

Annual Report of the Board of Trustees for the Academic Year 2021 - 22.

We have pleasure in submitting this report as the Trustees of the Braunton Academy at their AGM on 1st November 2022.

1/. Introduction and context.

As we look back on last year's report, we are minded to reflect that nothing stays still in education for long!!

This time last year we were sweeping up the effects of the pandemic and its impact on our students, their families and our staff; we had appointed a new Principal who was in the first months of her appointment and we were planning how, as a school, we were to manage 'the bulge' of additional students entering the school over the next few years!!

The Autumn term, 2021 was not the smooth transition we had hoped for, with Fay facing a massively depleted SLT as she led the school with all three members of the team having departed within a term of each other. However, Fay was unfazed by events and put in place an interim leadership plan and then went about reconstructing her team through both external and internal appointments. By January 2022 the team was ready to go, they quickly picked up the nuances of the school and by the end of the academic year were an incredible fully functioning group of senior colleagues - respected by staff and students alike and with the capacity to grow the school exponentially in the delivery of the highest quality of education to the community of Braunton. Rather like a coiled spring - we as trustees are confident that the school will become a beacon of good practice across the South West with a growing regional and national reputation for excellence.

In recognising the Academy's place within its wider community, Governors supported the plan to increase admissions to 180 without increasing our pupil admission number (PAN). Ahead are tricky negotiations with DCC and the Regional Schools Commissioner (RSC) about the detail of increasing the physical capacity of the school and the financial resources which will be needed to accompany this growth. As Trustees, we recognise the amount of work and potential disruption to the school, particularly during the building phase of this development but we are confident that the school will be a net beneficiary of these additional assets, with funding available to improve the school's infrastructure (i.e. refurbished changing facilities).

While a few years ago it would be a heresy to consider discussion around the school moving from its rather unique position as a Single Academy Trust (SAT), (and the autonomy this provided) to being a part of a Multi Academy Trust (MAT) - we feel increasingly that the time may be right to open up debate with Governors about the potential advantages this may bring. As a successful school, we have considerable leverage around the timing and conditions of joining a MAT. This is not to preempt the discussion - and while our present position is to remain proudly an independent SAT, events may work against us....and better to be prepared and plan what is around the corner rather than decisions being forced upon us from outside!!

2/. Governance

Governance remains strong with a full governing body and a skills audit that suggests that we have a broad skill set ready to take on the emerging educational landscape. The present board has a continuum from very experienced to new governors. Governance continues to attract applications from high quality individuals, ready to commit to supporting the school.

We are delighted to welcome Julie Fry to the Board of Trustees as one her roles as the newly appointed Chair of Governors. Julie comes with considerable experience of leadership within the public sector and has previously been a governor of an FE college. Her mandate is a passion for inclusion, diversity and equality of opportunity. We look forward to working with her....welcome!!

While our previous Chair (Mark Juby) has retired from the role of Chair of Governors he has agreed to remain as Chair of Members. This moves this board closer to its aspiration of being distinctively different from the Board of Governors. Mark will remain available to the school in any advisory capacity which seems appropriate, including the management of the Head Teacher Performance Review process for this year.

3/. Academic Attainment

	2018/2019	2021/2022
English and Maths 5+	32%	61%
English and Maths 4+	71%	79%
EBACC 5+	6%	20%
EBACC 4+	17%	26%
Attainment 8	46.53	53.18%
Progress 8	-0.39	+0.09*

* The 2022 Progress 8 score is provisional using the DFE table checking exercise. This may further increase as the current data has not included students' grades in two KS4 subjects.

- Rise in English & Maths attainment

Maths	5+ : 43% to 65%	English	5+ : 56% to 76%
	4+ : 76% to 81%		4+ : 82% to 88%
- Introduced whole school targets in Autumn 2021 for all headline figures and other important groups of students. These were set using FFT20 and our Starting profiles to ensure 'good progress'. Impact: 76% of all whole school targets were met or exceeded.

- Introduced department targets in Autumn 2021 to support the continued raising of standards. 17 out of 24 subjects/qualifications met or exceeded their targets for Grades 7+ and 5+.
- 18 out of 20 GCSE qualifications attained results above the provisional national averages (Grades 4+).
- The APS has shown an increase from 4 to 4.53 along with individual subject APS's in English, Maths, Science, Humanities and Language since 2019.
- HODs English and Maths were relinquished from their tutor group responsibilities to enable Y10 and Y11 targeted intervention to take place every day during P6.
Impact: English and maths thresholds have improved since 2019 with the greatest rise over the last year (since 2021 TAGs) particularly in 5+.
Students attaining English & Maths 5+ : from 53.29% to 61.22%
Students attaining English & Maths 4+ : from 78.29% to 78.91%
- A significant increase in the number of Grade 9 attained in previous years. Overall 93 Grade 9's were achieved.
- Pupils premium progress

	2019	2022	Provisional National figures 2022
5+ Eng and maths	6%	50%	32%
4+ Eng and maths	41%	68%	50%
Attainment 8	35.5	45.27	Not published

Pupil Premium : the attainment 8 gap is -9.3 compared to Non-Pupil Premium. This is one area we are focussing on for 2022-23

- Gender: Although the gender gap for A8 shows boys attaining 0.5 a grade lower on average in all subjects to the girls. The boys A8 hit their target whereas the girls were slightly below their target.

