

GREAT CHART PRIMARY SCHOOL
HEAD TEACHER'S REPORT TO THE GOVERNORS – TERM 1 2020

Leadership & Management

We have had a successful start to the new academic year and it's been pleasing to see everything going back to 'normal'. We no longer have to stay in our year group bubbles which has now enabled us to mix during Assemblies, lunchtimes and also playtimes. It does however feel very busy! We have continued our staggered start and finish times which have resulted in a much calmer experience at drop off and pick up times. It also alleviates some of the parking problems we have always faced. Split playtimes have also continued which mean the children have much more space available to them and they are also supervised by their year group TAs who know them very well, enabling them to deal with any issues effectively.

Year 6 children now have the opportunity to cycle to school after completing their Level 2 Bikeability. The uptake has not been as popular as we had anticipated but this may be due to the change in the weather. Our current Y5 children will be taking part in Bikeability in June 2022 so they will also be given the opportunity to cycle during the Summer term.

The SLT and the Wider Leadership Team have already started learning walks throughout the school. It is so nice to be able to get back into classes once again. We are focusing on the following during our visits:

- Quality First Teaching and Inclusion
- Reading areas and how reading is being encouraged
- TA support throughout the day
- Use of zones of regulation
- Routines

Strategic Plan 2021-22

Main Whole School Priority: Continue the recovery process to ensure ALL pupils are provided with opportunities to achieve

1. Ensure ALL pupils experience Quality First Teaching and are provided with opportunities within the whole curriculum.
2. To ensure standards in Reading improve by placing reading and books at the centre of the curriculum.
3. To ensure the school re-engages with parents providing them with the necessary information, advice and guidance to support their child, through targeted support for 'hard to reach' families and whole school initiatives
4. Support the Physical and Mental Health and Wellbeing of staff and pupils, enabling them to become increasingly more resilient, independent and confident
5. Promote inclusivity and celebrate diversity by continually striving to create an environment which is free from harassment, bullying, unlawful discrimination and victimisation, requiring our whole school community to respect differences, to place value on individual contribution and to have no tolerance of prejudice
6. Through adapting to the changes in the EYFS curriculum, create an enabling environment to develop communication and language and to meet the needs of ALL pupils, putting the child at the centre of the curriculum.

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 2021-22

1. To ensure governors communicate regularly with all stakeholders including staff, parents, pupils and the

- local community in order to understand their views and to communicate what the governors are doing.
2. To ensure the governing board is 'ofsted ready'
 3. To ensure governors provide a strategic oversight for the curriculum
 4. To ensure staff wellbeing is recognised as being a vital element of school life

Areas Governors must be aware of: (*Governance Monthly Newsletter Sept 2021*)

- Revised EYFS Framework 2021 (Early Years Foundation Stage) plus statutory Baseline Assessment
- Catch up funding strategy and impact statements published on the website
- Understand the new Recovery Funding- see below
- Read and understand the updated KCSIE 2021 document, CP policy and safeguarding training
- Ofsted documents have been updated for Sept 2021

Recovery Funding 2021-22

The recovery premium provides additional funding for state-funded schools in the 2021 to 2022 academic year. Building on the pupil premium this funding will help schools support disadvantaged pupils.

This will amount to £145 per PP pupil. Payments will be sent to local authorities on the last working day of each month in:

- September 2021
- December 2021
- April 2022
- June 2022

Activities should include those that:

- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring
- deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

Like the pupil premium, schools can:

- spend the recovery premium on a wider cohort of pupils than those who attract the funding
- direct recovery premium spending where they think the need is greatest

We have already put in place the following:

- Splitting Y6 x 3 ways

In terms of additional Recovery initiatives we will also carry out the following (paid from our delegated budget and Pupil Premium)

- Interventions- NELI (Early Language Programme for EYFS)
- Y2 Maths Reasoning programme
- Extra tuition sessions with teachers/ TAs- Year 3-6- to begin in Term 3
- Splitting year groups: Y6 and Y5
- Additional member of staff in Y4 (unqualified teacher)
- Additional TA in Y3
- Additional TA in EYFS
- Additional TA to support Speech and Language support in KS1

The Catch Up Strategy for 2020-21 has been updated and can be found on the website. You will also find the new Recovery Strategy 2021-22 document.

