

*CPD Schools Federation aims to have outstanding, values-based schools who are at the hearts of their communities, and who enable their children to achieve their highest potential through balanced curriculums that develop the whole child.*



### Dersingham Primary School's vision

Ensure we provide a safe and secure learning environment where your child can thrive, feel safe and secure.

Cultivate and embed our core values of inspiration, perseverance, and respect into all aspects of our teaching.

Teach an exciting and rich curriculum both inside and outside the classroom that allows your child to physically, emotionally, and academically develop and to enable your child to achieve individual success.

Equip your child with core academic and social skills needed to be prepared for life and the demands of the 21st Century.

Allow pupils to lead their learning.

Build active partnerships with our parents/ carers, and the local community.

## Introduction

This is a short report on the work of the Governing Board for the 2019 to 2020 academic year. The report is provided to ensure we are able to provide a clear overview of how the Governing Board works with the federation to ensure that each school continues to achieve its vision and that of the federation. The report format has been adjusted in consideration of the COVID-19 impacts of the school to ensure relevant actions and information is presented relevant to the time of writing in January 2021.

## Background

### What is the purpose of the Governing Board?

All school governing bodies are responsible for three areas:

- **Vision:** we need to ensure that our schools have long term aims and a vision
- **Accountability:** we need to hold our senior leaders to account for the performance of the schools
- **Finances:** we need to ensure that each school's budget is robust, and the money is well spent

### How to contact a Governor?

If you want to raise a concern with a Parent Governor please speak to either Darren Williams (Executive Headteacher), or a Head of school. These may be contacted via Alix Williams, PA to the Executive Headteacher and Executive Leadership Team Support Officer, she is based at Central Park Primary School. If they cannot help you, your concern will be refereed onto one of the elected Parent Governors who will contact you. If you would like to go straight to a Parent Governor then please go to the school office and leave your contact details, or a written query, and it will be passed onto a Parent Governor. The Chair of Governors can also be contacted in the same way.

### How do we structure our work?

#### 1. Meetings

**Full Governing Board** – meets six times a year. Each of these meetings lasts around 2.5 hours. At these meetings we receive reports from committees, we scrutinise the Headteacher's reports; receive the reports from link governors and discuss any other items that need our attention.

We have two main committees and each governor is expected to attend at least one of these:

**Finance, Staffing and Premises (FSP) Committee** – this committee covers the school budget, premises, health and safety and staffing. In the spring each year, we set the budget and each term we monitor the spending against it. In addition, we receive reports on benchmarking (spend per category at each school compared to other similar schools in Newham and nationally) and pupil premium spending. We also discuss the following policies: finance; pay; staff recruitment; building maintenance; staffing structure.

**Learning, Teaching and Safeguarding (LTS) Committee** – this is where we receive and scrutinise reports on behaviour, safeguarding, attendance, SEND provision and admissions. Here we also discuss the progress of children in each year group. When required, we discuss school policies such as equality, subject policies or healthy schools' agenda.

#### Link Governors

In addition to main and committee membership, some governors take on an additional role of link governor. Link governors become experts in their particular area. They meet with the relevant subject/area manager at both schools once a term to discuss development, main challenges and to assume the role of critical friend.

All governors make visits to school either in the form of a learning walk, visiting a

specific lesson, or holding a remote meeting with the relevant lead for their link area. This is an important part of getting to know the schools within the federation and acquiring well informed opinions on how the schools' function. This in turn enables us to ask focused questions in meetings.

