



**WYBUNBURY DELVES**  
C of E Primary School



# Governor Annual Report 2019 –2020



[www.wybunburydelves.co.uk](http://www.wybunburydelves.co.uk)

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## Welcome to this Annual Report.



As Chair of Wybunbury Delves School, I recognise Governance as a challenging but rewarding part of school life. We all have a part to play in acting as a critical friend to the school. Only by sharing our skills and expertise can we hope to develop and enrich the learning of the pupils who attend the school. I would encourage everyone to make this contribution. If you feel that you can help in any way please contact the office.

There has been a community in Wybunbury dating back to Anglo Saxon times. Whilst the school is not this old, there has been a school in Wybunbury since 1822. Wybunbury Delves joined Chester Diocesan Academies Trust (CDAT) on 1st June 2017.



It is always rewarding to hear visitors to the school talk about its special ambience. Any visitor to the school is subject to a feast for the senses. Whether it is due to visual representations, the calm and aura that surrounds the teaching, or the exceptional behaviour of the pupils it is difficult to truly define. It is a place where everyone is made to feel welcome and special.

I would like to acknowledge the hard work that Mrs Chesters has put in this year and for maintaining the ethos of the school. The school continues to grow and nurture its relationship with other members of the academy trust.

The Governing Body is subject to the Ofsted review process. The government sets challenges for governors to fulfil. The school is rated as good by Ofsted in October 2016.

Effective Governance is based on 5 key features:

**Strategic Leadership** that sets and champions vision, ethos and strategy

**Accountability** that drives up educational standards and financial performance

**People** with the right skills, experience, qualities and capacity

**Structures** that reinforce clearly defined roles and responsibilities

**Compliance** with statutory and contractual requirements

The chair, with support from the Vice-Chair, is responsible for ensuring the effective functioning of the board and has a vital role in setting the highest of expectation for professional standards of governance. It is the Chair's role to give the board clear leadership and direction, keeping it focused on its core functions. Chairs should encourage the board to work together as an effective team, building their skills, knowledge and experience. They need to ensure that everyone is actively contributing relevant skills and experience, participating constructively in meetings, and actively involved in the work of any committees. It is their role to make sure that everyone understands what is expected of them and receives appropriate induction, training and development. It is for the Chair to have honest conversations, as necessary, if anyone appears not to be committed or is ineffective in their role.

The chair must not exercise as an individual any of the functions of the board except where this has been sanctioned by the board. Where an academy trust board decides, the Chair is permitted to act in cases of urgency where a delay in exercising the function would be likely to be seriously detrimental to the interests for the school, a pupil, parent or member of staff.

The Governors hold meetings each term, smaller committee meetings report back to the full governing body. These are individually chaired. We seek to utilise the individual skills of members of the governing body within these groups.

I would encourage everyone to visit the school website, especially the News section. It is an invaluable communication tool and contains a wealth of information. Communication is an essential medium for all parties concerned in school life. The Parent Forum continues to work with parent governors to put forward parents' views. If you have an immediate concern you can always approach a member of the school management team or alternatively raise it with your parent governor. Remember these governors were elected as your representatives. I would encourage you to get to know them and use them as your voice within the governing body.

I would also like to thank my fellow governors and members of staff at Wybunbury Delves for helping to make it the excellent school that it truly is.

This year has been particularly challenging for everyone. The pandemic has changed everyone's life's. The school has, through tireless work and adaptation from the staff, risen to the challenge. They have worked holidays to offer provision to key workers children. The interior of the school was transformed to make it safe and secure for everyone. The team at Wybunbury have been outstanding, under the capable hands of Mrs Chesters. No doubt as things continue to evolve we will face new challenges. However, I am confident that children will continue to receive a good education and be instilled with a love of learning to accompany them on their journey through life.

Another important development this year has been the appointment of a Deputy Head. The Governors were delighted to offer this appointment to Natalie McCurrie. We truly believe that her appointment secures our senior management team at the school.

