

GREAT CHART PRIMARY SCHOOL
HEAD TEACHER’S REPORT TO THE GOVERNORS – TERM 1 2024

Leadership & Management

We have had a successful start to the new academic year and the new children and families are settling in really well.

We will still be facing similar challenges to last year in terms of the budget constraints and also ensuring we are effectively able to support children with complex needs and balance this with supporting all the children within the school.

School Context

Current Contextual Information	School (Term 1 2024)	National Averages Jan 2023
Number on roll	422	276
Attendance	96.5% (July 2024)	94.2%
Persistent absentees	5.3% (July 2024)	20.2%
English as an additional language	24.2%	22%
Entitled to FSM	17.1%	23.8%
Pupil Premium	19%	26.9%
SEN	14%	13%
SEN (EHCP)	2.7%	2.5%
SEN (EHCP) including Goldwell class	5.3	2.5%
Exclusions- Fixed Term	0	2.96%
Exclusions- Permanent	0	0.04%
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 Update Autumn 2024- what are the main changes?

Ofsted has ended single headline judgements with immediate effect. Instead of an overall rating, state schools inspected this academic year will receive ratings for the 4 existing areas:

- Quality of education
- Behaviour and attitudes
- Personal development
- Leadership and management

Ofsted will continue to identify schools that would have received an overall 'inadequate' rating under the previous system. Schools that receive 2 consecutive 'requires improvement' ratings (or its equivalent under the new system) will get support from a high-performing school. This replaces the previous system where the government would intervene directly.

School report cards will come into effect from September 2025.

- Piloting over **this autumn term**: Ofsted will announce all inspections for that week on a Monday, with inspections taking place over the following 2 days
- Starting from **this September**: a pause to the publication of inspection reports when safeguarding concerns are highlighted in otherwise high-performing schools until the next visit (within 3 months)
- **Early 2025**: consultation to begin on a new inspection framework
- Consulting on an increased focus on inclusion in the upcoming report cards system, to scrutinise how providers are meeting the needs of disadvantaged and vulnerable children
- Introducing new annual safeguarding, attendance and off-rolling reviews for schools (date currently unknown)
- Developing an 'area insights' service, to gather and share local data (introduction date currently unknown)
- Starting an 'Ofsted academy' focused on sharing best practice from the sector (launch date currently unknown)

Health & Safety

A Governor monitoring visit will take place on the 13th November 2024 with Mrs Thomas.

Staff Well being

In terms of Staff Wellbeing we continue to offer strategies and initiatives to support staff with the increasing pressures of the job.

- End of term gathering -time to celebrate and share success. There were no goodbyes this year -staff retention is very high - indicating good wellbeing.
- Planning days for teachers in terms 6 and planned ready for Term 1. This remains the most popular initiative for teachers. Time to work together is very gratefully received.
- Well being signposts and positive messages shared as appropriate - highlighting Educational Support available.
- Supervision offered to staff.
- Reminders for self care shared at team meetings and whole school meetings.

- Early finish July 2024 -pupils finished at 1.30pm and allowed staff to use their PPA time to prepare for the new year. Staff were really appreciative of those few hours.

Safeguarding (see additional report)

The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk; help pupils reduce their risk of harm by securing the support they need or referring them in a timely way to those who have the expertise to help; manage safe recruitment and allegations about adults who may be a risk to pupils.

Governors to ensure they have completed the following in order to be compliant:

- Read KCSIE 2024 and associated policies (Visioning Day folder)
- Complete KCSIE Knowledge Check 2024
- PREVENT training- online training to be completed Term 1 (if you were unable to attend the school training on the 16th October)

<https://www.support-people-susceptible-to-radicalisation.service.gov.uk/onboarding/channel-or-prevent-multi-agency-panel-pmap-course/country>

All certificates to be named and added to the correct folders. Signing sheets to be completed.

