



Trustees' Report to Parents 2018 - 2019

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Wow! What a successful year! As ever **all the children and staff** have worked incredibly hard during the year and the schools' continued successes during the year show this.

The Key stage 2 tests were a bit more challenging than in previous years but the children did themselves and their teachers really proud with their excellent performance. We know from the different results and tests throughout the year that children in the three schools continue to progress well year on year.

The trustees are really keen that children in our trust experience as broad a curriculum as possible and one that reflects their community. School is not just about about SATs and tests! Trustees believe that all the other activities that the children undertake are really important to in the children's learning.

Cringle Brook were delighted to be announced as the winners' of the 'Manchester Evening New Primary School of the Year Award' in July. Green End had a fantastic year with public speaking and debating. The school's public speaking team not only won the Stockport district competition (for the fifth year in a row), but also went on to win the Cheshire competition which was open to all schools in Cheshire! Children at Ladybarn had excellent opportunities to work with the BBC and Sky this past year: Year 6 have been on Blue Peter twice; Year 3 have filmed for Grace's Marvellous Machines; and several children have been to London to film with Russell Howard.

As always sport is a key aspect in the Trust's curriculum. Teams from all three schools competed in a variety of competitions across the city. Green End's cricket team were city and regional champions and also runners up in the Lancashire final. Ladybarn took 240 children to the World Taekwondo Championships at Manchester Arena in the summer term, and Year 3 have also begun a really exciting pilot where they have Taekwondo as part of their curriculum. Watch this space for their progress next year!

Alongside this the schools' continue to be actively involved in the community - Ladybarn's amazing choir singing at the Lighting up Ladybarn event and the MRI, and the steel pan band playing and choir singing at the Love Burnage Festival. The Cringle Brook Choir also performed in a showcase at the Royal Northern College of Music, with two of our pupils' compéring the whole event! Green End children can be seen on a regular basis helping to keep the area around their school nice and clean. And all three schools have had an amazing time collecting money for their chosen charity – Coffee for Craig. Cringle Brook participated in a number of local art events/ competitions, with two of our pupils winning 'Thank a Teacher' competition at the Lowry.

The picture on the level of funding in our schools is the same as last year. The Executive Head and the Heads of Schools have done an amazing job in ensuring that the quality of education that the children in the trust receive has not been impacted in anyway. The trustees and senior leaders are hopeful that following some key announcements by the government, the funding situation in schools might begin to improve. Watch this space!

The members of the Trust would like to extend a big thank you to all of the staff, teaching and non-teaching, for their tremendous hard work they put in, without which the schools would not be the happy and successful schools that they are. They would also like to thank all our governors at the individual schools and our trustees across all three schools for giving up so much of their valuable time.

If you would like to discuss the content of this report the Trustees/Governors will be available to speak to at a parents evening at each of our schools in March.

The dates and time for when we will be available are:-

Green End: 17 March, 4:00pm – 5:00pm

Ladybarn: 18 March, 4:00pm – 5:00pm

Cringle Brook: 19 March, 4:00pm – 5:00pm

So please do feel free to come and speak to us.

If you would like to ask any questions about the report and are unable to make the date at your child's school, you are welcome to contact me by email on chair@kingswaycommunitytrust.co.uk

Ariana Yakas

Member and Chair of Trust Board

Our School Ethos

- Provide a nurturing and safe environment where excellence and diversity are valued and celebrated;
- Create enthusiasm for learning that will shape young people's lives and future chances;
- Enable children to build friendships and relationships through respect, teamwork and valuing their community;
- Harness all children's potential so that there are no limits as to what they can achieve;
- Never forget that we are at the heart of our community.

How do school leaders and Governors promote school improvement?

At Kingsway Community Trust all leaders have the children's safety, welfare and learning at the forefront of all decision-making. Each member of the Senior Leadership Team and each governor is a leader of at least one aspect of the school's life, working as a strong team to improve learning and to raise standards. Pupil voice, through the School Councils, and parent consultation through regular Parent Forum meetings and surveys, means that the whole school community is part of the consultation and decision making process.

The Executive Headteacher works with all aspects of the school community to identify priorities, plan and action developments for these and to closely monitor outcomes.

The Governing Body monitors school improvement priorities through regular visits to the school for meetings and observations of the school during the learning day. It also spends time on scrutiny of documentation and ensures that a rigorous appraisal procedure of the Executive Headteacher and staff is adhered to. We all work hard; both staff and governors, with the key aim that all the children in the Trust achieve their highest potential.

What have been our successes this year?

Our committed staff team has been able to take the school forward in a number of ways. This has resulted in continuing high standards of teaching and learning and excellent progress made across the school.

