

Dear Families,

As members of Kingfisher Primary Academy's local committee, 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 Kingfisher Primary Academy to ensure that it continues to be the best school it can be. We have framed our summary around the five accountabilities to which we work.

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

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

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

The committee has explored the school's vision and ethos during committee meetings. In particular, exploring how the Kingfisher Values of 'Kindness, Tolerance, Empathy, Equality, Courage and Respectfulness' align with those of the Trust (Scholarship, Curiosity and Tenacity).

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. Working together, Astrea schools tackle the barriers that stand in the way of children's success, through a commitment to a brilliant education and a focus on inclusion for all. The LGC works hard to support Principal's in delivering this. In March 2022, 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 around safeguarding, PHSE and equalities to provide support and challenge in relation to these areas.

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 precautions made school visits difficult at the start of 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 continued to experience unpredictable challenges 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.

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 has also 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).

The committee has a named link member for Grants and has reviewed the Pupil Premium Strategy with the school's Pupil Premium Leader during a committee meeting - this enabled the committee to assure themselves that there is an effective strategy in place to support disadvantaged pupils. The committee has also received an update from the Special Educational Needs Coordinator (SENCO) regarding the provision and support in place for pupils with additional needs.

This year, the committee has been led by a new Chair, Jenni Machin, and has also liaised with the Astrea Governance Team to attract new members. The committee also has assigned link members for Safeguarding and SEND (Jenni Machin), Grants (Dave Muddiman-Rawlins), Quality of Education (Aimee Pickering) and the Early Years Foundation Stage (Claire Wilcox), all of whom have provided support and challenge to school leaders during meetings and/or visits to the school.

Through the completion of seminar training for LGC members, Jenni Machin has furthered her knowledge of safeguarding (Single Central Record) and risk reporting.

Moving into next year, the committee is keen to further support the school to ensure that the provision in place for SEND pupils supports access to the curriculum. Additionally, the committee would like to increase its number of members, exploring additional parental representation, as well as representation from local community members.

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 (or when they joined the committee during the year) - this is in addition to reading Keeping Children Safe in Education (Part 1 and Annex A). Committee members will continue to be encouraged to access a range of safeguarding training as required.

The Chair, Jenni Machin, commenced in her role as link member and worked with the school's Designated Safeguarding Lead and Online Safety Lead, reviewing online safety and safeguarding procedures. 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 online safety 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.

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

During the year, the committee has been supportive of the school team engaging in school-to-school support and external partnerships. For example, members of the school team have provided support

in relation to SEND Leadership at Denaby Main Primary School as well as governance support at Hexthorpe Primary. Guidance from a consultant, Jason Bangbala, for staff at Kingfisher Primary Academy has also contributed to improving behaviour and attitudes across the school.

It has been a pleasure to learn about a range of curricular learning provided to pupils at Kingfisher Primary Academy through engagement with external providers. This has included artists, school readers and Big Talk Education.

Additionally, we are proud that the school has attained the Silver School Games Award and are working towards the Primary Science Quality Mark.

Information about committee 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. Furthermore, with the lifting of COVID-19 restrictions, the committee is keen to complete more focused school visits, as well as support at more school-based events in the next academic year.

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

During the year, the committee has identified strategic risks and has been supporting the school where able. The nature of this work has focused on:

- supporting communication with the Trust around budgetary risks in relation to school site repairs
- communicating with the Trust around any emerging risks related to recruitment and staffing

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.