The table below illustrates the individual governor roles and responsibilities:

Type of Governor	Name	Leadership role	Committee	2019-20 Link Governor role
Co-opted	<b>Ashuk Hussain MBE JP</b>	Chair of Governors	FSP	Families and Communities
Co-opted	<b>Ghazala Raja</b>	Vice-Chair of Governors and Chair FSP Committee	FSP	Buildings and Learning Environment
Co-opted	<b>David Bond</b>	Chair of LTS Committee	LTS FSP	Safeguarding, Pupil Premium Quality of Teaching
Co-opted	<b>Emma Griffin</b>		LTS	Training / Staff Wellbeing
Authority	<b>Anita Waring</b>		FSP	Finance
Co-opted	<b>Gemma Hunt</b>		FSP	Quality of Teaching
Co-opted	<b>Katie Kendrick</b> Appointed May 2019		LTS	Curriculum Development
Co-opted	<b>Irfan Ibne</b> Appointed May 2019		FSP	Staff Wellbeing and Staffing Issues
Staff	<b>Leena Prabhakumar</b>		LTS	RE
Parent	<b>Sashna Uddin</b>		LTS	Early Years
Parent	<b>Sahida Hussain</b>		LTS	Looked After Children
Executive Head teacher	<b>Darren Williams</b>	Executive Head teacher		

Information on our current governors, their roles, and individual profiles may be found on the CPD Schools Federation website under Federation Governance.

### Governor Engagement

Due to the impact of COVID-19 the Governing Board were unable to undertake their normal annual activities, to reduce the risk of introducing infection, as below

- **School Governor in Schools days** where the Governing Board normally undertakes an exciting agenda of parent, pupil, and staff engagement as well as take the opportunity to review collectively the impact the schools are having on our communities
- **Curriculum in Action Week** where the Governing Board would normally, over the course of the week, take the opportunity to undertake learning walks within the schools and observe the impact and delivery of our curriculum with the pupils



- **Strategy Setting Day** where the Governing Board normally meet with the senior leadership team of the schools and federation to review the current strategic direction of the schools, the educational experience and outcomes for our pupils, and ensure we are meeting the needs of our community
- **SATs** delivery and implementation monitoring where the Governing Board visit the school to review how the standard assessment tests are delivered to our pupils ensuring rigorous academic integrity while monitoring first-hand the strategies undertaken by school teams to ensure the wellbeing of pupils at this potentially stressful time

Despite these important engagement opportunities no longer being possible, during the academic year, the Governing Board continued to ensure they were able to interact with the schools and report on the effectiveness of our schools to the wider Governing Board.

Focusing on key strategic meetings the Governing Board made the decision, early in the COVID-19 pandemic, to move necessary meeting to virtual delivery while rationalising the meeting schedule. This rationalisation of the meeting schedule ensures school leadership teams could focus on the immediate priorities within schools such as Health and Safety, Safeguarding, Key Worker and Vulnerable Child care provision, and develop remote learning strategies. This revised structure ensured a level of accountability and support continued from the Governing Board to the schools.

Our **Strategy Setting Day** normally occurs late in the summer term. However, during the 2019-20 academic year we took the decision to defer the normal activity of the day and incorporate the essential elements to within virtual Governing Board meetings. This decision was taken to ensure the immediate focus was retained on delivering a COVID safe environment for our pupils, staff, and wider community while supporting our school on the priority of adapting to the remote delivery education of education.

Individually, Governors maintained their important Link Governor roles; undertaking a mixture of virtual, telephone, and written meetings with their relevant counterparties within the schools. This was critical to ensuring key areas, such as Safeguarding and Quality of Education, continued to be effective on behalf of our pupils.

Key documents, such as the school reopening Health and Safety Risk Assessments, were shared electronically for immediate and prompt feedback from the Governing Board to make certain we maintained our responsibility to our pupils and staff.



### COVID-19

The impact of the pandemic and the government's decision to close schools to most pupils on 20 March 2020 had a profound impact on our school's ability to deliver a high-quality education to pupils. This was further hindered by rapidly changing expectations, requirements, and time-lines presented to the federation from the Department for Education.

Virus control measures were implemented swiftly to protect staff and children. This meant that the majority of children were not able to access teaching face to face. A remote education offer was implemented for all pupils. This continued through the period of closure and was monitored closely. Approx. 99% of pupils were able to access some form of remote education offer. This was a blend of technological and traditional resources to support all pupils and ensure that technology was not a barrier to education. The remaining <1% of CP pupils and 1.5% of DPS pupils were either in attendance as vulnerable children, were the children of key workers, or the family were unavailable for engagement in remote learning.

