

Governors Annual Statement and Impact Report 2020-21

"Leaders continue to provide a good quality of education. Together with the Governors they have accurate self -evaluation." **OFSTED 2019**

"Governors ask challenging questions of senior leaders through a termly school performance review meeting. Middle and senior leaders acknowledge the role that governors play in monitoring their work and appreciate the challenge and support they offer" **OFSTED 2016**

At Jarrow Cross our Motto of "Value in Everyone" permeates school life. We believe that every child is entitled to enjoy their childhood, celebrate their individuality and be the best that God made them to be. The Governors recognize for this to happen pupils must be supported by a well led, enthusiastic, professionally competent and motivated staff. The aim therefore of our Governing Body is to ensure pupils progress appropriately in their education and in doing so develop a thirst for learning, are emotionally secure, have the confidence and skills to make decisions, self-evaluate and become lifelong learners.

COVID 19

During the Covid-19 pandemic, the Governing body worked closely with school leaders to ensure all risk assessments, procedures and guidelines have been closely followed. We have offered advice to school leaders, communicating (virtually using remote platforms) and liaising regularly with SLT, including being involved in the writing and monitoring of the whole school risk assessment. As Governors, we have been extremely mindful of the emotional wellbeing of the Headteacher, school leaders and all staff and have offered our support throughout this difficult time.

During the last National Lockdown, the school was open to the children of Key Workers and vulnerable pupils, 120 children attended school. Bubbles were organized and all staff worked on the following rota basis:

Teaching staff - one week in school then the following week at home leading on home learning. Support Staff- 5 days in school, 5 days at home with a turnaround day each Thursday.

Remote learning was provided to all children at home on a daily basis, with teachers on hand to give ongoing support. Remote Learning mirrored the teaching which was taking place at school. On average engagement in remote learning was approximately 86% across the whole school.

On returning to school on March 8th, the focus was upon communication and language skills. Much paired work and group activities were planned and PSHE was a main feature of the week. Teaching from then on was based around identified non-negotiables which were the priority to be covered. Assessments were ongoing and results used to inform future planning.

Strategic Functions of the Governing Body

This annual statement outlines how the Governing Body has fulfilled its responsibilities and how it has met the three core strategic functions of the School's Governing Body set out by Government and the Department for Education:

- 1 Ensuring clarity of vision, ethos and strategic direction.
- 2 Holding the head teacher to account for the educational performance of the school and its pupils.
- 3 Overseeing the financial performance of the school and making sure its money is well spent.

This has been a turbulent year for everyone and there has been many changes which the governing body has had to manage, however with the support of the school staff and the school community, it has been a pleasure to have been able to guide the school through these challenging times. Even though meetings have been virtual, we have continued to:

- Monitor the implementation and embedding of the national curriculum and assessment processes.
- Review and monitoring of pupil performance data and progress. Carry out budget setting, monitoring and review of school finances.
- Monitor the improvement of the school learning environment, especially around remote learning.
- Review school policies and documentation.
- Monitor the implementation of the school development plan- see below.

School Improvement Plan (SIP) -

Governors work co-operatively with the head teacher and senior management in the monitoring the School Improvement Plan. The School Improvement Plan sets aims for the forthcoming year and outlines priorities for the forthcoming three years and is based upon priorities identified from data and the school self-evaluation. It is set out with clear improvement actions and the milestones which will be completed in order to achieve the success criteria. It is a flexible working document monitored and reviewed termly. Although this has been a difficult year and the impact of Covid has made the progress of this year's targets difficult, the head teacher and the rest of the school staff have been able to make progress.

Priorities for the academic year 2020/21

- **Improving outcomes at the end of Reception**

Evaluation -Staff continue to plan the curriculum around the needs of the children. Maths work continues to reflect the guidance from the Maths Hub. Plans are ongoing for changes to EYFS curriculum.

- **Ensure the school curriculum meets the needs of all learners**

Evaluation- Curriculum was revised for return in March. Continuous Provision in place for Year 1. Intervention sessions ongoing children are identified according to need (groups are fluid) with long term expectations in mind. New systems for marking and feedback trialed and staff surveyed. Class Teachers time to be prioritized for planning of lesson rather than marking. Spring and Summer Term assessments completed. Monitoring of groups of pupils continues.

- **Improving outcomes in writing**

Evaluation-Progress of SEN pupils continued to be monitored, targeted support in place and intervention regularly reviewed. Planning identified EGPS links with Medium Term Plans. Texts are used throughout all Literacy teaching including Remote Learning when necessary. RWI phonic and spelling programme continues as does Shine Handwriting Intervention.

- **Ensure at least 75% of class are working at Age Related expectations by the end of the summer term**

Evaluation- Beginning of year lock down has impacted upon Spring and Summer Assessments. Ongoing formative assessment used to identify planning needs, this is supported by intervention, targeted support specific to the needs of learners.

Throughout the pandemic it has been a difficult time for both school staff and the community. Governors would like to thank all staff and the school community

for all the hard work and effort gone into ensuring our children continue to have the best possible school experience.