

**The Kemnal Academies Trust - Impact Statement
Academic Year 2021-2022**



Academy	Dame Janet Primary Academy and Newlands Primary School
Chair of Governors	Roger Silk
Date	October 2022

Dame Janet Primary Academy and Newlands Primary School are 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, 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 (LGBs). 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.

Roger Silk, Chair of Governors, remained Chair of the Joint Local Governing Body encompassing all five TKAT primary schools in Thanet until it was disbanded after the Spring Term meeting. During the year, Dan Barham resigned due to a change of career. At the end of the year, Nicola Haughie (Appointed Governor) left us to undertake training to become a midwife and Paul Allen (Parent Governor) resigned. Danielle Lee has joined as an Appointed governor. In July, the governors agreed to revert to two separate governing bodies.

Vision

The LGB is responsible for ensuring that the Academy's long-term vision reflects the needs of its community beyond current post holders and in line with TKAT's vision and values.

Dame Janet

- Dame Janet Primary Academy's **values** are Determination, Joy, Pride and Achievement. Our **ethos** is that our whole school community works together for the shared goal of pupil achievement whilst upholding the highest respect for one another in a caring and safe environment.
- Dame Janet Primary Academy's **core purpose** is defined as providing all pupils with an exciting and enriching quality curriculum with the key skills and meaningful experiences needed to become lifelong learners.
- Dame Janet Primary Academy's **vision** is to provide the foundations for outstanding outcomes through promoting independence and creativity within all aspects of learning. We set high expectations of ourselves as learners whilst upholding our four values. A metacognitive approach is used by staff and pupils alike, through the relative medium of critique. In essence "Learners Leading Learners."
 - Dame Janet Primary Academy's **strategy** is built around three key features: Inspiring Learners, Changing Lives.
 - Our visions and values help us to strive for even greater success in all we do.
 - Our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment, which prepares our pupils as confident, happy citizens.

Newlands:

Newlands Primary School fully embraces TKAT's **vision** for the trust, which is Creating New Futures. At Newlands the aim is to establish a happy and supportive learning environment where children are

encouraged to:

- Produce work of the highest quality appropriate for each individual pupil, taking into account his or her interests, aptitudes, age and ability;
- Respect other people and property, and to help and support each other socially and academically;
- Take responsibility for their own learning at the earliest opportunity;
- Realise their importance as a member of the school, our local community, and the world community.

Our teaching and learning focus is on

- a) Promoting a positive 'Reading culture' as the foundation of academic learning
- b) Nurturing a culture of high expectations, providing challenge and consistency within all year groups
- c) Embedding pedagogy through self-reflection and a joint lesson study approach.

Staff aims are to:

- Provide a broad, balanced, relevant and differentiated curriculum that meets statutory and LEA requirements;
- Work together to support each other, sharing expertise, skills and resources;
- Encourage and value the contribution made by parents in the education of their children;
- Foster good relationships with the community;
- Maintain a well-organised, professional working environment

Organisation of LGB

Dame Janet Primary Academy and Newland Primary School's combined LGB has 12 Governors, consisting of 4 parents, 2 Staff (excluding Headteacher), 4 appointed, 2 Headteachers, 0 Foundation

There are currently three vacancies for Parent governors - one for Dame Janet and two for Newlands.

The Link Governors are:

With the exception of Safeguarding and Attendance - Roger Silk (2020) and Dan Barham (2021), governors were not linked to any specific aspects of the school pending the publication of the School Development Plan, which, due to Covid, was delayed this year.

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

Impact of Covid on the work of the LGB

Describe how the LGB functioned remotely, meetings and contact with the school

The Governing Body meetings were held remotely throughout the year and our Clerk very efficiently kept minutes despite the governors not meeting in person. The Chair maintained contact with the Headteachers via technology; these meetings were not as frequent as in a normal year because the Chair made a conscious decision to step back and allow the school to operate under very difficult circumstances. The expectation of detail within the Headteacher's Report was scaled back to the essentials but key items such as the well-being of staff and children plus the response to remote learning were central to meetings. Other governors made contact with members of staff if essential for their role, i.e. checking the Single Central Record and Safeguarding updates. Thanks to the dedication of staff colleagues, this was dealt with successfully.

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

Throughout the year governors have been ratifying both new and revised policy documents, particularly those relating to Covid-19. Although unable to be present in school, the governor responsible for Safeguarding was informed of individual cases in process and had online meetings with appropriate members of staff.