The federation leadership, working closely with the heads of schools, developed a central response both operationally and educationally to the COVID-19 challenges so as to ensure consistency and to support schools in a difficult period. The federation did continue to offer vital services to the families of key workers and vulnerable children during the pandemic through the provision of onsite childcare including during the Easter and Summer holidays where relevant. This was an important activity in order to ensure key workers were available to support the countries efforts to meet the national challenge of COVID-19 and we are proud to have contributed positively to this effort.

For all pupils safeguarding activities took priority and regular home visits, phone calls, multi-agency meetings occurred throughout. The provision of meals for disadvantaged families was also prioritised. The schools continued to meet their statutory requirements throughout the period.

During the closure, the federation focussed on the development of the federation's response in terms of baseline assessment and the required curriculum to enhance the educational offer when pupils returned to full time education. In addition to this, all staff benefited from increased training - with a particular focus on safeguarding and wellbeing.

Each school has been supported by the federation in its response to COVID-19 in order to ensure we maintain a safe environment for our whole community. Throughout the period, and into the current year, there has been strong element of professional support for schools to undertake assessments of the risks posed by COVID-19 and the actions to mitigate. Each school has seen significant amendments to the systems of cleaning and disinfection to ensure the risk of infection across our pupils, employees, and wider community is reduced. Fundamental reconfiguration, at each site in year and for the new academic year, was undertaken to ensure safe flows of people and reduced opportunity for contact transmission. To support this, activity additional health and safety resources were purchased in addition to multiple hand sanitising stations throughout every school.





As a responsible employer, the federation has closely monitored the impact on our teams during COVID-19. We recognise this has been a difficult period for many; whether they have been directly impacted, such as through the need for new ways of working to support our pupils, or through impacts to their close family. It is important every member of our federation receives the appropriate support for both their wellbeing but also to ensure they are available to make a difference for pupils we support. The federation has undertaken employee surveys, through the pandemic and into the new academic year, to understand the impacts to employee wellbeing and how the our schools may further support. We have ensured clear availability of employee assistance programs, line manager support, and peer counselling. Combined with clear training and guidance for our staff, as schools returned to teaching, employees have responded positively to the challenges of COVID-19 and new ways of working to help our pupils.

As schools reopened in September 2020, it was important to understand the needs of each pupil. The virus has affected the educational achievement as well as the wellbeing of pupils. This is something that has been carefully planned for during the period of closure for most pupils. The federation focused on ensuring that the curriculum offer prioritises addressing the impact of the closure on the pupils. This included strategies to close the achievement gap in literacy and numeracy as well continuing to meet the wellbeing and emotional needs of all pupils.

To support this a clear program of assessment, both teacher-led and through use of tests, was implemented when schools reopened in September. This has helped identify the impact of Covid-19 on our pupils and, in line with national findings, it was clear a gap existing in the age expected achievement levels of pupils. This assessment was used to inform how the federation and its schools would strategically respond, through the use of Catch-up Premium and existing school budgets, to meet the needs of our pupils.

Regrettably, at the time of writing this report in January 2021, the UK Government has again been forced to close primary schools. At this time we are focusing relentlessly on delivering a quality remote education to our pupils while returning to previous lockdown priorities of caring for Key Worker and Vulnerable children on site, ensuring those families eligible for Free School Meals have access to food, and making certain our safeguarding arrangements are effective.

The Governing Board recognise this has also been a challenging period for many families and we continue to be incredibly thankful for the support they provide to the school at this time.

## Standards

### Curriculum

During the Autumn and the early part of the Spring term additional resources and time were allocated to ensure we deliver a broad and balanced curriculum to link with the National Curriculum. Staff continued to received more non-core subject training and resources to support an approach which is both innovative and inspirational without losing the rigour required to ensure that the children learn the basic skills of reading, writing and mathematics.



