



*'Honour your history to create your future.'*

*'The fineness of grain and brightness of colour'*

## **Agate Momentum Trust**

### **Annual Report 2020-21**

Agate is a precious stone, known for its brightness of grain and fineness of colour, traits that the Agate Momentum Trust bring to the local community.

The meaning of this name for the Multi-Academy Trust currently comprising of Hallsville and Scott Wilkie Primary Schools runs deeper still. Agate Street, a lost road in the vicinity of where Hallsville now stands was bombed out of existence during an air raid on 10 September 1940 which left as many as 400 dead and unaccounted for. The Street and those lives lost are memorialised in the name of the academy, instilling an intrinsic sense of heritage and community in the MAT's foundations.

The need for a name that was about more than any individual head teachers, trustees or CEOs but that served the long-standing needs of the local community as well as the school was at the heart of the decision. In the foundations of the Agate Momentum Trust is a past heritage brought to life to inform a bright promising future.

#### *Agate Momentum Trust's Vision*

*'Striving to provide a world class education to create world class citizens'*



*Welcome from the Trust Leader Keri Edge*

2020-21 brought further challenges due to the pandemic. Like the rest of the country we were closed except for the most vulnerable or those who were unable to access online learning from January through to 8<sup>th</sup> March.

This time however we were able to offer a world class remote learning experience to all our pupils. Every child learning from home had access to the internet and had a chrome book or laptop to access live lessons.

Teachers rose to the challenge using software effectively to deliver high-quality on-line lessons to all their pupils. Attendance was extremely high with most classes most days achieving high attendance

Teachers taught 3 hours of remote learning a day working in the afternoons to target and support pupils that needed additional support and help. The whole community pulled together and Agate Momentum Trust’s offer of online learning is one of my finest achievements as a leader so far in my career.

96% Hallsville and Scott Wilkie parents were happy will the remote learning offer

100% Hallsville parents and 96% of Scott Wilkie parents felt the school communicated well with home

*“Live online lessons were well planned out and engaging, and that had a big impact on my child’s mental well-being, being able to visually see her classmates in the classroom streams.” SW parent*

*Keeping children’s learning alive, amazing job done by all the teachers, even over a screen C got the support and attention he needed. Nothing was too much trouble. I also thought it was great how the day was planned out, C new what he was expected to do, even at these difficult times the children was put first. C has always found maths a bit tough so in school he did maths after school club so when he got put in a small support group 2/3 time a week he was over the moon and he really learnt a lot. Also I think the updates we keep getting was brilliant and all the information on goggle classroom was great, we as parent and C know what hat to be done and what was going on eg lesson plans, times, links, websites, videos, ect.*

Hallsville parent.

Attendance of Online learning

Hallsville	Scott Wilkie
Y6= 100%	Y6 = 100%
Y5= 95%	Y5 = 98%
Y4= 95%	Y4 = 92%
Y3= 96%	Y3 = 96%
Y2= 92%	Y2 = 100%
Y1= 98%	Y1 = 91%
rec= 93%	rec = 88%

Hallsville has handed out 141 devices to chn 70 x Lenovo Chromebooks from LGFL	Scott Wilkie has handed out 123 devices to children 5 x HP Computers Windows laptops
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40 x Acer Chromebooks from Stone Computers 6 x Stone Computers Windows laptops 34 x Samsung Chromebooks 8 x iPads from DFE 10 x Windows Laptops from DFE 3 x Wifi routers from DFE	20 x Stone Computers Windows laptops 60 x Lenovo Chromebooks from LGFL 54 x free Lenovo Chromebooks from DFE 5 x 4G dongles purchased by the trust 2 parents have asked for extension of their mobile 4G Awaiting 4G routers from DFE
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Strengths of the trust lie in the schools' drive in developing teachers' subject knowledge, pedagogy and curriculum design that ensures our pupils receive an education that is backed by research and truly world class.

