



'Honour your history to create your future.'

'The fineness of grain and brightness of colour'

Agate Momentum Trust

Annual Report 2021-22

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

2021-22 brought further challenges around offering children a broad and balanced curriculum alongside another variant of Covid 19. Priorities have really been around a focus on attendance and regaining trust that school is a safe place to be and to learn. 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 is truly world class.

Highlights of 2021-22

Autumn Term

The Financial External audit went extremely well demonstrating sound financial management in the trust. Raising the profile of the Trust was also on the trust's agenda with Friday Twitter highlights from myself. Furthermore, Reception open days were held for the first time to draw parents in persuading them to choose the trust for their child's education. An article in the Mirror and Newham Recorder sharing the extended day across the Trust also helped raise the profile.

Recovery

The focus in the Autumn term was on ensuring a strong recovery post the pandemic lockdown of the previous year. Although challenging in so many ways, there were upsides to the lockdown, for instance there were some children like the most vulnerable that really benefited from the lockdown as they were in school taught in small groups by teachers and their reading was listened to every single day by an adult. Obviously, there were also children that lost out and early literacy was one of the casualties as well as social and emotional needs of children moving into KS1 without having the benefit of 2 terms of EYFS schooling. There was also a significant spike in having to deal with online bullying that was challenging for the school to manage as the bullying was happening online at home. The Trust has tackled this issue through workshops and working closely with parents.

The recovery curriculum in the Autumn term saw a return to ensuring all children were offered a wide and rich curriculum. We saw a much-needed return to educational visits and in school visitors which improves our offer in developing children's cultural capital.

As a Trust the team was committed to closing the gaps.

An extended day was continued from the previous year. Upper key stage 2 pupils started at 8:30 providing time to develop their fluency and number sense prior to their maths lesson. An additional 30 minutes was added to the end of the day to address key skills such as handwriting, multiplication tables and spelling. Weekly on-line tutoring delivered by our partner, Third Space, also continued, offering a place for year 6 pupils to discuss their maths with a tutor. In Key stage 2 teachers offered target pupils 'keep up' sessions. Additional staff have been used to ensure children are heard reading 1:1 with a focus on comprehension as well as conferencing in writing focused on ensuring that writing makes sense.

Adult : child ratios were increased throughout EYFS ensuring staff could give time to adult child interactions. In Year 1 additional teachers were appointed to deliver small group teaching and to establish and build positive relationships focusing on developing emotional and social skills. The outdoor play area in Key stage 1 was developed so it reflected the play in EYFS. This supported the wellbeing of pupils.

The Trust placed teaching assistants on school-led tutoring training.

Professional Development

I am really pleased with the number of middle leaders that have taken up the leadership opportunities offered by the DFE. We have 8 staff across the Trust on DFE recognized leadership programmes.

Whole school professional development is focusing this year on Instructional coaching. Coaches carry out a 15 minute observation followed up with coaching and modeling to pull out the key action step that will improve teaching and learning. This action is modeled and deliberate practice is put in place to ensure it sticks.

The Trust also received training on T4W with an explicit focus on ensuring children were clear about the purpose and audience when they were writing.

Another key area of development will be around 'responsive teaching'. Teachers need to be able to monitor, assess, watch and listen to pupils to identify if they are ready to move on or if they need to recap previous learning.

Maths No Problem training was also offered: This supported teachers in visualising and representing word problems using bar models to unpick and identify the maths needed to solve the problems. For the first time we booked a Maths No Problem consultant to carry out observations and feedback to the trust on how we are developing. Introducing Maths No Problem in EYFS has ensured continuous learning in maths from EYFS to Y6.

Outreach

The Trust has undertaken a number of outreach work projects.

In my NLE role I have continued coaching and mentoring SENCOs.

Our Literacy AHT and the HT of Hallsville have run T4W sessions at Clapham Manor and George Mitchell primary schools.

Good morning,

Just a quick one to say a huge thank you to Lyndsey and Rashida, who delivered excellent training at our school on Wednesday. It was engaging, delivered knowledgeably and with confidence, and was peppered with very useful tools and ideas. The staff have been very enthusiastic ("best CPD I've had in years" etc) and are already putting things into practice. We are looking forward to the rest of the journey!

Samantha Hill

George Mitchell School

We have also held a T4W open day with over 20 delegates.

The music teacher from Hallsville is currently supporting the music teacher from Keir Hardie sharing and developing best practice.

Consultant and trustee visits

A highlight for the Autumn Tern was the EYFS audit which saw Scott Wilkie really providing a rich enabling environment.

The Reception area was outstanding. Autumn pictures floated across the interactive white board while gentle music played in the background. There was a quiet, purposeful atmosphere, everyone knew exactly what to do. Pupils independently chose an activity and accessed resources as they needed them. A little girl was working with shapes and sought out another puzzle, from a cupboard, when she had finished the one, she was working on. The whole environment was rooted in language development. Mark making was everywhere and children were actively learning, confident and familiar with expectations. MP Autumn 2021

RWI consultants, Maths No Problem and T4W all offered insights into how we can improve our practice.

