

ST AIDAN'S
Voluntary Controlled
PRIMARY SCHOOL

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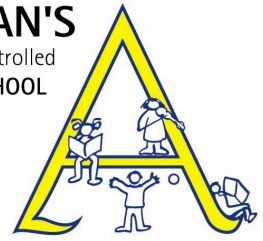
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Headteacher: Anne Etchells



Governors' impact statement, March 2021

Introduction

As with everything else, the consequences of the Covid pandemic overshadow this report. Our last Impact Statement was published immediately before the pandemic hit the UK. Over the last year, the Governing Body has had to adapt the 'normal' business of Governance to respond to what was required to support the school through Covid, whilst still fulfilling our statutory duties and looking forward to the priorities for wider school re-opening.

Our vision for every St Aidan's child is to "Inspire and prepare for life in all its fullness".

This seems particularly apt this year, as our pupils have had to adapt to episodes of lockdown, reduced contact with family and friends and new ways of working, whether in school or learning remotely.

The St Aidan's six core values (community, sustainability, kindness, resilience, inclusiveness and peace) have been central to the considerations and decision making of the Governing Body, as we have worked to navigate significant challenges and many unknowns this year.

In this statement we outline the work of the Governing Body, highlighting specific areas of impact we have had on the school in the last year, as well as our priorities for the current year.

The role of the Governing Body (GB)

The GB plays a crucial part in improving and developing the school and is responsible for:

- ensuring clarity of vision, ethos, values and strategic direction;
- holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff;
- overseeing the financial performance of the school and making sure its money is well spent.

The main focus of the St Aidan's GB is to help every student to achieve their potential and become independent learners. We know that to deliver this the school must be well-led by a strong and ambitious leadership team, with motivated and skilled staff who work together within an environment where they feel supported, valued and professionally challenged. The Covid pandemic has tested all school leaders but the School Leadership Team and the Governing Body worked positively and effectively to deliver the support that staff and pupils needed this year.



Governance structure

The Governing Body consists of 15 appointed and elected governors:

- 3 Foundation (Church) Governors;
- 1 Headteacher Governor;
- 1 Staff Governor;
- 5 Parent Governors;
- 1 Representative (local authority) Governor;
- 4 Co-opted Governors.

Currently all roles on our Governing Body are filled.

Meetings and committees

Full Governing Body Meetings are held six times a year, once each half term. Parents and staff are always welcome to attend and observe the first part of these meetings. Minutes of all meetings are available from the Headteacher on request.

A wide variety of business is conducted at full Governing Body meetings. Outlined below is what would be covered in a 'typical' year.

- Governors receive a report from the Headteacher on all aspects of the running of the school, including quality of teaching and learning, attendance, behaviour, safety and staff training. Governors discuss this report and ask questions to challenge all aspects of the school's performance.
- Each of the Governing Body committees (detailed below) report back on the work they have undertaken and this provides an opportunity for other governors to ask questions or discuss any aspects. At these meetings we also review progress against the School Development Plan, the School Financial Value Standards, the Self-Evaluation Form and policies, both those passed by committees and those that need to be ratified by the full Governing Body.
- The Governing Body receives presentations from curriculum leaders for English, Maths and Science twice a year and uses these sessions to ask questions about the priorities for those subjects and progress being made towards them.
- The Governing Body receives reports from Link Governors (see later) and has the opportunity to ask questions on the priorities and progress for each of the Foundation subjects or other specialist areas of responsibility, for example Inclusion, use of pupil premium, more able pupils.

This year, the Governing Body made a number of Covid related adjustments:

- All meetings were swiftly transitioned to Zoom and all committees, as well as the full Governing Body, continued to meet as scheduled.
- In addition to the usual meetings, two emergency meetings were held, to enable governors to review the risk assessments and contingency plans related to school re-opening, and to review and approve the budget against a revised Local Authority deadline.
- Governors received written reports from the Headteacher at all Governing Body meetings, capturing a detailed written record of events and decision making.
- The frequency of regular meetings between the Chair of Governors, Vice Chair and Headteacher, were increased from fortnightly to weekly, and sometimes even more often during critical periods, to ensure a regular flow of information to the GB and to allow for swift decision making when necessary.



- Staff wellbeing was on the agenda at every meeting and individual handwritten thank you notes were sent to all staff from the Chair of Governors.
- The Link Governor roles were revised to reflect the priorities emerging from Covid E.g. Wellbeing and remote learning.
- The usual HEP review of governance we complete each year was adapted to focus on performance of the Governing Body during the pandemic.
- Following the tragic death of a staff member due to Covid, Governors provided relevant support to the school.
- A small team of governors worked to develop some bereavement guidelines, reflecting our concerns that events outside school may have a significant impact on children's wellbeing.