IA Meeting

Karen Slade will be our new Improvement Advisor. She will be visiting the school during term 1 or 2. We will have an additional visit later in the year. All schools are categorised as Red, Amber or Green schools - we are a green school so only have 2 visits for this year.

SEND

Inclusion Profile Update

14% SEN pupils (45 SEN pupils in school + 11 EHCP)

18/ 56 SEN pupils are also Pupil Premium (32%)

64 pupils are being monitored

14/ 64 pupils are also Pupil Premium (22%)

SEND update

A copy of the SEN information documents for parents is attached. This is a document which is also available to parents on the website outlining our SEND provision. The SENCO will discuss this further during agenda item 10

Localities Project update (HNFunding)

Headlines from the LA:

Sept 2024- Sept 2025- development of the Community Schools model.

Improvement Notice has been lifted by the DfE. The LA will have a follow up Ofsted inspection in January 2025.

Changes for mainstream schools:

- Devolve decision making to a local level
- Empower HT's and professionals to make evidence based decisions
- Drive good practice
- Reduce bureaucracy

Funding:

Will be based on adaptation needed not individual needs

Tariff funding will include descriptors to inform decisions

Funding Timeline:

- Oct 2024 consult schools
- Dec 2024 report to schools funding forum
- Jan 2025 cabinet decision
- April 2025 group allocation (providing all the above runs to time)
- April 2025- Sept 2025 transition begins

Vision of the communities plan:

Meeting the needs of the child- communities of schools, area moderation board, professional resource group. The groups will challenge, empower to provide high quality education. All SEN pupils should have access to a wide and challenging curriculum. We will be with a collection of schools who are part of the Ashford Medical Partnership.

Communities of schools will:

- Address specific local needs
- Share best practice
- Review data
- Discuss cases
- Ensure fair and effective distribution of resources
- Independent chair
- HT's and SENCOs to join meetings

Pupil Premium

- 19% (78) of all pupils are known to be Pupil Premium (children considered disadvantaged)
- 73 FSM / Ever 6
- 4 = Adopted (post Looked After Child), 1 Service Child

CPDL

As we begin a new school year we are focussing on training relevant to the School Development Plan. Mrs Pang and Mrs Barker attended a days training with Kit Messenger on the Empowerment Approach in Term 6 and this will be the basis of a whole school approach to behaviour development that we will be looking to embed over the next two years. It will involve all stakeholders and training will be ongoing throughout the year.

At the end of Term 6 three of the DSL (Designated Safeguarding Leads) had refresher training to ensure compliance.

At the start of the new academic year staff have all received the statutory safeguarding training and completed the knowledge check as evidence. During the visioning day key policies were shared with stakeholders: whistleblowing, staff conduct. GDPR, Cyber security. Prevent training will also be taking place during Term 1.

All staff have received updated information in terms of Health and Safety and new staff have had induction training also. This means all staff are up to speed with essential information to enable the school to run safely and efficiently.

Subject leaders have all been working on the developments in their subjects and cascaded this to staff as mini CPD sessions. This ensures staff are aware of the expectations for all subjects in the curriculum.

SEF (School Evaluation Form)

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

Governors to read this document

Staffing

Mrs E Bennet has been appointed as High Needs Funding Teaching Assistant (HNF TA) in Year 4.

Mrs L Creed has been appointed as a HNF TA for the new intake as there are some children who require 1:1 support and the funding has been already approved.

We are also advertising for a new keyholder and caretaker (casual relief contract) to cover annual leave and sickness as the current member of staff will be retiring fully in December.

Miss Robinson has been appointed as a teacher in order to split Y6 into 3 classes for the mornings.

Mrs Gibbins' position of the Office Manager and Finance Officer has been finalised as permanent.

Performance Management

All Teachers and support staff are completing their Appraisal reviews and new targets are being agreed linked to the School Development Plan. Teachers will be completing 2 targets linked to the School Development Plan. The first target is linked to The Empowerment Whole School target.

The HT's Performance Management Group has carried out the HT's review and new targets have been set.

