

## LGB ANNUAL IMPACT STATEMENT

Salmestone Primary School
<b>Local Governing Body Annual Impact Report 2017</b>
<b>Summary of Achievements During the Year</b>
<p>The school has not had an Ofsted inspection this year. Mr N Pantling joined the school as Headteacher. Progress at Key Stage 2 was above floor standards:</p> <p>Reading progress score (confidence interval in brackets) -1.4 (-3.1 to 0.3)          % of eligible pupils included in the reading progress measure 96%</p> <p>Writing progress score (confidence interval in brackets) -0.1 (-1.7 to 1.5)          % of eligible pupils included in the writing progress measure 98%</p> <p>Mathematics progress score (confidence interval in brackets) -1.6 (-3.1 to -0.1)          % of eligible pupils included in the mathematics progress measure 96%</p> <p>Financially, the School has a predicted end of year roll-over of £13,892          Attendance rose from 94.9% in 2015-16 to 95% in 2016-17.</p>
<b>Governance at [Academy] within TKAT</b>
<p>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 Academy's website.</p>
<b>Salmestone Primary School Local Governing Body</b>
<p>In February, Roger Silk became Chair of the Joint Local Governing Body encompassing all five TKAT primary schools in Thanet and, as such, became Chair of Salmestone Primary School Local Governing Committee. During the year, staff governor Jo Freeman resigned from the governors. The School is actively trying to recruit additional staff and parent governors. 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.</p>
<b>Governance functions</b>
<p>The core functions of governance in publicly funded schools are:</p> <ol style="list-style-type: none"> <li>1. Ensuring clarity of vision, ethos and strategic direction</li> <li>2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff</li> <li>3. Overseeing the financial performance of the school and making sure its money is well spent.</li> </ol> <p>In MATs these functions must be carried out at board level, and in some cases aspects of these functions will be delegated to LGBs.</p>
<p><b>1. Ensuring clarity of vision, ethos and strategic direction</b></p> <ul style="list-style-type: none"> <li>• Salmestone Primary School fully embraces TKAT's vision for the trust, which is Inspiring Learners, Changing Lives.</li> <li>• Salmestone Primary School's <b>ethos and values</b> are:  <u><b>Ambition</b></u>              At Salmestone, we believe firmly that all children should be ambitious. In accordance with best practice, teachers aim high, and encourage all children who attend Salmestone to hold the highest expectations of themselves. Our aim is to ensure that all children push themselves to the maximum, fully realizing their academic potential. We believe that this leads not only to a continuing raise in academic standards, but is also empowering our pupils with a sense of pride and self-belief, greatly raising their level of well-being.</li> </ul>

### **Respect**

Relationships at Salmestone are founded upon the principal of mutual respect. We treat pupils with kindness and respect; we expect this kindness and respect to be returned; and finally, our school expects pupils to hold the value of respect firmly in mind, as they go about building positive relationships with each other. By applying these principles consistently, we ensure that we build a learning environment in which every child can feel safe, secure and know that they will be highly valued as an individual.

### **Confidence**

We highly value the development of pupils' confidence and sense of self-belief. We encourage every single one of our pupils to achieve the very best that they can, and to take a real sense of pride in their achievements, in each and every lesson. We believe confidence can be a self-fulfilling prophecy. We build children up, so that they are able to see themselves in the most positive light possible, make rapid progress, raise their self-esteem and continue to thrive and excel, as happy independent learners.

We celebrate children's achievements by rewarding them consistently, with wristbands, 'Smiley's' and certificates, awarded with applause in weekly celebration assemblies.

- We have 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.

We have 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 and reporting; common language; effective Performance Management and attendance

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

### **Outcomes and Progress**

<b>Key Stage 2</b>	<b>April Prediction</b>	<b>Teacher Assessment</b>	<b>Test</b>	<b>National 2017</b>	<b>Progress Measures</b>
Reading	52%	61%	50%	71%	-1.4
Writing	44%	61%	--	76%	-0.1

Maths	35%	52%	48%	75%	-1.6
EPS	---	---	50%	---	---
Science	---	80%	---	---	---
Combined	35%	---	35%	61%	---

A school will be above floor level if the school achieves sufficient progress scores in **all three** subjects - at least -5 in English reading, -5 in mathematics and -7 in English writing. Salmestone is above floor in all areas.

<b>Key Stage 1</b>	April Prediction	Teacher Assessment	National 2016
Reading	67%	63%	74%
Writing	56%	56%	65%
Maths	65%	65%	73%

<b>Phonics</b>	April Prediction	Teacher Assessment	National 2016
Year 1	75%	68%	81%
Year 2 (including 5/14 retakes)	-----	83%	

<b>EYFS</b>	April Prediction	Teacher Assessment	National 2016
GLD	65%	64%	66%

Initial Predictions for 21018	Reading	Writing	Maths	R/W/M
KS1	66%	70%	77%	----
KS2	62%	----	50%	44%

Our shared attendance officer has introduced a new attendance policy across Thanet that states our expectation of 96% attendance. For 2016-17, attendance is 95%.

**Performance management:**

Staff performance is managed in line with TKAT's pay and appraisal policies. The Headteacher's targets for the summer term were set with the Regional Executive Director. There is a rigorous performance management process in the school, with all targets linked to the school's development plan. All teaching and non-teaching staff have completed performance management cycles in the year 2016/17.

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

Financial matters are monitored and analysed by the JLGB and the JLGB governor with responsibility for Finance met with the Salmestone Business Manager during the Summer Term.

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

SCF funding Bid approved £11,484 for Fire and Security Works.

Pupil Premium Income is £212,520 and the Sports Premium is £9920 Cash flows have improved from previous month but are being closely monitored. The budget forecast a deficit, but there is a strategy in place to bring the budget to £102k surplus by year 3.

Health & Safety Audit supplied – Awaiting an update.

IT - awaiting update.

Lettings – currently no lettings

**Areas for development & any other concluding remarks:**

Premises – a bid is being prepared for a suspended ceilings and LED

Lighting for 8 classrooms and for new perimeter fencing – currently pupils jump them trying to leave the school premises, which is a risk.

The Business Manager is involved in the shared services working group as discussed below.

#### **Local Governing Body effectiveness**

Currently, the Local School's Governing Committee (LSGC) is aiming to recruit additional members, including parents with specific areas of expertise. In addition, a new structure of governance has been adopted. Salmestone has a School Local Governance Committee consisting of all the original LGB members; however, there is now a Joint Local Governing Body in place overseeing all five TKAT primary schools in Thanet, chaired by the Chair of the Salmestone SLGC. Levels and quality of questioning and analysis by the governors have improved with leaders challenged on a variety of key issues for the school.

#### **Future plans**

Key areas for improvement in 2017-18 are SEN provision; consistency across the year groups and teaching and learning in Maths, whilst maintaining the improvement in writing, which is currently a strength of the school. The introduction of the Salmestone Passport will give the children the opportunity to keep a log of the exciting opportunities offered within the revised and wider curriculum. Personal Support Plans will manage improvement in behaviour and the Attendance Officer will be conducting home visits.

The SLGC is 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.

The governors also wish to express the support of parents and carers who have supported the school during the year.

Chair of Governors: *Roger Silk*

Date: 9-10-17