



St Ethelbert's RC Primary School

School Mission Statement:

*Love learning as friends; Care for our community as neighbours;
Share our faith in Jesus as disciples*

Governors' Statement and Impact Review 2019/2020

Introduction

This academic year for St Ethelbert's began with its own challenges, with the need to balance staffing budgets, school budgets and redesign the curriculum. Who would have known we would have been subject to such unprecedented times? The unforgiving, Covid-19 Virus brought concern, chaos and change that no one could have ever expected. As with all schools, planned activities were put on hold as new priorities emerged.

This review forms a 3 part profile attempting to capture and highlight progress, outcomes and priorities relating to:

- Prior to lockdown
- During lockdown
- Post lockdown

Part 1 – Prior to lockdown

The year began well with a full complement of teaching staff who had embraced the changes made by governors to help manage the budget, whilst still providing good levels of support for children. The end of the Autumn term brought changes to the teaching team with one teacher leaving for pastures new. Having given the governing board and Head Teacher prior notice, a timely recruitment process took place, with the appointed replacement teacher, taking it upon themselves to shadow the teacher in the last two weeks of their serving contract, in preparation for the start of the Spring term. The impact of this was the staffing budget was not affected by

unnecessary supply costs and the new teacher was able to assess pupils' abilities and get to know the children so that a good start was made to the new term.

The redesign of the school's curriculum took up many hours of hard work. The teaching team "thrashed out" the needs, worked together as a team, assigned a lead and formulated a timetable that would work for the coming year, for all cohorts and teachers respectively. Governors were provided with an overview, undertook a learning walk and therefore supported the methodology. Teachers were provided with time to do research, monitor progress of the new initiative and to embed their actions and by the end of the Autumn term, everything had run successfully, as evidenced through learning walks, book scrutiny and pupil voice.

The sourcing of on-line platforms such as LBQ, Time Table Rock Stars, Purple Mash etc. continued from the previous year, as these were found to be useful additional tools that could be used both in and outside of the classroom, encouraging pupils to complete additional learning, promoting good outcomes. Governors agreed with this approach, having witnessed their effective use during monitoring activities, which took place in the Autumn term. The impact of these tools is varied, with LBQ providing instant feedback to teachers in class regarding pupils' strengths or difficulties at the point of learning. Perhaps lead teachers could report to governors on the take up tool such as TTR and the impact they have made on pupil outcomes over time.

The teaching of English is the core link for most topics, with children being able to apply their skills across the curriculum. The impact of this can be seen through pupils' interest in the topic, use of vocabulary, reading of books and visits to the new school library, display of work and exchange in verbal communication.

Part 2 – During lockdown

Having received Government guidance, the school partially locked down on the 23rd March, remaining open throughout until 17th July to support the children of key workers, front line carers and vulnerable pupils. The Head Teacher, Office Manager, key Governors and School Caretaker carried out the following actions:

- Undertook rigorous risk assessments,
- Reviewed classroom logistics and posted clear visual signage
- Considered practical school entry and egress instructions
- Drafted and delivered Teacher attendance rota and support system
- Formulated learning schedules for those children in attendance and adapted teaching plans for those children at home
- Acquired necessary additional safety and cleaning equipment
- Set up and built in additional health & safety practices in accordance with Government guidelines
- Drafted and posted communications through a variety of methods and sources to Parents and Carers in order to capture the full audience.

- Addressed outstanding vacancies for TAs via the recruitment process

The rules around the pandemic impacted on the normal activities for Governors. Meetings were therefore organised and set up via Zoom. This allowed for strategic decision making and approvals to take place.

The School Development Plan was evaluated and updated, following an on-line meeting with Liam Trippier, to establish key priorities that would address children's gaps in learning following the pandemic, particularly at the start of the new academic year in the Autumn term.

Unfortunately, only about 20% of the school's pupils participated in a meaningful and sustained way in on-line work during lockdown. Data for the EYFSP, Y1 phonics and Y2 and Y6 SATs was not available. Therefore, with no data following Covid, teacher assessment was key in providing information to secondary schools.

Part 3 – Preparing for Post lockdown

In order to support children's learning, classes have been placed within bubble groups. School days have been slightly extended to accommodate full learning for the children. It is also important that everyone's health and safety is maintained; therefore stringent access, entry and egress systems have been introduced.

Teacher attendance and work / life balance will be managed directly by the Head Teacher in order to sustain maximum teaching capacity.

The key starting points will focus on the three core subjects of Maths, Reading and Writing. Work will be accelerated through these areas in order to fill individual learning gaps before progress on knowledge and understanding can be driven fully. Progress will be reviewed at the October half term and at Christmas. Following this period, it will be necessary to establish what further remedial action will be necessary and what new plans can be activated to build on pupils' progress.

August 2020