

LGB ANNUAL IMPACT STATEMENT

Salmestone Primary School

Local Governing Body Annual Impact Report 2020

Summary of Achievements During the Year

The School Local Governing Committee held two meetings in the Autumn Term as usual but the Spring meeting was cancelled at short notice as the effects of COVID-19 took hold. Meetings returned in the summer but in a virtual form. Additional communications between the School and the Chair of the SLGC continued throughout March-July to provide up to date information and to provide the opportunity for virtual dialogue on the situation in the school.

The main emphasis this year was on monitoring when and how milestones would be achieved in KS1 and KS2. Increasing teacher accountability was also a focus of the plan. Predictions for KS2 were high, and the school was aiming to continue the upward trend in Phonics results.

Curriculum and subject leadership were major foci, and it would be a two-year project to develop ownership, understanding and impact over the school. There would be regular development for subject leaders on the new Ofsted criteria.

Finance remained a concern, and there were some measures to cut spending on resources, such as removing screens from the playground, at a saving of £10,000 per year.

Foundation Stage milestones would be completed once the baseline had been set. There would be more staff training, and a focus on creating more opportunities for writing and on Phonics.

Maths - PACE had not had an impact and, consequently, would be examined by the subject leader. The school joined a Kent Maths Hub Mastery project focussed on pedagogy and understanding, in which the Headteacher, Maths subject leader and another teacher would be involved. The Maths Rock Stars scheme would be re-launched to increase its impact. Maths and English subject leaders presented at the governors meeting in December.

There were two new projects for reading: Daily Supported Reader in KS1 and Destination Reader in KS2. These had had a good impact in other schools, especially on comprehension skills. The children seemed to enjoy these schemes. The Headteacher emphasised that he wanted there to be more of a culture of reading throughout the school.

SEN - the outcomes were positive last year but more work would be needed across the rest of the school.

The 2019 results were mixed in terms of levels of success. The Foundation Stage results were on a three-year downward trend but Phonics was on a three-year upward trend. Key Stage 1 was in line with previous years but Key Stage 2 results were disappointing. Many children narrowly missed the target result because they missed out a number of questions. Predictions for 2020 were more positive.

Blue Edge began working with middle leaders in the week commencing December 9th, on vision, communication and performance of teams. The same company had worked with the Senior Leadership Team last year. Potentially, this would enable colleagues to obtain a Level 5 Certificate in Leadership and Management. This would involve three school-based projects and

would represent a large investment in Continuous Professional Development.

The July 2018 Ofsted Report commented that governance was improving and it was strengthened last year with two additional community governors and an additional staff governor. The School appreciates the level of the Trust's support and challenge to improve the school.

Governance at Salmestone Primary School within TKAT

Salmestone Primary School is part of TKAT, a multi-academy trust. The Trust is a charity and its board of trustees must ensure that it complies with its charitable objects, which relate to the provision of education in its schools. As such it is the trust board that is accountable for the performance of the schools in the trust, and in turn, it is held to account by the Department for Education. The Trust can choose to appoint committees for each of its academies and, where it does so, these are known as a Local Governing Body or LGB. The LGB's responsibilities are set out in a document known as the Scheme of Delegation, which is available on TKAT's and the Academy's website.

The five TKAT schools in Thanet have a Joint Local Governing Body (JLGB) that monitors and reports on key elements of school life for all five schools. Based on the five schools' Development Plans, from September 2019, the JLGB had three key issues to review, discuss and monitor. The key issues for 2019-20 were: leadership at all levels; attendance and well-being of pupils and staff, and the attainment of vulnerable groups including SEND and the More Able.

The School has its own School Local Governing Committee (SLGC), which monitors and challenges all school matters relating to its day-to-day functions.

Salmestone Primary School Local Governing Committee

During the year, Sarah Clarke-Kray resigned from the SLGC for personal reasons. The School is actively trying to recruit additional parents. To promote parental interest in joining the SLGC, after each meeting the key points discussed are included in a governors' report to parents within the next School newsletter. Ann Long joined the SLGC bringing key professional experience to the group.

Governors are being linked to different key aspects of the School Development Plan in order to monitor and report on the work being undertaken throughout the year, for analysis and comment by the whole Committee.

