



Southridge First School

Governor's Impact Statement 2020 - 21

The role of the Governors and the purpose of the Governors' Impact Statement

The Governors have responsibility for the governance of the school. They are responsible for setting the overall objectives and ethos of the school, and they ensure that the school is properly managed in a manner which strives to achieve those objectives in conformity with that ethos. The Governors support the Headteacher in establishing and maintaining high standards of learning and behaviour within the school, monitoring and evaluating performance at all levels. The Governors are responsible for setting the wide range of policies applied to all areas of school life and for reviewing those policies on a regular basis to ensure that they comply with current best practice and experience.

The Governors are required to produce an Impact Statement each year to show how, for that year, they have exercised their role in school leadership and the impact which they have had on school improvement. The Governors are also required to be transparent about their activities. The considerable amount of work which the Governors carry out, all on a voluntary basis, in the course of their leadership of the school, is largely unseen by parents and other stakeholders in the school community, and the Impact Statement is also intended to provide a clear insight into the work they have undertaken for the school's benefit.

This is the Governors' Impact Statement for the school year 2020-21. It deals first with the formal side of the Governors' activities, undertaken through meetings of the Full Governing Body and of the various committees appointed by the Full Governing Body to deal with the detail of Governor business. It then sets out the way in which the Governors keep themselves informed of developments in the wider education field, of the views of the school community, and of the day to-day activities in the school both in and outside the classroom.

The Full Governing Body and its committees

The Full Governing Body held four meetings in 2020 -21, dealing with a wide range of issues concerning the governance and performance of the school.

They also held three additional meetings regarding the recruitment and ratification of a new Headteacher. The following matters are of particular importance for the purposes of this Impact Statement.

The composition of the Governing Body

No changes to the composition were required in 2020 -21. The school's Governing Body consists of eleven members appointed in the following categories:

- 3 Parent Governors
- Headteacher Governor
- 1 Local Authority Governor
- 5 Co-opted Governors
- Staff Governor

In the course of 2020-21 one new co-opted governor was nominated at the Autumn term 2020 meeting. These appointments ensure that a different parent experience and perspective is available to the Governing Body.

The Governors have conducted a skills audit to inform future recruitment to the Governing Body.

Strategic Vision – Last year the Governors reviewed the school's vision statement, following input from the children and simplified it to reflect the school motto and core values. These core values formed the basis of the person specification when the governors were recruiting a new Headteacher and they actively sought to recruit a Headteacher who would continue to foster our core values and continue to maintain the strategic vision of the school.

The newly appointed Headteacher (previously DHT at Southridge) is very grateful to all the Governors for their very substantial contributions and commitment to all aspects of the school's life, particularly this year during the global coronavirus pandemic. The pandemic has brought many challenges to the school and the governors have been unwavering in their support.

IMPACT:

Southridge has a very strong school ethos based on our 5 core values, known by all the staff, children and governors. This school ethos has enabled the school to maintain the confidence of parents during national lockdowns / periods of remote education and reassured them when their children returned to school following lockdowns or periods of self-isolation. The governor's appointment of a strong candidate for the role of Headteacher from April '21 has further enabled the school to maintain high standards, consistency and support for the emotional health and well-being of all pupils during a challenging academic year.

Working through committees

The Full Governing Body appoints each year a number of committees which carry out detailed work and bring their principal recommendations back to the Full Governing Body. As in previous years, these were the main committees appointed for 2020 - 21:

- Staffing, Finance, Health & Safety Committee
- Curriculum Committee

All members of the Governing Body sit on one or more committees. In addition, certain Governors are appointed to act as a link with those teachers who have responsibility in the school for the Maths and English curriculum subjects and also for special educational needs and foundation subjects. A Governor is also appointed to take special responsibility for safeguarding provision for the children.

The work undertaken by the main committees in the course of 2020 -21 is described in more detail below.

Headteacher's Performance Management and monitoring the standard of teaching and practice in the school

The Headteacher is responsible for the day-to-day leadership and management of the school. An essential part of the Governors' function is to assess how the Headteacher is performing these functions, and by this means to monitor the standard of teaching and practice in the school. A special committee of the Full Governing Body has responsibility for assessing the Headteacher's performance against targets set the previous year, and the committee which determines the pay of staff is advised of that assessment to enable it to take those matters into account in setting the level of the Headteacher's salary.

