

Dear parent,

As members of Denaby Main's Transition Management Board (TMB), we wanted to take this opportunity to celebrate the school's work over the last year and to give you more information about how we support school.

As part of the Astrea Academy Trust, the school has a dedicated local committee. You can find out more about us and our work on the school's website. The 2021-22 school year saw the appointment of two new committee members; they have undergone an Astrea induction process and are regularly signposted to other sources of relevant CPD, both within and outside Astrea.

Astrea's local committees do not hold any legal responsibility for their school, thus enabling committee members to focus in particular on the following accountabilities:

- 1. To ensure that the vision, ethos and strategic direction of Astrea is maintained within each school*
- 2. 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*
- 3. To work with the school's leadership and central team to ensure that high standards of safeguarding are maintained*
- 4. To promote positive parent, community and stakeholder engagement and to drive school-to school partnerships for improvement within the Trust*
- 5. To identify, understand and report to Trustees any strategic risks facing the school*



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

The TMB is a supportive forum in which the school Principal has access to the objective insights of people with professional experience in areas relevant to school governance; it also plays an important role in informing Astrea Trustees' understanding of local context and individual school

performance. The TMB also has identified link members who have particular foci, for example safeguarding or Pupil Premium, and this ensures that the committee has a detailed understanding of key issues. 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 TMB works hard to support the school 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. 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.

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 ensure that the board understands life within school and can therefore support and challenge the school in making its vision a reality.



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. 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 the delivery of the Primary Knowledge Curriculum as well as core subjects. We are particularly pleased with the school's approach to phonics. 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. This has included a focus on the school response to the continued COVID-19 pandemic and how the school plans on supporting pupils moving forward. The committee's 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 meetings.

The areas of educational expertise of the committee members (including Education Director, National Lead for Literacy and Attendance Lead for Astrea, from an education perspective) 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. The committee is fully aware of this year's highlights, including: Phonics outcomes and GLD in Early Years, strategic vision of leadership, including SEND leadership and development of pupil voice and leadership.

Over the next academic year, we will review the membership of the board and look to grow it further, with representation from a wider variety of stakeholders.

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). Members of the board hold Safer Recruitment training certificates as well as Level 3 designated Safeguarding Lead certificates. The Chair is the link member for Safeguarding and has reviewed the single central record as well as discussing safeguarding with the school's Designated Safeguarding Lead, reviewing online safety and safeguarding procedures. As a result, some changes were made to the single central record. 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.

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 role of the executive principal has meant ever closer working partnerships between Denaby Main staff and the most local Astrea Academy (Castle Academy). The board have been pleased to note the impact of school to school partnerships and the secondment of staff from other Astrea academies 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, sports days and coffee mornings and the board is supporting the further work of the school to increase parental attendance at academic events.

During the year, the board 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. 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.

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 discipline, 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 Denaby Main either via the reports of school leaders, in meetings or in discussion with staff and parents. Concerns and areas for development such as exclusions 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 executive principal in addressing these issues whilst keeping the needs of staff, pupils, and parents in mind as strategies are put in place. This academic year has challenging once again through the 'post-covid' era and, as a committee, we would like to congratulate the whole school community on the way in which they have met the unprecedented challenges presented. We would also like to thank all the pupils, families, staff, and other local stakeholders for their continuing support for Denaby Main Primary and look forward to continuing our work with the school next academic year.