- The outcomes at all three schools in statutory tests and end of key stage assessments were very favourable, above the national average in the vast majority of areas. Performance figures are further within this report.
- All three schools have an outstanding judgement from Ofsted.
- Mathematics –Children's written calculation skills have been much improved. We have also further developed the children's reasoning and problem solving skills.
- English – We have enhanced the children's non-fiction writing through a series of staff training sessions.

- Learning opportunities – Our work on growth mind-set was celebrated through our art super learning day.
- Our work on a restorative approach has really impacted with children reporting a very positive impact on their relationships and understanding of their feelings.
- Pupil Premium – This was used to target children individually and in groups to raise attainment, aspiration, develop a range of social skills and support children and their families. We have a clear outline of how we spend this on our websites.

What are we trying to improve?

- Ensuring that Teaching and Learning is outstanding in every class
- To ensure that all groups of children achieve aspirational targets for the end of the year in terms of attainment and progress.
- To ensure that reading skills in key stage 2 are further enhanced, alongside developing a love of reading for every child.
- To enhance progression and pitch in our wider curriculum with a particular emphasis on History, Design Technology and Geography.
- To ensure that environmental considerations are a thread running through all aspects of school life.

How much progress do pupils make?

Our end of key stage results show that children in Kingsway Community Trust achieve very well compared to national levels. When children start in the Early Years and Foundation Stage they join us with a range of abilities and often at very low levels compared to national counterparts. Due to the focus we give individual needs and targets across the school, by the end of year 6 the vast majority have made excellent individual progress.

Performance Figures for 2019

EYFS (percentage ARE)

	Cringle Brook	Green End	Ladybarn	National 18
Good Level of Development	87	83	79	71
Prime Learning Goals	87	87	81	79
Literacy	87	87	81	72.8
Maths	87	85	82	77.9
Communication and Language	87	87	82	82.1
Physical Development	90	92	93	87.5
Personal, Social and Emotional	87	90	88	85.2
Understanding the World	87	90	83	83.6
Expressive Arts and Design	90	95	97	86.7

EYFS Exceeding

	Cringle Brook	Green End	Ladybarn	National 18
Good Level of Development	23	23	10	
Prime Learning Goals	23	23	10	
Literacy	27	30	20	10.3
Maths	27	32	22	12.2
Communication and Language	27	23	14	14.8
Physical Development	30	30	26	18.0
Personal, Social and Emotional	23	27	10	10.1
Understanding the World	30	25	14	7.5
Expressive Arts and Design	23	27	17	11.6

Phonics Year 1 (percentage)

	Cringle Brook	Green End	Ladybarn	National 19
Year 1	90	87	77	82
Year 2	66	86	79	

Key Stage 1 results

At expected (percentage)

	Cringle Brook	Green End	Ladybarn	National 19
Reading	83	85	79	75
Maths	87	87	76	76
SPAG	77	85	72	
Writing	80	85	76	69
Combined	77	82	71	

Working at greater depth (percentage)

	Cringle Brook	Green End	Ladybarn	National 19
Reading	47	35	40	25
Maths	47	27	29	22
SPAG	20	27	24	
Writing	27	27	26	15
Combined	20	23	20	

Key Stage 2 results (Cringle Brook currently has no year 6 to report on)

Test outcomes – at expected (percentage)

	Green End	Ladybarn	National 19
Reading	78	70	73
Mathematics	95	79	79
Writing	88	80	78
SPAG	87	79	78
Combined	75	66	65

Outcomes – achieving a high score of 100 percentage

	Green End	Ladybarn	National 19
Reading	18	18	27
Writing	20	23	20
Mathematics	28	25	27
SPAG	38	31	36
Combined	10	10	11

How do we make sure our pupils are healthy and safe?

The mile run project has been very successful with so many children now being able to run a mile with some impressive completion times. We have introduced a competitive element and have a Trust mile run event termly.

The range of after school clubs which focus on physical activity is extensive and change every half term for variety. They are all provided free of charge to the children.

This year, Ladybarn gained a silver healthy school award and Cringle Brook bronze. All three schools have put in a significant amount of improvement work in the PSHE curriculum which covers all key areas.

What activities and options are available to pupils?

The children at Ladybarn, Cringle Brook and Green End have been on a wide range of educational visits and the cost of these are heavily subsidised by the school.

They have also been on our Children's Charter visits which are fully funded through pupil premium. These have included Reception to the farm, Year 3 to the pantomime, year 1 to the circus, year 4 to a Chinese restaurant, year 5 to a canoeing course, Year 2 to the beach. It also funds visits to places of worship and ensures that by the time they leave our schools, the children will have visited places relating to all 6 main religions in Manchester.

