

Review of Virtual Governance by the Board and Response to COVID19

Question	Yes	In Part	No	Evidence	Action required
Has the board reacted in a timely and flexible way to maintaining effective governance during the coronavirus pandemic?	x			Moved to online meetings which have been run successfully. Governors now included in all correspondence issued to parents to keep them up to date. COVID updates given at every Board meeting. COVID working group formed to deal with urgent COVID issues eg risk assessments.	To continue to respond as appropriate
Has the chair provided effective leadership and communication with all governors during the coronavirus pandemic?	x			Updates provided by Chair at early stages of lockdown. Governors now included in information released from the school direct. COVID committee formed when needed.	To continue to respond as appropriate
Have you been kept up to date with national and local developments to support decision-making throughout the coronavirus pandemic?	x			Board updated at its meetings. All Governors have access to the school portal, including training from Lancashire Education Authority. The Chair also receives regular information from the NGA and through attendance at the Chairs' Forum and Regional Conferences.	Continue with current arrangements.
Has the board adopted alternative ways of working including new technology and systems to ensure effective governance throughout the coronavirus pandemic?	x			Remote meetings continue to be held until it is safe to return to face to face meetings. Telephone consultations take place between the Headteacher and Chair of Governors. Governors interact with their designated classes, ie. reading	To continue to look for innovative ways of involving Governors in school.

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				stories through Zoom. Governors are able to attend remote class assemblies.	
Have you experienced any barriers or challenges in your governance duties during the coronavirus pandemic?		x		Members have varying responsibilities like responsibility for home learning of children. This can leave less time for Governance duties. Some Governors are key workers and also remain under pressure in their respective roles.	To be aware of circumstances and minimise added pressure during these complex/ever-changing circumstances. The recruitment of Governors during this period is more complex given the challenges people face in their work and home life. The move to online Board meetings may encourage candidates from further afield.
Have you been supported to overcome any barriers or challenges experienced during the coronavirus pandemic?	x			Supported in the move to online Board meetings with responsive clerking services. On-line meetings are convenient and reduce travel time. The availability of online training has been a positive approach adopted during the pandemic.	None
Have communications and the sharing of information between governors and senior leaders been effective during the coronavirus pandemic?	x			COVID committee formed to review risk assessments etc. in a timely manner. Chair of Governors /Headteacher are available to discuss urgent topics as and when required. Regular telephone consultation in place when required. Wellbeing strategies in place.	To monitor and review any feedback from Board members in order that practices can be adapted if required.

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Have governors been kept appraised of the impact of the virus on pupil and staff attendance and any subsequent impact on provision and school opening?	x			Chair of Governors informed as and when required on issues as they arise. Board of Governors informed at Board meetings or through documentation issued to parents.	As above.
[Multi Academy trusts] Has the trust board taken a strategic approach and provided guidance and support to local governing boards during the coronavirus pandemic?	N/A			N/A	N/A
Has the board identified priority areas of governance to focus on during the coronavirus pandemic?	x			The Board and school have taken a business-as-usual approach responding to National and Regional requirements as guided by specialist staff and agencies. "Bounce back" programme developed by the school for pupils to aid them in returning to the curriculum. Mental health of pupils features as a high priority within the school, supported by the Board.	Regularly discussed as part of the School Improvement Plan and through Headteachers report at Board meetings.
Has the board reviewed the school's risk assessments and safeguarding arrangements during the coronavirus pandemic, and how sustainable the implementation of these is for leaders and teachers?	x			Reviewed by the COVID Committee and the Board at its meetings. A COVID update and any arising issues are presented at each Board meeting. The COVID Committee can be recalled at any time.	To continue with the current approach

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To what extent have arrangements for the safe return to full learning caused any unplanned expenditure? What are the implications of this for the school budget?		x		Cleaning costs and material costs have increased. An extra hour per welfare assistant to cover additional lunch hours.	To continue to monitor cleaning costs and to review additional lunch hour when possible.
Are school leaders aware of the <i>quality</i> of curriculum provision and the <i>progress</i> pupils are making under current restrictions?	x			Regular updates given at Board meetings with areas highlighted where they are doing well or where there is concern. "Bounce back" programme identifies such areas.	Continue to review progress of pupils at Board meetings
Has the board reviewed the school's plans to make up progress lost during the coronavirus pandemic, including for those individuals who have suffered the greatest loss in learning?	x			Performance reviewed at each Board meeting. "Bounce back" programme implemented with a focus on core subjects and the well-being of students. Performance trends are also broken down by specific pupil groups.	To continue to monitor and support the school in the arrangements it puts in place to support pupils of all abilities, but specifically vulnerable children.
Has the requirement to publish plans for spending the Catch-up premium on the school website been met?		x		Catch up plan has been written and is being finalised with amounts and will be published on the website ASAP.	Publish plan on the website