### Highlights of 2020-21

- Outcomes of our stakeholders' views where 100% of the parents at Scott Wilkie and 98% from Hallsville felt the school was well managed and led
- Our successful open days to showcase the programmes 'Talk for Writing' Pie Corbett and 'Just Imagine – Take One book.
- Our succession planning and appointment of Kelly Jones to the HT position at Hallsville ensuring a continued vision and drive for excellence across the trust.
- Two Promotions of middle leaders to senior AHT positions to lead phases across the trust.
- A focus on reading. Offering in KS1 a systematic phonics programme as well as Just Image and love of reading.
- Year 6 pupils received own copy of national Geographic
- The successful implementation and teaching of RSHE education.
- Each school received 3K music grant to enrich the music curriculum.
- NLE work that offers school to school support to those schools in category or requiring support coaching and developing SENCOs and maths leads.
- The trust carries a number of specialist leaders of education that support and school improvement.
- Continued development of the curriculum to include academic vocabulary
- Excellent home learning offer on google classrooms
- Continued CPD for staff during the lockdown including specific CPD for EYFS staff on enabling environments, adult child interactions and maths.
- The Newham Teacher Educator Specialist Programme for SLT
- Strong collaborative work across the trust with a joined up Senior leadership team.
- Trust leader and Executive SBM passed IOSH health and safety certificate.

### Recovery Curriculum

Implemented Third space 1:1 math tuition

Writing conferencing for Year 5 pupils with a tutor

Extended the school day for Year 5 and 6 pupils

Offer targeted intervention to support pupil with keeping up.

Lowered the ratio to 1:10 in EYFS to support high quality adult child interactions.

Providing Summer HAF- Holiday and Food Programme to pupils from local schools.

The development of enabling environments across the trust in EYFS.



The development of KS1 playtimes to provide continuous leaning and wellbeing.



Attendance from 8<sup>th</sup> March -20<sup>th</sup> July

Hallsville  
Absence  
2020-21=March 8 onwards-4.9%

Persistent Absentees  
2020-21= 12.7%

Scott Wilkie  
Absence  
2020-21=March 8 onwards-5.4%

Persistent Absentees  
2020-21= 18.4%

CIF bids 2021-20

Hallsville=Water and fire risk assessment improvements

Scott Wilkie=Roof Refurbishment part 2

## Key Performance Indicators

a. Key performance indicators Both schools within the Trust operate in line with the requirements of their Funding Agreement with the ESFA. The main KPI for both of the schools in the Trust is:

**1) The Ofsted Framework for Inspection. Inspectors must judge the quality of the education provided by each school. This is an overarching judgement made by inspecting the following areas. • Quality of Education including intent, implementation and impact • Behaviour and attitudes • Personal development • Leadership and management**

Both schools are due an inspection Autumn 2021.

Hallsville	Scott Wilkie
<p>Ofsted 2007 What the school should do to improve further</p> <ul style="list-style-type: none"> <li>■ Raise the attainment of the more able pupils in reading by the end of Year 2.</li> </ul>	<p>Ofsted 2014 What does the school need to do to improve further? (Last Ofsted)</p> <ul style="list-style-type: none"> <li>-Increase the proportion of teaching that is outstanding, in order to raise standards further across the school, particularly in reading, by:</li> <li>-making sure feedback comments are used by pupils to improve their work</li> <li>-ensuring teachers provide more difficult work for those pupils who are capable of greater challenge in order to maximise their development of key skills</li> <li>-ensuring that all teaching assistants receive appropriate training so that the quality of their support matches the very best currently in the school.</li> </ul>
<p>Standards in reading at Hallsville at the end of KS1 are in line with national averages. Considering the deprivation in the area this is a great achievement.</p>	<p>2020-21 50% of teachers were judged to be outstanding. Standards are now above national average and reading is taught throughout the school effectively and efficiently. Feedback is effective and moves children on Teaching assistants are used effectively across the school they support in the core in the morning and carry out research backed interventions in the afternoons.</p>

## **2) Outcomes of peer reviews focusing on the curriculum.**

Due to Covid 19 peer reviews did not take place. However the school did have visits from a number of schools. At Scott Wilkie Elmhurst and Vicarage came to look at reading in KS2. Feedback received on learning behaviours was extremely positive.