Neil Arnott Chair of *Governors, Wybunbury Delves.*



# Finance Committee Annual Report



Wybunbury Delves School has been part of a multi academy trust called 'Chester Diocesan Academies Trust' (CDAT), established by the Chester Diocesan Board of Education, since June 2017. Up to now we have had 8 schools join the MAT and there are plans to take on more. Business Managers meet half termly and are helping to shape the MAT as it expands with regard to the non-curriculum side of the trust. CDAT has overall responsibility for its academies, including finance, with a local governing board established with delegated powers in order to manage the academy on a day to day basis. CDAT strives to develop and maintain sound systems of financial and internal control which meet the requirements of probity and of good financial management. Our school complies with DfE/ESFA guidance set out in the CDAT's financial handbook. The general principles of financial management, adopted by CDAT schools are: -

## Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty and Leadership.

As CDAT is a registered company we have to comply with company law as set out in the Companies Act 2006 and Charity Law as required by the Charity Commission. Procedures are stringent and are administered within a framework of accountability by being audited annually.

Governors oversee the financial performance of the school, obtaining Best Value for goods and services including our staffing costs. As this is public money to be used for the education and wellbeing of our children, we do all we can to maintain/ improve our standards to ensure our children receive the very best we can offer.

## Budget

In conjunction with CDAT, we plan ahead to ensure we can balance the budget each year. This is done via careful strategic planning for all areas of the budget. As Wybunbury is within quite an affluent area, our budget is stretched as we do not receive as much funding that schools in less affluent areas receive. We have spent in excess of £4000 on COVID19 H&S items to ensure the safety of our pupils and staff, funded from our school budget.

No staff were furloughed as we still received public funding, including FEEE for nursery provision. Everyone has been paid in full throughout the COVID19 outbreak.

Out of School Club income has been adversely affected, with the loss of a term's fees, and to a smaller extent Preschool as these extended services run with private income from parents. (Preschool part funded by FEEE)

## Free School Meals

Anyone who falls within the lower income bracket, even for a short while, can help the budget by applying for free school meals and/or pupil premium, which really benefits both parents and school. School has communicated with parents and we have seen a surge in successful parental applications for Free School Meals due to the COVID situation. School will receive pupil premium for these families which helps us to better support all pupils.

If you receive one of the qualifying benefits listed under Income related free school meals we suggest you do make a claim even if your child is in Key Stage 1 as the school can claim additional funding (pupil premium) for new equipment and resources. You can claim free school meals for each child who attends school in Cheshire East if you receive one of these benefits:

- Income Support
- Income based Jobseeker's Allowance
- Income related Employment Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit
- Child Tax Credit - as long as you have a yearly household income of less than £16,190 (as assessed by HM Revenue and Customs) and do not get Working Tax Credit
- Universal Credit with no earned income or with net monthly earnings less than £616.67



## Fundraising /Charity

A PTA was set up this year, we are grateful to the new committee for their work in organising this. The PTA are a fundraising group, who organise fun events for school and make some money for resources we couldn't otherwise afford. Unfortunately our major fundraising event, Summer Lights, has had to be called off this year due to COVID19.

Events such as Drama Club and the Christmas Disco raise funds for school resources.

Fundraising other than for school:-

Nov 19	Operation Christmas Child	Sent shoe boxes
Dec 19	Travelling Books	£243.60 Book fair commission in books
Dec 19	Chance Changing Lives	£369
Dec 19	Pumpkin Heroes – World Vision	£97.50
Dec 19	Children In Need	£254.62
Mar 20	Australia Fundraising	£412.55

Kate Hughes





### Health and Safety

Lisa Taylor is the named governor for Health and Safety, she does a visual inspection of school and the premises termly and supports school with the annual audit. Thank you Lisa.

This year's Health and Safety audit took place in the Autumn term. The auditor checked our procedures and paperwork to ensure we remain compliant, advising of any updates we need to make. We continually strive to keep our children safe – and we ask everyone to be vigilant and report any defects or other issues pertaining to safeguarding our school.