The governors were regularly updated on the ways that the School was engaging with parents and carers throughout the year, in particular the successful application of online learning, which needed a great deal of hard work and application by staff. There were some problems but the governors are confident that all that could be done to support the children was achieved.

The schools have been actively trying to recruit parent governors. To promote parental interest in joining the governing body, after each meeting the key points discussed are included in a governors' report to parents within the next School newsletter. During the year we were successful in recruiting one parent but will continue with our search but, more importantly, continue to use technology to inform parents of our work.

The level of parental engagement by the school was probably greater than it might have been pre-Covid; this now needs to be maintained.

Senior staff from the five schools in Thanet East met remotely endeavouring to maintain a shared interest in the progress, attainment and well-being of the children. This may not have been as frequent or successful as in pre-Covid times. The work of TKAT to support the school, whether it be at local Director level or centrally, was appreciated because key senior TKAT staff provided updated templates, saving Senior leadership colleagues considerable time. The governors recognised this collaboration as being very successful in difficult times.

Support Directors of Education to improve Academy outcomes

During this year we worked with our Director of Education for TKAT East - Jenni Richards. The Chair held regular virtual meetings with her to discuss the challenges and successes at the school.

Although there has been no external data this year, the Schools have provided internal data to inform governors of the level of improvement for each governors meeting. There has been robust discussion on these matters during the Headteachers' reports, which enabled the governors to be fully aware of pupil progress. Despite the remote nature of the meetings, the governors have been keen to challenge key matters in terms of levels of pupil engagement and finance, including the impact of Covid in both cases. This was successfully achieved, albeit in a different way to pre-Covid because learning had not been possible under normal conditions and there had been additional expenditure due to the pandemic. The governors were grateful to the Business Manager for providing them with regular financial spreadsheets offering the opportunity to scrutinise the figures. There was robust questioning on the difference between the pre-Covid financial picture and the reality of life under Covid.

Newlands:

Curriculum changes had taken place to tailor it to the mixed year classes. Several curriculum schemes, which started in the previous year were further embedded.

By mid-year, 76% of lessons were judged good or above; in July that had improved to 84%. Phase Leaders were having a bigger impact in school, and the subject leaders were having meetings to prepare for monitoring visits and deep dives.

It was reported that there was no one available to be an Academic Mentor as part of the national

tutoring funding. It was hoped that there would be an internal staff member instead.

In Key Stage 1 the results were very pleasing, especially the very small difference between Pupil Premium and non-PP children.

In Key Stage 2: the percentages of pupils reaching the expected standard were: Reading: 77.5% (75% PP); Writing: 85% (80% PP); Maths: 77.5% (75% PP); Combined: 78% (75% PP). The governors congratulated the school on these excellent results, especially after so much schooling had been missed due to Covid. The target had been 65%. No children had left, and new children joining had all met the combined expected standard. The Headteacher informed the governors that these outcomes had "reframed expectations" of the children, and future benchmarks would be around national averages. This was anticipated to be around 65-70% next year.

Attendance: Whole school attendance was 90.3% for the year to date. There had been an increase in term-time holidays and Penalty Notices were being issued. Persistent absence remained at around 35%. The Attendance Officer had met the new Year R parents and explained the importance of attendance.

Curriculum: There had been increased support from TKAT, especially around the foundation subjects, plus preferred schemes if a subject area was not already embedded. Next year will be Year 2 of the two-year curriculum cycle to support the mixed year groups.

Staff absence was an on-going issue, mainly caused by Covid and reflected in the overspending on supply cover in the budget.

Dame Janet:

In September the target was 63% reaching expected Combined at the end of KS2. Governors were reminded that the current year 6 had the lowest engagement with the remote learning last year so there were some gaps in learning. Some extra TAs had been working in Year 6 to help close those gaps. Whole school attendance to date was 92.7%. By July, this figure for the year was 89%.

Curriculum: The major focus was on Reading. Work was on-going on the pedagogy, the RWI scheme was working well, and the aim was to increase the children's enjoyment of reading. A lot of extra support had been given, and our Area Director in particular had made a very positive impact on the school, thanks to her willingness to engage with the school and provide lead practitioners. By mid-year, just over 60% of teaching and Learning was Good or above and TKAT had moved the school from Red to Amber in its Recovery Plan. In July, the school was now stable at AMBER rating but low attendance would hamper efforts to reach GREEN.

