



GST Annual Report 2020 - 2021

From the Chair

For the last 18 to 20 months the schools within our Trust have been fighting a pandemic. This has brought a halt to all the work we usually do as a group of school. The work we have developed such as school to school support work, CPD, Staff Training, SEN support and Transition work have all more or less have been stopped. Schools have been unable to meet face to face. This has meant our schools have been isolated in many ways although various in-house support networks have brought sanity and in many cases clarity through a maze of Government information. Schools have had to wade through vast amounts of information often conflicting usually issued at short notice and released at the same time as it was given to the public. The fiasco of FSM has created another workload for school staff as has the increased work of monitoring the vulnerable and SEN children. This has created a massive amount of additional work for leadership teams and staff. They have had to manage the anxieties and concerns of staff and our families. The additional workload this has created cannot be underestimated as well as the constant climate of change as new information came on stream and the decision as to what was guidance and what was mandatory had to be ascertained. Our schools have an excellent track record of working together and those mechanisms stood them in good stead.

Our purpose has always been to deepen, extend and build on the sustainability of the successful collaborative working that exists across our Trust so we can expand educational opportunities for our children. Sadly, this has not been possible in our usual way for almost two years. Schools have had to manage lockdowns, develop an IT offer to all our children, manage bubbles and contend with constant interruptions to children's learning. Schools have begun to develop strategies for catch up learning to help children fill the gaps in their learning. This is still relatively early days for these initiatives and there may well be a time delay in demonstrating impact both in our First Schools, who will need to catch up on phonics and in our middle schools, which will have to manage a longer tail of attainment for children on transfer into Year 5. We will also have to support our schools manage the continuing pressure on schools' budgets.

Some of our schools have also had to deal with challenging incidents and circumstances. This has required huge resilience and leadership to support their school communities.

We have also to deal with staffing changes in Headships and in Governors. These are uncertain times for our schools, but we have resourceful and talented staff, Head teachers and Governors, and we can face the challenging times ahead as we begin to find our way back to working together again so that we can support our schools and children to be the best they can be.

Karen Elliott

Chair of the Gosforth Schools Trust

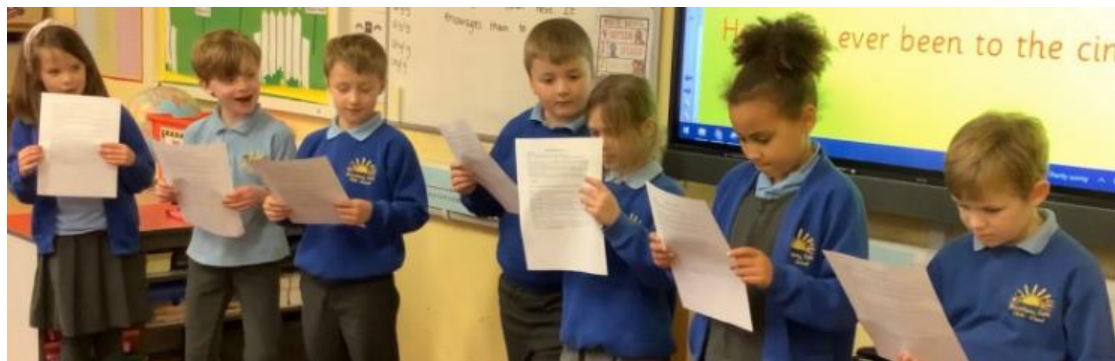


Lead Trust Admin Report

The activities related to the formal governance of the Trust were all completed on time and in line with the guidance we received. Our information with Companies House is up to date and our accounts have been approved and are now a public record.

Trust schools will soon continue to benefit from joint training and curriculum development working groups across core and foundation subjects. The work of some of these groups is supported by nationally accredited consultants.

The Trust actively seeks opportunities to establish effective partnerships with organisations from all sectors who share the vision and values of the Trust.



Trust Development Plan

Our Trust Development Plan continues to be constantly revised. It has been pared back during the last 20 months to accommodate the change in circumstances brought about by the pandemic.

Our overarching aims remain the five key areas:

- Expand educational opportunities for all our children.
- Share best practices across the schools and promote collaborative working (including schemes, policies and resources).
- To work more effectively with parents, carers, partners and the wider community.
- Create opportunities for peer review, shadowing, middle leadership, succession planning.
- To seek opportunities for additional funding streams and financial efficiencies.

