

End of Year impact statement St Kew ACE Academy 2022/2023

The St Kew Local Advisory Board (LGB) are the governors of St Kew we monitor all activities and learning across the school. Governors are there to challenge the school and hold all leaders to account. Governors are very mindful of the wellbeing of both staff and pupils and consistently monitor this throughout the year. Daily attendance of all pupils is a key priority, as what is missed in learning, influences their future successes. All pupils are valued and as governors we aim to support the school and parents/carers so that every pupil has every opportunity to “**Discover, Learn and Develop**” in a nurturing environment where kindness for each other and good behaviour is expected.

Our 3 core functions (Governor’s handbook 2019)

1. Ensure clarity of vision, ethos and strategic direction
2. Holding the school’s educational leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance and management of staff.
3. Overseeing the financial performance of the organisation and making sure money is well spent.

1. Ensure clarity of vision, ethos and strategic direction

What has strengthened in the school?

We welcomed 2 new governors to the LGB, bringing with them new skills and fresh perspective, after an ‘end of term’ for one member and a resignation from another. One of the new governors is also a member of the PTA.

A rejuvenated PTA, who have been busy raising funds for the school with great success, providing monies to support outings and resources for pupils.

Security has improved with a new electronic sign in system. Moving the Secretary’s office has improved security and stake holder engagement.

The old admin office is now the Head Teachers (HT) office which has enabled the HT’s old office to be turned into an additional learning space which is being well used.

Maintenance is now being completed regularly with a higher Trust Estates team presence.

We welcomed a new reception teacher and wrap around care TA this year and additional 1-1 TAs supporting children with SEND.

The school has successfully supported an EHCP child with very positive feedback from parents. Makaton now being used across whole school from preschool to YR6 promoting inclusion among all children. HT has completed Mental Health training this year and is the Small Schools Lead for the Trust. Positive S157 peer review with a clear action plan in place for the school. Feedback from SG lead for the Trust was a very thorough review.

New gardening club has improved outdoor space with use of polytunnels and veg beds now being well tended. One poly tunnel used for additional learning space.

Thriving Preschool: 19 on role with 11 moving on into reception in September.

11 pupils each session run by Preschool manager supported by a Volunteer and one child who has 1-1 TA support. Preschool manger enthusiastic which is reflected in good attitudes and behaviours. Preschool has good integration with wider school and Newton Class. YR 6 pupils support preschool children for 1/2hr at lunch times alongside other duties such as door and phone duties.

Good reputation amongst the community which has led to 12 new pupils in Reception in September.

Improved governor presence, higher pupil engagement, with governors going on school outings, pupil conferencing, support with SATs and walkabouts.

All monitoring successfully completed for the year and successful school policy oversight.

HT role now secured to a non-teaching role with HT providing support in other Trust schools.

What opportunities can we still build on?

Continue to utilise and improve outdoor spaces.

Continue to build on community and stakeholder engagement.

To continue to improve attendance using the Trust's new attendance strategy.

To continue working on actions from 2-day review.

To continue working on actions from S157.

Another Good School Ofsted report.

What potentially threatens these?

Numbers of supported children with 1-1 in reception

Attendance levels

OFSTED inspection

HT external responsibilities

Staff Retention

Reduction of LGB meetings to one a term

No external governance

Loss of Challenge partners

Trust jargon affecting stake holder understanding.

2. Holding the Headteacher and school leaders to account for the educational performance of the school and its pupils

The LGB used Head Teacher reports, Challenge Partner reports and the School Improvement plan to challenge on school priorities and the effect they are having on Pupil outcomes at the LGB meetings held twice a term across the year.

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

The LGB has challenged the school on Pupil Premium, Sports Premium and Catch-up funding to ensure funding decisions are made in the best interests of the children and school community.

Three Year Pupil Premium strategy statement and Sports Premium planning and Review is on the website available for Parents and Carers to view.

Funding has been spent on resources to support interventions with Pupil Premium children, gaps in learning, Staff CPD, staff wellbeing and improving outside spaces and facilities. Other financial responsibility sits with the Trusts Business Team.

OFSTED The school is graded as a GOOD school.

