

Saughall All Saints Church of England Primary **Governing Board Impact Statement 2019-2020**



At Saughall All Saints Church of England Primary School the governing board recognises the importance of identifying and demonstrating the impact of its own governance. The governing board consider this impact statement as an effective way to share the strategic work of the governing board and the contribution to and impact on school improvement and development.

Pandemic pressures

The academic year 2019-20 was anything but normal but, despite the massive disruption caused by the ravages of the Covid-19 pandemic, we have tried to keep a normality to the governance of our school. During “lockdown”, members of our staff worked stoically to keep the school open for the children of key workers, alongside maintaining working contacts with the remainder of our youngsters.

Governors had to resort to a collection of virtual meetings to help keep things running and to offer assistance and support to our Head-teacher and her dedicated team. Whilst circumstances certainly made things extremely difficult, by working together, we kept the school open for as many pupils as possible.

In this document, we have tried to detail the work that our Governors have carried out through such distorted and challenging times and, amidst the many trials and tribulations that have beset us, we have remained both measured and resolute, firstly to keep our school in good order and, secondly, in helping to prepare for the uncertainties that will certainly be lying ahead! However, we can assure everybody, that we will continue to do everything that we can to enable everyone in our school community to “Wear our badge with Pride”.

Governance structure

The governing board has the strategic responsibility for the effective management of the school, acting within the framework set by national legislation and with due consideration to the policies of the Cheshire West and Chester Local Authority and the Diocese of Chester. The governing board meets as a whole board once per term.

The governing board’s strategic objectives

The governing board has agreed a strategic plan that sets out the long-term goals for the school. This plan describes what the school will look like in three to five years’ time and is underpinned by the school’s ethos, vision and values.

To challenge all children to meet their full potential across the broad curriculum, in a well provisioned teaching environment, maintaining the high standards of personal wellbeing and sports participation whilst maintaining a Good School that strives for Outstanding features through:

- Encouraging increased independent learning and resilience.
- Continuing to ensure that attainment is close to or above national figures at the end of KS1 & KS2.
- Developing writing attainment across the school to ensure that progress at KS2 continues to improve.
- Continuing to improve pupil progress measures in mathematics.
- Continuing to secure further the improvement in attainment for Higher Attaining pupils.
- Using effective performance management to develop further leadership & Governor challenge
- Development of long-term curriculum plans for foundation subjects.
- Increased Governor engagement with the school, holding the Head Teacher to account and greater use of link Governor activities.

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The table below explains the governing board's strategic aims and details the progress made towards the aims of its strategic plan during 2019-20.

Progress towards achieving strategic aim	Impact identified so far
Encouraging increased independent learning and resilience	
Provision of in classroom focus boards, approaches to learning, teacher and classroom engagement activities and round school displays to reinforce and support the messaging.	It is noted that pupil independence and resilience will continue to be areas of focus noting the extended school closure periods.
Continuing to ensure that attainment is close to or above national figures at the end of KS1 & KS2	
Clear intent for the learning objectives embedded within the medium and long term plans. Pupils able to demonstrate they remember more of what they have learned and committed the learning to their long term memories.	Internal monitoring for 19/20 demonstrated that a large proportion of pupils maintained their attainment levels over the year, although there were some small gaps in learning as a result of the school closures.
Developing writing attainment across the school to ensure that progress at KS2 continues to improve.	
Raising standards and accelerating progress through drafting and redrafting, as well as topic work activities were discussed and reviewed during the year in the Curriculum and Wellbeing meetings.	Pupils continued to keep up their writing during the school closures, evidenced through topic work and teacher review.
Continuing to improve pupil progress measures in mathematics	
Additional classroom provision to enable focussed mathematics working groups across the school. Detailed plans in place for accelerated progress following pupil assessment.	Internal monitoring for 19/20 demonstrated that a proportion of pupils maintained their attainment levels over the year, although there were some gaps in learning as a result of the school closures. This will be a continued focus for 20/21.
Continuing to secure further the improvement in attainment for Higher Attaining pupils	
Included within the development of the subject plans, three I's approach and the clear intent for learning objectives.	Internal monitoring for 19/20 demonstrated that a proportion of pupils maintained their attainment levels over the year, with some reductions as a result of the school closures.
Using effective performance management to develop further leadership & Governor challenge	
Intent, implementation and impact, with leaders demonstrating the impact in raising standards.	Evidenced through the discussions with subject leads of their medium and long term planning approach from Reception to Yr 6.

