



Dear Local Governing Body

Take notice that a meeting of the Local Governing Body will be held on Thursday 20th January 2022. The meeting will be held by ZOOM at 8.00am

All Governors should ensure that if they are unable to attend a meeting but wish to comment or raise questions on any point of the Agenda, they should email any and all comments and questions to the Clerk khardy@lifeeducationtrust.com by the date of the meeting. The Chair of the LGB will ensure that any comments or questions submitted by the absent Governor will be raised during the appropriate agenda item.

AGENDA

Invitees:

Maire O'Regan	Sally Croft
David Turrell	Denise Broom
Melissa Bryan	Becca Davey
Liz Fajimolu (Chair)	Suzanne Farris

In attendance:

- Kathy Hardy (Clerk)
- Denise Broom (Director of Operations)
- Steve Adams (Head of Estates)
- Vicky Smith (Head of HR)
- Julian Dutnall (CEO)
- Ian Gurman (Director of Standards)
- Jane Jee (Chair of Governors – Ford End)

Item		Timing	Raised
1.	WELCOME & APOLOGIES - to note and approve apologies for absence Governors to note that an internal review of LGBs will be taking place across the Trust during January 2022. Julian Dutnall, Ian Gurman and Jane Jee will be attending this meeting to carry out the review	2mins	LF
2.	DECLARATION OF PECUNIARY OR CONFLICTS OF INTERESTS/LOYALTY – Governors are invited to declare any interest in any item on the agenda for this meeting. Members may still declare an interest in any item at any time prior to the consideration of the matter.	1 min	LF
3.	MINUTES OF THE PREVIOUS MEETING – to receive and confirm the Minutes of the meeting held on 16 th November 2021 <i>(Draft copy attached)</i>	2 mins	LF

4.	<p>MATTERS ARISING – to note matters arising from the above minutes</p> <p>Page 5 Item 8 – The Chair to consider how to better raise profile of the Governing Body with parents to build on recent survey results.</p> <p>Page 5 Item 12 – Governors invited to attend the Governing training session</p> <p>Page 5 Item 12 – Link Governors to be realigned</p> <p>Page 5 Item 12 – Governors invited to attend Carols at the Cathedral</p>	2 mins	LF
5.	<p>Covid Update</p> <p>a. To receive an update from the school and Trust (Verbal)</p>	5 mins	MT / DBr
6.	<p>HUMAN RESOURCES</p> <p>a. To receive Staffing Update (Verbal)</p> <p>b. To complete Healthcheck (Attached)</p> <p>c. To raise AOB relevant to this agenda item</p>	15 mins	VS/SF
7.	<p>FINANCE</p> <p>a. To receive Budgetary Position (Attached)</p> <p>b. To complete Healthcheck (Attached)</p> <p>c. To raise AOB relevant to this agenda item</p>	15 mins	DBr/BD/ LF
8.	<p>PREMISES</p> <p>a. To receive Premises Update (Verbal)</p> <p>b. To complete Healthcheck (Attached)</p> <p>c. To raise AOB relevant to this agenda item</p>	15 mins	DBr/SF
9	<p>LEADERSHIP & MANAGEMENT</p> <p>a. To complete Healthcheck (Attached)</p> <p>b. To raise AOB relevant to this agenda item</p>	15 mins	LF
10.	<p>QUALITY OF EDUCATION</p> <p>a. To complete Healthcheck (Attached)</p> <p>b. To raise AOB relevant to this agenda item</p>	15 mins	DT
11.	<p>PERSONAL DEVELOPMENT</p> <p>a. To complete Healthcheck (Attached)</p> <p>b. To raise AOB relevant to this agenda item</p>	15 mins	SC
12.	<p>BEHAVIOUR & ATTITUDES</p> <p>a. To complete Healthcheck (Attached)</p> <p>b. To raise AOB relevant to this agenda item</p>	15 mins	BD
13.	<p>POLICIES – (Attached)</p> <p>To note the following Trust level policy/ies that have been agreed by the Board:</p> <ul style="list-style-type: none"> • Flexible Working Statement • Home School Agreement 2021 • LIFE Accessibility Policy • LIFE Charging & Remissions Policy • LIFE Equality and Diversity Policy • LIFE Finance Procedures Manual • LIFE Flexible Working Policy • LIFE Pay Policy • LIFE Recruitment Procedures • LIFE Reserves Policy 	5 mins	LF

14	To receive Board & Committee Meetings summary Autumn 2021 (Attached)	2 mins	LF
15	ANY OTHER BUSINESS	5 mins	MT
16.	DATES OF LGB MEETINGS FOR 2021-2022 <ul style="list-style-type: none"> • <i>Wednesday 9th February 6pm</i> – All Rural Primary Governors • Thursday 10th March • Thursday 5th May (HEALTHCHECK) • Thursday 19th May BUDGET & SDP • Thursday 14th July 		

Mrs K Hardy, Clerk to the Local Governing Body



Dear Local Governing Body

A meeting of the Local Governing Body was held on Thursday 25th November 2021. The meeting was held by ZOOM at 8am

MINUTES

Attendees : Sally Croft Becca Davey
 Denise Broom
 Melissa Bryan Suzanne Farris
 Liz Fajimolu (Chair)

In attendance: Gaye Bastin (Clerk)
 Thomas Mercer (Trust Finance Manager)

Item		Action
1.	<p>WELCOME & APOLOGIES –</p> <p>The following apologies were noted: Mrs O'Regan was unwell, Mr Turrell was focusing on student vaccinations and Mrs Hardy was clerking another meeting.</p> <p>The Chair thanked Mrs Bastin for stepping in as Clerk and welcomed Mrs Davey as Parent Governor and Mrs Farris as Governor to the meeting.</p>	
2.	<p>DECLARATION OF PECUNIARY OR CONFLICTS OF INTERESTS/LOYALTY – Governors are invited to declare any interest in any item on the agenda for this meeting. Members may still declare an interest in any item at any time prior to the consideration of the matter.</p> <p><i>Denise Broom is the Director of Operations at the Trust Suzanne Farris is a Governor at Roxwell Primary School</i></p>	
3.	<p>MINUTES OF THE PREVIOUS MEETING –</p> <p>The minutes of the meeting held 23rd September were received and confirmed by a show of hands by Governors present</p>	
4.	<p>MATTERS ARISING –</p> <p>Item 5 Page 2 – Head of School to provide governors with an evaluation of last year's SDP – <i>on this agenda</i></p> <p>Item 8a Page 2 – Governors to return Register of Interest to Clerk – <i>action complete</i></p> <p>Item 8e Page 2 – Governors to return updated biographies to the clerk – <i>action complete</i></p>	

	<p>Item 18 Page 6 – Chair to conclude Governor Review with Rev Sally – <i>action complete</i></p> <p>Item 19 Page 6 – Head of School to discuss concerns relating to child in EYFS with Headteachers at FBA. – <i>action complete. The Head of School met with the Safeguarding Lead and Director of Operations. The school has been awarded emergency funding (until Christmas) and have put out an advert for a temporary LSA. The SENCO has liaised with professional agencies who are coming to observe the child over the coming weeks.</i></p>	
5	<p>SCHOOL DEVELOPMENT PLAN</p> <p>a. To provide an evaluation of the 2020-21 SDP</p> <p>The Head of School reported that targets had reduced due to Covid and the school were working hard to catch up. The school felt that all targets had been met.</p> <p>The Chair clarified for Governors that the Curriculum during Covid had been re-written by Margaretting and shared with Roxwell and was now being rolled out to all Rural Primary schools.</p> <p>Objective 1 - the curriculum has been implemented and a successful moderation had taken place in May. Training has been held monthly. The curriculum has been uploaded to the staff portal.</p> <p>Objective 2 – the EYFS team had visited other schools prior to lockdown and were developing the provision</p> <p>Objective 3 – The RE Leader had produced the RE curriculum which continues to be developed. Assemblies have been held by zoom.</p> <p>Objective 4 –There were difficulties meeting in bubbles, wellbeing sessions have been held, a counsellor has been employed, nurture groups have been established</p> <p>The Chair reported that the school had worked hard during this period and should be congratulated.</p> <p>b. To review the SDP</p> <p>The Head of School reported that targets have been revised and were not as high as previous years but the targets would help work with children to build on progress during the year</p> <p>Objective 1 – The Head of School is the curriculum co-ordinator for the Primary schools. Subject Leaders have been appointed across the Trust. Phase Co-ordinators have been appointed overseeing and supporting their phases. The Rural Primary staff met on 1st and 8th September for inset and SIAMS training. The Subject Leaders and Phase Co-ordinators have met regularly since the start of the year.</p> <p>Subject Leaders have visited Margaretting and the RE Subect Lead found that RE was strong. Baseline assessments for EYFS have been submitted to the DfE. Regular learning walks take place</p> <p>Objective 2 – Ian Gurman and Carrie Prior from the Diocese have visited to review RE in terms of a SIAMS inspection. All children and stakeholders know the vision and values of the school. Collective Worship has taken place and evidence is retained. The Diocese asked for more visible Christian crosses to be hung around the school. A sacred space has been development in the Library.</p> <p>The Chair explained to Governors that SIAMS is the equivalent of an Ofsted inspection run by the Church.</p> <p>Objective 3 – the school are working hard to raise achievement including the use of LSAs providing additional support for disadvantaged students. There are more enrichment opportunities, nurture sessions, trips and visits and extra curricular clubs. A data review has not taken place yet so progress will be reported at the next review of the School Development Plan.</p>	

	<p>Pupil Premium Grant – parents can apply for the grant if they meet the criteria. The school receives additional funding to ensure children are not disadvantaged against others in the school.</p> <p>The Chair asked if all pupils were taking up clubs. 69% of pupils attending clubs were PP.</p> <p>Objective 4 – Pupil progress meetings are held regularly. All pupils read daily and complete reading diaries. The library is well stocked and used, teachers are required to read with classes weekly. Parents are reminded of the importance of reading. Year 1/2 children had a visit from the Jolly Postman and Royal Mail donated gifts for the children. Staff attended Trust led training on Teaching and Learning and the Head of School delivered a session at the Leadership Conference</p> <p>The Chair asked what happened with children who were not reading at home. Governors were informed that a letter is sent home and the situation is discussed at Parents’ evening. The teacher will speak with parents where necessary.</p> <p>Governors noted that the target relating to “outcomes in 2022 above national average” may be difficult to achieve. The Head of School reported that the outcomes nationally would be lower and that whilst SATs will be held, results will not be published this year. Schools will do tests but results will be retained for internal benchmarking only. There will be no league tables published.</p> <p>The Chair noted that during the SIAMS training spirituality and developing children needed to be reviewed under Objective 2 and expanded. The Head of School noted that this had been raised at the recent SIAMS inspection at Ford End and the School Development Plan would be updated and discussed at the next non healthcheck meeting.</p>	
6	<p>STAKEHOLDER FEEDBACK (from formal sources)</p> <p>a. Pupil</p> <p>b. Parent – Governors to review results</p> <p>The Head of School reported that she was pleased with the results and that it was helpful that the Trust collated results to benchmark against other schools and previous years. It was pleasing to note that 100% of parents were happy with the school and 100% would recommend the school to other parents.</p> <p>There was a drop in results in the communication of pupil progress and parents had been surprised showing their children’s progress had dipped during Covid. This issue was discussed at parents’ evening. There was also a drop in results of parent suggestions being considered. This drop equalled 1 or 2 parents (11%).</p> <p>The following actions were in place: The next Parents’ evening in February would receive target sheet for their children, children would receive the maximum amount of schooling possible and the class teacher would be available for support. Some children had suffered with resilience since returning to school but were now improving.</p> <p>Governors noted that 27 families had responded to the survey. Governors asked whether they could see how many parents had answered the Summer 2019 survey for comparison</p> <p>c. Staff – Governors to review results</p> <p>The Head of School was very pleased with the results and noted that staff were very positive considering the last year.</p> <p>The concern around many of the don’t knows related to a member of staff who may not have access to all areas of information. As a result the SDP objectives have been posted around the school. IT was being upgraded with SmartBoards from Benhurst.</p> <p>The Chair thanked the school for the results. Mrs Broom noted that the LGB question scored highly which was pleasing. Governors noted that the</p>	

	<p>Chair emails parents half termly and Rev Sally hosts assemblies and on the whole visibility of Governors is good</p> <p>d. Governor e. Trust f. External</p>	
7	<p>OPERATIONS UPDATE</p> <p>a. Finance</p> <p>a. To receive budgetary position</p> <p>Mr Mercer reported the following: The revised budget was approved by the Board at a recent meeting and would be reflected in the next cycle. New funding streams would also be included in the next cycle. The school has a balanced budget. The Reserves Policy had been approved asking schools to aspire to reserve 3% of their income – this would be balanced with individual school circumstances as Margaretting would be contributing towards the CIF project. The school were working with the finance team to reign in spending where possible. The School were hopeful that more children would join during the term which would attract additional funding the following year. The next finance report would show the current revised budget, costs and income.</p> <p>The Chair asked whether there were reserves to cover MAT contributions and the LSA who would be going on MAT leave. Finance were working with HR and the school to look at the situation. MAT contributions would be achieved.</p> <p>The Chair noted that emergency funding for one of the pupils at the school would end in December and although an assessment visit would take place to determine the needs, funding would take time to catch up. Governors noted that usually pupils arrive with Educational Health Care Plans (ECHPs) however this particular pupils does not have a plan in place. Governors noted that the ECHP criteria had been tightened. Funding has been applied for but there would be a lag and less than the needs required. Mrs Farris offered assistance as her career is in this area of education.</p> <p>The Chair clarified that ECHPs provided funding for Special Educational Needs pupils requiring additional support in the classroom which requires local authority and external stakeholder approval. If an ECHP isn't granted then the school would be required to fund the additional support themselves. The school did not feel that it was the correct placement for the child.</p> <p><i>Mr Mercer left the meeting</i></p> <p>b. Premises</p> <p>Mrs Broom reported that the Site Assistant was working with all Rural Primary schools. He was able to look at compliance issues and update the Smartlog system which provided assurance that the school was within the law. He also carried out minor maintenance works.</p> <p>Last year's successful CIF funding for the heating system works was ongoing with the main works to be carried out in Spring to avoid the winter months.</p> <p>The deadline for the next round of CIF funding was 15th December and the school were applying for a safeguarding bid for works to the front of the school. The plans would be resubmitted, addressing the feedback from the last submission. Governors noted that the ESFA have tightened up the criteria due to misuse of funds by some schools. Margaretting received a spot check by the ESFA recently</p> <p>Governors noted that CIF Funding stood for Condition Improvement Funding which is bid for annually for capital projects in Academy Trusts with</p>	

	<p>less than 3000 students. The criteria changes annually depending on the issues of the day. The minimum value for a bid was £20k. The bidding process was complex and the Trust works with surveyors to collate the information who realise their professional fees if successful.</p> <p>The Head of School thanked Mrs Broom for the recent CIF bid and support of the school</p> <p>c. HR</p> <p>Governors noted that maternity leave cover was in place in the Office. There was a plan in place for the LSA who would be taking MAT leave in due course</p> <p>Governors were asked to be aware that Unison have reported they would be balloting members to strike over the pay award. There were 40 members of support staff across the Trust who would be balloted.</p>	
8	<p>LGB SPECIFIC ITEM</p> <p>The Chair asked Governors to consider how to better communicate and raise the profile of the Governing Body with parents to build on the recent survey</p> <p>The following proposals were suggested: A Governor event i.e. a coffee morning to join Governors – Friday afternoons were good. Governors to tag on to an established event i.e. carols to meet and greet etc Governors could have a table at Open Evenings/ Parents Evenings</p> <p>The Chair would consider these ideas further</p>	Chair
9	<p>POLICIES – (Attached as a separate pdf in the Agenda folder on the Governor portal)</p> <p>To recommend for approval by the Board the following local policy/ies:</p> <ul style="list-style-type: none"> • Admission Policy 2023-24 • SEN Policy <p>The policies above were recommended to the Board for approval</p> <p>To note the following Trust level policy/ies that have been agreed by the Board:</p> <ul style="list-style-type: none"> • Discipline and Dismissal Procedure • Leave of Absence <p>The Governors noted the policies above.</p>	<p>Clerk</p> <p>Clerk</p>
11	<p>BOARD INFORMATION</p> <p>Mrs Broom reported that the Board met recently and discussed governance, approved the audited financial statement for submission to Companies House by 31st December and approved revised budgets, 3 year forecasts, strategy and expansion</p>	
12	<p>ANY OTHER BUSINESS</p> <p>The Chair noted that there was a Governor training session taking place later today and all were invited to attend</p> <p>The Chair reported that Healthchecks would now be realigned now the Governing Body had increased and a list would be circulated in due course.</p> <p>Governors were invited to attend Carols by Candelight at Chelmsford Cathedral at 7pm on 30th November.</p>	<p>ALL</p> <p>Chair</p> <p>ALL</p>
13	<p>DATES OF LGB MEETINGS FOR 2021-2022</p> <ul style="list-style-type: none"> • Thursday 20th January (HEALTHCHECK) 	

	<ul style="list-style-type: none">• <i>Wednesday 9th February 6pm</i> – All Rural Primary Governors• Thursday 10th March• Thursday 5th May (HEALTHCHECK)• Thursday 19th May BUDGET & SDP• Thursday 14th July	
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Mrs K Hardy, Clerk to the Local Governing Body

Meeting ended 9.20am



Completion Date:		Jan 2021	May 2021	Sep 2021	Jan 2022	May 2022
H1	Staffing Sufficiency	G	G	G		
H2	Legal, Disciplinary, Grievances or Capability Issues	G	G	G		
H3	Development	G	G	G		

Human Resources Healthcheck report for Pay & Personnel Committee

School Name: Margaretting Primary School

Term to which this Healthcheck applies

Autumn 2021

Spring 2022

Summer 2022

Completing the Healthcheck:

1. For each of the 3 sections that follow, the school should complete a draft response, to include brief detail, data and explanation and a proposed rating. This should be sent to the link Governor and the Director of Standards a week in advance of the meeting. Additional data and examples may be made available for scrutiny at the meeting. Relevant information from the previous Healthcheck should be retained; out-of-date- information should be delete; changes or new information should be highlighted in YELLOW.
2. The link governor and/or Director of Standards will meet with the school representative to interrogate the document, scrutinise evidence, agree the proposed rating and agree how much and which evidence should be presented to the LGB (Local Governing Body). These meetings may be held in person or virtually and may be preceded by email exchanges regarding the draft content
3. Where any category is not rated Green, a brief outline of actions being taken should be included; if any category is rated Red, a separate exception report should be provided.
4. The final Healthcheck draft as agreed with the link governor must be completed in time to be sent out to governors with other paperwork one week in advance of the LGB meeting. Having read this, governors should try to send any questions arising to the clerk for circulation in advance of the meeting. When possible, it is the link governor who should raise the Healthcheck at the LGB meeting, with the member of school supporting. This should **not** involve reading or summarising the whole document; only significant issues, or questions to be answered, should be raised.
5. At the LGB meeting, governors should scrutinise the Healthcheck and any evidence presented to satisfy themselves that they can confidently agree the proposed rating (or, when appropriate, to amend it). A brief summary of any discussion or questions asked at the LGB will be added to the Healthcheck commentary by the clerk, from the minutes of the meeting, and returned to the school ready for the next update.
6. Once agreed, the final Healthcheck should be sent to the Clerk of the Trust Board; ready to be forwarded to the next relevant Committee.

Rating:

- Green suggests the school is highly effective in this measure (A strength of the school; Ofsted Good or better)
- Red suggests the school is not yet effective in this measure (An area for development for the school; Ofsted RI or worse)
- White suggests the school is effective in this measure but is working to improve it (Broadly average; not yet confidently Ofsted Good)

Draft Healthcheck completed by: Vicky Smith (School Representative)

Meeting to confirm the Healthcheck with: M Bryan, D Turrell and V Smith (LIFE Exec/Link Gov) on **13th January 2022** (Date)

Healthcheck presented to and agreed by the LGB on: 20th January 2022 (Date)

H1 – Staffing Sufficiency	Rating:	RED	WHITE	GREEN
<p>Guiding questions:</p> <p>H1.1 Is there evidence that a secure and cost effective staff structure is in place?</p> <p>H1.2 Has the staffing structure been reviewed in the past 12 months with a clear rationale for it?</p> <p>H1.3 Is there evidence that the school structure has been benchmarked against successful models?</p> <p>H1.4 Are governors confident that those leaving have been suitably replaced with little likely detrimental impact on student outcomes or staff morale?</p> <p>H1.5 Are governors confident that all steps have been taken to fill any vacancies and that plans are in place where there are current unfilled roles?</p> <p>H1.6 Are governors confident that all necessary checking processes have been conducted?</p> <p>H1.7 Is the single central record up to date?</p> <p>H1.8 Are sickness absence trends improving and above comparative averages or is appropriate rationale provided for any negative trends?</p> <p>H1.9 Is any potential impact on student outcomes being monitored and addressed appropriately?</p>				
<p>School's information and narrative: <i>(to include actions and impact since last Healthcheck)</i></p> <p>1.1 Yes. Secure cost effective staffing structure in place for September 2021 which was reviewed and approved by the Pay and Personnel forum on the 22nd June 2021, with the continued structure of an Executive Headteacher and Head of School.</p> <p>1.2 Yes, the staffing structure was again reviewed in the summer term as although a successful handover period for the new Administrative Support Assistant was conducted prior to the existing member of staff leaving the school, they have since informed the school that they are pregnant. A vacancy for MAT cover for the role will be advertised. This will be at no additional cost to the school as the current ASO has not been employed long enough to be entitled to Maternity pay (other than statutory). An additional 1-2-1 LSA role was also appointed to support the needs of an additional pupil joining the school. A successful internal promotion secured the post of Administrative Officer MAT cover, a handover over period was held and the colleague is now in post and has settled in well. A member of support staff in a 1-2-1 LSA role informed the school in the Autumn Term that they were expecting and planned to take maternity leave at the end of January. During leave the post will be covered with an internal appointment.</p> <p>1.3 Yes. The school is benchmarked with the same Leadership and office model as the other Rural Primary schools within the Trust.</p> <p>1.4 One member of teaching staff left the school in the Summer Term and one member of support staff left the school for a promoted role at Roxwell. Five members of staff left in total during the academic year 2020/2021 equating to 22.73% of the staffing. An exit interview was held with the member of teaching staff by the Head of School before the end of the term. One member of support staff left the school in the Autumn Term from their role as a cleaner, an exit interview was conducted with them prior to them leaving by the Head of School. A cleaning contract with a cleaning company Integra has been secured by the school, this supports holiday and sickness cover to ensure a cleaner is always available. One member of staff who left the school in the Spring Term 2021 has returned to the school in Spring Term 2022 on a temporary contract. The latest staff survey results from the Autumn Term 2021 showed a minimal decline in staff morale with 93% feeling staff morale was good, from 100% in Autumn Term in 2020. This was still a strong result and remained above the 80.7% Trust average. For the third year an impressive 100% of staff were proud to be a member on the school, 2.6% above the Trust average and 100% of staff were proud to be part of the Trust, 18.2% above the Trust average. The Trust HR Manager and HR Advisor meet with Head of school for HR monthly meetings, where any concerns are raised and discussed. The last meeting was held on 7th December 2021.</p>				

1.5 Yes, TES annual subscription with the Trust which enables unlimited adverts. In addition to TES, both teaching and support staff roles are advertised on Essex School jobs and teaching staff on the DfE vacancies website. All vacancies are advertised on the Trust and school's own website. Vacancies are posted on LinkedIn and shared on social media to attract a wider field. One role for an MDA will be published in the Summer Term. The additional 1-2-1 LSA role from September was successfully appointed internally. An open-ended advert for MDA has been posted and recirculated, however, one MDA role remains outstanding for September 2021.

An MDA was successfully appointed in the Autumn term and is in post. There are no outstanding vacancies.

1.6 Yes. All new starter pre-employment checks for any new members of staff joining the school are conducted centrally by the Trust HR team. Candidates have a conditional offer sent and their pre-employment checks completed, Regular communication and updates are maintained with the Head of School. A central shared HR area has been created where the Head of School, Office Administrator and HR Tea have shared access to documents and the SCR. Checks that require renewal are managed at school level and audited by the Trust HR Manager once every half term. Chair of Governors audits the SCR once a term, audit for the Summer Term to be arranged. A Governor file, containing all required information is now set up and complete.

All checks for staff starting in the Autumn Term were completed and cleared prior to the colleague joining the school.

1.7 Yes. Trust standardised template is used across all schools within the Trust, colour coding is in place for those members of staff leaving and those due to join the school. Key information is added as pre-employment check results are received. Audits carried out by the Trust HR Manager identify any gaps that need to be actioned. All information held on the SCR reflects that on personnel files, spot checks are carried out to ensure this. Single Central Record is a live document that is continuously updated as staff join and leave, additional checks that are required every 3 years are reviewed a month in advance of expiry. Audits of the SCR are conducted half termly by the Trust HR Manager and reviewed frequently by the HR Advisor. Chair of Governors to audit the SCR termly. Actions and findings from those conducting the audits to be recorded in the checking sheet. The Trust HR Manager conducted an audit on the SCR on the 6th June 2021. Colour coding is in place for those members of staff leaving and those due to join the school. A date to be arranged for Chair of Governors and Trust HR Manager to complete an audit in the Autumn Term.

The Trust HR Manager conducted an audit on the SCR on 16th December 2021. One member of staff was removed as they had left, one member was colour coded pink to reflect their maternity leave. One member of the LGB has their DBS application processing. A new version of the SCR was created for the Spring Term and the old version for the Autumn Term was archived. The date for Chair of Governors to conduct an audit will be arranged.

