAs to develop new skills.

We are extremely pleased with the transition to the new catering company, Independent Catering. The standard of food and the choice on offer has certainly improved. The whole dining experience is also so much more positive for the children. They now have table cloths, cutlery pots and bread pots on each table. The children are becoming much more independent, supporting each other and pouring out their own drinks. Mrs Page has been instrumental to the success of the transition and continues to work closely with the company.

Action: Governors to understand the challenges facing the school in the next academic year

School Context

Current Contextual Information	School (Term 5 2025)	National Averages Jan 2025
Number on roll	422	276
Attendance	96 % (May 2025)	94.5% (May 2025)
Persistent absentees	5.2% (May 2025)	15.7% (May 2025)
English as an additional language	25.36%	22%
Entitled to FSM	17.3%	24.6%
Pupil Premium	19.19%	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

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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. This shared approach ensures people know who they can go to for support and advice.

As the years move on the approach to wellbeing has moved away from 'gimmicks', that although very nice, do not impact workload.

Most recent initiatives:

- Easter staffroom treats.
- Planning days for teachers in terms 3 and 4. This remains the most popular initiative for teachers. Time to work together is very gratefully received.
- Subject leader release time to implement new curriculum initiatives.
- Well being signposts and positive messages shared as appropriate - highlighting Education Support available. Staff Meeting demonstrating the support available on the app.
- Parent/ FLO drop in clinics to encourage parents to seek support where necessary.
- KAE parent/child workshops to encourage and support parents/carers.

Areas identified for Term 5 and 6 - Staff and parent questionnaires to gain feedback and help with forward planning. Ideas for activities locally for parents and staff ready for the summer holidays.

Safeguarding

Reported separately

IA Meeting (Improvement Advisor KCC)

Karen Slade, our Improvement Advisor, will be visiting us again on the 5th June 2025.

SEND

SEN = 15.5% (56 pupils)

EHCP= 9 pupils

21/56 (37.5%) of SEN are also PP

SEND: Information regarding the Communities of Schools- separate presentation by Mrs High

Pupil Premium

18% of all pupils are PP
71 FSM/ Ever 6
4 adopted (post LAC)
1 service child

CPDL (*Continued Professional Development and Learning*)

With budget constraints it has been even more important to ensure CPD is high quality and impactful on the teaching and learning within school.

The curriculum continues to be developed within school with subject leaders providing training for teachers and TAs to upskill them. We are using the vast experience of the staff to share the knowledge. We have been learning about Whole Class Reading and how it looks in the classroom and continuing with the Empowerment Approach. As part of the focus on knowing more and remembering more all staff have continued to discuss retrieval and implementing it in their daily lessons at team meetings.

Safeguarding is a vital area with different areas highlighted at each meeting. This way the message remains high priority but in manageable chunks. Safer Recruitment Training has been completed by members of the SLT.

SEND remains a high priority due to the increase in more complex needs across the school. With the changes in Kent the HT and DHT have been going to meetings and training to try and understand how that will look for the school as we move forward. Unfortunately there is lots of information, but nothing concrete that will help with ensuring provision for pupils. Three TA's have attended Sensory Circuit Training locally and shared their knowledge within the team. They are also becoming the sensory circuit champions working with pupils from a range of year groups for the best outcomes.

The Empowerment Approach continues to be a key focus across the school. The curriculum leaders have provided teaching resources to all staff so there is a consistent message being given through the lessons. This has also been shared with parents, including an opportunity for parents to hear Kit Messenger speak about the approach. Moving forward we will be looking at developing coaching for progress across the school.

We have linked with local schools for a writing moderation discussion and as part of the Assistant Headteacher group to ensure we are collaborating and sharing more widely. It also provides opportunities to bring back 'golden nuggets' that we can use.

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. He is not being replaced due to upcoming changes to funding.
One member of the cleaning team will be retiring in the summer. We are currently advertising for her position.
Assistant Site Manager will also be leaving in the summer and his position is also being advertised.

Performance Management

All mid year reviews were completed during Term 4.

Admissions

The school received 224 applications for the 60 places for September 2025.
60 children were offered a place in April and they have all accepted their place. The induction process will start during term 6 with 3 settling-in sessions for children and one evening parent session on 11th June.

Quality of Education

End of Key Stage Assessments

A security check was carried out by the Chair of Governors on the 7th May 2025. The report was shared with Governors.

KS2 SATs have been completed and sent off for marking. Results will be available for schools to view on the 8th July. We offered breakfast each morning to all Year 6 pupils and then invited them to a celebration breakfast once the tests were completed.

KS1 SATs teacher assessments are no longer statutory. We will be continuing to use some papers with some children to support teacher assessments.