Clearly, we have had to try to fit these key areas into a way of working where face to face opportunities were not possible. Looking for areas of commonality across all our schools individual Development Plans similar themes have emerged

- Well-being for both children and staff
- Managing and implementing the catch-up strategies and monitoring the impact on school's data
- Curriculum development
- Development of Leadership teams and middle leaders

The issue of increasing SEND needs and how we can support not only identified children but those with emerging needs. During the various lockdowns our schools have endured a lot of children have been unable to be assessed or their assessments have been delayed.



Achievements and Performance

The outcome and impact of the Trust Development Plan have been regularly reported to the Board members and trust Foundation Governors. Headteachers continue to review actions and plan ways to meet our aims.

Due to the pandemic schools were unable to work in the ways that the Trust had established. However, as we emerge from the pandemic and its necessary restrictions plans are being put into place so schools can resume our usual pattern of working.

Teachers and Leadership Teams have put in place on line offers that continue to be part of daily teaching. One of the key issues for the Trust is the interruptions to children's learning. This has led to a raft of interventions that have to be managed and staffed so as to maximise the learning and accelerate progress. There are children in out schools who have had a very varied exposure to phonics and therefore this may have an impact on early reading development. There is also the issue of children entering Reception and Y5 who may well not be at the usual levels of attainment as they have been in previous years. It is still early days of the catch-up programmes and schools are working very hard with this area. There is also an emerging issue with SEND which has been exacerbated by the pandemic with our schools trying to meet a range of SEND often from within existing resources. Delays to funding and assessments makes for challenging times in our schools

The schools that form the GST have a proven record in delivering excellent teaching and equipping our children with the necessary skills to meet the next stage of their learning.



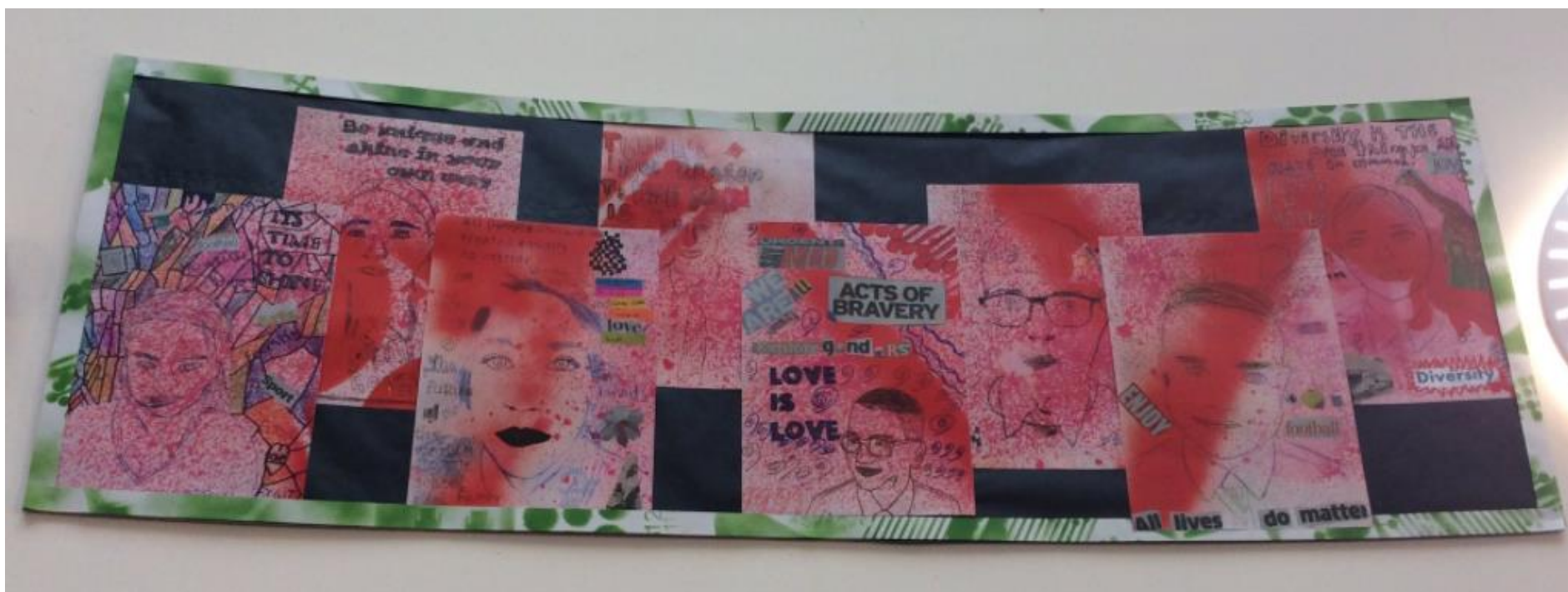
Individual School Data for Pupil Outcomes - July 2021 (teacher assessment)

