

## **Hedworth Lane Primary School – Governor’s Statement July 2021**

*“Leaders and Governors have a good understanding of the school’s strengths and areas for development. This is because you (Governors) and leaders check pupils’ outcomes and the quality of teaching, learning and assessment regularly. The School Improvement Plan identifies the right priorities to help improve the school further” \**

The Governing Board of Hedworth Lane Primary School works with the Head Teacher to promote and maintain high standards of educational achievement. The core functions of the Governing Board are:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding the Head Teacher to account for the educational performance of the school and its pupils, and the performance of staff and;
- Overseeing the financial performance of the school, and making sure its money is well spent.

### **Intent**

#### **Key issues facing the Governing Board of Hedworth Lane Primary School during 2020-21**

**Standards were good in 2019, however Greater Depth outcomes were low. Therefore, Governors have focussed upon raising standards across the school.**

- Historically progress and standards were not sufficiently good in all areas.
- Progress and attainment of Disadvantaged pupils was low or variable.
- By 2019 standards had risen to above National. This needed to be sustained. However, there was a dip in Reading 2019. Greater depth in 2018 and 2019 was lower than National Standards.

**The COVID-19 crisis had a significant impact on attendance and attainment. The school was faced with ensuring a continuance of good quality education during periods of high staff absence and school closure.**

- Attendance was significantly affected by the pandemic. In summer 2020, when Reception, Year 1 and Year 6 pupils were asked to return to full time education in school less than 50% of pupils returned. The remaining pupils stayed at home as a result of parental choice.
- Anxieties and mental health of pupils suffered.
- Remote learning was a challenge to families, pupils and school.

**The Leadership and Management structure of the school needed empowering in order to raise standards further.**

- Some middle managers were not sufficiently empowered to lead their subject/strategic areas.
- Ofsted said that leaders and management should check carefully on the effectiveness of interventions, including the work of support staff, on planned learning and progress, particularly for disadvantaged pupils.\*

**\*Ofsted October 2018**

## **Implication**

### **Actions of the Governing Board of Hedworth Lane Primary School during 2020-21**

#### **Governors focussed upon raising standards across the school.**

- Regular Standards meetings were held with the Standards Committee of the Governing Board. The school was asked to provide a Standards update in all key areas. The Governing Board asked the Key Stage co-ordinators to attend and give progress and attainment updates.
- Two Inclusion Link Governors worked closely with the Inclusion Manager with the remit of raising standards across Disadvantaged pupils and pupils with SEND.
- The Head Teacher performance targets were carefully matched to standards with a clear expectation for standards to be sustained and where possible, to be built upon.
- Remote meetings were held throughout the pandemic.
- The Governors gathered information from the Assessment Co-ordinators, the Head Teacher and the School Improvement Advisor.

#### **Supporting engagement, mental health and wellbeing and standards during the COVID-19 crisis.**

- Attendance of pupils both at school and within the remote learning environment was carefully monitored.
- Interventions were put in place to support the pupils returning to school in September, including the implementation of mental health and wellbeing strategies.
- A Remote Learning Plan and policy was set up.
- The staff received training on Google Classroom in preparation for school closure. Governors received regular updates with regards to the re-opening of the school in September, its preparedness for remote learning and, when remote learning was implemented, updates on pupil engagement.
- The school surveyed the parents to find out if there were any families with inadequate IT or limited internet capacity. Pupils were identified who did not have the equipment or infrastructure for remote online learning.
- The school applied for and then rolled out the DfE laptops to eligible pupils without delay. Large numbers of school laptops were converted for home use, including the installation of safety features and the implementation of a user policy, and these were distributed to families.
- Pupils eligible for a means tested free meal were supported with packed lunches, food parcels and food vouchers.
- The Governors received regular safeguarding reports from the Head Teacher and the Inclusion Link Governor remained in contact with the school Inclusion Manager. The Safeguarding policy was amended to make reference to Remote Learning.
- Governors supported the planning for and monitored the school use of the Covid Catch-Up funding each term.

#### **Governors focussed upon developing the Leadership and Management structures in school to raise standards further.**

- The Inclusion and Standards post was further embedded with developments to the SEND, Disadvantaged and the social, emotional and mental health needs being regularly tracked. The partnership between two Inclusion Link Governors was further developed.

- The TLR post holder for Curriculum Enrichment and PE & Sport was further developed.
- The role of the Early Years Lead, KS1 and KS2 leads were further defined and monitoring of intervention was prioritised.