Teachers will be receiving a 5.5% pay increase (inflation) once the STRB's recommendations have been agreed.

The HT will be acting as an external advisor for a local HT's PM review. We will be charging the school for this work.

Early Career Teachers

The statutory guidance for the Induction of ECTs is being followed. We have a mentor and Induction Tutor in place and will be working alongside The Kent Teaching School's Hub to deliver the support and training.

Pay Decisions

Changes are being made regarding performance related pay decisions

https://assets.publishing.service.gov.uk/media/66a38172ab418ab055592dc5/Managing_Teachers_and_Leaders_Pay_-_July_2024.pdf

- From the 2024/25 academic year, the requirement for objectives and the appraisal process to lead to performance-related pay outcomes for teachers and leaders will be removed. The statutory requirement to make a pay decision following the completion of the appraisal process remains.
- Pay decisions for the 2023/24 academic year, which will be taken in September/October 2024, will continue to be based on the requirements for performance related progression as set out in the September 2023 STPCD.
- Schools can choose whether or not to retain some or all elements of performance related pay, but a school's pay policy should minimise the impact on workload for individual teachers, line managers, school leaders and governing boards.
- Schools should review their pay policies annually, involving union representatives as appropriate, to clarify their approach to making pay decisions and consult on any changes as appropriate.
- Pay policies should clearly set out how pay progression will be awarded and, for those schools wishing to retain performance related pay, this should be clear in the policy, along with the criteria that will be used to assess performance.
- It is up to each school to decide for itself how best to implement the arrangements and develop its pay and appraisal policies accordingly. No single approach will suit all schools.
- Schools should tailor their pay policies to meet their local recruitment and retention needs, within the parameters of pay flexibility set out in the STPCD.

Bespoke training is being arranged for the Pay Panel.

Admissions

We are full in EYFS – 60 pupils and we have a long waiting list with 28 children on it.

The demand for the school is growing hugely. The waiting list applications are coming in weekly and we have over 130 children on the current waiting list across all year groups. We also have some direct siblings waiting for spaces. Some of these have been waiting for over a year, having to juggle children at different schools..

In Year transfers from September 2023-August 2024 - 7 children have left and 10 have been replaced due to family links (directed by KCC).

3 moved to other Kent schools due to house moves, 3 moved out of the Kent area, 1 moved to a specialist provision.

Open School Session for Potential Parents

- 28th November 2023 3.30-5.30pm
- 4th December 2023 3.30-5.30pm

Governors are welcome to join these tours

Quality of Education

Achievement

Key Stage Results 2024 - *separate agenda item (all results can be viewed within the Assessment folder)*

Monitoring the Effectiveness of Teaching and Learning

Learning Walks taking place during Term 1 and 2 - this will be included in the Term 2/3 within the School Development Plan update

Subject Leader Monitoring Activities

Report to Governors - Term 2 within the School Development Plan update

The Power of Music to Change Lives

The national plan for music education sets out the vision for music education and how this can be achieved through partnerships with schools, music hubs, the music and creative sector, and others; it builds on the model music curriculum and the original national plan for music education published in 2011.

In line with the expectations we have published our music development plan on the website, in the music section.

<https://www.great-chart.kent.sch.uk/curriculum/music/>

A copy is attached for governors.

Eco Warriors

At the end of last term the Eco Warriors presented to the governors. They have recently found out that they have won a National competition for their Climate Change Impact Report.

Personal Development

Curriculum

The curriculum extends beyond the academic and provides for pupils' broader development. The school works to enhance pupils' spiritual, moral, social and cultural development through its PSHE and RHE curriculums. Through our school values which are embedded within our curriculum we support pupils to be confident, resilient and independent. We have introduced our main value, RESPECT, to the children and this will be a focus throughout the year supplemented by the additional 6 values. Teamwork is the value for Term 1 and Ambition for Term 2.

