



Annual Governance Statement for West Rainton Primary School 2019-20

School values and mission statement

The governing body of the school commit their time voluntarily to offer both support and challenge to the headteacher in the effective running of the school and the continuous drive to always aim higher.

- As a governing body we are proud to be an integral part of shaping the lives and futures of the pupils of West Rainton Primary School.
- We know we provide a safe, happy and welcoming school where everyone is listened to and respected.
- We are committed to delivering the best possible learning experiences alongside character building opportunities that shape children’s moral, social and cultural development.
- We constantly strive to be the hub of our local community and an integral part of our society, making links and joining groups to work together for success

The Governing Body of West Rainton Primary School has a strong focus on its three core strategic functions:

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, and the performance management of staff; and
3. Overseeing the financial performance of the school and making sure its money is well spent.

<p>Governance Arrangements</p>	<p>The governing body has welcomed some new faces in the past year and has begun a programme of induction training with them.</p> <p>Governor training this year has included safer recruitment and reducing the cost of the school day to ensure the governing body have a good awareness of the impact of poverty.</p> <p>Extraordinary briefings were held to ensure governors had regular opportunities to both support and challenge the Headteacher around covid-related measures and provision in school. This was especially valuable to the Headteacher in such a challenging and isolated time.</p> <p>Committee dates and times are arranged well in advance with agendas and supporting documentation provided at least two weeks prior. This ensures our governing body meetings are always very well attended.</p> <p>Changes continue to be updated on GIAS and our school website to ensure information about governors is up to date.</p>
<p>Key issues faced and addressed by the Governing Body in the past year</p>	<p>2019-20 academic year has been one of unprecedented challenge. The school, supported by the governing body, has responded swiftly, flexibly and with the utmost commitment to the academic and personal wellbeing of our pupils, to the rapidly changing nature of this pandemic.</p> <p>We are incredibly proud that our school was never closed throughout the entire time, offering childcare to keyworker and vulnerable children even during holidays.</p>

The children's education was also doggedly pursued with printed packs and an online classroom forum set up immediately to ensure children could have daily interaction with teachers.

Safeguarding governor and the DSL remained in regular contact throughout, ensuring the school's most vulnerable pupils were kept as safe as possible from afar.

The challenge evolved into one of health and safety, for the return of pupils in June and we were proud to be able to open to all year groups ensuring all children who wanted a place could have one.

Prior to covid, the school teaching team had been carrying out an extensive curriculum review of all subjects since the summer term of the previous year. As governors, we were included in that entire process attending planning and evaluation meetings to see how the school were mapping out their intent and implementation led skilfully by subject leads across the school.

As early adopters of the new RHE curriculum, the governors were trained in the new curriculum objectives. This gave us the perfect platform in which to support the consultation and informing of parents, some of whom had concerns about these changes. Over this academic year, the governors have supported the SLT in promoting this curriculum and raising the confidence of parents to see it in action.

Assessment of impact

Year group (current in 2020-21)	Proportion of pupils who engaged with daily home-learning (50%+ of the time)	Proportion of pupils who were highly engaged with daily home-learning (80%+ of the time)	Proportion of pupils who accessed school as key worker or vulnerable (80%+ of the time)	Proportion of pupils who had physical work packs but had less than 50% engagement.	Proportion of pupils who accessed school from 15 th June (all year groups)
Y6	9/13 69%	6/13 46%	4/13 31%	3/13 23%	8/13 62%
Y5	11/13 85%	7/13 54%	2/13 15%	2/13 15%	8/13 62%
Y4	14/20 70%	11/20 55%	3/20 15%	6/20 30%	9/20 45%
Y3	11/16 69%	9/16 56%	0/16 0%	5/16 31%	11/16 69%
Y2	10/17 59%	8/17 47%	1/17 6%	7/17 41%	10/17 59%
Y1	15/22 68%	10/22 46%	1/22 4.5%	7/22 32%	17/22 77%
Rec	14/17 82%	10/17 59%	2/17 12%	3/17 18%	11/17 64%

Governors were very pleased to see the level of engagement with school work during the March-May partial closure and the lengths the school staff had gone to to keep all children working. We have also been happy to support in the evolving of the remote-learning offer should further disruption occur.

The lead governor for safeguarding has been in touch throughout, meeting with the DSL remotely to offer support around the schools' most vulnerable pupils and to see how their cases were being managed.

	<p>Governors were very pleased to see the outcomes of a parent survey conducted in July 2020 which showed parents were overwhelmingly positive about the efforts of the school to keep children learning, happy and actively involved in school life.</p> <p>Governors were keen to see the return to school a safe, happy and settled one in June and backed the headteacher's commitment to open to all year groups in a safe and controlled way. We appreciated the extensive hours spent on risk assessment and planning to ensure the school was as covid-secure as possible and how this was communicated to parents and pupils. Curriculum committee were involved in the planning of wellbeing projects for cohorts of children across the school to begin in September. We are proud that amongst the school's top priorities for catch-up is the mental wellbeing and safe social interaction of the children.</p> <p>Prior to covid, the governors were extensively involved in the restructure and planning of the school curriculum, attending many of the staff meetings to map out the intent of each subject in isolation and in conjunction with each other. It was pleasing to see the progress of this curriculum over the first two terms of 19-20 and to hear updates in curriculum committee meetings from middle and senior leaders.</p> <p>One of the strengths of this curriculum was the early adoption of the new RHE curriculum led by the Headteacher. It was important to us as governors that the consultation and first year of rollout was carefully managed and communicated well to parents. The Headteacher has worked hard to engage harder to reach groups and increase their confidence in the school's intentions. The headteacher's involvement in the LA training for RHE is also another indicator of the success had in this area.</p>
<p>Future plans for the Governing Body</p>	<p>In 2020-21, the governor's priority will turn to the effective catch-up and contingency planning for the pupils disrupted by covid in the past year, including the use of premium funding in targeted areas to secure swift progress for those pupils targeted.</p> <p>As governors, we are also mindful of the impact upon the wellbeing and workload of our staff team and hold this as one of our top monitoring priorities in the coming year.</p> <p>Governor training planned for 2020-21 includes induction training for our new governors and an Ofsted training update in the summer term.</p> <p>As we have some new faces on the governing body, an update to the skills matrix will also be carried out this year.</p>
<p>You can find details about our governing body and how to contact us on the governor page of the school website. We welcome the views, comments and ideas from parents and our school community.</p>	