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Has the board reviewed the school's strategy for delivering remote education to pupils at home during the coronavirus pandemic, how sustainable this is for teachers and how well the needs of all pupils are being met?	x			<p>Implemented and regularly reviewed to ensure its effectiveness. Examples presented at Board meetings of the work students undertake.</p> <p>Whilst the workload for teachers remains a concern the Headteacher is well aware of this and takes balanced decisions with pupil needs and the wellbeing of teachers in mind.</p> <p>Parent survey issued to capture their views on online learning. Telephone calls made to each household.</p>	To continue to monitor arrangements.
Has the board prioritised staff and pupil wellbeing during the coronavirus pandemic?	x			The ethos of the Whittlefield family has staff and pupil wellbeing at its heart. This has been no different during the pandemic.	To continue with our nurture approach.
Has the board supported school leaders effectively during the coronavirus pandemic? How do we know?	x			<p>The Board created a COVID19 Committee to respond in a timely manner to emerging issues and support the Headteacher and her team.</p> <p>The Board rates highly the wellbeing of all staff at the school and monitors the position at Board meetings and through individual appraisal.</p>	To continue check in phone calls
Have staff felt supported by governors during the coronavirus pandemic?		x		Staff have completed a survey on remote learning and have indicated that they are very well supported by the Senior Leadership Team.	To continue to monitor the position.

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How do we know?				Governors are linked to classes and are encouraged to take part in remote class assemblies and learning eg story-time read by a Governor and attendance at a zoom class assembly.	Governors to virtually visit the class they are linked with.
Has the wellbeing and personal circumstances of governors been considered during the coronavirus pandemic?	x			Moved to online Board meetings. Adjustments made where Governors are key workers and been unable to attend a meeting. Known health conditions have been considered when taking decisions to move to online meetings. Members reminded at Board meetings when discussing health and wellbeing of staff and the senior leadership team, that support is available should they wish to talk to the Chair, Headteacher or other member with regard to their own wellbeing.	To continue to monitor the position.
Have any new governors received proper induction and training during the coronavirus pandemic?	N/A			No new Governors appointed during the period. New Governor induction process developed which will be implemented following any recruitment	To implement the new process when required.
Has the board supported senior leaders in communication and engagement with parents during the coronavirus pandemic?	x			Governors Blog available on the Web site. Joint letters issued from Headteacher and Chair of Governors. Regular communication between Headteacher and Chair of Governors. Consideration of wellbeing of senior leadership	To continue to monitor arrangements

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				team discussed at Board meetings and during Headteachers appraisal.	
Has contingency planning started yet for the return of routine school inspection? (<i>Monitoring of RI and inadequate schools in the spring, other schools potentially by summer term.</i>)	x			The school welcomes inspection from external bodies and sees this as an opportunity to showcase the work being undertaken as well as learn from any feedback given. We believe our teaching base to be strong, our nurturing approach excellent and our culture, conducive to providing an excellent learning environment. Our focus remains on improving the education and experience of all our children in particular ensuring learning continues throughout any lockdown period and adjusting school-based learning where necessary through the “bounce back” approach to the curriculum upon return.	Governors to understand their role in inspection and be able to articulate key facts relating to the school improvement plan and key documents.
When appropriate, has forward-planning started for the smooth transition to post-COVID education? Have strategic priorities been identified?	x			We have returned from Lockdown already on one occasion where the school developed the “Bounce back” programme for all returning students. Strategic priorities are always identified and are adjusted where necessary following any implications as a result of the pandemic	To understand and review continuation of the “bounce back” programme, to ensure its appropriateness and impact on learning in any return to school.

ACTION PLAN PRIORITIES

	ACTION	WHO	WHEN
1	COVID 19 – Ongoing arrangements are reviewed through the Headteachers reports at Board meetings.	All Governors	At each Board meeting during the pandemic.
2	Induction of New Governors - monitor implementation of new induction programme.	Chair of Governors	Three months following recruitment of a new Governor - ongoing
3	Wellbeing - to monitor ongoing arrangements through reviewing staff, parent and student surveys undertaken by the school.	Chair of Governors All Governors	Through 121 discussions with the Headteacher. At Board meetings
4	Inspection by external bodies - Governors to understand their role and be able to articulate key facts relating to the school improvement plan and key documents.	Key Board members	This is undertaken on an ongoing basis through papers presented to the Board identifying school performance against the Improvement Plan. A briefing sheet on expectations and terminology is also to be provided by the Vice Chair. Governors will continue to be supported to address this issue.
5	To understand and review continuation of the “bounce back” programme to ensure its appropriateness and impact on learning in any return to school, following any lockdown period. To review the results and arrangements for our most vulnerable students.	The Board The Board	At the following two Board meetings following a return from a lockdown period. At Board meetings with data being monitored, reviewed and where appropriate challenged by Board members.
6	To put Covid Catch Up plan on the website	Stephanie Vent	As and when complete
7	Governors to virtually visit their respective classes	All governors	Before the end of the summer term – during Covid several Governors provided videos of them reading a story for the class to enjoy. A future example will be during Book Week (March) when Governors will be requested to read a chosen favorite story to children in their link classes.