



Learning together we achieve great things

St Andrew's C.E. Primary School Chinnor

Governors' Annual Report

2020/21

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Our Vision

At St Andrew's CE Primary School, we aim to bring children to a place where they can realise their full potential. Our Christian values are the foundation of all we do and each one is a facet of the central value, love, which 'always protects, always trusts, always hopes, always perseveres.' (1 Corinthians 13:7)



Welcome from the Chair

On behalf of the Governing Body, I am proud and pleased to share with you our annual report for 2020/21. I chose the word 'proud' deliberately and with care as the last 20 months have been challenging for everyone, and I am proud of the way the school, our staff, our families and most importantly our students have responded to those challenges.

As governors our primary role is to set the strategic direction for the school, in line with our shared vision, and to work with the leadership team to achieve it. 2020 and 2021 showed more than ever the vital need for that clear vision summed up in the words of Corinthians: *'always protects, always trusts, always hopes, always perseveres.'*

Before I turn to our report in detail, I should like to pause and remember the dark day in October 2020 when we sadly lost four much loved members of our school family. Zoe, Phoebe, Simeon and Amelia Powell played active roles in life of our school and we all shared in the grief at their loss. As a school community, we all came together to cherish their memory and support one another, with our children once again showing their resilience and bravery in responding to the tragedy. We continue to hold Josh and Penny in our love and prayers.

Protecting, hoping and persevering were important watchwords as the school responded to the ever changing world of the pandemic. Accelerating our planned expansion of online and digital learning was a key priority at the outset, enabling our children to learn from the safety of home, supported by teachers and parents themselves coming to grips with new ways of living and working. Risk assessing and planning for re-opening, and then in some cases closing again at short notice, became part and parcel to enable children to return to the classrooms when it was safe to do so – helping them not only to continue their education in the best possible environment, but also to protect as much of the normality of school life for them as a firm anchor in turbulent seas. There is much I could write about how Covid affected life at the school, but most of you experienced it with us. I hope you feel, as I do, that the school under Mrs Mashru, was proactive in anticipating as much as possible what changes would need to be implemented and that lessons were learned at every step to keep improving as we moved through the pandemic, as befits our ethos as a restless school. Coronavirus, of course, continues to dominate our lives even as I write this message and so the school, supported by the governors, continues to prioritise academic, wellbeing and behavioural support to assist all our pupils but in particular, thorough targeted catch-up plans those who have been most impacted by the disruption to their schooling.

Despite the shadow of the virus, much more happened at school during 2020/21 and, from a governors' perspective, this report will look back on another busy year for the school and reflect on progress against our objectives.

This year has seen some changes to our governing team group. We welcomed the newly installed Rector of Chinnor, Rev'd Jacky Barr and our new Clerk to the Governors Tess Kirkby, replacing Vee Hartnett. It was with a mixture of sadness and pride that we said goodbye to our Deputy Head, Bex Stott as she moved on to take up her first headship – a testament not only to her own talents and drive, but also to the excellence professional development offered at St Andrew's. As a result of which we were delighted when valued teachers Kendra Gerrish and Kayleigh Churchman were successfully appointed to the new roles of Assistant Heads, expanding and strengthening our school leadership team. At the time of writing I am also pleased to be able to welcome Heather Tait as our new parent governor. My thanks to Bex, Vee and indeed all my fellow governors for their continued support, passion and commitment through another year.

We also want to thank all the staff of St Andrew's, in all the many roles they play. Our school continues to grow rapidly and as new members of staff join the team, they bring new ideas which add to the continuous energy and focus on improving the learning outcomes for all children. Similarly, despite the difficulties of fundraising during the pandemic, SASA, under the leadership of Nykki Greaves and Caroline Crosby,



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continued to find creative ways to provide a wealth of activities for our children to enjoy. As Nykki and Caroline step back from the role of co-chair, we have much to thank them for.

The governing team was particularly proud to be able to see both our headteacher Mrs Mashru, and Yr 4 teacher Miss Smith, recognised with commendations in the Pearson National Teaching Awards in the spring. We really are incredibly fortunate to have such committed and inspiring educators at all stages of the school. Well done to you both!