At Hallsville the school has had a number of visits around Talk for Writing. Again feedback was extremely positive.

School Improvement Advisor July 2021

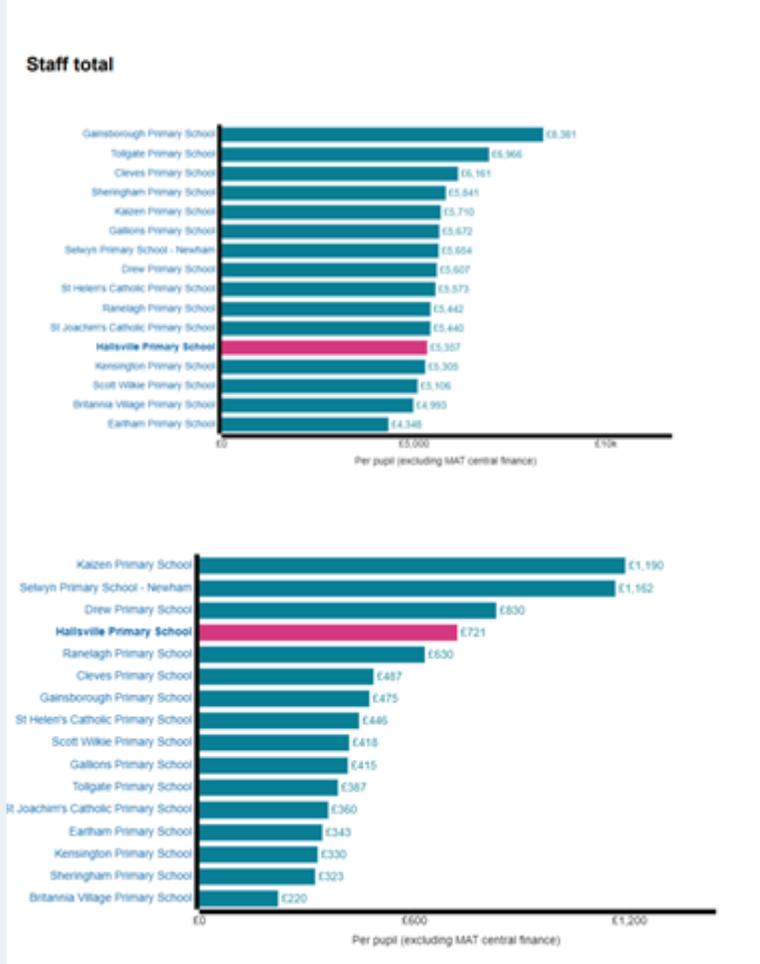
Hallsville	Scott Wilkie
<p>-The learning environment is enabling, the school is tidy, well ventilated, pupils appear happy, contented and hard working. They enjoy talking about their learning.</p> <p>-The displays in high quality frames reflect and illustrate pupils' work in the corridors. There is no clutter. Classroom displays support the learning, they are consistent and purposeful.</p> <p>-Talk for writing is consistent throughout.</p> <p>-Partnership working is a strength of the school.</p>	<p>Overall teaching seen - challenges and extends pupil thinking, very strong partnership teaching. The consistency across the school is very noticeable, for example the use of display, working walls to support learning, the engagement of pupils, the genuine desire of teachers and all staff to engage and motivate through well planned and interesting lessons. The Trust lead and headteacher know the strengths and the areas to tackle very well and have plans in place to continue the improvement journey.</p>

3) Maintaining staffing costs under the 85% of total budget so the Trust remains sustainable in the future.

