Annual Report of the Board of Member Trustees for the Academic Year 2022 - 23.

We have pleasure in submitting this report as the Trustees of the Braunton Academy at their AGM on 17th October 2023.

1/. Introduction and context.

Firstly an enormous welcome to two new Member trustees who I met with earlier in the year – Sarah Nicholls and Andrew Cork. While your work with the school is limited it is so important to have your oversight of the quality of governance within the Academy. And it is particularly gratifying to welcome Julie Fry as both a trust member and Chair of Trustees (governors)– she took over from myself last year and has fully immersed herself into the work of the school. I know how grateful the school leadership is for her 'hands on' approach bringing a wealth of experience from her time in senior management within the public sector.

As always, an amazingly busy year for the school, much of which is commented on below. Contextually this has been a year still affected by the aftermath of covid and an increasingly difficult time for school's management with industrial action among teaching and support staff which is like to continue for the foreseeable future.

The school welcomed 180 new children into year 7 at the start of the new academic year. This coincides with a building programme, to provide 6 additional teaching spaces ready for next years intake. This will provide physical challenges within the school's environment with a reduction in the outside social areas. The school has ensured value for money by maximising the benefits of the design to incorporate additional infrastructure away from classroom space.

As always there is so much to be proud of with the work of the school and the outcomes for its young people and their families – I know that Fay will enjoy reporting on year 11 results, during a year in which there was a return to more rigorous external assessment of students GCSE work. Nationally higher GCSE grades have been more difficult to achieve and it is so good to see the academy buck this trend (see below both progress and attainment 8's).

It is quite apparent that the educational landscape is changing rapidly and specifically within North Devon. The school has had a number of conversations with the Regional Commissioner for Schools (south west). While it is always useful to have these 'pastoral' discussions it seems clear that the direction of travel is to encourage all single academy trusts (such as Braunton Academy) to consider joining a mutli academy trust. I know that governors have a watching brief on where to position the school. We must use the schools success as leverage to get the best for our students – and to this end it is likely that we (trust members) with other trustees (governors) will be invited to view the 'pitch' of interested MAT's. And if I have interpreted this correctly, then while governors may make a recommendation it will be ourselves (trust members) who will be the final arbiters and decision makers on this key issue.

Key Priority 1- To embed the new BA lesson structure and feedback policy into daily practice to improve student outcomes.

- New lesson structure - Successful launch in September inset to staff introducing them to the lesson structure. Staff now use common language around the lesson structure. Shared PowerPoint templates given to staff to help them to plan within the new lesson structure as well as the new Teaching Folder with the TL policy and all forms needed.
- Area of lesson structure which has been most difficult to embed are the Progress Checks at the end of lessons. This is mostly due to the 50-minute lesson constraints. Moving to 60 minutes will offer time for this to be embedded.
- Learning walks, appraisal observations, book looks, and student voice shown that the structure is embedded this year. Particular strengths identified were the use of Memory Recall tasks and the delivery in the Grammar / I DO phase of teaching. This was evident in books (Book Looks have been carried out with all year groups this year).
- The explicit teaching of key words (tier 2 and 3) was seen as a strength in many books, however the agreement on the exact key words to teach at department level will be taken through to next year in KP1.
- Students voice tells us that they can articulate how the lesson structure helps them to learn and retain new knowledge. This was evident in student voice interviews carried out in June 2023.
- Period 6 Personal Study – In September we began a more structured P6 programme following a launch to all staff and students. Students were explicitly taught metacognitive approaches and self-regulation techniques in Personal Study time by members of the SLT. They received training on evidence-based techniques such as Cornell notes, mind mapping, creating flash cards with Leitner System, using revision notes and the pomodoro technique.
- In addition to this they received literacy sessions during Deeper Learning which covered topics beyond the taught curriculum. We trialled Knowledge Books this year with the aim to help students learn key subject terminology through memorisation.
- Overall, the new format was a great success, and this was evident in student books and student voice. Year 11/10 students identified these techniques as extremely helpful for their independent study of GCSEs. Knowledge books were not liked, and a significant number of students said that this did not engage them – consequently we have removed this from the P6 timetable next year but the teaching of key vocabulary in lessons will continue due to its impact.
- Professional Development – We are using the WalkThrus programme to support our CPD. This has informed our weekly teaching and learning sessions as it breaks down high leverage evidence-based strategies to use in the classroom. It offers solutions to common problems that are encountered every day. Staff are using these techniques in their practice – lesson observations show that the most common teaching strategies are Cold Calling, Retrieval Practice (Memory Recall), Live Modelling and Show Me Boards. Staff are also engaging with my weekly email which spotlights one of the WalkThru strategies to focus on the following week.
- BA Coaching Programme – The areas that staff have developed their practice are as follows: Think Pair Share, Cold Calling, Live Modelling, Checking for Understanding, Say it again Better