COVID19 has obviously been at the forefront of H&S planning to ensure school can open and operate safely since March 20. Governors have been fully informed of how school is managing these times, and have supported Mrs Chesters by holding weekly 'Zoom' meetings where we discuss the successful implementation of ever changing government directives. Governors ask parents to take these measures seriously; even though we are coming out of lockdown, we mustn't be complacent in and around our school, we are doing what we can to encourage distancing and hygiene to keep everyone as safe as possible, and ask for your cooperation in following any H&S instructions given by Mrs Chesters.

### Building/ Maintenance Projects

This year we managed to finally solve the flooding problem on the parent car park by having it extended, with more sophisticated drainage being incorporated into the design. This was paid for from reserves carried forward from when we converted to academy status.

We are planning to spend the remainder of this year's Sports Grant on an all weather track around the perimeter of the field.

During the Summer the mobile classroom will be repaired and wooden steps will replace the muddy bank to the field. Outside sinks are being fitted to facilitate time efficient hand washing.



## Church school Governance

As a Church school, Wybunbury Delves ensures all feel valued and welcome and provides pupils with the opportunity to develop spiritually and morally within a distinctively Christian environment. We seek to promote outstanding teaching and learning in RE and link to other subjects in order to engage with social and cultural issues that arise in our children's lives and the wider community in Modern Britain. Foundation Governors have undertaken training in this area.

As a Church school, in addition to the statutory Ofsted inspection, we have a separate church school inspection. We have had 5 inspections since 1996, all with outstanding grades. In our last Church school inspection (April 2017) the report stated that: *'Governors are dedicated, vigilant and have a strong presence in school. They know the school well and are effective in offering robust challenge and generous support which is enhancing the effectiveness of leadership in school improvement. Governors ensure that collective worship and RE are well resourced and retain a high profile.'*

Church School Inspection is called the Statutory Inspection of Anglican and Methodist Schools (SIAMS). From September 2018 the new SIAMS framework will give a higher profile to the school's Christian vision and its significance to every aspect of the school's work. As governors, our role along with the leaders of the school is to articulate how the biblical teaching roots the school's vision, giving it coherence, relevance and sustainability.

Several of the governors form a Church School committee to discuss how effectively does the school's distinctive Christian vision, established and promoted by leadership at all levels, enable pupils and adults to flourish. The school has a strong reputation in the Diocese for excellence. Mrs Taylor and Mrs Hughes bring their skills to their roles on the Governing board.

As Foundation Governors we are actively involved in the Christian life of the school. For the past nine years' foundation governors have run weekly prayer groups in our wonderful 'prayer shed', one for children each Monday lunchtime which is well attended, as well as one for parents and staff on Friday mornings.

Canon Helen Chantry has led whole school worship once a week since joining us 8 years ago. As a school community we are sad that she is leaving us to work in another Parish and wish her well in her new post. To celebrate how well she is loved by all the children and staff, personal thank you messages and videos were made as keepsakes and presented to her. We thank her for her dedication, her guidance and above all her weekly messages of love and support in worship.

The Covid -9 pandemic has meant that she has been unable to join us in school, but we thank her for the wonderful recorded worships that we were able share with the children virtually on Seesaw and Tapestry. Our usual services at St. Chad's this year have also been limited due to the pandemic. In September our new starters were welcomed into our school and church family. Key stage 2 children hosted Harvest and Christmas services and sang carol around the tower. Easter and our year 6 leavers services have been celebrated virtually with our school community.

As we are now currently without a vicar to spiritually guide us a school, we are looking very much forward to the appointment of a new incumbent and their inclusion as a regular and valued member of our school family and community.

**Liz Taylor**





# Curriculum

## Teaching, Learning and Assessment

### Teaching and Learning - Lisa Taylor

The governors act as critical friends to school leadership, offering challenge and support. Visiting school on a regular basis, Governors observe learning and talk with children and teaching staff. They attend training that is organised through the local authority governance team and are invited to relevant curriculum teacher professional Development training arranged through school.