The Governing Body carried out the Headteacher's Performance Management (PM) review (this is an annual exercise, which is visited six-monthly to establish progress made towards targets set). Several Governors have undertaken Headteacher's PM training and, as in previous years, expert support was sought from a Local Authority educational advisor. The PM process allows the Governors to look closely at the performance of the Headteacher, have discussions about areas of strength and development in that performance, and set new targets against which the Headteacher's performance will be evaluated.

There has been a change of Headteacher this academic year. The previous Headteacher retired in December 2020 and Mr Finn Willcock (DHT) was appointed as Acting Headteacher for the Spring Term. The governors conducted a rigorous appointment process when recruiting a new Headteacher and Mr Willcock was appointed as Headteacher from 1st April. Mr Willcock knows the school very well and has led the school through the second academic year of the coronavirus pandemic, alongside the governors, to ensure that the children have received continuity in their learning (including remote learning), and consistency in their personal development and welfare with our core values underpinning every aspect of this.

The impact of this is that the Governors understand, through their assessment of the leadership and performance of the Headteacher during this global pandemic, the areas of strength and development needs within the school as a whole during this unprecedented time, including children's progress, curriculum coverage, and the learning environment. In addition, the different sources of data (what teachers say, what parents say, and what children say) available to the Governors enable them to develop an accurate picture of the school (see below for more detail as to the ways in which the Governors keep themselves informed of these matters). The Governors are by these means informed so as to enable them to challenge and support the Headteacher and therefore other relevant staff on how the school is responding to a rapidly changing picture during the pandemic, good practice within the school is being shared for the benefit of the whole school and how, in areas where there are development needs, those needs are being addressed.

Additional staff members

The Governing Body has oversight of the staffing of the school and is involved in all areas of staff recruitment. This year they have appointed a new Headteacher (Mr Finn Willcock, previously Deputy Headteacher), and have also interviewed appointed two staff on fixed term contracts to permanent contracts. They have also appointed a new Deputy Headteacher, due to commence their post in Autumn 2021

Administration staff support teachers with a range of tasks including the organisation of school visits, photocopying tasks, writing letters to parents and ordering resources and are highly efficient.

Southridge has a dedicated and capable staff whose commitment to ensuring the children have received the best academic support (remote and in-person) and pastoral care is unwavering, as recently commented on by our School Development Partner in her termly visits.

IMPACT:

- **Southridge has an effective leadership team as recently commended by our School Development Partner in his termly visits.**
- **Consistency in staffing is a strength of the school. Staff attendance is exceptionally high (inevitably there have been some periods of self-isolation following positive tests / as a close contact but a high standard of remote learning and support continued).**
- **Monitoring of school priorities by the SLT is effective and staff are able to demonstrate the impact on pupil outcomes.**
- **A strong and effective team working in the administration of the school provides essential support for the Headteacher in managing the school, and freeing up teaching staff for their classroom responsibilities**

Reviewing external assessments

The Governors and the Headteacher have the benefit of certain external assessments of the school's performance made by education specialists engaged for the purpose by the Governors. These assessments provide an objective view of the school by individuals who can draw on wide experience of primary education, and the benefits to the school of their experience, assessment and advice will be readily apparent. In the course of the year the FGB have reviewed termly reports from the School Improvement Partner following her school improvement visits. The governors have been able to use the comments in that report to support the school during the pandemic and work with the SLT and assess progress in the current School Improvement Plan and to shape the development of the School Improvement Plan for 2021 – 22.

IMPACT:

- **The School Development Partner has agreed with the school's changed SEF judgement of 'Good' for Quality of Education' and for Southridge to remain outstanding in other areas.**

The Curriculum Committee

Achievement of pupils

Progress and attainment data for all children across the school is usually brought to this committee and FGB by the Headteacher and analysed by the committee. Data is usually focused on reading, writing and maths. Analysis is carried out by looking at a variety of different groupings within the school, including year groups, pupil premium etc. and information and observations gathered on school visits. The data analysed usually includes performance in national tests from the previous year (including relative performance against national results e.g. KS1 Sat's and Phonics) and data recorded internally within the school. Of course this year formal assessments were suspended due to the ongoing disruption from the pandemic. The curriculum committee has not met this academic year due to the pandemic, however these areas have been covered in the Headteacher's Report and in FGB meetings.