Embed a consistent whole school approach to feedback using the Learning Analysis

and RAMP activities to address gaps in knowledge and misconceptions

- New feedback policy – The new feedback policy and RAMP (Reflect and Make Progress) was delivered to staff in September. This was a large change in practice, with staff now using Learning Analysis sheets to identify knowledge gaps and misconceptions (focus on DA/PP students). Following extensive discussions with Middle Leaders, this is now embedded in practice however we will monitor for inconsistencies at teacher level. Teachers are now regularly using this feedback approach to inform planning.
- Staff Voice - Staff have fed back that they like the Learning Analysis sheets as it really helps them to zoom in on their disadvantaged students.
- Book looks from Y7-11 were carried out at SLT level, as well as joint book looks with all Middle Leaders. Feedback was given immediately to all Middle Leaders to action with their teams.

Improve student outcomes through targeted/bespoke intervention at class teacher, department and whole school level using effective assessment processes.

KS4 Interventions – These interventions have taken place with HOD Maths and English during Personal Study time. These have been extremely successful due to the selection of students and quality teaching in these sessions. Ms Craig put together a timetable for Year 11 and Year 10 interventions with subject teachers enabling students that needed support to benefit. Part of this success was the conversations following the PPE (mock exams) earlier in the year, with FB, JC and GT meeting with all subject leads to review the data on predictions. These conversations helped to identify the students that should receive intervention in Year 10 and 11.

KS3 Interventions – Teaching Assistants were selected to run this intervention and were trained in September. The focus in English has been on reading. Maths has been tailored to gaps that have arisen in lessons. Decision has been made to reappoint School Led Tutors next year and focus on maths at KS3. Reading will be delivered by tutors in Personal Study time with a new tutor reading programme grounded in research from Sussex University.
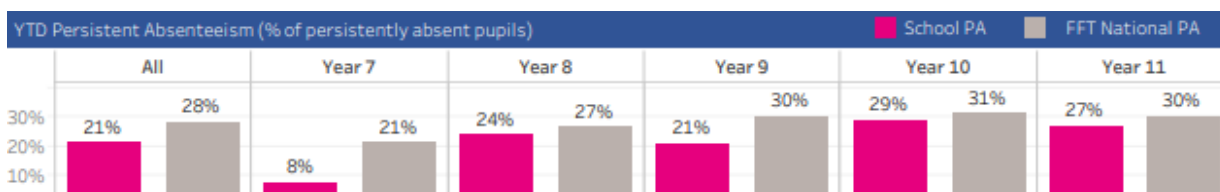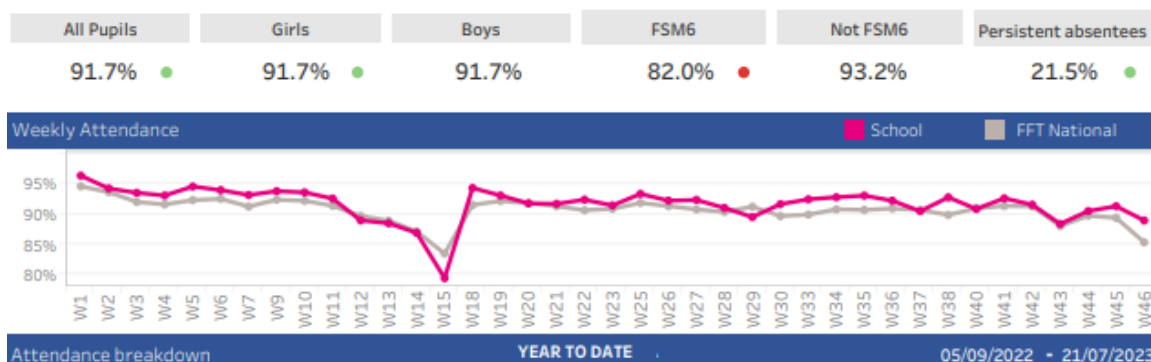
Review and adapt planning, schemes of learning, curriculum overviews in response to student performance assessed using the learning analysis

- Curriculum Design has been a major focus since Christmas. We have spent a significant amount of time discussing at SLT level and have produced our whole school intent, outlining the overarching aims of our curriculum.
- This was then taken to Middle Leaders as a guide to the design of their subject curriculum intents. All subjects now have a curriculum overview document outlining their overall intents for their areas.
- Learning Maps for KS3 topics have been created following discussion at the TL meetings. Middle Leaders have engaged their teams in deep discussion on curriculum to begin to identify the key concepts and substantive knowledge that all students will be exposed to, be taught and remember as they pass through their KS3 curriculum model. This is the beginning of our journey on KS3 curriculum design which will be the central focus of our Key Priority 1 next year

Key Priority 2 - Improve attendance to the pre covid level of 95%.

Increase the profile of attendance through regular activities at tutor, HOY and Whole School level
Use of FFT Attendance Tracker to compare school values to National which has been shared throughout the year to staff and Governors.