#### Curriculum Governor visits including Maths and English

In response to a challenging phonics result summer 2018, much research was conducted during the 2018/19 academic year by senior leaders for an alternative approach to literacy teaching and learning. The result of this research was a new phonics programme called Read Write inc. (RWI) which had soft implementation during summer term 2019.

RWI was fully integrated to the school curriculum in September 2019 to support literacy - phonics, reading and writing.

A Governor visit focussed on literacy and the early indications of the impact of RWI was conducted during the second half of the autumn term. Pupils were observed as engaged and energised in their literacy learning. Both pupils and teaching staff were enthusiastic about the RWI programme and teachers and senior leaders articulated the positive benefits that were already being realised through teaching phonics in this new way. New reading books were looked at as well as the teaching aids used. Follow up visits were planned in 2020 to track the impact of the investment into Read Write inc. on pupil's learning.

In the autumn term Governors were invited to a teacher and senior leader evening seminar led by CDAT. The purpose of this seminar was to examine the new Ofsted process, in particular the increased emphasis on a golden thread of learning which flows from each year group. Governors benefited from hearing the Presentation and following discussion and will take this forward when speaking to subject leaders in the future.

*Governor visits have included learning walks and classroom observations comprising visiting each class and after a period of observation asking children their views about numeracy or literacy provision, what they liked, didn't like, whether work was challenging or not, and how they knew they were making progress. Pupils are very willing to talk about their learning and proudly show their work. Pupils in all classes continue to use the teacher feedback to help them.*

Due to Government restrictions as a result of the Covid-19 outbreak, Governor visits were paused early in 2020.

#### Study Work

This continues to be an integral part of the holistic teaching and learning provision at Wybunbury Delves and is recognised within the CDAT community and Cheshire East area as a strength of the school and children continue to be engaged and enjoy the topic based approach to their learning.

#### Early Years

Wybunbury Delves works very hard to constantly improve the Early Years provision that they offer. Governors work with the Early Years lead to see how they are implementing ideas as well as looking at data and new schemes to see how they are impacting the children's well being and achievement.

With regular visits and discussions with the Early Years lead, governors can see first hand how the children have adapted to the new schemes and how they have been implemented. Governors know where Early Years provision is wanting to go in the future with clear ideas being discussed at meetings. With the implementation of Read Write Inc, Powermaths and Talk for Writing, combined with the training offered via CDAT of Early Excellence, the Early Years team is striving to deliver an environment that meets the needs of all the children. The Early Years team work closely together to make sure that the schemes allow directed, enhanced and provision elements of learning to be at maximum benefit for the children.

Having these consistent schemes that are then continued throughout the school, will offer continuity for the children and assist in the unexpected situation that we find ourselves in due to COVID19.

#### Helen Hunter



## Standards Committee

Ordinarily, senior leadership closely monitor pupil progress and Governors meet on a termly basis to discuss standards in reading, writing and maths. The governor role is to ask challenging but constructive questions to ensure that all pupils are making the progress they should and that the school is accountable. The Standards Committee met in November 2019 in the usual way. Additional support for pupils in Key Stage II was on-going as was additional support provided through monies received as a result of Pupil Premium allocations. However since Covid-19 resulted in the closure of the school as part of National Lock-down procedures, Governors have been meeting collectively (and remotely) with staff on a regular basis to monitor the care and support of safeguarded children and children of essential service employees. At the same time Governors have collectively received feedback on the implementation of the home schooling initiative for children who have remained at home throughout the lock-down period together with the pastoral support that teaching staff have been providing for their pupils and their families.

As the school prepares to re-open in September, a key role of the Standards Committee in 2020/21 will be to understand how Covid-19 has impacted on pupil learning at individual and cohort level and how staff can best be supported in helping children to make up lost learning and satisfactorily progress.