Committees

To carry out its many duties, the GB is split into three smaller committees that meet each half term. Detailed below is an outline of the typical remit of each committee as well as a number of specific highlights from work carried out in the last year. A more detailed understanding of the work of the individual committees can be found in the committee Terms of Reference in the Governor Section of the school website.

Standards

This Committee is tasked with following pupils' progress and achievement, ensuring the school provides a high quality teaching and learning experience and delivers a broad and balanced curriculum in keeping with the school's aims and national curriculum requirements. In this committee, governors analyse school performance data and review both internal and external data reports allowing them to track all groups of children within school and against other London schools and nationally. Governors ensure that they ask about the comparative progress and attainment of different groups including those targeted by the pupil premium grant, those with English as an additional language and the different ethnicity, gender, and ability groups. They ensure that the pupil premium grant is used to make a positive impact on the outcomes of disadvantaged pupils. They also keep under review the SEND policy, monitoring provision and ensuring that the school fulfils its responsibilities for pupils with special educational needs and with disabilities.

The Standards Committee is also responsible for staffing, which covers the quality of education and the professional development needs of staff; reviewing the staffing structure (teaching and non-teaching) at least annually in relation to the school development plan; reviewing the appraisal/performance management policy and how staff objectives and CPD are linked to school development priorities; performance management of the Headteacher; recruitment of new staff and the adoption, implementation and review of staffing policies and procedures to ensure that all principles of good and fair employment practice are adhered to and legal requirements fulfilled.

This year, governors on the Standards Committee have:

- scrutinised the School Development Plan and amendments made to it over the year;
- scrutinised the provision of remote learning during the pandemic;
- reviewed pupil progress through discussions with school leaders and with data from internal assessments (absence of data from national tests);
- evaluated gaps in learning and the impact of them;
- discussed Covid catch up plans and deployment of resources against these;
- participated in an external BAME review and the development of a BAME action plan;
- reviewed progress against the HEP humanities curriculum introduced at KS2;
- worked with school leaders to revise the SEND information report for parents;



- supported the SENCo in representing the School's position to the Local Authority, on children with Education Health and Care Plans, by raising the wider issue of the distribution of children with EHCPs across the borough;
- reviewed teaching profiles to ensure all children are receiving high quality teaching;
- despite the disruption of the pandemic, retained a strong commitment to funding CPD for staff to ensure that their skills and learning continued to be strengthened;
- reviewed deployment of the pupil premium grant. Termly reports were made to the Governing Body to evaluate the effectiveness of provision;
- supported school leaders in the recruitment of staff;
- led a skills audit of the Governing Body, against the DfE competency framework, to evaluate our collective strengths and highlight areas for further development.

A panel of governors, with the support of our external School Improvement Partner, met to conduct the annual Headteacher's Performance Management and mid-year review.

Resources

Governors on this committee are tasked with detailed monitoring of the school's finances. They ensure that the school operates within the financial regulations of the local authority, school finance policies and procurement codes and complies with any DfE and SFVS (School's Financial Value Standard) requirements, responding to any issues arising from the audit of the school's accounts or annual SFVS review.

Governors hold the Headteacher to account for the financial performance of the school and scrutinise the draft and final school budgets. They are also joined by a School Business Manager who works with the Headteacher and School Administrator throughout the year.

The governors bring a wide range of professional expertise to the school and this helps to ensure that budgets are effectively scrutinised, managed and appropriate steps taken to plan for the future. This committee is also responsible for health and safety, overseeing the maintenance and development of the school site and premises (with sustainability in mind) to ensure it is safe and fit for purpose.

This year, governors on the Resources Committee have:

- worked with a new School Business Manager to support the committee with regular financial monitoring and budget development;
- scrutinised the budget and presented it for approval at an Emergency Governing Body meeting in June 2020, to meet the new LA submission date;
- requested and participated in strategic financial discussions with the Local Authority about the school's financial position;
- worked with the Headteacher and SBM on submission of application for a Licensed Deficit from the LA;
- actively participated in an external financial review led by the Education Schools Funding Agency;
- reviewed and submitted an additional budget to the LA in December 2020;
- reviewed the outcomes of the Health and Safety audit;
- participated in on-site Health and Safety reviews;
- supported the recommendations of the Standards Committee through budget commitment to high quality CPD for staff.

Pay

This sub-committee of the Resources Committee meets as required, typically three times per year, to authorise pay structures recommended by the Standards Committee..



Care and Communication

This committee is concerned with the health and wellbeing of the children and staff and with maintaining good communications with the school community, taking responsibility for the maintenance and promotion of parental and community engagement. Governors on this committee monitor the school's contribution to pupil wellbeing, their behaviour and safety, including promotion of healthy lifestyles and contribution to the wider community.

