

DUXFORD CHURCH OF ENGLAND (VC) COMMUNITY PRIMARY SCHOOL

ANNUAL GOVERNANCE STATEMENT 2020-21

Governor Membership, Vacancies and Attendance

The Instrument of Government for Duxford Primary School currently allows for **11** governors: 2 Foundation Governors; 1 LA Governor; 2 Elected Parent Governors; the Head Teacher; 1 elected Staff Governor and 4 co-opted Governors.

The Governing Body currently stands at 10. A second Foundation Governor has just been approved by the Diocesan Board of Education and will take up her post at the next FGB.

Throughout the course of the 2020-21 academic year, the Governing Body has lost two governors, but both have been replaced.

(One governor is due to retire at the end of this academic year; this will create a vacancy, but we are currently about to fill this so that all the necessary checks can be carried out by the end of this term. The Governing Body expects to begin the next academic year with a full complement of governors.)

Over the course of the 2020-21 the Governing Body has been co-Chaired by Nicola Insley and Frances Payne

The work of the Governing Body has been ably supported by Mrs Helen Andrews as Clerk to Governors

Over the course of the year governors at Duxford Primary School have demonstrated a strong attendance and a high level of engagement with their work. Further information about governor attendance can be found on the school website.

The Structure of Governance

As well as meeting as a Full Governing Body, Duxford Primary School also has **two** committees, in order to ensure sufficient oversight, support and accountability towards areas of identified priority and statutory coverage.

The school names these committees as:

The Resources Committee - which deals mainly with all aspects of Finance (including an overview of Pupil Premium spending, Covid Catch up spending and Sports Premium spending) Safeguarding and Health and Safety; SEND spending; HR; Premises

The Standards Committee - which deals mainly with the curriculum, assessment and data analysis, including the impact of Pupil Premium Spending and Covid Catch up spending. It regularly challenges the school about the impact of interventions, especially those provided to help SEND pupils.

Both committees and the Governing Body overall have a continued oversight of the school's Safeguarding responsibilities, for which there is an item on the agendas of all FGB and committee meetings. The review and the updating of all policies is carried out by the relevant committee on a regular and timely basis, according to their particular areas of responsibility.

The work of each of the individual committees is not exclusive to it. There is a lot of cross-over when appropriate (for example in the monitoring of SEND children and Safeguarding) and each of the

Committees reports to every Full Governing Body meeting so that information is shared amongst all Governors.

Committees required for specific governance functions, such as dealing with complaints or exclusions, are constituted as they are required, in line with the determining policy guidance.

Impact of the work of the Full Governing Body

Over the course of the last academic year, the Full Governing Body has demonstrated notable impact with regard to:

Supporting the school through the different lockdowns, including oversight of the School's changing Risk Assessments concerned with the handling of Covid 19. Support has been given at every stage to consideration of the safety and wellbeing of the Head Teacher, staff, support staff and children both in and out of school.

Supporting the Head Teacher during the periods of lockdown. A co-Chair received a daily report from the Head Teacher which was then distributed on a weekly basis to all governors so that they all knew exactly what was going on in school. These daily updates reported on the continued education and safety of all children giving details of the provision and effectiveness of the home learning plans for all pupils, including for those identified as vulnerable children and the children of key workers at school as well as those remaining at home. This then informed the work of the governors in response to the pandemic, particularly in planning their consideration of changing priorities.

Overseeing updates with regard to the progress of the School Development Plan. The focus of the SDP was, as ever, centred on the wellbeing and progress of the pupils, but this year Duxford School has also had the peculiar experience of planning for the re-equipping and rebuilding of part of the school after a devastating fire at the end of July 2020. The Governing Body has been particularly concerned with this, giving all the support it could to the Head Teacher. A co-Chair, who is a planning lawyer, has been present at many rebuild meetings, reporting back when appropriate to the rest of the governing body.