Governance functions

The core functions of governance in publicly funded schools are:

1. Ensuring clarity of vision, ethos and strategic direction
 2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff
 3. Overseeing the financial performance of the school and making sure its money is well spent.
- In MATs these functions must be carried out at board level, and in some cases aspects of these functions will be delegated to LGBs.

1. Ensuring clarity of vision, ethos and strategic direction

Salmestone Primary School fully embraces TKAT's vision for the trust, which is Inspiring Learners, Changing Lives.

The Head Teacher and the School introduced new vision and values statements from September 2018.

Salmestone Primary School's **ethos and values** are:

Community

We believe we are stronger when working together.

Inspiration

We believe igniting the passion inside leads to exciting opportunities.

Perseverance

We believe in trying new things and never giving up.

Achievement

We believe in personal, emotional and academic success.

Everyone at Salmestone has high aspirations for our pupils. It is our aim to engage all our children in their learning, developing a love of learning and so creating a community of confident independent learners who are well prepared for secondary school and beyond.

Salmestone has an open door policy for current and prospective parents; we encourage strong links between home and school for all our children and their families. We believe in school and home working together effectively, for the benefit of all our children.

At the heart of this is the provision of a safe and happy learning environment for all our pupils. A sense of community and belonging, with pride in self and school is key to this.

At Salmestone Primary School, we **aim** for our children to grow and develop in an environment where they are cared for, listened to and respected as well as being given consistent, secure and firm boundaries. We aim for our children to develop lifelong learning skills, showing the ability to take responsibility for their own learning so that they can face future challenges with confidence. We aim to ensure each day presents exciting challenges so creating a joy and thirst for knowledge in each individual child. We celebrate diversity and respect all children regardless of ability, gender, ethnicity or religion. We encourage children to recognise and build on their strengths, extending and developing their potential. We provide a happy, caring, supportive and positive learning atmosphere in our school where each child can achieve success.

Salmestone Primary School's **vision** is to provide the foundations for outstanding outcomes through the key features of positivity - by finding solutions; respect - by valuing the feelings, wishes, rights and property of others; integrity - by being honest and having strong moral principles; diversity - by recognising that people have different ideas and opinions but that all are valued; and endeavour - by never giving up and striving to achieve our best.

Salmestone Primary School's **strategy** is built around three key features:

- a) nurturing a culture of high expectation, creativity, collaboration and values
- b) embedding pedagogy through lesson study and Philosophy for Children
- c) creating systems of improvement through communication/data

2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff

Attainment

In September, targets for children reaching expected standard this year were: Reading (71%), Writing (66%) and Maths (75%), with combined (64%). These targets were ambitious and the highest the school had ever achieved, but were based on what each child should achieve.

The Year 6 mock SATs using the 2019 paper were RAG rated, and milestones set for targets throughout the year. This allowed progress to be tracked against the milestones.

The final data received by governors prior to Lockdown was promising. The target for Expected standard in Reading was 71% at the end of the year. Year 6 was at 48%, but the milestone had been set to 25% by Christmas. Likewise, the target for Writing at the end of the year was 66%. The milestone had been set at 11% but Year 6 was at 21% at Christmas. For Maths, the target was 75%, the milestone had been set to 21% but 36% had reached the milestone. Overall, the milestone for Combined expected standard was 11% by Christmas, but 16% of Year 6 had achieved this.

Overall, Year 6 was ahead of predictions for that time of year. The milestones had been based on those children expected to do well, which meant that other children were also achieving the standard sooner than expected. There were some children who had not reached the expected standard and these would need extra work.

Final assessments had been calculated at the end of March, and teacher assessment had been used to predict end of KS2 attainment. This was approximately 54-59% Combined against a TKAT target of 50%, but the Headteacher had emphasised that this was based on unvalidated data, following a final push on writing.

Due to the effects of COVID-19 and the closure of schools except for vulnerable children and the children of key workers for several months, the Government announced that SATs would not take place this year and no data would be published.

Once the effects of COVID-19 took hold, a lot of time had been spent engaging with the children. The children were sent home when lockdown began with multiple packs of work to do. At that stage, only around 50% of children were in attendance due to families self-isolating. Packs were also posted to families. After two to three weeks, Google Classrooms was introduced. Years 4, 5 and 6 had already had some experience of using this, and it was now being used across the school. The staff had spoken to all of the families to ensure that they could all access it. This had a cost aspect because devices had been supplied by the school to vulnerable families. Governors were reminded that almost 50% of the children were Pupil Premium. All of the families had Wi-fi but some still preferred to have packs of work sent home, and this was on-going. Around Easter time, approximately 23% of pupils were engaging with learning. This had increased to around 61% in June, made up of those using printed packs, those using the online learning and those in school.

