

**Annual Governance Statement for the Governing Body of
Ashbourne Primary School
Sept. 2020 to July 2021**

The 2020-21 school year has again been dominated by the COVID-19 pandemic and the resulting challenges it has presented for the school's Senior Leadership Team (SLT), staff and governors regarding the delivery of anything resembling a normal educational experience to our pupils.

The governors would like once again to publicly express their appreciation and gratitude to ALL STAFF for their efforts in providing in-school learning for vulnerable children and children of key workers whilst simultaneously providing 3 LIVE online learning sessions daily for the remainder of pupils who had to work from home. Ashbourne Primary School was one of the few schools to provide this level of **live** online tuition. That this provision was being delivered the morning after the lockdown of schools at the very beginning of Jan. 2021 was a remarkable achievement and a testimony to all the pre-planning and training undertaken by staff in the Autumn Term. The aim of this planning and training was to enable school to deliver, if required, an improved online learning experience for pupils by addressing issues arising from the lockdown of March 2020, identified through staff analysis and parent and pupil questionnaires. Similar questionnaires regarding the online provision during Spring term 2021 showed a much higher level of satisfaction combined with an increased level of pupil participation.

Governors would also like to thank Parents, Carers and Pupils for supporting the school during this difficult period and look forward to everyone continuing to work with the school as we strive to give our pupils the best possible education going forward.

In accordance with the Government's requirements for all governing bodies, the three core strategic functions of Ashbourne Primary School's Governing Body are:

1. **Ensuring clarity of vision, ethos and strategic direction.**
2. **Holding the headteacher to account for the educational performance of the school and its pupils.**
3. **Overseeing the financial performance of the school and making sure its money is well spent.**

Governance arrangements

The Governing Body of Ashbourne Primary School undertakes to conduct all of its functions in accordance with the recommendations contained in the document:-

'WORKING TOGETHER' - A CODE OF PRACTICE FOR GOVERNING BODIES

The Governing Body of Ashbourne Primary School is made up of a total of 11 Governors and 1 Associate Governor. (Full details are given on the "About Us - Governors - Statutory Information" section of the school website.)

In order to better carry out its duties the Full Governing Body (FGB) also operates 2 committees:-

- **Teaching and Learning** whose remit is:-
 - 1.To oversee and monitor the quality of teaching and learning.
 - 2.To oversee and monitor the assessment and impact of actions taken in response to issues identified in the school's Self Evaluation Summary (SES) and School Improvement Plan (SIP).
 3. To monitor quality of EYFS provision.
 4. To monitor the impact of Pupil Premium.
 5. To assist the Head in promoting and maintaining good relationships with parents, partners and the local community.
 - 6.To be responsible for the school's Safeguarding measures and to request a termly update from the Headteacher on safeguarding issues.

- **Resources for Learning** whose remit is:-
 - 1.To oversee and monitor the Leadership and Management section of the school's SES and SIP.
 - 2.To oversee and monitor statutory school policies and documents relating to financial and budgetary issues, staffing, premises, Health and Safety (including the inspection of safety logs).

Attendance record of governors The FGB and both committees all normally meet 4 times per year. (Full details of each governor's attendance are given on the "About Us - Governors - Statutory Information" section of the school website.)

N.B. In the event of matters arising during the course of the school year that require a decision by the FGB before their next meeting then these matters are generally discussed and actioned via e-mail. All such actions are then minuted at the next scheduled full meeting of governors.

If deemed necessary, e.g. to meet with outside agencies and their representatives, a meeting of either a committee or the full board can be called subject to the statutory notice being given.

The work we have done on our committees and FGB meetings:-

Approve the SIP and Monitor its implementation

The main vehicles that governors and the SLT use to drive forward actions designed to bring about improvements in progress and attainment are the school's SES* and the SIP. In normal circumstances the SIP would be drawn up by the school's SLT to cover a whole school year. Criteria usually used to formulate the SIP are based on issues raised from end of year internal data, KS2 SATS results and topics raised in the SES.

*Moderated by our LA Link Adviser.

The SIP has to be formally approved by the FGB at the beginning of the school year and progress towards its stated aims monitored by them over the course of the year.

In response to the (then) unique challenges to pupils' learning imposed by the COVID-19 lockdown measures from Mar. 2020 governors wholeheartedly supported a SIP to run from the return of pupils in Sept. 2020 that would attempt to redress issues arising from the loss of being unable to physically attend school.

