

Chair of Governors Report to Parents 2020-2021

The academic year 2020-2021 was a particularly challenging time for us all, both within the school and for our families and communities due to the impact of Covid. However, through it all, the staff and children remained resilient and accepted many changes to school life, from the move to remote learning, to the lack of those wider opportunities and memorable events that remain with us throughout our lives.

As a governing board, we have retained knowledgeable and experienced governors, with strong skills sets, to build strength and capacity for further improvement as well as attracting talented newcomers. We are all committed to undertaking a variety of roles and responsibilities for the benefit of all stakeholders and the wider community. Our core functions are to:

- Ensure clarity of vision, ethos and strategic direction.
- Hold Senior Leaders to account for the educational performance of the school and our pupils, and the performance management of staff.
- Support the use of appropriate teaching strategies by agreeing to allocate resources effectively.
- Ensure that the school premises are best used to support successful teaching and learning.
- Monitor teaching strategies in the light of Health & Safety regulations.
- Monitor how effective teaching and learning strategies are in raising attainment.
- Ensure that staff development and Performance Management policies promote good quality teaching.
- Monitor the effectiveness of the school's teaching and learning policies by conducting learning walks with co-ordinators and receiving detailed reports from subject leaders and the Headteacher.

We have amended our overarching Key Performance Indicators, which form part of the whole school Strategic Plan for 2020-2023, to reflect the changing educational landscape.

1. Promote and deliver an **ambitious** curriculum designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to **empower** themselves and succeed in life.
2. Secure and maintain a trend of progress measures for KS2 reading, writing and maths that are above average.
3. Secure and maintain 95%+ of Year 1 pupils passing the phonic check each year;
4. Expand our own sustainable 'leadership at all levels' model and support and **collaborate** with other schools through our role within the STEP Teaching School Hub, other members of the Trust and the Diocese of Lichfield.
5. Ensure that staff make a **positive** contribution to all aspects of school life whilst ensuring appropriate work-life balance and well-being for all.
6. Introduce a pupil safeguarding board and develop the school council to promote all children's confidence, their understanding of being good citizens and their place

within the global community in order to keep themselves safe and develop skills for life (**respect & integrity**).

7. To further promote the Christian distinctiveness of the school and understand the new requirements of the SIAMS (Statutory Inspection of Anglican and Methodist Schools) framework.

What has been achieved during the year 2020-2021?

Despite the disruption of partial school closures throughout the year, this did not stop us from forging ahead with our school development plans.

- During partial school closures, high quality remote learning was embedded through the use of Seesaw and Oak Academy- Seesaw also provided a great opportunity to communicate with parents and children at home and it was lovely to share the work, photographs and videos of home learning.
- A remote learning survey was undertaken and parent views acted on to further improve our offer.
- Implemented a recovery plan to address gaps in learning as children returned to school throughout the year.
- Appointed a new Deputy Head teacher, Sarah Kynaston, who has become a great asset to the school in a short space of time. She has certainly strengthened an already talented leadership team.
- Worked with the Lichfield Diocese to promote our Christian Distinctiveness as a Church school.
- Developed the use of meta-cognition and continued to refine our curriculum planning to support children to know and remember more.
- Introduced a new RSE and Character Education scheme of work called 'Jigsaw'.
- Strengthened the school's reading curriculum offer by:
 - Embedding our Accelerated Reader scheme across key stage 2;
 - Continuing to develop strong teaching of phonics through high quality 'Read, Write Inc' training to ensure a consistent approach across Early Years and key stage 1.
 - Funding a Higher Level Teaching Assistant to provide a 'recovery programme' for children falling behind in their phonics due to not being in school.
 - Purchasing more reading books to plug the gap between the phonics reading scheme and accelerated reader in year 2 and 3.
- Implemented the new Early Years Foundation Stage curriculum and introduced an online communication and observation tool called 'Evidence Me' that could be accessed by parents.
- Continued to improve the Early Years indoor and outdoor environments to enhance the curriculum.
- A number of teachers have undertaken National Professional Qualifications in middle and senior leadership to further strengthen leadership at all levels.
- Continued to provide a broad and exciting curriculum with many opportunities for exploring, investigating, sporting activities, visits and some exciting visitors, despite covid restrictions. The super school newsletters really capture the 'love for learning' demonstrated by the children.

How did we help the school to achieve this?

- Regular governor meetings and visits to the school, systematically challenging and supporting senior leaders to secure excellent outcomes for our children through effective deployment of staff and resources, including the strategic use of additional funding for significant groups, such as the Pupil Premium.
- Working with senior leaders and children on our understanding of the school's vision and values, to create a culture and ethos that encourages all pupils and staff to excel where expectations are consistently high and relationships between staff and pupils flourish.
- Reviewing policies and procedures to ensure they are fit for purpose and ensure the behaviour, safety and welfare of all pupils.
- Listening to the views of our school community, including analysis of questionnaires with children and parents, conducting interviews with children and talking to them about their learning, and informal discussions with parents at a variety of school meetings and activities.

What will we do next?

- Develop the quality of writing to ensure that pupils achieve the same high standards as in reading;
- Ensure every child is a fluent reader by the time they leave our school.
- Continue to improve quality of teaching for all.
- Further develop the use of problem solving and reasoning in Maths, ensuring that teachers build appropriate activities into their lessons which help pupils meet year group expectations across all mathematical areas (i.e. problem solving and reasoning in number, measurement, geometry, statistics).
- Continue to refine our broad and balanced curriculum in order for children to be well prepared for their next stage of education and equipped with the knowledge and cultural capital they need to succeed in life.
- Provide our children with amazing wider opportunities to make up for those missed in the previous year due to Covid e.g. residentials, musical performances, visits and visitors.
- Maximise potential by offering pupils an exceptional quality of education through a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils, the cultural capital they need to succeed in life.
- Consistently promote the extensive personal development of disadvantaged pupils, going beyond the expected, and giving pupils access to a wide and rich set of experiences.
- Provide opportunities for disadvantaged pupils to build their cultural capital in accordance with our vision to enable all of our pupils to dream, believe, achieve and flourish.
- Continue to foster excellent relationships with the Empower Trust and the Diocesan Board of Education and to take advantage of any expertise that is on offer as well as further opportunities for training and governor development;
- Foster and promote excellent relationships with staff and pupils reinforcing a sense of belonging to the school community.
- Provide a well-ordered environment in which all are fully aware of behavioural expectations.



ST PETER'S CE PRIMARY & NURSERY SCHOOL WEM

- Promote high levels of tolerance, equal opportunity and inclusivity through the explicit teaching of SMSC (Spiritual, Moral and Social Development) and British Values, Character Education (PSHE/ RSE), Prevent and Safeguarding.
- Develop our links with our local church and support the appointment of a new rector.
- The proportion of pupils classed as persistently absent reduces from 2019 baseline.
- Ensure that the local community feels proud about St Peter's School's achievements and that it continues to attract pupils from near and far.

Tim Heavisides
Chair of Governors