



ST ANN'S SCHOOL COMMITTEE IMPACT STATEMENT 2021-22

Pupil Outcomes

The challenge and support from St Ann's School Committee, and through the way in which they hold leaders to account has resulted in strong pupil achievement. All data sets are above national, and significantly so in most cases. In spite of Covid-19, standards at the end of KS2 have remained in line with previous data sets, with 88% achieving the expected standard in Reading, 82% in Writing, 78% in Maths and 70% achieving RWM combined. The percentage working at Greater Depth in Reading and Maths is the highest it has ever been (50% in Reading and 47% in Maths). The Reading dip that occurred in 2019 has also been addressed, with 14% more pupils achieving ARE. Progress measures are 1.5 in Reading, 2.1 in Writing and 1.2 in Mathematics, putting St Ann's in the top 20% of all school for Writing and top 40% for Reading and Mathematics. At the end of KS1 standards across all subjects have remained roughly in line with previous years despite the pandemic (82% achieving ARE across all subjects). 97% have finished Y1 and Y2 achieving the expected standard on the Phonics Screening Check. 85% of Early Years pupils achieved GLD, which is the highest in a 5-year period and shows strong progress, as 47% were on track at Baseline. There are no significant gaps in any subjects between PP and all pupils across the school, in fact PP pupils have outperformed non-PP pupils in the Y1 Phonics Screening Check and at KS1. Pupils with SEND, unless severe and with other complicating factors, are also making strong progress.

Safeguarding

The School Committee is effective in fulfilling its statutory safeguarding responsibilities. All members undertake safeguarding training. This is refreshed on an annual basis. Through the termly Headteacher Report, members know what school is doing to educate pupils about how to keep safe, including staying safe online and safe from sexual abuse. Each term, the Chair of the Committee meets with the Designated Safeguarding Lead to ensure that the school is compliant with its safeguarding procedures. To make sure the culture is right, they ask probing questions and reflect on case studies that demonstrate what school is doing to identify children who may be at risk of harm and how school is helping those children and fulfilling its duties. The Chair receives feedback about the checking of the Single Central Record and Safeguarding Training Log, and ensures all staff and volunteers have completed training in the Prevent Duty. They also hold leaders to account for achieving the areas for development identified following the submission of the Trust Safeguarding Audit to the Director of Wellbeing and Section 175 Audit to the Local Authority. Outcomes are shared with all other members at the termly School Committee meetings.

Financial Performance

Through its delegated responsibility of overseeing the financial performance of the school, the School Committee have been instrumental in making sure money is well spent. They have guaranteed that monies spent have been linked to the school's priorities for improvement including curriculum development. Through effective spending, the use of concrete manipulatives supports the implementation of our Maths curriculum, with an average of 91% of pupils making at least sustained progress in Maths since their previous key stage baseline this year. The achievement in the Early Years is strong (47% on track at Baseline, but with 85% securing a Good Level of Development by the end of the EYs), and provision being judged as at least 'strongly good' by our School Improvement Partner. In the summer term, the RSHE curriculum for Y6 was enhanced by a performance about drugs and alcohol awareness. Committee members have also held leaders to account in relation to the spending of Pupil and Recovery Premium. As a result, there are no significant gaps between PP and non-PP pupils (see above), and 78% of all pupils who have benefitted from the Catch-Up Premium have made at least sustained progress, with 23% making accelerated progress and 71% now working at ARE in the subject their sessions were in.

Staff Wellbeing

Following staff completing an annual survey about leadership, management, workload and wellbeing, the School Committee recommended exploring the feedback to the question 'Have leaders created a climate where staff are encouraged to innovate and take risks?' After some discussion, staff were able to identify numerous examples of where they are able to innovate and take calculated risks for the benefit of their pupils. Following a series of revisions to aspects of our Trust curriculum, Committee members asked for assurance that decisions made to improve the quality of education were not at the expense of staff workload and wellbeing.