Year 6 groups have visited Ghyll Head Outdoor Education Centre for the weekend, and the Year 4 children also went to Robinwood or Kingswood Outdoor Centre for 2 days. Both of these residential visits were heavily subsidised by the schools through pupil premium to keep the cost low for parents.

The range of after school activities has been phenomenal with even more choice than last year with an average of 18 clubs on offer each half term at Ladybarn and Green End. At Cringle Brook 83% of children attended at least one club a week and often two as there is something arranged every evening after school. All after school clubs are offered to the children free of charge as they are all funded by the Trust.

What do our pupils do after leaving this school?

Our Year 6 children went on to a variety of high schools in 2019:-

- Parris Wood – 56 children
- Burnage Academy – 10 children
- Levenshulme High – 15 children
- MEA Central – 6 children
- Whalley Range High School – 5 children
- The Barlow RC High School – 5 children
- Chorlton High South – 5 child
- Manchester High School for girls – 1 child
- Eden Boys Leadership Academy – 1 child
- Manchester Grammar School – 2 children
- Cedar Mount High School – 1 child
- Didsbury High School – 9 children
- Oldham Grammar school – 1 child
- Pioneer House – 2 children
- Southern Cross – 1 child
- Stockport Grammar – 1 child
- Urmston Grammar – 1 child

How are we making sure that every child gets teaching to meet their individual needs?

We are extremely responsive to the many differing needs of our children. Through extensive staff training and awareness raising, teachers are quick to identify where children have additional needs and respond to them.

Support from other professionals including an educational psychologist, speech and language therapist, play therapist and garden therapeutic work allow the most appropriate intervention and support to be implemented quickly.

The school is able to offer a raft of support such as IDL / Lexia, (computer based interventions, aimed at dyslexic children), speech and language, maths support, auditory and memory, social and life skills and many more programmes which enable children to develop specific skills and access their learning better.

Home visits are carried out before children start in Nursery and Reception so provision can be put in place for individual children at the earliest point possible to ensure smooth transition to school.

How are we working with parents and the community?

All parents are actively encouraged to play a full part in the school including a strong involvement in their children's learning. There have been workshops over the year for parents to get to know about how aspects of learning is delivered in school.

We have also hosted a number of adult education courses/sessions for parents including the following: -

Manchester Adult Education Service (MEAS) delivered: -

- Family Maths KS2 Focus
- Understanding Children's Behaviour

We also held: -

- Data protection workshops for parents
- RSE sessions for parents
- Weekly Parent and Toddler groups
- Ready for School sessions
- Mouse Club (new starters)
- School nurse sessions on head lice, sleep, fussy eaters and asthma
- Healthy lifestyle sessions on portion control, dental hygiene and keeping active

Numerous parents have benefitted again this year from the support from our talented Parent Support Adviser.

What have pupils told us about the schools, and what have we done as a result?

At **Green End**, the children in all key stages responded positively to a range of questions included in our pupil voice surveys.

In EYFS the children feel safe at school and know who to turn to if something is wrong. They enjoy learning inside and outside with their friends. The children continue to enjoy learning in their lessons and in continuous provision and always try their hardest.

In Key Stage 1 the children feel the children in their classes are well behaved and enjoy all the lessons. They feel safe in school and know who to turn to if something is wrong. Their suggestions for improvement included more playtimes like in EYFS and more school trips.

In Key Stage 2 the children often refer to having lots of friends and feel supported by their peers in class and around school. They continue to enjoy lessons and work hard, understand what they need to do in order to do their best and enjoy the challenging work they are presented with. Suggestions for improvement included more places to draw and talk with friends on the playground.

This year the School Council were involved in a variety of different projects. They worked on a project to raise the awareness of the role of the school governors by inviting in a governor and interviewing them. They then created a small newsletter for their peers as well as delivering an assembly to the KS2 children. In addition to helping out on 'No Pens Day', they delivered several activities in their own classes promoting good oral communication skills. However, their main focus this year was supporting Manchester Council to promote safe parking. This included working with the police and council officials to monitor the parking at the front of the school, designing posters and delivering assemblies on road safety.

At **Cringle Brook** the feedback from children was again overwhelmingly positive. All pupils were surveyed, via an iPad. Any follow up was done up at the time.

In reception the survey showed the pupils were really secure and happy within the provision. Pupils felt following rules was important and that they were able to follow them most of the time. The pupils loved their lessons saying they were interesting. Pupils liked learning outside and going on trips.

All of Year 1 enjoyed being in school and learning new things. They enjoyed all the topics and liked the associated trips. They felt the teaching staff helped them to get better at their work. In Year 2 children enjoyed school as they found out something new each day. They enjoyed the topic lessons particularly the space topic. They said of course the teachers helped them get better at their work.