All Pupils	Girls	Boys	FSM6	Not FSM6	Persistent absentees
91.7% ●	91.7% ●	91.7%	82.0% ●	93.2%	21.5% ●

Weekly Attendance — School / FFT National
Attendance breakdown — YEAR TO DATE — 05/09/2022 – 21/07/2023

YTD Persistent Absenteeism (% of persistently absent pupils) — School PA / FFT National PA

	All	Year 7	Year 8	Year 9	Year 10	Year 11
School PA	21%	8%	24%	21%	29%	27%
FFT National PA	28%	21%	27%	30%	31%	30%

Attendance at Braunton Academy (pink line) was above National figures (grey line) except for two occasions. At week 15 there was a large re-occurrence of COVID 19 in the Southwest, although we were still slightly lower than the rest of the rest of the region. At week 29 where the Academy dealt with a critical incident that impacted many students, we saw a dip in attendance for this week.

Pupils who are on the SEND register have good attendance compared to Nationally, particularly our EHCP students (+4.4% compared to National) and our Y10 and Y11 especially (+12.5% and +16.3% compared to National).

Embed attendance systems throughout the pastoral system to create effective early intervention

FSM figures were 3.3% lower than National. When we drill down into this, we can see that it is Year 10 having the biggest impact on this figure, as it is 16.6% lower than National. We know that there are several students who fall into this category who are currently not attending school regularly or even at all.

We know who those Y10 students are and tutors, HOY, attendance officer and DSL will continue to work into next year with professionals to provide a manageable education for them. All the Y10 students with attendance below 90% have interventions. Some are on Early Help plans with review meetings every 6 weeks and support from external agencies such as the Family Intervention Team, DACs, Fearless, NDADA, YSMART, Young Carers and Youth Intervention Team. The Education Keyworker team are involved at supporting some students to attend school. AVP

Inclusion was involved in attendance plans with pupils and families and for some, the EWO is leading legal meetings. We also prioritise appointments with Careers Southwest for pupils who have low attendance to give them a focus for their education over Key Stage 4. There was support from Petes Dragons and SPACE to work with groups of Y10 students who were impacted by the incident in March.

Key Priority 3 – Improve learning outcomes for Disadvantaged Students by the full implementation of the 3-tiered strategy.

Ensure the consistency of the whole school teaching and learning policy and feedback policy

- Embedding the BA lesson structure – the highest impact on students who are disadvantaged is high quality TL. Our whole school key priority this year was to embed a lesson structure which enables all students to learn effectively and make progress. This lesson structure uses research from cognitive science and places it at the heart of what we do each day in the classroom. Now we have embedded the BA lesson structure – memory recall, connect phase, explicit teaching of new vocabulary, Trivium21 grammar (I DO), dialectic (We do) and rhetoric (YOU DO) and progress check. Progress checks will continue be developed next year as we move to 60-minute lessons, allowing more time to embed.
- Feedback that focuses on DA students (Learning Analysis Form) – at the beginning of the year we launched a new Feedback Policy that asks teachers to focus specifically on DA students, acting where it is required. Feedback from staff has highlighted the effectiveness of this new approach as it shines the light on DA students and helps to identify specific gaps and take action through planning and delivery
- Closer liaison of SLT and PP Coordinator throughout the year with regular LM. Meeting every 2 weeks this year helped to develop our PP strategy taking steps to raise the profile of the PP students in classes. This began with CPD for staff which shared the photos of our PP students, making this available for all staff

Relaunch and embedding of the new Personal Study programme including personal development, knowledge books, deeper learning literacy sessions and learn to learn metacognition sessions

Teaching of metacognition in Learn-to-learn sessions we delivered SLT led training on key strategies to develop independence in learning namely; Cornell notes, mind-mapping, flash cards and Leitner method, using revision lists and Pomodoro technique (productivity aid). The impact of this method was evident in the quality of independent revision with staff able to assign homework based on these techniques. Feedback from DA/PP students showed that they really valued this, and it was highlighted as a strength in KS4 as students prepared for their exams. Teaching metacognitive approaches is backed up by research from EEF (as one of the most impactful strategies schools can use to increase progress).

Review and create a new literacy policy for the development on reading, writing and oracy across the curriculum

Literacy 30 launch – Quote from Jon Eaton EEF, 'there is no magic bullet for closing the disadvantage gap, however a focus on literacy is the closest thing'. The BA lesson structure promotes the explicit teaching of key vocabulary. Books, student voice and lesson observations have identified this as an area of strength. In January we launched the new Literacy30 Policy which underlines the fact that every teacher is a teacher of literacy. Our focus was on vocabulary development and there were several CPD sessions delivered to staff with this focus.

Live Marking of students work through targeted circulation of staff during lessons is central to the Literacy30 Policy and although some good practice has been seen, this will carry through into Key Priority 2 next year as we focus on adaptive teaching with a focus on PP/DA/SEND.