1.8 Robust absence management processes remain in place, which are reflected in the Trust Sickness Absence Management Policy. Return to work meetings are held with all members of staff following every absence with the Head of School. OH referrals and informal absence review meetings are held when and where necessary with absence improvement plans being put in place. There were 4 days lost for teaching staff absence in the summer term and 35 days lost for support staff absence. Of the support staff absence, 32 days were for one member of staff who was involved in an accident and was LTS. Robust absence management processes remain in place at the school with absences reviewed closely with the Head of School and Trust HR Manager.

	Summer Term 2020/2021 Number of Days	Summer Term 2019/2020 Number of Days
Teaching Staff	4	N/A
Support Staff	35	N/A
Total	39	N/A

Sickness absence rates for the Autumn Term 2021 are shown in the table below.

	Autumn Term 2021/2022 Number of Days	Autumn Term 2020/2021 Number of Days	Autumn Term 2019-2020 Number of Days
Teaching Staff	3	4	6
Support Staff	45.5	13.5	58
Total	48.5	17.5	64

Teaching staff lost 3 days for sickness absence during the Autumn Term 2020, a continuing downward trend from 4 days in Autumn Term 2020 and 6 days from Autumn Term 2019. There was a significant rise in the number of days lost due to sickness absence for support staff, with 45.5 days lost in Autumn Term 2020 compared to 13.5 days lost in Autumn Term 2020. However, this is still a decrease from the 58 days lost in Autumn Term 2019. Of the 45.5 days lost one member of staff had 5 periods of sickness absence equating to 11 days lost, due to a chest infection and being signed off by their GP. They were referred to OH due to their high level of absence and an informal absence review meeting was held with the member of staff and an absence improvement plan was put in place. One member of staff had 5 periods of sickness absence equating to 15 days due to stomach upset, this member of staff is expecting. And one member of staff had three periods of sickness absence equating to 7 days lost. This member of staff was referred to OH and a stress risk assessment was completed with the Head of School as a supportive measure. They had been through some challenging personal circumstances during the term and had submitted a flexible working request to reduce their working hours which had been agreed until the end of the summer term. The school was hit with a sickness bug during the Autumn Term where a number of staff and students were affected and impacted. Overall 48.5 days were lost due to sickness absence during the Autumn Term, a significant increase from 17.5 days in the Autumn Term 2020, however lower than 64 days lost in the Autumn Term of 2019.

Staff who are absent due to Covid-19 related reasons are tracked centrally by the HR Team. Staff that are affected are required to complete and return a staff declaration form to reflect the reason for their absence.

Data shown in the table below reflects the number of staff affected 19th April 2021 and 21st July 2021.

COVID REASON FOR ABSENCE	Number of cases
NHS Track and Trace	1
Contact from STUDENT positive case	0
Contact from STAFF positive case	0
CEV	0
Symptom Display	0
Symptom Display & Positive test	0
Household Isolation	0
Medical Appointment	0
Childcare	0
Trip Abroad	0

Data shown in the table below reflects the number of staff affected in the Autumn Term 2021.

COVID REASON FOR ABSENCE	Number of cases
NHS Track and Trace	0
Symptom Display	3
Symptom Display & Positive test	6
Positive lateral flow	1
Medical Appointment	0
Childcare	1
Trip Abroad	0

1.1 Staff absences continue to be recorded and tracked within the SIMS system, with robust process in place in line with the sickness management policy. Return to work meetings are conducted by the Headteacher and Assistant Headteacher and leave of absence forms completed for planned absences. This is reflected in the low number of days lost due to staff absence. Absences are recorded through SIMS so reports can be run for analysis, tracking and review. Trust HR Manager meets with the Headteacher for the monthly HR Meetings where absence is reviewed and any concerns discussed. The Trust HR Manager meets with the Head of School for the monthly HR Meetings where absence reports are reviewed. The last meeting held on 14th July 2021. In addition, Trust HR Manager meets with CEO weekly and the CEO and Director of Operations fortnightly to discuss any concerns. The last meeting held the last meeting was held on 9th July 2021.

The HR Manager meets with the CEO weekly and monthly with CEO and Director of Operations to discuss any concerns, the last meetings were held on 1st and 15th December 2021. The Trust HR Manager and HR Advisor met with the Head of School for the monthly HR meeting on the 7th December 2021.

We consider ourselves to be **Green** for this section because ... The school continues to have a complete and cost-effective staffing structure in place. Although there was a significant increase in the number of days lost due to sickness absence, a robust process remains in place and is being adhered to with the support of the Trust HR Manager. Staff absences continue to be monitored closely. Strong results were achieved in the staff survey Autumn Term 2021.

The main actions required to improve/maintain this rating are ...

- Single Central Record Audits to be continued by the Chair of Governors and Trust HR Manager.
- Single Central Record to be treated as a live document by the Administrative Support Officer
- Staff absences to be monitored in line with the Trust Absence Policy by Head of School and Trust HR Manager
- Return to work meetings to be held following every sickness absence
- OH referrals and informal absence review meetings to be used when required
- Covid related absences continue to be tracked centrally
- Exit interviews to be conducted by Head of School
- Trust HR Manager and HR Advisor to support Head of School and Administrative Office with processes and procedures, where required

Additional evidence seen at the Healthcheck meeting: (available to the LGB if requested)

- Staff Survey results Autumn Term 2021
- Staff structure 2021
- Absence report

- Single Central Record checking sheet
- Monthly HR meeting agenda and minutes
- Meeting minutes
- Exit interviews

Comments from last LGB Meeting

H1 – The staffing structure was approved by Pay & Personnel

The school have recently appointed a maternity cover for the ASO.

An LSA required to work with a new child was by internal appointment. The school have recently appointed a new MDA

There were 2 members of staff who left the school during the summer term – 1 member of teaching staff and 1 member of support staff who was promoted to Roxwell to work for MOR. In total 5 members of staff left during the last academic year

All pre-employment checks are carried out centrally prior to contracts being issued.

Regular meetings between HR and Head of School and Exec Head are held. The Single Central Record (SCR) audit has been undertaken

Absence – during the term teaching staff had 4 days sickness absence and support staff 35 however Governors to note that 32 days of those related to one member of staff who was on long term sick. The school manages absence in school well.

Covid cases continue to fall.

Governors to note that staff absence may not be as good in the next healthcheck due to sickness bug. The school has also received a resignation from a member of support staff.

H2 – Legal, Disciplinary, Grievances or Capability Issues	Rating:	RED	WHITE	GREEN
<p>Guiding questions:</p> <p>H2.1 Are governors content that the school has a robust system for dealing with all types of HR issues? Are there HR policies in place, fit for purpose and being followed to deal with this?</p> <p>H2.2 Is there evidence that correct processes have been followed in any HR or legal matter?</p> <p>H2.3 Are governors satisfied that there is sufficient justification for any settlements that the school has entered into including any payments made?</p> <p>H2.4 Are governors satisfied that appropriate HR and legal advice has been taken and adhered to in all necessary situations?</p> <p>H2.5 Are governors content that grievance, disciplinary, capability issues and flexible working requests individually or collectively do not reveal concerns for the wellbeing or progress of staff or students?</p> <p>H2.6 Are governors satisfied that any potential reputational damage to the school has been limited?</p> <p>H2.7 Are issues raised by staff being addressed appropriately and effectively?</p> <p>H2.8 Are governors aware of staff turnover and destinations of staff leaving?</p> <p>H2.9 Are governors satisfied that staff are not being discriminated against protected characteristics (Equality Act 2010)?</p>				
<p>School's information and narrative: <i>(to include actions and impact since last Healthcheck)</i></p> <p>2.1 Stone King is the external HR and Legal support for the Trust. The Trust HR Manager and HR Advisor meet with link advisor as and when required. The Trust HR Manager continues to meet with the Executive Headteacher and Head of School for monthly HR Meetings where any issues or concerns are raised, and addressed early. The last meeting held on 14th July 2021. This meeting is in addition to the ongoing support that is provided as and when required. In addition, Trust HR Manager meets with the CEO weekly and the CEO and Director of Operations fortnightly to discuss any concerns. The last meeting was held on 9th July 2021.</p> <p>Trust policies to reflect HR processes are reviewed prior to the expiry by the Trust HR Manager and Stone King for any changes to legislation and improvement to practice can be considered, Policies are then reviewed and approved by the Pay and Personnel Committee prior to them being circulated to all Trust staff for a consultation period if any changes are made. All Trust policies are saved centrally to allow staff access for their referral. The Trust HR Manager and HR Advisor continue to meet with the Executive Headteacher and Head of School for monthly HR Meetings where any issues or concerns are raised and the last meeting was held in December 2021. This meeting is in addition to the ongoing support that is provided as and when required. In addition, the Trust HR Manager meets with CEO weekly. The last meeting was held on the 15th December and the CEO and Director of Operations meet monthly to discuss any concerns. The last meeting was held on 1st December 2021.</p> <p>2.2 Stone King is the external HR and Legal support for the Trust who are there to support with HR and Legal matters if and when they arise. A concern of high absence levels relating to a member of support staff has resulted in them having an informal absence monitoring period, with targets set in line with the Sickness Absence Management Policy. An OH referral was also made as the member of staff has underlying health issues, any reasonable adjustments were then reviewed and considered. Regular contact between the colleague and the Head of School is maintained throughout the period, which is due to end January 2022. Meetings have been held with the colleague, Head of School and HR Team. The meetings have been positive.</p> <p>2.3 Governors Chair of Governors to always be consulted on all transactions regarding staff leaving, which includes any settlements, redundancy, and notice periods.</p> <p>No settlements have taken place.</p>				

- 2.4 The Trust HR Manager meets regularly with the Stone King link advisor to update them on any ongoing or new concerns. The last meeting held with them on 30th June. The Trust HR Manager continues to meet with the Executive Headteacher and Head of School for monthly HR Meetings where any issues or concerns are raised. The last meeting was held on 14th July 2021. This meeting is in addition to the ongoing support that is provided as and when required. In addition, Trust HR Manager meets with the CEO weekly and the CEO and Director of Operations fortnightly to discuss any concerns. The last meeting was held on 9th July 2021.
- The Trust HR Manager and HR Advisor continue to meet with the Executive Headteacher and Head of School for monthly HR Meetings where any issues or concerns are raised, last meeting held in December 2021. This meeting is in addition to the ongoing support that is provided as and when required. In addition, the Trust HR Manager meets with CEO weekly. The last meeting was held on the 15th December and the CEO and Director of Operations meet monthly to discuss any concerns. The last meeting was held on 1st December 2021.
- 2.5 The Head of school continues to have an open door policy which supports staff and their wellbeing and helps to identify any issues or concerns at an early stage so they can be supported. Staff were reminded of the confidential care that is offered to all Trust staff. Feedback from those staff who have accessed the service have been very positive.
- One member of staff submitted a flexible working request to temporarily reduce their working hours. The request was reviewed by the Executive Headteacher and Head of School and approved until the end of the summer term. The staff survey conducted in the Autumn Term 2021 showed that for three years running an impressive 100% of staff felt that the school handles staff personal and personnel issues well, 18% above the Trust average. 100% of staff felt that the school was well led and managed, consistent with 100% result in Autumn Term 2020 and 2019, and 12% above the Trust average. 93% of staff felt that staff morale was good, a 7% decrease from 100% in Autumn Term 2020 and 12% higher the Trust average. 86% of staff felt that their workload was manageable, a 14% decrease from Autumn Term 2020 and in line with the Trust average.
- 2.6 Communication with parents is good, newsletters, open evenings and a good use of social media is in place. Staff changes are communicated to all stakeholders through the School Newsletter and letters home.
- Communication with parents remains good with no current issues
- 2.7 Weekly staff meetings are held with all staff. In addition to the weekly meeting. The Head of School has an open door policy and shares concerns with the Executive Headteacher and Trust HR Manager, who advises and supports, where required. Trust HR Manager and HR Advisor continues to meet with the Executive Headteacher and Head of School for monthly HR Meetings where any issues or concerns are raised, and addressed early. The last meeting was held on 14th July 2021. This meeting is in addition to the ongoing support that is provided as and when required. In addition, the Trust HR Manager meets with the CEO weekly and the CEO and Director of Operations fortnightly to discuss any concerns. The last meeting was held on 9th July 2021.
- The staff survey conducted in the Autumn Term 2021 showed that for three years running an impressive 100% of staff felt that the school handles staff personal and personnel issues well, 18% above the Trust average. The Trust HR Manager and HR Advisor continue to meet with the Headteacher for monthly HR meetings where any concerns or issues are shared. The last meeting was held 7th December 2021.
- 2.8 Five members of staff left in total during the academic year 2020/2021 equating to 22.73% of the staffing. An exit interview was held with the member of teaching staff by the Head of School before the end of the term. Exit interviews are completed with all who leave the school by the Head of School.
- One member of support staff left the school and the education sector for personal reasons, in the Autumn Term, from their role as a cleaner. An exit interview was conducted with them prior to them leaving by the Head of School. A cleaning contract with a cleaning company Integra has been secured by the school, this supports holiday and sickness cover to ensure a cleaner is always available.

2.9 The school can demonstrate that staff are not being discriminated against the 9 protected characteristics, as there is no evidence, grievances or complaints reflecting them. The school includes a paragraph in all adverts relating to equality.

We consider ourselves to be Green for this section because robust systems and processes are in place and remain effective, with any concerns being identified early and addressed. Strong staff survey results have been achieved and staff retention remains good.

The main actions required to improve/maintain this rating are ...

- HR monthly meetings to continue with the Trust HR Manager Executive Headteacher and the Head of School
- Exit interviews to be conducted with staff who leave the school
- Policies are followed for any concerns that are raised
- Communication with parents and staff to continue to be strong

Additional evidence seen at the Healthcheck meeting: *(available to the LGB if requested)*

- Staff survey results Autumn Term
- Support staff restructure document
- Newsletters
- Exit interviews
- Adverts
- Staff meeting minutes
- Policies
- Monthly HR meeting minutes

Summary of key points of last LGB discussion:

H2 – meetings continue with HR. There is a member of staff on informal monitoring who had to isolate due to covid at the end of the term requiring the monitoring period to be extended into this term

H3 – Development

Rating:

RED

WHITE

GREEN

Guiding questions:

H3.1 Does staff development information show relevant, fairly distributed and cost effective training for both teaching and support staff?

H3.2 Is evidence in place of succession plans for all key roles?

H3.3 Do effective staff have opportunities for progression at the school?

H3.4 Is INSET training being used effectively by the school to raise standards and deliver school development priorities?

H3.5 Is there evidence that training and intervention are leading to improvement in the quality of leadership, management, teaching and learning?

H3.6 Is there evidence of staff satisfaction in the school and how is this measured?

H3.7 Are governors aware of the appraisal process, how is performance managed, is there evidence from staff that they feel supported with any appeals being addressed appropriately?

School's information and narrative: *(to include actions and impact since last Healthcheck)*

3.1 New starters that join the school to complete review meetings with their line manager during the probationary period. This ensures any concerns or needs are identified and addressed. Collaborative training across the rural schools shares best practice. CPD and staff training recorded within the Bluesky training system to help support staff objectives and appraisal. The Trust HR Manager and HR Advisor continue to meet with the Executive Headteacher and Head of School for

monthly HR Meetings to discuss training needs, planned training and development opportunities. The last meeting held on 14th July 2021. Training continues to be put onto the Bluesky performance management system. Training sessions were planned and held by the HR team to support the new ASO in their role.

The Trust HR Manager and HR Advisor met with the Executive Headteacher and Head of School on the 7th December.

3.2 Training sessions led by the HR team have been scheduled and held with the new ASO, training needs analysis continues to be reviewed. The newly appointed 1-2-1 LSA to have training scheduled to ensure the medical needs of the pupil are known and supported.

New ASO covering MAT leave had a hand over period and continues to be supported by the central HR and Finance teams.

3.3 The staff survey conducted in the Autumn Term 2021 showed that an impressive 100% felt that the school makes appropriate provision for their professional development, 20% above the Trust average. Of the existing staff 35% have had an internal promotion where opportunities for them to develop have been successfully secured.

3.4 Strong training programme continued with staff during the summer term which was focused that supported staff with the curriculum. All teachers attended moderation CPD on 26th May 2021, which was a great success. The training was led by MB. Subject Development Coordinators (LB and KOC) visited the 4 Rural Primary Schools to provide CPD and support. Equally, Margaretting welcomed other Subject Development Coordinators to school in the Summer Term and staff were given appropriate support and training, as needed. Feedback from these sessions were very positive. Teachers attended specific curriculum CPD with the other Rural Primary Schools in April, June and July. This training was led by MOR. Training on wellbeing was also included within the programme that was led by T Cox.

A training schedule for the Autumn Term 2021 can be found as an appendix

3.5 The Acting Head of School confirmed that the impact of training received is evident when conducting lesson observations, book scrutiny's and CPD feedback sessions that have been held. Lesson observations continued to be conducted by the Head of school and Executive Headteacher throughout the Summer Term. The Executive Headteacher confirmed that a Learning Walk is conducted every day by the Head of School, any generic feedback is given to staff at the staff meeting, any feedback relating to an individual colleague is feedback 1-2-1 confidentially. Lesson Observations are conducted once a month by the Rural Primary Subject Leaders. All feedback is given confidentially to the individual. This focuses on good practice and identifies behavioural concerns. They are helpful to measure the impact of staff training previously delivered.

3.6 Staff survey results from Autumn 2021 showed that for the past two years an impressive 100% were proud to be a member of staff at the school, consistent with the previous two years and 100% felt that the school had a clear vision and core values. For the third year 100% of staff felt that the school was well led and managed, 12% above the Trust average and 93% felt that morale was good, 12% above the Trust average. 93% of staff felt that their contribution to the school was valued, 9% above the Trust average and 100% felt that they had the opportunity to raise suggestions and concerns, consistent with the previous two years and 13% above the Trust average.

3.7 Bluesky performance management system is used to record and manage the appraisal process within the Trust as reflect in the Trust Appraisal policy. Teaching staff mid-year reviews were completed in the summer term by the Executive Headteacher and Head of School. Three members of teaching staff are eligible to apply for threshold this year with the application deadline of 31st October 2021. One member of teaching staff will increase automatically on the mainscale.

All Teaching Staff appraisal meetings were held in the Autumn term to review targets from 2020/2021 and set new objectives for 2021/2022. All meetings have been reflected on Bluesky. Of the three staff who were eligible for pay progression, two strong pay progression applications were submitted. The third did not apply. Both applications were successful and approved by Pay and Personnel in November 2021. Support staff Appraisals to be scheduled and completed in March.

We consider ourselves to be **Green** for this section because a robust appraisal system remains in place with the Bluesky system, with 2/3 pay progressions being submitted and both were successful. Detailed training programme continues. Strong staff survey results received.

The main actions required to improve/maintain this rating are ...

- To maintain high standards and maintain the training with new staff
- Detailed training programme to remain
- Review staff retention
- Trust HR Manager and HR Advisor to continue to hold monthly meetings with the Head of School

Additional evidence seen at the Healthcheck meeting: *(available to the LGB if requested)*

- Bluesky support guide
- Bluesky reports
- Staff survey results Autumn Term 2021
- Staff training timetable
- Pay progression applications

Summary of key points from last LGB Meeting

H3 – Bluesky continues to be fully utilised. The 1-2-1 LSA was working. 35% of staff have had internal promotions. There is a strong training programme focusing on curriculum. Lesson Obs are carried out and feedback given. 3 members of teaching staff are eligible to apply for threshold this year. They have been notified and invited to a training session on 28th September to support the application process. 1 member of staff will rise automatically on the MPR scale.

Governors to note that the budget had already included additional pay for the staff eligible for threshold. Should there be any unsuccessful candidates or staff who don't apply, the school would see a cost saving.

Governors agreed RAG rating of GGG

Training Calendar Autumn 2021

Autumn 1 – SIAMS, Subject Leader and Phase Coordinator Development and Assessment				
Date	Where	Who	Event	Leader
1 st September	Roxwell	ALL RP staff	INSET day for the rural primary schools, including a welcome, the new curriculum, networking for the subject and Phase Coordinators and planning RE	MOR, MB, SC (RE)
8 th September	Roxwell	RP Teachers	SIAMS training and meeting in phase groups	MOR, SC
15 th September			No staff meeting. In lieu of 'Meet the teacher' in MPS	
16 th September	Zoom	Subject leaders	Subject Leader training	MOR, MB
22 nd September	Own sch	Teachers	SIAMS follow up	HOS
29 th September	Own sch	Teachers	Data	HOS
6 th October	Own sch	Phase coordinators	Data staff / phase leaders	MOR, MB, LO
13 th October	Own sch	Teachers	Data	HOS
20 th October	Own sch	Teachers	Parent's evening	
Autumn 2 – English and Subject Leader Development				
3 rd November	F End	Subject leaders	4RP Subject leaders	MOR
10 th November	Own sch	RP Teachers	Own School meeting - Curriculum	HOS
17 th November	Own sch	Teachers	Own School meeting - Curriculum	HOS
24 th November	Own sch	Teachers	Own School meeting - Curriculum	HOS
1 st December	Zoom/Own sch	Subject Leaders Teachers	4RP Subject Leaders (on Zoom) followed by own school meeting – Data	MT/HOS
8 th December	MPS	Teachers	Writing moderation	MT
15 th December	Own sch	Teachers	Own School meeting - Data	HOS



Margarett November 2021 Month End Report

At the end of November 2021 the overall variance was a surplus of £1.8k

This report highlights variances over 5% against budget.

Income

Overall there is a negative variance of £6.2k for the period ending November 2021

ESFA / Core Income

- The negative figure of £5.9k for other government grants is funding for FSM and KS1 funding which was profiled for November 2021, but was received in December 2021

Other Income

- The deficit income for £6.3k in other funding is due to a mis posting to private sector funding, this will be corrected

Expenditure

There is an overall underspend of £8k for the period ending November 2021.