Pastoral support

Through our high quality pastoral support at all levels, pupils are very well supported. Mrs Ostridge and Mrs High are taking part in Nurture UK training which they will then start to implement in school.

Behaviour & Attitudes

Behaviour

Policy

The behaviour policy has been updated. Values will continue to be a very strong focus this year and we will continue with a different value being focused on each term.

During the Induction Days, the school rules have been reinforced with the pupils. Zones of regulation continue to be a focus and we are really pleased by how consistently these are used throughout the school.

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. From Term 2, after whole school training, we will be introducing The Empowerment Approach to behaviour and inclusion.

Parents can use Class Dojo to track their child's Dojo points and House points within the class. In December parents also receive an interim report for their child which highlights 'attitudes to learning'.

Monitoring

Pupil behaviour is regularly discussed at SLT and Phase meetings. The Wide Leadership Team monitors behaviour CPOMs and will speak to pupils and parents with any concerns.

No Fixed Term Exclusions but 1 reduced timetable during 2022-24 linked to behaviour for a limited period of time.

Attendance (July 2024)

Groups	2020/2021	2021/22	2022-23	2023-24
Whole	97.7	95.1	96.2	96.52
Unauthorised	0.4	0.59	0.78	0.81
Authorised	2	4.3	2.96	2.67
PA (10%)	7.2	7.5	5.6	5.28
EAL	97	95	96.5	96.6
FSM	96.5	92.8	94.28	94.8
Pupil Premium	96.5	93.4	94.42	94.93
LAC (9)	97.3	96.4	96.12	96.84
SEN Support	96.4	93.3	94.13	94.70
EHCP (8)	95.63	92.2	95.53	95.51

Ethnicity (significant groups)				
White British (324)	97.7	95.4	96.27	96.4
Black African (13)	99	97	97.34	97.63
Indian (11)		92.5	95.65	94.3
White Eastern European (11)		95.9	97.44	97.83
Pakistani (7)		94.1	93.89	96.16
Nepali (7)		96.2	99.15	97.39
Chinese (5)		97.6	99.47	97.72
White & Black Caribbean (9)		95.1	96.2	96.37

Early Years Foundation Stage

EYFS pupils have settled well into school life and are getting used to the expectations and routines. Consultation meetings have been completed and staff have begun to develop positive relationships with parents.

EYFS Results 2024 - *separate agenda item (all results can be viewed within the Assessment folder)*

Staffing

We have appointed a 1:1 TA to support 2 pupils with complex needs.

EYFS profile

Current data - September 2024:

2 x SEN - Both with High Needs Funding (more children will be added throughout the year) They are currently part time due to their needs.

3x Pupil Premium pupils - we are only just finding out who is entitled at the moment

Baseline Assessment

The Reception Baseline is statutory. Its purpose is to form the starting point for cohort level primary school progress measures, to help build a fairer progress measure for schools, and give teachers recognition for the work they do with pupils throughout primary school. Results are sent directly to the DfE and not made available to schools. We will however try to gauge our own analysis from the assessments. One child has been deferred and one assessment will be delayed.

Our initial baseline results highlight that the cohort is different from last year. We have had several children unable to attend nursery due to lack of places, two of the children have complex needs and we are gathering information on them to secure additional HNF as our current funding ceases in December 2024. We have not been able to assess one pupil due to his complex needs. Both remain on part time timetables which we will review at different intervals to try to work towards full time.

We have a large EAL intake this year. We will continue to use Language Link to assess them but will give them settling in time before we start running interventions for them. Other children who have been identified with significant language issues will start interventions after half term.

Future Dates

Wednesday 9th October 5pm – **Governing Body Meeting**

Sunday 3rd November – Fireworks – help welcome
Thursday 28th November 3:30- 5:30pm- New parent tours
Wednesday 4th December 3:30- 5:30pm- New parent tours
Friday 13th December 8.40am – **Governing Body Meeting**
Wednesday 12th February 5pm – **Governing Body Meeting**
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**