Without doubt the most obvious physical sign of change at the school, was the completion of the new Y6 classroom block, the Heritage Block. I'm particularly proud of this new building and what it represents. There is a long story of perseverance and hope that led to its completion and I was pleased that despite so much other disruption to their final year, the 2020/21 Y6 pupils were able to finish their time at St Andrew's as the first children to be taught in the new classrooms.

Finally a special thank you to all our children, parents and carers for your support. It truly is the partnership between us all that creates the special community that is St Andrew's CE Primary School. If you feel that you would also like to help and support the school then please do get in contact via the school office.

I hope that you find this report of interest and I would welcome any comments or questions that you may have. On behalf of all the governors, we wish everyone connected with the school all the very best for another exciting and successful year.

Seb Hearmon
Chair of Governors
January 2022





How does the Governing Team promote excellence and improvement at school?

The governing body supports St Andrew's C.E. Primary School's vision to:

- *provide an environment where all are equally valued as members of our community within the Christian ethos of a Church of England school*
- *set the highest standards and provide a quality education for all our pupils*
- *encourage all our pupils, whatever their ability level, to achieve their full potential in every aspect of school life*
- *maintain a caring, safe and nurturing environment where children can flourish*
- *create an effective partnership between children, parents and carers, staff and governors*

Our primary role is to set the strategic direction and objectives of the school and to monitor how these are executed. Every governor partners with subject leads on the teaching staff to act as a critical friend looking at school curriculum issues and ideas. Our focus is on how the curriculum is taught across the school, looked at through a lens of **Intent** (what was the aim of the activity), **Implementation** (how was it delivered) and **Impact** (what effect did it have). The new school building and our response to coronavirus are two high profile examples of the partnership between governors and staff, while others include governors Laretta Milligan and Rachel Reynolds' work with Lucy Wade (Special Educational Needs Co-ordinator) and Steph Whitelock (lead teacher in Copper Class) to continue strengthening of the relationship with the Communications and Interaction Resources Base (C&IRB), also known as Copper Class.

We have four committees which support the Leadership Team and staff to achieve challenging targets across two key areas :-

- Teaching and Learning - delivery of the academic curriculum
- Resources - management of resources and budget

Our four committees:-

Full Governing Body (FGB) - Led by Seb Hearmon, the FGB sets the strategic direction for the school and reviews the work of the two main sub-committees. All of the governors meet twice per term to review the School's Development Plan, which tracks how the school is delivering against its strategic objectives and priorities. The objectives captured in this plan are defined and agreed by the sub-committees:

Teaching and Learning Committee (T&L) - Led by Laretta Milligan, its primary role being to support best practice in the area of teaching and learning when setting and delivering the academic curriculum. Advising the staff on emerging learning and teaching issues is essential as we strive for ongoing improvement in academic achievements for each pupil.

Resources Committee - Led by Anna Edwards, this committee oversees the budget and capital expenditure, personnel issues and all matters relating to the buildings and site of the school. As government resources and support reduces rapidly, we are faced with the challenge of ensuring we deliver a budget and infrastructure which supports and facilitates the school to deliver its vision.

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Development Committee – Led by Annette Mashru, this committee comprises of the Rector, Foundation Governors, the Oxford Diocesan Advisor, the Leadership Team, the School's Collective Worship and RE Leaders. Our focus is on continuing to promote the school's Christian ethos and vision.



[For more information on the members of the Governing Body, visit the school website](#)

Key Achievements in 2020/21

Working in partnership the Governors, the School's Leadership Team and the staff have delivered another year of significant achievements. We ended the year having made progress on all of our objectives (*see later*) In particular, I would draw attention to the following headlines:

- 1. Increase in school roll, supported by opening of the new Heritage Block for Y6 classrooms** – As Chinnor continues to grow and thrive, so does our school. The Governors have worked for many years to ensure the staff have the resources and environment needed in which to provide the best education for our children. In the course of the last year our pupil numbers rose again from 379 at the end of July 2019 to 409 a year later. That's the third consecutive year of significant growth and took us close to our capacity of 420. By overseeing prudent financial management, the governors are pleased that the school's budget has now finally caught up with our number of pupils (pupil funding lags behind the actual numbers on roll) and we are now in a strong financial position to invest and grow. This rapid increase, compounded by the strains of dealing with Covid, has placed challenges on the school and staff, and governors work with school leadership to proactively tackle and pre-empt these.
- 2. Academic Performance** - In 2020 SATs exams and Ofsted inspections were suspended due to the pandemic. However, Governors continued to support and challenge staff to maintain and develop academic performance within the constraints of remote and disrupted learning caused by Covid. In our own internal assessments we have seen a maintaining of standards in most years and areas, and where there has been some concern, we have intervened with the leadership team to investigate and support plans to address the concerns.
- 3. Fundraising – Make IT Happen.** Having reviewed our long-held ambition for a new school hall, in light of the changes in way we all live, work and come together safely in a Covid and post-Covid world, we elected not to continue with this project and instead have shifted our fundraising focus to support our academic one of improving access to IT. We are pleased to have launched [Make IT Happen](#), our ambitious fundraising challenge spearheaded by governor Anna Edwards and supported by Jacqui Thomas.



Academic Results

How we track, monitor and improve performance throughout the academic year is critical. A huge emphasis is placed on our data but not simply the end of year results. In normal years, performance data from EYFS to Year 6 is tracked and analysed four times annually, however this was not possible in 2020/21 due to the pandemic. Internal assessments did take place and were reviewed by Governors in particular at the Teaching and Learning committee – using a model focused on the Intent, Implementation and Impact. Most year groups are on track or near compared to last year's tracking.

The governors noted areas for concern in EYFS, KS1 with phonics, handwriting and early maths, where plans were already in place to close the gap, using targeted catch up funding and additional human resources. In KS2 there were gaps with some pupils, for the majority this was due to the challenges of home learning. These gaps are being targeted in class time and EMIs (early morning interventions) led by teachers, SATA (St Andrew's Teaching Alliance) students and TA's.

Key Stage 2 SATs 2020

Due to the pandemic, there were no SATs exams in 2020 or 2021. We look forward to their resumption in 2022, to compare and validate our own internal assessments, as regularly reviewed at the T&L Committee and FGB meetings.

Assessment Data 2020/21

Maths

AP4 July 2020	Yr gp cohort size 2020	AP1 Autumn Oct 2020	AP2 Spring 1 March 2021	AP3 Summer July 2021	End of year target
	EYFS 60	12.68 30-50a	15.64 40-60b+	ELG	18.00
	Year 1 54	19.02 Emerging	19.75 Emerging+	20.14 Expected	20.22 Expected
	Year 2 56	23.02 Emerging	23.43 Emerging	24.05 Expected	24.10 Expected
	Year 3 60	27.00 Emerging	27.69 Emerging+	28.14 Expected	28.16 Expected
	Year 4 60	31.00 Emerging	31.93 Emerging+	32.36 Expected	32.34 Expected
	Year 5 61	35.08 Emerging	35.89 Emerging+	36.41 Exxpected	36.42 Expected
	Year 6 52	39.12 Emerging	39.89 Emerging+	40.59 Expected +	40.50 Expected+

Writing



AP4 July 2020	Yr gp cohort size 2020	AP1 Autumn Oct 2020	AP2 Spring 1 March 2021	AP3 Summer July 2021	End of year target
	EYFS 60	12.39 30-50a	15.00 40-60+C	ELG	18.00
	Year 1 54	19.00 Emerging	19.74 Emerging+	20.02 Expected	20.07 Expected
	Year 2 56	23.00 Emerging	23.39 Emerging	23.98 Emerging +	24.06 Expected
	Year 3 60	27.00 Emerging	27.60 Emerging +	27.99 Emerging +	27.94 Emerging +
	Year 4 60	31.00 Emerging	31.83 Emerging +	32.39 Expected	32.29 Expected
	Year 5 61	35.08 Emerging	35.86 Emerging +	36.36 Expected	36.38 Expected
	Year 6 52	39.10 Emerging	39.59 Emerging +	40.39 Expected	40.43 Expected