Staff Costs

- Teaching staff is overspent as recharges for CO and KR to Roxwell have yet to be posted
- Admin staff is overspent by £1.3k due to the training of LB to cover SH while on maternity leave
- Midday staff are overspent by £3.4k and educational support staff underspent by £3.6k. The PSF system posts all staff costs to the primary role of a member of staff, so these two lines balance out

Other Occupational Costs

- Maintenance costs are overspent by £2.6k this is for the roving site assistant. The overspend will be netted off against recharges.
- There is an underspend of £1k on cleaning contracts due to outstanding invoices
- Insurance is underspent by £1.7k as we are awaiting the annual insurance bill
- Energy and fuel costs are underspent by £3.2k as these costs are billed one month in arrears
- Health and Safety is underspent by £2.2k as we are awaiting the annual invoice for the SLA from Havering

Educational Supplies and Services

- IT consumables are under spent by £1.2k which is due to profiling.
- Educational Visits is underspent by £1k as visits have been restricted due to Covid

Financial Summary

Reserves b/f 2020/21	£ 11,004
Income for the year 2021/22	£551,519
Expenditure for the year 2021/22	£545,363
Contribution to Capital / CIF Projects	-£ 14,271
Current Forecast Surplus @ 31/08/2022	£ 2,889

Management Accounts Report

Selection Criteria:
 Company(s) - **Standard Academy V6** ; Location(s) - **MAR - Margaretting Primary School** ; Period - **2021/22.03** ; Year End Period(s) - **None** ; Budget - **REVISED BUDGET 2021-2022** ; Comparative Budget - **None** ;
 Include Commitments - **No** ; Show Detail Lines - **Hide** ; Show Current Period Section - **Yes** ; Show Location As - **Consolidated**

	Consolidated								
	CURRENT PERIOD			YTD TOTALS			FULL YEAR		SPENT
	Actual	REVISED BUDGET 2021- 2022	Variance	Actual	REVISED BUDGET 2021- 2022	Variance	REVISED BUDGET 2021- 2022	Forecast	(%)
Income									
A0 - GAG funding	36,517.01	36,517.00	0.01	117,621.03	118,350.00	(728.97)	468,580.00	467,851.03	25.10 %
A2 - Other Govt Grants	9,695.00	13,095.00	(3,400.00)	23,238.55	29,176.00	(5,937.45)	61,136.00	55,198.55	38.01 %
A3 - Private Sector Funding	-	-	-	6,778.01	-	6,778.01	-	6,778.01	-
A4 - Other Income	1,551.93	1,421.00	130.93	4,496.87	10,822.00	(6,325.13)	21,803.00	15,477.87	20.63 %
Total Income	47,763.94	51,033.00	(3,269.06)	152,134.46	158,348.00	(6,213.54)	551,519.00	545,305.46	27.58 %
Expenditure									
Staffing Expenditure									
B0 - Teaching Staff	23,837.71	21,476.00	(2,361.71)	67,911.52	64,428.00	(3,483.52)	257,708.00	261,191.52	26.35 %
B1 - Educational Support Staff	6,452.50	7,271.00	818.50	18,178.27	21,813.00	3,634.73	87,252.00	83,617.27	20.83 %
<i>MAR - Margaretting Primary School</i>	<i>6,452.50</i>	<i>7,271.00</i>	<i>818.50</i>	<i>18,178.27</i>	<i>21,813.00</i>	<i>3,634.73</i>	<i>87,252.00</i>	<i>83,617.27</i>	<i>20.83 %</i>
<i>MAR2200 - Teaching Assistants - Salaries</i>	<i>5,007.61</i>	<i>5,764.00</i>	<i>756.39</i>	<i>13,623.33</i>	<i>17,292.00</i>	<i>3,668.67</i>	<i>69,172.00</i>	<i>65,503.33</i>	<i>19.69 %</i>
<i>MAR2205 - Teaching Assistants - NI</i>	<i>206.95</i>	<i>129.00</i>	<i>(77.95)</i>	<i>630.46</i>	<i>387.00</i>	<i>(243.46)</i>	<i>1,548.00</i>	<i>1,791.46</i>	<i>40.73 %</i>
<i>MAR2210 - Teaching Assistants - Supn</i>	<i>1,204.75</i>	<i>1,378.00</i>	<i>173.25</i>	<i>3,384.92</i>	<i>4,134.00</i>	<i>749.08</i>	<i>16,532.00</i>	<i>15,782.92</i>	<i>20.47 %</i>
<i>MAR2215 - Teaching Assistants - Overtime</i>	<i>33.19</i>	<i>-</i>	<i>(33.19)</i>	<i>539.56</i>	<i>-</i>	<i>(539.56)</i>	<i>-</i>	<i>539.56</i>	<i>-</i>
B2 - Premises Staffing	-	47.00	47.00	537.70	141.00	(396.70)	562.00	958.70	95.68 %
B3 - Admin Staffing	2,199.94	1,727.00	(472.94)	6,516.03	5,181.00	(1,335.03)	20,726.00	22,061.03	31.44 %

Management Accounts Report

Selection Criteria:
 Company(s) - **Standard Academy V6** ; Location(s) - **MAR - Margaretting Primary School** ; Period - **2021/22.03** ; Year End Period(s) - **None** ; Budget - **REVISED BUDGET 2021-2022** ; Comparative Budget - **None** ;
 Include Commitments - **No** ; Show Detail Lines - **Hide** ; Show Current Period Section - **Yes** ; Show Location As - **Consolidated**

B4 - Other Staff	3,004.09	1,716.00	(1,288.09)	8,575.20	5,148.00	(3,427.20)	20,589.00	24,016.20	41.65 %
MAR - Margaretting Primary School	3,004.09	1,716.00	(1,288.09)	8,575.20	5,148.00	(3,427.20)	20,589.00	24,016.20	41.65 %
MAR2820 - Midday Supervisor - Salaries	<u>2,395.92</u>	1,385.00	(1,010.92)	<u>6,858.22</u>	4,155.00	(2,703.22)	16,617.00	19,320.22	41.27 %
MAR2825 - Midday Supervisor - NI	<u>39.98</u>	-	(39.98)	<u>81.38</u>	-	(81.38)	-	81.38	-
MAR2830 - Midday Supervisor - Supn	<u>568.19</u>	331.00	(237.19)	<u>1,621.35</u>	993.00	(628.35)	3,972.00	4,600.35	40.82 %
MAR2835 - Midday Supervisor - Overtime	-	-	-	<u>14.25</u>	-	(14.25)	-	14.25	-
B5 - Agency Staff	-	-	-	-	-	-	-	-	-
B6 - SLT Staff Costs	-	-	-	-	-	-	-	-	-
Total Staffing Expenditure	35,494.24	32,237.00	(3,257.24)	101,718.72	96,711.00	(5,007.72)	386,837.00	391,844.72	26.29 %
C0 - Maintenance of Premises	1,266.90	1,210.00	(56.90)	6,250.47	3,630.00	(2,620.47)	14,529.00	17,149.47	43.02 %
MAR - Margaretting Primary School	1,266.90	1,210.00	(56.90)	6,250.47	3,630.00	(2,620.47)	14,529.00	17,149.47	43.02 %
MAR3000 - Building Projects/Maintenance	<u>1,146.67</u>	1,077.00	(69.67)	<u>6,010.01</u>	3,231.00	(2,779.01)	12,929.00	15,708.01	46.48 %
MAR3005 - Equipment Repairs & Maintenance	-	-	-	-	-	-	-	-	-
MAR3010 - Grounds Maintenance	<u>120.23</u>	133.00	12.77	<u>240.46</u>	399.00	158.54	1,600.00	1,441.46	15.03 %
C1 - Other Occupational Costs	843.79	2,045.00	1,201.21	(985.59)	7,226.00	8,211.59	25,633.00	17,421.41	(3.85) %
D0 - Educational Supplies and Services	4,504.19	3,353.00	(1,151.19)	8,783.53	10,059.00	1,275.47	39,202.00	37,926.53	22.41 %
E0 - Other Supplies and Services	7,482.17	6,395.00	(1,087.17)	12,786.35	18,185.00	5,398.65	70,232.00	64,833.35	18.21 %
F0 - ICT Costs (Non Capital)	19.00	111.00	92.00	48.60	333.00	284.40	1,330.00	1,045.60	3.65 %
G0 - Staff Development	-	217.00	217.00	170.00	651.00	481.00	7,600.00	7,119.00	2.24 %
H0 - Other GAG Expenses	-	-	-	-	-	-	-	-	-
I0 - Depreciation	-	-	-	-	-	-	-	-	-
Total Other Expenditure	14,116.05	13,331.00	(785.05)	27,053.36	40,084.00	13,030.64	158,526.00	145,495.36	17.07 %

Management Accounts Report

Selection Criteria:
 Company(s) - **Standard Academy V6** ; Location(s) - **MAR - Margaretting Primary School** ; Period - **2021/22.03** ; Year End Period(s) - **None** ; Budget - **REVISED BUDGET 2021-2022** ; Comparative Budget - **None** ;
 Include Commitments - **No** ; Show Detail Lines - **Hide** ; Show Current Period Section - **Yes** ; Show Location As - **Consolidated**

Total Expenditure	49,610.29	45,568.00	(4,042.29)	128,772.08	136,795.00	8,022.92	545,363.00	537,340.08	23.61 %
Surplus / (Deficit) excl. Capital	(1,846.35)	5,465.00	(7,311.35)	23,362.38	21,553.00	1,809.38	6,156.00	7,965.38	
Notes to the Management Accounts									
Capital									
Capital Income									
W0 - Capital Income	-	-	-	-	-	-	-	-	-
Total Capital Income	-	-	-	-	-	-	-	-	-
Capital Expenditure									
W1 - Capital Expenditure	-	-	-	-	-	-	-	-	-
Total Capital Expenditure	-	-	-	-	-	-	-	-	-
Total Capital Funds	-	-	-	-	-	-	-	-	-
Surplus / (Deficit) inc. Capital	(1,846.35)	5,465.00	(7,311.35)	23,362.38	21,553.00	1,809.38	6,156.00	7,965.38	

Reserves b/f Surplus / (Deficit) - 2020/21	11,004
Income for the Year	551,519
Expenditure for the year	545,363
Contribution to Capital/CIF Projects	-14,271
Reserves c/d Surplus/(Deficit)	2,889

Management Accounts Report

Selection Criteria:
Company(s) - **Standard Academy V6** ; Location(s) - **MAR - Margaretting Primary School** ; Period - **2021/22.03** ; Year End Period(s) - **None** ; Budget - **REVISED BUDGET 2021-2022** ; Comparative Budget - **None** ;
Include Commitments - **No** ; Show Detail Lines - **Hide** ; Show Current Period Section - **Yes** ; Show Location As - **Consolidated**

Restricted 3% - Core Income / GAG **0**



[Click to return](#)

Cost Type(s) - **As Selected** ; Activities - **As Selected** ;

[Open Account Enquiry](#)

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Cost Type(s) - **As Selected** ; Activities - **As Selected** ;

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Cost Type(s) - **As Selected** ; Activities - **As Selected** ;

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Cost Type(s) - **As Selected** ; Activities - **As Selected** ;

[Open Account Enquiry](#)

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	Completion Date:	Sept 2022	Jan 2021	May 2021	Sept 2021	Jan 2022	May 2022
F1	Viability	G	G	W	W	G	
F2	Probity	G	G	G	G	G	
F3	Knowledge, Understanding, Planning & Procedures	G	G	G	G	G	

Finance Healthcheck report for Finance & Facilities Committee

School Name: Margaretting CofE Primary School

Term to which this Healthcheck applies: Summer 2021 **Autumn 2021** Spring XX

Completing the Healthcheck:

1. For each of the 3 sections that follow, the school should complete a draft response, to include brief detail, data and explanation and a proposed rating. This should be sent to the link Governor and the Director of Standards a week in advance of the meeting. Additional data and examples may be made available for scrutiny at the meeting. Relevant information from the previous Healthcheck should be retained; out-of-date- information should be delete; changes or new information should be highlighted in YELLOW.
2. The link governor and/or Director of Standards will meet with the school representative to interrogate the document, scrutinise evidence, agree the proposed rating and agree how much and which evidence should be presented to the LGB (Local Governing Body). These meetings may be held in person or virtually and may be preceded by email exchanges regarding the draft content.
3. Where any category is not rated Green, a brief outline of actions being taken should be included; if any category is rated Red, a separate exception report should be provided.
4. The final Healthcheck draft as agreed with the link governor must be completed in time to be sent out to governors with other paperwork one week in advance of the LGB meeting. Having read this, governors should try to send any questions arising to the clerk for circulation in advance of the meeting. When possible, it is the link governor who should raise the Healthcheck at the LGB meeting, with the member of school supporting. This should not involve reading or summarising the whole document; only significant issues, or questions to be answered, should be raised.
5. At the LGB meeting, governors should scrutinise the Healthcheck and any evidence presented to satisfy themselves that they can confidently agree the proposed rating (or, when appropriate, to amend it). A brief summary of any discussion or questions asked at the LGB will be added to the Healthcheck commentary by the clerk, from the minutes of the meeting, and returned to the school ready for the next update.
6. Once agreed, the final Healthcheck should be sent to the Clerk of the Trust Board; ready to be forwarded to the next relevant Committee.

Rating:

Green suggests the school is highly effective in this measure (A strength of the school; Ofsted Good or better)

Red suggests the school is not yet effective in this measure (An area for development for the school; Ofsted RI or worse)

White suggests the school is effective in this measure but is working to improve it (Broadly average; not yet confidently Ofsted Good)

Draft Healthcheck completed by: Louise Anderson (School Representative)

Meeting to confirm the Healthcheck with: Robecca Davey (LIFE Exec/Link Gov) on 12th January 2022 (Date)

Healthcheck presented to and agreed by the LGB on: 20th January 2022 (Date)

F1 – Viability	Rating:	RED	WHITE	GREEN X
Guiding Questions: F1.1 Are Governors aware of the budget setting process? Has the Academy set an in year balanced budget? F1.2 Is there evidence of a 3-year financial forecast. Does this include realistic assumptions and pupil number estimates? F1.3 Have Governors received the audited accounts? Does this illustrate that the Trust is a 'going concern'? F1.4 Are Governors aware that the Trust financial statements include the publication of executive pay which must also be included on the Trust website? F1.5 What evidence is available to Governors to demonstrate that monthly management accounts are produced which include a variance report? F1.6 Do Governors receive termly pupil numbers and projections? F1.7 Have any legal cases been lodged against the school? Has the potential financial implication been accounted for?				AFH 2.10 2.1.1 1.14,2.8.1 2.32 2.19 2.18 2.12
School's information and narrative – (to include actions and impact since last Healthcheck)				
<p>F1.1</p> <ul style="list-style-type: none"> A balanced budget for 2021/22 is currently being compiled. Thomas Mercer (Head of Finance), Melissa Bryan (Head of School) Maire O'Regan, (Executive Headteacher) Liz Fajimolu (Link Finance Governor and Chair of Governors) and Denise Broom (Operations Director) will meet to discuss the first draft of the budget during the week commencing 25th May 2020. This will be presented for approval by the Finance and Facilities Committee on 8th June, and will be presented to the LGB in the July meeting. We have received the GAG statement on 23rd February 2021 and the above process is being followed to prepare the new budget. The school's proposed 2021/22 balanced budget recommended to the Board of Trustees by Finance and Facilities Committee were approved on the 10th July 2021. The school's revised 2021/22 balanced budget recommended to the Board of Trustees by Finance and Facilities Committee were approved on the 16th November 2021. <p>F1.2</p> <ul style="list-style-type: none"> The 3-year forecast is compiled by the Trust on the basis of the current budget and forecast outturn. All known assumptions are included. A new 3-Year Budget Forecast was approved on 16th November 2021. <p>F1.3</p> <ul style="list-style-type: none"> The academies accounts return (AAR) was filed with the Department of Education on the 10th February 2021. The trustees report within the financial statements include a going concern paragraph which confirms that the trustees have given detailed consideration to the impact of the Covid-19 pandemic on the Trust's activities and financial position and have reviewed the forecasts for a period of at least twelve months following the date of approval of the financial statements. On this basis the trustees conclude that the trust has adequate resources to continue in operational existence for the foreseeable future and is therefore a going concern. The going concern basis has therefore been adopted in preparation of the financial statements (see page 40 of the financial statements). The auditors refer to this statement in their report on page 32 and consider it appropriate. The 2020/21 audit fieldwork took place in October 2021. The audited accounts for 2020/21 were reviewed by the Finance and Facilities Committee on 16th November 2021. At this meeting, the audit partner, Mr James Cross, presented the audited accounts and the auditors' management letter that sets out the findings of the audit and any matters for improvement. The Committee members were given the opportunity to ask questions of the audit partner relating to the audit process. The audited accounts were approved by the Trust Board on 24 November 2021. <p>F1.4</p> <ul style="list-style-type: none"> Governors are aware that the Trust financial statements include the publication of executive pay and this will be highlighted when the financial statements are presented to the LGB at the January meeting. Governors were reminded at the last Healthcheck meeting this information is also published on the Trust website. <p>F1.5</p> <ul style="list-style-type: none"> A monthly outturn report is produced which highlights variances against budget and provides an explanation for any significant variances. 				

- The reports are presented to the governors at each LGB meeting. The last meeting was held on the 25th November 2021.
- This report was sent to M O Regan from D Broom on 17th December 2021.

F1.6

- Pupil number estimates are included as a key budget assumption that is reported as part of the budget setting process and in the preparation of the 3 year forecasts. They are again reviewed when the budget is revised in November each year. Projections for the year and any in-year movements are included as part of the monthly management accounts narrative.

F1.7 There are no legal cases lodged against the school.

WHERE THIS INVOLVES A CHANGE OF RAG RATING, PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves to be GREEN as there is an in-year surplus of £6,156 in the current revised budget. The audited accounts have also been produced and confirm the funds carried forward from last year are £11,004 for Margaretting.

The main actions required to maintain this rating are to demonstrate the school's continued access to sufficient resources to continue operating viably. This will be achieved by driving up financial management efficiencies to strengthen the school's cash reserves from its current position.

- **Closely monitor the revised 2021/22 budget to anticipate and mitigate any shortfalls and ensure a balanced budget remains**
- **The Financial Procedures Manual to be reviewed by staff – this will explain the systems and protocols that are expected by LIFE schools in preparation for the 2021/22 internal and external audit visits.**
- **Termly meetings are held with the Admin Support Officers to help keep them up to date with finance regulations and good practice.**
- **Bi-weekly meetings are held with Executive Head to review variances in real time to ensure budgets are closely followed.**

Additional evidence: *(This should be made available for the link governor to scrutinise and to the LGB if requested)*

- **Signed Audited accounts for 2020/2021**
- **Management Report**
- **ESFA Notifications**
- **Monthly management accounts**
- **Three-year financial forecasts**

Summary of key points of previous LGB discussion:

The Healthcheck remains WGG

The Chair noted that auditors will be visiting the school and that following a change to the Academy Trust Handbook, Auditors are now only permitted to hold a 3 year term. The Trust will go out to tender next year for a new Auditor. The Internal audit report will be shared at the next LGB meeting once reviewed by the Board.

The Trust has invested in digital cloud storage (i.e. all information in two different clouds) in order to mitigate the risk of cybercrime. The Trust also scans all files hourly which will trigger an alert if there were any attacks. Mr Garet and Mrs Broom had met with London Gateway for Learning (LGfL) who reassured them that most attacks on schools are where information was on servers on site.

Governors agreed RAG Rating WGG

F2 – Probity	Rating:	RED	WHITE	GREEN X
<p>Guiding Questions</p> <p>F2.1 Have Governors received the annual letter which is sent to the accounting officer covering issues such as developments in the accountability framework?</p> <p>F2.2 Does the Academy have a register of interests for Trustees and budget holders in place? Are there measures in place to manage conflicts of interest and any relationships with related parties? Can these be proved to be in accordance with the Academy Trust Handbook</p> <p>F2.3 What evidence is there that any management letter points raised by auditors have been responded to, and within a timeframe set by the ESFA</p> <p>F2.4 Who is the Trust’s external auditor? Are Governors aware of their term and the requirement to retender every 5 years?</p> <p>F2.5 Can the school demonstrate how it is delivering assurance through independent challenge e.g. internal audit, or any other means identified in the Academy Trust Handbook?</p> <p>F2.6 Have Governors seen evidence of internal audit reports? How are risks reviewed and the frequency? What evidence is in place to show that internal audit is undertaken by an independent auditor? Have all internal audit requirements been met including the demonstration that funds must not be used to purchase alcohol?</p> <p>F2.7 Have Governors seen the structure of the Executive team and their areas of responsibility?</p> <p>F2.8 Have Governors seen the scope of work for internal audit?</p>				<p>AFH 1.2.2</p> <p>3.10.1- 3.10.22</p> <p>3.16</p> <p>4.5</p> <p>3.22</p> <p>3.15 3.17, 3.20</p> <p>2.35</p> <p>1.4,1.8</p> <p>1.26,1.36,1.37,1.38</p> <p>3.1,3.18,3.23 3.15</p>
<p>School’s information and narrative – (to include actions and impact since last Healthcheck)</p> <p>F2.1</p> <ul style="list-style-type: none"> The annual letter sent to Accounting Officer is distributed to Governors in the Autumn Term along with the Academies Financial Handbook. All developments and issues raised are discussed at this meeting. <p>F2.2</p> <ul style="list-style-type: none"> The register of interests is maintained by the Clerk. The budget holder for all expenditure is the Head of School – interests are recorded in the Trustees register of interests held by the Clerk. Any declared interests are reported to the Finance & Facilities Committee and are reviewed as part of the internal and external audit process. Any identified interests are managed in line with the Academies Financial Handbook and brought to the attention of the external auditors to verify that the ‘at cost’ requirement has been met (where transactions with related parties exist). <p>F2.3</p> <ul style="list-style-type: none"> There were no Management Points raised by the Auditors, specific to Margaretting. <p>F2.4</p> <ul style="list-style-type: none"> The Trust’s external auditor is Moore Kingston Smith LLP. The year ended 31 August 2020 was the final year of their 3-year term. Governors were informed at the last Healthcheck meeting – the re-appointment of Moore Kingston Smith LLP by the Trustees at the last members meeting for another 3-year term. The end of the current re-appointment will be 6 years of continuous service, which breaches the new Academy Trust Handbook (ATH) requirement to retender after 5 years. Trustees will discuss options and decide on the appropriate measures to prevent breaching the ATH. <p>F2.5</p> <ul style="list-style-type: none"> The Trust employs SBM Services to deliver its programme of internal scrutiny, as required by the Academies Financial Handbook. The scope of work covers 9 keys areas that are reviewed on a rotational basis. The smaller primary schools have an annual visit that is scheduled for the summer term. The Autumn Healthcheck Reports have been produced to be discussed with Link Governor ahead of a comprehensive discussion at full LGB meetings. The Trust’s Internal Audit was carried out remotely in July 2021 and the reports were shared with Finance and Facilities on 16th November 2021. 				

- F2.6
- Internal audit visits are carried out on a termly basis by an external consultant SBM Services and reports are shared with the Governors. Using an external consultant to carry out the internal audit assures independence. The school has 3 visits per year, one per term, and all reports are shared with the LGB. The scope of the work is reviewed by SBM at the start of every year to ensure that it considers any changes in the Academies Financial Handbook. Risks are reviewed at the start of the year, for example, risks associated with the introduction of the new finance and payroll system were highlighted and reviewed in the first internal audit visit of this year, covering the payroll and purchasing areas.
 - SBM Services ensure that all internal audit requirements are met as part of their engagement including the demonstration that funds must not be used to purchase alcohol - this forms part of their review of purchasing.
 - The Trust's Internal Audit was carried out remotely in July 2021 and the reports were made available over the Summer and was **shared with Governors at the November Governor's meeting**. Implemented actions will be reported at subsequent meetings to allow Governors to monitor progress.
- F2.7
- The structure of the Executive Team is included in various areas that the governors have access to (including the financial statements). The scheme of delegation is also approved by the LGB annually.
- F2.8
- The 2021/22 year's Internal Audit Scope was agreed by the Trust board on the 16th November 2021**

WHERE THIS INVOLVES A CHANGE OF RAG RATING, PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves to be GREEN for this section as academy has now been subject to an internal and external audit and no significant points were raised regarding probity at Margaretting.

The main actions required to maintain this rating are to ensure full compliance of the Academy Trust Handbook and associated internal and external audit measures are in place to evidence these.

Additional evidence: *(This should be made available for the link governor to scrutinise and to the LGB if requested)*

- Signed Audited accounts**
- Post Audit Management Report**
- Link to the **Academies Trust Handbook** added to Healthcheck - https://assets.publishing.service.gov.uk/media/60c8d0318fa8f57ce8c4621e/Academy_trust_handbook_2021.pdf
- Monthly management accounts**

Summary of key points of previous LGB discussion:
F2 - Probity - Rating Remaining Green

F3 – Knowledge, Understanding, Planning & Procedures	Rating:	RED	WHITE	GREEN X
Guiding Questions				
F3.1 Is there evidence of benchmarking areas of high expenditure i.e. staffing? Have Governors seen the School Resource Management Self-assessment tool?				AFH 2.14, 6.8
F3.2 How does the school show that it has internal control risk management processes in place?				3.1,3.15

F3.3 What dated evidence is available to Governors to see that all ESFA deadlines for financial returns have been met?	2.15 4.1
F3.4 Have all Governors received the Academy Trust Handbook, with the annual summary of changes?	2.13,2.3.3
F3.5 Is there a Scheme of Delegation of financial powers in place? Is there evidence that this has been reviewed annually?	2.11
F3.6 Does the school have adequate insurance in place? If external provider, has this been evaluated against the DfE's risk protection arrangement?	
F3.7 Are Governors aware of the sources of income generation? Is the statutory charging policy in place?	2.4
F3.8 Does the school have a financial manual in place? Is there evidence to show that it has been aligned with the Academy Trust Handbook on an annual basis?	2.4
F3.9 Are Governors aware that the Trust has a risk register in place? What is the LGB input to this?	2.5.1
F3.10 Are Governors aware of the risk of cybercrime? Are their measures in place to mitigate this? Are Governors aware of action to be taken if a cyber-security incident occurred?	2.38
	6.16

F3.1

- A benchmarking exercise took place as part of the 2020/21 budget setting process using the ESFA schools resource management self-assessment tool. The tool produces a dashboard which shows how the school's data compares to thresholds on a range of statistics that have been identified as indicators for good resource management and outcomes. The benchmarking exercise used the data for 2019/20 and identified the proportion of admin and clerical staff spend as a % of total expenditure to be high compared to other similar sized schools. At this time however the restructure of this area had already been addressed. There were no other areas of significant concern.
- The benchmarking exercise will take place during each budget setting cycle.
- From 2021 it is now compulsory to complete and submit this form by 15 March 2021.
- The 2019/20 Return has been completed and approved by the Chair and another member of the Trust Board for submission to the ESFA. It has been recommended – subject to the full Board's approval - to keep the subject of the SRMSAT as a standing Agenda item at all Trust Committee and Board meetings to enable effective monitoring of agreed improvement actions. This has been shared with the Governing Body Chair who will be briefed with all future updates.
- The Board has agreed to reviewing SRMSAT updates as a standing agenda item. The tool will be updated with 2020/21 data and reported to the next Committee meeting on the 9th November, 2021.

F3.2

- Internal audit visits take place on an annual basis to review internal controls. Internal controls are aligned to the requirements of the Academies Financial Handbook through the Trust financial procedures manual. Internal audit reports will be reviewed by the LGB annually.
- The 2020/21 Internal Audit Report was shared with Finance and Facilities Committee on 16th November 2021.

F3.3

- Evidence is available at trust level from the Trust Head of Finance.
 - The deadline for submission of the academy's accounts return has been extended to 23 February 2020. The AAR was actually filed on the 10th Feb 2021.
 - The SRMSAT return was submitted on the 14th April 2021
 - The Trust's Budget Forecast Return was submitted on the 26th July 2021
- The governors are informed of annual requirements when the Academies Financial Handbook is sent to governors in the Autumn term, with a summary of changes.

following deadlines have been met in the first term of 2021/2022:

- The budget forecast return 3 year submitted on 26th July 2021.
- Autumn School census submitted on: 17th November 2021.
- Land and Buildings collection Tool submitted on 5th November 2021.
- Trust financial statements, management letter and annual internal scrutiny report submitted on 31 December 2021.

F3.4

- The 2021/22 version – The Academy Trust Handbook along with the summary of changes were sent to Governors on the 17th June 2021.

F3.5

- The Trust's Scheme of delegation can be located on the LIFE Website. Evidence can be found in minutes of committee meetings and also internal audit reports.
- The latest version including annual Academy Trust Handbook updates and Trust updates was reviewed and approved by the **Trust Board and LGB on the 23rd September 2021.**

F3.6

- Adequate insurance is in place via Zurich Insurance. The renewal for **2021-2022** was evaluated against the DfE's RPA cost of £18 per pupil. As a Trust wide policy, Zurich offered a more comprehensive cover for the same cost. This exercise will be repeated in good time before renewal next year.

