



21<sup>st</sup> July 2021

Annual statement of governance, July 2021

Dear staff, pupils, parents, carers and wider Worplesdon Primary School community,

I am writing to you on behalf of the Governing Board as I did last year, with a statement outlining the Boards activity during the year. And what a year it has been, beginning with such purpose in September with our understanding of the 'new normal' that the Covid pandemic had brought and working through the challenges of additional lock downs and the inevitable impact on learning and wellbeing.

Despite the challenges, school leadership, staff and the whole school community continue to share the dedication to the common interest in keeping children safe and learning, and in March opening our doors once more to the full cohort. Our risk assessments have been continually updated, taking on board the weekly and some times daily advice and guidance from the Department for Education, Local Authority and related services.

With all of this in play, it has remained critical that the Governing Board's activities remain transparent and that we continue to develop the measures by which we hold the school and ourselves to account. I'm sure you can imagine that set within the context of changing policy regarding physical opening, remote learning and formal exams this year at times it has felt like we were building on sand.

So, with our very best foot forward our mission and statutory duties have remain unchanged:

Worplesdon Primary School wants the best possible education for each and every child at our school. **Our mission is to develop a love of learning and life**, which we will achieve through building resilience, inspiring curiosity, developing teamwork and independence, and instilling empathy in our pupils.

In this context, and in line with statutory guidance, the Board is responsible in helping to achieve this by:

- Ensuring the clarity of our vision, ethos and strategic direction;
- Holding the school's leadership to account for the educational performance of the school and its pupils, and the effective and efficient performance management of our staff; and
- Overseeing the financial performance of the school and making sure its money is well spent.

Like last year our action plan for Governance ties closely to the **school development plan (SDP) / 'Bridge Plan'**, which if you have not read it, I would urge you to. It is available on the school website.

Having completed the final year of a three-year SDP in 2019/2020 we agreed that this year we would not start the usual three-year cycle. Instead, the school would set out a one year 'Bridge Plan' in order to drive the necessary actions to recover from the impact of COVID-19, and to build to a position where a more 'normal' three-year cycle could commence in September 2021. Just like last year, I am using this statement to set out clearly:

- 1 The annual objectives of Governance as agreed in the Bridge Plan, what we have achieved to date, and the impact of any actions taken
- 2 A review of Key Performance Indicators that we are using to judge our own effectiveness in 2020-2021
- 3 Planned objectives for the start of the 2021/2022 Academic Year

Over the course of the year, a focus for the Board and the schools Extended Leadership Team has been on our 'outward facing school' agenda. By this, we mean our ability to leverage best practice in teaching and learning locally and nationally through



authentic collaboration. This has culminated during the Summer term in our proposal to convert to an academy and join the Bright Futures Learning Trust (BFLT). Following the period of consultation, you will have recently been notified of the Boards decision to proceed to submit an application as we believe it is in the best interests of our pupils, staff and community to do so – that there are significant opportunities for continued school improvement.

This next step is the start of the journey and there will be much work by the Board moving through formal due diligence with all stakeholders and formal consultation with staff. During the Autumn term we shall be working closely with BFLT through the part time secondment of Mrs O'Brien to support the Trusts development and Goldsworth School. In line with this, Mrs Bassett-Cross will become Acting Head of School, and Mrs Woodruff Acting Deputy Head full time during the secondment period. As outlined in the specific communication on the matter, we expect the process to proceed over the next 6 months.

Finally, there will be changes to the Governance structure and roles as we head into the 2021/2022 academic year. Now in our second year with a reformed structure, new processes, such as our Focus Groups, are becoming embedded. We have spent time ensuring that all roles on the Board are ready for succession and the time is right after 14 years in Governance at Worplesdon for me to step away. Worplesdon is lucky to have a diverse Board with a broad range of experience. Your Board for next year shall be:

Name	Role	Information
Mr Pitman	Co-Chair	Co-opted Governor with many years experience at WPS and children through, and at, the school.
Mr Philpot	Co-Chair	Co-opted following the recent Parental elections with experience in project management and related processes and new to school governance.
Mr Faulkner	Vice Chair	Co-opted two years ago with experience in brand and marketing, involved in the pupils, families & community focus and now with additional responsibility for governance training and succession.
Mrs Chance	Resource Group co-lead	Parent governor with experience in finance, and has for two years led the Resource focus group.
Mrs Alexander	Curriculum & Assessment co-lead	Local Authority governor, ex-school and Trust CEO, MAT Trustee. Providing expert guidance in recruitment and all aspects of teaching and learning.
Mr McGraw	Pupils, Families & Community co-lead	Co-opted education safeguarding professional. Prior to appointment conducted safeguarding audits for WPS and now leading PF&C group and governance of school policies.
Mrs Campbell	Resource Group co-lead	Parent governor elected this year, bringing financial and board experience. Co-lead with the Resources group.
Mr Monro	Curriculum & Assessment co-lead	Parent governor with years of experience on the Board, and experience with business processes and management.
Mrs Sherlock	Pupils, Families & Community co-lead	Staff governor elected with many years' experience at the school. Responsible for laser focus on Covid risk assessments, now co-lead with PF&C group.
Mr Woodruff	Academy project lead	Co-opted. Planned retirement from Board end of Autumn term following transition.
Mrs O'Brien	Head Teacher Governor	HT statutory appointment.
Mr Bradley	Clerk	Highly professional clerk across a number of school Boards.
Mrs Bassett-Cross	Associate Governor	Deputy Head Teacher appointed as an Associate Governor.