Reading

AP4 July 2020	Yr gp cohort size 2020	AP1 Autumn Oct 2020	AP2 Spring March 2021	AP3 Summer July 2021	End of year target
	EYFS 60	12.39 30-50a	15.40 40-60+c	ELG	18.00
	Year 1 54	19.01 Emerging	19.75 Emerging+	20.22 Expected	20.19 Expected
	Year 2 56	23.02 Emerging	23.54 Emerging+	24.14 Expected	24.16 Expected
	Year 3 60	27.03 Emerging	27.67 Emerging+	28.16 Expected	28.12 Expected
	Year 4 60	31.04 Emerging	31.98 Emerging+	32.45 Expected	32.51 Expected +
	Year 5 61	35.10 Emerging	35.96 Emerging+	36.51 Expected +	36.50 Expected +
	Year 6 52	39.11 Emerging	39.99 Emerging+	40.69 Expected +	40.59 Expected+

The new 'assessment information' works as follows:

- Emerging = 0.1 (the child has been introduced to this year's objectives)
- Expected = 0.2 (the child is working on the current year objectives)
- Exceeding = 0.3 (the child has met the objectives for the current year)

For example: in Year 4, you would have 4.1, 4.2, 4.3, and 4.4

Progress against 2020/21 Strategic Objectives



As a governing body we set the following objectives for academic year 2020/21, aligned to the school's School Development Plan.

Core objectives of the Governing Body

Our core objectives, and items which we all hold shared responsibility for are:-

1) Pupil Achievement

Maintain a clear focus on supporting the school's staff to continue to raise pupil achievement and improve teaching and learning to raise standards further. In particular to focus on progress measures and intent, implementation and impact. Each member of the governing team will in 2020 /2011 have personal shared responsibility along with the school's subject representative to set the strategic direction of a subject and deliver the expected improvements to outcomes.

2) Policy review

Calendar of policy review

3) Financial Planning

We will continue to build a strong financial and resourcing foundation for the school. To continue the on-going success in delivering improved outcomes for our children.

4) Buildings and maintenance

Maintain the improved levels of engagement with OCC to ensure adequate funding to complete all outstanding capital projects including completion of the new classrooms.

5) Stakeholder Engagement

Increase opportunities for the school, through generation of partnerships and alliances with other community groups eg TP Schools, CPC, SASA, local businesses etc.

In addition to these, we agreed to focus on the following topics in 2020/21, based on a strategic review of the school management and performance:

Resources Committee

6) Budget

Continue to monitor each term (6 x annually) and plan effectively for next financial & academic year.

- a. Develop business cases as needed for overall school improvement, to include potential for sustainability measures.
- b. Identify and engage potential funding opportunities. Continue to submit bids for grants and funding on a case by case basis in collaboration with SASA who also utilise this funding channel.
- c. Develop a business case for expansion of daily WAC in order to maximise the revenue from this valued service (for start in Sept 2020) and investigate opportunities for school holiday clubs involving local extra-curricular providers (for start in July 2020).

7) Premises

- a. Brainstorm needs and build business case for school expansion to accommodate increased pupil numbers and needs of a growing community.
- b. Continue to strengthen and nurture the improving relationship with OCC maintenance, with particular focus on the delivery of:
 - Completion of the two new classrooms by September 2020 including completion of fit out (relocation from temporary classrooms)
 - Conduct 6 monthly site tours– internal and external, to maintain an ongoing wish list to restore the school to a site to be proud of. Timeframe for completion – May and September



each year

8) Human Resources

- a. Support school leadership team in recruitment, retention and development of high quality, stable teaching and support staff to ensure continuity and community feel of school.
- b. Assess financial stability of SATA with a view to increasing capacity and potentially expansion of the scheme across Thame Partnership Investigate the re-structuring of in-house support services to meet increasing demands

9) Health, Safety & Well-being

- a. Continue to monitor and address aspects of H&S each term including risk assessments

10) Partnerships

- a. Strengthen relationship with local councillors at all levels (CPC, SODC, OCC) to ensure a clear understanding of school priorities and needs Pupil Achievement

Teaching and Learning Committee

11) Outcomes for Pupils (including spiritual, moral, social and cultural development - SMSC)

