

## **Atlas Academy Transition Management Board Annual Impact Statement 2023-2024**

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.



### **Role of Atlas's Trust Management Board**

TMB Members are volunteers, chosen for their skills, experience and insights, to whom certain responsibilities are delegated for oversight of individual schools. Local committees are not legally responsible for the schools, so TMB members are able to focus on school improvement by supporting and challenging the Principal and the wider school leadership team, their input serves an essential part in informing Trustees' understanding of the local context and individual school performance. The

TMB is also a supportive forum in which the Principal can have access to the insights of people with professional and voluntary experience outside the education sector.

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.

During the 2023 – 2024 school year, the TMB has met on five occasions and members have visited to provide support and challenge on aspects of the school's work such as special needs provision, safeguarding, behaviour and the quality of teaching and learning.

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 Astrea is maintained within each school.**

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).

At every meeting, the Principal presents a thorough report about the work of the school, containing a wide range of data about pupil performance relating to learning and other important measures such as behavioural incidents and attendance rates. In addition, there is full commentary in the report relating to risks, implementation of policy and other aspects of school such as staffing and premises issues. At these meetings, TMB members have an

opportunity to provide challenge to leaders to ask them to fully explain areas presented and ensure the emphasis is on positive academic attainment

As well as the Principal's report, members have had the opportunity to review the Academy Improvement Plan and the Self Evaluation work that leaders undertake. School leaders undertake presentations at each meeting, this year they have linked to: Safeguarding, SEND, Pedagogy and Instructional coaching, quality of teaching and learning in Maths, Pupil Premium, PE & Sports Premium and Behaviour and Attitudes. All of these activities allow members not only to keep a sharp watch on strong academic outcomes but also to ensure that the work of the school aligns with the vision and strategic direction of Astrea.

The board has identified link members who have particular foci, for example Safeguarding, Pupil Premium, SEND, Behaviour and Curriculum; this ensures that the board has a detailed understanding of key issues and academy priorities. 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. TMB 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.

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



At the start of the school year, the Principal presented the school's intended targets for pupil achievement at the end of the Reception Year, in Year 1 Phonics and Year 6 Key Stage 2 Test outcomes. TMB Members provided challenge to ensure that the aspiration for achievement was as high as possible, and continued to receive updates from which further support and challenge were provided across the academic year. Members shared particular interest in the achievement of pupils with Special Educational Needs, with visits taking place to view the work of the school in this area.

The data provided in the Principal's report includes the achievements of those pupils who are disadvantaged or have SEND needs. The board members 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 board 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 board receives updates regarding provision and relevant data outcomes at meetings.

Good attendance at school is something that everyone is working hard to achieve, and members take a close interest in the data relating to this and ensuring they are assured that the school is doing all it can to ensure every child is in school every day so that they can benefit from the high-quality curriculum and teaching on offer. Atlas has had some significant success in this area and attendance has improved throughout the year thanks to some extremely hard work of the pastoral team.

## **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 members of the TMB have completed the required safeguarding training, and this is done so on an annual basis. This includes reading the Department for Education's statutory guidance for schools on safeguarding children: Keeping Children Safe in Education (Part 1 and Annexe A) and completing online training modules. The TMB at Atlas recognise that safeguarding is everyone's responsibility.

Safeguarding data is presented at every meeting and members take the opportunity to question and seek clarification around any spikes in the data, or specific trends rising and falling to gain a good understanding of the issues facing leaders at Atlas and the actions that they take. In addition to this, the Trust carries out regular audits of safeguarding at the school and these reports are available to members to ensure that any actions are addressed, and elements of good practice celebrated.

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 meetings with staff, link members meet and speak with pupils in school to review the impact of the schools work. 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 partnerships with Atlas 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.

The TMB continue to be pleased to recognise the work of the school in engaging the pupils in numerous local and regional activities and opportunities, which are always proudly presented in the half-termly Principal's Report.

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

The TMB is fully aware of the strengths and weaknesses that Atlas has in terms of its site and facilities. The committee sees that committed, professional staff who enjoy rewarding relationships with colleagues and pupils run the academy. The academy has a fair behaviour policy, which is consistently applied, a clear commitment to meeting the range of needs presented by the pupils on roll. In addition, the TMB sees that a high level of care and pastoral support is provided to the school's most vulnerable pupils and their families.

Committee members are made aware of risks for Atlas through a standing item in the Principal's Report, which is presented in each meeting. Where appropriate, members follow up in developing their understanding of risks through visits to the academy

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