Further development of School Led Tutoring through catch-up and pupil premium funding Create new tracking systems that provides information on impact from academic and inclusion interventions

Interventions with impact on PP **–** students were identified by HODs that needed support from trained School Led Tutors. There were also students that received intensive interventions from Louise Pincombe for Literacy Catch Up. All students that have received the intensive literacy support this year have made progress. This is based on regular testing using Lucid Tests. The intervention received with Louise Pincombe is extremely bespoke following initial assessments. We feel that the English Interventions with School Led Tutors did not have the desired impact. There will be a new reading initiative in tutor time next year which is based in research from Sussex University and improves reading and literacy for students, with higher impact on low level literacy students.

Key Priority 4 – Successfully managing the current budget restrictions, building development and increased intake.

Embed new Impact Review Quality assurance processes at Senior and Middle Leader level that regularly review impact in relation to cost

The new quality assurance process has been in place since September and as yet is not fully embedded. Quality assurance at a senior level is relatively strong, line management meetings are taking place regularly and academic data is being used effectively to track strengths and areas for development that is cascaded to the senior team through our meetings and addressed during line management meetings.

Curriculum quality assurance has developed with the senior team conducting more student voice and work sampling to fully triangulate the data this still needs further development. The introduction of the Management Partnership will provide a much greater level of support and scrutiny. The SEND review that has taken place this term has provided invaluable benchmarking using the Ofsted criteria, led to positive strategic changes and provided high quality CPD for senior leaders on quality assurance processes.

There has not been the same level of progress from curriculum leaders, the level of departmental scrutiny around intent and implementation is currently inconsistent, the use of the management partnership next year will be key to developing middle leaders us of this system. However, middle leaders have taken greater responsibility for their budgets and the majority of curriculum leaders have been effective in keeping to their budgets during this period of inflation.

Data for pastoral systems is not as strong as is a key focus for the inclusion senior leaders as we move into next year. This will form part of next year's key priorities. Year group leaders need new systems including improved data reports to effectively quality assure the progress in their year groups.

Complete a full review of all academy costs to provide a plan of savings that has minimum impact on curriculum delivery

A full review has taken place leading to the change back to 60-minute lessons and the reallocation of roles in the senior team and pastoral support teams has saved the Academy between £70 –£100,000 as well and stopping the need for further recruitment this year to manage the increased intake. The TA department has been restructured and through not replacing staff as they have left, we have managed to reduce the staffing in the department by 40% in less than 2 years to support the £100,000 reduction in funding in this area.
There is further work to do looking at back-office systems to ensure effective use of personal. This will be part of next year's Key priority 4.

Although the budget has been set without a pay agreement and indication from the government about what if any amount of the deal will be funded, the situation continues to be very concerning with many moving parts. At his stage we cannot guarantee that further cost cutting will be needed in the next year. It is important that senior leaders and Trustees continue to engage in conversations around partnerships that provide economy of scale and shared resources to limit the impact of any cuts on student outcomes.

Redevelop the IT infrastructure to support the technological developments required to ensure that the Academy can function effectively and reach the appropriate level of cyber security

This year we have successfully moved all systems over to Microsoft 365 which previously had been a mixture of 365 and google. The phone service has also been updated to Microsoft teams which has given all staff greater efficiency in communicating internally and externally. We have engaged the services of Integy to:
- Provide a cloud service to back up files from the school servers off site - October 2022
- Transfer all staff, students and Governor's email accounts from Google to MS365 - Completed December 2022
- Upgrade the schools MS licenses, with majority of staff allocated with a A5 licence. This upgrade has enabled during the Easter Holidays 2023
- Transfer from the Panasonic telephone system to TEAMS, with Panasonic having discontinued with PBX telephone systems and in preparation of the analogue switch off.

- All staff, students & governors files transferred from the schools Servers & google to Sharepoint/One Drive platform.
- All files being stored on Sharepoint/One Drive being backed up in the cloud via Avepoint.
- Develop a Windows 10 \ 11 Build that has no reliance on on-premises infrastructure (AzureAD Joined)
- Base Build Deployment, Windows 10 \ 11, Edge, Office 365 Apps for Enterprise, Teams and OneDrive. Defender for Endpoint AV
- Windows updates via update rings
- 25 applications discovered for deployment, packaged and delivered via Intune remotely to the devices
- Identity transitioned from Active Directory to AzureAD only, change starter, mover, leaver process as required (Locker)
- Decommission Active Directory Servers
- Move all required connectors to dedicated machines
- Power down all server workloads and physical servers
- Rebuild all devices against the delivered capability prior to September

The work during the Easter Holiday was made possible due to an upgrade to the Internet leased line in March 2023, in line with the 'Meeting Digital and technology standards in schools and colleges', from 100Mbps to 1Gbps. To avoid a single point of failure, the Academy has raised an order for a separate Fibre to cabinet line, which will be installed during the summer holidays.

