

EVERSHOLT ACADEMY TRUST
(A company limited by guarantee)

GOVERNORS' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2019

Objectives and activities (continued)

c. Public benefit

The principal activity of the Academy is to advance for the public benefit education in the UK by establishing, maintaining, carrying on, managing and developing a school offering a broad and balanced curriculum. The academy trust's governors have complied with their duty to have due regard to the guidance on public benefit published by the Charity Commission in exercising their powers or duties.

Strategic report

Achievements and performance

a. Achievements and performance

Despite the continued financial pressure on small rural schools, the Academy has enjoyed another excellent year, initially under the head teacher leadership of Mrs. Finch and, from April, Mrs. Miller. Results and standards at the Academy continue to outperform the local and national averages across all year groups.

Below are some of the highlights of the very high standards achieved throughout the school this year:

- Year R (Reception) – 77% of pupils achieving GLD (a good level of development) in the prime areas of learning and in the specific areas of literacy and mathematics.
- Year 1 100% of pupils met the required standards in phonics an exceptionally strong outcome.
- Year 2 86% of pupils achieving “expected or above” in reading, writing and maths – well ahead of the local and national averages. 43% achieved “greater depth” (GD) for reading compared to 25% nationally, 43% GD in writing compared to 15% nationally and 43% GD in maths compared to 22% nationally.
- Year 4 outcomes exceptionally high with 94% achieving “at or above expected” in reading, writing and maths. 89% of our pupils reached “greater depth” in reading compared to 37% in the local authority (LA), 67% GD in writing compared to 25% in the LA and 56% GD in maths compared to 30% in the LA.

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Strategic report (continued)

Achievements and performance (continued)

b. Key performance indicators

Educational KPIs

Foundation Stage:

During the academic year Academy pupils achieved a GLD figure of 77% which was above the national figure of 72% and the LA figure of 73%. This is a particularly good outcome for the Academy considering the cohort contained two pupils joining the school in the summer term, both requiring additional support.

Key Stage 1:

Phonics in Year 1 continues to be of excellent quality and the results remain exceptionally high.

The table below illustrates the significant improvements made in recent years in this focus area:

% pass in Year 1	2012	2013	2014	2015	2016	2017	2018	2019
ELS	57	56	67	87	94	100	92	100
Nat	58	69	74	77	81	81	82	82
Judgement	Below	Well below	Below	Exceptionally high	Exceptionally high	Top 3% of all primaries nationally	Exceptionally high	Exceptionally high

The 1 pupil with high SEND in speech and language/ASD who didn't achieve the phonics pass in Year 1 in 2018 achieved it in Year 2 in 2019.

Year 2 SATs: Attainment across all subjects is shown below. The Academy is pleased with the high percentage of pupils achieving "at least expected" and "greater depth" in each subject:

	Reading		Writing		Maths		Number of Pupils*
	% Expected or above	% Greater depth	% Expected or above	% Greater depth	% Expected or above	% Greater depth	
ELS 17	94	59	94	53	94	47	17
LA 17	79	33	70	21	77	25	
NAT 17	76	25	68	16	75	21	
ELS 18	93	71	93	57	93	43	14
LA 18	79	33	73	22	79	27	
NAT 18	75	26	70	16	76	22	
ELS 19	86	43	86	43	86	43	14
LA 19	78	32	72	20	77	28	
NAT 19	75	25	69	15	76	22	

*the relatively small number of pupils means that each pupil accounts for a significant percentage in the Academy's results

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Strategic report (continued)

Achievements and performance (continued)

Key Stage 2 (Year 4):

There are no national benchmarks for end of year 4 data. End of year 4 results are compared with the LA average below:

	Reading		Writing		Maths		Number of Pupils*
	% Expected or above	% Greater depth	% Expected or above	% Greater depth	% Expected or above	% Greater depth	
ELS 17	93	47	93	20	80	40	15
LA 17	82	37	72	24	76	28	
ELS 18	100	82	100	64	100	82	11
LA 18	82	37	73	25	79	26	
ELS 19	94	89	94	67	94	56	18
LA 19	82	37	73	25	78	30	

*the relatively small number of pupils means that each pupil accounts for a significant percentage in the Academy's results

Broader curriculum and overall school offer

Outside of the core subjects, the Academy has sought to enrich the broader curriculum as well as the overall school offer.

Building on its previous successes, the Academy has sought to be a leader in developing the breadth of its curriculum.

Our school music lessons continue to be enhanced by the peripatetic teaching from a specialist music leader; all children in KS2 are using real instruments in their instruction. The KS1 children are now all learning to play the ocarinas as a whole class initiative.

This year we have been credited as a Music Mark School as part of a national organisation, Subject Association for Music Education. It was awarded to Eversholt Academy for *'all the hard work you and your colleagues do to ensure that pupils at your school are able to access and engage with a high-quality music education. Your dedication to offering and delivering a broad and balanced curriculum is both welcomed and celebrated.'*

Through the engagement of an art specialist throughout the Academy, we take part in 3 art projects locally, in Milton Bryan, Steppingley and Woburn. A fourth exhibition of art for our local group of schools was held at Poplars garden centre.

To celebrate and be acknowledged for the broad offer of the Arts, we are currently in the process of applying to achieve Artsmark Silver Status.

As an Academy, we always strive to be forward thinking with our technology. During the year we put fundraising proceeds towards a class set of Chrome Books for learning which has given instant access to the internet and beyond. We have other local Lower Schools interested in our experience. The local Middle School is also planning on introducing Chrome Books in the future.