F3.7

- Governors are aware of the sources of income generation and these are reported on in the monthly outturn reports. The statutory charging and remissions policy are in place.

F3.8

- The finance manual is reviewed and updated in line with the Academies Financial Handbook. The internal auditor uses it as a basis for testing to inform Governors that it is being adhered to. The finance procedures manual is updated annually by the Trust (last updated **December 2021**) and circulated to each school.
- The Finance Procedures Manual can be found <https://lifeeducationtrust.com/wp-content/uploads/2021/12/LIFE-Finance-Procedures-Manual-Ratified-Dec-2021.pdf>
- The Trust Finance manual has been updated with the Academy Trust Handbook changes and was reviewed and approved by the **Trust Board at the 16th November 2021 meeting.**

F3.9

- Governors are aware of the existence of the Trust's risk register which is reviewed by the Trust board termly and shared with the LGB annually. Any feedback from LGB members on the risk register is considered by the Trust board.

F3.10

- Governors have been briefed of the Trust's awareness of the risk of cyber crime and informed of work being done to mitigate this risk. A digital strategy which sets out the Trust's risk mitigation plans including a move to cloud based server hosting and also taking out insurance policies against Cybercrime has been developed for discussion and approval at the LGB's 23rd September 2021 meeting.

WHERE THIS INVOLVES A CHANGE OF RAG RATING, PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves to be GREEN for this section as the impact of embedded Trust policy and procedures are effective. Deadlines with the ESFA have been met and regular meetings are held to ensure knowledge and understanding at all levels.

The main action required to maintain this rating are to ensure that adequate risk mitigating measures are in place. To provide sufficient evidence to enable Governors to assure themselves of the adequacy of Trust Governance and Internal risk management controls measures being followed.

Additional evidence: *(This should be made available for the link governor to scrutinise and to the LGB if requested)*

- **Internal Audit Report (2020/21 report 16th November 2021)**
- **2021/22 Trust Board Approved budget**

- **2021/22 Revised budget**
- **Academy Trust Handbook**
- **Scheme of Delegation - (Updated version 16th November 2021)**
- **Finance Manual - (Updated version 16th November 2021)**
- **Charging and remission policy**
- **E-mail confirmation of submissions to the ESFA are available**

Summary of key points of previous LGB discussion:



	Completion Date:	Sept 2020	Jan 2021	May 2021	Sept 2021	Jan 2022	May 2022
P1	Health & Safety	G	G	G	G	G	
P2	Condition	W	W	W	G	G	
P3	Planning, Review & Staffing	G	G	G	G	G	

Premises Healthcheck report for Finance & Facilities Committee

School Name: Margaretting Primary School Term to which this Healthcheck applies: **Autumn 2021** Spring 2022 Summer 2022

Completing the Healthcheck:

1. For each of the 3 sections that follow, the school should complete a draft response, to include brief detail, data and explanation and a proposed rating. This should be sent to the link Governor and the Director of Standards a week in advance of the meeting. Additional data and examples may be made available for scrutiny at the meeting. Relevant information from the previous Healthcheck should be retained; out-of-date- information should be delete; changes or new information should be highlighted in YELLOW.
2. The link governor and/or Director of Standards will meet with the school representative to interrogate the document, scrutinise evidence, agree the proposed rating and agree how much and which evidence should be presented to the LGB (Local Governing Body). These meetings may be held in person or virtually and may be preceded by email exchanges regarding the draft content
3. Where any category is not rated Green, a brief outline of actions being taken should be included; if any category is rated Red, a separate exception report should be provided.
4. The final Healthcheck draft as agreed with the link governor must be completed in time to be sent out to governors with other paperwork one week in advance of the LGB meeting. Having read this, governors should try to send any questions arising to the clerk for circulation in advance of the meeting. When possible, it is the link governor who should raise the Healthcheck at the LGB meeting, with the member of school supporting. This should **not** involve reading or summarising the whole document; only significant issues, or questions to be answered, should be raised.
5. At the LGB meeting, governors should scrutinise the Healthcheck and any evidence presented to satisfy themselves that they can confidently agree the proposed rating (or, when appropriate, to amend it). A brief summary of any discussion or questions asked at the LGB will be added to the Healthcheck commentary by the clerk, from the minutes of the meeting, and returned to the school ready for the next update.
6. Once agreed, the final Healthcheck should be sent to the Clerk of the Trust Board; ready to be forwarded to the next relevant Committee.

Rating:

Green suggests the school is highly effective in this measure (A strength of the school; Ofsted Good or better)
 Red suggests the school is not yet effective in this measure (An area for development for the school; Ofsted RI or worse)
 White suggests the school is effective in this measure but is working to improve it (Broadly average; not yet confidently Ofsted Good)

Draft Healthcheck completed by: Steve Adams, Head of Estates (School Representative)
Meeting to confirm the Healthcheck with: Suzanne Farris 12/1/2022

Healthcheck presented to and agreed by the LGB on: (Date)

P1 – Health & Safety	Rating:	RED	WHITE	GREEN X
<p>Guiding Questions:</p> <p>P1.1 Are governors aware of the annual changes to the Trust Health & Safety Policy? How does the school demonstrate that all employees have received it?</p> <p>P1.2 Does the school have evidence of how Health and Safety is monitored ? What reports are produced ? What does the action plan show?</p> <p>P1.3 What evidence is there to review accident reports? How are trends investigated and reported ? What procedures are in place to record ‘near misses?’</p> <p>P1.4 How often is the Smartlog system reviewed? How can the school demonstrate compliance?</p>				
<p>School’s information and narrative – (to include actions and impact since last Healthcheck</p> <p>P1.1 The Trust Health and Safety policy is reviewed annually in conjunction with the Havering policy. All changes from the previous year are highlighted and discussed by the Finance and Facilities committee. Once agreed, the policy is distributed to LGB’s to disseminate to staff. The policy is included in staff meetings at school level for them to note.</p> <p>The Health and Safety policy was agreed by the Board on 2nd March 2021 and then distributed to LGB’s. It was noted that a discussion had taken place with Havering and there were no changes to the existing policy. The Trust has an SLA with Havering for the provision of Health and Safety which includes Health and Safety inspections, audits and the Smartlog compliance system.</p> <p>P1.2 The school has the Smartlog system which monitors Health and safety compliance. All statutory testing is included in the system with the frequency required. The system highlights if testing is overdue for management to investigate. The system produces a weekly report showing a % level of compliance which is sent to the Head for review.</p> <p>The pandemic prevented audits taking place in the summer term as the focus was on the Covid risk assessments. The school was visited by the Health and Safety advisor to review the risk assessment and advise on additional measures where necessary.</p> <p>The Trust undertook a COVID ventilation survey of all schools during the Autumn 2021 term. Although two rooms were rated Red for lack of natural ventilation they are both served by supplementary ventilation and considered suitable for ongoing use.</p> <p>A Health & Safety audit was conducted by Havering’s Health & Safety advisor on 14/10/21. The audit report was received on 13/12/21. An action plan is being drawn up with timescales for implementation. This will be discussed with the Head and the LGB.</p> <p>P1.3 The school has an accident book in which all accidents and near misses are recorded. This is reviewed by the Head of School/Executive Headteacher to look at any trends that may develop.</p> <p>Accidents and ‘near misses’ were looked at as part of the Health and Safety audit.</p> <p>P1.4 The Smartlog system is reviewed weekly and this information is sent via email automatically to the Head for information. This will identify any outstanding statutory testing and timescales.</p> <p>The Trust has appointed a rural primary site assistant who is responsible for the Smartlog system in the school as well as the statutory testing. The Smartlog system at the time of writing showed 85.7% compliance.</p>				
<p>We consider ourselves to be Green for this section because the Smartlog system is being used well. The Covid risk assessments have been managed well with the input from the Health and Safety advisor. They have been reviewed in conjunction with the latest information from the DfE.</p> <p>The main actions required to maintain this rating are to keep the Smartlog system up to date.</p>				

Additional evidence: *(available to the LGB if requested)*

- **Health and Safety policy**
- **Covid risk assessment**
- **Health and safety audit template**
- **Smartlog report format**

Summary of key points of last LGB discussion:

The Healthcheck remained GGG

P1 – H&S audit visits from the LA will recommence soon.

Smartlog system shows 79% compliance

P2 – Condition of Building & Equipment	Rating:	RED	WHITE	GREEN X
<p>Guiding Questions:</p> <p>P2.1 Is there evidence that the school is in good condition? How is this monitored?</p> <p>P2.2 Which building works have been undertaken recently? How do we know that they have added value to the school?</p> <p>P2.3 When was the condition survey carried out? What issues did this highlight? What is the cost to the budget?</p> <p>P2.4 Can the school demonstrate that it has an asset management plan in place? What is the impact on budget over the 5 years?</p> <p>P2.5 Can the school identify any Health and safety issues that need addressing? What does the plan look like to address these?</p> <p>P2.6 Is there evidence that projects eligible for CIF funding been identified? Has funding been applied for?</p>				
<p>School's information and narrative – (to include actions and impact since last Healthcheck</p> <p>P2.1 The school has a condition survey report in place which shows the condition of the school in 2018. The summary report shows that the school is in a 'reasonable' condition. There are regular site walks conducted by the Head of School and the Office Administrator, who logs any issues on the Smartlog system. These are then discussed with the Director of Operations to action.</p> <p>P2.2 The Trust secured CIF funding for replacement windows and doors. This addressed the main concern for the school which is the issue of water ingress and ventilation. With no contribution from the school to this project the value of this work is 170K. Work started in October half term and completed in the Easter break. Budget savings enabled some associated works to take place in the school.</p> <p>P2.3 The condition survey was carried out in October 2018. CIF bids (replacement windows & doors and replacement boiler / heating works) have been successful in addressing key areas. A further CIF bid has been submitted to address roofing issues and related internal decoration.</p> <p>P2.4 The school uses the condition survey as the asset management plan. The Trust has been successful in securing a CIF bid of £142,712 for a replacement boiler and some replacement heating. Work is anticipated to begin in July 2022.</p> <p>P2.5 The school leadership have identified that the entrance to the school presents a safeguarding issue. The low gate and fence could enable access to the school without permission as the view from the office is obscured. The school has engaged with a surveyor to undertake a feasibility study to address the issue. This has been worked up to a plan to redesign the entrance of the school, incorporating higher fences, and relocating the office window to improve visibility. Health and safety issues relating to the poor condition of the windows has been addressed with the replacement CIF funded project.</p> <p>P2.6 The condition survey has been used to identify the priorities for CIF funding projects. Ingleton Wood surveyors, have been commissioned to identify projects that align with the ESFA criteria at the highest level to increase the chances of a successful bid</p> <p>The outcome of CIF 2021/22 bids was released in July 2021. The school was successful in securing a bid for a replacement boiler and some associated heating. Unfortunately the redesign of the entrance was not successful.</p> <p>Two bids were submitted for CIF 22/23 in December 2021.</p> <ul style="list-style-type: none"> - Construction of a new large two-storey extension to the side of the existing school building running alongside Penny Lane. - Total cost £686,195 - Roofing Works <ul style="list-style-type: none"> o overlay flat roof above WC block in accordance with Bauder specification document, o replace slipped tiles to pitched roof this areas around flat roof, o replace rotting bargeboards, fascias, and soffits with new, o carry out full internal refurbishment of WC block. - Total cost £131,341 				

We consider ourselves to be Green for this section because CIF funding has enabled the school to address condition issues.

The main action required to maintain this rating is to secure CIF funding for future projects identified in the condition survey.

Additional evidence: *(available to the LGB if requested)*

- Condition survey report
- CIF information from ESFA

Summary of key points of last LGB discussion:

P2 – there was a need to relocate the climbing frame to accommodate the boiler works however before works starts a drainage survey will be carried out.

A new CIF application would include a resubmission of the safeguarding bid relating to the entrance of the school and feedback from the unsuccessful bid would be reviewed and amended where possible.

There had been water ingress due to the failure of the flat roof over pupil. A surveyor was looking at the roof replacement with a potential refurbishment of the toilets if possible.

P3 – Planning, Review & Staffing	Rating:	RED	WHITE	GREEN X
<p>Guiding Questions</p> <p>P3.1 Is the accommodation is suitable for pupil numbers. How does the school show that it is suitable for any future projections?</p> <p>P3.2 What evidence does the school have to show that ICT is reviewed in line with curriculum need , Management Information systems , and GDPR?</p> <p>P3.3 How does the school demonstrate that the condition survey reports are used to identify potential areas of capital investment?</p> <p>P3.4 Is the budget is allocated to the asset management plan?</p> <p>P3.5 Is there evidence that students and staff are content with the catering service? How does the school evidence this? How is 'value for money' determined? What KPIs have been set against the catering contract?</p> <p>P3.6 Is the school clean? How is this measured?</p> <p>P3.7 Can the school demonstrate that is has benchmarked areas of support staff against other schools? How does this compare?</p> <p>P3.8 Can the school demonstrate that all contracts are reviewed at least 3 months before renewal? Are Governors aware of the tendering process with particular reference to “related party transactions”?</p>				
<p>School’s information and narrative – <i>(to include actions and impact since last Healthcheck</i></p> <p>P3.1 The school can accommodate the PAN that it has currently, there is no opportunity to expand within the current footprint. The school has explored various options e.g. renting an adjacent property and a second floor extension but neither have been possible due to availability or finances. The school however is oversubscribed and could increase its PAN if accommodation was increased.</p> <p>P3.2 The school engages with the Head of IT at the Trust to ensure that the use of ICT is reflected in the curriculum. Forward planning is discussed at the termly meetings with Heads. The Director of Operations discusses management information systems with Heads as these will be changed at Trust level, when necessary. An example of this is the change of finance system from FMS to PS Financials to improve efficiency and ease of working in this area. The school is part of the Trust wide contract for GDPR compliance with a contract with SBM Services for DPO management. SBM conduct audits of schools GDPR practices to ensure compliance. With the 3rd lockdown the DfE asked schools to provide a higher proportion of on-line face to face learning for pupils. This was implemented using Google classroom and the strategy published on the school website.</p> <p>The Trust Digital Strategy Lead has conducted an audit of IT software and hardware. This will inform future decisions regarding the use of IT in the curriculum.</p> <p>Two upgraded SMARTboards were installed in December 2021.</p> <p>P3.3 The school reports to Governors on the potential areas for capital investment through CIF funding, using the condition survey as evidence. This has been looked at and verified by the surveyors, Ingleton Wood.</p> <p>P3.4 The school receives a small allocation of capital funding, circa 6K to address any minor issues. Any other projects would be funded by reserves or through the CIF bidding process.</p> <p>P3.5 Catering is provided by the Ingatestone school as the school does not have catering facilities. There is a good uptake of meals for pupils and the feedback from them is good. Parents also have the opportunity to comment in their survey. With the introduction of Ford End Primary school into the Trust there have been discussions regarding the provision of meals from the current Trust catering provider. This would be better value for the school. A cost evaluation exercise is currently being discussed with the Executive Head.</p> <p>P3.6 The school now employs a contract cleaning company. The Head of School monitors the cleaning on a daily basis.</p> <p>P3.7 The school recognised that it was overstaffed in the administration area. The Trust undertook a benchmarking exercise using the DfE website to produce the stats to support the implementation of a restructure. Governors reviewed this information and agreed. The ESFA have introduced a statutory return this term called the Schools Resource Management Tool. This produces a rag rated benchmarking dashboard that compares schools of similar profile and location. This will be reviewed by the Finance and Facilities Committee focussing on areas that are amber and red rated.</p>				

P3.8 The school reviews contracts held by them and in discussion with the Trust undertakes a tendering process in accordance with the scheme of delegation. Governors are given the Academies Financial Handbook in September each year which outlines the criteria for 'related party transactions.' This identifies that any such contracts need to be carried out 'at cost' and will be audited by the external auditor. Any contracts are reviewed by the Trust Finance manager before sign off.
The new Academies Financial Handbook is expected to be published in June for September implementation. The changes will be circulated to all Governors.
The Academies Trust Handbook was published in June 2021, changing its name to reflect the wider content.

We consider ourselves to be Green for this section because there are good systems in place to review operational areas in the school.

The main actions required to maintain this rating are to keep these systems under review.

Additional evidence: *(available to the LGB if requested)*

- **Academies Financial Handbook.**

Summary of key points of last LGB discussion:

The Trust had recently appointed an Digital IT Strategy Lead to oversee the Trust digital strategy. Stella McCarthy (from Benhurst) would be carrying out an audit on RPs to rationalise some of the software and work with Mrs O'Regan to integrate IT into the new curriculum. Her report would inform the Exec and be circulated to LGBs in due course.

Governors were to note that the SMART boards in Benhurst were being replaced with the current ones to be donated to RPs over the next few weeks.

Governors agreed a RAG Rating of GGG



	Completion Date:	Jan 2021	May 2021	Sep 2021	Jan 2022	May 2022
LM1	Strategic Leadership	G	G	G	G	
LM2	Educational Focus	G	G	G	G	
LM3	Safeguarding & Wellbeing	G	G	G	G	

Leadership and Management Healthcheck report for Standards Committee

School Name: Margaretting Primary School Term to which this Healthcheck applies: Aut 2021

Completing the Healthcheck:

1. For each of the 3 sections that follow, the school should complete a draft response, to include brief detail, data and explanation and a proposed rating. This should be sent to the link Governor and the Director of Standards a week in advance of the meeting. Additional data and examples may be made available for scrutiny at the meeting. Relevant information from the previous Healthcheck should be retained; out-of-date- information should be delete; changes or new information should be highlighted in YELLOW.
2. The link governor and/or Director of Standards will meet with the school representative to interrogate the document, scrutinise evidence, agree the proposed rating and agree how much and which evidence should be presented to the LGB (Local Governing Body). These meetings may be held in person or virtually and may be preceded by email exchanges regarding the draft content
3. Where any category is not rated Green, a brief outline of actions being taken should be included; if any category is rated Red, a separate exception report should be provided.
4. The final Healthcheck draft as agreed with the link governor must be completed in time to be sent out to governors with other paperwork one week in advance of the LGB meeting. Having read this, governors should try to send any questions arising to the clerk for circulation in advance of the meeting. When possible, it is the link governor who should raise the Healthcheck at the LGB meeting, with the member of school supporting. This should **not** involve reading or summarising the whole document; only significant issues, or questions to be answered, should be raised.
5. At the LGB meeting, governors should scrutinise the Healthcheck and any evidence presented to satisfy themselves that they can confidently agree the proposed rating (or, when appropriate, to amend it). A brief summary of any discussion or questions asked at the LGB will be added to the Healthcheck commentary by the clerk, from the minutes of the meeting, and returned to the school ready for the next update.
6. Once agreed, the final Healthcheck should be sent to the Clerk of the Trust Board; ready to be forwarded to the next relevant Committee.

Rating:

Green suggests the school is highly effective in this measure (A strength of the school; Ofsted Good or better)

Red suggests the school is not yet effective in this measure (An area for development for the school; Ofsted RI or worse)

White suggests the school is effective in this measure but is working to improve it (Broadly average; not yet confidently Ofsted Good)

Draft Healthcheck completed by: Maire O'Regan

Meeting to confirm the Healthcheck with: Liz Fajimolu on

Healthcheck presented to and agreed by the LGB on:

LM1 – Strategic Leadership	RAG Rating:	RED	WHITE	GREEN
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Guiding questions:

- 1.1 Pupil Premium: does the school have a PP policy and a clear rationale for expenditure? Is it reviewed regularly? What is the evidence of impact?
- 1.2 How many pupils does the school have in off-site or alternative provision? How is this quality assured?
- 1.3 How many pupils have left the school since the start of the year? Could any of these be considered as artificially “off-rolling”?
- 1.4 Is governance effective? How well does the governing body fulfil all of its statutory duties? Are there any vacancies on the LGB?
- 1.5 What training has been provided for governors? How strong and consistent is governor attendance to meetings, events and training?
- 1.6 What evidence exists to show that governors, staff and pupils support Trust events and activities?

School’s information and narrative: (to include actions and impact since last Healthcheck)

1.1 The rationale is available to see on the website. This shows a clear use of PPG expenditure. Most of the funding has been used to support PPG children who fell behind because of poor-quality Home Learning, even with support from school, hardware, phone calls and daily live teaching lessons. These children have received support this term, from an LSA in class daily, where their emotional needs are met, their attendance is checked daily and academic requirements are fulfilled. PPG children’s assessment levels are separate on our data sheets and are an additional piece of information so that it is easy to check on the progress of PPG children termly.

	National Average for all pupils in 2019	2019 Outcomes for PPG in MPS	2020 Teacher Assessment for PPG in MPS	2021 Teacher Assessment for PPG in MPS	2021 Teacher Assessment for Non PPG in MPS
YR GLD	72%	100%	N/A**	0%* (1 child)	75%
Y1 Phonics	82%	N/A	100% (taken December 2020)	N/A	N/A
KS1 Combined Exp	65%	0%*	N/A**	100% (2 children)	67%
KS1 Combined GD	12%	0%	N/A**	0%	22%
KS2 Combined Exp	65%	80%	100%	100% (3 children)	92%
KS2 Combined GD	11%	40%	33%	0%	25%

* Please note that there was only one child in this year group who is PPG.

** Please note there were no PPG children in these Year Groups

1.2 None.

1.3 No children left the school in the Autumn Term of 2021.

1.4 Governance is effective and supportive towards the school. Governors ask challenging questions at meetings and want what is best for the children (see Governors files). Link Governors check and challenge the Health Checks appropriately. The LGB have also supported our endeavours to improve the parking and driving outside school and wrote a letter to parents to promote the safety of the children. LF writes half termly emails to all staff for their hard work. Governance remains effective in the Autumn Term and LF visited school on 24th November 2021 for a strategic update. Reverend Sally also continues to support the school as a governor and in the lead up to a SIAMS inspection. We have recruited a new Parent Governor. LF is very supportive when dealing with safeguarding issues and has been a support to the leadership team. The files that are not live are checked and signed every term and LF has witnessed this happening.

1.5 LGB meetings are held at least once a half term and the attendance at these meetings is good. LGB meetings continued to be held in the Autumn term on Zoom. The chair and vice chair attended special meetings with LIFE to look at new ideas and ideology. Training was provided by IG to support the Governors with the forthcoming SIAMS inspection.

1.6 The school has a large sign at the front of the school and engages with LIFE Education Trust on social media. The LIFE logo is on our headed notepaper. Zoe, the LIFE mascot, attends all events and has her own 'Adventures of Zoe' diary, which MB updates every half term. The foyer has a 10-foot LIFE banner to make it clear to visitors that we are part of LIFE Education Trust. As well as the banner we now also have a 'LIFE' display board in the foyer that shows the Trust values and photographs from LIFE events (see notice board). The website is now complete and clearly reflects that we are part of the Trust. The Head Boys and Head Girls from the 4 Rural Primaries attended a breakfast meeting together and were proud ambassadors for LIFE as they carried Zoe to their first joint meeting. The Head Boy and Head Girl came up with innovative ideas on how to develop our relationship even further with the LIFE trust by working together on shared ideas, utilising the vision and the values. Some of the ideas have been added to the calendar to trial next term. Being part of LIFE is celebrated weekly on Twitter and in our newsletters. Our school took part in a Christmas concert, where 4 of the LIFE schools performed together, proudly displaying our LIFE family as we share our first performance together as 4 schools. The school supports trust events which are just starting to take place now in mixed schools and have a developed a shared enrichment programme for some KS2 children.

WHERE THIS INVOLVES A CHANGE OF RAG RATING, PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves to be Green for this section because governors are supportive and asking challenging questions. The governors are in regular contact with school and are familiar with the Healthchecks.

The main actions required to improve/maintain this rating is to update the Pupil Premium Strategy document regularly and to ensure some PPG children reach greater depth in reading, writing and maths.

Additional evidence: *(available to the LGB if requested)*

- Monitoring Files 2021 2022
- Governors 2021 2022 File
- Newsletter
- Parent Pay email

- Governor visits
- Zoe Books

Summary of key points of LGB discussion:

The Healthcheck remains GGG

L1 – the Trust were working with the school to address governor vacancies.

The Chair noted that it was encouraging to see the 4 RPs working closely together.

The school had worked on its vision throughout the summer term and were looking ahead to SIAMS.

A number of days including Roman and WWII days had been successful during the last term.

Safeguarding is up to date with checks and reviews undertaken.

All procedures are being followed. All staff are trained annually

The Parent survey was carried out in the summer term with a positive outcome. There had been 27 responses received and would be discussed further on the next agenda

Wellbeing remains a priority.