Hallsville

Excellent learning behaviour was evident in all observations and throughout the visit, which aids and develops positive learning habits. Engagement/work routines and prompts were effective and consistently seen throughout all lessons Attitudes- Pupils were keen and communicative in the lessons observed. They were able to work collaboratively when asked and autonomously when needed. Superb attitudes displayed which is a credit to the pupils, staff and environment. I.’
Pauline MNP consultant Autumn 21

Scott Wilkie

Behaviour - Excellent learning behaviour was evident in all observations and throughout the visit, which aids and develops positive learning habits. Engagement/work routines and prompts were effective and consistently seen throughout all lessons Attitudes- Pupils were keen and communicative in the lessons observed. They were able to work collaboratively when asked and autonomously when needed.

The Trust continues to use Steve Cox Consultancy to support leaders with curriculum design and sharing outcomes and standards across the trust.

Just Imagine

Talks started with Nicki Gamble who is hoping to use Scott Wilkie to develop a ‘Take One Book’ approach around reading like a scientist. We are really excited to take part in this to raise the profile of the school and all it achieves.

First of all, a huge thank you to all the teachers and children who took part in filming today. They were an inspiration. We have captured so much good material and are confident that we will be able to put together a high-quality training package using the teaching as exemplification.

We particularly appreciated that the children were very natural and that although we did some preparation it didn't detract from the spontaneity or feel staged. It's lovely to see teachers with very different teaching styles using the strategies with equal success. Please can you pass on our thanks and appreciation?
Nicki Gamble

Outcomes of TfW 2021 – consultant

www

Leadership of Talk for Writing continues to be strong in both schools and there is whole-hearted commitment to the process in every class.

Learning behaviours in both schools continue to be exemplary as evident in every class visited.

Different stages of the Talk for Writing process were being taught during the learning walks and, notable, is the early writing which is developing well in Reception. Nursery and Reception areas in both schools were rich with opportunities for learning, all linked to the focus text

Alison RWI consultant

Areas to develop

Audience and purpose for writing – ensure that these are explicit at all stages of the writing process.

Oral rehearsal – a re-visit.

Ensure that toolkits are developed based on assessment of where children are with their writing and that progression is built into toolkits throughout the year.

Leadership

The speeches from the candidate for Head boy and girl at Scott Wilkie were a definite highlight for me. Hearing them speak about their education, their cares for the planet and wanting to give back were very inspiring.

Partnership Working

Support was provided by Scott Wilkie to Hallsville to support autistic children.

HAF Programme

I am really proud that the HAF programme for children eligible for fsm is taking place at Hallsville working in collaboration with Premier Sports.

Spring 2022

Marketing the Trust- Spring 22

The trust made it into both the daily mail and the Sun in regard to removing the pudding and adding in a morning protein snack.

<https://www.dailymail.co.uk/news/article-10393879/Top-primary-school-extended-day-help-pupils-catch-Covid-bans-pudding.html>

<https://www.thesun.co.uk/news/17297990/primary-school-bans-pudding-2/>

Tutoring

Teaching assistants trained to be online tutors across the trust.

Teachers and staff started school-led tutoring. This is working alongside Third Space tutoring partners that offer 20 Year 6 pupils tutoring every week.

T4W

12th January part 1 of T4W training programme started. This has been extremely well received. It demonstrates the trust's ability to support the improvement of teaching and learning beyond its own schools.

NLE

The executive HT has continued working in partnership with Uphall Primary and Highlands working alongside Dr Kulvarn. The work has been focused on best practice with SEND in the mainstream. The term ended with a visit from the executive HT and HT with the hope that more collaboration between the schools will develop.

Staff development

Lesson studies and instructional coaching remain at the forefront of teacher development.

Great learning and development have come out of lesson studies with additional support provided where needed.

RWI Development Days took place identifying strengths and strategies focused on how to unblock barriers to ensuring all children read in the trust.

Large contracts

A change of catering and plans to develop the asbestos land have been given the go ahead this term.

Computing

New servers and upgrades of computer equipment.

CIF bids

The company that we have chosen to submit our CIF to bids this year, Maun Funding, has come back to me with the final figures for the bids:

Successful

Scott Wilkie - Water Distribution - £361,943.19 (£39,813)

Scott Wilkie - Fire Safety Improvements - £276,054.06 (£30,365)

Not Successful

Hallsville - Double Classroom - £597,132 (£65,684)

Hallsville - Roof / Drainage - £533,831 (£58,721)

Recruitment drive

The Spring term has been used to secure great staff for Sept 22.

Summer 2022

Highlights of Summer 22 include:

Retention of strong ECT teachers and the progress they have made as a result of their professional development and support within the trust.

Sharing best practice

Working with Highlands and Uphall Primary on best practice with SEND in the mainstream as well as looking at getting EYFS children off to a great start.

