



Local Governance Committee Impact Statement – September 2022

Dear parents and carers,

As members of Carrfield's local committee, we wanted to take this opportunity to celebrate the school's continued success over the last year and to give you more information about our work.

As part of the Astrea Academy Trust, the school has a dedicated local governance committee (LGC). You can find out more about us and our work on the school's website.

This LGC is a supportive forum in which the school Principal has access to the objective insights of people with professional and voluntary experience from both within and outside of the education sector and with considerable local knowledge; it also plays an important role in informing Astrea Trustees' understanding of local context and individual school performance. Astrea's local committees do not hold any legal responsibility for their school, thus enabling committee members to focus in particular on the following accountabilities:

1. To ensure that the vision, ethos and strategic direction of Astrea is maintained within each school

The LGC promotes a culture of high standards, expectations and aspirations through its half termly meetings and termly school collaborative visits. During each termly collaborative visit, members collectively visit classrooms, speak to pupils and look at the work they produce. Regular member visits and additional link member discussions also ensure that the board understands life within school and can therefore support and challenge the school in making its vision a reality.

The committee has identified link members who have particular foci, which prioritises both the school's statutory requirements and key areas of the school development plan and includes Safeguarding, SEND, Grants, Curriculum and Reading/Writing. This ensures that the committee has a detailed understanding of key issues. The work of the local committee, the academy and the Trust starts and ends with a universal belief in high standards and expectations for every child, no matter what barriers they may face. Our vision is one in which all Astrea children will learn, thrive and lead successful lives. Working together, Astrea schools tackle the barriers that stand in the way of children's success, through a commitment to a brilliant education, a focus on inclusion for all, and by delivering on the promise of opportunities that inspire beyond measure. The LGC works hard to support the school in delivering this vision.

The committee chair, who took up the role in January of the 2021-22 academic year, receives regular updates from the Trust's CEO on developments within the Trust, which are cascaded down to committee members. The Chair liaises closely with school leadership and the clerk to set appropriate agendas for meetings, responding to key issues in the Astrea 2025 strategic plan focusing on such issues as a knowledge rich curriculum, outcomes for pupils, personal developments and staff and pupil wellbeing. Members of the school leadership team and wider staff have contributed to reports on these areas throughout the year, and indeed staff presentations and discussions are a regular agenda item to enable maximise challenge and impact. For example, LGC members have met with/heard presentations from SEND, Assessment, Literacy, Maths and History leads throughout the Spring and Summer terms and have supported and challenged through discussion and questioning to deepen thinking further and to continue to consider the impact of the curriculum for all.

The school leadership team share the school's self-evaluation and improvement plans with the board and welcomes questions on its aims, formulation and progress towards objectives.

2. To hold school leaders to account for educational performance of the school, the inclusion of all pupils and the offer of a knowledge-rich and broadly-based curriculum.

Committee members are proud of the hard work and dedication shown by all members of the school community. The committee has supported and challenged school leaders in relation to the delivery of the Primary Knowledge Curriculum as well as core subjects and we are particularly pleased with the school's approach to, and achievement in phonics this past academic year. Our support and challenge in this area has included ongoing scrutiny of group data over time, asking what we call the '*So What?*' questions of the analysis, seeking information on what now is put in place in light of the data to maximise implementation of strategic and timely interventions. The committee has also supported the development of the Academy Improvement Plan and Self Evaluation.

To promote high standards and expectations for the pupils, the committee reviews a range of data. This includes academic outcomes, any relevant attendance information, wider outcomes tracking and the strategic response made by school to address any barriers to learning that children may have. This has included a focus on the school response to the continued COVID-19 pandemic and how the school plans on supporting pupils moving forward. External results this past year show how the schools has maintained high expectations and supported pupils successfully throughout this time. Our support and challenge here has included ongoing questioning and '*So What?*' discussions regarding the attendance of specific pupil groups and crossover between groups.

The committee has met with school leaders to ensure that there is an effective strategy in place to support disadvantaged pupils. Furthermore, the Principal provides a regular update to the committee in relation to Inclusion. In relation to vulnerable groups of pupils, such as those with special educational needs and/or those in receipt of the pupil premium, the committee receives updates regarding provision and relevant data outcomes at meetings. Link committee members are also clear on their roles and how each is responsibility for continued oversight in regards to performance, inclusion and curriculum and the roles are clearly outlined at the end of this impact report.