Year 3 were proud to go to Cringle Brook. They feel really safe in school, and also stated that school was fun. All the pupils enjoyed their lunchtimes. Some pupils stated that Cringle Brook was the best school.

Year 4 rated school very positively. They particularly saw the relationships they have in school as a strength. They identified the relationships with the school's sports coaches as a reason why lunchtimes were such a positive experience, they also thought school dinners were great!

Year 5 were proud members of the school, saying it was because staff are great. They feel safe in school. Children said school was engaging and a wonderful experience. The children recognised that Cringle Brook is a kind and friendly place to be.

Last year, the Cringle Brook school council continued their work to develop the house systems. They came up with some ideas on how to encourage everyone to become fully engaged with their house. Some of the ideas were: a writing competition about their house patron, an art competition to design a house badge and a house quiz. To do this, the school council encouraged each class to vote for which activities they would like to do and gave the results to the different year groups. The older councillors worked with the younger ones to ensure that they were confident when speaking with their classes. The council also discussed the different ways in which house points are collected and came up with a range of rules for each class to follow to ensure that the points system is fair.

The **Ladybarn school** council were really busy last year. Two of their main projects were as follows. Firstly, they led an initiative where the whole school participated in supporting the charity 'Send my Friend to School'. All the children learn about pupil rights and that millions of children do not have the basic right they enjoy to have an education. They all then made a key which they added images and text linked to equality and ending poverty. These were sent along with a petition to the Government and it was a really powerful piece of work.

In addition, following feedback from pupils that the school lunch menu had limited vegetarian options, the school council conducted a survey about what types of vegetarian meals our pupils would like.

They then met with a nutritionist from Manchester Fayre, who provide the school dinners, and discussed the suggestions given, before deciding to trial the two most popular in the lunch hall -the vegetarian samber and the vegetarian burrito. The school council then took feedback on the dishes and the samber was most popular. Manchester Fayre featured the vegetable samber on the new Manchester Fayre Winter Spring menu (which is cascaded to all of our schools) so our school council have influenced eating choices for a lot of children in Manchester!

In terms of Pupil Voice at Ladybarn, the children said:

EYFS said that they felt happy in school and really loved learning outside. They said they felt safe at school and really enjoyed trips.

KS1 said they liked being in the school and learning new things. They said they get help when they get stuck and that the teachers all help to make their work better. They felt safe in school and enjoyed lunchtimes. Suggestions for improving the school included longer playtimes, harder maths and more art lessons

The feedback in KS2 was also very positive. They said they enjoyed school and felt proud to be part of Ladybarn. They felt the restorative approaches were a better way of dealing with problems. They knew who they could talk to if they had a problem and felt safe in school. Suggestions for improvements focused on having more equipment out at playtimes and getting a chance to play out when it snows.

Kingsway Community Trust - Governors' Report to Parents 2018-2019

Financial Overview for year ended 31 August 2019

Kingsway Community Trust became a Multi Academy Trust (MAT) in September 2013 and this includes the following 3 primary schools:

- Cringle Brook, Green End & Ladybarn



£

- Our annual revenue income for the 18/19 year was £6.42m. Of this income, 96.8% was from grants from either the Central or Local government
- Our total expenditure in the year was £6.51m and 76.0% of this costs relates to staff costs.
- These figures exclude the accounting adjustments relating to the support staff pension scheme.



- The Trust has total net assets of £14.95m, which is predominantly the land and buildings for all the 3 schools within the Trust.
- This was a decrease of £1.14m compared to 2017/18, which was mainly due to an increase in the Trust's staff pension liability.
- Accounting rules mean the Trust has to disclose its share of our support staff pension deficit and this totals £2.51m as at 31 August 2019.



- The deficit (without the accounting adjustments for staff pension) for the year was £0.09m, but this includes £0.23m of depreciation charges. Therefore, when these costs are removed from this figure, the "day-to-day" operating surplus was £0.14m.
- Some of this surplus is not able to be spent, as the Trust needs to keep some of this money to (i) meet current liabilities and (ii) help fund any potential fund future capital projects and (iii) meet future expected increases in employer costs in both pay awards and associated pension contributions.



- The Trust continually strives for best value and by combining the 3 schools purchasing power, economies of scale are able to be obtained. This has been evidenced by obtaining reduced costs on a number of annual contracts.
- Also, the Trust is also undertaking a comprehensive review of its non-pay costs to ensure the Trust is obtaining best value for each of the schools in the goods & services it buys.



- In 18/19, the average number of Trust employees was 197 (17/18 - 195) and these salaries are the Trust's largest item of expenditure and totalled £4.94m in the year.
- The Trust also benefits from sharing its staff resources across the schools and this also ensures that best practice can be shared.



Financial Overview – Financial Year 2018/19

