



IMPACT STATEMENT – AUGUST 2021

The Mission of the Trust

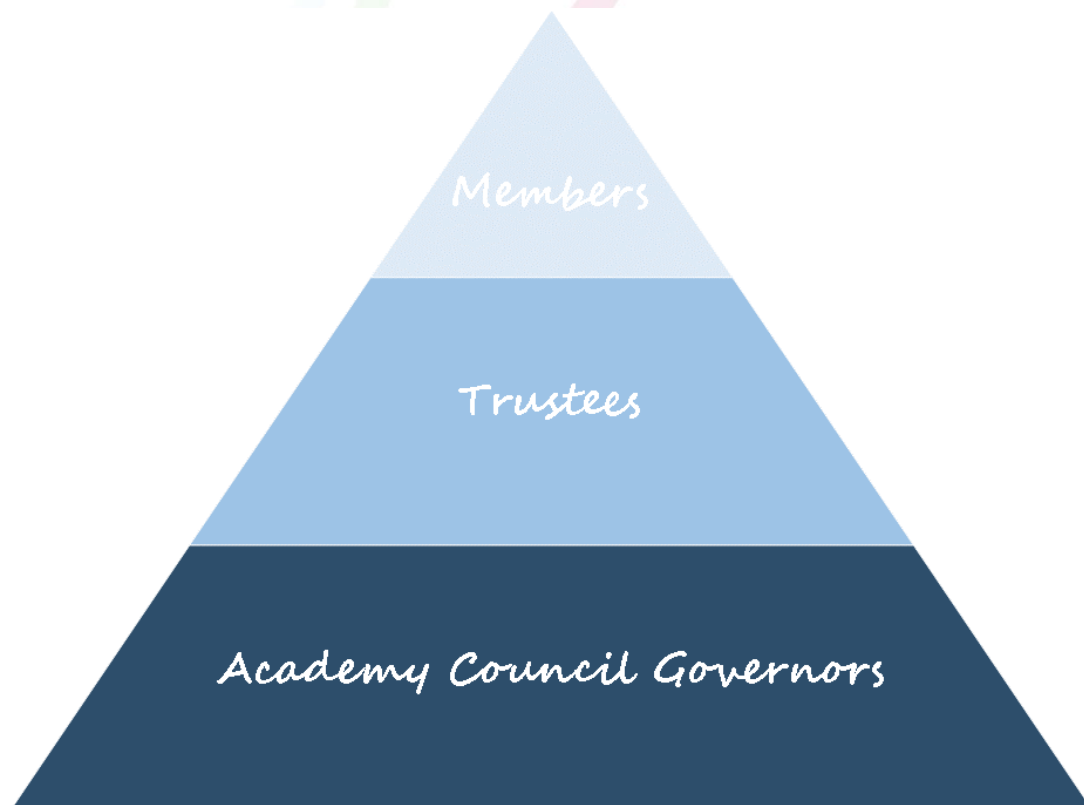
Together we inspire a lifelong love of learning, which enables all our children to achieve more than they ever believed possible

The Role of the Trustees

The Kite Academy Trust is governed by its Trust Board, which comprises independent Trustees appointed by the Members, supported by the CEO. The Trustees have the legal powers and responsibilities to ensure compliance with both charity and company law and the Trust's funding agreement. They oversee the running of the MAT and determine its strategic direction. To ensure clear and efficient governance, the Trustees delegate certain responsibilities to the Academy Council, at each academy, to support the strategic oversight of the organisation and ensure that each academy delivers the vision and values of the Trust.

The role of the Trust Board is to be an intrinsic part of the leadership of the Trust, working together with the Executive Team to ensure that we are providing the very best for all children regardless of which academy they attend. The Government expects the Board to be a dynamic group of highly skilled individuals who focus on supporting the Executive Team, Head Teachers and all the staff to shape the strategic direction of the Trust. They are a group of dedicated volunteers, who invest a huge amount of good will, hard work and time for the sole purpose of improving the education of every child in the Trust. They are accountable for the performance of the Trust, which includes all of the academies, and have three core strategic functions:

- Ensuring clarity of vision, ethos, and strategic direction
- Holding the leadership to account for the educational performance of the academies
- Overseeing the financial performance of the Trust and its academies to ensure money is spent well.



Members of the Trust Board

Chair of Trustees	John Allan	Chair of Finance	Matt Rees
Joint Vice Chairs	Debbie Andrews	Chair of Teaching & Learning	Mark Ellis
	Karen Findlay	Chair of Safeguarding & Community	Liam Quinn
			Mike Kershaw
Member Appointments	Judith Langley		
	Yvonne Bell-Russell-Jones		
	Georgie Williams		

Trust Board Meetings

In order to minimise contact, many meetings were moved online. The Chair and Vice Chairs have been the main point of contact with the Executive Team. All Trustees were kept apprised of responses to the pandemic through regular letters and emails. Throughout, the Trustees have continued to support key priorities including developing robust risk assessments, strategy for children returning to academies and ensuring the safety of staff on site.