Governors are familiar with the Inspection Dashboard (now ISDR) data for the school which again shows the school's performance in the national context. However, due to the pandemic this has not been produced by Ofsted / DfE.

Monitoring specialist areas

In addition to this work on children's performance, in the course of the year the committee also review the School Development Plan termly and organise governor visits. This year the SDP has been reviewed in FGB meetings and visits have been suspended due to the pandemic.

Reviewing policies

Each year the committee reviews the school's policies on matters falling within the committee's remit e.g. subject policies, anti-bullying policy. These have been included in FGB meetings as appropriate.

IMPACT:

- **Governors have an understanding of data/pupil outcomes through the internal termly monitoring carried out this year and the quality of remote education provided during the national lockdown /self-isolation periods. They are confident that Southridge remains a school with strong pupil outcomes.**
- **Governors have monitored the achievement and progress of the very small numbers of pupil premium pupils in each year group.**
- **Governors have been able to monitor the Remote / Home Learning provided to pupils who remained safely at home during the Coronavirus pandemic.**
- **All policies are up to date.**

The Staffing, Finance, Health & Safety Committee

Overseeing the financial performance of the school and making sure its money is well spent

The Staffing, Finance, Health & Safety Committee consider financial issues and, ensure that the financial resources provided to the school are well spent by evaluating the impact of school spending on pupil outcomes. In allocating resources the committee has the policy of giving high priority to staffing, taking the view that maintaining a high staff to pupil ratio is a key requirement for a successful school.

The Staffing, Finance, Health & Safety Committee also focuses on the best application of specific grant income e.g. Pupil Premium Funding and Sports Premium Funding

In its work of managing the school's financial resources the committee benchmarks its "performance" against similar schools to ensure that it is broadly conforming to common standards. It also checks the school's financial procedures against county-wide schools financial value standards to ensure compliance with those standards (SFVS). This ensures that the school is applying best practice in these areas and acts as a safeguard against misappropriation or misuse of funds.

The school has seen a significant impact on the budget this financial year due to the coronavirus pandemic – spending has increased on hygiene materials, handwash stations, increased cleaning hours, and there has been a loss of income from extended services e.g. Children's Choice.

Premises and equipment

The SFPHS Committee also has responsibility for the school's premises and equipment. Although the school has all the benefits of its central, coastal location, its actual premises can be a restraint – space is our biggest barrier to learning and enhancing curriculum provision. Our Early Years classrooms are very small and there is no shared break out space.. In 2020 - 21 funding was allocated to further develop the Year 1 outdoor area.

The Finance, Staffing, Health and Safety Committee have also ensured that the school fully complies with all Local Authority Guidelines. In addition to this, they carry out regular checks on different aspects of Health and Safety, reporting findings to the Full Governing Body. The Local Authority undertook a full Health and Safety Audit in December 2020 and the school was awarded GOLD standard.

The Committee continues to monitor a wide range of health and safety issues within the school, with regular checks (such as fire drills), classroom visits, monitoring the safety of children at the end of the day who stay for after school clubs /wrap around care. The Committee also allocated funding to complete the five year fixed electrical test in October 2020 and resulting works were completed in December 2020. In January 2021 the boiler for the main school was replaced at a cost of £12,000.

Health and Safety

The governors have given very serious consideration to the health and safety of the children and staff during the pandemic. They worked with the Headteacher to ensure that government guidance was applied to our school setting to ensure that all measures were in place to operate safely.

The coronavirus pandemic had a serious impact on the health and safety protocols in school and associated budgets. School has invested heavily in measures related to infection control e.g. hand sanitiser, PPE, cleaning products.