From 1 May 2023, the IT services contract was transferred, after a full tender process, from XMA to Integy, who successfully transferred across M Tattersall. Although the new contract is for a 4-days a week support with M Tattersall being on site for 2 days a week, Integy continued to keep him on site for 5 days a week up to May half term to ensure a smooth transition and share knowledge with the Integy IT apprentice's.

This element of key priority 4 will continue to be a key focus for 2023/24 as we look to upgrade the school's infrastructure, with a review of the network, switches and wi-fi.

Apply to the RSC for the change of capacity and adapt the 5-year building plan to incorporate the expansion

The Academy has been successful in gaining a change of capacity from 750 to 840 with the approval of a 4 million extension to the school. The building work starts on 24th July. The long-term impact of this work will be significant allowing the school to extend its GCSE provision and provide appropriate inclusion spaces for students. There is still a considerable amount of project management to take place around the build and then the changes to the external spaces this will allow. The expansion and development on the school's infrastructure will continue as a school priority over the next couple of years.

Create a recruitment strategy for both teaching and support staff

There have made some steps towards this throughout the year. The Academy has joined a management partnership with a Trust outside of North Devon to encourage this.

Review the KS4 curriculum offer to support the increase and changes to the ALN profile within the Academy

The need to this and funding for this has changed through the year but this needs to be added as an action in next year's key priority 2 as it is a concern for the Year 8 group that will be taking their options next year.

Ensure the Academy has fully responded to the expectations in the white paper including those related to the school day
The expectations of the white paper have been addressed with the school day being extended by 10 minutes from September 2023. The school day will be 8:45am – 3:15pm each day.

2/. Governance

The context of this report is on the backdrop of a particularly busy and challenging year, which has seen us manage everything from a critical incident to a significant build project to accommodate increased numbers of students. Whilst managing a striking workforce, and delivering high quality learning, which enables our students to thrive and achieve the best they can. Which I am pleased to say has been reflected in our most recent GCSE results.

The Governance framework replicates the Ofsted framework, with Committees (Portfolio Groups) established to oversee:
- Leadership & Management (Including Risk management)
- Behaviours & Attitudes (including Safeguarding)
- Quality of Education
- Finance, Estate & Audit (Including and additional Budget meeting)

The Portfolio Groups then meet regularly, throughout the school year, as too does the Full board.

Each Portfolio group have their Terms of reference, which include a calendar of events to ensure statutory matters are covered and ratified accordingly.

Meetings for each portfolio group are set a year in advance, to ensure Trustees have plenty of preparation time and also support the statutory requirements to follow a regular schedule of activity.

Each portfolio group elects a chair, who represents the portfolio at FGB meetings and where other requirements necessity representation.

FGB meetings bring together the work of the various portfolio groups, offering accountability to the individual roles and responsibilities therein.

Minutes are documented and retained for all meetings, which demonstrate the rigor offered by the Trustees in their supportive challenge. Actions where appropriate are retained, with ownership attributed and these are reviewed at the following meeting. A note for this year – will be to drill down during FGB meetings, when chairs give their updates to focus on their three key priorities as they see for the school, to offer a summary for ease, should the minutes be scrutinised in future inspections.

The aim this year, has been both consolidation and growth, in order that we maximise the skills and contributions of those already on the governing body (Trustees) while building and developing it further. To achieve this at the start of the 2022 school year we commissioned a skills audit to better determine the strengths and areas of development of our current membership. This exercise not only allowed us to determine what focus individual governor training needed to take, but also review the allocation of Trustees to committees, to ensure there was robust challenge and scrutiny throughout. This also enabled us to offer a fair distribution of responsibilities across individuals. As a result of the audit, we have paid particular attention to recruiting new Trustees against the areas identified for development, resulting in two new appointments which enhance the attention given to the quality of education. As a board we continue to embrace the ethos of diverse thinking and representation, to ensure we offer inclusive strategic oversight to the operational delivery within the school. The skills audit will be revisited in the early part of the 2023/24 academic year.

As and when programs of work are identified, which require greater focus and time than the meetings permit, it has been developed practice for a selection of Trustees to meet outside the formal structure in a task, finish group and report back to the portfolio group responsible. It has been indictive of the willingness and energy of individual Trustees, that this concept has been embraced and brought great productivity and involvement of individual Trustees to the table. Examples would be Policies & Procedures, Health and safety review and Sustainability – which include shining a close light on our statutory responsibilities, while driving a progressive attitude to future proofing the school. One Trustee has volunteered to create and develop a Trustees Action plan, which again will offer a point of reference for strategic vision and delivery.

All Trustees complete statutory Training (Keeping Children Safe In Education, Safeguarding and Cyber security (to name a few) at the beginning of each school year. Which clear assists in our key aim to ensure we have vigorous mechanisms in place to robustly oversee our statutory obligations and risk management. To this end we ensure key areas of legislation are visible within our portfolio agendas. This has been enhanced by identifying a Health and Safety and Safeguarding Lead Trustees,

both of whom have received additional training in those key areas. Mandatory training is recorded and retained for review purposes.