Governors agreed a RAG Rating of GGG

LM2 – Educational Focus	RAG Rating:	RED	WHITE	GREEN
<p>Guiding questions:</p> <p>2.1 What is the school vision and how does this translate into a strong ambition for high standards and a high-quality education for all?</p> <p>2.2 In what ways are the school's vision and values aligned to and supportive of those of the Trust? How are these communicated to all stakeholders?</p> <p>2.3 How does the HT/SLT ensure they remain focused on improving curriculum, pedagogy and staff development (and not other school organisational matters)?</p> <p>2.4 How does the school develop effective middle leaders to ensure consistency of high standards?</p> <p>2.5 What training has been given to staff so far this year on matters of curriculum and pedagogy? What has been the impact? How do you know?</p> <p>2.6 How does performance management, target setting and school development planning work, and how do they drive the raising of standards?</p> <p>2.7 How does the school ensure robust monitoring and evaluation, including from external sources?</p>				
<p>School's information and narrative: <i>(to include actions and impact since last Healthcheck)</i></p> <p>2.1 We took on the Trust values in January 2020. They are visible around the school and the staff and children discuss them regularly. The school vision is visible in the school, on the Newsletter and on the school website. The school vision embraces the idea that there are no limits to anyone's efforts and ambitions. The 4 Rural Primaries Curriculum which has been embedded over the past 5 years, allows all children to experience high-quality education. Staff are supported with their workload with the design of the individual lesson plans in all subject areas, so that all teachers can dedicate time to finding high quality resources and artefacts to support every child's learning. There is a strong ambition for high standards and LSA hours are utilised carefully to support children with a variety of small gaps in their learning. Nurture Groups, 1:1 counselling and coaching, phonics groups, daily 1:1 reading with individual children who are below age related, and moderation with all Core Subject Leads, ensure that high standards and good progress are expected from all children.</p> <p>2.2 We have adopted the Trust's Beliefs and they have become our values, Boundless Creativity, Courageous Optimism, and Heartfelt Compassion are seen around the school and used by the staff and children alike. The school vision of 'No Limits on Learning: With God All Things are Possible' (Matthew 19:26), feeds into the optimistic attitude of the Trust and the school. The Newsletter has our three core values written in the top right-hand corner. There is a display board in the school hall and one in the library that shows the values. The Twitter feeds show the values in action using the appropriate #. On Wednesday mornings, Reverend Sally delivers an assembly to all children. This means that the school can worship as a whole community with the vision and values as a focus. Teachers also deliver assemblies in school and discuss the vision and values during Collective Worship. Learning walks show that the vision and values are evident around the school as well as in class. Learning Walks are completed by MT and MOR (see Monitoring 2021-2022 File). Lesson observations and an RE monitoring day, show that there is great evidence of the understanding of the value and vision in all aspects of school life, including children's books.</p> <p>2.3 The teaching staff receive CPD every Wednesday to improve curriculum, pedagogy and staff development. There is a separate 'business' meeting which deals with organisational matters. MOR and MT have weekly meetings, which include our own professional and staff development. Booster Groups, interventions, wellbeing groups and nurture ensure children make progress. Regular learning walks mean that general feedback is given to teachers as part of our CPD and this ensures that teaching across the school is always of a high standard. The teachers have worked hard on the planning project in which all schools will work on producing daily and weekly plans for the two-year cycle, in order to improve the quality of lessons and teacher workload in all of the Rural Primary Schools going forward. MT has worked extremely hard as 'Rural Primary Curriculum Coordinator' ensuring all staff receive training to support them to write and improve the curriculum offer. LB and KOC are new Phase Coordinators, have supported staff across the 4 Rural Primaries in that year group.</p>				

2.4 There has been effective development of middle leaders in our school. Maths, RE and English were monitored intensely this term and the reporting and feedback to staff and children was a positive experience, giving middle leaders experience on how to monitor their subject area. Subject Leaders now have set templates to complete and a schedule to follow in order to complete a day or a half day of monitoring. These templates support middle leaders who may be monitoring for the first time in their career or since C19. All findings from every visit were reported to MT and MOR. The reports are very pleasing and held in the Monitoring File.

2.5 MT has been leading the school (with the support of the Executive Headteacher) and the SLT meet weekly to ensure that high standards are maintained for both pupils and staff. All staff attend CPD training weekly, sometimes with the other 4 Rural Primaries. This CPD may take the form of curriculum led training or may be an opportunity to continue with the planning project across the 4 Rural Primary schools. All staff have now received Blue Sky training and can use this platform to upload CPD events and evaluate their impact. Moderation that has taken place this term validates the impact the CPD and the writing of the Rural Primaries curriculum has had on teaching. High quality lessons have been observed by Subject Leaders and the SLT. This standard of teaching has been necessary, so that teachers can deal with the complex needs of children both emotionally and academically because of gaps in learning and as a result of C19. By teachers having one subject area to specialise in, the expertise in that areas can be developed more intensely, and this is a deeper support to classroom teachers.

2.6 The SDP feeds into the target setting and performance management meetings and the target of the SDP is to always raise standards. MB and MOR completed all teacher Performance Management meetings in October 2021 and targets have a direct link to school performance, Trust values and behaviours and the SDP. All staff were given the SDP, including hard to reach staff. The fact that there are such strong links between the SDP, development planning and performance management means that staff are aware of their role in driving the school forward and are keen to maintain high standards. MB is continues to work on the Headteacher Standards as part of her new role. The SDP is aligned with the others in the Rural Primary Schools and is based on the Trust's strategic plan. Shared staff meeting have been put in place so that shared training and CPD help to raise standards. Training this term included and update on the curriculum, lesson plan writing, SIAMS, the RE curriculum, and safeguarding.

2.7 Subjects are monitored and evaluated in a specific order, throughout the year, on a termly basis. The monitoring is carried out by Subject Leaders from the 4 Rural Primaries, and so this helps to make sure that the evaluation is objective. Learning Walks with targets connected to the Healthchecks are carried out weekly, by the Executive Headteacher and the Head of School (See Monitoring File). MB and MOR meet weekly to discuss monitoring and evaluation in the school and MB shares findings from her learning walks. MOR and MB both have coaches which are external from school and LIFE Education Trust and they support with new ideas and developing them as leaders which helps to view the school from a different perspective. Learning walks shows that the teaching and learning across the school remains of a high quality and this was also seen in the recent maths, English and RE observations. The Director of Improvement visits the school every half term to assess the school, its SDP and the challenges being faced in that half term (see feedback in the Monitoring File). The targets set by the Director of Improvement are completed now.

WHERE THIS INVOLVES A CHANGE OF RAG RATING, PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves to be Green for this section because we consistently focus on school improvement and the results show the successful impact.

The main actions required to improve/maintain this rating are to continue to provide the CPD for staff and allow staff to visit other schools in order to evaluate their success (depending on Covid-19).

Additional evidence: *(available to the LGB if requested)*

- Monitoring 2020-2021 File
- Data in the Monitoring 2020-2021 File
- Green Assessment files
- Staff Meeting Minutes File
- Twitter
- The Adventures of Zoe Book

Summary of key points of LGB discussion:

LM3 – Safeguarding and Wellbeing	RAG Rating:	RED	WHITE	GREEN
<p>Guiding questions:</p> <p>3.1 How does the school ensure there are robust systems to assure that safeguarding is effective <i>and that a culture</i> of safeguarding is established? (How and when was this last audited?)</p> <p>3.2 What training has been provided to all staff and to individuals for Levels 1 and 3 safeguarding training and Safer Recruitment?</p> <p>3.3 How does the school gather evidence of the views of pupils, staff and parents? What does this show? How are views of “hard to reach” parents sought?</p> <p>3.4 How does the school support the wellbeing of staff, including managing their workloads?</p> <p>3.5 How does the school ensure a culture of professionalism and high expectations in oneself and of colleagues in the school, in line with Trust expectations?</p>				
<p>School’s information and narrative: <i>(to include actions and impact since last Healthcheck)</i></p> <p>3.1 Staff have all received consistent training and are now at Level 2. The Designated Safeguarding Lead and the Deputy Safeguarding Lead have completed their Level 3 training. MB and MOR have completed safer recruitment training. The Safeguarding Governor is in weekly contact with the Safeguarding Lead and has a formal meeting twice a term. We feel that Safeguarding is established as it is discussed every week in staff meetings and is on the agenda for every meeting. Any child who we have concerns about is supported in school with food, counselling, free clubs and educational visits and LSA support in the classroom. A safeguarding board has now been put in the foyer, telling children or anyone who is concerned about a child, who they can talk to and the number for the NSPCC (see foyer). All staff were given safeguarding training on 1st September 2021 by the LIFE Education Trust Safeguarding Leader and Level 2 Safeguarding was delivered by MT in October. All staff are aware of how to follow safeguarding procedures at school. The school remains committed to safeguarding all of the pupils and a culture of safeguarding remains. LF visits regularly to check that all the safeguarding files are signed even if the files are not live. Staff are able to find and fill in pink forms, to write about any concern and know that this form must be given to a member of the SLT, as required. All staff, including MDAs, are familiar with the safeguarding and first aid procedures in school and are able to talk to MT if they have any specific concerns. We currently have 2 active safeguarding cases (which are the same as last term) and we continue to monitor these families and support them, as needed. Vouchers and hampers are always given to certain parents who we know struggle when they are at home during half term and end of term.</p> <p>3.2 All staff are trained to Level 2 and the Head of School and Executive Head are Level 3 trained. 2 members of staff and one governor are safer recruitment trained. All staff were sent up to date safeguarding documents on September 1st 2021, which they had to read and state that they had read and understood them (see 3.1).</p> <p>3.3 A member of SLT completes gate duty once a day so parents are able to discuss their opinions freely at this time. The staff surveys were completed and had very favourable results. In July, a Google Form parent questionnaire was sent out to gain the views of parents. 100% of responses noted that their child was happy at school, makes good progress, are treated with respect and is well looked after. All participants also said that the behaviour in the school is good, there is good use of technology and that the school is well led and managed. It is fantastic that 100% of participants would recommend the school to another parent. A member of SLT is on gate duty at least once a day to speak to parents who may be considered ‘hard to reach.’ This worked particularly well with a parent recently and meant a matter was resolved quickly (see Gate Book). Meetings are often held at the end of the school day and the children kept in off the playground, so that the parent has to come into the building to collect their child. We use this technique so as to communicate with the hard to reach parents. MT and MOR are also willing to phone parents or invite them in to school for face-to-face meetings.</p> <p>3.4 MB and MOR feel very strongly about staff wellbeing and the school has a Wellbeing Policy, which includes how we have supported staff to continue with their teaching career. This includes a formalised planning system, a formalised curriculum, small class sizes, a no marking Friday</p>				

policy, close at 12 on Friday for PPA off site, a Workload Management day, non-contact time for assessment, live marking, honouring family commitments and medical appointments, a late start to support family commitments, non-contact time to work with other schools, non-contact time to meet with subject leads and peer groups, free coaching, working off site, free counselling and bereavement counselling. All staff have seen that there are career opportunities now that the school is part of LIFE. All staff have attended positive mind-set training. The staff who teach Y1/2 and Y6 are rewarded with non-contact time once the exams are over. Staff wellbeing and workload remain a priority and the planning project has worked well in order to support that. Staff, who are now writing the lesson plans this term and completed three quarters of the whole 2 year planning project, realise the value of not having to plan 12 subjects every week. MT sent the details of Confidential Care to all staff so that they are able to access the services that the Trust pay for. Learning walks show that teachers are using live marking and this cuts down on the amount of time they are spending on it after school (see Monitoring File). MOR makes sure that she speaks to every member of staff privately every week, so that she can assess their well-being and health. Many flu like viruses and sickness bugs have made the staff ill this term and so a gentle and patient approach was needed for all staff as other members of staff took on overtime duties to support SEND children and absent teachers. The staff improved in health by the end of the term.

3.5 Weekly staff training ensures that the culture of high standards is maintained through a Standards Meeting. CPD is offered at all of these meetings. The results are excellent (90% or more) over the past 3 years (when SATs took place), even with challenging cohorts, so this shows that the expectations are high and a 'can do' attitude prevails. Learning walks mean that staff know that they are expected to deliver excellent lessons but that they are supported, as necessary. The planning system has been designed to be effective, simple to follow and allow staff to look for creative ways to teach and be able to deliver inspiring lessons. MT and MOR aim to be positive role models at all times and instil a culture of professionalism in the school. MOR taught Maths recently and was observed by staff from 3 of the Rural Primaries. SLT are happy to team teach and share expertise. The SENCO is willing to share views on children's behaviour that is more challenging. Sometimes the staff need a confidence boost as they are fairly hard on themselves, but are very self-reflective. Some staff need reassurance coming up to an observation, and so we have developed a culture and an open-door policy, so that SLT and visitors are welcome into all our lessons at any time. Because staff work so hard we aim for the day not to be any longer than 6.30am to 6.30pm, for well being and positive mental health. Staff often have lunch together on a Friday to talk about their week and their weekend plans and hobbies.

WHERE THIS INVOLVES A CHANGE OF RAG RATING PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves to be Green for this section because safeguarding is strong in all areas and the mental health and wellbeing of all pupils and staff is taken very seriously.

The main actions required to improve/maintain this rating is to continue monitor mental health and wellbeing.

Additional evidence: *(available to the LGB if requested)*

- The ECC and ISOS Partnership study on staff retention, published December 2019.
- Monitoring 2020-2021 File
- Staff well-being document
- Safeguarding audit
- Safeguarding board in the foyer

- Gate Book
- Adventures of Zoe Book

Summary of key points of LGB discussion:



	Completion Date:	Sept 2020	Jan 2021	May 2021	Sept 2021	Jan 2022	May 2022
QE1	Intent	G	G	G	G	G	
QE2	Implementation	G	G	G	G	G	
QE3	Impact	G	G	G	G	G	

Quality of Education Healthcheck report for Standards Committee

School Name: __Margaretting C of E Primary School Term to which this Healthcheck applies: Summer 2021 **Autumn 2021** Spring 2022

Completing the Healthcheck:

1. For each of the 3 sections that follow, the school should complete a draft response, to include brief detail, data and explanation and a proposed rating. This should be sent to the link Governor and the Director of Standards a week in advance of the meeting. Additional data and examples may be made available for scrutiny at the meeting. Relevant information from the previous Healthcheck should be retained; out-of-date- information should be delete; changes or new information should be highlighted in YELLOW.
2. The link governor and/or Director of Standards will meet with the school representative to interrogate the document, scrutinise evidence, agree the proposed rating and agree how much and which evidence should be presented to the LGB (Local Governing Body). These meetings may be held in person or virtually and may be preceded by email exchanges regarding the draft content
3. Where any category is not rated Green, a brief outline of actions being taken should be included; if any category is rated Red, a separate exception report should be provided.
4. The final Healthcheck draft as agreed with the link governor must be completed in time to be sent out to governors with other paperwork one week in advance of the LGB meeting. Having read this, governors should try to send any questions arising to the clerk for circulation in advance of the meeting. When possible, it is the link governor who should raise the Healthcheck at the LGB meeting, with the member of school supporting. This should **not** involve reading or summarising the whole document; only significant issues, or questions to be answered, should be raised.
5. At the LGB meeting, governors should scrutinise the Healthcheck and any evidence presented to satisfy themselves that they can confidently agree the proposed rating (or, when appropriate, to amend it). A brief summary of any discussion or questions asked at the LGB will be added to the Healthcheck commentary by the clerk, from the minutes of the meeting, and returned to the school ready for the next update.
6. Once agreed, the final Healthcheck should be sent to the Clerk of the Trust Board; ready to be forwarded to the next relevant Committee.

Rating:

- Green suggests the school is highly effective in this measure (A strength of the school; Ofsted Good or better)
- Red suggests the school is not yet effective in this measure (An area for development for the school; Ofsted RI or worse)
- White suggests the school is effective in this measure but is working to improve it (Broadly average; not yet confidently Ofsted Good)

Draft Healthcheck completed by: **Melissa Taylor**

Meeting to confirm the Healthcheck with: **David Turrell on 6.1.22**

Healthcheck presented to and agreed by the LGB on **20.1.22**

QoE1 Curriculum Intent	RAG Rating:	RED	WHITE	GREEN
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Guiding questions:

- 1.1 What planning has taken place for the design of the current curriculum? Who was involved in the planning? What training has been provided for staff?
- 1.2 How does the curriculum address the needs of **all** learners, particularly the most disadvantaged and pupils with high prior attainment or SEND?
- 1.3 Outline how the curriculum is broad and rich for all learners in all year groups/key stages? How is it sequenced to ensure progression of knowledge/skills?
- 1.4 How is curriculum coverage monitored and how are potential gaps in pupils' knowledge and skills identified and addressed?
- 1.5 How is "cultural capital" developed in pupils, both in lessons and extra-curricular?
- 1.6 How does the curriculum address personal development, health, citizenship, appreciation of human creativity? If not taught in lessons, how do you ensure coverage for all pupils?
- 1.7 Does the school have a Curriculum Policy? How is this reviewed? What curriculum developments are currently being planned?

School's information and narrative: *(to include actions and impact since last Healthcheck)*

1.1 The curriculum was initially designed by the SLT at Margaretting, with the support of a specialist teacher from Lyons Hall. During this time, it was ensured that all areas of the National Curriculum were covered. In the Summer Term of 2020, Subject Leaders were assigned across Roxwell and Margaretting and wrote draft subject intents and skills progression maps for their subjects. The updated curriculum was implemented in Margaretting from September 2020. In English, the Power of Reading scheme is used, in maths we use White Rose Maths and Maths No Problem resources and the RE is based on Understanding Christianity and the Norfolk syllabus. Margaretting teachers then worked with the other Rural Primary Schools in the Trust in order to work on the subjects and develop weekly plans for the curriculum. MOR worked closely with the Rural Primary Schools in order to support them with implementing the new curriculum.

Margaretting is now at an exciting stage in its curriculum and is now working alongside the other Rural Primary Schools in the Trust. MT is now the Curriculum Coordinator and is overseeing the weekly planning project. All teachers at Margaretting are Subject Leaders across the Rural Primary Schools. MT met with Subject Leaders on 16th September, 3rd November and 1st December to update them on what planning has been uploaded onto the Portal, procedures and to take any feedback. The Subject Leaders are responsible for planning their subjects (across schools and year groups) for this academic year. There has been joint training, in the Autumn Term. All teaching staff attended face-to face RE CPD and a curriculum update on 1st September and SIAMS training on 8th September. Rural Primary teachers were due to attend writing moderation on 8th December but this was postponed until March 2022 (due to Covid-19). Many staff meeting sessions were kept brief in the Autumn Term in order to allow teachers to work on the planning for the Portal. MOR also fed back important information to teachers following a successful SIAMS inspection at Ford End. Learning walks and lesson observations carried out by SLT have shown that the Rural Primary Curriculum is being taught to a high standard in Margaretting (see Monitoring 2021-2022 File).

1.2 Our curriculum is very inclusive due to its creativity. We aim to spot potential and talent in every child, which means that they grow in confidence and want to succeed. Teachers plan for the children to take small steps in their learning and a variety of teaching methods are used, such as in the Shanghai maths model that we use. Lesson planning is detailed and contains an assessment grid feature showing all children, including PPG, SEN, EAL and the more able. Lessons are planned and delivered following the mastery approach to learning which means that all children are challenged. Children are given a core task but SEN children are given support and guidance to be successful and more able children are given extra challenges. All teachers and learning support assistants are aware of the more able and disadvantaged pupils and they are recorded on the teachers' planning. Every term, all teachers met individually with the Head of School/Executive Headteacher for a Pupil Progress

Meeting. We continue to give out awards on a Friday which shows that all children are able to achieve well in our curriculum (see Newsletter and awards list in the SLT office).

The curriculum continues to meet the needs of all learners at Margaretting. As said in 1.1, the school has fully adopted the Rural Primary Curriculum as is using daily and weekly plans that have been uploaded onto the LIFE Portal. We believe that we have developed cultural capital for each child and this is shown in the range of enriching learning experiences that the children have experienced. For example, the Year 5/6 class visited Crossing Temple Barns as part of their learning on the Anglo Saxons, Year 3/4 had an educational and delicious 'Chocolate Day,' Year 1/2 had a visit from the Jolly Postman and a Birthday Party with Goldilocks and EYFS had a visit from a fireman when learning about 'people who help us.' However, it is not only on special occasions that children have fun engaging experiences because creativity is embedded into our curriculum. Our excellent attendance shows that children want to come to school (see Behaviour and Attitudes Healthcheck) and learning walks show how all children are engaged (see Monitoring 2021-2022 File). We currently have two children with high level SEND in school (and one who is in the process of an EHCP application). These children are supported by 1:1 learning support assistants and are happy and safe in school. These children are also making good progress from their starting points and have bespoke curriculums to suit their needs. SLT have identified the classes where children are more disadvantaged or struggling in their learning and learning support assistants have been deployed accordingly to support those children to access the curriculum (see LSA and intervention timetables). Learning walks and Subject Leader visits show that all children are being challenged (including high attaining ones) and that curriculum is challenging enough for everyone.

1.3 The curriculum is broad and rich for all learners. Our curriculum is cross-curricular which provides memorable learning opportunities for the children (see 1.1). We also aim to take the children on as many educational visits as possible. These visits help to enrich the children's learning experiences. We are currently taking part in the Erasmus Project, which means that we learn about other cultures (and may be able to visit other countries, if Covid-19 allows). White Rose Maths ensures that there is a clear progression in maths and the mastery teaching approach is inclusive for all children (see maths planning). Power of Reading develops the knowledge progression and skills of the children through text difficulty and through the text genres that they write (see medium term plans). As mentioned in 1.1, the curriculum has been rewritten and it is broad and balanced. Each subject has a skills progression map attached to it so that teachers can clearly see how children should progress in each subject as they move through the school.

The curriculum remained broad and rich throughout the Autumn Term and the new skills progression documents were used. As well as the experiences mentioned in 1.2, the Year 1/2 and Year 3/4 children performed their class assemblies in front of the whole school as well as parents. This was a great chance for the children to showcase the curriculum topics that they had been learning about (see Twitter and 'Book of Great Comments'). The Subject Leader visits in RE, maths and English as well as learning walks by SLT show that there is clear progress as children move through the school and that the skills documents in the Rural Primary Curriculum are being used (see Monitoring 2021-2022 File). Particular highlights of lessons include EYFS baking cakes for their unit on celebrations, Year 1/2 testing boats in science, Year 3/4 completing real life market research when designing chocolate bars and Year 5/6 making Viking Longships in DT.

1.4 When the curriculum was originally designed, Subject Leaders ensured that all areas were covered in each subject. Children are assessed every six weeks and a pupil progress meeting with SLT will follow the assessment deadline. Learning walks are completed regularly and book scrutinies are completed in order to substantiate evidence. At the end of every lesson, children self-assess their learning objectives which is then checked and marked by the teachers. Any gaps in the children's knowledge and skills are identified through formative and summative

assessment and, for core subjects, assessment is recorded on the planning, so teachers can make a note and plan accordingly. If a small group of children or an individual is finding a concept difficult, swift interventions take place either with the teacher or the learning support assistant. The learning walk template has specific headings which relate to the Healthchecks, one of which is purely for the curriculum (see learning walk sheets).

MT and MOR continue to monitor curriculum coverage in Autumn 2021. MT completed formal observations of all classes in October, which showed high quality teaching across the school and MT and MOR continue to complete regular learning walk forms in order to monitor the curriculum (see Monitoring 2021-2022 File). This term we also had subject monitoring visits in RE (by Sarah Tate in October), maths (by Lydia Omodara in November) and English (by Melissa Taylor in November). Feedback was shared with MT and was generally very positive, which shows just how well the curriculum is being implemented at Margaretting. Specific gaps in pupil's knowledge are identified in planning and swift interventions are planned for by the teachers. Teachers and children continue to tick the L.O. at the end of every lesson (if they feel it has been met). As the children in Year 6 need the most support with their learning, learning support assistants have been assigned to this class so that the children make the maximum amount of progress possible. In December, MT met with all teachers to complete pupil progress meetings and the progress of each child was recorded and analysed. SLT are now looking at how to support children, who need it the most, in the Spring Term.

1.5 Cultural capital is developed intrinsically in our curriculum due to our commitment to creativity. Planning is assessed against children's learning and outcomes and against lesson observations and we feel that this has ensured a three year trend in high results at KS2 (prior to Covid-19). Extra-curricular coverage is addressed with an extensive list of clubs that cover a wide range of interests. We also take the children on educational visits and hold topic days. Any development of cultural capital is italicised on the planning (see planning on the LIFE Portal). We continue to be proud of how we develop cultural capital at Margaretting and this was evident in the Autumn Term. As said in 1.1 and 1.2, the children have experienced fantastic learning opportunities both in day-to-day learning but also on special trips and topic days. In addition, all children in years 1-6 were given the opportunity to attend a club in the Autumn Term. Clubs included choir, tennis, football, sports skills, French, break dance, Disney dance, ukulele and running club. All PP children were offered the opportunity to attend one club for free for the half term. Sports Premium money was used to fund Year 2 children attending Forest Schools and to pay £100 towards each PP child's trip to PGL in July. As well as this, children also learnt about supporting refugees through our Walk with Amal project and many children from Key Stage 2 were selected to participate in sports tournaments (see Personal Development Healthcheck). Particular children were also able to have great experiences. For example, on 12th November the Head Boy and Head Girl went to McDonalds in Chelmsford in order to meet with the other Head Boys and Girls from the Rural Primary Schools and discuss how we can work together to make our schools even better. On the same day, the LIFE Ambassadors had their first meeting with the other Ambassadors to discuss how we can support the Food Bank this year. It has also been great that children have been able to perform in front of audiences again, such as during class assemblies. However, a real highlight was on 30th November where all of the children from the Rural Primary Schools came together for the Carols by Candlelight Concert. It was wonderful to see the children and staff perform from Margaretting, including two fantastic solo performances from the children.

1.6 Personal development, health, citizenship and the appreciation of human creativity is covered in Collective Worship. Staff carefully plan the content of assemblies to ensure that children are reflective, Christian values are discussed and that the children develop their spirituality and morality through deep questioning. Part of the children's SMSC development is giving the children exciting opportunities that they can learn from and as previously mentioned we often take children on trips and provide them with topic learning days to enrich their experiences and aid their development, (see 1.5). In the Autumn Term, children continued to receive personal, health, citizenship and appreciation of human creativity

development through the curriculum. The children enjoyed Collective Worship every day and they were given reflection and prayer time. All teachers also started to ask more spiritual questions in the second half of the Autumn Term, in order to develop spirituality in the school (see Assemblies 2021-2022 File). The Sacred Space was also developed in the library and children can now come here to reflect quietly. The PSHE curriculum was taken from the Rural Primary Curriculum and much work went into developing this over the term. The children learnt about human creativity through the RE Curriculum, which also allowed them to formulate their own beliefs and values (see RE planning and books). Children who need support are provided with it, such as a child who is receiving counselling through Kids Inspire and other children who are receiving nurture following the separation of their parents. The children are learning to appreciate our neighbours through the community outreach projects (such as writing cards to people down our road) and through giving cards to our neighbour who kindly lets us use her tennis court (see Twitter and Adventures of Zoe Book).