Use progress as a measure for success. Priorities for the 2020/21 academic year are:

- a. Closing the gap in attainment with the impact of Covid-19 and maintaining a clear focus on supporting the school's staff as they continue to build on the continued successes of pupil achievement and strive to raise standards further for all children.
- b. Embed and build on our creative curriculum through storytelling and wow days/weeks to support pupil engagement and the overall wellbeing of the children.
- c. Maths: Higher achievers/greater depth and ensuring end of KS2 results are commensurate with literacy (above average).
- d. Science: To ensure coverage of all science knowledge and skills from the National Curriculum with a focus on investigative science.
- e. Pupil Premium and SEN: Sustain the progress made on closing the gap between PP and non-PP children at KS1 so it is at least in line with national expectation at the higher levels at the end of KS2.
- f. Continue to raise performance and progress at the higher levels in M, R W and EGSP Continue to develop the use of our outdoor area for learning in all subjects e.g. musical instruments outdoors, positive playtimes, maintain links with a school in South Africa and form a new one with Sweden.
- g. Review benefits of new books purchased and reading options at the school ensuring that the school is well catered to all reading abilities including audio and e-books.

12) Quality of Teaching, Learning and Assessment

- a. Use NTS electronic tracking for Reading and Maths
- b. Continue to work with partner schools to moderate Maths/English/Science to inform teacher judgements.
- c. Embed a consistent approach across the school for effective feedback/marking.
- d. Continue to monitor the quality of teaching and learning ensure 100% of lessons are at least good with much of the teaching outstanding.
- e. Maintain and improve our current performance of a termly subject link visits between Leaders and FGB.

13) Parental engagement

- a. Continue to develop links between home and school through open mornings and parental workshops.
- b. Maintain strong partnership links with local schools and continue to develop leaders through partnership working and CPD opportunities. See our Partnership development plan.



- c. Ensure we are OFSTED ready

14) Personal Development, Behaviour and Welfare incl spiritual, moral, social and cultural development (SMS&C)

- a. Continue to build on well-being across the school so it is evident in all we do
- b. Continue to promote pupils' and parents' awareness of e-safety
- c. Ensure approaches to behaviour management are positive and reflect our Christian Values. Ready Respectful and Safe Restorative Justice Pupil Voice – develop further: Eco-schools award, School Council, RRSA (Respecting Rights Schools' Award). **SIAMS (Statutory Inspection of Anglican & Methodist Schools)**
- d. Embed the involvement of the school community further in acts of collective worship.
- e. Develop SIAMS so it meets the new framework Build on Silver RRS school award towards Gold

December 2021 summary: As outlined in our Highlights section, while the unpredictable and unprecedented effects of Covid on normal life have impacted our ability to operate as we would have planned to as a governing body, we have adapted and continued to ensure that we made substantial progress against our long term objectives. For example, we have continued to engage with subject leaders to ensure the curriculum remained creative, stimulating and engaging whether being taught remotely online or in the classrooms. We have seen the Heritage Block (Y6) begin and be completed during the course of the academic year, testament to the continued investment in strengthening the relationships with Oxfordshire County Council and other bodies which also led to the unexpected benefit of the recladding of Manser building – improving heat and energy retention. We are optimistic about similar improvements to the Benton and Pool buildings in the 2022/23 academic year.

Health and safety has of course, been uppermost in our thinking throughout the year, not least in relation to reviewing and approving the school's Covid risk assessments regularly throughout the pandemic.

We were also finally able to resume our 6 monthly walk arounds of the school grounds and buildings. These continue to help us keep track of the state of the school premises in a structured way.

Strategic Priorities Academic Year 2020/2021

We're never content to rest on our laurels and so have reviewed our priorities for the current academic year and once again ensuring that they align with the School Development Plan and build on the achievements of last year. Our shared objectives remain unchanged from last year, and most of our committee-led objectives continue to build on last year's.

Resources-led

1) Budget

- a. Conduct termly reviews of the budget with the School Business Manager and Headteacher at Resources committee meetings to ensure careful management of school funds, risks and opportunities for future planning

2) WAC

- a. Aim to increase capacity back to 40 pupils per day, pending relaxation of social distancing requirements.