The priorities were agreed to be:-

Priority 1: To implement a catch up curriculum in order to address gaps created by school closure.

Priority 2: To develop a remote learning platform to enable access to quality teaching and learning at home

Priority 3: To promote mental health and emotional wellbeing to support pupils' return to school

In recognition of the fact that school (along with the rest of the country) was facing a plethora of unknowns due to the COVID-19 pandemic it was also agreed that the plan would be reviewed at the end of Autumn2 2020.

Following a review of internal data to the end of Autumn2 the following priority was added to the SIP:-

Priority 4: To improve experiences for writing to increase attainment in all year groups.

Governors supported and monitored these priorities by:-

1. Regularly reviewing progress in implementing Actions listed in the SIP at FGB meetings.
2. Receiving regular reports (with relevant data) from the SLT as to the progress and attainment of pupils in the core subjects, with particular reference to " Working Towards Pupils" and those in receipt of Pupil Premium. Where progress and attainment were deemed to be below expectations explanations were requested and, if deemed necessary, new strategies discussed with the SLT.
3. Taking part in "Learning Walks" and reporting observations to FGB. (See below.)
4. Continuing to Support the Headteacher in a concerted drive to maintain and, if possible improve, high levels of attendance, with a particular focus on those pupils with the lowest attendance.
5. Backing the Head in setting and managing the budget for the financial year 2021/2022 in such a way as to maximise the number of teaching staff for the 2021/2022 school year.
6. Following on from 5 above, approving a class structure for 2021/2022 that is designed to keep class sizes low whilst still enabling the school to accept new pupils throughout the year. It was agreed by all concerned that a combination of small classes and high quality teaching was to form the basis of our 'Catch-Up Strategy' for all, but with an emphasis on reducing the attainment gap of disadvantaged pupils.
7. Continuing to monitor the development and implementation of the new curriculum and its impact on progress and attainment whilst taking into account the limitations imposed by the lockdown from Jan. 2021.
8. Reviewing their own roles and responsibilities to ensure they are relevant to the needs of the school – e.g. appointment of GDPR Governor.
9. Monitoring Safeguarding by receiving regular reports on any relevant issues at Teaching and Learning committee meetings. The Safeguarding Governor also receives anonymised details of referrals and outcomes from these.
10. Carefully reviewing the results of the annual survey of parents in order to identify any issues highlighted which required addressing by governors.

11. From Summer term 2021 ensuring the continued smooth running of the school by agreeing to temporarily appoint the Deputy to Acting Head and an existing member of staff to the SLT as an Acting Assistant Head in order to provide cover for the Head who was awaiting treatment. Provision was made that this arrangement would remain in place until the Head could return to normal duties. Similarly, the issue of cover for a member of staff on long term sick leave was addressed in such a way as to provide stability for pupils.

12. Appointing additional staff for 2021-22 in order to provide continuity of classroom teaching for pupils until the issues referred to in 11 above no longer apply.

Learning Walks/Visits undertaken by Governors

| Learning Walk/Visit undertaken by:- | Purpose of Learning Walk/Visit | Link with SIP Priority No. |
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| Majority of Governors | Annual whole school Safeguarding Training. | N/A |
| Several Governors | GDPR Training | N/A |
| Safeguarding Governor | Sought assurances from Safeguarding Lead that vulnerable and disadvantaged pupils not presenting in school during lockdown/holidays were being regularly monitored. | 1,2,3,4 |
| Pupil Premium Governor | To observe examples of the provision of simultaneous online and in-school learning at APS. | 2 & 3 |
| SEN Governor/ SENCO | Together undertook a SEND Review | 1,2,3,4 |
| Safeguarding Governor | Audit of Online Safety Provision with reference to APS's implementation of Online Safety Policy | 2 & 3 |

Impact of Actions Undertaken to Deliver the SIP

Again the effects of lockdowns due to COVID-19 made fully implementing the SIP difficult. However, the SLT made strenuous efforts to assess the progress and attainment of pupils during the school year – including the period when most pupils were home-learning. This data will be used to form the basis of our SIP for 2021-22, (see below – Strategic Planning for the Future), together with the latest SES.