IMPACT:

- Governors have reviewed and approved the 3 year budget plan and detailed budget plan for 2021 - 22
- The school's budget is well managed and careful financial management has enabled school to invest in and improve outdoor learning in Year 1, complete statutory electrical works and replace the hot water boiler.
- The Pupil Premium Funding is spent appropriately.
- The Sports Premium Funding is spent appropriately and has a positive impact on the health and fitness of pupils, enriches the P.E. curriculum with specialist coaches for competitions (within school during the pandemic). It also increases the children's opportunities to participate in competitions and a wide range of after school clubs.
- Our school is a safe place to be and children are safeguarded – this has been particularly apparent in the coronavirus pandemic.
- A termly and annual Health and Safety Audit is carried out and an annual Health & Safety Report is presented to governors.
- The school achieved GOLD standard in the Local Authority Health and Safety Inspection – December 2020.
- An annual Safeguarding and Child Protection Report is presented to Governors.

The School Development Plan (SDP):

The Governors work co-operatively with the Headteacher and senior management in identifying priorities for school improvement and in preparing, and then monitoring, the School Development Plan (SDP). The SDP sets aims for the forthcoming year. As the school navigates its way through many curriculum and assessment changes the SDP is of particular importance in helping us to maintain the highest standards possible in educational attainment for children throughout the school.

As in previous years, the SDP for 2020-21 was based on priorities identified from data and school self-evaluation priorities. The SDP is set out with clear aims, the key tasks which should be completed in order to achieve these aims, and the success criteria by which outcomes can be measured. The SDP is monitored and reviewed termly, with an evaluation overview being completed and presented to the Governors termly at the Full Governing Body.

The Key Priorities of the School Development Plan 2020 – 21 were:

Co-operative working on preparation and implementation of the SDP follows considerable research, preparation and input from the school management team and all other members of staff. The SDP is monitored and reviewed termly, with an evaluation overview being completed and presented to the Full Governing Body in preparation for the new priorities for the following year. The Headteacher and Governors also have the benefit, in preparing the SDP and in reviewing performance against priorities, of the reports of our School Improvement Partner.

Priority 1: Safeguarding – 'Safe to Learn'. Ensure that all DfE guidance is implemented and new routines and protocols are in place as ALL children return to school from 1st September

Priority 2: Personal Development – 'Ready to Learn'. Ensure that children's emotional well being is the 'golden thread' though our school day as children adjust to returning to school and learning following lockdown. Increase independence in learning, stamina in recording written work and resilience.

Priority 3: Quality of Education – 'Quality of Learning'

3a: To monitor closely the 'Recovery Curriculum – catch up / blended learning plan

- To follow curriculum recovery plans for each year group, maintain high priority on reading and phonics, talk 4 writing
- To develop mental maths strategies (specifically Times Tables) to support KS2 for the Year 4 Tables Test – June 2020
- To monitor the impact of 'Relationships Education in Sept 2020 and the resilience and mental health of our pupils
- To review T.A. support for pupils – autumn term less interventions and more in class support.

3b: To develop Remote Lockdown Contingency Plan – Google Classroom**3c: To continue to review the implementation and impact of our curriculum** Subject

Leaders to monitor development of subjects, specifically in 2020 -21

- Design Technology – continuation from last year, introduce 'Kapow' units
- R.E – for introduction of new syllabus
- Geography – introduction of enquiry - based learning

The targets for the School Improvement Plan 2021-22 will be:

It is important that some targets continue and that the same 'recovery' emphasis is placed on the returning to school for a new academic year following no other disrupted year.

In compliance with this procedure, the staff team will recommend to the Full Governing Body the following as the targets for the School Improvement Plan for 2021-22. There must be an understanding that the school has endured two disrupted years of the pandemic. This past academic year we returned hoping to emerge from the pandemic sooner than we have. In January '21 another national lockdown for 3 months caused significant disruption and unfortunately North Tyneide was identified in May as an area with rising cases again. This resulted in some year groups self-isolating and completing remote learning. The governors appreciate the significant workload for the Headteacher, all staff (teaching and admin) to ensure the children received high quality learning at home, and the excellent communication with and support for pupils and their parents.

Priority 1: Safeguarding – ‘Safe to Learn’. Ensure that all DfE guidance is implemented and new routines and protocols are in place as ALL children return to school from 1st September

Priority 2: Personal Development – ‘Ready to Learn’. Build on existing good practice. Ensure that children’s emotional well being is the ‘golden thread’ though our school day as children adjust to returning to school. Continue support for emotional health and well-being. Increase independence in learning, stamina in recording written work and resilience.