### 1. Reporting to Parents and Carers

The Federation operates an open door policy within our schools and encourages parents and carers to communicate with teachers, though we recognise with school closures this has been more challenging. In addition, parents and carers are invited to meet staff at points during the year, specifically at the start of the year and around Easter for Parents Evenings though these meetings may require alternative non-face-to-face arrangements.

Full reports are issued at the end of the spring term. These include information on pupils' attainment and progress, as well as specific references to achievement and general information on attitudes to learning.

### 2. Further Information

The school is very happy to provide further information on how pupils are taught and how attainment and progress is measured. The Department for Education performance information for the school can be found on the school websites, [www.centralpark.newham.sch.uk](http://www.centralpark.newham.sch.uk) and [www.dersingham.newham.sch.uk](http://www.dersingham.newham.sch.uk).

## Behaviour

Behaviour at each of our schools is very good and continues to improve with the behaviour policies now embedded in school life with rewards and sanctions well established and resourced. Specific incidents are reported to the Governing Board in order to spot trends and to reassure that issues are being dealt with appropriately. During the lockdown specific attention was required to monitor and respond to online behaviour challenges for our pupils to support respectful interactions with one another.

### 1. Mobility

There is considerable pupil mobility in the locality, with more than the average number of children leaving and joining the school at regular intervals. Many of those joining the school have English as an Additional Language and so the induction and settling in process is critical to ensure that expected behaviour is understood and that easy to follow routines are made clear so that learning can start immediately.

	Mobility
Central Park	13.5%
Dersingham	23.9%
National Average	14%

### 2. Bullying

The Federation has a pro-active approach towards dealing with bullying with a clear anti-bullying policy. Bullying behaviour is reported to the Governing Board termly and the total number of incidents during the year are recorded as below.

	Incidents
Central Park	6
Dersingham	1



### 3. **Racist Incidents**

The Federation takes all racist incidents seriously and reports termly to the Governing Board. Last year there was 6 reported incidents.

### 4. **Exclusions**

No child is excluded from the Federation without a great deal of thought. Exclusions are reported to the Governing Board and the Governing Board reviews all fixed term and permanent exclusion decisions. Last year 2 pupils were excluded.

## **Attendance**

Attendance at school or in virtual classrooms, and arriving on time, is a key issue for the Federation. Arriving on time is still an issue for some families, therefore work will continue to promote a culture of being in school and ready to learn.

A particular concern for the Federation is supporting those families who have not been able to attend due to COVID-19 and have not engaged in our remote offering.

## **Special Educational Needs (SEN)**

Children with special needs are identified by the schools and the appropriate support provided. The SEN budget is spent on providing additional support for children both in and out of class; this support is small group work or programmes with individual pupils. This is to help them achieve and break down barriers to learning. The schools have a comprehensive package of support available. In addition to this, the school uses the budget to have specialists from health and education to ensure that assessments are frequent and support and advice is available for the children. Assessments are regularly carried out for all SEN groups and the progress of the children measured against their National Curriculum Levels and their individual targets. COVID-19 has been particularly challenging for children in this group and we remain committed to ensuring that their individual needs are met in partnership with their families.

## **Complaints**

The Federation has a policy for dealing with complaints, and it follows the recommended procedure for formal complaints. In summary the 3 stage process is 1) speak to the staff member concerned; 2) speak to a senior leader if not resolved at stage 1 and 3) meet with Governors if not resolved at stage

During the year one formal complaint has been heard by a panel of Governors.

## **Staffing**

### 1. **Recruitment**

Considerable time and resources have been allocated to ensuring that the best possible staff appointments are made. New staff receive a full programme of induction with newly





qualified teachers being given additional time and support.

### 2. **Appraisal and Performance Management**

All staff are appraised and performance managed in line with government guidelines. If performance falls below expected levels despite support and professional development, the issues are addressed using agreed policies and procedures.

### 3. **Staff Training**

Continual professional development (CPD) is provided for all staff to ensure that they are properly equipped to teach their pupils so that they learn effectively. Like all maintained schools, our schools have five 'in service training' (INSET) days. This year these days have focused on training for the new curriculum, safeguarding, feedback on learning and remote learning.