## **Impact**

### **Impact Assessment of the Governing Board during 2020-21**

#### **Raising standards across the school.**

- In Early Years, the Good Level of Development was 78% in 2020. Predictions for 2021 were for this to remain above National levels. Given our low starting point of pupils coming into our Reception classes and the impact of the COVID-19 crisis, this represents good Progress and Attainment.
- In Year 1, Phonics screening pass in 2021 was 79%. Predictions for 2021 were for this to be 74%. Despite the COVID-19 crisis and two periods of full school closure we were able to exceed our predictions. Phonics teaching is a strength of the school.
- At the end of Key Stage 1 standards were lower than in previous years. However, predictions for 2021, based on September assessments, were exceeded by the end of the year. The proportion of children achieving Greater Depth was maintained from last year.
- Standards at the end of Key Stage 2 in 2021 were higher in Reading but lower in other areas than in the previous year. However, predictions for 2021, based on September assessments, were exceeded by the end of the year. The proportion of children achieving Greater Depth was higher than in 2018 & 2019 (2018 & 2019 End of Key Stage 2 assessments were used for a direct comparison.)
- Standards and progress at Key Stage 2 over three years are at least Good.
- Standards for disadvantaged pupils in Early Years and in Key Stage 1 & 2 are good.
- The curriculum is vibrant and the breadth is strong.
- Remote online learning offer was very good and well received.

#### **Supporting engagement, mental health and wellbeing and standards during the COVID-19 crisis.**

- Pupil attendance was excellent. The Autumn Term 2020 attendance exceeded both National average and the school's previous attendance in 2019. (September '19 96.7%, September '20 96.9% October '19 96.7% and October '20 97.4%)
- Attendance across the school year was maintained to a high standard. 93 pupils (32.3% of pupils) achieved 100% attendance across the whole year.
- Pupil engagement at home during periods of Remote Learning was good and in some instances it was outstanding. Pupils who were vulnerable (LAC EHCP or disadvantaged) were either invited into school or their engagement was closely monitored.
- The school invested into supporting the mental health of the pupils including mindfulness sessions and Relax Kids resilience sessions. The school partnered up with an outreach worker from Healthy Minds, who was able to support whole class, group and 1-2-1 sessions and therapy.

#### **Restructure the Leadership and Management Structures to raise standards further.**

- A strong management team, led by the Deputy Head Teacher, is leading on Teaching and Learning. Standards are continuing to rise.
- Monitoring of intervention is now stronger. The Inclusion Manager is supported by the KS1 and KS2 managers in monitoring intervention, supporting staff delivery and outcomes for pupils. Teaching by support staff is stronger and standards remain high.

### **Future plans in 2021-2022**

- The Governing Board will review strategies to support pupils achieving Higher Attainment, particularly at Key Stage 2
- The Governing Board is constantly challenging itself to improve. Vacancies are filled by interview by the Chair and Head Teacher whenever possible. The Governing Board evaluates the skills of the members in order to ensure that there is an effective mix of knowledge and skills across the committees and the whole Governing Board.
- The Governing Board will continue to focus upon standards with a view to targeting pupils for catch-up recovery in all areas of the school.
- The Governing Board will work with the school to ensure a robust COVID-19 recovery for the mental wellbeing of all children.

# HEDWORTH LANE PRIMARY SCHOOL

## **Composition of the Governing Board**

- 3 Parent Governors
- 1 Head Teacher
- 1 Staff Governor
- 1 Local Authority Governor
- 8 Co-opted Governors

## **Committees of the Governing Board**

- Personnel Committee
- Standards & Curriculum Committee
- Pupil Discipline, Complaints And Appeals Committee

