



Sandfield Primary School

Chair of governor's report 2019-20

Context

2019-2020 was always going to be a challenging year for schools across phases and across geographical boundaries as the impact of increased financial restraints began to bite. However, none of us were expecting the profound impacts of a global pandemic. Sandfield, amongst many other schools, did not have 'global pandemic' on its risk register. Despite the enormous challenge that this situation posed, the school responded robustly and was in an unusually good position to ensure that contact was maintained with our pupils and that the vast majority continued with some form of education throughout the period. The school's excellent response (across all the areas of remote teaching, pupil and parent engagement, maintaining childcare for key workers' children and our most vulnerable and getting ready to re-open in June) would not have been possible without the hard work, dedication and creativity of our staff. The governors are hugely looking forward to a time when we, and the wider Sandfield community, can come together to thank and celebrate our staff's incredible achievement.

#### 1. Vision, Ethos and Strategy

Sandfield's three-year vision is to become an outstanding school where pupils are happy, confident, achieve success and develop a lifelong love of learning. Despite the circumstances of the last academic year, the school continues to drive towards this goal. As a result of work done to introduce Seesaw in years 1-6 and Tapestry in Reception, the school was in a strong position to implement online learning when schools closed in March. Pupils were set daily core tasks and regular foundation subject tasks. The school continued to celebrate the work of the pupils throughout the period via photos and extracts in newsletters. Around 85% of our pupils engaged daily with their teachers and with the work they had been set.

Governors had seen how teachers had worked hard in the first half of the year to establish their new phase group way of working, helping to create a curriculum that inspired pupils to achieve their best. Phase group leaders were becoming more secure in their roles and teachers had begun to report improvement in their workload. Clearly, as the effects of the pandemic became evident in the spring, some of this work has had to be put on hold, however there is real impetus that this becomes embedded in the next academic year.

Over the last year, governors have been writing regular, brief updates about their work to parents. We have also recruited a new community governor with expertise in education. There is currently a

vacancy for a parent governor which we hope to fill shortly. All governors have an excellent record of attendance at meetings and with keeping up to date via training courses, reading and attending webinars.

## 2. Holding the school to account

In the first half of 2019-20, governors held the school leadership to account through visiting the school to speak to teachers and pupils about their experiences of the new curriculum, how SEND policies and procedures were being implemented and to review Safeguarding. Governors also challenged the school leadership on the achievement of all pupils, specifically including those in receipt of Pupil Premium funding, SEND pupils and the highest achievers.

Since the onset of the pandemic, governors have met many times via Zoom, discussing risk assessments, staff morale and pupil engagement. Plans had been put in place to extend the school hall, but these are currently on hold for technical reasons.

## 3. Financial Accountability

Governors and the school business manager have kept in close contact, monitoring the impact of the pandemic on the school's budget. Work was also done to prepare and scrutinise the budget for next year and the next five years. The financial climate in which the school is operating remains difficult and governors have debated long and hard the various ways to plug future holes in the budget. There is more work to be done in this area.

In the first part of the year, the head teacher and the school business manager were preparing a business plan to run a wrap-around care service at the school. This is in much demand from parents and would help to ensure that demand for places at the school remains high. However, as the year drew on and the impact of the pandemic began to be evident, governors and the school management could see ways in which the financial risk of such an enterprise, under these circumstances, could be high. In consequence, the head teacher sought alternatives and the school has partnered with an external provider whereby the income generated to the school will be less, but the risk is also significantly reduced.

## Policies Reviewed

3rd December 2019

Behaviour

Risk Assessment

Equality Information and Objectives

Recruitment & Selection

Induction

Uniform

SEND Policy and SEND report

Charging & Remissions

First Aid

Drugs and Alcohol

Lettings

EYFS

21st January 2020

Online Safety

Transition

Staff Acceptable use of Computing Procedures

Using Images of Children (Photo, Video, Website and Webcams)

Child Protection policy

Admissions 2021-2022

19th March 2020

Lone Working

Health & Safety

Intimate Care and Toileting

Newly Qualified Teacher

6th May 2020

Covid-19 Addendum to the Child Protection

Designated Teacher for Looked After Children

5th June 2020

Behaviour Policy

14th July 2020

Staff Behaviour/Code of Conduct

Relationship and Sex Education

Supporting Pupils with Medical Conditions and Administering Medicines