

## Impact Statement: Governance at Salmestone Primary School within TKAT 20<sup>th</sup> October 2023

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 objectives which relate to the provision of education in its schools. As such it is the Trust board, which is accountable for the performance of the Academies in the Trust, and in turn, it is held to account by the Department for Education. The Trust has chosen to appoint committees for each of its academies and these are known as local governing bodies (LGB's). The LGB's responsibilities are set out in a document known as the Scheme of Delegation which is available on TKAT's and Academies website. The new Head settled in extremely well and has had a mentor from a local school.

All Governors had completed the annual declaration of Business Interests. No nominations were received for Chair or Vice Chair. David Cygan offered to stand as Chair and was elected unanimously. The Governing Body maintained its numerical strength.

### Vision

The RED action plan was completed. Salmestone continues to have an open-door policy for current and prospective parents. The school believes in home and the school working together for the benefit of the child. Effort is maintained to provide a safe and enjoyable environment for the child. It was felt that the school should try and be more connected with the local community and encourage outside lettings. Targetted advertising was introduced to assist in this. Car parking was also made available on the school site. School finance had been aimed at current pupils rather than being saved up for future intakes. To assist in the improvement of standards the school had been slightly overstaffed due to the RED -RAG rating.

### Organisation of LGB

Salmestone started with eight governors consisting of four appointed, 2 staff, the Headteacher and a parent governor at the beginning of the year. During the year another parent Governor Barime Arifi, was appointed. Regrettably, an appointed Governor, Beth Pritchard resigned in May.

David Stokes (Regional Premises Manager) also started to attend meetings after Easter 2023.

Link Governors are:

Health and Safety - Dave Cygan

Maths - Dave Cygan

Safeguarding - Roger Silk

Attendance - Roger Silk

Reading and English, Finance - Beth Pritchard

SEN - Vanessa Ray

Leadership - Charlie Rockman-Friedlander

The LGB continues to be run without sub committees with the exception of a Pay Committee for staff annual reviews.

Represent the Academy's local community and stakeholders by ensuring that the Academy's policies and practice meet the community needs.

Throughout the year governors were ratifying new and revised policies. The school continued to try and recruit parent governors via newsletters and the school's web site.

A two teacher model was adopted in year 6 which had a significant impact. The school responded well to the challenges of pupils returning to school after the covid outbreak. The school had been immediately supportive especially in KS1 to ensure the smooth running of the early years. Behaviour is consistently good. KS2 made a very settled start to the year. Individual timetables and supportive measures have also been put in place. For the small minority who find school life difficult targeted support were put in place and where appropriate 1:1 support. A new programme to communicate with families called MarvellousME was also introduced. Internal and external exclusions remain an option for pupils who warrant it. On rare occasions pupils (5) were on reduced timetables. In all cases

where children failed to return to school, social services or the Education welfare had been informed.

The School Improvement Plan had been written and agreed by the Regional Director. A new Red Plan was put in place . New staff had been inducted and supported in the programmes used in the school. A new curriculum was embedded and staff are teaching it with consistency. The Thrive approach for the most vulnerable pupils was introduced and a Thrive room created for staff to work 1:1 with pupils. Staff also had training for this initiative. Pupils who were capable of greater depth in their work were also identified. Professional Development days were dedicated to RWI (phonics). All new staff received safeguarding training. The Regional Director visited the school on a regular basis and on occasions for whole days. The Headteacher also visited Portfield Academy to study their development of a History and Geography curriculum. Regular tracking of pupils took place to ensure that the pupils were meeting or exceeding predictions. Attendance proved a concern during the year and an Attendance Advisor was used to overcome the problem especially with pupils with under 50% attendance.

Safeguarding CPD continued for all staff during the year. Safeguarding messages went out on a regular basis at the weekly briefings.

#### Support Directors of Education Improve Academy Outcomes

Internal data had been provided for Governors at each meeting. SATs data predictions remained strong, despite some on track pupils leaving. Strong teaching helped considerably in keeping the vast majority of pupils on track. Regular internal assessments for every year group took place and did show improvements were being made. Supply folders were created for each class to ensure supply teachers had access to key information. The Lightning Squad scheme was also introduced to support the 60 less fluent readers. The predicted SAT scores were realistic at 60% for Reading, writing and mathematics. The targets were set higher at 66% with an ambitious target of 70%. Last year the school achieved just under the national average of 59%. The school went on to achieve higher than nation outcomes of 67% combined in Reading, Writing and Maths. Data from Renaissance reading scheme grades Salmestone at 1 which is the highest grade of 5.

The NTS Assessments were good and demonstrated that standards were improving in reading and mathematics. The Red plan continued to be the main way to improve performance. The signs are that a move to Amber will be achieved for next year. During the

year 24% of Salmestone pupils were supported by services. The support provided helped all pupils to progress.

#### Other Areas of Impact

Pupil numbers fluctuated a little during the year with leavers and new arrivals. The Nursery numbers have remained at around 18. For the rest of the school years numbers have remained high with most of the year groups remaining full at 30.

New Gates have been fitted to the KS1 playground which will be kept closed and secured. This will enhance the security and safety of the site. A classroom adjoining the library was opened up to create a light and airy space that can be used for interventions and to increase the library space. Teaching staff came and went during the year. Two left at the end of December and replacements were engaged promptly. Also, a maternity leave led to other staff being engaged. Long term staff absence was met well. Several staff were also off with Covid for short periods. The management kept excellent records of staff attendance/absence. During the year staff attendance improved overall. Support staff were engaged to support the most challenging pupils. The Leadership team was also enhanced during the year. Unfortunately, long term teacher sickness proved an obstacle on occasion but the whole staff responded extremely well while replacements were appointed. Visits took place to a number of places e.g. a Mosque, Railway Safety, Sandwich River Study, Margate Caves, Ramsgate Tunnels and The Marlowe Pantomime. Salmestone pupils also took part in Thanet Passport events such as athletics, Dodgeball and Speed Stacking. All trips were risk-assessed. A new climbing frame was installed for KS1. Secondary transfer is always a difficult time. The School responded on an extremely positive note with 93% of year 6 leavers being offered a secondary school of their choice. Outside lettings have proved difficult to obtain despite very reasonable rates and free parking on site. Mid-Life Movers proved to be the first letting. A photographer was engaged to help promote the school in the local community. The website was also enhanced to help show the community what the school has to offer. After school activities have also been reviewed in order to offer families with two working parents more wrap-around care. Easter Holiday programmes were successfully run.