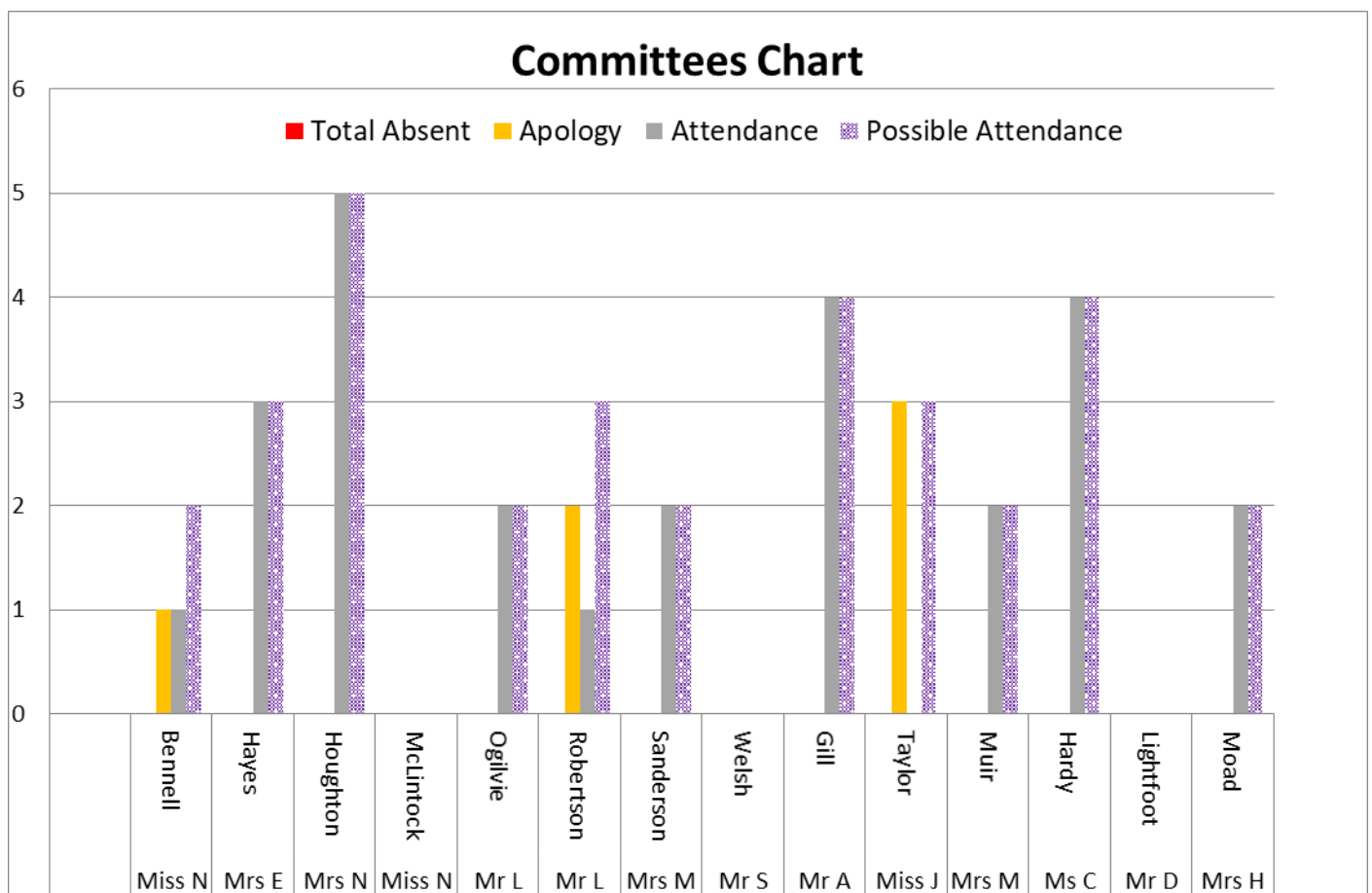