Governors regularly review policies designed to promote good behaviour and discipline and monitor their implementation and outcomes. They also monitor pupil attendance and evaluate strategies designed to maximise it. They undertake an annual review of safeguarding procedures including the Child protection policy, monitoring and evaluating the effectiveness of them and making recommendations to the Governing Body to address any emerging issues. They also monitor and evaluate the welfare requirements of the Early Years Foundation Stage.

This committee is responsible for reviewing the way in which the views of all stakeholder groups (pupils, parents/carers, staff and the local community) are taken into account. Governors gauge the opinions of parents, pupils and staff by preparing surveys including an annual parent questionnaire. They monitor parental engagement and ensure compliance with statutory requirements such as the publication of information on the school website, publicising the complaints procedure, privacy notices and home-school agreement. They also monitor community links and community use of the school, and evaluate the school's contribution to promoting community cohesion.

This year, governors on the Care and Communication Committee have:

- focused heavily on wellbeing against the backdrop of the Covid pandemic, asking searching questions and supporting actions to maintain the wellbeing of staff and pupils;
- scrutinised pupil attendance and engagement, both when the school was open and during periods of lockdown;
- overseen surveys on remote learning (during different phases of lockdown), e-safety and remote parents' consultations;
- led the production of the governors' annual report to parents, which contains information on all aspects of school life;
- met with pupils to listen to their feedback as directly as possible;
- appointed a new parent governor, through an online election process;
- discussed changes to the RSHE curriculum and planned engagement with key stakeholder groups;
- reviewed and collaborated on an extensive list of policies and guidelines covering safeguarding, wellbeing, attendance and behaviour, e-safety, working in partnership with families. The full list of school policies can be found at:

<https://staidansprimaryschool.org.uk/our-school/school-policies/>.

SIAMS (Statutory Inspection of Anglican and Methodist Schools) working party

A team of governors responsible for the religious character of the school (St Aidan's is the only Voluntary Controlled Church of England school in the London Diocese) meets to review the impact of the school's Christian character on the provision to pupils and on the daily life of the school.

Governor attendance

Attendance at full GB and committee meetings (which have been held virtually on Zoom this year) remains extremely high and we have never had to cancel a meeting because it was not "quorate" (i.e. the number of governors needed to ensure decisions are legally made). Attendance data for governors is published on the school website.

Individual governor responsibilities

As well as sitting on committees, governors have individual subject responsibilities (link governor roles) or working party responsibilities, which, wherever possible, have some connection to their professional skills, expertise and/or committee membership.

Link Governors would usually meet with the school leader for their relevant area at least once a year. These visits focus on evaluating the subject against the School Development Plan. For curriculum subjects Link Governors assess the scope of curriculum coverage; the sequencing of the curriculum; how the subject is enhanced beyond classroom learning and identify key points to report back to the Governing Body. This year, the schedule of Link Governor visits, and their scope, was adapted to respond to the priorities emerging from the Covid pandemic.

Core subjects (English, Maths and Science) are each reviewed by the whole Governing Body twice a year.

Link Governor roles in 2020/21

Link Responsibility	Governor(s)
Tier 1	Priorities during Covid and the wider re-opening of the school
Health and Safety	Elaine Gutzmore & Alan Burns
Inclusion	Bryony Howe
Pupil premium	Bryony Howe
BAME Lead Governor	Bryony Howe
BAME Working Party	Bryony Howe, Sophia Jones, Helen Froggatt, Elaine Gutzmore, Nick Buzzard
Safeguarding	Jetta Norton
EYFS	Jetta Norton
Wellbeing Working Party	Sophia Jones, Bryony Howe, Fr Patrick Henderson, Anita Chandler, Laura McGill/Jennifer Paker
Remote Learning	Helen Froggatt
Tier 2 priorities	Scheduled for Summer/Autumn terms 2021
More able children	Helen Froggatt
Music	Nick Buzzard
Computing	Alan Burns
Art & DT	Sophia Jones
Humanities	Alice Clay
PE	Laura McGill
PSHE	Laura McGill
MFL	Fr Ben Kerridge
RE	Fr Patrick Henderson

Typically, in addition to the formal visits governors make to school (either in person or remotely via Zoom), they also make numerous informal visits to attend assemblies, carol services, music concerts, school productions, sports days and other school functions. Sadly, the vast majority of these have not been possible this year due to lockdown restrictions and requirements of our Risk Assessment, but our Foundation Governors have led assemblies remotely.

Strategic direction and School Development Plan

Setting the strategic direction of the school is a vital role of governors. They support the Headteacher and senior leadership team in agreeing the school's priorities, strategic direction, success criteria and monitoring plans.