A survey on May 4th had found that from a starting point of around 25%, 54% of pupils were active on Google Classrooms or with paper packs. The Headteacher emphasised that the home learning should not necessarily be new learning, to avoid creating gaps. Videos were used to support any new learning along with other information.

Google Classroom had proved to be an extremely effective way of teaching and engaging with the children. By mid-July, 28,884 pieces of work had been submitted, which was equivalent to one piece of English, one of Maths and one other, per day, per child. The Deputy Headteacher monitored the quality of the tasks and engagement on a cross-section of days.

Governors commented that all of the staff deserved to be praised for their work to keep in contact with the children and keep them involved, and feeling cared for.

Wellbeing:

There were weekly welfare phone calls to all vulnerable pupils and families with three weekly calls to those home-schooling. Risk assessments were carried out if required, and a core group received longer and more frequent calls. Advice was given and more referrals made for families who were not coping, or if there had been a change in circumstances. The CPOMs system ensured that all Safeguarding Leads were kept up to date with all calls. The staff workload had been managed very well, using a three-week rota, where staff not in school would make the phone calls and organize work for Google Curriculum.

There were weekly video conference calls with all staff including midday supervisors and cleaners. The Headteacher noted that often this was the only call that some staff were receiving each week, and he felt an extra responsibility towards these staff members, for instance by checking that they had enough food and were keeping well.

Staff confidence had been good, individual risk assessments had been carried out for those with medical needs, and there was a full complement of staff for September. A Quiz night was held for staff every two weeks with around 15 families taking part.

Curriculum

The curriculum plan's main aims were to allow the teachers more freedom within their subjects to enable better teaching and learning outcomes, and the children gaining key skills.

The progress of key skills was tracked for each year group.

The Headteacher had identified some gaps, and this was fed back for teachers to address. He had asked the teachers how they wanted to manage the curriculum. The response was that subject leads wanted to work within networks and hubs, for example, Arts and Science. This was begun for those subjects, and it was planned to filter this out into other subjects. The impact of the curriculum would be examined during the year.

From September 2019, the school has been using G Suite instead of Microsoft Office, saving the cost of the Microsoft licenses. Google Classroom would also be used in future.

Attendance:

A comparison with the 2018/19 attendance was presented at the December meeting. Overall attendance was 95.4%, an increase of 0.4% against last year. This was very strong compared to other local schools. Vulnerable groups were a concern, with Pupil Premium and Free School Meals children having decreased attendances. The attendance of children with Special Educational Needs was a strength, which had increased by 0.8% overall, and by 1.9% for those children with an EHCP. English as an Additional Language children had increased attendances of 97.2% which was very high compared to other local schools. The Headteacher had stated

that the school had good relationships with the families. The governors had been very impressed with the attendance rates.

COVID-19 had a huge impact on attendance rates in the second half of the year. Compared to attendance figures for the Thanet TKAT schools before and after Year 5 returned to school, Salmestone had the highest attendance rate of approximately 57%. Word of mouth meant that more children had returned to school every day. The Risk Assessments had been fundamental to achieving this, from a structural, legal and organisational standpoint. The School had tweaked TKAT templates for these, with an almost militant approach, but the Headteacher believed that this was why staff had confidence that the school was safe.

Incidents involving vulnerable children had increased, including five referrals from Operation Encompass. Social Services had indicated that cases were expected to increase dramatically from September when more vulnerable children were identified.

Behaviour:

Prior to the effects of COVID-19, the Headteacher had stated that behaviour was good. There had been a change to the use of detentions, which had been viewed as good thing by children. These were run during lunchtime and break times, but the focus now was more on restorative work. CPOMS was being used to track behaviour. The Headteacher reported the details of some exclusions, and some children on part-time timetables due to poor behaviour. Support plans were in place for these children.

Community links:

The School's Facebook page has a huge number of followers (890 at the last count) and this has proved to be an important link to the children, parents, carers and the wider community.