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Development of long-term curriculum plans for foundation subjects	
Good progress has been made. Review of foundation subjects with subject leads on an ongoing basis during the Curriculum and wellbeing meetings with presentations provided by subject leads. Medium and long term plans developed for progression.	The Governors understand how 'sticky learning', local themes and topics are being planned throughout the school with incremental progress a key part of the plans.
Increased Governor engagement with the school, holding the Head Teacher to account and greater use of link Governor activities	
Refocus of the curriculum and wellbeing meeting to include discussions with subject leads widens the Governor engagement. Link Governor activities have been undertaken with more virtual engagement during school closures. Significant increase in engagement over the CoVID period to support risk assessments etc.	Increased engagement across the school. However, it is noted that Links will need to be strengthened over the next year when face to face engagement can resume.

The School Development Plan (SDP)

The governing board works in partnership with the Headteacher and her Senior Leadership Team (SLT) to set the priorities for the school's development each year. The governing board are responsible for holding the school leaders to account for the progress made towards achieving the objectives and aims of the SDP. This can be achieved in several different ways. The following table provides an explanation of how the governing board has contributed to and monitored the SDP this academic year.

Governing board contribution to developing the SDP	<p>Members of the governing board collaborated with the Headteacher and her SLT, to review the SDP against existing Ofsted priority areas and pupil outcomes.</p> <p>Chair meets with the Headteacher on a regular basis to discuss progress.</p> <p>All committee meetings monitor the progress of the SDP and include within minutes.</p>
Impact identified academic year 2019-20	<p>Support and constructive challenge applied with a particular curriculum focus for foundation subjects as well as online learning provision.</p> <p>Support to the Headteacher and Staff during this particularly challenging period of operation, risk assessments and ongoing review for school keyworker and reopening.</p>

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Committees

Delegating aspects of our governance responsibilities to committees, enables the governing board to remain strategically focused on the agreed key areas of school development and to work in an efficient way. It is decided which Governors will join each committee by analysing individuals' skills and experiences through a skills audit, before assigning committee membership accordingly. Committee membership and the committee structure is reviewed at the end of each academic year.

We currently have the following committees in place and the table below provides an overview of the focus and work of each team during 2019-2020.

Committee	Impact of the committee
Curriculum, Standards & Well-being	<p>Additional challenge and scrutiny have been made of foundation subjects over the year. Deep dive discussions focussing on subject areas to understand the development of the medium and long term plans in place for developmental learning. This has provided the FGB with confidence that the subject leaders are secure with the intent and implementation of their subjects and that the plans are in place for progression from reception to year 6.</p> <p>Wellbeing has been of particular concern due to the impact of CoVID 19 to school and home life and as such has received an increased focus over the year for all members of the school community.</p>
Buildings & Finance	<p>Approval of budget and continuing monitoring and scrutiny of expenditure The school has a balanced budget, resources are allocated to support those areas of the most need in line with the school development plan and there was no overspend. The school has needed to align budgets this year with demands associated with COVID. We expect that this impact will continue to affect the budget in an undefined manner- spending requirements today may change with government advice and are at present unknown. The impact that lockdown has had on children and their skills gaps is still being defined and additional catch up programmes are still being developed. Inevitably this will continue to impact the budget in an unknown manner at present, but we anticipate these cost implications will continue to affect the budget planning throughout 2021.</p> <p>Approval and prioritisation of proposals for large areas of expenditure for maintenance and building improvement. This year replacement servers and laptops were essential. We have approved a phased programme of replacement using the DFC funding under essential upgrade headings.</p> <p>A more focused approach to this aspect of expenditure and obtaining value for money in supporting the curriculum and the school development plan is in place particularly in relation to any learning gaps which occurred during lockdown. The costs associated with this catch up programme are still being defined as pupils are assessed on their return.</p> <p>Provision of an outdoor classroom Governors authorised and supported the build of an outdoor classroom to enable the focussed learning of larger groups of pupils in a calm and sufficiently sized space.</p>