Trustees have been actively encouraged to pursue our focus to Supportively Challenge, Compare (both Regionally and Nationally) Consult (involving our key stakeholders) and Compete (Stiving to be the best we can be, being ambitious with both the Trustees and the Schools Stretch and challenge).

Governor representation has been evident at key strategic planning meetings within the School, The School Improvement Plan (SIP) which directly references areas of focus for the Trustees, together with the Budget planning meeting, which was again open to all Trustees. Both the Sip and Budget are regular standing items within their appropriate Portfolio as well as full Board.

The chair is responsible for completing the Principal's performance and development Review (Appraisal) and ensures this is completed in conjunction with regular 1-2-1 review meetings, which cover key elements of strategic planning for the school, ensuring attention is paid to forward focus, as well as the reflective practice.

Trustees participate in school visits to offer real time observations of how the strategic translates into practical application, this also offers as an opportunity to extend scrutiny around our statutory responsibilities of safeguarding and health and safety. Visits and feedback are recorded and returned to the Clerk to collate. Risk management is specifically monitored and reviewed within the Leadership and Management portfolio group and again has been recently scrutinised to ensure the contents are current and relevant. Each portfolio group has responsibility for highlighting any additional risk that becomes apparent in their area of business.

An area of focus for the forthcoming year is to plan and deliver sessions of Continued Professional Development (CPD) for our Trustees. Attention will be given to upskilling and consolidating knowledge, understanding and practical application around Ofsted and their inspection regime, to ensure we are 'Ofsted ready' In addition the group as a whole will take time to look at succession planning, around duration of service and intent going forward. The Chair also meets regularly with the Governance Professional (Clerk) both 1-2-1 and together with the principal to ensure agendas are structured and contain updates from governor training and good practice that is observed through our interactions.

The Trustees board continues to offer a diverse skill set, which in turn offers a blend of thinking to broaden the support and challenge required of them. The Board of Governors continue to dedicate time and effort supporting the school with activities, be that recruitment to open events or recognising the positive impact to the wider communities. We are a board that demonstrates a good position, with breadth and depth to develop further – we will continue next year to build on the growth we have experienced this year and ensure we are Ofsted ready and continue to place

students at the centre of the Academy's strategic vision, while maintaining a strong ethos on Inclusion.

3/. Academic Attainment

	2018/201	2019/20	2020/21	2021/22	2022/23
English and Maths 7+	9%	13%	14%	14%	17%
English and Maths 5+	32%	44%	53%	61%	52%
English and Maths 4+	71%	75%	78%	79%	75%
Achieving EBACC 5+	6%	8%	20%	18%	17%
Achieving EBACC 4+	17%	17%	26%	27%	24%
Attainment 8	46.53	50.55	52.02	53.18	53.36
Progress 8	-0.39	-	-	+0.11	+0.3

* The 2023 Progress 8 score is provisional using the DFE table checking exercise. This may increase slightly as the current data does not include several additional grades and remark uplifts that have recently been awarded.

	2018/2019	2021/22	2022/23
Pupils achieving 9 to 5 in English	56%	76%	67%
Pupils achieving 9 to 4 in English	82%	88%	84%
Pupils achieving 9 to 5 in Maths	43%	65%	65%
Pupils achieving 9 to 4 in Maths	76%	81%	85%

There was a greater emphasis put on the alignment of English and maths especially at 5+ which saw a greater level of cross over than in the previous year. This now needs to be more of a focus at 7+ with a review of the English groupings to ensure the most able are being appropriately stretched in lessons.

- Second year through using whole school targets for all headline figures and other important groups of students. These were set using FFT20 and our Starting profiles to ensure 'good progress'. Impact: 80% of all whole school targets were either within 2%, met or exceeded.

- Second year of using department targets to support the continued raising of standards. 17 out of 24 subjects/qualifications met or exceeded their targets for Grades 7+ and 5+. Impact of setting higher grades for 7+ (FFT20-5 were used) - this group attained higher than 4+ and 5+ with targets set by FFT20+10%.
- 19 out of 24 GCSE qualifications attained results above national averages (Grades 4+ and 5+) and 15 out of 24 at 7+.
- For a second year the APS has shown an increase from 4.53 to 5.23.

Vulnerable Groups:

Gender: Although the gender gap for A8 shows boys attaining 0.2 a grade lower on average in all subjects to the girls. This is 0.3 smaller than the previous year, however, the boys did have a higher target.