The Headteacher has highlighted some of the successes achieved during the pandemic, including the award of Virtual School Games. Links to daily challenges had been added to the Facebook page. A Salmestone pupil had also come second in the Thanet Young Artist competition for 7-11 year olds. Children from Years 3, 4 and 5 had been taken to meet the author Michael Rosen at the Theatre Royal, which they had really enjoyed.

3. Overseeing the financial performance of the school and making sure its money is well spent.

Summary of key themes, achievements, points & observations, as appropriate:

The governors asked a number of valid questions of the Business Manager before approval was given for the current accounts and budget for 2020-21. The final budget was sent to TKAT for approval on July 3rd. Overall, a balanced budget was produced for this year and the next two years. The school had to combine classes in order to achieve this, due to decreasing pupil numbers. Eleven members of staff were changing contracts, which had helped to meet the restructure of the school.

Income had increased due to the National Funding Formula correcting previous under-funding, which had meant an extra £35,000 income for Salmestone.

There were approximately 30 children for Year R from September. There was a spare vacancy on the teaching staff in case Year R went above 30 children, although it was hoped that this

would not be needed. The amount budgeted for Teaching Staff was decreasing due to the decreasing number of classes as the school moved towards one-form entry. Inter-academy charges of around £135,000 included the central cost contribution to TKAT, and the cross charging of salaries where staff were shared across schools. A contingency of £7,500 had been included in the budget.

The surplus amount of £110,000 was the amount that TKAT insisted that each school keep and rollover each year. In previous years, this amount had been £182,000 but Salmestone had received permission to spend some of that this year.

The budget was based on the latest staff salary costs and included a 3% increase on teacher bands. Overall, staff costs were around 75% of the total costs. A healthy cash flow was predicted for next year (2020-21). This was the final version submitted to TKAT, and there have been no comments from the Trust to date.

Extra costs due to Covid-19: the school had been directed to pay external contractors whether they were supplying the school or not during the pandemic. There had also been extra costs for school meal vouchers and cleaning costs. However, a lot of supplies had been purchased centrally across three schools, so the costs overall were around £2,000.

The majority of Pupil Premium funding was spent on staffing, and all staff and external contractors had continued to be paid during the pandemic. The majority of it was spent on pastoral activities, and the Pastoral Manager had been in contact with around 36 families weekly. A lot of the Sports Premium was spent at the beginning of the year on new schemes and resources. Some P.E. training had been paid for but not delivered so this would rollover into next year. There was no money left unspent.

4. Local Governing Body effectiveness

The Section 8 inspection (July 2018) commented, "Governance is improving. The Trust reorganised local governance across the Thanet locality a year ago. The delegation of responsibility between tiers of governance is now clear. The Thanet Joint Local Governing Body provides effective support and challenge to senior leaders. For example, through the on-going evaluation of the impact of pupil premium funding. The function of the school-level governing committee is clear."

Currently, the Local School's Governing Committee (LSGC) is aiming to recruit additional members, particularly parents with specific areas of expertise. Ann Long joined the SLGC during the year adding additional strength with her professional expertise. The level and quality of questioning and analysis by the governors has improved with leaders challenged on a variety of key issues for the school. This has enabled even greater robustness and levels of questioning at meetings and during governor visits.

To promote parental interest in joining the SLGC, after each meeting the key points discussed are included in a governors' report to parents within the next School newsletter.

5. Future plans

Blended Learning Curriculum:

The Headteacher has presented some examples of some of the pedagogical models and schemes that would be in use, including Talk for Writing and Maths Mastery. The focus will be on catching up, English, Maths and PSHE.

Some retraining on Talk for Writing would take place from September,

TKAT had directed schools to use Read, Write, Inc, and small interventions in Nursery and Year 1 would take place.

The Maths Mastery had not yet started, but staff had completed some online training.

The Headteacher has informed governors that some testing would need to take place in September, albeit very delicately, in order to identify gaps. This would need to be completed early in the Autumn term to enable pupils to catch up. Funding of £25,040 had been allocated to Salmestone for catch up work.

The SLGC continues to be very grateful to the hard-working team of teachers and support staff who are ensuring that the children are kept safe, enjoy school and have enabled the excellent progress in their learning, particularly in the second half of the year when the effects of COVID-19 had to be dealt with. The governors also wish to express their thanks for the support of parents and carers during this difficult year.

Chair of Governors: *RogerSilk*

Date: 21-10-2020