

**Annual Governance Statement for the Governing Body of  
Ashbourne Primary School  
Sept. 2019 to July 2020**

The 2019-20 school year has been unprecedented in terms of the challenges that the COVID-19 pandemic has presented to the school's Senior Leadership Team (SLT), staff and governors regarding the delivery of anything resembling a normal educational experience to our pupils from the onset of lockdown on March 23<sup>rd</sup> 2020.

**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 together with online learning resources for the remainder of pupils.**

**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 10 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 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 self-evaluation summary (SES) and school improvement plan

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 full Governing Body 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 full Governing body 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 in the Governing Body meetings**

The main vehicles that governors and the SLT use to drive forward actions designed to bring about improvements in progress and attainment are the SES and the SIP. For 2019-20 the SIP was drawn up by the school's Senior Leadership Team in response to issues raised from 2018-19 end of year internal data, KS2 SATS results and issues raised in the SES.

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

For 2019-20 the SIP comprised 4 priorities:-

**PRIORITY 1:** To develop and implement a new curriculum that meets the needs of all pupils at Ashbourne Primary

**PRIORITY 2:** To improve attainment for disadvantaged pupils in literacy at the end of KS2.

**PRIORITY 3:** To improve attainment for low ability and SEN boys in reading, writing and GAPS so that they are in line with girls.

**PRIORITY 4:** To develop a whole school approach to positive mental health and emotional well-being.

**Governors supported and monitored these priorities by:-**

N.B. After lockdown governors and the SLT by engaged in “e-mail meetings” and, latterly, meetings conducted under strict social distancing measures in order to complete essential business.

1. Regularly reviewing progress in implementing Actions listed in the SIP (at both committee and FGB meetings).
2. Receiving regular reports (with relevant data) from the Senior Leadership Team (SLT) as to the progress and attainment of pupils in the core subjects, with particular reference to " Working Towards Pupils" and the success or otherwise of strategies being employed. Where progress and attainment were deemed to be below expectations explanations were requested and 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 2020/2021 in such a way as to maximise the number of teaching staff for the 2020/2021 school year.
6. Following on from 5 above, approving a revised class structure for 2020/2021 that is designed to keep class sizes low whilst still enabling the school to accept new pupils throughout the year.
7. Monitoring the development and implementation of the new curriculum and its impact on progress and attainment.
8. Agreeing to the re-structuring of the SLT following the retirement of the existing Deputy at the end of the 2019/2020 school year, thus reflecting need against the variation in school numbers resulting from our conversion to a primary school.
9. Reviewing their own roles and responsibilities to ensure they are relevant to the needs of the school.
10. 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.
11. Carefully reviewing the results of the annual survey of parents in order to identify any issues highlighted which required addressing by governors.

**Learning Walks/Visits undertaken by Governors (to Mar. 2020)**

<b>Learning Walk/Visit undertaken by:-</b>	<b>Purpose of Learning Walk/Visit</b>	<b>Link with SIP Priority No.</b>
Majority of Governors	Annual whole school Safeguarding Training.	N/A
Maths Governor/ Maths co-ordinator	To observe how the new Maths curriculum was being implemented	1
Pupil Premium Gov./ Pupil Premium & Intervention Lead	Review the implementation and impact of the Pupil Premium Strategy as applied in Autumn1 2019, together with implications for delivery of the strategy for Autumn 2 2019	1,2,3,4

Communication Governor/ Safeguarding and Wellbeing Gov. Communication Jt. Leads (VM/MT)	To meet with a selection of pupils representing all year groups in order to explore with them what they had learnt from the topic work they had undertaken at school regarding Communication and, importantly, what impact doing the topic had had on them and their environment	1,2,3,4
Wellbeing and Safeguarding Governors	To meet with a panel of pupils to discuss what they had learnt from undertaking topic work on Wellbeing	1,2,3,4
SEN Governor/ SENCO	<ul style="list-style-type: none"> <li>➤ As newly appointed SENCO governor, have an overview of SEND register and provision within school.</li> <li>➤ Observe SEN provision in the classroom.</li> <li>➤ Discuss the role of the SENCO and observations made during the walk</li> </ul>	3 & 4
Reading Governor/Literacy Lead	To observe how our new reading sessions looked in school – reading now has a slot every morning (straight after break for KS2, just before lunch for KS1)	2 & 3

### **Impact (to 23<sup>rd</sup> . Mar. 2020)**

The effect of having to enter lockdown due to COVID-19 rendered it difficult to accurately measure the impact of all the actions intended to be put in place to achieve the objectives of the 2019/20 SIP over a full academic year.