Governors continually monitor the School Development Plan (SDP) during the year. They receive reports from the Headteacher relating to the SDP and monitor the progress towards achieving targets and goals through evaluation of internal and external data, detailed discussions

about children's progress and attainment and the resources required to enable progress. This information along with questioning and analysis of data helps to set the SDP for the following year.

The SDP 2020/21

Governors originally approved the SDP in Autumn 2020 and the areas highlighted for development are detailed below. However, as a result of the pandemic, it proved necessary to revisit the SDP; to 'pause' certain elements and focus more heavily on others. The Standards Committee, with input from our School Improvement Partner, scrutinised and agreed these changes.

- 1 Deliver our recovery curriculum and respond to the emerging needs of the school community. Plan for an effective remote curriculum and a blended model.
 - Deliver a recovery curriculum, based on the work of Professor Barry Carpenter, in order to welcome all children back to school.
 - Plan to deliver the St. Aidan's curriculum remotely or as a blended model.
 - Monitor the wellbeing of children and address concerns.

- 2 Ensure St. Aidan's has highly effective curriculum provision.
 - Introduce the HEP humanities curriculum into KS2.
 - Develop the role of the subject leaders to secure strong subject knowledge of curriculum progression and its implementation in the classroom.
 - Review the St. Aidan's curriculum to ensure it has rigor and is coherent.

- 3 All pupils to achieve high standards across the curriculum with the aim of closing the gap and being in line with the London Top Quartile (LTQ).
 - To return to use Target Tracker to monitor standards and progress effectively in core subjects.
 - To monitor pupil standards and progress effectively
 - To commit to the HEP pledge to raise the achievement of Black Caribbean and BAME pupils.
 - To monitor pupils entitled to the pupil premium and ensure their attainment and progress rapidly approaches those of other pupils nationally and in our school.
 - Pupils to develop maths fluency through secure knowledge and application of times tables.

- 4 Develop outstanding practitioners by evolving pedagogy through the application of research.
 - Develop St. Aidan's as a learning community in order to evolve our curriculum offer and its implementation.
 - Embed the principles of being an Eklan communication friendly school.
 - To have a consistent approach to developing emotional literacy.

Policies

Governors review all policies at appropriate committee meetings on a scheduled basis to ensure that they meet the statutory requirements and that all guidance is relevant and up to date. Specific attention is paid to ensure that the school complies with the Department of Education mandatory policy list.

In addition to maintaining the normal policy review programme, the Governing Body oversaw the introduction of several new policies or addenda relating to Covid E.g. Remote attendance (so that governors could continue to operate effectively), remote learning, Attendance and Punctuality and Positive Behaviour and Discipline.



Training

As a Governing Body we buy into the Haringey Education Partnership (HEP) governor training package. This provides governors with a range of training modules across the year. Additionally, all governors have access to e-learning through The Modern Governor and The Key and external specialists are also invited in to train the whole Governing Body together for statutory training. New governors are expected to attend the Local Authority's induction for new governors run by HEP.

Governors are encouraged to attend any training that is relevant to the SDP or their Link Governor responsibility in the first instance. Governors may also attend any training that is of particular interest to them. Governors are also invited to relevant training on staff INSET days.

Over the last year, and despite the additional pressures of the pandemic, governors attended training on a wide range of topics, many with a specific Covid focus:

- Safeguarding
- Safeguarding during Covid-19
- Governance during Covid
- Planning ahead during Covid
- Pupils returning from Covid
- School Recovery Curriculum
- Wellbeing
- SEND
- Disadvantage and pupil premium
- Unconscious bias
- New governor training
- HEP termly (now half-termly) governor briefings
- HEP BAME Achievement Conference
- HEP Annual Governor Conference: governing schools beyond the pandemic

Broader contributions to school improvement

The St Aidan's Governing Body is committed to engaging proactively with the wider education agenda and to contributing to school improvement across the borough.

The Chair of Governors is a Local Leader of Governance and the Chair of a primary schools' forum for other Chairs of Governors in the West of Haringey. She also sits as a Non-Executive Director on the HEP board. Another of our governors supports other Governing Bodies in Haringey by sitting on exclusion panels and has supported another local school with a complex complaint this year.

The Headteacher works as a consultant Improvement Partner for HEP supporting three schools (two in Haringey and one in Enfield), is currently chair of the Hornsey and Stroud Green Network Learning Community, and is one of the Haringey Strategic Leads.

Contacting the Governing Body

We always welcome suggestions, feedback and ideas from parents and carers. You can contact the School Office by email or phone (details above) or in person and ask to contact the governors. Alternatively, you can contact the Chair of Governors directly via email chairgovernors@staidansprimaryschool.org.uk

Helen Froggatt
Chair of Governors
March, 2021