1.7 MOR has worked closely with the Rural Primary Schools in order to support them with implementing the new curriculum. We believe the Rural Primary Curriculum is successful and works well for our school. The Rural Primary Curriculum is now being overseen by MT across the schools and is being implemented in Margaretting. The Subject Leaders are currently planning their subjects for Year A and the Phase Coordinators are working on enrichment for Year A and B. Subject Leaders have also started monitoring in the schools, which was in English, maths and RE this term. MT is currently working on a curriculum policy which will soon be given to Subject Leaders to develop for their subject.

WHERE THIS INVOLVES A CHANGE OF RAG RATING PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves to be Green for this section because our monitoring shows that the children are engaged in the curriculum and are successful in their education. We believe our curriculum is broad, balanced and challenging for all. The main actions required to improve/maintain this rating are to continue to work collaboratively with the Rural Primary Schools in LIFE Education Trust.

Additional evidence seen at the Healthcheck meeting: *(available to the LGB if requested)*

- | | | |
|-----------------------------------|----------------------------------|-----------------------------|
| • Curriculum File | Assemblies 2020-2021 File | Twitter & news letter |
| • Intervention timetables | Erasmus Project Book and display | Monitoring 2021-2022 File |
| • Learning walk forms | Specific year group planning | LIFE Portal |
| • Subject Leader monitoring notes | Adventures of Zoe Book | Curriculum Coordinator File |

Summary of key points of LGB discussion:

The Healthcheck remained GGG

Learning walks confirmed there was a good quality of education at Margaretting. A recent visit by Subject Leads also agreed with this assessment. Governors were to note there had been a dip in attainment across the board due to Covid. Staff were working hard to fill the gaps, and the school regularly updates parents via the newsletter to encourage them to read with their children outside of school

Interventions have been taking place during the summer and would continue going forward. These interventions would be flexible to the needs of the children

QoE2 Implementation of the Curriculum	RAG Rating:	RED	WHITE	GREEN
<p>Guiding questions:</p> <p>2.1 What systems does the school have in place to evaluate the quality of teaching and learning? What is the current evaluation? Are there any subjects or areas of the school which are particular strengths or areas for development? How are these being addressed?</p> <p>2.2 How well do teachers use assessment, both in and out of lessons, to inform teaching, check understanding and provide feedback? Does the school have a marking, feedback and assessment policy? Is the school assessment system efficient in terms of teacher workload?</p> <p>2.3 How does the school ensure that lessons are challenging in terms of matching the aims of the curriculum and stretching all pupils, including the more able?</p> <p>2.4 How is the development of pupils' fluency, confidence and enjoyment of reading addressed in lessons?</p> <p>2.5 What training has been provided to teachers to support their teaching, especially in those areas in need of improvement?</p> <p>2.6 Do children attend a broad and rich range of extra-curricular activities? How is its coverage and impact for all pupils monitored and evaluated?</p>				
<p>School's information and narrative: <i>(to include actions and impact since last Healthcheck)</i></p> <p>2.1 At Margaretting, we have robust evaluation procedures in place. Teachers are set targets in their appraisal meetings. High quality teaching is modelled by the SLT and CPD is provided on a regular basis. As a follow up, teachers are observed teaching what they have learnt as a result of these SLT teaching opportunities. The quality of teaching and learning was very strong in the Autumn Term. SLT carry out regular learning walks and MT completed formal lesson observations of all teachers in October. All of the lessons seen were of a high quality. We also had a visit from Carrie Prior in October, who felt our school was in a strong position for SIAMS but gave us points to work on, such as having more crosses around the school. We have implemented her recommendations this term. Ian Gurman completed a monitoring visit on 17th November and noted the 'excellent' learning environments in every classroom. He recommended some work is completed on formulating learning objectives, which MT will work on with teachers in the Spring Term. Alongside these, Subject Leaders also carried out subject monitoring visits this half term. Sarah Tate looked at RE, Lydia Omodara monitored maths and Melissa Taylor completed an English visit. Specific notes from each visit can be found in the Monitoring 2021-2022 File but generally the feedback was very positive with only minor tweaks to improve.</p> <p>2.2 Assessment is an integral part of the learning and teaching process at Margaretting. Teachers use formative and summative assessment effectively, this is clear in planning (see Rural Primary core subjects planning) and in pupil progress meetings. We believe that we have developed an informative summative assessment pro forma, which we feel works well for our school (see green assessment files). Teachers update this document every half term, to provide ARE judgements for each child. There is also a separate section for PPG children so their progress and attainment stands out clearly. The school has a clear Marking and Feedback Policy, which took two years to develop. This has been given to all teaching staff. In Year 5/6, the teachers carry out formal testing every half term to corroborate teacher assessment and to prepare children for their KS2 SATs examinations. In all core subjects, the children's names are included on the plan so that teachers can assess the progress of each child daily and weekly. The school pays close attention to teacher workload and provides half a day non-contact time - every 6 weeks - for teachers to update assessment. Also teachers are encouraged to mark in real time to improve their work-life balance (see Well-being Policy). All of these systems remain in place in Autumn 2021. Green assessment folders are updated regularly and staff completed assessments of the pupils in their classes at the end of Autumn 1 and 2. MT held pupil progress meetings in December. Subject Leader visits showed that there was a clear Marking and Feedback Policy which was being used. Staff continue to mark live in lessons to reduce their workload. The staff survey in October 2021 showed that only 1 member of staff (7%) felt that their workload was not manageable but that member of staff has since spoke to MT and strategies have been put in place to support them. Generally, staff are very positive about their marking and workload.</p> <p>2.3 The school ensures that lessons are challenging by the use of differentiation and this is supported by resources that are in the classroom, for example, Target Your Maths and Maths No Problem books. More able children are identified in pupil progress meetings and are challenged appropriately. We use a mastery approach in all lessons so ensure maximum progress for all students. As previously stated, we use the Shanghai</p>				

maths model which means that all children can be successful but that they are challenged (see above 1.1). In English, children complete a summative piece of assessment writing every half term and are given a success criteria grid to ensure they are challenged enough to include all of the elements of each genre of writing. As stated in 1.1, we believe our curriculum challenges all learners appropriately. Pupil progress meetings were held in December and teachers were able to discuss provisions for the more able children with MT. On the pupil profile sheets, more able children have their own section so that their needs and progress can be discussed. Learning walks and show that learning resources are being used to support all children and that there is differentiation present, but all teachers are using the mastery approach to learning (see Monitoring 2021-2022 File). A great example of this was seen in Year 1/2 when the teacher used excellent differentiation when the children were learning about number lines. The curriculum continues to ensure that lessons are challenging for the children in that year group.

2.4 As a school, we always make reading a priority. We make sure that parents support reading by signing the reading diaries and a contract at the start of the year. The reading diaries are user friendly and children are encouraged to take good care of them. A homework forum is held every year in September to explain the importance of homework and reading at home. Children are taught reading skills from entry into the Early Years Foundation Stage and continue to build on these skills throughout their school life. Children learn how to become independent readers as the whole school reads everyday between 1:00 and 1:30pm and children are encouraged to read for 20 minutes each night at home. We understand that phonics is a key part of the development of reading skills in EYFS and Year 1/2, therefore phonics is taught every day. The introduction of the Power of Reading meant that teachers now spend time reading a class book to their class and children engage in these highly imaginative and creative texts, especially boys. Guided reading is taught as a separate lesson in KS1 and KS2, where children develop their comprehension skills and deepen their understanding of a text, although this also happens in the Power of Reading English lessons. Children who are behind in reading are at the front of the classes reading folders and read with an adult every day. When TC is in school, she continues to read with the poorest 10% of readers from each class. The Oxford Reading Tree scheme is currently being used and books have been purchased accordingly. All books have been assimilated into the reading scheme and a new colour coded banding system is now being used. Reading remains a priority in the Autumn Term and is a target on the School Development Plan. All of the aforementioned systems remain in place. In addition, MT celebrated the children who completed the Summer Reading Challenge both in celebration assembly and in the newsletter. The English Subject Leader monitoring was very positive and it is clear that the Power of Reading is being used effectively in all classes. Year 1/2 particularly enjoyed their unit on the Jolly Postman and it was bought to life when he came to visit our school! The Year 5/6 children also enjoyed reading Floodland and produced some excellent writing as a result. Guided reading is also being taught effectively in school and MT enjoyed observing the Year 3/4 class in this subject. TC continues to read with the bottom 10% of readers in each class. The school library continues to be tidy, well stocked and inviting.

2.5 CPD is provided on a Wednesday evening. This year, so far, our meetings included:

- RE CPD (led by ST)
- A Curriculum Update (led by MT)
- Preparing for SIAMS (led by MOR)
- Subject Leader Training
- Meetings with the Phase Coordinators
- Time for Subject Leaders to continue with the planning project
- Writing Moderation
- Data and assessment CPD

Minutes of CPD meetings are kept in the Staff Meeting minutes file.

Teachers are encouraged to seek advice from colleagues and feedback any training they have attended.

2.6 Children normally attend educational visits every term and the upper KS2 children normally attend an offsite residential trip every two years. This improves the children's independence and resilience as they are away from home. A range of children across all groups attended a range of clubs. We are part of the Shenfield Sports Programme and have been given a gold award for sports. The children were able to participate in a wealth of extra-curricular activities in the Autumn Term. For example, the Year 5/6 class visited Cressing Temple Barns as part of their learning on the Anglo Saxons, Year 3/4 had an educational and delicious 'Chocolate Day,' Year 1/2 had a visit from the Jolly Postman and a Birthday Party with Goldilocks and EYFS had a visit from a fireman when learning about 'people who help us.' However, it is not only on special occasions that children have fun engaging experiences because creativity is embedded into our curriculum. All children were given the opportunity to perform at Chelmsford Cathedral on 30th November and Year 1/2 and Year 3/4 also delivered their class assemblies to parents. Year 2 children all participated in Forest School (which was paid for by school) and one child received counselling. In addition, all children in years 1-6 were given the opportunity to attend a club in the Autumn Term. Clubs included choir, tennis, football, sports skills, French, break dance, Disney dance, ukulele and running club. All PP children were offered the opportunity to attend one club for free for the half term. In the Autumn Term, 69% of children attend a club at Margaretting and 66% of PP children attend a club.

WHERE THIS INVOLVES A CHANGE OF RAG RATING PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves to be Green for this section because we believe that our curriculum is engaging and is implemented well for all children, giving them life experiences and great learning opportunities both inside and outside of the classroom.

The main actions required to improve/maintain this rating are to ensure that we continue to implement an engaging curriculum and visit other schools/go on trips (Covid-19 permitting).

Additional evidence seen at the Healthcheck meeting: *(available to the LGB if requested)*

- | | |
|------------------------------------|---------------------------------|
| • 2021-2022 Monitoring File | Staff meeting minutes |
| • English Subject Leader File | Clubs register |
| • Green assessment files | Sample Planning File |
| • Twitter | School Newsletter |
| • Erasmus Project Book and display | Well-being Policy |
| • Staff Meeting File | LSA and intervention timetables |
| • Book of Great Comments | Meet the Teacher presentations |
| • Curriculum Coordinator File | |

Summary of key points of LGB discussion:

QoE3 Impact of the Curriculum	RAG Rating:	RED	WHITE	GREEN
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Guiding questions:

- 3.1 How have standards in national tests/exams (both progress and attainment) compared to national standards and what has been the trend in recent years?
- 3.2 How are standards in the school currently compared to past outcomes? How do you know? How are these assessed/moderated?
- 3.3 Are there any groups of pupils (eg. boys, girls, PPG, HPA, SEND) who are achieving less well? If so, what actions are being taken?
- 3.4 Is there significant variation in standards of pupils' work across the different subjects of the curriculum? If so, what actions are being taken?
- 3.5 How is pupils' fluency in reading being improved and their cultural capital developed?

School's information and narrative: (to include actions and impact since last Healthcheck)

3.1 Key Stage 1

	2017	2018	2019	2020 TA	2021 TA
YR GLD	64%	80%	70%	50%	75%
Y1 Phonics	92%	90%	91%	89%	100%
Reading Expected	83%	83%	80%	89%	67%
Reading Greater Depth	33%	41%	40%	56%	22%
Writing Expected	75%	75%	80%	89%	67%
Writing Greater Depth	8%	33%	30%	56%	22%
Maths Expected	67%	83%	90%	89%	67%
Maths Greater Depth	17%	50%	40%	56%	22%
Combined Expected	67%	75%	80%	89%	67%
Combined Greater Depth	8%	33%	30%	56%	22%

No children took external examinations in 2021 due to Covid-19 so teacher assessments have been added. As can be seen, these figures show a decline on previous years but this is due to the impact of school closures on the children's progress.

Key Stage 2

	2017	2018	2019	2020 TA	2021 TA
Reading Expected	90%	100%	91%	100%	92%
Reading Greater Depth	50%	25%	45%	36%	42%
Reading Scaled Score	108	107	109	n/a	N/A
Reading Progress	+3.5	+2.5	+7.1	n/a	N/A
Writing Expected	90%	100%	91%	100%	92%
Writing Greater Depth	50%	36%	36%	36%	25%
Writing Progress	+3.8	+4.5	+5.6	n/a	N/A
Maths Expected	90%	93%	91%	100%	92%
Maths Greater Depth	20%	0%	36%	36%	25%
Maths Scaled Score	107	105	108	n/a	N/A
Maths Progress	+2.6	+1.4	+5.2	n/a	N/A

Combined Expected	90%	91%	91%	100%	92%
Combined Greater Depth	10%	0%	36%	36%	25%

The teacher assessments have been included.

3.2

	2019 End of Year Assessment	2020 End of Year Teacher Assessment	2021 End of Year Teacher Assessment
EYFS GLD	77%	50%	75%
Year 1 Combined EXS	81%	55%	55%
Year 1 Combined GD	36%	18%	45%
Year 2 Combined EXS	81%	67%	67%
Year 2 Combined GD	36%	22%	22%
Year 3 Combined EXS	25%	50%	66%
Year 3 Combined GD	8%	0%	22%
Year 4 Combined EXS	75%	38%	42%*
Year 4 Combined GD	50%	23%	17%
Year 5 Combined EXS	85%	46%	25%**
Year 5 Combined GD	15%	15%	0%
Year 6 Combined EXS	91%	100%	92%
Year 6 Combined GD	36%	36%	25%

* The Year 4 cohort dropped in their combined percentages as many children fell behind in their writing during the period of lockdown (83% of children achieved their age related expectation in reading and 66% in maths). Writing was a focus in the Autumn Term and although the % has not changed, many children are now on the cusp of where they should be. Writing will remain a focus and will be tracked throughout the year. We are also employing a phonics specialist LSA from January 2022.

** In the Year 5 cohort, 4 children (out of 12) started our school after SATs in Year 2. Two of these children have no data from previous schools. Attendance was below 90% for 3 of these children last year, although only 1 in the Autumn Term. For the children whose data we do have, 25% did not pass their Key Stage 1 SATs. The children in this year group are reluctant learners and do not get much parental support at home. They fell behind during lockdown as they could not access the normal support of school, despite the teacher's best efforts. The parents of this year group were invited to a talk in the Summer Term (July 2021) and MT explained the importance of attendance and supporting children with their learning at home. This event was attended by all parents.

In the Autumn Term, standards were very high, as seen in learning walks and in books (see Monitoring 2021-2022 File). LSAs were used to provide interventions to the children who needed them but particularly in Year 5/6 to address the gaps in the children's knowledge (see LSA timetables). Pupil progress meetings were held with all teachers in December. Due to the lockdowns and time missed from school, some children started the year lower than expected but all children are making progress. Children who need support will continue to have interventions in the Spring Term.

3.3 Pupil progress meetings in July and December 2021 show that many children fell behind during lockdown (see data sheets). Each class has now been assigned an LSA (even if just for a few hours a week) to support the children who need to make the most progress. As Year 5/6 contains the most children who need support, full time LSA hours have been assigned to that class and rigorous intervention timetables were designed by the class teacher and MT for the Autumn Term. Children completed two sets of tests in Autumn 1 and 2 and all children made progress. A SATs meeting and booster classes in English and maths will be started from January 2022 so that children make rapid progress in the Spring Term. We have also ensured that this class have experienced many enrichment opportunities to encourage the children to come to school and actually the Year 5/6 class had the best attendance in the Autumn Term overall. The data in December (and July) shows that some PPG children have fallen behind in writing. This is likely to be because these children were not experiencing the high quality English teaching that they would do normally in school. Children have been receiving phonics interventions and a phonics specialist is being employed from January 2022. The teachers are also using the Power of Reading in addition to teaching spelling/grammar content in English. Year 6 children will start boosters in January also. Lesson observations, book scrutinies and learning walks show that the quality of English teaching remains high and we are hopeful that throughout the year, children will make strong progress to reach their age related expectation.

3.4 As a result of clear systems and effective monitoring of standards, there is so significant variation in standards of pupils' work across different subjects in the curriculum. Learning walks in the Autumn Term show that the teaching across the school is of a high quality. Subject Leader book scrutinies corroborate that no subjects have weaker books and our foundation curriculum is very strong (see emails in the Monitoring 2021-2022 File).

3.5 As a school, we always make reading a priority. We make sure that parents support reading by signing the reading diaries and a contract at the start of the year. The reading diaries are user friendly and children are encouraged to take good care of them. A homework forum is held every year in September to explain the importance of homework and reading at home. Children are taught reading skills from entry into the Early Years Foundation Stage and continue to build on these skills throughout their school life. Children learn how to become independent readers as the whole school reads everyday between 1:00 and 1:30pm and children are encouraged to read for 20 minutes each night at home. We understand that phonics is a key part of the development of reading skills in EYFS and Year 1/2, therefore phonics is taught every day. The introduction of the Power of Reading meant that teachers now spend time reading a class book to their class and children engage in these highly imaginative and creative texts, especially boys. Guided reading is taught as a separate lesson in KS1 and KS2, where children develop their comprehension skills and deepen their understanding of a text, although this also happens in the Power of Reading English lessons. Children who are behind in reading are at the front of the classes reading folders and read with an adult every day. When TC is in school, she continues to read with the poorest 10% of readers from each class. The Oxford Reading Tree scheme is currently being used and books have been purchased accordingly. All books have been assimilated into the reading scheme and a new colour coded banding system is now being used. Reading remains a priority in the Autumn Term and is a target on the School Development Plan. All of the aforementioned systems remain in place. In addition, MT celebrated the children who completed the Summer Reading Challenge both in celebration assembly and in the newsletter. The English Subject Leader monitoring was very positive and it is clear that the Power of Reading is being used effectively in all classes. Year 1/2 particularly enjoyed their unit on the Jolly Postman and it was bought to life when he came to visit our school! The Year 5/6 children also enjoyed reading Floodland and produced some excellent writing as a result. Guided reading is also being taught effectively in school and MT enjoyed observing the Year 3/4 class in this subject (see Monitoring 2021-2022 File). TC continues to read with the bottom 10% of readers in each class. The school library continues to be tidy, well stocked and inviting.

WHERE THIS INVOLVES A CHANGE OF RAG RATING PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves to be Green for this section because we have an exciting and engaging curriculum that is being implemented to a very high standard which is shown by our last set of externally validated results.

The main actions required to improve/maintain this rating is to ensure rapid pupil progress for children who fell behind in the 2020-2021 academic year.

Additional evidence seen at the Healthcheck meeting: *(available to the LGB if requested)*

- Green Assessment files
- Monitoring 2020-2021 File
- Sample Planning 2020-2021 File
- Autumn sheets in the Assessment 2020-2021 File

Summary of key points of LGB discussion:



	Completion Date:	Jan 2021	May 2021	Sept 2021	Jan 2022	May 2022
PD1	SMSC	G	G	G	G	
PD2	Preparation for Adult Life	G	G	G	G	
PD3	Physical and Mental Health	G	G	G	G	

Personal Development Healthcheck report for Standards Committee

School Name: Margaretting Primary School Term to which this Healthcheck applies: Autumn 2022

Completing the Healthcheck:

- 1. For each of the 3 sections that follow, the school should complete a draft response, to include brief detail, data and explanation and a proposed rating. This should be sent to the link Governor and the Director of Standards a week in advance of the meeting. Additional data and examples may be made available for scrutiny at the meeting. Relevant information from the previous Healthcheck should be retained; out-of-date- information should be delete; changes or new information should be highlighted in YELLOW.*
- 2. The link governor and/or Director of Standards will meet with the school representative to interrogate the document, scrutinise evidence, agree the proposed rating and agree how much and which evidence should be presented to the LGB (Local Governing Body). These meetings may be held in person or virtually and may be preceded by email exchanges regarding the draft content*
- 3. Where any category is not rated Green, a brief outline of actions being taken should be included; if any category is rated Red, a separate exception report should be provided.*
- 4. The final Healthcheck draft as agreed with the link governor must be completed in time to be sent out to governors with other paperwork one week in advance of the LGB meeting. Having read this, governors should try to send any questions arising to the clerk for circulation in advance of the meeting. When possible, it is the link governor who should raise the Healthcheck at the LGB meeting, with the member of school supporting. This should **not** involve reading or summarising the whole document; only significant issues, or questions to be answered, should be raised.*
- 5. At the LGB meeting, governors should scrutinise the Healthcheck and any evidence presented to satisfy themselves that they can confidently agree the proposed rating (or, when appropriate, to amend it). A brief summary of any discussion or questions asked at the LGB will be added to the Healthcheck commentary by the clerk, from the minutes of the meeting, and returned to the school ready for the next update.*
- 6. Once agreed, the final Healthcheck should be sent to the Clerk of the Trust Board; ready to be forwarded to the next relevant Committee.*

Rating:

Green suggests the school is highly effective in this measure (A strength of the school; Ofsted Good or better)

Red suggests the school is not yet effective in this measure (An area for development for the school; Ofsted RI or worse)

White suggests the school is effective in this measure but is working to improve it (Broadly average; not yet confidently Ofsted Good)

Draft Healthcheck completed by: Melissa Taylor

Meeting to confirm the Healthcheck with: Reverend Sally Croft on 11.1.22

Healthcheck presented to and agreed by the LGB on: 20.1.22

PD1 Spiritual, Moral, Social & Cultural Development	RAG Rating:	RED	WHITE	GREEN
<p>Guiding questions:</p> <p>1.1 How does the school provide for pupils' spiritual development? What opportunities exist for pupils to reflect upon their own beliefs & perspectives on life (religious or otherwise)? How is a sense of creativity and fascination fostered? How successful is this currently and what future actions are being taken?</p> <p>1.2 How does the school provide for pupils' moral development? How do you know if pupils understand the difference between right and wrong? How is this developed? And how are pupils encouraged to see the consequences of their actions and behaviours? Where are moral and ethical issues explored in the curriculum? How successful is this currently and what future actions are being taken?</p> <p>1.3 How does the school provide for pupils' social development? How are pupils encouraged to work/socialise with others from different backgrounds (ethnic, religious, economic)? How does the school teach cooperation & conflict resolution? How successful is this currently & what future actions are being taken?</p> <p>1.4 How does the school provide for pupils' cultural development? How are pupils helped to understand & appreciate the cultural influences that shape one's own heritage and exist in modern Britain? How is participation encouraged and monitored in artistic, musical, sporting and cultural activities? (see QoE 2.6) How successful is this currently for all groups of pupils) and what future actions are being taken?</p> <p>1.5 (for Church Schools only): How well prepared is the school for SIAMS and what evidence exists to support this judgement?</p>				
<p>School's information and narrative: <i>(to include actions and impact since last Healthcheck)</i></p> <p>1.1 The school develops pupils' spiritual development through assemblies. When planning an assembly, teachers are asked to think of deep and spiritual questions that will allow the children to reflect upon their beliefs and perspectives. Every two weeks we ask the children to write a prayer about something they are passionate about and then children are chosen to read their prayers out in assembly, which develops their spiritual self and their confidence (see Prayer Book). ST from Roxwell has provided training and had provided teachers with teaching notes and ideas on how to deliver the updated curriculum. The RE scheme allows children to be deep and reflective and we often encourages debates, so the children can share their spiritual beliefs with others (see Understanding Christianity Folder and RE Planning). Children also experience creativity in their everyday learning through engaging lessons and also through special events (see Monitoring File).</p> <p>In the Autumn Term, it was wonderful to come together as a whole school community for Collective Worship and this allowed us to work on the spiritual development of the pupils. MT delivers Collective Worship on a Monday, music assembly is on a Tuesday, a class teacher does Collective Worship on a Wednesday, Reverend Sally does so on a Thursday and Friday remains a celebration event. All assemblies involve the correct Christian greeting, reflection time, the lighting of a candle, a Christian ending and a prayer, meaning that they are all considered to be Collective Worship. All Collective Worship is now planned by Maria Rumsey and Faith Spinks from LIFE to ensure a deep Christian coverage and to keep all assemblies consistent across the Rural Primary Schools. Each Collective Worship session also refers to the school and Trust values and gives children time to reflect on how they are featured in the Bible as well as in our every day lives (see the Assemblies 2021-2022 File). Whoever delivers each assembly makes sure it is on the right template and puts this into the Assemblies 2021-2022 File, as evidence. There is also a Collective Worship Book, in the hall, that teachers can record thoughts and reflections in during the session (see Collective Worship Book). As well as teachers, Faith and the Brentwood Schools Christian Worker Trust visited Margaretting in the Autumn Term to deliver assemblies. The children particularly enjoyed learning about different cultures and new languages with Faith on 20th September, 18th October and 22nd November (see Twitter). The planning of the Collective Worship has been creative with highlights including looking at trees as part of All Saints Day and learning a new language. The reflection time allows children time to think about their own personal beliefs and values. As part of the school's commitment to creativity and the arts, the children listen to a different piece of music each week and we discuss what we like about it. This is then written in the 'Book of Music We Love' (see book). The genre of music for that week is also played throughout the school day so children have as much exposure to it as possible.</p>				

Alongside Collective Worship in school, it was wonderful to visit St Margaret's Church for a whole community Harvest Service on 22nd October. All children, parents and neighbours were invited and the service was led by Reverend Sally and Year 1/2 (see Twitter and the Adventures of Zoe Book). On 3rd December, we welcomed the Brentwood Schools Christian Worker Trust who delivered a workshop to the Year 5/6 class on the true meaning of Christmas. It was also great to celebrate Christingle in the school hall (led by Reverend Sally) on 17th December. All families were invited to this event.