<https://www.great-chart.kent.sch.uk/learn-more/covid-19-catch-up-premium/>

KCC Reconnect Programme

Reconnect is a community-led programme designed to get Kent's children and young people back to enjoying the activities and opportunities they took part in before COVID-19 – as well as the chance to try new things along the way.

During the Summer holidays, we signposted some of our vulnerable families to Summer activity clubs for their children. We also signposted them to reduced cost swimming sessions. We also gave Y6 pupils Stagecoach bus passes so that they could enjoy free travel over the holidays. We are in the process of trying to access up to £2,000 to support our own after school clubs for pupils. This will help to pay staffing costs and resources for those clubs run by TAs and also set up a cookery club for Y6 run by Nourish, our Caterers.

The Reconnect Programme will run until the end of August 2022.

Ofsted

Governors need to be aware of the following updated document:

- School Inspection Handbook Sept 2021
<https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook>

Removal of outstanding exemption- All formerly exempt schools must receive an initial inspection under section 5 or section 8 before the 1st August 2026

“Those schools last inspected under section 5 after September 2015 will receive an initial section 8 inspection. If this indicates that outstanding performance may not have been maintained, a section 5 will be carried out (within the next academic year or asap or before August 2027)

Governor Services Training- Preparing for Ofsted Monday 8th November 2021 6pm

Greater emphasis for Governors on understanding how the curriculum has been designed to meet the needs of **all** pupils including those with SEND:

- Intent
- Implementation
- Impact

Governors also need a very clear understanding of their core roles and the strengths and weaknesses of the school- *refer to the Ofsted folder within the Governor shared google drive*

Staff Well being

Staff well being and the idea of ‘team is the theme’ started off on a positive note with our team building activity at Prison Island. Staff were extremely grateful to be able to do something very different to ensure that we work together once more as one team. They will be expecting something just as fun next year! We were still able to cover many of our normal visioning day activities during the afternoon and at a subsequent staff meeting.

Supervision will continue to be offered to staff, with it being statutory for EYFS staff. The SLT will continue to be aware of schedules throughout the year to ensure that meetings etc remain manageable for staff. Termly curriculum planning days will remain, as staff have found these essential in order to keep the curriculum alive and fresh.

We constantly review our policies to ensure staff workload is manageable. Recently we have updated our marking and feedback expectations.

Jenny Thomas, who is our Mental Health First Aider, will be working on a whole school approach to staff and pupil well being.

Safeguarding

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 need to ensure the following actions:

- Ratify the updated Child Protection Policy
- Sign the document to highlight they have read KCSIE 2021 and the Child Protection Policy
- Completed the KCSIE 2021 Knowledge check and signed the relevant form
- Looked through training powerpoint which was sent to Governors

All members of staff have completed the school's annual safeguarding training and the KCSIE 2021 Knowledge check.

Single Central Register- monitored by the HT during Term 1- 12th Oct 2021

IA- Virtual Meeting

Anna McGrath is our new Improvement Advisor and visited the school on the 12th October. We are waiting for her report.

SEND

EHCP update (highest level of SEND need)

We have 8 children with an EHCP (Education, Health and Care Plan), 3 of these are pupils in EYFS, 2 are in year 1 and 3 are in Year 5.

The main need is related to a diagnosis of Autism for 6/8 children.

Annual Reviews and in-year review meetings will be held in school this year but may include some virtual attendees.

EYFS

1 of the children with an EHCP is currently based at the Observation and Assessment satellite provision based at John Wesley School and run by Wyvern staff. We will be led by the teacher running this provision as to when visits to observe and get to know the child will take place. This pupil will ideally require a 1:1 TA to be in place before transitioning to Great Chart Primary.

High Needs Funding

We have 9 pupils in school who we receive High Needs Funding for due to their level of need. 6/8 pupils have HNF currently, with another application due to be made for the child at the Observation and Assessment Satellite Provision. There are 3 other pupils with special educational needs, who do not have an EHCP at the moment, who we receive HNF for as they require a significant level of support.

Applying for High Needs Funding is a lengthy process because it involves gathering significant evidence from within school as well as outside agencies about the child's significant barriers to learning before being able to complete a very detailed online application form and attaching all evidence.