Trustees meet each half term. In the first half term, they review the strategy of the Trust and, in the second half term, they review the monitoring reports from each of the Academy Councils. Minutes are taken at each meeting and at the end of term a report is uploaded for Academy Councils to receive feedback.

Trustees are also invited to be part of one of the four committees: Finance & Resources, Safeguarding & Community, Teaching & Learning and Pay. They receive monitoring reports from each Academy Council with in depth information regarding each academy. This enables us to identify good practice across the Trust and praise when this is being shared. Where areas of weaknesses or concern are identified, support can be allocated. We use different sources of information from the academies and around the country to build an informed picture of the Trust's performance.

Academy Governance

As part of the governance structure of the Trust, each academy has an Academy Council who monitor the day-to-day work of the academy. The Governors take on a portfolio to monitor particular aspects of the academy. The findings are then reported to the Trust Board through an Executive Report, which highlights any strengths and risks within the academy.

Impact of Trust Governance

Trustees understand and gain knowledge in areas of strengths and weakness in all areas of each academy. Feedback to Academy Councils provides direction to them to both support and challenge the Academy leadership.

This impact statement is one way in which the Trustees articulate their role in this leadership. It is intended to identify the impact we have had on school improvement and provide transparency of our activities.

Priorities through COVID

This has been another unusual, challenging year however the Trustees have maintained their responsibility to provide support and oversight and continued to develop the Trust through focussing on the following key priorities:

- Overview of safeguarding procedures, taking into account remote learning;
- Support for vulnerable families;
- Health & Safety provisions in response to the pandemic, including approval of the Academies' risk assessments;
- Additional support for disadvantaged children and children with SEND;
- Overview of the remote schooling offering;
- Mental health and wellbeing of staff;

Impact of Work across the Trust in 2020/2021

As Trustees, we celebrate the fantastic work across the Trust and provide challenge and support in areas that can improve the Trust. To execute the development of the Trust, a Central Team has been established. This year, elements of development have included:

	Why	Action	Impact	Next Steps
<i>Vision & Values</i>	The MAT had grown to 9 academies just before the pandemic, we were now recovering from different working arrangements and needed to engage all leaders to be up-to-date, as well as be involved in the continued development of the Trust and how we go forward together as a group of academies.	A review of the mission and vision of the Trust with all stakeholders. Each academy had a staff meeting led by Exec Heads so that all staff could contribute to this piece of work. The feedback was used for all leaders across the Trust to collaborate to agree the key drivers of the Trust.	Shared understanding of the mission & vision of the Trust and a collaborative approach to developments. Core values agreed with all Heads working on descriptors and behaviours. Clear Trust Development Plan written to prioritise work for next year.	To communicate with all staff the conclusion of the work on defining our culture. All academies to have an Improvement Plan linking in to the Trust Development Plan so that everyone is working towards the same aims.
<i>Sustainability</i>	Sustainability is paramount with NOR being key to the income of the academy. Currently there is a low birth rate with a large gap in spaces for children starting school and numbers needing those spaces. There was a need to raise the profile of all academies. This was exacerbated by families being unable to visit academies to make their choice for Reception places.	Marketing projects with all academies having introductory films on their websites. Social media used to promote academies. Promotion of academies in the local area particularly Farnham Herald for Hale, social media and consultation on name change for Fernhill. Fernhill to be renamed The Ferns Primary Academy in September.	4 of our 9 academies are full in Reception for September but there are still low numbers in the other 5. Social media being used well in many academies.	Promotion of The Ferns Primary Academy with activities to get the local community involved in the school. Work on reopening the swimming pool at the site. Strategic decisions over reducing PANs in some academies.
<i>Executive Team</i>	The restructure of leadership across the Trust was implemented in September 2019. This was just 6 months before the pandemic. This was a crucial time for the Trust and the role of this team was to ensure we kept abreast of Government guidance, disseminated information, supported leaders to ensure that the Trust was a healthy organisation.	The Trust became a member of the Confederation of School Trusts (CST). The six members took on specific leadership roles but worked closely together ensuring linked decision making.	Well informed leadership supported academies to negotiate through the pandemic while also continuing to develop the Trust. The new leadership structure enabled the Academy Heads to concentrate on the day-to-day organisation and teaching and learning within their academy, while being well informed and supported by experienced leaders.	To provide further training for our Executive Team including the NPQEL for Exec Heads, CST Conference & Academies Show.