The areas of educational expertise of the committee members mean that the school can be robustly supported and challenged by those with specific educational knowledge and understanding. This is balanced by those who come from wider backgrounds who can look at wider functions and also ensure external, non-educational, perspectives, thus deepening the board's impact. For example, committee members with significant teaching experience have been able to consult on the knowledge-rich, reading-centred approach taken by the school whilst community-based members have brought invaluable local knowledge and connections.

At meetings, members challenge leaders on the provision for specific groups such as SEND or those targeted by the pupil premium grant, to ensure the best possible outcomes for our pupils, whatever their need or ability. These questions and answers are recorded in the minutes of each meeting. The committee is fully aware of this past year's highlights, including: moving from Requires Improvement to Good within the school's self-evaluation, ongoing improvements in the school's teacher profile, developments in EYFS, Key Stage 2 outcomes, writing assessment and subsequent provision (through the strategic use of Comparative Judgement), phonics outcomes (through the robust use of Read Write Inc), implementation of a knowledge-rich curriculum (particularly in history) and in terms of behaviour and attitudes.

Over the next academic year, we will review the membership of the board and look to grow it further, with representation from a continually widening variety of stakeholders.

3. To work with the school's leadership and central team to ensure that high standards of safeguarding are maintained

In reflection of the emphasis placed on safeguarding by the Trust, all committee members are expected to undertake safeguarding training and provide the school with evidence of training certificates at the beginning of the academic year in addition to reading the school's Safeguarding policy and Keeping Children Safe in Education. The Chair holds a Safer Recruitment training certificate as well as having undertaken designated

Safeguarding Lead and SCR training. Detailed safeguarding reports are received at every committee meeting, giving members a clear understanding of how effective safeguarding is within the school and highlighting any areas of concern for further scrutiny. On request of the committee this past year, the Safeguarding categories presented and discussed at our meetings has been extended and our 'So What?' questions are important here too. The Chair has recently taken post as the link member for Safeguarding and has met with the Trust's Safeguarding lead to look in detail at the annual safeguarding audit to gain oversight and ensure identified actions have been completed. The Safeguarding link member meets with the DSL termly to review the effectiveness of policies and procedures.

4. To promote positive parent, community and stakeholder engagement and to drive school-to school partnerships for improvement within the Trust

The board's membership (including two parent representatives, an internal teacher, the academy Vice Principal, a National Lead from the Trust's Central Team and a school leader from another Trust school) ensures that positive parent, community and stakeholder engagement is central to our work. The school's leadership have reported to the board on parent surveys, and questions from the board have encouraged the school to consider new ways of engaging with parents. This past year, very positive feedback was given directly to the chair and Trust CEO about the school from a parent of a pupil with SEND, and a member of the community contacted the Chair to praise the Vice Principal's impact within local sport for girls too.

During the past year, the board has been supportive of the school team engaging in school-to-school events (for example Y1-6 writing moderation events) and external partnerships focusing on curriculum, mental health, teaching and behaviour pedagogy, leadership and safeguarding. Information about LGC members is published on the school website to ensure this information is easily accessible. There is also a link to the Trust website where further information can be found. Moving forward, the committee would like to enhance the information available on the school website about the members and the work of the committee.

5. To identify, understand and report to Trustees any strategic risks facing the school

The committee is fully aware of the strengths and areas for development of the academy. The committee sees that the academy is run by committed, professional staff who enjoy excellent relationships with colleagues and pupils. The academy has a very clear and evident commitment to early reading, narrowing gaps for disadvantages pupils, personal development (in particular increasing opportunities for sport and educational visits) and a knowledge-rich curriculum. Committee members are made aware of risks for Carrfield either via the reports of school leaders, in meetings or in discussion with staff and parents. Risk management is an agenda item at each meeting.

Areas for development such as maths reasoning, continued increase of combined outcomes and Key Stage 1 teaching and learning to continue to rapidly address Covid gaps are clearly identified to the board and we work in conjunction with the school to make sure appropriate actions are put in place. The committee supports the Principal in addressing these issues whilst keeping the needs of staff, pupils, and parents in mind as strategies are put in place.

This past academic year has been challenging once again through the 'post-Covid' era and, as a committee, we would like to congratulate the whole school community on the way in which they have met the unprecedented challenges presented and driven strong school improvement throughout.

We would also like to thank all the pupils, families, staff, and other local stakeholders for their continuing support for Carrfield Primary and look forward to continuing our work with the school next academic year.