Staffing: There had been some disruption to staffing due to awaiting PCR test results for Covid, but this had been manageable.

By July, EYFS: 67% achieved GLD. The School was pleased with this. In Phonics: there were no gaps between PP and non-PP children.

In KS1 the percentages of children reaching the expected standard were Reading: 55%; Writing: 35%; Maths: 68%. The governors were reminded that this cohort had missed their first two years of schooling. The Writing had been externally moderated. The higher level of Maths was due to more engagement with Maths during the lockdowns, and also the success of the Maths Mastery scheme in the Early Years.

In KS2 the percentages reaching the expected standard were Reading: 64%; Writing: 66%; Maths: 56%; Combined: 51%. Around 50% Combined had been expected. The cohort was tricky, and a number of children had missed reaching expected by one mark.

Support the Senior Leadership Team to ensure staffing is efficient and effective

The governors were fully informed of the potential staffing and financial issues. Governors questioned the reasons for the proposals and full answers were provided. The governors were grateful to the Business Manager for providing them with regular financial spreadsheets offering the opportunity to scrutinise the figures. There was robust questioning on the difference between the pre-Covid financial picture and the reality of life under Covid.

The Academy Trust informed the schools of revised performance management arrangements for this year in the light of the extraordinary times. The School was on track to complete revised process. The Chair and the TKAT East Director Of Education completed the Headteachers' Performance Management at the start of the academic year.

Equality Diversity and Inclusion

The EDI priority agreed by the governors is:

Every leader must seek out and understand their local challenges, looking for risk not comfort. They must be familiar with Trust's Equality, Diversity and Inclusion policies. Those challenges include staff, pupil and community experience.

Equality is a Standing Item on the agenda of all governors meetings, enabling the Headteachers to keep the governors fully up to date regularly with any equality issues and the appropriate questions to be asked by them.

Other areas of Impact

2021-22 has been an extraordinary year and the governing body continues to be very grateful to the hard-working teams 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 first half of the year when the effects of COVID-19 still had to be dealt with. The governors also wish to express their thanks for the support of parents and carers during this difficult year.

LGB Priorities for 2022-23

Having agreed to revert to separate governing bodies, School Development Plans will be presented to the LGB at the respective first meetings of the 2022-23 year. The LGB will allocate link governors to the key elements of the Plan.

At Dame Janet, the focus would be on the core areas, especially Maths for the higher year groups.

- **Progress against the School Development Plan:** This will be is a critical year for the schools and the governors will be tracking progress against the SDPs, not only at full governors meetings but also in their individual link roles where appropriate. The difficult questions will need to be asked and the answers evaluated. One governor will probably have the specific remit to monitor and report of leadership at all levels.

- **Well-being of staff and children:** This was a critical element this year and, although it is hoped that the most difficult Covid-related times are now in the past, the importance of everyone's well-being is still a vital part of school life and the governors will need to monitor this carefully.
- **Teaching & Learning and Attainment:** The Headteachers' Reports will inform the governors about the outcomes, which should be that all children are making good progress and meeting national standards. It is likely that one governor in each school will have a remit to monitor and report on the Quality of Teaching.
- **Curriculum and Provision:** One of the governors will have a specific remit to monitor and report on the curriculum and the targeted provision that is to be implemented to accelerate progress in all subjects for all pupils with a specific focus on the most able, SEND and disadvantaged. This, and the Headteacher's reports will enable the governors to be aware of the work being undertaken and enable robust questioning at full governors meetings.
- **Reading:** Governors will be monitoring and asking robust questions on all aspects of learning related to reading acquisition, widening experiences and reading for pleasure that should be embedded, reviewed and enhanced so that all pupils, including the most vulnerable, could access all areas of learning. Schemes such as Accelerated Reader are being used to develop reading in both schools and visiting governors will be able to see this work in action and the full governors meeting will receive and question of the appropriate data during the year.
- **Maths:** Governors monitor and receive reports on all aspects of Maths delivery and learning, including the Maths Mastery programme. However, there will be some weaker areas and Governors will receive feedback on these actions throughout the year.
- **Safeguarding and Attendance:** The governors are aware of the issues that impinge on attendance data. However, governors will need to be informed of the causes of problems in the attendance data and evaluate the actions being taken by the school to improve the figures. One governor has a special remit to monitor and report back on Safeguarding and Attendance.
- **Premises and Health and Safety:** A dedicated governor will be visiting each school and presenting reports to the governing body.