Every class in the school has taken on a community outreach project this year, which is designed to develop their sense of creativity and fascination. The children in EYFS made and delivered Harvest and Christmas cards to the local community, Year 1/2 are working with the Church and led the Harvest Service on 22nd October, Year 3/4 are working on our local, national and global environment and what we can do to protect it and Year 5/6 want to set up their own community library. These projects have started in the Autumn Term but we are looking forward to working on them all year.

On 1st September, the Rural Primary Schools attended training led by Sarah Tate on the RE Curriculum. Teaching staff looked, in detail, at the three disciplines in the curriculum (theology, philosophy and human and social sciences) and how spirituality is underpinned in much of the RE curriculum that we now use (such as in the Buddhism unit, for example). ST visited our school on 14th October to monitor RE and gave very positive feedback, especially noting how creative the lessons were during her learning walk.

1.2 As a school, we are keen to promote children's moral development. In English and RE, we complete conscience alleys to think about what is right and wrong and contemplate how we make decisions. In PSHE, RE and Collective Worship we explore moral issues, sometimes through looking at the Bible and sometimes through incidents that have happened in the world or at school. Children are aware of the consequences for good and bad behaviour at school. As a Trust and a Christian School, we promote the values of Heartfelt Compassion, Courageous Optimism and Boundless Creativity.

In the Autumn Term, we continued to develop the children morally. As last year, the school are supporting the Chelmsford Food Bank and the Trussell Trust to ensure that people who need it most, are provided with food. MT promoted the Food Bank in October in order to encourage as many donations as possible. All food donations were taken to church and celebrated as part of our Harvest Service on 22nd October (see 1.1). As well as supporting the Food Bank all year round, the school also supported other charities in the Autumn Term. On 24th September, we held Macmillan Coffee Morning, which was a great success. The Year 3/4 children led a class assembly, which was attended by parents, and afterwards the PTFA held a cake sale, with all donations being given to Macmillan. On 9th December, we held Christmas Jumper Day in order to raise money for the Save the Children charity. Holding events such as these show the children how their actions impact others and why giving to charity is so important. This is also why we are proud to be continuing with our community outreach projects, as discussed in 1.1. We have also tried to make connections in the local community. For example, on 1st December the Head Boy and Head Girl visited the Black Bull pub in order to decorate their Christmas trees (see Twitter).

As well as holding events, we encourage the children to be morally good through promoting our school values and Christian ethos. The school values are discussed in every Collective worship session (see 1.1) and are on display in the school hall and in every classroom. Also, every

week we continue to award the 'Stringer Star Award' which is for children who have followed our values. Pupils understand right from wrong, which is evident in the low levels of poor behaviour, this is shown by the fact that we have had no 'Time Out' incidents this year (see 'Behaviour and Attitudes' Health Check, section 1.1). There is one child in school (in addition to SEN children), who finds behaviour a challenge but this child is being supported by MT and is managing to cope in school. In the staff survey, which was completed this term, 100% of staff said that the behaviour of the children is good. This shows how we are developing the children well morally.

1.3 We are an inclusive school and have children from a wide range of backgrounds. Children are encouraged to socialise with each other at playtime. We teach our values about compassion and respect and we demonstrate how to live these every day. Children are taught about conflict resolution in PSHE and during Collective Worship. Reverend Sally delivers weekly assemblies and teaches the children the Christian perspective. All Year 6 children have been given roles with leadership responsibility. The School Foyer and library provide calm places for children to communicate and resolve minor disputes. Forest Schools in Year 2 promotes children working together and children are encouraged to work collaboratively in lessons when it is appropriate.

As bubble system ended in the Autumn Term, it has been great to see the children coming back together socially and play and lunchtimes. This has been a change for some children to get used to, for example, having to share equipment again and share space in the playground. However, children have enjoyed being able to play together and with children from different classes, with disputes only occurring occasionally. When children have disagreed with their friends, these have been minor and have been dealt with by the member of staff on duty. As recommended by Carrie Prior (see 1.5), the school has developed our Sacred Space area, in the library, where children are now able to go to solve disputes. Children have also enjoyed being able to participate in extra-curricular clubs, trips and events this term. Some of these events have been with other schools, such as when the Year 5/6 children participated in the Nuclear Races, on 4th October, or when children from Key Stage 2 were invited to attend the Shenfield indoor sports event on 9th November. Events such as these help children to work as a team and how to socialise together, as does attending clubs in school.

As a school, we have always encouraged children to socialise regardless of different backgrounds but this term, we have really encouraged an international spirit and having compassion for children of all ethnicities and religions. As said in 1.1, we have been grateful to have Faith in school as she has been able to teach us new languages, such as some from Africa, and show the children traditional African clothing (see Twitter). We also celebrated Black History Month in October and enjoyed a very passionate assembly led by Reverend Sally, on 21st October. On 4th November, the children enjoyed celebrating Diwali. The background to this festival was launched during Collective Worship but was also celebrated in different classes through making Diya Lamps, Rangoli Patterns and Diwali Lanterns. Promoting events such as these mean that all children feel included in our diverse school community and encourages all children to be curious but yet knowledgeable about different cultures and faiths.

1.4 MT has completed an audit of books in the school library and ordered a variety of books to showcase different cultures and ways of living and these are now in the school library for the pupils to enjoy. Children learn about all cultures through the RE, history, English, geography and art curricula. The curriculum teaches children about different cultural influences and how they have shaped our country today. Alongside this, children take part in a wealth of activities. We continue to develop cultural capital through the arts and this is evident in the Rural Primary Curriculum and through enrichment and extra-curricular opportunities. The Rural Primary Curriculum is creative and inclusive to all. The school

is still part of the Erasmus Project. Whilst we may not be able to visit other the countries in the project, we are still learning about them and there is a display in the corridor that showcases this work. The School has an Intermediate International Award and Faith Spinks (from LIFE Education Trust) supports our international work (see 1.3 for some examples).

The school has continued to provide for the cultural development of children. Alongside what has already been said in 1.3, the children enjoyed participating in the 'Walk with Amal' project, which followed the journey of a young refugee girl, who embarked on a global journey. The children focussed on what 'home' meant to them and important journeys they have been on. This was particularly poignant for a two children who have recently joined our school from China. This work gave them the opportunity to share their journeys of coming to live in the UK, with the other children in their class. The children continued to participate in the Erasmus Project, which has been ongoing and delayed due to Covid-19. On 9th November, BG held a meeting with the teachers and the children were able to complete some work to share with the other countries in the project. As yet, we do not know what form the project will take this year, due to Covid-19, but at the very least we hope children will be able to participate virtually. The children have learnt about how cultural influences have shaped modern Britain today through the Rural Primary Curriculum. The Year 5/6 class learnt about the influences of the Anglo Saxons and Vikings on our geography and language and Year 3/4 have learnt about the Mayan influences on our culture. All children in Key Stage 2 are also learning French as part of the MFL curriculum.

As well as cultural events such as Black History Month, Diwali, Walk with Amal and Erasmus, we encourage children to take part in music, sporting and artistic events. Since September, all children from Years 1-6 have been invited to join a club. The clubs this term have involved football, French, tennis, street dance, Disney Dance, ukulele and choir. Children can also have singing and piano lessons. PP children are offered one free club a half term. Pupils in Key Stage 2 have been offered the opportunity to attend archery and multisport competitions through our involvement in the Shenfield Sporting Alliance. PP children were also selected to participate in the Nuclear Races, which was a fun (but very muddy) experience. All pupils from Year 5/6 entered a poetry writing competition for young writers. Children in Year 1/2 and Year 3/4 performed in their class assemblies and EYFS and Year 1/2 students performed in the Key Stage 1 Nativity on 15th December. On 30th November, all children from the Rural Primary Schools were invited to Chelmsford Cathedral to perform songs in front of a huge audience. Some pupils and staff were even given the opportunity to sing solo parts. Participation in all of these events is heavily encouraged.

1.5 We believe that Margaretting is well prepared for SIAMS. Collective Worship is completed once a day, which features religious greetings and endings, spiritual questions, reflection time and prayers. There is evidence of all Collective Worship in the Assembly Files. Reverend Sally delivers the children a Christian assembly once a week. Also, children have experienced the new RE curriculum, which has been developed by ST with support from the diocese and IG. This curriculum combines concepts from the 'Understanding Christianity' scheme as well as from the Norfolk Scheme. Children are given the opportunity to participate in SIAMS outreach projects. Our school vision is rooted in Christian literature (Matthew 19:26) and we take pupil voice very seriously at our school. Children have afternoon tea with MT where they talk about matters that affect them and student questionnaires are followed up very seriously. MOR and MB fill in school SIAMS evaluations termly and feel that the school has enough evidence to achieve 'Outstanding.'

In the Autumn Term, children began to work on their community outreach projects for this academic year. The children in EYFS made and delivered Harvest and Christmas cards to the local community, Year 1/2 are working with the Church and led the Harvest Service on 22nd October, Year 3/4 are working on our local, national and global environment and what we can do to protect it and Year 5/6 want to set up their

own community library. As said in 1.1, there is an extensive Collective Worship timetable and programme that covers aspects of Christianity as well as encourages the children to reflect on our school values as well as their personal beliefs.

On 8th September, the teachers attended SIAMS training led by MOR which was very useful in helping us to prepare for SIAMS. Carrie Prior and Ian Gurman visited Margaretting on 13th October to evaluate the school's position in relation to SIAMS. Carrie wrote a very positive report and noted points that we need to work on in order to improve such as developing a sacred space, involving the children in Collective worship and ensuring that there are crosses and RE displays in every classroom (see Carrie's Report). All of those items have been developed and worked on over the Autumn Term and the children were set a whole school homework to make a cross on 16th November in order to support with this. There is now a Sacred Space in the school library also. Carrie will visit the school again in the Spring Term. In addition, ST visited our school on 14th October to monitor RE and gave very positive feedback, especially noting how creative the lessons were during her learning walk. MT and MOR completed a SIAMS evaluation in the Autumn Term, which is a positive but true reflection of the school's position in relation to SIAMS (see SEF). This was shared with Reverend Sally and LF on 24th November so that governors are ready for SIAMS and knows what the school has been working on this term.

WHERE THIS INVOLVES A CHANGE OF RAG RATING PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves to be Green for this section because we encourage the social, moral, spiritual and cultural development of our children. This ultimately means that children behave well, are tolerant and reflective. This is clear in their behaviour around school and in their work.

The main actions required to improve/maintain this rating are to continue to strengthen the school's position in relation to SIAMS (and keep evidence) as we are due to have an inspection this academic year.

Additional evidence: *(This should be made available for the link governor to scrutinise, and to the LGB if requested)*

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|--|---|
| • Newsletter | Displays |
| • Twitter | Carrie Prior Feedback (in the Monitoring 2020-2021 and 2021-2022 files) |
| • RE and Collective Worship Book | Whole School Homework |
| • Behaviour and Attitudes Health Check | The Adventures of Zoe Book |
| • Info for SLT 2021-2022 File | School SIAMS SEF |
| • Understanding Christianity Folder | Collective Worship Resources (on the LIFE Portal) |
| • Assemblies 2021-2022 File | RE books |
| • Erasmus Display/work | Rural primary Curriculum (RE Planning) |

Summary of key points of the previous LGB discussion:

The Healthcheck remained GGGG

The Healthcheck recorded that children had received many good opportunities during the summer including involvement with the church with the Yr 6 leavers service. Children were resilient and had experienced many enrichment activities despite the limitations of covid.

SIAMS, the curriculum, ethos and Transition were discussed in the Healthcheck with no concerns raised.

PD2 Preparation for Adult Life in Modern Britain	RAG Rating:	RED	WHITE	GREEN
<p>Guiding questions:</p> <p>2.1 In what ways, and how successfully, has the school established an inclusive environment and promoted equality of opportunity?</p> <p>2.2 How well do pupils understand the fundamental British Values? How do you know? How is this being developed and deepened?</p> <p>2.3 How do pupils learn about such issues as protected characteristics, FGM, Prevent, gangs, criminal and sexual exploitation?</p> <p>2.4 How well prepared are pupils for their next steps (education or employment)? What information, advice and guidance is provided?</p>				
<p>School's information and narrative: <i>(to include actions and impact since last Healthcheck)</i></p> <p>2.1 Our school has developed an inclusive environment through promoting our values and encouraging all children to respect and be compassionate to each other. Through the Power of Reading and Shanghai maths, all children are taught the same concepts in order to allow every child to have the opportunity to be successful. Live marking ensures that children who are struggling in lessons can be identified swiftly and given the support that they need. We give all children opportunities to attend clubs, trips and events. Interventions ensure that all children make good progress. In the Autumn Term, the school continues to promote the equality of opportunity. The Rural Primary Curriculum is engaging and inclusive and this can be seen in the learning walks carried out by SLT. SEN children who require a 1:1 LSA are provided with one, this includes an EYFS child who joined our school in September who we have identified as needing extra support. KR applied for emergency funding and in Autumn 2, we recruited a temporary LSA to work with them. The parents of SEN children are very supportive of our school and recognise the work we put in to support their children. There is an LSA in each classroom for at least some of the week to support children who need support, especially as some have fallen behind due to school closures. This is particularly useful in the Year 6 classroom as there are 5 PP children (out of 12) and many have fallen behind in their learning. In September, we encouraged all families to check their PP eligibility and we reviewed our PP budget for this year. PP children are allowed to attend one club for free, each term and every PP child in Year 5/6 was given £100 to put towards the cost of PGL. We have also been vigilant on the mental health and wellbeing of the pupils in order to eliminate any barriers to learning. One child is currently receiving counselling through Kids Inspire which is working well. We have aimed to make this term fun for all pupils, as well as educational, in order to give them something to look forward to each day.</p> <p>2.2 Children have a good understanding of democracy due to the fact that every year the Year 6 students do speeches for the role of Head Boy/Head Girl and House Captains. We then allow staff and children to vote to choose who they would like to represent them in the Junior Leadership Team. In our school we teach the children to follow the fundamental values of being respectful and tolerant to one another. Teachers lead a weekly assembly on our school values and the Stringer Star Award is given out each week in order to promote following values and living like a good British citizen (see the Newsletter). We have honoured traditionally British events, such as holding a Remembrance Service and celebrating Harvest Festival. Alongside this, children learn about poignant events in British history as part of their history curriculum and study how history has influenced how our society is today. Children also learnt about British values in PSHE, for example, following the law and the rights that children have. As a school, we promote that every child is unique and explore their special talents, for example, children are asked to perform on a Friday achievement assembly (see Twitter). MT leads Pupil Voice at Margaretting and she meets with the Head Girls and House Captains. At these meetings, children can put forward ideas on how we can make our school better (perhaps suggesting how to make it a happier or safer environment) and this can lead to a vote on what ideas the House Captains take forward to the School Council meetings with MT (see House Pupil Voice book).</p> <p>The fundamental British Values display has been updated with the most up-to-date version of the children demonstrating each value and the values feature on the assembly sheets and as part of our Collective Worship. The Year 6 children gave speeches in the Summer Term and the Head Boy, Head Girl and House Captains have worked hard and taken their roles very seriously. The history curriculum this term has helped the children to</p>				

understand how different influences have shaped our culture, for example, the year 5/6 class learnt about the influences of the Anglo Saxons and Vikings on our geography and language and Year 3/4 have learnt about the Mayan influences on British culture.

2.3 As a primary school, there are some issues that we feel the children may not need to know about at this stage, for example, sexual exploitation. However, we do teach the children to look after themselves and how to protect their bodies in a positive way, such as respecting their own body and to form positive relationships with people that they trust. We ensure that children know who they can talk to in school if they do not feel safe in any way. MOR delivers safeguarding training at the start of each term to ALL staff and this always includes PREVENT training and an update on any other safeguarding issues that could arise at our school (see Staff Meeting Minutes File). We monitor the absences of children carefully and contact parents and relevant authorities if we feel there could be a deeper reason for a child not attending school. This could include absence reasons for things such as crime or FGM although this has not yet happened. On 6th October the children watched a virtual assembly from the NSPCC about how to make sure that they stay safe and who they can contact if they do not feel safe. All staff were given Level 2 Safeguarding training in October and were spoken to about spotting signs that a child might need help or support.

2.4 Children in Year 6 leave Margareting ready for secondary school. MT spends time filling in transition forms to ensure the school knows as much about the children as possible. All children have the opportunity to meet the Head of Year/Form Tutor at our school and SENCOs are contacted, where necessary. In the Autumn Term, the Year 6 parents were told to apply for the children's secondary schools by 31st October (see the Newsletter). Jodie Gee, the Headteacher at the Anglo European, came in to talk to parents about the school and MT has set up some transition events for the children this year. On 29th November, the Year 5 children went to the Anglo to watch their production of Moana.

WHERE THIS INVOLVES A CHANGE OF RAG RATING PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves to be Green for this section because we are an inclusive school that prepares children for the next stage in their education and for life in modern Britain.

The main actions required to improve/maintain this rating are to embed and deepen even further the children's understanding of the fundamental British Values.

Additional evidence: *(This should be made available for the link governor to scrutinise, and to the LGB if requested)*

- | | |
|----------------------------------|--|
| • Pupil Voice Book | Fundamental British Values display in the hall |
| • 2017 Ofsted Report | Information for SLT 2020-2021 File |
| • Twitter | Values display in the hall |
| • Newsletter | Staff Meeting Minutes file |
| • Sample Planning 2020-2021 File | Pupil Voice Book |
| • Pupil Voice display | |

Summary of key points of the previous LGB discussion:

PD3 Physical & Mental Health	RAG Rating:	RED	WHITE	GREEN
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Guiding questions (see also PD1 above):

- 3.1** In what ways, and how successfully, does the school develop pupils' character?
- 3.2** In what ways, and how successfully, does the school develop pupils' confidence and resilience thereby strengthening their mental health?
- 3.3** What support and training has been provided for pupils for issues of health, online safety, risks to their wellbeing, bullying and social media?
- 3.4** How does the school develop the pupils' age-appropriate understanding of sex and healthy relationships?
- 3.5** How does the school develop pupils' understanding of and participation in healthy lifestyles, including through extra-curricular activities?

School's information and narrative: *(to include actions and impact since last Healthcheck)*

3.1 The school develops pupils' character by allowing children to be themselves and explore their talents. Children are given the opportunity to perform their talent in assembly on a Friday. In Year 6 children can apply for a role of responsibility and the Head Girls speak in assembly weekly, which builds character. The PTFA have also contributed financially to external events this year in order to make it cheaper and more manageable for parents. The children are being taught PE by Dave Fewell, who is a highly trained and experienced coach and knows how to bring out the best in all pupils. The school continues to develop pupils' characters through a variety of different ways. Children continue to experience an exciting curriculum where they can explore their artistic, musical and sporting talents (as well as many more). Since September, all children from Years 1-6 have been invited to join a club. The clubs this term have involved football, French, tennis, street dance, Disney dance, ukulele and choir. Children can also have singing and piano lessons. PP children are offered one free club a half term. Pupils in Key Stage 2 have been offered the opportunity to attend archery and multisport competitions through our involvement in the Shenfield Sporting Alliance. PP children were also selected to participate in the Nuclear Races, which was a fun (but very muddy) experience. Children in Year 5/6 have been invited to attend PGL, with the school offering to pay a financial contribution for all PP children. All pupils from Year 5/6 entered a poetry writing competition for young writers. Children in Year 1/2 and Year 3/4 performed in their class assemblies and EYFS and Year 1/2 students performed in the Key Stage 1 Nativity on 15th December. On 30th November, all children from the Rural Primary Schools were invited to Chelmsford Cathedral to perform songs in front of a huge audience. Some pupils and staff were even given the opportunity to sing solo parts. Participation in all of these events is heavily encouraged. The Rural Primary Curriculum is also highly creative and allows children the opportunity to express themselves, as seen in learning walks and book scrutinies (see Monitoring 2021-2022 File). Children in Year 6 have been enjoying their new responsibilities and the Head Boy and Head Girl attended a meeting with all of the Rural Primary Head Boys and Girls on 12th November to discuss how we can improve our schools and work even closer together. This year, we also have LIFE Ambassadors which were selected last academic year. The children enjoy wearing their LIFE hoodies and attended their first meeting (on Zoom) on 12th November.

3.2 We feel that we develop children's confidence and resilience in a variety of ways. As already mentioned, Year 6 children are encouraged to make speeches in order to be elected onto the Junior Leadership Team. We also have Library, Sport and IT Monitors in the school and children are confident and independent in their roles. Our children also enjoy opportunities to visit and meet with other schools to broaden their horizons and develop their confidence outside of a small school setting. In the classroom children are encouraged to take risks, for example, through role plays and debates, in English and through challenging problem solving in maths. Even though we believe we develop pupil's mental strength, we do have procedures in place to support children who can struggle, for example, nurture groups. We also have a 'Worry Box' in each classroom for children who need to express themselves but find it hard to do so verbally. MT enjoys deep and meaningful discussions with the children in 'afternoon tea' sessions to check on their mental wellbeing and as a treat. In the Autumn Term we continued to develop the pupil's confidence and resilience. As school returned to a more 'normal' way of functioning, it was great that children were able to attend events and trips outside of their own school setting. In September, the Year 5/6 class visited Crossing Temple Barns as part of their learning on the Anglo Saxons. The Year 1/2/3 children

visited Roxwell Primay School, in October, in order to have their postponed dinosaur experience. As said in 3.1, the Head Boy and Girl as well as the LIFE Ambassadors met with other pupil's from across the Trust to talk about our school and their views. Key Stage 2 children were given the opportunity to attend sporting events against other schools (see 1.3) and the Year 5/6 children entered a poetry competition. Alongside this, children were given the opportunity to perform in front of large audiences again, such as at Chelmsford Cathedral and in class assemblies. Through all of these events, children are developing themselves all of the time. We have set up Kids Inspire counselling sessions for a child who needs this service as well as nurture for 2 children who are experiencing difficulties at home.

3.3 Children all complete a unit of work on e-safety. The computing subject leader has ensured that e-safety is being taught throughout our school. On 6th October the children watched a virtual assembly from the NSPCC about how to make sure that they stay safe and who they can contact if they do not feel safe. This included bullying and risks on social media.

3.4 Following a consultation on the Trust's new RSE Policy and the school's RSE curriculum, these documents are now on the school website. The SRE we offer is in line with the Trust's policy and parents are invited to view the materials before the sessions were delivered to the children.

3.5 Healthy diet and looking after yourself is taught through science and PSHE. Our school dinners have a 5 star rating for being healthy. Children are encouraged to eat a healthy snack everyday (see Newsletter). We have received a 'Gold Award' for our participation in sport. The children dance twice a week and participate in a longer PE session on Fridays to boost their physical fitness. Dave Fewell is a highly trained and experienced coach who works hard to get the best out of the children (see Twitter). KOC is our PE Subject Leader and has organised fitness tournaments in bubbles to keep the children active. Since September, all children from Years 1-6 have been invited to join a club. The clubs this term have involved football, tennis, street dance and Disney Dance. PP children are offered one free club a half term. Pupils in Key Stage 2 have been offered the opportunity to attend archery and multisport competitions through our involvement in the Shenfield Sporting Alliance. PP children were also selected to participate in the Nuclear Races, which was a fun but challenging experience.

WHERE THIS INVOLVES A CHANGE OF RAG RATING PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves to be Green for this section because we look after the children's physical and mental health.

The main actions required to improve/maintain this rating are to develop pupils' characters even further by allowing them to continue to participate in cross-school events (if Covid-19 restrictions allow).