Yours faithfully,

The Local Governance Committee (LGC)

Carrfield Primary Academy



Carrfield Local Committee Link Member roles and responsibilities

Safeguarding	SEND	Grants	Curriculum	Reading and Writing
<p>Ensure that safeguarding is consistently discussed at meetings of the local committee, in particular by questioning and challenging the relevant section of the Principal's Report.</p> <p>Undertake the required training and, wherever possible, to complete the other training available in order to strengthen own confidence in discussing safeguarding matters. Promote this training or reading – and an understanding of safeguarding matters – to others on the committee.</p> <p>Read all parts of KCSIE 2022 (with particular emphasis on <i>Part Three: Safer Recruitment</i>).</p> <p>Liaise with the central team's safeguarding officers concerning any audit activity or matters of concern.</p> <p>Meet with the Principal to jointly review the SCR (whilst the Principal is responsible for checking, it is important you know what it looks like and what actions are being taken).</p> <p>Support the school, as appropriate, in any audit activity required by the Local Authority and liaise directly with the Principal and the Designated Safeguarding Lead (DSL) about any safeguarding audit being undertaken by Astrea's Central Team (carried out at least annually).</p> <p>Ensure that attendance is consistently discussed at meetings of the local committee by questioning and challenging the relevant section of the Principal's Report.</p>	<p>To act as the champion for children with SEND and inclusion needs and to ensure that the school is fulfilling its duties to children with SEND.</p> <p>To undertake required training, including school-specific induction with the SENCO.</p> <p>To meet the SENCO in the Autumn, Spring and Summer terms as a minimum.</p> <p>To support the school in ensuring pupils with SEND have full access to the curriculum, classroom and their peers throughout the school day.</p> <p>To ensure that the school's SEND provision is regularly discussed and scrutinised at committee meetings.</p> <p>Work with the SENCO to produce a SEND Annual Report to the Local Committee.</p> <p>To monitor the SEND notional budget here and what impact that spending has had on learner progress and attainment.</p> <p>Ensure that attendance of SEND pupils is consistently discussed at meetings of the local committee questioning and challenging the relevant section of the Principal's Report.</p>	<p>To act as a champion for children eligible for the Pupil Premium and to promote physical activity as part of the curriculum.</p> <p>To understand the main barriers for learning faced by disadvantaged pupils at the school.</p> <p>To undertake focussed and purposeful visits to the school to monitor how the Grants are being spent, their effectiveness and how their impact is measured.</p> <p>To ensure there is regular discussion and scrutiny by the committee around the attainment gap and the ways in which it is being addressed by the PP strategy.</p> <p>Ensure that attendance of PP pupils is consistently discussed at meetings of the local committee by questioning and challenging the relevant section of the Principal's Report.</p>	<p>Ensure that the curriculum is consistently discussed at meetings of the local committee and champion presentations from subject leaders, in particular by questioning and challenging during the relevant agenda items.</p> <p>Work closely with the school leadership team and appropriate leads responsible for the foundation subjects to get the insights you need to help the local committee hold staff to account and drive improvement.</p> <p>To act as the link between committee members and staff and to report back on things like:</p> <ul style="list-style-type: none"> • Subject/curriculum delivery • The impact of interventions • Use of resources • Attainment and progress <p>Help other committee members understand what aspects of teaching and learning look like in practice, and also bring more detailed knowledge of the curriculum to important decisions (for instance, about school improvement priorities).</p> <p>Ensure that Early Years provision is consistently discussed at meetings of the local committee, in particular by questioning and challenging the relevant sections of the Principal's report and staff presentations.</p>	<p>Ensure that Reading (with a particular focus on Early Reading and Reading for Pleasure) and Writing (with a particular focus on Early Writing and Writing across the curriculum) is consistently discussed at meetings of the local committee and champion presentations from subject leaders, in particular by questioning and challenging during the relevant agenda items.</p> <p>Work closely with the subject lead to get the insights you need to help committee members hold staff to account and drive improvement.</p> <p>Act as the link between committee members and staff and report on things like:</p> <ul style="list-style-type: none"> • Subject delivery • The impact of interventions • Use of resources • Attainment and progress <p>Help other committee members understand what aspects of teaching and learning look like in practice, and also bring more detailed knowledge of the subject to important decisions (for instance, about school improvement priorities).</p> <p>Ensure that Reading and Writing throughout the Early Years provision is consistently discussed at meetings of the local committee, in particular by questioning and challenging the relevant section of the Principal's Report.</p>