This was achieved.

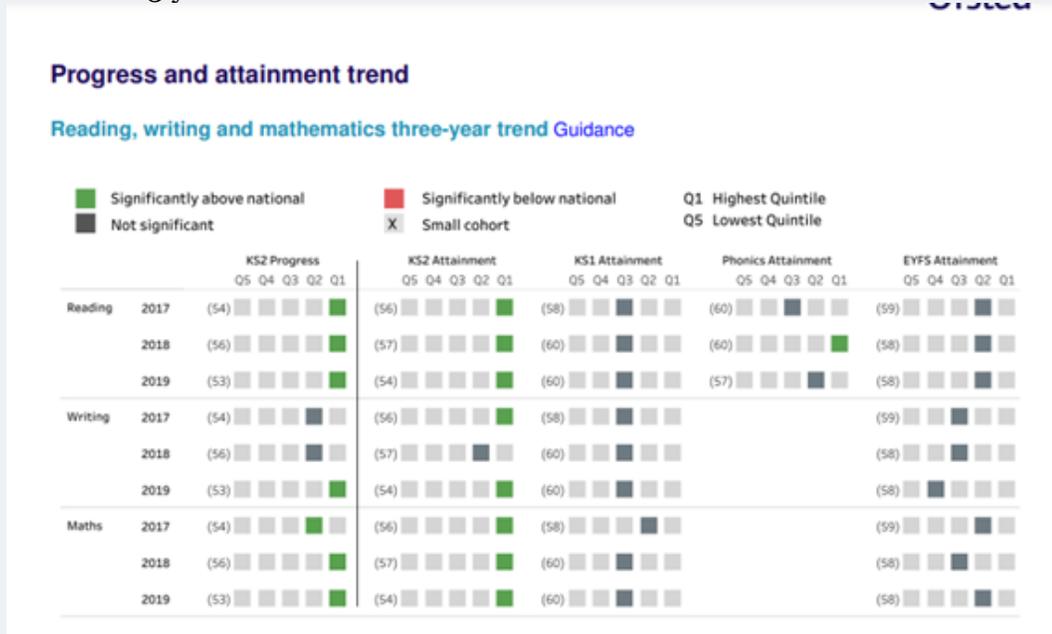
4) Benchmarking exercises so the Trust can challenge spending that may not be impacting.

Benchmarking is carried out by the FRARC committee every year.

