

# MEETING PAPER



## Our Vision

Scout Road Academy children have the skills, knowledge and attitudes to flourish and succeed as they move forward in life. They develop in a culture of respect, positivity and determination.

Author: Anne Stamp, Rachel Harling	Date: 12 <sup>th</sup> December 2019
Title: Reflection on the financial year 2018/19.	
Purpose: To update Trust Members on the achievements of the financial year 2018/19.	
<p>Background:</p> <p>In 2018/19 the Academy enacted year three of its three-year Strategic Plan. The three-year plan consolidated the Academy's aspirations, provided long-term guidance and direction and enabled the Academy to effectively allocate resources to achieve its objectives.</p> <p>The Governing Board monitored progress termly against the Strategic Plan. To report progress against the plan and other major issues to parents, carers and other stakeholders the Governors produce a Governor Newsletter (copies are available on the Academy's website).</p> <p>The objectives and strategies in Academy's Strategic Plan for the year ended 31 August 2019 can be summarised as:</p> <ul style="list-style-type: none"><li>• Deliver 100% outstanding teaching</li><li>• Provide outstanding leadership</li><li>• Successfully collaborate</li><li>• Ensure the school is fit for the future</li><li>• Improve outcomes for pupils</li></ul> <p>This report summarises the key actions taken during the financial year 2018/19 and the outcomes achieved.</p>	
<p>Context/Considerations:</p> <p>The key outcomes achieved were:</p> <ul style="list-style-type: none"><li>• Internal monitoring supported by an Independent School Improvement Partner (SIP) evaluate that 100% of teaching is at least good at the school.</li><li>• The school's self-evaluation process and independent SIP evaluation considers the school to be securely good against Ofsted criteria.</li><li>• The Local Authority (LA) Annual Risk Assessment assessed the school to be risk A i.e. The LA has no significant concerns.</li><li>• A record number of annual parent questionnaires were returned with virtually every question commanding a higher % of positive responses year on year.</li><li>• Pupil attendance was 96.7%.</li></ul>	

- Governors continue to explore both formal and informal opportunities to take advantage of the benefits of working more closely with other schools.
- A three-year balanced budget with average reserves of 20% of General Annual Grant (GAG) (and 15% of all income) was submitted to the EFSA.
- An ambitious marketing plan aimed at recruiting and retaining pupils has proved successful. The school increased its reception PAN to 20 to accommodate additional interest from families.
- The total number of pupils as at the October 2019 Census was 108. The Academy has a waiting list in operation for year groups 1-6.
- The Academy achieved 75% Good Level of Development (GLD) for Early Years Foundation Stage (EYFS). This was above the national average and represented good pupil progress from a baseline of 27% at Age Related Expectations (ARE) on entry to the school.
- 83% of pupils achieved expected level or more in end of Year 1 phonics tests, above the national average.
- KS1 results were above national average for reading, writing and maths.
- KS2 SATs results were in line with national average for writing and well above national average for reading, maths and combined RWM.
- 100% of pupils achieved expected standard in maths.
- Value added progress measures were well above national average for reading and maths.

The key actions taken were (this is not an exhaustive list but identifies some of the key initiative's leaders have implemented to support the achievement of the strategic objectives and ensure the Academy grows and delivers its vision):

### **Deliver 100% Outstanding Teaching**

- All staff continue to aim for outstanding teaching, and this is reflected in observations carried out by the Independent School Improvement Partner (SIP).
- Both KS1 and 2 were moderated by the LA, moderators agreeing with all the teacher's judgements. Moderators were very impressed by the accuracy of the assessment and upheld the assessment of greater depth writing as an example of best practice. Throughout the year, through working with the Calder Valley Collaborative (CVC) the quality of teaching is moderated alongside other schools.
- Performance management of Teaching Assistants was introduced to promote effectiveness.
- The introduction of the Deep Maths Diving curriculum across the school as part of the Strategic Schools Improvement Fund (SSIF) saw the Academy benefit from an extensive programme of teacher training and a suite of new resources. Following completion of the training staff continue to keep abreast of curriculum and teaching developments. Early indications are very positive with 100% children achieving Expected Standard at KS2 and value-added progress +3.2
- In 2019 staff had training by Alan Peat in the teaching of writing. The Alan Peat model is being used across the school.
- The introduction of Forest School into the curriculum offer to support the development of children's resilience is proving successful. A member of staff is undertaking training to become an accredited Forest School Leader.
- A planned cycle of regular monitoring was introduced to evaluate and support school improvement.
- Investment into technology to support teaching and learning continued with new laptops for all teachers securing compatibility across the school and whiteboards, featuring touch screen technology installed in all classrooms.

### **Provide Outstanding Leadership**

- All stakeholders worked collaboratively to agree the school's new values. These are Respect, Positivity, Determination. They are currently being embedded into school life through assemblies, SMSC, pastoral and behavioural policies.
- Governors ensure they continue to be well trained by joining Governor Space, a free DfE initiative designed to facilitate self-improvement amongst Governing Boards.

