

Focus from 2019/20 School Improvement Plan	Governor impact in 2019-20
<p>Special circumstances in 2020</p> <p>The Covid pandemic and the resulting partial school closures had an impact on school governance in 2019/20. At Ottery St Mary Primary School governance continued and planned committee and Full Governing Board meetings went ahead as virtual meetings.</p> <p>The impact on governance was in the content and subjects of our questioning and discussions. We changed our expectations around the school's ability to report on children's progress and data.</p> <p>We instead questioned around:</p> <ul style="list-style-type: none"> • children's participation in learning • ensuring that the school were keeping in touch with children RAG rated R and A • ensuring that risk assessments on school reopening were complete • questioning around covid secure measures in school • discussions around how the school can effectively assess children' progress when they are learning at home (this was no longer needed when schools reopened) • ensuring children isolating have continued access to learning • questioning around staff wellbeing and concerns • questioning around feedback from parents and children <p>Above all, our role was to support the staff to ensuring ongoing learning and education. The school was never closed and was actually open more days than in a normal year. The HT and SLT and the school (and all of the staff) did an excellent job in very difficult circumstances. The governors were (and continue to be) committed to supporting their work.</p>	
<p>Quality of Education</p>	<p>Support Challenge</p> <p><u>Support</u></p> <ul style="list-style-type: none"> • Change of system of data reporting to the Learning and Development Committee to be termly rather than half termly (in light of changed Ofsted guidance) • Extended discussion at Learning and Development committee around the wider curriculum. Elevating this in importance when evaluating the school • Supporting the recruitment of new teaching staff • Power Maths learning walk. Focus on observing the use of manipulatives • Offering feedback and discussion around the development of subject level curriculum plans • Supporting the school to move towards a balanced budget (Resources Committee) • Supporting staff and governors through swiftly moving to virtual meetings (Covid) • Ensuring continuing governance during the pandemic • Changing and adjusting how we work and our expectations of school reporting in light of partial school closure and pandemic

	<ul style="list-style-type: none"> • Continued discussion around the emerging picture of enhanced need to support children in the EYFS with language and communication <p><u>Challenge</u></p> <ul style="list-style-type: none"> • Securing updates from SLT about the system of SLT lesson observations and continual improvement of staff performance • Scrutiny of end of year data from the 2018-2019 SATs • Getting updates on the progress of the embedding of Power Maths in the school • Securing regular updates on the progress of children with SEND • Where gaps/improvement needs were identified, governors targeted questions to SLT around interventions to close these gaps • Ensuring that SLT are holding teachers to account for the outcomes of pupils in their class • Securing updates about the system of staff appraisals in school • Continual scrutiny and evaluation of the school budget
Behaviour and attitudes	<p><u>Support</u></p> <ul style="list-style-type: none"> • Supporting staff to enable them to support specific children with behavioural needs • Decision making and supporting SLT around staffing needs to support specific SEND children • Safeguarding Governor visits • Governor safeguarding training <p><u>Challenge</u></p> <ul style="list-style-type: none"> • Questioning (at FGB) around the attendance data • Questioning around and continued scrutiny of the school's adherence to the Safeguarding policy • Governor Safeguarding and Channel training
Personal development	<p><u>Support</u></p> <ul style="list-style-type: none"> • Ongoing discussions (at Resources Comm) around Reflect Ed and other work around metacognition in the school • Discussion of curriculum plans for PSHE <p><u>Challenge</u></p> <ul style="list-style-type: none"> • Questioning about the school's readiness for the new Relationships and Sex Education Guidance

Leadership and management

- Supporting SLT to support staff to raise issues and discuss workload to ensure that they have the time to focus on the activities that impact pupil achievement
- Discussion around the role of middle leaders in the school and refining the structure
- In L&D meetings with SLT – exploring (through discussion) ways to enhance children’s engagement in writing
- Supporting the HT and SLT through school closures. Being available for discussion and to support HT decision making
- Discussions to ensure staff’s concerns are heard and responded to
- Setting up small group of governors to enable weekly 30 min virtual meetings in the first weeks of lockdown

Challenge

- HT appraisal
- Questioning and meetings around the school’s provision of home learning
- Questioning at meetings to ensure the school are following Covid guidance, completing risk assessments and keeping up to date with ever changing advice and information from the Department of Education