## **Financial Management**

### 1. **Budget**

Each school within the Federation receives its funding direct from the local authority to utilise for the needs of the pupils at that school. Each year the Governing Body review the priorities for each school and agree a budget which meets the needs and priority of that school. Each year any unused funding is carried forward within the individual school to utilise the following year. No school within the Federation is in a deficit fund or budget position for 2019/20.

### 2. **Value for Money**

The school benchmarks against other similar schools and has established links and contacts which enable the sharing of good practice and effective strategies.

### 3. **Pupil Premium**

Each school received additional funds for pupils considered to be disadvantaged. Disadvantaged is defined as either children within formal care arrangements or who have been eligible for free school meals within the last six years. Each school website has a separate Pupil Premium Strategy report and impact analysis. The Federation Governing Board ensures disadvantaged pupils make expected progress through utilisation of Pupil Premium Funding. Examples of activities within our schools is as below:

- KS Leaders for Teaching and Learning
- Extra-curricular activities and clubs
- Subsidising educational visits
- Easter school
- Booster classes
- SATs refreshments
- Attendance and behaviour rewards
- Staff training
- Resources (e.g. book bags)
- Intervention teacher

Impact is measured by using the data available on pupil attainment and progress. To date the most effective strategies are the most costly, for example one to one tuition. As the quality of teaching improves, the targeting of resources to the most needy will become



more precise and should show more impact on narrowing gaps between specific groups of children.

#### **4. Charging**

The schools have charging policies which can be found on the school's website. The policy outlines when and how we charge for school activities e.g. educational visits, clubs and curriculum activities.

### **Health and Safety, Child Protection and Safeguarding**

The safety and well-being of all children is of paramount importance to all at CDP Schools Federation. Children need to feel safe and well cared for so that they are able to learn. The Federation's policies and procedures on health and safety, child protection and safeguarding comply with local authority guidelines, and training for all staff is up to date and on-going. This is reported to the local authority each year. In addition, the Chair of Governors is trained in safer recruitment. Each school has a dedicated lead for Child Protection and Safeguarding; current details can be located on the Schools website.

### **Views of Parents and Carers, Pupils and Staff**

The views of the parents and carers, pupils and staff help to shape the philosophy and the direction of the Federation and its schools. The Senior Leadership team are visible and approachable at the beginning of every day to ensure that concerns or queries can be dealt with quickly and efficiently and this helps to know how parents are feeling. The Head holds half termly meetings to discuss current school development issues and the parents are invited to see our practice throughout the year. Staff are regularly involved in discussions about school improvement and pupils are spoken to regularly as part of the monitoring cycle as well as through school council and questionnaires.

### **School Improvement Strategy**

The school's self-evaluation process is ongoing. After all the end of year attainment and progress data is gathered, the key measures are re-visited and judgements either confirmed or adjusted. This will inform the target setting process for the school which takes place in November.

### **Conclusion**

The Governing Board is pleased to report that the Federation and School improvement strategy is proving to be effective as standards, pre-lockdown, continue to be generally above the national average. All improvement measures are underpinned by a budget which is clearly aligned to the key priorities for improvement. The views of parents and carers, pupils and staff support the Governing Board's assessment that the school is making good progress towards achieving its vision and this is to be commended.

The Governing Board recognises this has been a challenging period due to COVID-19 for all our pupils, staff and the wider community regardless of background and we are thankful for the efforts undertaken by all to make certain our pupils are given the best start to their education.



I want to thank my fellow governors for all their hard work. It is an honour and privilege to lead the multi-talented, diverse and committed governing CPD Schools Federation.

I would like to take this opportunity to thank our Executive Headteacher, Headteachers, all the staff at Central Park Primary School and Dersingham Primary School, the parents and carers, PTA and most importantly the pupils for their commitment, dedication and hard work.

**Ashuk Hussain MBE JP**  
**Chair of Governors**  
**CPD Schools Federation**  
January 2021