Speech and Language Support

We now have a consistent Speech and Language Therapist who comes into school about 3 times a term (based on 6 terms a year) to assess pupils and provide strategies for Mrs Evers, our HLTA who works on a 1:1 and small group basis with our children who have a significant level of speech/ language need.

The number of pupils requiring support for speech and/or language related issues continues to remain very high. We have spent time during September assessing the pupils in EYFS on SpeechLink and LanguageLink so that we can put support into place as soon as possible as early intervention is vital. To support Mrs Evers we have also recently appointed a TA to work as an Assistant to our HLTA for Speech and Language on a part time, temporary basis.

Pupil Premium

Spending- see attached document

CPD

Training and development has continued although most training still remains virtual at the moment.

Subject Leaders have been a focus and have attended, and are booked on, a range of training to help them lead and direct their subjects in school. This will help ensure we are offering the best curriculum possible for pupils and progression is clearly identified.

Safeguarding training has been completed with all staff and DSLs have also received refresher updates to ensure compliance.

Whole staff training has also included EYFS, so all staff are aware of changes to the curriculum and how they relate to the rest of the school. There have also been sessions on PSHE and Music to upskill staff and share ideas for teaching and learning.

Maths and English leads have joined training to ensure they are aware of development and trends within their subjects and can then share this with staff.

The Year 2 teaching assistants are receiving training for a new intervention called 1st Class Number and are running it with a group of pupils for 6 weeks. The impact will be evaluated so resources can then be shared.

SEF

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

The HT and DHT have been involved in training, relating to the 90 minute conversation (prior to an Ofsted Inspection). The SEF will become a focus of that conversation and so is being updated with an appendix to include additional information relevant to the new School Inspection Framework Sept 2021.

Staffing

Due to obtaining recent High Needs Funding, we have employed a further one to one Teaching Assistant, Mrs Underwood. She started at the beginning of October in EYFS. We are also advertising for another to start asap in Year 1.

DfE has also confirmed Recovery funding for pupil premium pupils, so we have appointed Mrs E Bennett to work mornings only with small groups of children supporting the Speech and Language.

Miss Castle has been appointed as a Breakfast Club worker replacing a member of staff who left. Mrs E Bennett is covering a member of the cleaning team who is currently on maternity leave. Miss Potts has been offered a permanent position replacing a member of staff who left in August.

Performance Management

All Teachers and support staff are completing their PM reviews and new targets are being agreed linked to the Strategic Plan. The HT's Appraisal committee has carried out the HT's review.

Admissions

EYFS pupils 61 (directed to take an EHCP pupil)

In Year transfers since September 2020-Sept 2021 20 children left over the year and have all been replaced. Many children left because they were moving back to their home country, 9 moved abroad, 2 moved to Scotland, 1 elective homeschooling and the others moved out of Kent.

Open School Session for Potential Parents

We will hopefully be running our tours as normal this year for new parents:

- 24th November 2021
- 15th December 2021

Wyvern/ Goldwell

Our Goldwell class now has 13 pupils who have joined us so that they can access activities our children are taking part in. Goldwell children have already been on a Woolly Mammoth Hunt with Year 3. We have continued to meet with Mandy Keefe from The Wyvern School to ensure transition arrangements remain effective.

Quality of Education

Pupil achievement and assessment update 2020-21- (google doc- attached)

No National data for 2021-22 but the school has in-year data. However, this data is only best fit data due to the ongoing difficulties the school faced during the pandemic. Results are lower in all year groups but not as significantly as we perhaps predicted.

We will no longer be using Target Tracker to store our data. We will be using Arbor instead. Staff training will commence in October for our first data drop. Governors will receive training once the SLT are familiar with the analysis tools.

Monitoring the Effectiveness of Teaching and Learning

Learning Walks taking place during Term 1

Subject Leader Monitoring Activities

Report to Governors- Term 2

Curriculum Intent and wider opportunities

Part 1 of curriculum training - *agenda item*

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 PHSE and RHE curriculums. Through our school values which are embedded within our curriculum we support pupils to be confident, resilient and independent.

Pastoral support

Through our high quality pastoral support at all levels, pupils are very well supported.

Community project

Instead of raising money for a whole school charity, this year we are looking at running some community projects. Litter picking has been identified as one project as well as making cards and christmas decorations for the care home and Windsor Court.

