

July 2021

Dear parent/carer,

As members of Edenthorpe Hall's local committee, we wanted to take this opportunity to celebrate the school's continued improvement 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 year has been unique, with the school successfully adapting and responding to the COVID-19 pandemic. Reflecting on the past year, we wanted to provide you with an update relating to our work to support Edenthorpe Hall Academy to ensure that it continues to be the best school it can be for your child. We have framed our summary around the five accountabilities to which we work.

We would also like to thank the pupils, parents/carers and staff and other local stakeholders for continuing to support Edenthorpe Hall.

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

Along with members of the school community, members of the LGC contributed to the review and formation of the Edenthorpe Hall five core values: Respect, Aspiration, Honesty, Enjoyment and Resilience. These value partners support the vision statement of the academy - *We inspire, We Believe, We challenge and We achieve* – and complement the Trust's value partners: responsibility and leadership; aspiration and development; honesty and integrity; enjoyment and innovation and collaboration and inclusion.

The LGC also has a link member, Ekanem Ibokessien, who has a particular focus on 'vision and values' and who has worked with the academy leadership team to examine how the academy's values can best be realised.

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 Principal's in delivering this vision.

Committee chairs receive regular updates from the Trust's CEO on developments within the Trust, which are cascaded down to committee members.

While COVID-19 restrictions have made school visits difficult this academic year, the committee have remained committed to supporting the school and have worked closely with the leadership team.

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.

We know that over the last year, the school has experienced unprecedented times and the local committee members are so 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 has continued, but that wider support for pupils and their families has also been available.

Last year we outlined our desire to 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 online safety. Paul Munby, who was elected as the Vice Chair of the LGC this year, enjoyed supporting the school's Newly Qualified Teachers (NQTs) with their professional development ensuring a successful first year in teaching for both teachers.

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 at Edenthorpe Hall, 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 COVID-19 pandemic and how the school plans on supporting pupils moving forward.

The committee's link member with a focus area of Pupil Premium, Andy Coy, 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 LGC meetings. Additionally, this year, the LGC requested and has received regular information relating to the number of disadvantaged pupils accessing extra-curricular activities – this is so we can be assured that increasing numbers of vulnerable pupils are able to enjoy a range of learning experiences.

The committee also has link members for Mathematics (Michael Lappin) and English (Neil Cottingham). Through the Astrea seminars, Neil Cottingham has researched the greater depth aspect of English and aims to visit the school in the next academic year when restrictions allow. Through the completion of seminar training for LGC members, Neil Cottingham reported that as a result, his perspective and approach to school visits and support has changed, with an increased focus on assessing particular aspects of the curriculum and provision moving forwards. Michael Lappin also attended training in relation to the effective use of additional adults and plans to consider such research when completing his link member role next year.

Similar to last year, moving in next year, the committee is keen to further support the school to ensure that the curriculum offer is engaging and effective whilst also meeting any social and emotional needs of pupils (especially given the COVID-19 pandemic).

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 were invited 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). The Chair, Jenni Machin, continued in her role as link member for Inclusion and worked with the school's Designated Safeguarding Lead, reviewing online safety and safeguarding procedures. As a result, the school has increased in-school communication through morning briefings and has formulated an online safety curriculum map to ensure coverage across all year groups.

Moving forward, increased numbers of LGC members will be accessing the free Safer Recruitment training made available to them through the Trust and an online training portal called EduCare. Within school, in response to changes within the Senior Leadership Team, more staff members have been trained and are gaining experience and further training to enhance their knowledge and skills in relation to safeguarding leadership.

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.

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

Over the past few years, the committee has been supporting the school to raise its profile within the local community through attendance at events and through the fundraising work completed around 'Project Playground'. This has proved successful in addressing risks around pupil numbers (and related finances). In response to parent voice, the LGC is supportive of the longer term plans to explore the possibility of a nursery provision to further secure increased pupil numbers at the school and to support pupil transition into Edenthorpe Hall.

During the year, the LGC has been supportive of the school team engaging in school-to-school and external partnerships focusing on curriculum, mental health, teaching and behaviour pedagogy, leadership and safeguarding.

Les Budhi met with Acting Head of School to explore parental engagement and plans are now in place to explore the re-introduction of a PTA (Parent Teacher Association) next year when COVID restrictions lift.

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.

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

As mentioned in the previous section, over the past few years the committee has identified strategic risks and has been supporting the school to increase pupil numbers (as this assists in securing financial stability for Edenthorpe Hall moving forward). The nature of this work has focused on:

- securing a nursery provision to support transition into Reception;
- community and school fundraising for 'Project Playground', to improve the outdoor facilities at the school and make the school more attractive to prospective families;
- increased community awareness of the school, for example, through the use of social media, local advertising and events.

Whilst the work towards securing a nursery provision is still ongoing, new playground equipment, school advertising and the use of social media (to share good news stories and information about

the extra-curricular offer and wrap-around care at the school) have been successful as evident through the increased pupil numbers.

Through Trust-led meetings and direct communication, the Chair of the LGC is able to feedback relevant information relating to any strategic risks identified.

Moving forward, members of the LGC will continue to identify and support the school in relation to any areas of risk at the half-termly meetings held. Furthermore, LGC members will continue to support the use of social media to promote the school within the community.