



Governing Body's Annual Impact Statement 2020-2021

The Issues faced and addressed by the Governing Body over the last year were:

- Providing a broad, balanced and engaging curriculum for our pupils whilst meeting the demands of virtual and blended learning for pupils and class classes during isolation periods and National Lockdown.
- Providing a safe working and learning environment for pupils and staff whilst following Government directives and guidance.
- Understanding how best to meet the needs of our children and to improve their emotional well-being through the curriculum
- Establish ways to improve emotional well-being for the whole school community – particular where pupils have been affected by the pandemic.
- Ensuring that progress was maintained across the school despite challenges faced – ‘best endeavours’
- Promoting ‘a love and enjoyment of reading’
- Managing the impact of the national lockdown (Jan 21) due to coronavirus and rise in delta variant cases (summer term 2021)
- Developing Home Learning Resources as a result of individual isolation cases.
- Re-opening of school to pupils in March 2021
- Preparing for the return of all pupils from 1st September 2021
- Supporting the whole school community

The impact of the Governing Body on the school was:

Due to the Coronavirus pandemic and further National Lockdown in January 2021 all statutory assessments were cancelled for a second successive academic year (2020-21). The data below is from the previous year's assessment in the Summer 2019

The attainment and progress of our pupils was generally above or in line with national expectations – our headline figures include:

- For the Early Years 82% of pupils achieving a Good Level of Development (GLD) An increase of 9%. This figure whilst above the National Average it is **in line** with the National Average of 72%.
- Year 1 Phonics 94% of our pupils achieved the pass mark. An increase of 4% on the previous year. This again was **above** the National figure of 82%
- Key Stage 1 Reading, Writing & Maths Combined (RWM) 62% of our pupils achieved the expected standard combined a 5% decrease on the previous year – this is **just below** the combined National Figure of 65%
- Key Stage 2 Reading, Writing & Maths Combined (RWM) 79% of our pupils achieved the expected standard combined – **significantly above** the combined National figure of 67%
- Our greater depth results at Key Stage 2 were impressive in both Reading and Grammar, Punctuation and Spelling.
- Greater depth in Maths, Writing and combined Reading, Writing and Maths were **broadly in line** with National Average. We are very proud of our staff and pupil performance during a



challenging year with year group and Key Stage relocations due to the ongoing refurbishment works.

The schools progress level was **above** the floor standard in Reading Writing and Mathematics.

The Governing Body works hard through support and challenge to ensure the pupils receive a wide and engaging curriculum to enable them to meet the demands and high expectations of the National Curriculum. This will prepare our pupils for the next phase of their educational journey.

The autumn term saw the whole school return after the summer lockdown of 2020. The staff were absolutely brilliant at settling the children back into routine and catching up on core skills and understanding from previous terms. There was some great progress made over the course of that term and we were so proud of the staff and pupils despite this being an anxious time for us all. The staff prepared isolation packs for both individual and whole class scenarios should any isolations be required in the autumn term. On 1st October 2020 a Reception class was the first to isolate. On the whole though, we had a very successful term with regards to progress and relative 'normality.'

The emergence of the 'Kent' variant caused a further National Lockdown the day after we had returned to school on 4th January 2021. One day it was fine to have the whole school in, the next day it wasn't and a further National Lockdown began.

From here the staff pulled out all the stops to revert to remote online learning whilst also accommodating key worker children within the class at the same time. Throughout this period, there was steady increase in the number of key worker children attending school. It was like playing 'Pupil Tetris' trying to adapt week on week to increasing requests to have children return to school but we managed it successfully. Again the staff were brilliant and we could not have asked anything more of them from adapting plans along the way, keeping in contact with pupils and parents and balancing in class and virtual learning. Teachers prepared weekly Home Learning Plans and Resources and embraced the digital way of communication via video conferencing using GoogleMeet. During this time our support staff delivered interventions both within school and online for those pupils with Special Educational Needs and Disabilities.

From 8th March pupils returned to school once again with staff settling the children back into school life and routines for a second time. I think all of us agreed there was a huge sigh of relief. We all know that children are best catered for in the classroom and this is the natural environment that our staff are used to working in. there was a false sense of security over the next few weeks and into the summer term as cases and hospitalisations fell across the country only to start rising again in the second half of the summer term and more classes had to isolate on a regular basis over a four week period with some of pupils and staff finishing the academic year in isolation.

Below is the chronological isolation of classes for the academic year.

1.10.20 RJM
13.10.20 4AF
23.10.20 5KR
24.11.20 5LF & 2FS
22.03.21 2AJ & 5KR
21.06.21 1RC
28.06.21 6LG
30.06.21 RJE
(8.07 .21) 5KR
(09.07.21) N & 5LF
(12.07.21) 2AJ



Over the course of the year the school was very mindful of the impact of the lockdown from 2020 and then the Spring 2021 Lockdown and the detrimental effect that this had on a number of our pupils where it was clear that anxiety levels had increased. Nurture groups were established for these pupils and staff supported pupil through a variety of activities including using the willow enclosure and school garden/greenhouse. Bike4Health also provided our Year 4 pupils with the opportunity to get some much needed physical exercise by exploring our many waggon ways and cycling routes that are in close proximity to the school. The school also took part in National School Sports Week in June and participated regularly with the daily mile over the course of the summer term to enhance and improve the physical and mental well-being of our pupils.

Our school continues to focus on developing a lifelong love of reading and Mrs Wallace, who is leading on this brought a wealth of activities across the school. These included Live Author Workshops, an online event with Children's Laureate Cressida Cowell, a winter mini reading challenge, World Book Day, a Readathon, magazine subscriptions for every year group, launched a virtual library on our website, a KS2 reading questionnaire to help school purchase books for the new KS2 reading scheme.

Our wonderful and supportive Parents' Association worked creatively throughout the year to help raise valuable additional funds for the school and were very keen to support visits once these were allowed. A huge thank you to 'The Team.'

We are grateful to everyone connected with Cullercoats Primary who make this community school a wonderful, caring and happy environment for our pupils.

Mrs S Caveney & Mrs K Regan (Joint Chairs of the Governing Body) & Mr G Storey

A handwritten signature in black ink that reads 'Gavin Storey'.

November 2021

A second handwritten signature in black ink that reads 'Gavin Storey'.