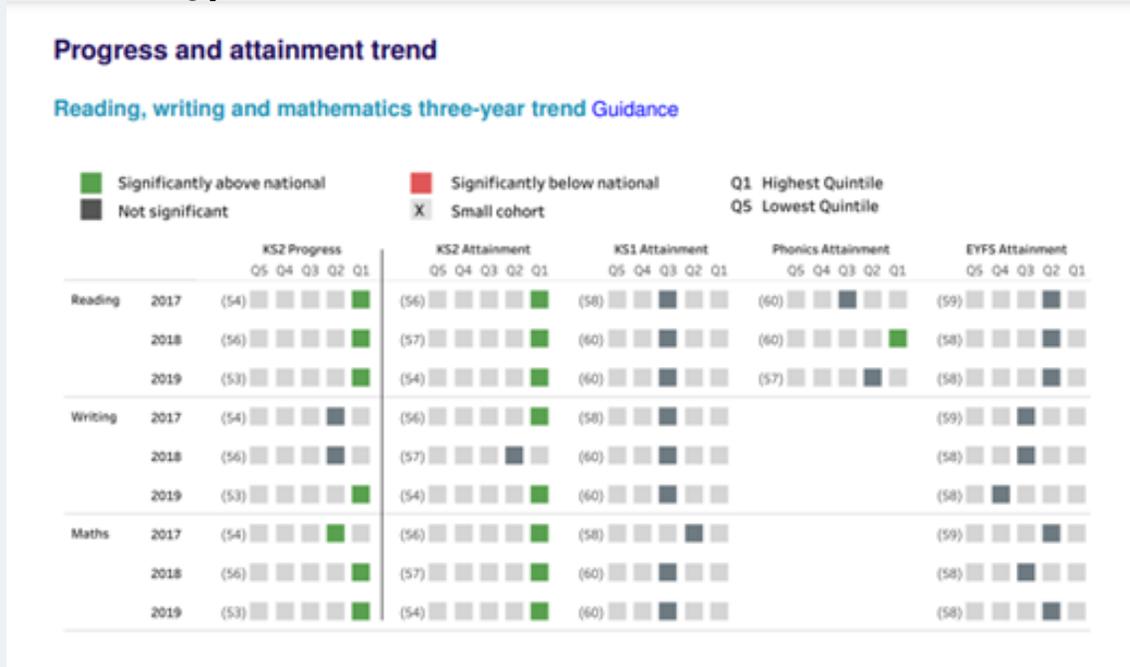


Results and outcomes are always high.

Hallsville 3 year trend



Scott Wilkie 3 year trend.



**5) Stakeholders' views including staff, parents and pupils.**

Hallsville staff	Scott Wilkie staff
<p>100% reported day to day management is good                      100% reported leadership is strong                      100% reported resourcing is great                      100% reported there is a good team ethos.                      100% reported teaching and learning is strong                      97% reported their voice is heard</p> <p>Great teachers, lovely school environment, everyone works SUPER hard, teachers care about the children massively and great leadership</p> <p>The support you get when you need it/ask for it. Ability to further develop as a teacher through the ability to observe other teachers. Opportunities for children through resources available and trips planned. Children are in the forefront of the vision. Listening to teacher's thoughts and opinions and actioning feedback. Having and understanding the 'why' to things being taught or how they are being taught.</p>	<p>97% reported day to day management is good                      100% reported leadership is strong                      97% reported resourcing is great                      94% reported there is a good team ethos.                      100% reported teaching and learning is strong                      100% reported their voice is heard</p> <p>We are a caring school that gives most children a well-rounded education and gets them ready for their next steps in life. I feel that children get a 'good deal' coming to this school.</p> <p>Pupil progress is the priority, staff teams work well together and changes are research led.</p> <p>inclusive education, embrace diversity, school is a happy and safe place, to develop children's understanding, respect each other.</p>

<p><i>Well organised and well run, there are good relationships between staff which leads to a good working environment which can best serve the children, expectations of staff are clear, a lot of training courses taking place to help constantly improve practise.</i></p>	
<p><b>Hallsville parents</b></p>	<p><b>Scott Wilkie parents</b></p>
<p>96.3% though the online lessons were good or better 93.8% thought communication was good during the Lockdown</p> <ul style="list-style-type: none"> <li>• Everything was perfect, homework keeps them busy during day so they don't get bored</li> <li>• The teachers and all the staff was very much supportive throughout the online class</li> <li>• The teachers were always available, very strict and stuck to the rules and they made the adaptation very easy for the kids</li> </ul>	<p>95.7% though the online lessons were good or better 89% thought communication was good during the Lockdown</p> <ul style="list-style-type: none"> <li>• Give support and making the lessons fun and understanding</li> <li>• Extra support for my son</li> <li>• Checking in on late kids, love of reading, keeping kids engaged with various activities</li> </ul>
<p><b>Hallsville children</b></p>	<p><b>Scott Wilkie children</b></p>
<p>97.7% reported that they are happy at school 98.5% reported that the lessons are interesting 96.9% reported that they feel safe at school.</p> <p>You help us if we are not feeling good. listening and helping and being kind If we need help, staff slowly break the problem down. The staff in Hallsville are very nice and if we have issues the adults will fix it rather than leaving it unsolved.</p>	<p>96.4% reported that they are happy at school 94.6% reported that the lessons are interesting 95.2% reported that they feel safe at school.</p> <p>you help me when I am stuck helping people when they have an issue and helping people when they are stuck on a question You take pride in my work and you ensure I reach the expected level or even more before I leave for Secondary school</p>

**6) Safe stimulating learning environment.**

See above for improvements made to the environment in 2020-21

## Hallsville

### Primary School

#### **Hallsville Primary School**

A prestigious school in Canning Town. Ofsted rating 'Outstanding' school'. The school offers a board and rich curriculum alongside high attainment.