- The Governing board and SLT are mindful of teacher workload and wellbeing and have made adjustments accordingly e.g. review of the marking and feedback policy and a reduction in the number of annual committee meetings.
- Flexible working continues to be supported. The successful reduction in the Principals hours to four days a week having a negligible impact on the operation of the Academy.
- The Principal undertook 3-days training organised by Teamwork's, linked to the EEF research in preparation for work to redesign the school's curriculum offer in line with the new Ofsted Framework. Work is currently ongoing.
- Two Governor Parents Forums were held providing parents with the opportunity to meet with Governors and share their ideas and concerns. Governors analysed the feedback including that from stakeholder questionnaires and actions were incorporated into the Academy Improvement Plan for 2019/20.
- Work to involve parents in their children's learning continues. Proud days and a successful parent information evening outlining expectations and non-negotiables for each year group being introduced.
- A new behaviour for learning system and behaviour policy was introduced which is successfully minimising low level disruption and incentivising good behaviour. 95% of parents consider their child is encouraged to behave well at school (May 2019 questionnaire).
- To support consistent application of the behaviour policy during lunchtimes, staff changes have been made so the role of Teaching Assistant incorporates all mid-day supervision.
- Leaders commitment to ensuring robust safeguarding practices includes the addition of a further Deputy Safeguarding Lead to ensure there is always cover in the Principals absence. All Safeguarding leads received training/refresher training, governors attended safeguarding training provided by the Local Authority and the Chair of Governors and Principal attended Safer Recruitment training.
- CCTV was installed to monitor the security of the site.

### **Successfully Collaborate**

- All staff participated in the Calder Valley Cluster (CVC) to share ideas and experiences with other schools and engage in an extensive programme of Continual Professional Development (CPD).
- The cluster networks are working successfully to help collaboration between schools and enable regular moderation to take place across the cluster.
- In addition to providing data protection services to all schools within the cluster the school Business Manager continues to provide business support to another local academy once a week.
- Following the addition of a further two schools the kitchen now provides lunches for three local schools and has invested in a van to distribute the meals.
- On behalf of the cluster the Academy initiated and now leads the School Business Manager Network, identifying opportunities to share resources and reduce costs across the schools.
- Governors continued to explore formal opportunities to take advantage of the benefits of working more closely with other schools.

### **Ensure the School is Fit for the Future**

- A one-day strategic planning workshop facilitated by a National Leader of Governance was attended by governors and a new three-year Strategic Plan 2019 – 2022, to ensure the Academy's successful future development created. The new strategic priorities are:
  - Provide all pupils with an excellent quality of education: specifically, by redesigning our curriculum to be tailored to our pupils needs, in line with the new Ofsted framework 2019.
  - Continue to ensure financial sustainability by continuing to rise to the challenge of excess pupil capacity in the area, maximising pupil numbers in all year groups.
  - Continue to work collaboratively with other local schools and maximise opportunities that would be beneficial to the Academy.

- The Academies new vision, providing long term direction and guidance was agreed as ‘*Scout Road Academy children have the skills, knowledge and attitudes to flourish and succeed as they move forward in life. They develop in a culture of respect, determination and positivity*’.
- A successful marketing plan was developed and implemented to rise to the challenge of extra capacity in the cluster including the introduction of an Open Week, production of promotional literature and advertising.
- Governors approved capital and sports grant expenditure to develop outdoor learning resources including an in-house Forest School, an all-weather track to make optimum use of the field, additional storage and an eco-toilet on the field and playground improvements.
- Leaders continue to effectively manage and monitor the Academy’s finances to ensure all monies are well spent and a three year-viable budget is produced.

### Improve Outcomes for Pupils

The Academy was inspected by OFSTED in November 2016 and was judged to be good overall being good in all areas.

Achievements and Performances 2018/19 (Subject to validation, rounded to nearest whole number).

EYFS	2016/17	2017/18	2018/19
GLD (Good Level of Development)	81%	90%	75%
National Average	71%	72%	72%
Cohort Size	16	10	12

Y1 Phonics	2016/17	2017/18	2018/19
% WA (Working at Expected Level)	88%	94%	83%
National Average	81%	83%	82%
Cohort Size	16	18	12

KS1 SATS 2018/19	Reading %	Writing %	Mathematics %	Reading, Writing and Mathematics % (Combined Score)
Cohort 18				
At Age Related Expectations	83	83	78	67
National Average	75	69	76	65
Above Age Related Expectations	33	22	17	17
National Average	25	15	22	11

KS2 SATS 2018/19  Cohort 9	Reading %	Writing %	Grammar, Punctuation, Spelling %	Mathematics %	Reading, Writing and Mathematics % (Combined Score)
At Age Related Expectations	89	78	78	100	78
National Average	73	78	78	79	65
Above Age Related Expectations	44	22	44	22	22
National Average	27	20	36	27	11

The table below shows the actual position of results for 2018/19

2018/19	
Pupil Attendance	96.1%
Percentage of Pupils Achieving the Expected Standard in Reading, Writing and Mathematics	78%
Average Progress in Reading	+4.7
Average Progress in Writing	-1.8
Average Progress in Mathematics	+3.2

Achievement Focus for 2018/19:

Strengths:

- GLD and year one phonics results above the national average.
- KS1 results above national average in all subjects.
- KS2 results at or above national average in all subjects.
- KS2 results above national average in combined reading, writing and maths (78% versus national average of 68%).
- 100% pupils achieving expected standard in KS2 maths.
- Value added progress well above national average in reading and maths (+4.7 and +3.2 respectively).

Areas to Focus On:

- Writing progress and gender gap.

### **Governing Board and Senior Leadership Membership**

The Senior Leadership Team consists of the Academy Principal, Deputy Principal and Academy Business Manager. The Deputy Principal is a full-time teacher. The Academy Business Manager's services are out-sourced to another school one day per week and she also provides Data Protection services to all schools in the cluster. The Principal began working a four-day week in September 2018. Governors have monitored this arrangement throughout the year. It has been deemed to be working successfully with no significant impact on the running of the academy. The arrangement will be reviewed annually. There have been no other changes to the Senior Leadership Team during the period under review.

The Governing Board made the decision to reduce its number to ten governors. Heather Gibson and Mike Powell (both co-opted governors) resigned from the Board (20.9.18 and 10.7.19 respectively). There are currently two governor vacancies.

#### **Recommendation/Action:**

Members to note the Academy achievements for the financial year 2018/19.