

# Ninelands Primary School Governing Body Effectiveness Statement 2020/2021

## From the Chair of Governors

Following the turmoil of the previous year it had been hoped that this one would enable us to get back to “normal” at some point. We had not expected that the whole year would continue to be severely impacted by the effects of the pandemic. Unfortunately, in differing ways it was. At times lockdowns led to some children not being able to attend school while we continued to offer many places to children of “key workers”. As you will see in the summaries of the subcommittee actions through the year, (below), this led to a significant amount of deliberation of the hybrid learning provisions which ended up as a mixture of “on-line” and “paper pack” home learning, alongside the in-person lessons which were still taking place.

Along with the work to keep children safe and educated through these difficult times the governors also needed to ensure the welfare of all our staff was maintained. Besides this we also continued to ensure the maintenance of the buildings continued along with working towards planned improvements.

Once again, I must give credit to the remarkable work carried out by our staff. They are a credit to, and a true example of the ethos of the school. We as governors are justifiably proud of the extraordinary lengths they have gone to.

Throughout the whole year the governors have continued to meet and carry out their responsibilities, scrutinising and providing challenge so we can justify and confirm that the school is on the correct path. Summaries of the actions of the subcommittees are attached. I think that it is significant to note that, even though they were dealing with the pandemic, the school leadership, under the scrutiny and guidance of the governors, have ensured that the school budget at Ninelands has significantly improved, resulting in the finances being in a much healthier position.

## Resources

For the academic year 2020/21 the priority on the School Improvement Plan which the Resources Committee was focused on was *‘To ensure the predicted healthy budget set in March 2020 comes to fruition in March 2021, in part through the success of the Extended Services provision and marketing strategy for Ninelands’*. Despite the impact of the pandemic across the school and the extended services provision, this objective was successfully met.

As always, the Resources Committee have been responsible for reviewing and maintaining a strategic overview of many of the school policies. Throughout this year several have been reviewed, modified as needed and renewed.

Virtually all monitoring activities this academic year have been carried out remotely. The usual monitoring of funds such as Pupil Premium and COVID Catch Up Premium have occurred, along with items such as Staff Pay and Appraisals. Members of the committee also worked with the School Business Leader to complete and submit the annual Schools Financial Value Standards document.

This committee has kept an overview of the new extended services provision offered by the school. The pandemic has had a major impact on how this provision has been set up,

provided and developed, but despite this, the provision is financially viable, developing well and being very well received by families.

The ongoing impact of the COVID 19 pandemic on running the school has been considerable and additional responsibilities dealt with by the committee again this year have included keeping up to date with rapidly changing risk assessments and overview of how additional staffing and health and safety costs have impacted on the school budget.

## Pupil Support

The committee's focus this year has been on the impact that the pandemic has on pupil and staff health and wellbeing. Our monitoring of the school improvement plan centred on how the school established its online teaching offer, considering how it was delivered, whether it met the needs of all pupils, and the impact delivery had on staff. We looked at wider support provided to pupils during the pandemic, particularly those with additional needs.

The committee continued to review relevant policies and procedure. This includes Sex and Relationship Education, Cultural Education, and Health and Well-being. The committee is also responsible for monitoring attendance, which we looked at carefully in light of the impact of COVID-19, and the impact that this was having on the school.

## Teaching and Learning

This academic year has yet again led to a whole new set of priorities for this sub-committee. The fluid nature of national situation and changing educational expectations meant that priorities were adjusted as needed in response to events.

In October 2020 the Teaching and Learning Sub-committee met to scrutinise the schools plans for assessment and preparation for anticipated statutory assessments. We looked at the schools plans for monitoring the quality of "teaching and learning" along with the appraisal and target setting processes, this was considering variance required due to the pandemic. We also looked at the curriculum offer to ensure a good balance was maintained while allowing for catch up. The home learning policy, was reviewed, taking into account currently identified good practice and feedback gathered from stakeholders.

In early January 2021 following a new national lockdown the T&L sub-committee met ahead of schedule and invited attendance from other members of the governing body to scrutinise the schools Home Learning Policy. As part of the process governors considered current DfE guidance, safeguarding, IT provision, the blend of live and pre-recorded learning activities, provision for providing feedback, staff wellbeing and the consistency of provision. The schools plan for obtaining and acting on stakeholder feedback was also examined. A statement on the agreed principles for remote learning and the remote learning offer was agreed on and communicated to parents.

In April 2021 the T&L sub-committee met again. On this occasion monitoring/reviewing remote learning, quality of teaching and learning, catch up planning, assessments and the evolving curriculum offer were amongst items considered.

In addition to sub-committee meetings School Improvement Plan monitoring visits were undertaken to review progress against teaching and learning improvement plan priorities. One was necessarily focussed on monitoring the remote/in school learning offer. At another, end of year assessment data was scrutinised, along with plans for hand over and continued closing of learning gaps.