<p><b>PRIORITY 1</b> To develop and implement a new curriculum that meets the needs of all pupils at Ashbourne Primary by:</p> <ul style="list-style-type: none"> <li>- Identifying barriers to learning</li> <li>- Addressing barriers through whole school topic approaches</li> <li>- Clear and progressive knowledge and skills maps</li> <li>- Intent, implementation and impact grids.</li> <li>- Creating Leadership teams to lead and monitor whole school topics.</li> </ul>	<p><b>IMPACT (March 2020)</b> <b>Reading and writing attainment is inline with national at KS1 and KS2</b> <b>Attendance for all groups: 96.3% for whole school, 96.4% disadvantaged, SEN 96% (no differences between groups)</b> <b>Target was 97% of the available visits/visitors for RE – well attended (98-99%) of the topics completed, children able to articulate intent and impact well.</b></p>
<p><b>PRIORITY 2</b> To improve attainment for disadvantaged pupils in literacy at the end of KS2 by:</p> <ul style="list-style-type: none"> <li>• Targeted intervention</li> <li>• Rigorous tracking and monitoring</li> <li>• Measuring the impact of interventions</li> <li>• Regular pupil progress meetings</li> <li>• More teacher time</li> </ul>	<p><b>IMPACT (March 2020)</b> <b>Disadvantaged pupils in year 1,4,5 and year 6 reading is in line or better than their peers.</b> <b>Disadvantaged pupils in year 2,3 year 4 grammar and year 6 writing and grammar are performing less well than their peers.</b></p>

<p><b>PRIORITY 3</b> To improve attainment for low ability and SEN boys in reading, writing and GAPS so that they are in line with girls by:</p> <ul style="list-style-type: none"> <li>• Providing rich, memorable experiences</li> <li>• Implementing Vocabulary Matters</li> <li>• Providing more teacher time</li> <li>• Targeting parental engagement</li> </ul>	<p><b>IMPACT (March 2020)</b> <b>Attainment at KS1 and KS2 shows that girls outperform boys</b> <b>Internal data shows that Reception, year 3,4,5 boys are performing better than girls.</b></p>	
<p><b>PRIORITY 4</b> To develop a whole school approach to positive mental health and emotional well-being by:</p> <ul style="list-style-type: none"> <li>• Whole school staff training</li> <li>• Further development of PSHE and RSE curriculum</li> <li>• Whole school wellbeing topic</li> <li>• Promotion of 'acts of kindness'</li> <li>• Forest school and use of the outdoors</li> </ul> <p>Well being plans for individual cases</p>	<p><b>IMPACT (March 2020)</b> <b>Attendance for all groups: 96.3% for whole school, 96.4% disadvantaged, SEN 96% (no differences between groups)</b> <b>Target was 97%</b> <b>New RSE scheme is designed and ready for implementation in Sept 2020.</b> <b>Referral to pastoral team for anxiety reduced by 80% (2019/2020 up to March)</b> <b>Wellbeing plans – successful but ongoing</b> <b>Children are improving in articulating feelings and seeking support.</b></p>	
<p><b><u>Pupil Support</u></b> 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. <b>Governors agreed to continue with this approach for the financial year April 2020/21</b></p>		
<p><b><u>Strategic Planning for the future</u></b> In response to the unique challenges to pupils' learning imposed by the COVID-19 lockdown measures governors wholeheartedly supported a SIP to run from the return of pupils in Sept. 2020 that would attempt to redress some of the issues arising from the loss of being unable to physically attend school. <u>Priority 1:</u> To implement a catch up curriculum in order to address gaps created by school closure. <u>Priority 2:</u> To develop a remote learning platform to enable access to quality teaching and learning at home <u>Priority 3:</u> To promote mental health and emotional wellbeing to support pupils' return to school</p> <p style="text-align: center;">This plan will be reviewed at the end of Autumn2</p>		