Trust Development

To ensure we are an outward looking Trust where we learn from others and use research and knowledge to provide all children in the Trust with the best education through high quality teaching in all academies.

The Board had set up a leadership structure across the Trust with a central improvement team (AsIST) working closely with the Executive team to continually develop the Trust.

The AsIST and Exec teams fostered working outside the Trust:
Trust are members of CST.
All Heads - SHLP, Farnham & Hampshire Heads groups.
Central Directors & Managers - on line national networks.
Jo Ibbotson – Directors of Improvement (CST)
Christine Dickinson -The Anchor Group of Surrey CEOs & worked closely with 3 local Trust CEOs (subsequently Chairs and Clerks met).
Suzie Andrews seconded a day a week to Surrey SEND.
Cheryl Dancer mentored SCITTs for SFET.
Tracy Willing worked with Folly Hill to provide finance support.
All attended appropriate on-line training and disseminated information.
Subscriptions to The Key & NGA.

Trust continues to develop using learning from others.
Exec Team attend fortnightly updates from CST which have kept the team abreast of up to date information to consider.
All academy heads are supported with all aspects of leadership from highly skilled leaders.

Tammie Wisnia to be seconded once a fortnight to work for Charles Dickens Academy supporting school improvement.
Kite to develop in the role of regional ambassador for SFET.

Career Development

With the leadership restructure the Trustees wanted to consider leadership development in all aspects of the Trust. This would provide career pathways which is seen to be important for staff retention and staff satisfaction.

The team designed pathways for all staff:
Admin staff became ambassadors for a specific area of admin across the Trust including – procurement, finance, IT support, HR, grant funding.
Education support staff – HLSA, ELTA, SEND, Early Years & Pastoral
Teaching staff – NQT & RQT, Foundation & Core Subject Leaders, Inclusion Leaders, Aspiring Leaders, Executive Leaders.
Opportunities for staff to have a secondment to another academy.
All job opportunities are advertised internally.

Succession planning is available for key roles in the Trust.
Staff can follow a pathway that works for their career progression.
Many successful secondments have supported staff development and sharing of good practice.

Applications for NPQs for leaders to use external as well as internal training opportunities

Finance	<p>Financial sustainability is key, particularly at the moment, with the pandemic bringing so much uncertainty.</p> <p>We had certain key areas that needed to review:</p> <p>Our auditors who had been with us since 2015.</p> <p>The vacancy for a Finance Director.</p> <p>The newly implemented pooling of funds & clear accountability of spending pots.</p> <p>The current finance system to support our new way of working.</p> <p>The new DfE chart of accounts.</p>	<p>We went to tender for new auditors who will be in place for this year's audit.</p> <p>New finance director appointed in April.</p> <p>The pooling of funding has been on going throughout the year and the advantages of this system have been acknowledged.</p> <p>Review of the finance system resulted in Access being selected.</p> <p>New chart of accounts will be implemented with new system. This will make returns to the DfE more efficient.</p> <p>Finance training for enriching leaders.</p>	<p>New Finance Director giving clear direction to the team.</p> <p>Confidence in the new financial way of working.</p> <p>Trust is still financially viable.</p> <p>Savings made through good procurement and joint purchasing power.</p> <p>Heads had greater understanding & more accountable for the funding pots for their own academy.</p>	<p>Engage with new external auditors.</p> <p>Tender for internal auditors.</p> <p>Implementation of new financial system which supports better reporting & access for leaders to their own dashboards.</p> <p>Consider the best way to report to academies and Trustees using the new system.</p> <p>Half termly finance meetings led by Finance Director.</p> <p>Change to one bank account.</p> <p>Move school funds centrally.</p>
HR	<p>There have been a number of disciplinaries, grievances and parental complaints that have resulted in the need for panels to meet. There were also a number of SARs to be completed.</p> <p>A review of Kite Pay to ensure that our offer is as competitive as resources allow.</p> <p>HR Policies linked to the pandemic required amendments as regulations changed.</p>	<p>Completed the procedures with much support from the central team.</p> <p>Reviewed procedures and policies to ensure that the practical implementations were sound.</p> <p>A review of the Kite pay resulted in Tiers 1 & 2 being amalgamated to ensure our lowest pay band is competitive.</p> <p>HR team ensured that policies reflected the regulations.</p> <p>HR training for enriching leaders.</p>	<p>All incidents have been completed with satisfactory outcomes.</p> <p>The work load of the SARs led us to consider that we needed to implement a retention policy for emails within the Trust.</p> <p>Academy Heads had clear guidance throughout the pandemic with updated HR policies as required.</p> <p>Heads have greater understanding why it is essential that all HR decisions are consistent across the Trust.</p>	<p>Ensure learning and best practices are shared, implemented, and embedded across the trust.</p> <p>Central HR team continue to support Heads with decisions that will impact the Trust.</p>
Estates	<p>In 19/20 the Estates team had successfully bid for £781,000 funds for £854,817 worth of work to improve our estates. This learning was used to apply for CIF bids this year.</p> <p>Need to have an informed priority plan for maintenance.</p> <p>Risk assessments were crucial through the pandemic and these were updated regularly as regulations changed.</p>	<p>Trustees agreed reserves funding to support these bids.</p> <p>Estates team managed and all CIF projects.</p> <p>Commissioned a company to provide condition reports on all academies to provide priorities for the estates budget next year.</p> <p>Risk assessments updated and discussed with all Heads to support them in their academies.</p> <p>Health & Safety training for enriching leaders.</p>	<p>The 20/21 round of CIF bids was again successful. Our academies received £1,156,715 worth of building work for a contribution of £114,279 from reserves.</p> <p>Very few bubble closures across the whole Trust throughout the pandemic.</p> <p>Staff and families confident in approach.</p> <p>Heads have greater understanding of their responsibility for H&S.</p>	<p>Monitor and manage projects for this year.</p> <p>Priority plan to be produced for estate management using the condition survey report.</p>