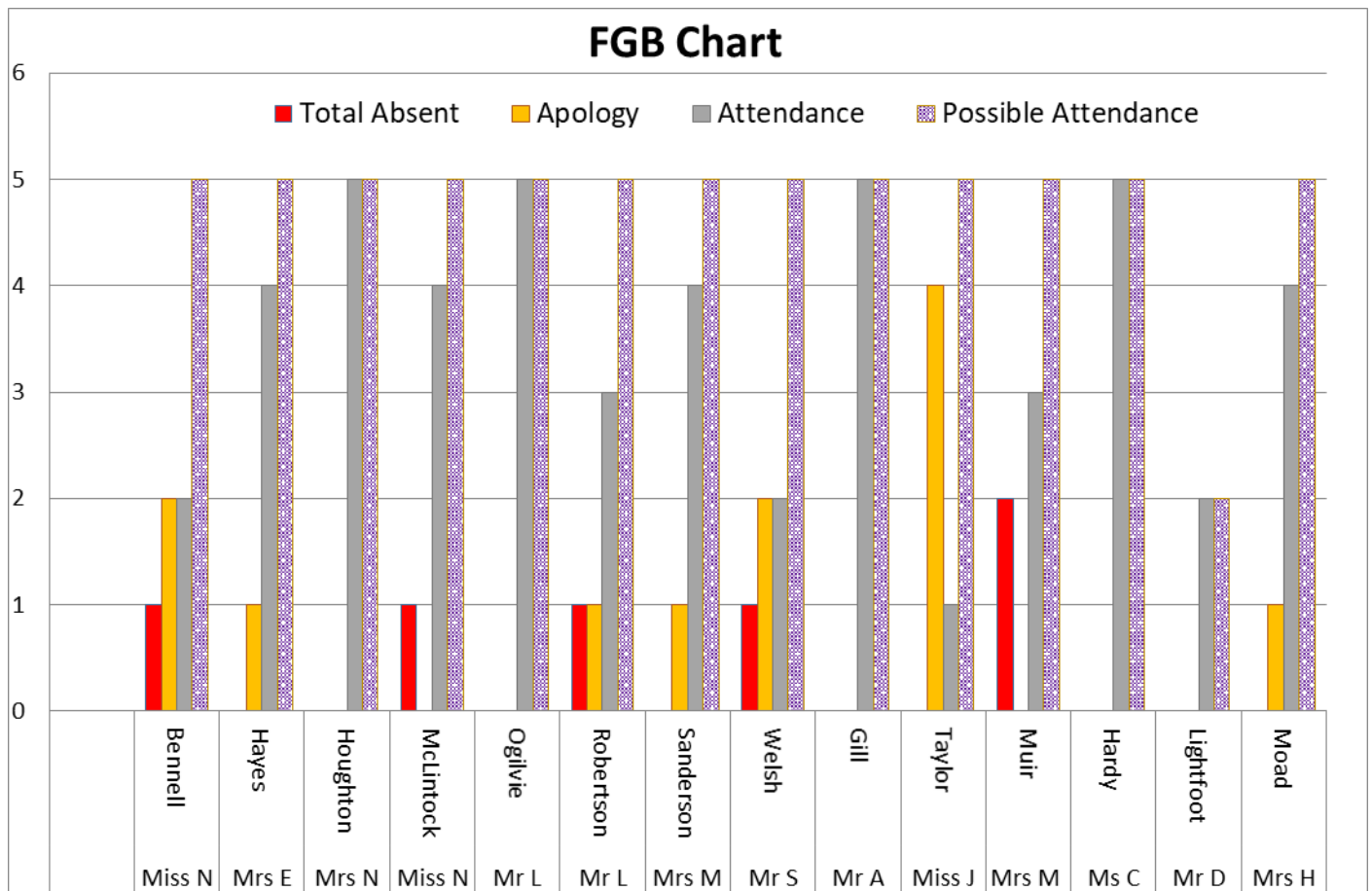
## **Chair of Governors**