Working to ensure the achievement of a smooth succession of responsibilities for the next academic year. The co-Chairs are resigning their positions at the end of this academic year. Additionally, the vice-Chair who was to have taken over, was forced to resign in January, due to pressure of work. There was a lot of discussion about what should happen next year but this has now been settled and new responsibilities assigned, which will be taken up in the next academic year.

The carrying out of a skills audit, analysed by a co-Chair, in order to inform the recruitment of new governors.

Impact of the work of the Resources Committee

Over the course of the last academic year the Resources Committee has demonstrated notable impact with regard to:

Ensuring that the wellbeing of the children and staff is the main focus of what is happening at school. Whilst the LA has been impressively speedy and generous in its response to the fire, the Resources Committee has been particularly concerned to see that the re-building of the school, both temporarily (the instalment of mobile classrooms and all that entailed) and in the long term, has not taken place at the expense of the children's wellbeing or learning. The Governing Body has been involved in regular questioning of the Head Teacher and Business Manager to ensure that financial provision extended to what is necessary for this (e.g. laptops for those children who otherwise would not have had access to

them; and the setting up of a nurture room for those who might need it), especially against the background of continued Covid anxiety.

Ensuring throughout the year that the needs of SEND, Pupil Premium and vulnerable children have been catered for, especially during the Covid epidemic.

Ensuring that the Catch-up Premium is invested effectively to provide optimum impact upon the children's learning and recovery.

Approving the setting up of a Forest School in the grounds and the training of an HLTA to run it. The children have been thoroughly enjoying this.

Impact of the Standards Committee

Over the course of the last academic year, the Standards Committee has demonstrated notable impact with regard to:

Ascertaining that the remote learning policy provided by the school was of the highest standard possible. Those responsible for providing this (the SLT) learned a lot from the initial phase of lockdown during the last few weeks of the Spring Term 2020. The result was that when the lockdown was reimposed a very successful plan was instantly put out to all children and their parents. The learning of those at home was exactly the same as for those (in larger numbers than in the spring) who continued to go to school. A parental survey resulted in the demonstration of overwhelming satisfaction with what had been provided and the school was highly praised. Attendance (always good) throughout the year has been very high, which was a tribute to the way in which the remote learning arrangements satisfied both children and parents.

Discussing the results of the baseline tests carried out in the Autumn term after the initial period of lockdown, held to discover what impact there had been on the children's learning. Following on this, the Committee discussed and approved the strategies outlined to remedy this situation in terms of what targets should now be set for the children and how they might be achieved. This process has been repeated in the latter part of the year as the result of the Spring Term lockdown; the Standards Committee will discuss the results of this at their last meeting of the year. It is expected that this will impact on next year's SDP, of which the governors will have oversight.

Supporting the Head Teacher in her identification of particular weaknesses in children's progress in certain years; this resulted in help being sought from the LA to work with class teachers in certain areas such as Writing and Maths. The co-chairs receive reports about the visits of the LA advisers to be able to check progress and the impact have been discussed at Standards Committee meetings.

Ensuring that there has been continued discussion about and planning for the development and application of the new curriculum being rolled out. This includes the adoption of the updated curriculum approach towards teaching children about relationships and sex education, aligned to changes in Government expectations, which the Governors have approved.

Governor Training

The Governor training record is reviewed at every Full Governing Body meeting so that ideas can be shared and discussed by all. Governors' Training reports always contain recommendations as to what might be done to improve best practice in whatever aspect of governance in which they have been concerned so that this can be passed on to the wider Governing Body.

A co-Chair has attended all LA Termly Briefings throughout the year so that the Governing Body can remain up to date with the latest LA information and advice regarding all aspects of concern during the

pandemic and what needs to be done at various stages of the year. This information is reported back to all governors at Full Governor Body meetings and sooner if necessary.

The Safeguarding Governors have attended a lot of online training of different sorts this year in order to achieve best practice. At the beginning of the year, all governors attended an in-house Safeguarding refresher course.