#### **Highlights of 2020-21**

##### Outcomes Summer 2021-Teacher Assessment

Year 2 phonics 2020=85%

Teacher Assessment

Year 6 combined expected=88%

Year 6 combined greater depth=22%

##### Curriculum

Art exhibition entries.

<https://www.artmatterslondon.org/>

##### RE competition winners.

Key Stage 1 overall winner:

Theo Ferreira Year 2

Key Stage 2 (year 3 and 4) overall winner:

Sameeksha Nair Year 3

Key Stage 2 (years 5 and 6) runner up:

Sephora Tchesse Year 6

##### CPD

Talk for write training remotely from Pie Corbett.

##### Hallsville History

The art video to commemorate the bobbling of Hallsville 80 years ago.

<https://hallsville.newham.sch.uk/our-school/our-history/>

Tree planting ceremony. The Mayor of Newham marks the occasion with a tree planting ceremony.



#### **Scott Wilkie Primary**

A gem of a school that offers great outdoor learning and a forest school. An Ofsted rated 'good' school that is noted highly for pupil engagement and participation in lessons.

#### **Highlights of 2020-21**

Year 2 phonics 2020=79%

Teacher Assessment

Year 6 combined expected=72%

Year 6 combined greater depth=25%

Year 6 PP combined expected=

Year 6 pp combined greater depth=

Improved welcome and reception area



Scott Wilkie library was installed





Mayor of Newham Rokhsana Fiaz, pupils Teddy Silcox and Aseel Ibrahim plant an oak tree to mark the 80th anniversary of the tragedy which claimed 600 lives. We also funded the upkeep of the memorial garden.



Continued development of wellbeing Finland project in year 3 and 4 corridor  
Continue development of Cultural capital project.



Extension of the SEN hub

### Curriculum

Scott Wilkie won the marathon kids award.  
RE SEND winners and a Y6 runner up winner Kaela Odle



### Sharing best practice

Open days for 'Take One Book'- reading

Sharing best practice-  
Open days to a number of schools on Talk for Writing.  
Literacy lead wrote a T4W unit for Pie Corbett.

## Our partnerships



Agate Momentum Trust is a T4W Training School with Pie Corbett a founding member of the trust. Please see attached flyer for our up and coming events



Agate Momentum Trust has formed an exciting partnership with 'Just Imagine' to bring affordable professional development and opportunities for teachers to take part in action research with the best people in the field of literacy.



Agate Momentum Trust is an accredited 'Maths No problem' Trust.

## Why Join Agate Momentum Trust?

An opportunity to be part of and contribute to a high performing Trust that wants to share and develop.

A trust that is centred on offering a world class education that is deep rooted in understanding depth of pedagogy in teaching and learning.

A place on the Trust Board for HT and Chair.

Autonomy through own LGB

Support with back office: HR, financial and premises so that you can focus on School Improvement

Collaborative working together and joined up problem solving around School Improvement.

Access to bespoke curriculum design matched to pupil needs.

Strong robust assessment methodologies and workload reduction

## A message from the Chair of Agate Momentum Trust- Bola Awoyemi

This year has presented many challenges and it is always a pleasure to see the way in which staff, pupils, parents, governors, Trustees and other stakeholders work together to make Agate Momentum the vibrant positive and productive Trust that it is. It is my privilege to serve you all as your chair of Trustees and watch you all grow in the manner in which you do. Here is looking forward to a less disrupted and even more productive academic year ahead.