Ms Nicky Houghton

## **Vice Chair of Governors**

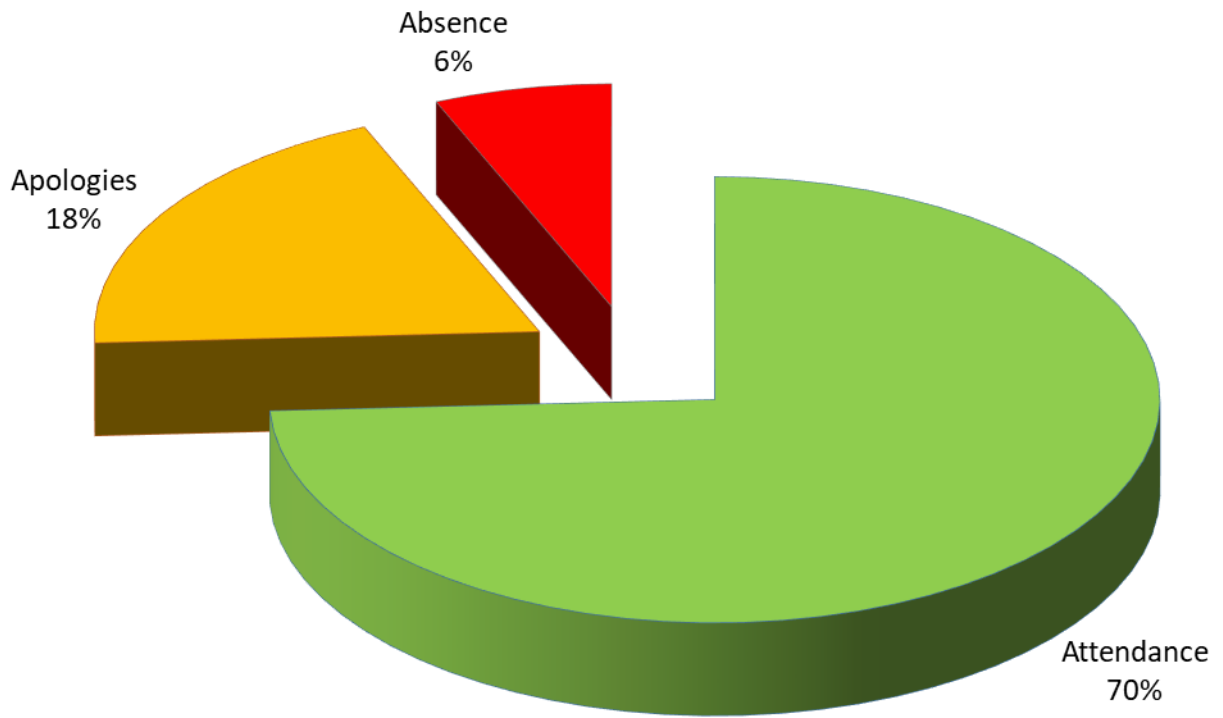
Miss Jayne Taylor

<b>Name</b>	<b>Category</b>	<b>Appointing Body</b>	<b>Terms of Office</b>	<b>Committees (if associate member has voting rights)</b>	<b>Official responsibility</b>
Nicola Bennell	Co-opted	Governing Board	27-11-2018 – 26-11-2022	Standards & Curriculum Committee	
Elizabeth Hayes	Co-opted	Governing Board	18-06-2019 – 17-06-2023	Personnel Committee	
Nicky Houghton	Co-opted	Governing Board	18-06-2019 – 17-06-2023	Personnel Committee Standards & Curriculum Committee	Chair of Governing Board
Nicola McIntock	Co-opted	Governing Board	27-11-2018 – 26-11-2022		
Leonard Ogilvie	Co-opted	Governing Board	18-06-2019 – 17-06-2023	Standards & Curriculum Committee	
Lee Robertson	Co-opted	Governing Board	16-03-2017 – 15-03-2021 16-03-2021 – 15-03-2025	Personnel Committee	
Marie Sanderson	Co-opted	Governing Board	19-03-2019 – 18-03-2023		
Steve Welsh	Co-opted	Governing Board	08-10-2019 – 07-10-2023		
Anthony Gill	Head Teacher	By Virtue of Appointment	21-06-2006	Personnel Committee Standards & Curriculum Committee	
Jayne Taylor	LEA	Local Authority	15-09-2018 – 14-09-2022	Personnel Committee	Vice Chair of Governing Board
Carolynne Hardy	Parent	Parents	18-09-2017 – 17-09-2021	Personnel Committee Standards & Curriculum Committee	
Mandy Muir	Parent	Parents	14-10-2019 – 13-10-2023	Standards & Curriculum Committee	
Helen Moad	Staff	Staff	16-09-2016 - 15-09-2020 18-06-2020 – 17-09-2024		
David Lightfoot	Parent	Parents	24-03-2017 – 23-03-2021		





# Total GB Attendance





## REGISTER OF GOVERNOR INTERESTS

### HEDWORTH LANE PRIMARY SCHOOL

Name	Position	Nature of Interest	Date Interest Registered	Date Interest Ceased	Notes
Nicola Bennell	Co-opted	None	07-07-2021		
Elizabeth Hayes	Co-opted	None	21-07-2021		
Nicky Houghton	Co-opted	None	19-07-2021		Chair of Governors
Nicola Marie McIntock	Co-opted	None	22-7-2021		
Leonard Ogilvie	Co-opted	Invigilation duties: St Wilfrid's Roman Catholic Academy.	12-07-2021		Step-daughter, Sarah Pagan works in the Authority's Educational Support/SEND department.
Lee Robertson	Co-opted	None	21-07-2021		
Marie Sanderson	Co-opted	None	20-7-2020		
Steve Welsh	Co-opted	None	19-07-2021		
Anthony Gill	Head Teacher	Chair of School Forum	19-07-2020		Governor Boldon School Governor Virtual School
Jayne Taylor	LEA	Work at Boldon School	15-07-2020		LA representative on the Management Committee of Boldon C.A,
Carolynne Hardy	Parent	None	21-07-2021		
Mandy Muir	Parent	None	20-7-2020		
Helen Moad	Staff	None	20-7-2020		

Date of Review: 01-09-20