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Buildings & Finance (H&S)	<p>Ensuring that the school is compliant with the relevant legislation, that effective processes are in place and that risk assessments are undertaken when and where appropriate. All Governors were party to the risk assessment development via deep dive sessions over zoom during lockdown in relation to COVID.</p> <p>The school had a positive Health and Safety Audit, with no areas of concern being disclosed.</p> <p>The Health and Safety policy is reviewed and amended as necessary every year, and any interim changes required as a result of changing legislation are brought to the Buildings and Finance Committee. General risk assessments are reviewed by members of the Health and Safety Committee and more recently the supporting COVID 19 risk assessments have been reviewed by the Full Governing body and attached to the Health and safety policy on line. The school had a positive Health and Safety Audit, with no areas of concern being disclosed.</p>
Personnel	<p>Annual review and approval of staffing structure and in relation to school improvement priorities.</p> <p>Annual review and approval of the school's pay policy.</p> <p>Review of the performance management approach and anonymised outcomes for approval.</p> <p>Of particular focus this year has been the monitoring and awareness of staff wellbeing. In particular, working under the CoVID 19 conditions, the appropriate use of 'bubbles' to minimise staff and pupil risk. Understanding workloads and measures being put in place to support staff noting there is a high number of pupils attending the school due to keyworker status during lockdown.</p>

Monitoring activity

One of the key functions of the governing board is to undertake strategic monitoring activity – the purpose of which is to triangulate information shared with Governors by the SLT. The governing board undertakes a wide range of monitoring activities including:

- Senior Leadership Team feedback to Governors at all Committee meetings
- Governor link meetings and monitoring visits reported back to Governors.
- Governor support and observation during SAT's week,
- Chair meets (in person or virtually) regularly with the Headteacher
- Safeguarding Governor meets regularly with the SENDCO.
- Regular Governor visits to school and liaison with pupils.
- A Governor liaises with members of the School Council.

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The table below gives an overview of Governor monitoring activity during 2019 -2020:

Monitoring activity	Reason for monitoring activity	Impact of monitoring activity
SLT termly feedback	Improvement awareness of school operations for Governors	More informed and in-tuned Governors.
Governor School Visits	Openness of operation	Highly inclusive feel of the whole school community.
Chair regular meetings with the Headteacher	Open and frank discussions about all school matters	Engagement and involvement in the strategic direction of the school.
Safeguarding Governor meets regularly with the SENDCO	Any issues that arise are shared with Governors as applicable.	Governors are aware of any safeguarding areas of concern or changes in behaviours.
		A termly review of Safeguarding is undertaken with the Safeguarding lead and the Head teacher. This is extremely important as a monitoring process, particularly at the moment when not all children are in school and therefore may not be so visible. These meetings are confidential and anonymised and show trends of concerns rather than specific identified cases. The lockdown may well introduce increases in concerns, but the senior leadership team have a secure understanding of the issues relating to children and their families and the support they receive from them is exemplary.

External evaluation

Engaging with external professional expertise supports the governing board to hold the school leaders to account and to triangulate all of the sources of information and evidence it receives and access as well as ensuring it fulfils its statutory responsibilities and maintains compliance.

Below is a summary of the external support the governing board has accessed during 2019 - 2020 and the impact of that support:

External expertise	Reason for external expertise	Impact of external expertise
School Improvement Partner (SIP)	To oversee the performance management of the Headteacher To validate and monitor the impact of the School Impact Plan and Self Evaluation	All procedures are compliant. Quality assurance.

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Statutory Inspection of Anglican and Methodist Schools (SIAMS)	To inspect school against the framework	Strengths identified, as well as areas for development.
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Pupil voice

Listening to the views of the pupils who attend Saughall All Saints Church of England Primary School is an important aspect of the work of the governing board.