14/. Key Priorities for 2022 -23

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

- Ensure consistent use of language for learning across the Academy
- Embed the pedagogy of the science of learning through memory recall and knowledge booklets
- Embed the explicit teaching of tier 2 and 3 vocabulary at the start of lessons
- Embed a consistent whole school approach to feedback using the Learning Analysis forms
- Embed RAMP activities to address gaps in knowledge and misconceptions
- Improve student outcomes through targeted/bespoke intervention at class teacher, department and whole school level using effective assessment processes.
- Review and adapt planning, schemes of learning, curriculum overviews in response to student performance assessed using the Learning Analysis forms

Key Priority 2 – Improved attendance to the pre-covid national average of 95%

- Increase the profile of attendance through regular activities at tutor , HOY and Whole School level
- Embed attendance processes throughout the pastoral system to create effective early intervention
- Create a package of support to reintegrate students following long term absence
- Work in collaboration with the Braunton Partnership to identify key families for targeted support
- Work in collaboration with NORDAB schools to share good practice and create locally agreed support systems
- Create intervention packages/differentiated planning to support students gaps in knowledge created by poor attendance
- Develop the use of Oak Academy to support student progress when absent from school
- Ensure high quality Careers and Guidance for students at risk of becoming NEET

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

- Conduct an external review of pupil premium progress
- Ensure the consistency of the whole school teaching and learning policy and feedback policy
- Relaunch and embedding of the new Personal Study programme including knowledge booklets, deeper learning literacy sessions and learn to learn metacognition sessions
- Review and create a new literacy policy for the development of reading, writing and oracy across the curriculum
- Further development of academic mentoring through catch up and pupil premium funding
- Create a new parental engagement strategy
- Create new tracking systems that provides information on impact from academic and inclusion interventions
- Embed the adaptations to the Behaviour and Relationships policy
- Review and relaunch the Homework policy

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

- Apply to the RDD for the change of capacity
- Adapt the 5 year building plan to incorporate the expansion
- Create a recruitment strategy for both teaching and support staff
- Review the KS4 curriculum offer to support the increase and changes to the ALN profile within the Academy
- Ensure the Academy has fully responded to the expectations in the white paper related to the school day

5/. Financial position

2020.21 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 31.08.21, with both restricted and unrestricted reserve levels being well maintained.

As at the 31.08.2021 – GAG carry forward of £287k, and unrestricted of £438k, with recommended reserves of £300k.

2021.22

Restricted funds:

During this reporting period, the Academy Trust received a General Annual Grant (GAG) of £4,090k (including a Supplementary Grant, effective from 01.04.22, to cover the Health & Social care levy and wider costs) and spent £3,800k on the educational operational expenditure, with a transfer of £128k from GAG.

The transfer of funds from GAG, included £35k to cover the catering deficit, with the Free School meal costs being £18k of this total. There was a notable increase in catering sales, in comparison with the prior year from £52k to £157k. In addition, £90k was transferred to fixed asset expenditure, of which £60k related to the matched contribution towards the refurbishment of the AGP and improved fencing. The total cost of this refurbishment was £201k, with funding of £15k from Vivian Moon Trust, £20k from Fullabrook CIC and 5k from Braunton Football Club, with the remaining balance being covered from the AGP sinking fund.

Overall the Academy carried forward a GAG balance of £450k, an increase of £163k. This is in excess of the plan for the year, as the academy benefited from no incremental increases to teachers pay, and additional funding streams from the ESFA & DCC to support incidental Covid expenditure and student recovery costs.

Restricted Fixed Asset Funds:

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

- 1) AGP refurbishment and new fencing completed 31.10.22 (£201k) - this has improved the PE curriculum offering, increased hiring income and has protected the school assets located behind this facility, which in turn has reduced repair expenditure.
- 2) Technology - IT provision (40k) - Includes the restructuring of the IT suite and the purchase of 30 computers which have the capacity to operate CAD software. This

has been funded from the £150k capital grant awarded by DCC as part of the 'bulge' funding.

- 3) Other capital expenditure includes
 - a) Tractor to maintain the new AGP surface
 - b) New Fire Door for Sports Hall
 - c) New set of tables & chairs
 - d) Recarpeted - Rooms 1 - 4.
 - e) Fine Art - Water boiler
 - f) Improvements to the science block student toilets
 - g) Replacement fencing - safeguarding concern
 - h) X 20 laptops to support Additional needs students
 - i) CCTV Upgrade in the science block and externally
 - j) Installation of fencing in the school playing field, Tweedies.
- 4) As part of the agreement to take on a temporary increase in PAN from 01.09.22, DCC have invested and managed the refurbishment of the School Sports Hall Changing rooms - total of cost of project £216k, of which £58k was certified as complete as at the 31.08.22.

Unrestricted funds:

The Academy trust brought forward an Unrestricted Fund balance of £451k. During the reporting period incoming resources associated with Canteen Income, Traded activities and donations amounted to £183k and the cost of generating such income was £204k.

6/. Going Forward.

The Academy continues to thrive - with Fay exceeding all expectations since her appointment. We remain the 'go to school' in North Devon, as indicated by the number of first choice admissions, many from out of catchment. Our reputation in the wider educational community is strong - colleagues listen to what is going on at Braunton Academy. While a relatively small school we continue to 'punch above our weight'.

More importantly the school remains a happy and confident place of learning, offering a diverse curriculum both within school hours but also with the many extra-curricular activities offered to its young people.

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 2022.'