	No.	A8	% English & Maths (7+)	% English & Maths (5+)	% English & Maths (4+)	%EBACC Achieved (Standard)	%Entered EBACC
Cohort	151	53.36	17%	56%	77%	24%	31%
Male	73	52.04	15%	56%	77%	19%	30%
Female	78	54.59	19%	55%	78%	28%	32%
Gender Gap	-5	-2.55	-4%	1%	-1%	-9%	-2%

Disadvantaged: gap is –16.76, which is higher than last year (-11). This is one area we are focussing on again for 2023-24 to raise A8 still but make the gaps smaller. The concern for 2024 cohort are the large number of students who are persistent absentees.

	18/19	21-22	22-23
5+ English and Maths	6%	50%	29%
4+ English and Maths	41%	68%	55%
A8	35.5	40.22	31.7
P8	-0.86	-0.96	-0.75

- SEN : gap is -21.43, just outside the target and really positive especially with the raise in attainment at 7+.

- All three Prior attainment groups of students have dipped slightly from 2022, however their attainment is all higher that 2019 (our only comparable cohort)
    - Higher ability (37 students) : A8 is now 68.64 from 72.55
    - Middle ability (76 students) : A8 is now 51.04 from 52.61
    - Lower ability (29 students) : A8 is now 29.57 from 32.66

- One focus from 2021 Exam analysis was to aim to raise the attainment of the Higher Prior attainment' group. Impact : 7+ group improved A8 from last year.

4/. Key Priorities for 2023 -24

Key Priority 1- Review and develop the KS3 curriculum to fulfil the Academy curriculum intent.

- Review KS3 curriculum overviews to ensure an ambitious and inclusive curriculum for all, that complies with National Curriculum expectations
- Identify and agree key concepts and subject specific vocabulary that will be taught to all students
- Develop KS3 Learning Maps that effectively support all staff to deliver consistency across the curriculum
- Fully review how we measure the impact of our KS3 curriculum through assessment
- Embed the new 'Period 6' timetable
- Review and relaunch the Homework policy

Key Priority 2 – Improve learning outcomes for SEND/PP with a focus on 'Adaptive teaching'

- Review and clearly outline the roles of the leaders and class teachers in securing the provision and achievement for SEND and PP students
- Ensure that all teachers proactively plan adaptive teaching and take responsibility for the progress of SEND/PP students in their lessons
- Improve the use of Teaching Assistants as a resource to support adaptive teaching within individual departments and classrooms
- Departmental systems are put in place to ensure that regular teacher assessment (formative and summative) feeds into high impact interventions (in class and through targeted small group intervention)
- Additional Interventions to drive progress in maths and English
- Drive progress of all students through the delivery of the Literacy 30 Policy, with a focus on live marking and teaching of vocabulary
- Review the KS4 curriculum offer to support the increase and changes to the ALN profile within the Academy

Key Priority 3 – Improve attendance and punctuality to improve student outcomes.

- Creating systematic approaches to behaviour, punctuality and attendance using the new pastoral support team
- Introduce and embed new standard operating procedures for the start of the day
- Ensure all staff consistently follow the procedures to effectively manage poor punctuality and truancy
- Continue to raise the profile of the importance of high levels of attendance and punctuality to students and parents
- Monitoring and early intervention for attendance and punctuality

focus groups.

- Further develop our collaborative relationships with families
- Continue to provide bespoke return to school packages for those who have had prolonged absence whilst monitoring and evaluating its success.
- Work in collaboration with the Braunton Partnership to identify key families for targeted support to include half termly meetings.
- Work in collaboration with EFNDP schools to share good practice and create locally agreed support systems.

Key Priority 4 – Strengthen leadership effectiveness and capacity at all levels to support the development of the Academy.

- Effective use of the Management Partnership with Education Southwest to disseminate good practice and improve middle leader and senior leader quality assurance processes.
- Provide effective support and challenge to areas of underachievement identified from the 2023 external results
- Implement a new financial management system to improve efficiency of ordering processes and audit
- Continue to develop the IT infrastructure to provide appropriate access to technology that supports the curriculum, back-office services and work towards the cyber secure benchmark
- Review the use of SIMs, Class Charts and Parentmail to ensure effective back-office systems and value for money.
- Fully review the canteen provision and use of social spaces to manage to bulge manage the bulge
- Create a long-term recruitment strategy for teaching and support staff
- Successfully project manage the school expansion and internal building improvement programme
- Successfully manage the current school budget with the least possible impact on curriculum delivery
- Explore the potential benefits of joining a Multi-Academy Trust to provide continued school improvement and value for money

5/. Financial position

2021/22 Audited Accounts

Overall, no issues raised from the External Audit with the audit report being unqualified (clean audit opinion).

It was noted that the Academy was in a good financial position as at 31.08.22, with both restricted and unrestricted reserve levels being well maintained.

As at 31/08/2022 – Restricted General Fund of £551k, Restricted Fixed Asset Fund of £8,145k, Restricted Pension Fund of (£900k) and Unrestricted General Fund of £450k,

recommended reserves of £300k.