The community that supports the school is paramount to the school's success. It is through the collective contributions of staff, pupils, parents, carers and the wider community that we are able to realise the potential of all pupils to fully develop a love of life and learning. This process of keeping you informed on how governance, in turn, contributes is now in its second year and is becoming embedded.



On behalf of the Board I wish you all an incredibly well-deserved break with family and friends, in whatever manner you are able to spend it. I look forward to a rejuvenated start to 2021/2022!

If you have any questions regarding this statement, or Governance at Worplesdon Primary School in general please do not hesitate to contact me or Stephen Pitman (Vice Chair - [spitman@worplesdon.surrey.sch.uk](mailto:spitman@worplesdon.surrey.sch.uk)).

Kind regards,

Matthew Woodruff  
Chair of Governors

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1 The annual objectives of Governance as agreed in the SDP, what we have achieved to date, and the impact of any actions taken			
#	Objective	Action taken	Impact
1	Support school leadership in writing, implementing and reviewing a rigorous risk assessment during Covid-19	Assimilated vast government guidance. Reviewed school site and identified actions to mitigate risk. Involved and trained staff, children & parents in the implementation. Weekly review of risk assessment which is ongoing.	Surveys show staff, children and parents report they feel safe. Bubble process has worked effectively all year. Teacher assessments and external moderation show minimal learning loss and good progress.
2	Review systems and processes in place to monitor the school, ensuring that school leadership's time is not compromised	Assistant Head reduced class responsibilities during 'lockdown' period thus maximising leadership time. Monitoring (both internal and external) continued virtually. Monitoring visits arranged with targeted staff time online to minimise disruption. Physical monitoring visits resumed final two weeks of Summer term allowing full monitoring of Bridge Plan.	Effective hybrid model implemented and continually reviewed and improved. Parent surveys celebrated the offer.
3	Ensure that the reforms to the Board following external review are embedded.	Governor focus groups set up and annual plans revised and implemented. External review follow up conducted by National Leader of Governance and School Improvement Partner.	Greater clarity of work conducted / to be conducted by the Board. Regular financial monitoring is ensuring money well spent with a 'no surprises' culture. External validation of significant improvement in Governance.
4	Contribute to the school and community 'outward facing' agenda and ensure planned succession in all roles.	Explored possible partnerships with other local schools including federation and multi academy trust routes. Conducted initial due diligence and initial consultation with all stakeholders on academisation and Bright Futures Learning Trust. Governor skills audit completed annually, and appointments made based on skills required. New Board structure and roles agreed for 2021/2022	Application for academy conversion and joining BFLT to be submitted. Skills audit has ensured a strong skill set amongst governing body.



		Strong Board structure 2021/2022 with focus on continued succession.
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2 A review of Key Performance Indicators to judge effectiveness in 2020/2021			
	Category	Indicators / Evidence	Current Status
1	Bridge Plan Objectives for Governance	Effective structures, Capacity and Capability, Plan of work, Accountability & External review 360 degree review of governance evidence. External review from National Leader of Governance and School Improvement Partner.	Green
2	Quality of Education	Teaching & Learning observations, End of Year Expectations met & external audits. Head Teacher reports demonstrate the evidence supporting judgements.	Green
3	Behaviour and Attitudes	Observed behaviour, Attendance & Persistent Absence. External safeguarding audit. External Pupil Premium Audit. Evidence in Head Teacher Reports demonstrating Ofsted framework criteria for outstanding being met.	Green
4	Personal Development	Parental questionnaire & External audit. School Improvement Partner scrutiny.	Green
5	Leadership and Management	Accurate School Evaluation Framework/ Head Teacher Reports, collaborative Bridge Plan, Staff workload and wellbeing. Parental survey feedback.	Green

Key: Green –objective is achieved, with evidence Amber – progress made but not all targets have been met Red –objective not achieved

3 Planned objectives for the start of the 2021/2022 Academic Year		
#	Objective	Planned Action
1	Plan and deliver governance support and critique for the school development plan ensuring it is clear, measurable and delivers its stated outcomes.	<u>Autumn Term:</u> Participate over two days in school Inset for governance kick off and school development planning. Review during Full Governing Board meetings when plan finalised.
2	Establish new Board structure following change in roles agreed.	<u>Autumn Term:</u> Review roles and responsibilities for co-chairs, vice-chair and focus groups.
3	Conduct robust due diligence and formal staff consultation on application to join Bright Futures Learning Trust.	<u>Autumn Term:</u> Appointment of legal and financial counsel. Formal due diligence process with all stakeholders. Monitoring of Executive Head Teacher secondment and associated activities.