Additional evidence: *(This should be made available for the link governor to scrutinise, and to the LGB if requested)*

- Newsletter Class experience letters e.g. Snakes Alive and Victorian Day
- Twitter Year 5/6 planning file

Summary of key points of the previous LGB discussion:



	Completion Date:	Jan 2021	May 2021	Sep 2021	Jan 2022	May 2022
B1	Behaviour Systems	G	G	G	G	
B2	Behaviour and Attitudes	G	G	G	G	
B3	Attendance and Punctuality	G	G	G	G	

Behaviour and Attitudes Healthcheck report for Standards Committee

School Name: Margaretting Primary School Term to which this Healthcheck applies Summer 2021 **Autumn 2021** Spring 2022

Completing the Healthcheck:

1. For each of the 3 sections that follow, the school should complete a draft response, to include brief detail, data and explanation and a proposed rating. This should be sent to the link Governor and the Director of Standards a week in advance of the meeting. Additional data and examples may be made available for scrutiny at the meeting. Relevant information from the previous Healthcheck should be retained; out-of-date- information should be delete; changes or new information should be highlighted in YELLOW.
2. The link governor and/or Director of Standards will meet with the school representative to interrogate the document, scrutinise evidence, agree the proposed rating and agree how much and which evidence should be presented to the LGB (Local Governing Body). These meetings may be held in person or virtually and may be preceded by email exchanges regarding the draft content
3. Where any category is not rated Green, a brief outline of actions being taken should be included; if any category is rated Red, a separate exception report should be provided.
4. The final Healthcheck draft as agreed with the link governor must be completed in time to be sent out to governors with other paperwork one week in advance of the LGB meeting. Having read this, governors should try to send any questions arising to the clerk for circulation in advance of the meeting. When possible, it is the link governor who should raise the Healthcheck at the LGB meeting, with the member of school supporting. This should **not** involve reading or summarising the whole document; only significant issues, or questions to be answered, should be raised.
5. At the LGB meeting, governors should scrutinise the Healthcheck and any evidence presented to satisfy themselves that they can confidently agree the proposed rating (or, when appropriate, to amend it). A brief summary of any discussion or questions asked at the LGB will be added to the Healthcheck commentary by the clerk, from the minutes of the meeting, and returned to the school ready for the next update.
6. Once agreed, the final Healthcheck should be sent to the Clerk of the Trust Board; ready to be forwarded to the next relevant Committee.

Rating:

Green suggests the school is highly effective in this measure (A strength of the school; Ofsted Good or better)

Red suggests the school is not yet effective in this measure (An area for development for the school; Ofsted RI or worse)

White suggests the school is effective in this measure but is working to improve it (Broadly average; not yet confidently Ofsted Good)

Draft Healthcheck completed by: **Melissa Taylor** (School Representative)

Meeting to confirm the Healthcheck with: **Becca Davey** on 11.1.22

Healthcheck presented to and agreed by the LGB on: 20.1.2022

B1 – Behaviour Systems	RAG Rating:	RED	WHITE	GREEN
<p>Guiding questions:</p> <p>1.1 How is behaviour tracked and monitored in the school (including incidents of racism or bullying)? What does the monitoring show? Is any group (eg PP or SEND) disproportionately represented? And what actions are being taken to improve the situation?</p> <p>1.2 What are the exclusion rates (internal, fixed term, permanent) and how do they compare to last year? Is any group disproportionately represented?</p> <p>1.3 What other data exists to help evaluate behaviour (eg rewards, sanctions, pupil voice, parental views) and what do they show?</p> <p>1.4 Is the behaviour tracking system robust and fit for purpose? Has it been reviewed?</p> <p>1.5 How effective and widely understood is the school's behaviour policy? How do you know?</p>				
<p>School's information and narrative: <i>(to include actions and impact since last Healthcheck)</i></p> <p>1.1 Behaviour at school is generally very good. Children are awarded trophies and certificates on a Friday and this is recorded by the Head of School. For instances of poor behaviour, there is a 'Time Out' sheet, which is filled in and filed in a folder in the Headteacher's office. Logs are kept of any concerning or consistent behaviour issues and 'Time Out' forms are used if a child is sent out of the classroom. The MDAs have a communication book that MT writes in if they need to monitor a specific child. Any small incidents from play or lunchtimes are fed back to teaching staff. In the Autumn Term, behaviour remains very good in our school and we support children with behaviour needs appropriately. Regular learning walks by MT and MOR show that children behave well in lessons and want to learn (see Monitoring 2021-2022 File). In October, MT completed formal lesson observations of all classes and noted how well the children behaved and their positive attitudes towards their learning (see lesson observations in Monitoring 2021-2022 File). LSAs support the MDAs at lunchtimes and this is working well. The behaviour of the children at lunchtimes remains very good, with only minor disputes to solve. Following recommendations from Carrie Prior, we now have a Prayer Space in the school library, where children can resolve disputes calmly and also have quiet reflection time. We currently have 3 high needs SEN children on roll at Margaretting. Two of the children have EHC plans and are supported very well by their LSAs in school. Parental feedback from these families is very positive. There is another child, who joined us in EYFS in September, who came with no recommendations, support or funding. After quickly spotting that this child can be aggressive and struggle to settle into school routines, MT and KR worked hard to put systems in place to support the child and have them assessed by external agencies. Emergency funding was given to the school for the second half of the Autumn Term and they now have a temporary 1:1 LSA. There are also now robust systems in place to deal with this child's behaviour, such as a traffic light system and this child is on a temporary reduced timetable. The combination of these methods mean that the child is more settled in school and is starting to cope better, with less aggressive outbursts. Evidence is currently being collected to apply for more permanent support for this child, going forward which has been explained to and accepted by Governors. The child, who was in in Year 5 last year, and who had nurture sessions with MT is continuing to do so in Year 6. This child finds school a challenge but has managed to stay calm this year and is able to talk to MT when they are finding things difficult. MT has met with the child's parent and sought advice from KR to ensure we have put everything we can in place.</p> <p>1.2 On 9th March a child was excluded for a fixed period of one day due to hitting another child in the face (this is the same child mentioned in 1.1). MOR and MT held a meeting with that child's parent as this behaviour is very out of character. This child receives daily nurture and a longer weekly counselling session with MT. There have been no formal exclusions in the Autumn Term which is the same as at this point last academic year (we had one exclusion in 2020-2021). As mentioned in 1.1, we have a child in EYFS who is on a reduced timetable due to their needs. In the second half of the Autumn Term, we have increased the child's hours as they have settled better. The child was sent home 6 times in the</p>				

first half of the Autumn Term as they were struggling and became aggressive. They were sent home once in Autumn 2. As the child is not yet 5, these are not formal exclusions and we are working hard to put all we can in place so we can keep this child in school.

1.3 Rewards are given out in achievement assembly and are carefully monitored. During School Council, ethos and 'afternoon tea' meetings with the SLT, minutes are taken so any issues raised about behaviour (which rarely comes up because it is so good) are recorded. Teachers reward children in their classes with house points for good work and behaviour and awards for celebration assembly. Celebration assembly is enjoyed by all children and rewards are given out every Friday (see the Newsletter). Pupil voice is strong in school with the School Council and the Head Boy and Girl meeting with SLT regularly. The LIFE Ambassadors meet with junior leaders from other schools and have LIFE Ambassador hoodies. The Head Boys/Girls also choose a child each week for the 'Pupil Award' that is given to a child who has followed the school values. MT also chooses a child to receive the 'Stringer Star Award,' which is given for excellent behaviour and for following the school values carefully. The Head Girls and House Captains formed the School Council and LIFE Ambassadors in 2020-2021 and loved wearing their LIFE hoodies. As said in 1.1, learning walks and observations showed that we have a high standard of behaviour in our school and so far there have been no 'Time Outs' this academic year. It has been wonderful to come back together as a whole school community for Celebration Assembly on a Friday and the children love receiving their awards in front of the whole school. MT continues to keep a record of the awards and they are printed on the back of the Newsletter. In addition to achievement assembly, lots of children have been sent to MT to show examples of high quality work and have received special Head of School stickers (see Twitter). The Head Boy and Head Girl enjoyed visiting McDonalds on 12th November with the other Head Boys and Girls from the Rural Primary Schools, which was also a great reward for the fantastic job they are doing in school. Also on 12th November, the LIFE Ambassadors met with the other Ambassadors in the Trust (on Zoom) and discussed how they are going to demonstrate the Trust's core values in school this year (see Twitter and the Adventures of Zoe Book). The last parent survey, in July 2021, showed that 100% of parents thought that behaviour was good at Margaretting and the staff survey in September 2021 showed that 100% of staff also thought this.

1.4 The tracking system is fit for purpose at our school. We use rewards and praise for good behaviour (see above) and use a 'Time Out' system for instances of poor behaviour. The 'Time Out' system is when a child is sent to another class for making poor behaviour choices and then, if the issue persists, they will be sent to a member of SLT. At Margaretting, we do not have any children who regularly and systematically make poor behaviour choices. The tracking system remains robust and is fit for purpose.

1.5 1.5 Our school Behaviour Policy is on the school website (<https://margaretting.essex.sch.uk/wp-content/uploads/2021/03/Margaretting-Behaviour-Policy-Feb-2021.pdf>) and it is understood by staff. The policy was shared with all staff in the Autumn Term and the high expectations continue in all classes and around the school. SLT complete weekly learning walks around the school and behaviour is generally noted as very good in all classes in this file. Staff continue to understand the Behaviour Policy and use the systems correctly. This is clear in learning walks that are completed by MT and MOR (see Monitoring 2021-2022 File). Instances of minor behaviour are dealt with swiftly and effectively (see SLT Monitoring File) by the class teacher or SLT and children can now use the Prayer Space for quite reflection time and to solve any minor disputes they may have had with friends. .

WHERE THIS INVOLVES A CHANGE OF RAG RATING PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves to be Green for this section because our behaviour management system works well and behaviour at the school continues to be of a high standard.

The main actions required to improve/maintain this rating are to maintain the high standards and to continue to provide support to avoid exclusions.

Additional evidence: *(available to the LGB if requested)*

- 2021-2022 Monitoring File The Adventures of Zoe Book
- 2017 Ofsted Report Twitter
- The Newsletter The School Website
- Time Out Tracking Grid Pupil Voice Book
- Info for SLT File

Summary of key points of LGB discussion:

The Healthcheck remains GGG

The were high standards of behaviour across the school. There were regular walks by SLT to monitor

Attendance is very good. Persistent Absentees had been communicated with and the school maintained contact with the families

B2 – Behaviour and Attitudes	RAG Rating:	RED	WHITE	GREEN
<p>Guiding questions:</p> <p>2.1 What does the evidence of lesson visits show about behaviour in lessons, including pupils' behaviour for learning?</p> <p>2.2 What is behaviour like around the school out of lessons? Is there a calm, orderly and positive environment?</p> <p>2.3 Is there variability in behaviour in the school? By time? Area? Year group? Pupil groups? With particular staff (eg cover, MDAs)?</p> <p>2.4 Do pupils feel safe in school? How do you know? What do pupils, parents and teachers say about behaviour?</p> <p>2.5 What methods does the school use to promote high expectations of pupils' behaviour and attitudes?</p>				
<p>School's information and narrative: <i>(to include actions and impact since last Healthcheck)</i></p> <p>2.1 Lesson visits show that behaviour is very good during lesson time and that children are engaged and enjoying their learning. As said in 1.1, MT and MOR carry out regular learning walks (at least twice a week). These learning walks show that behaviour in the classrooms remains very good and children are engaged in their learning. In the Autumn Term, learning walks continued to show that the behaviour of children in lessons was of a high standard. In October, MT completed formal lesson observations of all classes and again noted the children's excellent behaviour and attitude towards their learning (see Monitoring 2021-2022 File). External visits from Carrie Prior, Ian Gurman and from Trust Subject Leaders (Sarah Tate and Lydia Omodara) corroborated that behaviour of children is very good in lessons and that they are engaged (see Ian and Carrie's visit notes and Curriculum Coordinator File).</p> <p>2.2 MT and MOR monitor transition times, break and lunchtimes. The behaviour is consistently calm, positive and orderly and any minor incidents are noticed and dealt with straight away. The behaviour outside lessons is good as MOR and MT are able to monitor this from the SLT Office but also from going on duty. MT discusses any behaviour concerns with the MDAs and the MDAs now hand out stickers for good behaviour during lunchtimes. All minor issues are dealt with very quickly and more consistent and/or serious incidents are written up and put in the 'Information for SLT File' (see file). Behaviour outside of lessons remains calm, orderly and positive during the Autumn Term. MT regularly goes on duty at play and lunchtimes and any minor incidents of behaviour are dealt with swiftly.</p> <p>2.3 Behaviour across the school is good and is closely monitored by the class teachers. As said above, behaviour in the school remains of a high standard. All learning walks show good behaviour in school, so there is no variability even when the teacher is absent; as we always use GJ or the LSAs for supply work and they know the behaviour routines and policies for the school (see Monitoring 2021-2022 File). The Year 5/6 Class are a lively group but are encouraged to behave by being given the opportunity to attend sporting tournaments and through the use of 'marble treats' in that class. When the whole class behaves well, the children are given a marble and when they reach 25, they are able to choose a treat. This gives the children something to aim for and the Year 6 children (who are quite a sporty year group) have loved being able to represent the school on so many occasions this year (see Twitter and Personal Development Healthcheck). SEN children are provided with the support that they need in order to behave well in school.</p> <p>2.4 Pupils do feel safe in school and staff discuss with the children termly what they should do and who they can talk to if they do not feel safe. Every week the Newsletter has a banner at the bottom which tells parents they can park in the Red Lion car park. During afternoon tea sessions, the pupils told MT that they feel safe in school. Every week staff talk about CP issues in our business meetings and we have been extra vigilant in recent times due to lockdown and the Covid-19 pandemic. On 6th October, all children watched the 'Speak Out Stay Safe' NSPCC virtual assembly which talked to them about staying safe and who to talk to if they did not feel safe. MT asks the children in assemblies if they feel safe in school, to which they all say they do and they know who to talk to if they do not feel safe. In afternoon tea sessions, the children also corroborate this in a smaller group. On 1st October, MT wrote a section in the Newsletter about keeping children safe online and parents monitoring the apps they use</p>				

(and the age restrictions of social media apps). In the Newsletter on 12th November, MT once again reiterated the importance of driving and parking safely outside of school and she will continue to monitor this. In the parent survey that was sent out on 16th June, 92.6% of parents said that the school keeps their child safe and in the October staff survey, 100% of staff said that the children are safe in school.

2.5 The school has behaviour specific awards, such as the 'Stringer Star Award,' which is given to a child for consistently demonstrating the school values. Children are praised for good behaviour in lessons and by SLT around the school. Displays are used to showcase great work – promoting that good behaviour for learning is important to high quality work. School Council meetings are held regularly, assemblies, singing assemblies, church assemblies, values displays, corridor displays, classroom displays, the values award, the new PHSE scheme of work, Head Girl/Boy meetings, joint Head Girl-Boy meetings with the Rural Primary Schools and Life Ambassador meetings, all promote the high expectations of pupil's behaviour and attitudes. Awards continue to be given out in the Autumn Term and they feel more special now that they are being received in front of the whole school. Displays in the school remain vibrant and show case high quality examples of children's work. Children in Key Stage 2 have enjoyed being selected to represent the school at various sporting competitions (such as the Nuclear Races and the Shenfield Indoor Sports Competition) and know they are selected on ability but also for good behaviour. On 12th November, the Head Boy and Head Girl enjoyed a trip to McDonalds in order to meet with the Head Boys and Girls from the other Rural Primary Schools. This was also a treat as these children always behave impeccably at school. On the same day. The LIFE Ambassadors met to with the other Ambassadors from the Trust and discussed how to be ambassadors for good behaviour through following the school and Trust values.

WHERE THIS INVOLVES A CHANGE OF RAG RATING PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves to be Green for this section because behaviour in the school is of a high standard.

The main actions required to improve/maintain this rating are to ensure the high standard of behaviour continues and to complete a student survey.

Additional evidence: *(available to the LGB if requested)*

- | | |
|---|---|
| • Learning Walk sheets in the 2021-2022 Monitoring File | Twitter |
| • The Pupil Voice Display Board | Carrie Prior Visit Notes (in 2021-2022 Monitoring File) |
| • Newsletter | Curriculum Coordinator File |
| • Twitter | The Pupil Voice Book |

Summary of key points of LGB discussion:

B3 – Attendance and Punctuality	RAG Rating:	RED	WHITE	GREEN
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Guiding questions:

- 3.1 What is the current attendance rate for the school? How does this compare to the LA and national averages and to the school's figures for the last 3 years?
- 3.2 What is the current persistent absence rate for the school? How does this compare to the LA, national and the school's figures for the last 3 years?
- 3.3 What are the above rates for disadvantaged pupils? Are there any other groups which are disproportionately represented?
- 3.4 What actions are being taken to improve the above rates? And what is the impact? How do these figures compare to the school-set targets?
- 3.5 What is punctuality like? To school and to lessons? How is this monitored to evaluate any disproportional representation of pupil groups?

School's information and narrative: (to include actions and impact since last Healthcheck)

3.1

		School		National	Essex
	2019-2020 (Inc COVID -19 data)	2020-2021 (Inc COVID -19 data)	2021-2022 up to 2.12.21		2018-19
Attendance (all)	88.2%	97.2%	96.0%	96%	95.9%
Attendance (boys)	87.9%	97.2%	95.3%		
Attendance (girls)	88.4%	97.1%	96.7%		
Attendance (PPG)	83.7%	95.1%	94.35%		
Attendance (PPG Boys)	83.2%	96.4%	94%		
Attendance (PPG Girls)	84.3%	94.1%	94.6%		
Attendance (SEN)	88.8%	96.3%	90.2%		
Persistence Absence (whole school)		3.8% (3 Pupils)	6.6% (5 pupils)		8.5%
Persistence Absence (PPG)			13% (2 out of 15 pupils)		
Persistence Absence (Non PPG)			4.9% (3 out of 61 pupils)		

We are very pleased with our attendance as it is above national average (from 2018-19) and our overall attendance is 96%.

3.2 Persistent Absence (PA) is defined as a proportion of children whose attendance is below 90%. Last academic year, official data statistics were not announced due to Covid-19. In the Autumn Term our persistent absence was 6.6% (5 pupils) however, we did have nasty a stomach bug and cold virus that affected children and staff and this has negatively impacted our attendance. Attendance concern letters were sent home on 10th

December to all children whose attendance was below 90% for the term.

3.3 Disadvantaged pupils have good attendance at our school. As explained in 1.1, we currently have an SEN child on a reduced timetable, which is why the SEN attendance is 90.2%. We are hoping to secure more funding to support this child in school. Out of the 5 children who are persistently absent, 2 are pupil premium. Both of the families received attendance letters for these children on 10th December 2021 and both sets of parents spoke to MT to say they will make a concerted effort to bring their children in in the Spring Term, even if they are feeling under the weather. MT will continue to support these families in the new year.

3.4 Our attendance target is 96% or higher. We encourage parents to drop medicine into the school office so we can allow the children to administer medicine for more minor illnesses, although as previously stated, one disadvantage of being a small school is that illnesses spread quickly. When we know parents or children are facing challenging situations at home, we do all that we can to make sure that the children feel happy and safe in school, such as setting up counselling, art therapy or donating Foodbank items and clothes to their family. We hope in this way that children will want to come to school, although for some families this is not always possible. With this in mind, we continue to encourage parents to bring their child into school and to drop off medicine if their child is feeling just a bit under the weather. In school, we award SAM Bear (School Attendance Matters), during achievement assembly, to the class with the highest attendance. The children enjoy keeping SAM in their classes over the week for good attendance. We are pleased that our overall attendance is 96%. The cleaning regime has been maintained and all of the children enjoy being awarded SAM Bear for the best attendance.

3.5 Due to the staggered entry, punctuality is very good at Margaretting. We currently have no children who are persistently late, but sometimes a child is late on the odd occasion because of traffic. Children are in school on time and the staggered entry continues to ensure a calm entry to school in the mornings.

WHERE THIS INVOLVES A CHANGE OF RAG RATING PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO RING THE NEW RATING

We consider ourselves to be Green for this section because our overall attendance is good at 96%.

The main action to improve is for MT to achieve 97% attendance, or higher, for all groups of children (including the disadvantaged).

Additional evidence: *(available to the LGB if requested)*

- Newsletter
- SIMs Data
- Persistent Absence Concern Letter

Summary of key points of LGB discussion:



Board and Committee Meetings Summary Autumn 2021

September and November Board Meetings

- The Board approved the appointment of the Governance Professional for the academic year and extended the terms of office for Governors at Benhurst, Margaretting, The Bridge and Ford End.
- The Risk Register was reviewed
- The Board:
 - received a presentation on the results of the Board Review and discussed next steps.
 - received an update on COVID 19
- The Board reviewed Board, Committee and LGB attendance for the previous academic year
- The Board:
 - received an update on Examinations which were centre assessed at GCSE and A Level (at FBA) and teacher assessed at Primary. Trustees noted that it was expected that GCSE, A Levels and SATs would return this academic year and results would be internal and for the DfE only and would not feature in any national performance tables.
 - received and agreed the Core Offer for 2021-22 which would be completed by Headteachers with the involvement of the Chair of Governors.
 - received an update on Trust expansion
 - received an update on the current financial position and CIF and TCAF bids
- The Board were updated with regards the Leadership Conference in October.
- The Policy overview was received and the Board noted KSCIE and Sexual Harassment Guidance
- The Board approved the Trustwide Safeguarding and Child Protection policy and the Safeguarding and Child Protection Policy Statement
- The Board noted the Accounting Officer letter received July 2021
- The Board ratified: the appointment of Heads of School/Headteachers as ex-officio to their respective LGBs; personnel changes at Margaretting, FBA and Ford End governors; approved the appointment of new Governors at Benhurst, Ford End and Margaretting
- The Board discussed local tier Governance within the Trust and approved a number of recommendations which would be consulted upon with Governors before Christmas. The Board also confirmed the roll out of LGB reviews.
- The Board received a report on the Skills Audit and noted that Finance, HR and Premises were the weakest areas across the Trust at the local tier.
- The Board discussed the Governor Visit Policy which, following amendments, would be circulated alongside the consultation on the recommendations noted above.
- Minutes were received from each of the Committees and the Board approved a Reserves Policy and agreed on a process to recruit to the co-opted vacancies on F&F and P&P Committees.
- The Board received a Strategy Paper which would be further discussed at the Board Strategy Day in January 2022
- The Board:
 - approved the Financial Statements and Management Letter for 31st August 2021.

- approved the 2021-22 Revised budgets and 3 year forecasts
- The Board received feedback from the Leadership Conference which was very positive

November Finance & Facilities Committee Meeting

- The Committee received a presentation from Moore Kingston Smith (external auditors) of the Financial Statements and Management Letter
- The Committee recommended the Financial Statements and Management letter to the Board for approval
- The Committee:
 - received and discussed the revised budgets for 2021-22 for all schools and the Trust and recommended Board approval
 - received the 3 year Financial Forecasts for all schools and the Trust and recommended Board approval
- The Reserves Policy was discussed and recommended approval by the Board
- The Committee:
 - received an update and report on the impact of Covid 19 on school finances and on facilities management, H&S and risk management
 - received the internal audit scrutiny report and internal audit reports.
- The Committee approved the internal scrutiny scope of works and timetable for the academic year
- The Committee:
 - received a CIF update and reviewed Healthchecks for Finance & Premises
 - received an IT Digital Strategy update
- The Committee approved Trust policies including Charging and Remissions, Financial Procedures Manual, Accessibility Plan and Reserves Policy
- The Committee reviewed the Risk Register and recommended the Board approve a change in formatting.
- The Committee noted that the Land and Buildings Return had been submitted on time

September and November Pay & Personnel Committee Meeting

- The Committee:
 - received an update on Teaching and Support Staff pay awards and noted that a pay freeze had been put in place for teachers this year and pay awards for support staff were still being negotiated with the unions.
 - received and discussed the School Resource Management Self-Assessment Tool SRMSAT Benchmarking Report
- The Committee discussed personnel issues related to Covid
- The Committee received and update on Training and Development
- The Committee discussed the co-opted vacancy on the Committee
- The Committee agreed the staff survey deadline of 30th September
- The Committee:
 - approved the Discipline & Dismissal and leave of Absence policies
 - approved staff pay for the CEO, Executive and Leadership inc UPR (Upper Pay Range) staff including the withholding of individual increments
- The Committee were informed that Annual Pay Statements would be circulated
- The Committee were unable to approve the support staff pay award as negotiations were ongoing
- The Committee:
 - received a report on the Staff survey results
 - received a summary on a Flexible Working Statement and Policy and approved the Policy
- The Committee reviewed the Healthchecks
- The Committee received a presentation on the Gender Pay Gap which showed that whilst the trust employs more women than men there was an under representation at senior levels.
- The Risk Register was reviewed and changes approved

- The following policies were approved, Equality and Diversity, Pay Policy, Recruitment and Flexible Working Policy
- Succession Planning would be on the next agenda

September and November Standards Committee Meeting

- The Committee:
 - received a presentation on exam results which were either centre assessed or teacher assessed this year.
 - received and reviewed the parent survey results and considered termly parent forums with Trust Reps.
- The Committee discussed the MAT Assurance Framework findings and next steps
- The Committee approved the following policy Careers Education Guidance Policy and Provider Access Policy
- The Committee received a report from Tony Cox Trust Safeguarding Lead on Safeguarding and Wellbeing in the Trust.
- The Committee reviewed the Educational Leadership Structure including changes to the Director of Education's role to Director of Standards and School Improvement, and the introduction of the Head of Talent and Development. There were a number of temporary roles in place including The IT Digital Strategy Lead
- The Committee:
 - received an update from meetings held with IT Leads across the Trust, SENDCOs and Maths and English leads
 - received an update from education regulators in relation to SIAMS and Ofsted
- The Committee:
 - reviewed Healthchecks
 - reviewed and discussed the Curriculum Teaching & Assessment Strategy which followed from the MAT Assurance Framework exercise that had taken place during the summer. The Strategy would now become a set of frameworks to support the development of the curriculum teaching & learning and assessment in all schools.
 - reviewed the Risk Register
- The Committee approved the following policies: Admissions Policies for all schools for 2023-24, Joint Home School Agreement for Rural Primary schools