Hannah Cleland passed CFO qualifications.

Visiting other schools

Tollgate - SEND provision

Highlands - Right respecting Schools

Ellen Wilkinson - Early Years

Art exhibition entries

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

Outcomes

Congratulation letters to both schools from Newham Council for excellent outcomes 2022

Tutoring

Tutoring really paid off and made a difference to pupil outcomes and relationships. NELI programme ensured the lowest 25% made good progress.

Quality first teaching for all

The lowest 25% of the school made excellent progress at the end of KS2. This has been down to ensuring our lower attaining groups were taught by the best teachers in our school. SLT have really taken on full responsibility for ensuring all pupils and especially SEND pupils receive a great learning experience at our schools.

Music

Children especially enjoyed taking part in school concerts - string quartet visit at Hallsville and live performances at Canary Wharf. The orchestra at Hallsville was also reestablished. Scott Wilkie pupils benefited greatly from taking part in Young Voices.

School fetes at both schools were a great success and bringing the community back together again was definitely a highlight.

Hallsville Primary School



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

Highlights of 2021-22

Hallsville was one of 2 primary schools nationally that won the UKLA (UK Literacy Award) title.

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 2021-22

Ofsted

23/24 February saw Scott Wilkie receive a section 8 inspection. The school was judged good but was recognised at the time of the inspection it would have likely received an outstanding judgment had the inspection been a section 5.



Awards

Renewed Basic Skills Quality Mark.
 Achieved Bronze healthy schools award.
 Platinum School Games Award

RE Competition

EYFS- Best response- song on place of worship with lyrics written by the chn
 KS1- Best class response year 2- stations of the cross.
 KS2- 3H poems compare their feelings in the synagogue with their own experiences.
 KS2- Year 4 (4H and 4Z Hindu creations).
 KS2 -Year 5 embroidery geometric Muslim patterns
 KS2- Year 6-visiting a Buddhist temple- response
 SEND- best group entry – created a cross

Sporting highlights 2021-22

London School Championship Dodgeball Tournament – 1st place (qualified for the National Finals)
 Basketball Competition (London Youth Games Qualifier) – 1st place

KS1 Moderation was very successful and showed our staff were accurate in their assessments of pupils.

Outcomes Summer 2022 – Phonics

Year 2 Autumn 2021 phonics 93%
 Year 1 phonics Summer 2022 phonics 86%
 Year 2 Summer phonics 2022=25%
 Year 6 combined expected=90%
 Year 6 combined greater depth=12%

Awards

Platinum School Games Award



RE Competition

EYFS - Runner up best class response
 Nursery
 EYFS - Runner up best class response
 Reception
 KS1 Best class response - Year 1
 KS2 Best class response runner up - Year 3
 KS2 Best class response runner up - Year 5
 KS2 Best class response - Year 6
 Best SEND Group Entry

Sporting highlights 2021-22

Year 3/4 Tri-Golf competition - 1st place, will represent Newham at London Youth Games
 Two teams attended Year 5/6 Seated Volleyball - 1st place and 3rd place - Winners will represent Newham at London Youth Games

Outcomes Summer 2022 – Phonics

Year 2 Autumn 2021 phonics 90%
 Year 1 Summer 2022 phonics 88%
 Year 2 Summer phonics 2022 75%

Year 6 combined expected 71%
 Year 6 combined greater depth 21%

Year 6 PP combined expected 56%
 Year 6 Non PP combined greater depth 88%

progress reading = 2.75
 progress writing = 1.28
 progress maths = 4.89

Year 6 PP combined expected=85%
Year 6 Non PP combined greater depth=96%

progress reading= 4.49
progress writing= 3.25
progress maths= 6.72

Attendance Outcomes

2021-22 overall absence = 5.4%
2021-22 persistent absence=14.2% of pupils
Regular meetings/ home visits and the attendance fairy all drove up attendance.

Curriculum

Hallsville made it to the dodgeball finals

Hallsville achieved 3rd in the knockout tournament Debate Mate

Involvement in Shakespeare project with children doing a number of performances.

End of year 6 performance was truly outstanding

Extended School

The school supported the extended school external staff to improve behaviour expectations that brought extended school in line with the school's high expectations.

Premises

Refurbished soft play area



Attendance outcomes

2021-22 overall absence = 5.9%
2021-22 persistent absence = 20.4% of pupils

Kerry Boe - Forest School Qualification

Performances

End of Year 6 performance

Well Being

KS1 growing area
Enzo the school dog continues to support the wellbeing of staff and pupils.

Performing Arts

The end of year performance was amazing.
The dance club is unique to Scott Wilkie and the trust is supporting the teacher to become a qualified dance teacher.

Improved grounds of the school house



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 deeply 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 Denby:

'We are particularly proud of the great achievements of our pupils and the magnificent way each child is reaching their educational outcomes in their own special way.

The Board members, Trustees and Governors are proud of the amazing progress that has been made and are looking forward to more great things to come.'