Year 1 phonics

These will take place W/C 9th June 2025

Y4 Multiplication Checks

These will take place from Monday 2nd June 2025

Achievement

Whole School pupil achievement and assessment update Term 4 - (google doc - attached).

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 are continuing to learn 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, the 5Cs and the brain series. During Term 5 they will be learning about their strengths. Parents accessed an online parent session led by Kit Messenger.

The school garden, as part of the climate action plan, is being developed and all the children are being given an opportunity to plant and care for the garden. We are hoping to produce potatoes, onion, garlic, beetroot, cabbages, lettuce and beans for the kitchen.

We are also having Power Down Days throughout the year to support our Climate Action Plan.

Pupil Voice

Pupil voice has taken place across many of the subject areas including for whole class reading. The school council members have provided a suggestion box in the main reception area for pupils to have their say. Children have also been able to comment on the new school meals.

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.

Annual Parish Council Meeting

Year 6 children will be attending the Annual Parish Council Meeting with me to present a report about everything we have been doing over the year: Empowerment Approach, Eco Warrior and School Council activities, St Mary's Church time capsule, Remembrance Day and commemorating VE Day, Litter Picking and Road Safety.

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 5 is Kindness, for Term 6 will be Independence.

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, linked to behaviour, have been used during Terms 1-5.

Attendance(April 2025)

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 stars 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 1 pupil currently on a reduced timetable (unrelated to behaviour) which impacts the statistics.

It should be noted that there is a sudden drop in the attendance of some of our Indian families. Although they have tried to take holidays during the allocated school holiday time, some families have gone to India for special festivals and celebrations and so extended their holiday into term time.

Other families have taken 4 days off at the beginning of Term 5 and then during the May bank holiday week due to. Although these absences will be unauthorised we are unable to refer for a Penalty Notice.

Groups	2022/2023	2023/2024	October-24	December-24	April 2025
Whole	96.2	96.52	96.47	95.8	96.1
Unauthorised	0.78	0.81	12.59	0.71	0.7
Authorised	2.96	2.67	2.78	3.41	3.28
PA (10%)	5.6	5.28	9.26	8.1	6.87
EAL	96.5	96.6	96.5	95.9	95.62
FSM	94.28	94.8	95.3	94.1	94.4
Pupil Premium	94.42	94.93	95.3	94.1	94.44
LAC (3)	96.12	96.84	93.5	92.7	95.33
SEN Support	94.13	94.70	94.6	93.4	94.08
EHCP (8)	95.53	95.51	98.02	95.5	96.02

Ethnicity (significant groups)					
White British (300)	96.27	96.4	95.5	95.5	95.35
Black African (20)	97.34	97.63	98.8	97.7	97.51
Indian (22)	95.65	94.3	98.2	97	95.98
Any other white background (23)	97.44	97.83	97.6	93.5	98.19
Pakistani (7)	93.89	96.16	96.8	97.7	96.89
Bangladeshi (7)	99.15	97.39	96.7	95.6	96.73
Chinese (3)	99.47	97.72	98.3	98.3	98.81
White & Black Caribbean (7)	96.2	96.37	98.5	97.6	97.84
White & Asian (5)				96.2	95.22
Any other Asian Background (8)				96.2	96.34
Any other mixed background (9)				97	96.65

Early Year Foundation Stage

EYFS profile

Current data - May 2025:

7 x SEN Support (we will be applying for 2 children when we have enough evidence)

11 pupils are on "Monitoring"

5x Pupil Premium pupil

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

At this point in the year the majority of pupils should be 'Reception Developing'. 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. Girls have outperformed boys in writing but in reading and maths the gap is much smaller.

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

Terms 5 and 6 are particularly busy in EYFS.

EYFS staff are now planning for their assessments of the end of year profile and transition to Year 1. They are also carrying out nursery visits for the new intake. The cohort continues to make progress. Our EAL children are slowly making progress with their English speaking and comprehension. They are settled and engaged in learning. Mrs

Eyers continues to support the children with the most need. Interventions are put in place to support the needs of individuals that are highlighted through assessment and teacher observations.

Future Date

Wednesday 11th June 9am - Strategic Planning Morning

Saturday 21st June – School's Summer Fete – help welcome

Friday 4th July 8.40am – **Governing Body Meeting**

2025/2026

Tuesday 2nd September 8.30am – Visioning Day

Wednesday 8th October 5pm - Governing Body Meeting

Friday 12th December 8.40am - Governing Body Meeting

Wednesday 11th February 5pm - Governing Body Meeting

Friday 27th March 8.40am – Governing Body Meeting

Wednesday 20th May 5pm – Governing Body Meeting

Friday 3rd July 8.40am – Governing Body Meeting