2022/23

Restricted funds:

During this reporting period, the Academy Trust received a General Annual Grant (GAG) of £4,160k and spent £4,007k on the educational operational expenditure. An additional transfer of £55k has also been made to cover a deficit from Catering.

Of the £4,007k expenditure. Staff expenditure has amounted to £3,377k. Building and maintenance £281k, educational supplies and services £162k, ICT costs £111k, other costs amounting to £74k.

Other restricted fund income amounted to £880k, this is more notably made up of Pupil Premium £99k, High Needs funding £151k, ESFA Supplementary Funding £189k, DCC Growth Fund £57k.

Much of the relative expenditure totalling £816k has been spent on staff - £519k.

Amounting in a carried forward balance of £465k.

Restricted Fixed Asset Funds:

During the period, the academy continued to make significant investment within the school infrastructure.

Infrastructure:
1. Continue with the refurbishment of the sports hall changing rooms including new exterior doors and fire leading into the main sports hall.
2. Technology – Switch over to Integy s our service provider and moved from site servers to a cloud-based IT system.

Other capital expenditure includes:
1. 2 new boilers to the science block and gas safety shut off valve system.
2. New space ray sports hall heating system.
3. 2 new sets of tables and chairs.
4. New flooring to Sports hall foyer and stairs to dance studio including complete redecoration 50% spilt with contractor completing sports hall changing rooms.
5. New fence along Exeter Road on site boundary.
6. New feather edge fence on boundary to the old police station.

7. FM area completed workshop, store & office space.

8. Install new exterior fire doors to the drama hall.

9. Moved exam secure room to new location within the science block.

10. Install 8 new windows to the science block classrooms 33, 34 &35.

11. Install new intercom system to main reception with Paxton software.

12. Install new dishwasher machine to main kitchen.

13. Upgraded CCTV system to humanities and maths areas.

14. Installed access control to the main kitchen school entrance.

15. Installed new fence vehicle access and pedestrian gates to Tweedies sports field.

16. Reprographic room moved to study 2 room required a redesign including new window and extractor system installing.

17. Tennis courts maintenance surface cleaned bonded and repainted.

As per DCC PAN increase works have begun on the School extension 6 new classrooms, Nevada started works on the 26th July 2023.

Unrestricted funds:

The Academy has had unrestricted income in the year to the amount of £213k. With Catering income totalling £177k. Expenditure totalled £239k, of which £232k was Catering related. Funds of £55k have been taken from GAG to make up for the deficit as this is a necessary function of the school.

6/. Going Forward.

This year the following four key priorities have been agreed that reflect the areas of development identified through data analysis and the quality assurance by senior leaders, trustees and the external scrutiny commissioned by the Academy.

Key Priority 1- Review and develop the KS3 curriculum to fulfil the Academy curriculum intent.

- Review KS3 curriculum overviews to ensure an ambitious and inclusive curriculum for all, that complies with National Curriculum expectations
- Identify and agree key concepts and subject specific vocabulary that will be taught to all students
- Develop KS3 Learning Maps that effectively support all staff to deliver consistency across the curriculum
- Fully review how we measure the impact of our KS3 curriculum through assessment
- Embed the new 'Period 6' timetable

- Review and relaunch the Homework policy

Key Priority 2 – Improve learning outcomes for SEND/PP with a focus on 'Adaptive teaching'

- Review and clearly outline the roles of the leaders and class teachers in securing the provision and achievement for SEND and PP students
- Ensure that all teachers proactively plan adaptive teaching and take responsibility for the progress of SEND/PP students in their lessons
- Improve the use of Teaching Assistants as a resource to support adaptive teaching within individual departments and classrooms
- Departmental systems are put in place to ensure that regular teacher assessment (formative and summative) feeds into high impact interventions (in class and through targeted small group intervention)
- Review and adapt the current additional Interventions to drive progress in maths and English
- Drive progress of all students through the delivery of the Literacy 30 Policy, with a focus on live marking and teaching of vocabulary
- Review the KS4 curriculum offer to support the increase and changes to the ALN profile within the Academy

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Key Priority 4 – Strengthen leadership effectiveness and capacity at all levels to support the development of the Academy.

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- Implement a new financial management system to improve efficiency of ordering processes and audit
- Continue to develop the IT infrastructure to provide appropriate access to technology that supports the curriculum, back-office services and to become fully cyber secure
- Review the use of SIMs, Class Charts and Parentmail to ensure effective back-office systems and value for money.
- Fully review the canteen provision and use of social spaces to manage to bulge manage the bulge
- Create a long-term recruitment strategy for teaching and support staff
- Successfully project manage the school expansion and internal building improvement programme
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- Explore the potential benefits of joining a Multi-Academy Trust to provide continued school improvement and value for money

It remains a privilege to be a member of the Board of Trustees - and we commend this report to you.

Drafted by Mark Juby Chair of Trustees, Braunton Academy, October 2023.