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| <p>PRIORITY 1</p> <p>To implement a catch up curriculum in order to address gaps created by school closure by</p> <ul style="list-style-type: none"> - Rigorous baselining and tracking - Tailored intervention programmes/tutoring to meet group and individual needs - Provision mapping - Curriculum reorganisation - Parental involvement - Staffing reorganisation - Teacher to pupil feedback - Rigorous attendance monitoring | <p>IMPACT (July 2021)</p> <p>Whole school attendance = 97.1% SEN = 98.1% PP = 97.5% LAC = 99.0% EAL = 96.2%</p> <p>Pupils attending online lessons 94% Pupils consistently attending online lessons daily 89% Pupil premium attendance online 94% SEN attendance online 90% 97% of parents satisfied with remote learning offer. 87% of parents say that live lessons have increased their child's engagement. 91% of parents say that their child had access to a range of subjects. Y2 Phonics screening 87% passed.</p> |
| <p>PRIORITY 2</p> <p>To develop a remote learning platform to enable access to quality teaching and learning at home by</p> <ul style="list-style-type: none"> - Fully trained staff - High level of parental engagement - Identifying barriers to accessing the platform <p>Identifying consistent approaches to its use</p> | <p>IMPACT (July 2021)</p> <p>Pupils attending online lessons 94% Pupils consistently attending online lessons daily 89% Pupil premium attendance online 94% SEN attendance online 90% 100% of staff trained. Training had by SLT on 1st October Training for staff on 20th October Parents informed and guide written and sent 3rd November 2020 Consistent approach agreed by staff on 3rd November 2020 97% of parents satisfied with remote learning offer. 87% of parents say that live lessons have increased their child's engagement. 91% of parents say that their child had access to a range of subjects.</p> |
| <p>PRIORITY 3</p> <p>To promote positive mental health and emotional wellbeing to support pupils' return to school by</p> <ul style="list-style-type: none"> - Updating the school behaviour policy - Providing pastoral support to pupils and families through wellbeing plans - Whole class PSHE/RSE - Whole school wellbeing topic - Promoting the school's praise aims - Promoting play and social times - Rigorous monitoring of attendance | <p>IMPACT (July 2021)</p> <p>Whole school attendance = 97.1% SEN = 98.1% PP = 97.5% LAC = 99.0% EAL = 96.2%</p> <p>Wellbeing plans reviewed half termly by CFWO, SENCo and SLT and 95% achieved targets.</p> <p>Wellbeing Team recorded impact and success of whole school wellbeing topic and is published on the website.</p> |

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| <p>PRIORITY 4 (added January 2021)</p> <p>To improve experiences for writing to increase attainment in all year groups by</p> <ul style="list-style-type: none"> - Whole school and year group specific experiences - Focussing on narrative units - Talking topics - Quality literature - Opportunities to showcase and publish work <p>Entering national writing competitions</p> | <p>IMPACT (July 2021)</p> <p>69% of pupils to achieve the expected standard at the end of KS1 63% of pupils to achieve the expected standard at the end of KS1 71% of pupils in EYFS to achieve the expected standard in writing.</p> <p>In Year1, 77% of pupils to achieve the expected standard. In Year 3, 60% of pupils to achieve the expected standard. In Year 4, 45% of pupils to achieve the expected standard. In Year 5, 54% of pupils to achieve the expected standard.</p> |
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Pupil Support

Since the delegation to schools of monies used to support the education and wellbeing of vulnerable and potentially vulnerable children in April 2016 Ashbourne Primary School has used this funding to directly access support services rather than "buy-into" the LA scheme, an initiative that drew favourable comment from the OfSTED Inspector during our last inspection.

Governors agreed to continue with this approach for the financial year April 2021-22.

Strategic Planning for the future

Governors will oversee the implementation of the 2021-22 SIP by monitoring the delivery and impact of actions outlined in the plan during the course of the year. In order to do this they will receive regular updates from the SLT on progress and attainment of all pupils.

They will fully support recommendations from the SLT to help facilitate the success of the SIP whilst continuing to both challenge and hold them to account.

The SIP 2021-22 priorities are:-

PRIORITY 1: To continue to implement our recovery strategy to address gaps created by school closures.

PRIORITY 2: To strengthen language and vocabulary in order to improve language comprehension.

PRIORITY 3: To adopt the new EYFS statutory frameworks the aims of which are to:-

- Improve outcomes at age 5, particularly in early language and literacy.
- Reduce workload such as unnecessary paperwork so more time can be spent with children in our care.