First Schools

				KS1								
School	EYFS GLD	Phonics Y1 % WA	Phonics Y2 % WA Year 2 Pupil	Reading WTS	Reading EXS+	Reading GDS	Writing WTS	Writing EXS+	Writing GDS	Maths WTS	Maths EXS+	Maths GDS
Grange First	43%	68.5%	85%	27%	73%	17%	36%	64%	0%	31%	69%	14%
South Gosforth First	80%	N/A November testing	90%	17%	83%	45%	30%	70%	17%	17%	83%	37%
Regent Farm First	75%	79%	91%	27	73%	25%	30	70%	15%	27	73%	20%
Archibald First	75%	88.4%	84% (49/57)	20%	29%	52%	23%	44%	33%	21%	44%	35%
Archbishop Runcie First	83	93*	90	27	64	27	33	57	17	13	87	37
Broadway East First	78%	N/A November testing	N/A	11%	89%	44%	31%	69%	29%	22%	78%	36%
Dinnington First	75%		N/A	16%	84%	45%	19%	81%	25%	18%	82%	20%
Brunton First	81%		N/A	18%	82%	40%	24%	76%	26%	21%	79%	33%
Gosforth Park First	79%			11.11%	88.89%	46.67%	15.56%	84.44%	37.78%	15.56%	84.44%	46.67%

Middle Schools

School	KS2									
	RWM Expected Standard	RWM Higher Standard	Reading EXS+	Reading Higher Standard	Writing EXS+	Writing GDS	Maths EXS+	Maths Higher Standard	GPS Expected Standard	GPS Higher Standard
Gosforth East	69%	17%	81%	43%	71%	25%	83%	27%	71%	14%
Gosforth Central	63%	22%	87%	38%	69%	28%	80%	34%	-	-



Finance

Statement of Financial Activities for period ended 31st March 2017

Balance Sheet *as at* 31st
March 2017

*Unrestricted
funds 2016*

Incoming Resources

From charitable activities	£	11,954
Other incoming resources	£	3,000
Total incoming resources	£	14,954

Resources Expended

Support costs	£	362,551
Governance costs	£	1,680
Total resources expended	£	364,231

Net income for the year
or Net movement in funds

£ 349,277

Fund balances
as at 1st April 2016

£27,640,498

Fund balances
as at 31st March 2017

£27,291,221

Fixed Assets

Tangible Assets **£ 27,280,432**

Current Assets

Cash at bank & in hand	£	12,469
Creditors	- £	1,680

Amounts falling due within one year

Net current assets **£ 10,789**

Total assets less current liabilities **£ 27,291,221**

Income Funds

Unrestricted income funds	£	10,789
Unrestricted capital funds	£	27,280,432
Total income funds	£	27,291,221

The accounts were approved by the Trust Board on 19th December 2017. A copy of the full accounts can be found on our website.

A group of approximately 15 children are posed on a rocky, uneven terrain that appears to be a coastal or beach area. They are dressed in casual outdoor clothing like hoodies, t-shirts, and trousers. The background shows a vast, open landscape under a sky filled with large, white, fluffy clouds. The overall tone of the image is bright and airy.

Our Directors

Becky Turner

Archibald First School

Jeremy Bell

Gosforth Central Middle School

South Gosforth First School

Dinnington First School

Sarah Hawkins

Archbishop Runcie CE First School

Brunton First School

Helen McKenna

Broadway East First School

Sarah Medcalf

Grange First School

Tim Stout

Gosforth East Middle School

Helen Moore

Regent Farm First School

Leanne Lamb

Gosforth Park First School

Karen Elliott

Independent and Chair

Deb Tyler

Newcastle LA



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