The evidence of our curriculum breadth is seen through our thematic planning and half termly WoW days. We have invested teaching time and resources to twin with schools in other countries and diversify our learning more globally using technology and twinning platforms. This year the school turned 175 and we worked within

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Strategic report (continued)

Achievements and performance (continued)

our local community to develop authentic accounts of the history of our school.

In sports, the Academy continues to thrive, with teams representing the Academy in sporting tournaments regularly finishing in first or second place. This is a remarkable achievement for such a small school and continues to highlight the strength of teamwork within the children representing the school. KS2 swimming takes place at the village pool and the Academy is looking at ways to extend this to enable our KS1 children and those in Reception to access swimming lessons. We are waiting for work to begin on our new all-weather playground and activity trail which will provide year round access.

We continue to maintain our healthy schools status; once again, the school achieved the Gold PE mark in all age phases this year. Our 30:30 strategy initiative is now fully embedded with all children having access on a regular basis and children given the opportunity to share their learning. We also now employ a lunchtime play leader to lead focused physical activities at lunchtime.

The Academy continued to provide a successful and popular Breakfast Club; in addition, it has further developed its offer of afterschool clubs which now include rugby, tennis, football, cricket, hula hoop, movie makers, gardening and martial arts.

School Improvement

The Academy believes that transparency and open data on the school is both important to parental choice and an enabler of data driven standards improvement. The Academy has used the services of an experienced and widely respected educational professional to act as a "School Improvement Partner" to advise Governors and the SLT on standards and school improvement and write an independent report for Governors.

The following are extracts from the most recent report:

- Early years - GLD at 77% is above national and LA but is a drop against the previous two years. The school's internal data shows strong progress for non-SEND pupils, especially in reading which the Head attributes to high quality books which are emotionally engaging; consequently children think more deeply about what they read and comment accordingly. In this group of 13, each child represents 7.6%. 2 children have significant levels of SEND. Average points score of 40 is well above LA and national on a rising 3 year trend.
- Year 1 - phonics (all 10 pupils are boys) at 100% exceeds national and LA and is an increase of 8 percentage points on 2018; returning to the 100% form of 2017. Y2 retakes are also 100%.
- Year 2 - **Reading**: 86% EXS (working at expected depth standard) is well above national on 3 year declining trend and GDS (working at greater depth standard) 43% is well above national and LA but also down on the previous 2 years. **Writing**: 86% EXS well above national and LA on declining 3 year trend. GDS 43% is 28 percentage points above national and well above LA on a declining 3 year trend. The gaps between reading and writing almost non-existent. **Maths**: 86% EXS is above national and LA on a 3 year declining trend. GDS 43% is well above national and LA holding steady on last year's identical figure. Reviewing these results it is important to note 2 things. 1: each child represents 7% in this group of 14 with 2 SEND children. 2: The Y2 teacher is a moderator for the LA whose judgements are confidently accurate. RWM EXS is well above LA and national while GDS is more than 3 times greater than national whilst exceeding national.

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Achievements and performance (continued)

- Year 4 – **Reading:** 94% ARE (are related expectations) and 89% above are well above provisional LA. **Writing:** 94% ARE and 66% above also exceed LA. **Maths:** 94% ARE and 56% above is also above LA.
- Progress - the Head has provided detailed charts for pupil progress which show generally strong progress for pupils. This will form a fuller focus for the next SIA/SIP visit by which time the LA's verified and detailed data packs will provide an accurate comparator.

The Academy also had a visit from a Local Authority SIA (School Improvement Adviser). The following are extracts from that report:

- Early Years Foundation Stage practice is strong. The environment clearly supports all areas of the curriculum and celebrates children's learning.
- The children were eager and articulate when explaining their learning.
- Pupil progress meetings target what the teachers will do differently in the classroom to drive progress. The focus is on progress and attainment for **all** pupils.

The Academy strives to ensure that standards are continually raised. As its School Improvement Plan states, "we challenge ourselves to constantly innovate and improve, always aiming to provide an outstanding education for our children". The Academy's plan for ongoing, continuous selfimprovement is captured in the School Improvement Plan, '*to sustain the consistent high standards*', which includes Governor oversight and assessment of progress against that plan through the academic year.

Financial Performance

A financial review of the year is provided in the following section. Below are some of the key financial indicators:

Operational income (all sources):	£382,596	(2018: £395,817)
Operational expenditure (exc LGPS pension and depreciation):	£386,337*	(2018: £413,490*)
Operating deficit:	£3,741*	(2018: £17,673*)
Aggregate free reserves at year end:	£64,699*	(2018: £68,440*)
Staff costs as % of operational expenditure (per above):	76.5%	(2018: 72.3%)
Staff costs as % of GAG funding:	95.7%	(2018: 90.6%)

*adjusted to reflect that £8,000 of 2017/18 PE funding and £6,921 of 2018/19 PE funding has been allocated during the respective year to a new all-weather playground and activity trail project although this project will not complete, and be paid, until 2019/20 – this results in the presentation of more meaningful underlying metrics.

Financial Projections

Into the next financial year (2019/20) the Governors currently expect to run a broadly balanced budget (after adjusting for the planned expenditure on the proposed all-weather playground and activity trail, part of which has effectively been set aside from increased PE funding over the past 2 years for these purposes). This would be a welcome result after recent in-year deficits and would be enabled in large part by a reduced staff cost base given recent changes in personnel and staffing structure. However, the Governors current forecasts for the two years after this (2020/21 and 2021/22) indicate a return to in-year deficits which would need to be met from accumulated funds and reserves.