

<b>Academy</b>	Newlands Primary School
<b>Chair of Governors</b>	Georgina Glover
<b>Date</b>	October 2023

**Newlands 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, 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.

Georgina Glover has been the Chair of Governors since September 2023 following the stepping down of the previous chair Roger Silk... In July, the governors agreed to revert from a previously joint governing body comprising of two of the TKAT schools, Dame Janet and Newlands to each school having its own LGB.

### 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.

#### **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, a continuous target into the 2023-24 academic year;
- 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;
- d) Taking points raised by the OFSTED report in respect of the curriculum.

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;
- Work together to ensure pupils gain the most from their opportunities provided during playtimes;
- 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**

Newland Primary School's combined LGB has 12 Governors, consisting of 2 parents, 2 Staff (excluding Headteacher), 4 appointed, 1 Headteacher, 0 Foundation

There are currently one vacancies for Parent governor

The Link Governors are:

Governors were not linked to any specific aspects of the school pending the publication of the School Development Plan, which, has recently been provided for governors and allocations will be made in the 2023-24 academic 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, although now being undertaken by face to face meetings, this is still a function which the governors wish to remain

The Governing Body meetings were held 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 has been 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 all of the statutory policies, adopting those of TKAT and those specific to Newlands Primary 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 has been achieved.

The schools have been actively trying to recruit parent governors; this has been actively pursued during the academic year. 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 but now actively working to achieve a more frequent time table.

The work of TKAT to support the school, whether it has been at local Director level or centrally, was appreciated because key senior TKAT staff provided updated templates, saving Senior leadership colleague's 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 Headteacher held regular virtual and face to face meetings with her to discuss the challenges and successes at the school and a recent governor meeting as taken place.

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 an element of virtual and live meetings the governors have been keen to challenge key matters in terms of levels of pupil engagement and finance, including the impact of Covid and post-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 have impacted on management, learning and financial expenditure. 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 post 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.

**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 and is an on-going issue, mainly caused by post-covid pressure and reflected in the overspending on areas within the budget.

### 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

2022-23 has been another 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 post covid still had to be dealt with.

The governors also need to acknowledge the outstanding achievement of the OFSTED Inspection which took place in 1<sup>st</sup> & 2<sup>nd</sup> of November and the final report stating Newlands was a 'GOOD' school. The governors also wish to express their thanks for the support of parents and career's during this difficult year but successful year.

### LGB Priorities for 2022-23

Now operating successfully as separate governing bodies, School Development Plans will be presented to the LGB at the respective first meetings of the 2023-24 year. The LGB will allocate link governors to the key elements of the Plan.

- **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. Reports show that pupils are achieving at a high standard in reading, writing and maths with a percentage of 14% in comparison with the local authority of 8% and the English average of 8%.

- **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. Academic progress that pupils make from the end of key stage 1 to the end of key stage 2 shows banding for this school is 'well above average'.
- **Maths:** Governors monitor and receive reports on all aspects of Maths delivery and learning, including the Maths Mastery programme. However, where there will be some weaker areas and Governors will receive feedback on these actions throughout the year. The banding for this school shows 'above average' of academic progress from the end of key stage 1 to key stage 2.
- **Writing:** Progress from key stage 1 to key stage 2 banding for Newlands show 'well above average' and reports to governor's reports demonstrate this statement.
- **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. Attendance issue have been pursued with vigour to increase the numbers of persistent absences and parents are kept well informed of the need for regular attending the school and the consequences of non-attendance and the impingement on their learning.
- **Premises and Health and Safety:** A dedicated governor will be visiting each school and presenting reports to the governing body.

#### Comment from Director of Education

Despite some challenges, Newlands managed a successful year overall. The KS2 results came in as predicted and above National, which was incredible given the starting point of some of these pupils. Significant amounts of hard work went into ensuring that every child made as much progress as possible and it was a genuine team-effort. The work of school leaders is impacting every aspect of school life. The leaders are reflective, responsive to feedback and determined to give the children at Newlands the best education. Massive thanks must go to the LGB who continue to offer support and challenge for the school.

#### Comment from Link Trustee

The impact statement is reflective of a challenging year but one where there has been continued efforts to improve and progress which is positive. To echo the sentiment of the DoE despite the difficulties, results have been positive and a reflection of the hard work and dedication of the team. I am looking forward to visiting Newlands in the coming months and building a relationship with the pupils and team to help and support them on their journey to their goals.