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- b. Add elements of creativity and structure into the activities for the children. Links to curriculum where possible



3) Staffing

- a. In light of a challenging 2020/2022, ensure all staff have access to occupational health support, mental health first aiders, and the skill and support needed to manage a hybrid face to face and virtual teaching arrangement
- b. Investigate opportunities for equality, diversity and inclusion training for staff eg Unconscious bias. Continue great work already under way with Rights respecting schools and anti-bullying activities

4) Premises

- a. Support completion of year 6 block including kitting out and any potential snagging resolution.
- b. Identify needs across the grounds for a programme of rolling facilities upgrades, identification of future projects

5) Fundraising

- a. To support rolling facilities upgrades as needed.
- b. To support IT; aim for every pupil to have a laptop in school (long term aim £20k per year), with considerations on software and additional staff training as required. Start with year 6, and progress down the year groups.
- c. To potentially fund outdoor classrooms to future proof against any social distancing, and provide enhanced learning opportunities for all

6) C&IRB

- a. Continue support for staff, pupils and families currently attending Copper Class Explore opportunities for reversed integration.

Teaching and Learning-led

7) Outcomes for Pupils -Use progress as a measure for success

- a. Priorities for the 2021/22 academic year are:
 - i. Closing the gap in attainment with the impact of Covid-19 on the lowest 20% and maintaining a clear focus on supporting the school's staff as they continue to build on the successes of pupil achievement and strive to raise standards further for all children.
 - ii. Embed and build on our creative curriculum wow days/weeks to support pupil engagement and the overall wellbeing of the children.
 - iii. Maths: Higher achievers/greater depth and ensuring end of KS2 results are commensurate with literacy (above average).
 - iv. Science: To ensure coverage of all science knowledge and skills from the National Curriculum with a higher focus on investigative science.
 - v. Pupil Premium and SEN: Sustain the progress made on closing the gap between PP and non-PP children at KS1 so it is at least in line with national expectation at the higher levels at the end of KS2.
 - vi. Continue to raise performance and progress in phonics and reading Review benefits of the new phonics scheme and new guided reading books purchased and reading options at the school ensuring that the school is well catered to all reading abilities including audio and e-books.
 - vii. Continue to develop the use of our outdoor area for learning in all subjects e.g. musical instruments outdoors, positive playtimes, maintain links with a school in South Africa and form a new one with Sweden.



8) Quality of Teaching, Learning and Assessment

- b. Ensure enquiry based learning is at the heart of all learning to allow all children to achieve their full potential.
- c. Use Hello Data electronic tracking for Reading, Writing and Maths
- d. Continue to work with partner schools to moderate Maths/English/Science to inform teacher judgements.
- e. Embed a consistent approach across the school for effective feedback/marking.
- f. Continue to monitor the quality of teaching and learning ensure 100% of lessons are at least good with much of the teaching outstanding.
- g. Maintain and improve our current performance of a termly subject link visits between Leaders and the FGB.

9) Parental engagement

- h. Continue to develop links between home and school through open mornings and parental workshops.
- i. Maintain strong partnership links with local schools and continue to develop leaders through partnership working and CPD opportunities. See our Partnership development plan.
- j. Ensure we are OFSTED ready

10) Personal Development, Behaviour and Welfare incl SMS&C

- k. Continue to build on well-being across the school so it is evident in all we do
- l. Continue to promote pupils' and parents' awareness of e-safety
- m. Ensure approaches to behaviour management are positive and reflect our Christian Values. Ready Respectful and Safe Restorative Justice Pupil Voice – develop further: Eco-schools award, School Council, RRS (Respecting Rights Schools' Award), SIAMS (Statutory Inspection of Anglican & Methodist Schools)
- n. Embed the involvement of the school community further in acts of collective worship.
- o. Develop SIAMS so it meets the new framework and ensure we are SIAMS ready.
- p. Build on Silver RRS school award towards Gold Motivating pupils to develop as active global citizens who challenge injustice and inequality, advocating change so that all children's rights are respected no matter who they are or where in the world they live.