

Dear Parent/Carer,

As members of Atlas Academy's Trust Management Board (TMB), we wanted to take this opportunity to celebrate the school's continued success over the last year and to provide you with an update relating to our work to support Atlas Academy to ensure that it continues to be the best school it can be.

As part of the Astrea Academy Trust, the school has a dedicated Trust Management Board. You can find out more about us and our work on the school's website.

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 TMB works hard to support the school in delivering this vision.

Astrea's local committees do not hold any legal responsibility for their school, thus enabling members to focus in particular on the following accountabilities and we have framed our summary around the five accountabilities to which we work:

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

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. The committee has explored the school's vision and ethos during committee meetings. The board has identified link members who have particular foci, for example safeguarding, Pupil Premium, SEND, behaviour and Curriculum, this ensures that the committee has a detailed understanding of key issues and academy priorities.



The TMB has explored the school's vision and ethos during committee meetings. In particular, exploring how the Atlas Mission Statement of 'Unity Through Diversity' is enacted across all academy life and how the Atlas Core Values of 'Gifted, Resilient, Engaged, Aspirational and Together' align with those of the Trust (Scholarship, Curiosity and Tenacity).

In May 2023, the school presented their Equality Objectives to the committee to further our understanding of how the school is supporting and equipping all pupils to be confident, responsible and well educated, so that they can fulfil positive roles in society. In addition to this, members of the committee have visited the school to have focused conversations with a number of school leaders and pupils around safeguarding, PHSE, equalities, behaviour and culture and teaching and learning to provide support and challenge in relation to these areas. The committee meets in school during the school day and, as part of its work, visits classrooms, speaks to children and looks at the work they produce. Regular member visits to the academy ensure that the board understands life within school and can therefore support and challenge the school in making its vision a reality.

Committee chairs receive regular updates from the Trust's CEO on developments within the Trust, which are cascaded down to committee members. The Chair liaises 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. Committee members have taken advantage of the Astrea Trust governance training to extend their knowledge and deepen their understanding around key issues such as data, safeguarding, curriculum and preparation for Ofsted.

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

To hold school leaders to account for the educational performance of the schools, 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. Throughout the year, the school has strived to support vulnerable pupils and families, ensuring that not only the education of pupils, but that wider support for pupils and their families is available.

Over the course of the year we continue to support school leaders with curriculum development and we are pleased to let you know that we have supported and challenged school leaders in relation to the delivery of Read, Write Inc., Ark Maths Mastery and Instructional coaching to develop pedagogy across the curriculum. Subject leaders in areas such as phonics, reading, maths, behaviour and SEND



have presented to the TMB committee, which allows members to provide further support and challenge to the continuing improvements in these subject areas. We are especially pleased and proud of the academy work in relation to Read, Write Inc. and the outcomes in phonics and multiplication.

The committee has further supported the development of the Academy Improvement Plan and Self Evaluation (these are tools used by the academy to assess provision and practice, informing plans for future developments). 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. The committee's met with school leaders to ensure that there is an effective strategy in place to support disadvantaged pupils and the link TMB member for Pupil Premium regularly visits the school to meet with leaders and pupils to review the impact of the academy strategy. 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.

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. To support inclusion at school, members of the committee work with link members of staff to address issues around SEND, attendance and safeguarding.

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. Over the course of this school year, the academy SENDCo has presented at trust wide SENDCo network meetings, sharing the good practice evident at Atlas and has also supported SENDCos across the trust.

The committee also has assigned link members for Safeguarding (Janine Ryan and Karen Allen), SEND (Jenni Machin), Grants (Karen Allen), Reading and Phonics (Beck King) and Personal Development & Fundraising (Katie Hodgson), all of whom have provided support and challenge to school leaders during meetings and/or visits to the school.

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 required to undertake safeguarding training at the beginning of the academic year in addition to reading Keeping Children Safe in Education (Part 1 and Annex A). Members of the board hold Safer Recruitment training certificates as well as Level 3 designated Safeguarding Lead certificates.



The link member for Safeguarding and has reviewed the academy safeguarding audit, as well as regular visits to the academy to meet with the Designated Safeguarding Leads, reviewing safeguarding procedures. As well as meeting s

with staff, link members meet and speak with pupils in school to review the impact of the school's work. Within school, more staff members have been trained and are gaining experience and further training to enhance their knowledge and skills in relation to safeguarding leadership. Moving forward, the school is exploring a range of methods by which they can collate pupil voice to evidence the impact of the safeguarding curriculum. Detailed, safeguarding updates 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.

The annual safeguarding audit and actions have been regularly discussed to ensure identified actions have been completed.

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

The board have been pleased to note the impact of school to school partnerships both across Astrea academies and external partners to add capacity to the school's work. The school's leadership have reported to the board on events involving parents including Key Stage 1 reading mornings, science



fairs, breakfast events, sports days and coffee mornings and the board is supporting the further work of the school to increase parental attendance at academic events.

It has been a pleasure to learn about a range of curricular learning provided to pupils at Atlas Academy through engagement with external providers. This has included 'It stops now project', Doncaster Children's University, school nursing, and

Fair Share.

We are especially proud of the partnership work with Doncaster Children's University, which has seen an increase in parental and pupil engagement and as a result of the academy's work, the academy was invited to present at South Yorkshire Children's University Conference to share this good practice widely with professionals across the county.

During the year, the board has been supportive of the school team engaging in school-to-school and external partnerships focusing on curriculum, health, mental health, teaching and behaviour pedagogy, leadership and safeguarding, for both the children at Atlas but also involving the wider community in these events. Moving forwards the committee will look to further develop their involvement with parents and the wider community.

As a result of the link member for fundraising pro-actively sourcing funding applications, the academy has been able to access after school sports provisions / clubs and new sports kits for the pupils for next academic year.

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

Information about 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.

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 commitment to excellent behaviour, a clear work ethic and pupils who enjoy their learning and have high aspirations. In addition, the committee has seen that a high level of care and pastoral support is provided to pupils and families.

Committee members are made aware of risks for Atlas Academy either via the reports of school leaders, in meetings or in discussion with staff and parents. Concerns and areas for development such as attendance and Key Stage 2 results 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.

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