Prioritise the Early Years and those children from the current Reception year, moving on to National Curriculum Year 1 in September. As a result of the pandemic these children will have missed out on crucial early years experiences linked to social and emotional development.

Priority 3: Quality of Education – ‘Quality of Learning’

3a: To monitor closely the ‘Recovery Curriculum – catch up / blended learning plan

- To follow curriculum recovery plans for each year group , maintain high priority on reading and phonics, talk 4 writing
- To provide targetted academic support for those children who need it
- To develop mental maths strategies (specifically Times Tables) to support KS2 for the Year 4 Tables Test – June 2021
- To monitor the impact of ‘Relationships Education introduced last year and the resilience and mental health of our pupils

3b: To continue to review the implementation and impact of our curriculum

Subject Leaders to monitor development of subjects, specifically in 2021 -22

- Science
- French
- Geography – continuation of enquiry - based learning

Governor visits to monitor the SDP

Individual Governors visit the school as part of their monitoring of the SDP and of specific issues. These visits are considered a valuable opportunity for Governors to be able to work closely with staff members across the school. .

Examples of these visits include: Interviews with key staff on SEND and Pupil Premium. Subject visits / learning walks– maths, reading and writing, review of children’s books, safeguarding audits; “walkabouts” to review compliance with health and safety standards.

IMPACT:

- **Governors can see first-hand the developments taking place, enabling them to ask questions and understand the next steps in terms of school improvement.**
- **Governors can see evidence of standards in the children’s work and are confident that these are being maintained.**
- **Governors have a good understanding of the areas for development.**
- **The governors are known to and part of the school community**

School Policies

The Governors review all relevant school policies on a programmed basis to ensure that all guidance is current and complies with best practice and is based on day-to-day experience within the school.

Specifically, the Governors ensure that the school has in place policies which are consistent with those policies which are required by the Department of Education and those which are recommended by North Tyneside Council.

IMPACT:

- **Policies and procedures are current and up to date.**
- **School Policy Log is up to date.**
- **The school complies with the DfE mandatory policy list**
- **All the required information is on the school website.**

Training, networking and listening – keeping the Governors informed

The Governors are fully aware that, if they are to govern the school successfully in a rapidly changing education environment, they need to be informed of developments in the sphere of education, and they need to be aware of all that is happening in the school. They do this by undertaking training courses and by listening to the views of staff, pupils and parents.

Training

All members of the Governing Body receive training. In 2020-2021 the Full Governing Body had training on safeguarding, special educational needs; health and safety, All new Governors have attended the induction training for school governors provided by North Tyneside Council.

This training has assisted the Governing Body in keeping abreast of key developments and requirements in primary education. It also equips Governors to support and challenge the school in its provision of education to pupils and to monitor and support the administration of the school.

Listening to the views of pupils, parents and staff

The Governors are fully aware that they must have a good understanding of what goes on in the school from day-to-day as part of their responsibility to monitor the school's performance and to govern the school for the best advantage of the pupils. The Governors therefore in 2020-21 have taken the opportunity to listen to the views of pupils, parents and staff, both formally and informally.

The Governing Body has been fortunate to have parent Governors (plus one co-opted Governor and an Associate member who are also school parents) who have generously contributed the benefit of their experience as school parents whilst acting, as all Governors must, in the interests of the school as a whole.

In 2020-21 parents were asked to give their views on a range of matters, including feedback on remote learning (Oct 20), Reception induction workshops.

It remains the case that parents are always encouraged to bring particular concerns to a class teacher or the Headteacher, or, where appropriate, to the Chairman of the Governors, and where these concerns are of general interest they are reported to the Governing Body as a whole.

The Governing Body includes a staff Governor, and this gives the Governing Body a most helpful insight, from a teacher's perspective into a wide range of issues and in particular in relation to curriculum matters, timings of the school day and staff workload.

Conclusion

The Governors hope that in producing this Impact Statement they have helpfully informed stake-holders parents and others in the school community, or those who take an interest in the school, of the work the Governors have undertaken in the school year 2020 -21 and of the resulting benefits to the school.

July 2021.