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 some Assemblies children will have the opportunity to perform to a larger group. We also celebrate their achievements in the monthly newsletter and will continue the HT's tea party (socially distanced!). We are using Class Dojo to celebrate success and achievement.

We are also identifying some pupils who may not be able to access certain activities which have to be paid for. For example we have a pupil in Y6 who has demonstrated a flair for djembe drumming and so we are encouraging him to have individual drumming lessons which will be paid from our Pupil Premium Funding.

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. Parents have been informed about the values too.

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.

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 Wide Leadership Team 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 2020-21 or Term 1 2021.

Race Equality Racial Incident Monitoring

- The school monitors racial incidents extremely well. During the 2020-21 academic year there was 1 incident recorded. This incident was dealt with according to our policy and parents of both victim and perpetrator informed.

Bullying Incident Monitoring

- The school monitors all forms of bullying. During the 2020-21 academic year there were 5 incidents of bullying recorded on CPOMs. 4 of these when investigated were friendship issues. The 1 we recorded officially as bullying was dealt with according to our behaviour and anti bullying policies.

Attendance

Groups	2017/18	2018/19	2019/20	2020/21
			COVID	COVID
Whole	97.04	97.2		97.7
Unauthorised	0.7	0.75		0.4
Authorised	2.25	2		2
PA (10%)	0.83	0.6		7.2
EAL	97.7	97.74		97
FSM	94.53	95.56		96.5
Pupil Premium	94.95	96		96.5
LAC	98.55	98.18		97.3

SEN Support	95.54	97.08		96.4
EHCP	NA	93.42		95.63
Ethnicity (significant groups)				
White British	96.95	97.19		97.7
Black African	98.05	98.31		99
White & any other ethnic grp	97.84	94.72		98.5

Early Year Foundation Stage

Pupil achievement and assessment update 2020-21- (google doc- attached)

No National data for 2021-22 but the school has in year data. However, this data is only best fit data due to the ongoing difficulties the school faced during the pandemic. Results are lower in all year groups but not as significantly as we perhaps predicted.

Staffing

We have an additional full time TA to focus on Communication & Language. We also currently have 2 further 1:1 TAs and will also need to recruit a third one when a pupil transfers from the Wyvern Observation and Assessment Centre at The John Wesley School.

EYFS profile

Current data - September 2021:

3x EHCP pupils

2x SEN - there will definitely be more but we always give EYFS pupils time to settle first

5x Pupil Premium pupils - we are only just finding out who is entitled at the moment

Curriculum

New EYFS Framework Sept 2021- Main changes:

1. More focus on the curriculum- schools can follow the non statutory guidance (Development Matters). The curriculum can be designed around: What do you want children to experience, understand and be able to do, as a result of their time in the early years? The curriculum is all about the child.
2. A greater emphasis on early communication
3. Reduce workload- a move away from the emphasis on observation/ assessment data. Practitioners need to be working with and supporting the children effectively
4. Tackle Educational inequalities through high quality early years education

Early Learning Goals (assessment at the end of EYFS)

The ELGs have been written in a simpler form to make them easier to assess. The exceeding statement has been removed. The goals are basically to check what the children have learnt and assess the impact of the curriculum.

Baseline Assessment

The Reception Baseline is now 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.

Baseline analysis Sept 2021: In terms of maths, it is clear from our analysis that pupils are more able to identify and count rather than problem solve, sequence and recognise patterns. This is understandable due to their ages and experiences. English has come out lower than maths, with segmenting, blending and reading proving to be the lower results. Writing and using vocab is significantly higher.

The baseline assessment does not assess the children's personal, social and emotional development so staff have carried out their own assessments and observations. It is noticeable that these are areas to focus on throughout the year.

Challenges

- Increased number of EHCP and SEN pupils
- Communication and language difficulties
- Maturity levels of some EYFS pupils

Future Dates

Full Governing Body Meeting

Thur 14th Oct 21 - 5pm

Fri 10th Dec 21 - 8.40am

Tue 8th Feb 22 - 5pm

Fri 25th March 22 - 8.40am

Wed 25th May 22 - 5pm

Fri 8th July 22 - 8.40am

Open School Session for Potential Parents

24th November 2021

15th December 2021