Governors have also attended online training on Remote learning during the pandemic; and also on supporting wellbeing in school, particularly of pupils.

Both of the new Governors have been assigned a mentor on the Governing Body and have undergone Induction Training and Safeguarding training. All governors who are to be taking up new responsibilities in the next academic year have committed themselves to the relevant training when it next becomes available.

The projected new Chair of Governors for 2021-22 has received NLG training in Chairmanship of the Governing Body; and there is a date established at the beginning of next term for NLG training of the whole Governing Body, particularly so that less experienced Governors will be able to receive support

Foundation Governors have attended relevant training from the Diocese of Ely, with particular relevance to an impending SIAMS inspection.

Governor Monitoring

The key priorities for Governor Monitoring for 2020-21 were established as:

- Developing a wellbeing culture for staff and children
- Raising the level of progress and achievement in Maths and Writing
- Developing consistently high standards of teaching and learning for all children in all classes
- Developing leadership of the curriculum and monitoring of all subjects and
- Raising the level of progress and attainment of vulnerable children across the school.

Thus, throughout the course of the year, Governors have undertaken particular monitoring in relation to:

- Safeguarding - termly visits - also always focusing on finding out about pupil well being
- SEND children - there have been termly meetings between the SEND Governor and the SENDCo to check up on the needs of SEND children
- Health and Safety - a Health and Safety walk round the school was achieved when Covid regulations were relaxed
- How well the remote learning programme was working when lockdown occurred
- Teaching and Learning (i) - to monitor the results of baseline testing of the children after lockdown, and data analysis of this. This informed the governors' understanding of what needed to be done, and what strategies were in place for catching up on learning by pupils
- Teaching and Learning (ii) - with particular reference to progress and achievement in Maths and Writing in certain classes
- The wellbeing of the Head Teacher - particularly after the combination of dealing with the pandemic and the fire.
- The workload and wellbeing of the teaching staff and TAs. Governors interviewed representatives of both.
- The rolling out of the curriculum and what monitoring needed to be done
- Finance - the impact of Covid Catch-up spending and Pupil Premium spending

- The progress and attainment of vulnerable children, including SEND and Pupil Premium children
- The school Rebuild plans

Forward Planning

Following the impact of the pandemic in 2020-2021, the Governing Body is looking forward to returning to a situation in which it will be able to resume more 'normal' operations, in order to ensure that the priorities for the school established this year, which were so rudely interrupted by the pandemic, will be continued and built upon.

This will include:

- Oversight of the post pandemic plans for the children to ensure that they catchup on lost learning
- That being accomplished, that the school then aims to set realistic, but ambitious targets for the children's progress and achievement
- That the focus on the progress and achievement of vulnerable children, SEND and Pupil Premium children is maintained
- Providing continued oversight of the impact of expenditure upon the progress and achievement of children; particular reference will be made to the use of government money provided to assist this
- Continued monitoring of the well being of the entire school community, Head Teacher, SLT, staff and support staff; and above all, of the pupils
- Supporting the school in adopting the new Early Years Framework to become embedded as part of broader school life
- Preparation for an expected SIAMS inspection

Other information and contact

The Governors wish to commend wholeheartedly the dedication and achievement of the Head Teacher, Deputy Heads, Staff and Support Staff and - indeed the whole school community in the face of the double blow of the Covid 19 pandemic and the destructive fire in July. They wish also to congratulate the Clerk to the Governors who has been assiduous in her work throughout the year and who set up a hugely successful fundraising effort after the fire.

Further information regarding the work of Duxford Primary School Governing Body can be found at <https://www.duxford.cambs.sch.uk>. This includes information regarding the attendance of governors, their responsibilities on the Governing Body and their Declarations of Interest

Alternatively, stakeholders are always welcome to engage with the work of the Governing Body by contacting the Chair of Governors via email via clerk@duxford.cambs.sch.uk.