IT	<p>The pandemic had focused us all on IT provision and the need to ensure that our IT infrastructure was fit for purpose.</p> <p>To support staff in developing new skills for the different way of working.</p> <p>The rise in incidents of cyber attacks</p>	<p>Trustees agreed reserves funding to support IT spend on equipment for staff, infrastructure and software.</p> <p>IT team supported staff with group training and individual support.</p> <p>IT manager working with company to ensure cyber security.</p>	<p>Staff able to work from home, share files on DPS, set remote learning for children and attend virtual meetings.</p> <p>IT team available for technical support and ensure staff confident in the technology available.</p> <p>Cyber security supported through appropriate software, hardware, systems and informed staff.</p>	<p>Consider the hardware available in classrooms to ensure that all Kite children have access to high quality IT.</p> <p>Continue to work on cyber security with external company.</p>
Staff Voice	<p>Two-way communication with all staff to ensure that everyone has a voice.</p>	<p>A formal consultative group (Kite Strings) has been set up with representation from all academies and the central team.</p> <p>They have led a staff survey for all staff on wellbeing of staff and supported the work on the culture of the Trust.</p>	<p>All staff now have a voice within the Trust.</p>	<p>Personnel on this group will be more formally voted on by colleagues in each academy.</p>
Data	<p>With the last two years being difficult in terms of tracking children's achievement and progress it was essential for our leaders to be confident in the data that is being agreed.</p>	<p>Data for all children across the Trust, including vulnerable groups, has been analysed. This focuses on reading, writing and maths. Analysis is completed at varying levels and shared across the Trust.</p> <p>The AsIST team have supported achievement leads and subject leaders to interrogate the data.</p>	<p>Consistent assessment system enables leaders to analyse data identifying strengths and areas of development.</p> <p>Shared data enabled academies to make comparisons & learn from each other. Trustees aware of how academies are performing & ask timely questions.</p>	<p>The AsIST team to ensure that all staff are confident to use all elements of the assessment system to inform planning, assessment and progress of all children.</p> <p>Consistency of the system to enable comparison of reliable data.</p> <p>Ensure that there are aspirational expectations for our learners.</p>
Governance	<p>The need to ensure the Governance structure is streamlined, informative and impactful.</p> <p>To ensure that the makeup of the Trust Board reflects the skills required to confidently support and challenge decisions.</p> <p>To recruit and induct new Trustees & Governors & ensure they are well informed through training.</p>	<p>New governance structure adopted across the Trust with termly training for portfolio holders.</p> <p>New Trustees and Governors who have joined our team have been supported with induction. Through a Governors survey the feedback from this was very positive.</p> <p>Clerk recording Trustee training.</p>	<p>Trust Board has kept abreast of their responsibilities regarding the latest requirements and expectations. The defining the culture day has resulted in a streamlined approach to Trust Development and Academy Improvement.</p>	<p>Update the current governance structure to bring monitoring in line with TDP & AIPs providing support & challenge.</p> <p>To ensure Trustees & Governors have appropriate training & this is recorded in each Academy.</p>

Finally, this year more than any other, we have been incredibly impressed by the resilience, the dedication and adaptability of the staff, governors and families across the Trust and, in particular the Executive Team, who have guided the Trust through incredibly challenging times and continue to provide fantastic levels of support to the leaders, staff, pupils, families and the wider community.