Below is a summary of how the governing board has engaged with pupils to hear their views and opinions during 2019-2020 and the impact of that activity:

Pupil voice activity	Reason for pupil voice activity	Impact of pupil voice activity
Governor attached to School Council & attended School Council meetings	To raise awareness amongst Governors of ongoing work, and for School Council to work collaboratively with Governors.	Evidenced Headteachers comments relating to pupils. School council are aware that Governors consider their views important.

Engagement with parents and the community

Listening to the views of parents and the school community is also an important aspect of the work of the governing board.

Below is a summary of how the governing board has engaged with parents and the community to hear their views and opinions during 2019-2020 and the impact of that activity:

How the governing board has engaged with parents and the community	Impact of parent and community engagement
McMillan Coffee morning, all pupils perform songs.	Members of the wider community attend to support a worthy cause and listen to pupils singing. Parents are provided with an opportunity to observe their child early into the autumn term.
Harvest food collected from pupils	Ongoing support to vulnerable members of the wider community and strengthened relationships with parishioners.
Governors accompany pupils and staff to the pantomime.	A whole school trip that all staff and pupils attend. Parents are aware that Governors attend and facilitate the trip by ensuring sufficient adult: pupil ratios. Provides an informal setting for pupils to meet and talk with the Governors and for Governors to gain the pupils voice.

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Governor training

The governing board takes their responsibility to stay up-to-date seriously and places high importance on this. The table below shows all of the various training and continued professional development (CPD) the governing board has undertaken during 2019-2020:

Governor	Training or CPD undertaken	Impact of the training or CPD
All Governors	Safeguarding level 1	Improved monitoring of the single central record.
All training undertaken is now being collated continuously by a designated Governor Kay Parry		
Darren Andrews		
Laura Coll		
Gemma Cook		
Christine Evans	<ul style="list-style-type: none"> Governor Induction 	
Amanda French	<ul style="list-style-type: none"> Finance for Governors (SFVS) Webinar School Governance during the Coronavirus 	This provided an update on the new Schools Financial Value Standard, which is a mandatory requirement for local authority-maintained schools. The SFVS is designed to help schools manage their finances and to give assurances that secure financial management is on place.
Kirsty Hackett		
Maeve Marmion		
Steve Mansfield		
Kay Parry		
Donna Prenton	<ul style="list-style-type: none"> Finance for Governors (SFVS) 	Compliance
Nicola Stewart	<ul style="list-style-type: none"> Governor Induction. Safeguarding Awareness (Level 1) Finance for Governors (SFVS) Webinar School Governance during the Coronavirus Webinar Governing Boards as Employers What does COVID 19 means for you? Webinar Planning ahead during Covid-19 Webinar Disadvantage considerations for the board's response to a widened attainment gap Webinar – Succession Planning is your board future-proofed Webinar – Back to school repairing for reopening 	Awareness of Governor responsibilities, compliance, and guidance.

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	<ul style="list-style-type: none"> • Webinar – Governors role in the road to recovery • Webinar – Virtual Governance planning for autumn term, what do boards need to know 	
Peter Young	Safety guarding Level 1 & 2	

Governing board self-evaluation

Self-evaluation is a key aspect of effective governance and the governing board is committed to evaluating its own performance and the impact of this to enable the governing board to continue to develop and improve.

Self-evaluation activity	Strengths identified	Development areas identified	Impact identified
“School development and improvement” “Impact of our governorship” features in all FGB and committee meeting minutes	Numerous positives are recorded, where our effective Governorship supports the Headteacher and her SLT with the developments/improvements in the school	Any shortfalls are identified quickly, and actions are taken to tackle the issues/problems straight away	Ongoing
Skills audit collation in progress	Extensive, wide-ranging expertise amongst current team	Experience/Expertise gaps within the existing team to be addressed: <ul style="list-style-type: none"> • training opportunities for current governors; and • approaches made to potential, new Governors or associates, to assist our activities. 	Additional Governors have joined the governing body broadening our diversity, skills and knowledge.

Governing board priority areas for 2020-2021.

To remain in line with the development of Saughall All Saints Church of England Primary School, and to continue to drive improvement through our strategic work, the governing board will undertake a self evaluation in line with the NGA framework and identify the areas to be focussed on in 2020-2021.