Janet Clowes

## Pupil Premium report

The government provides a 'Pupil Premium' (PP), to schools which means that the school receives an extra amount per pupil based on the number of pupils eligible for free school meals, children of service personnel or are Looked After Children.

In October 2019, I attended Pupil Premium Training with Cheshire East Council and have since met with Mrs McCurrie every two months (until March 2020) to review the IMPACT of the plan across the school over time and assess the IMPACT on OUTCOMES for 'disadvantaged learners'. This has involved up-dating the School's Pupil Premium web page to ensure it is Ofsted compliant. Usually schools must publish details of their PP allocation and their plans of how it will be spent in the current year. Unfortunately the PP strategy for 2019/20 has had to be suspended due to Covid-19. However, a strong focus has remained throughout lockdown on ensuring that our 'disadvantaged' children have been supported either in school (where appropriate) or in the community.

As School re-opens in September, it will be important to ensure that all families entitled to claim Free School Meals are encouraged to do so as PP funding is based on a census of these figures that has to be submitted in January 2021. As the impact of Covid-19 becomes better understood over the next few months, more families may need to take advantage of this service and the Pupil Premium strategy will need to be further up-dated to reflect this.



Janet Clowes

## Inclusion and Special Educational Needs

As the designated Governor for SEN (since 2014) I work closely with the schools SEN Coordinator Miss Welch.

Wybunbury Delves strives to ensure that all children (whatever their disability or level of SEN) have access to the full curriculum and are encouraged to achieve the best they can. This is achieved by quality 'first teaching', implementing different teaching strategies and adapting the curriculum where necessary. Effective tracking of a child's progress ensures that whatever strategies /interventions are being used are working well and if not, other ideas are considered.

The Cheshire East SEN toolkit has been used in the school since Dec 17. It gives all teaching staff a clearer understanding of the process of support for children with SEN. Also helping with the identification of what behaviour patterns/ levels of learning progress might trigger the need to look for further support for a child. All staff have been trained to use this effectively by Miss Welch.

Wybunbury Delves works in close partnership with outside agencies when further support for children is required. Such as SALT, CEAT, Educational Psychologists, Dieticians, School Nurses, Physiotherapy and Visyon (for emotional well-being). The latter is now being used across KS1 and KS2 in small intervention groups.

Parents are actively encouraged to be involved in the process of supporting a child with additional learning needs. School Focus Plan (SFP) meetings are organised for the beginning of each term either with the class teacher or SEN coordinator (or both). These meetings are to allow parents to discuss concerns, review action plans and discuss next learning steps for their child. Meetings with the class teacher or SEN Co-ordinator can also be arranged at any other time.

Parents of children with higher levels of need will also have an annual review of their child's Education and Health Care Plan (EHCP) involving outside Health and Education agencies as appropriate. This may involve several planning meetings with the schools SEN co-ordinator and class teacher beforehand.

As in previous years on my visits around school I have noted that children at Wybunbury continue to be quickly identified if they are falling behind their peers (learning gap) and/or have any additional needs or behavioural difficulties. Classroom observations are backed up with effective monitoring and assessments allowing support to be put into place quickly and monitored for effectiveness. Teaching groups are organised to assist those with SEN whilst maintaining inclusion with their peer group. When learning is tailored to suit the individual learning needs of children it mirrors closely that of the rest of the class. Teaching Assistants (TA's) are used effectively to help support children across all year groups with targeted support. A variety of different resources are utilised daily (from coloured overlays to writing slopes and wobbly cushions) to support children's individual learning needs

Ofsted 2017 noted:

*"the progress of pupils who have special educational needs and/or disabilities is checked carefully by the special educational needs co-ordinator. Records are detailed and use a range of information to make sure barriers to pupils learning are removed. Information from parents is used well and the views of children about their learning are taken fully into account....."*

*Covid 19 update:*

*During these uncertain times (Lockdown and Home learning) the priority of the SENco has been to ensure that children with any additional learning need/ disability and their parents/carers have been fully supported. (both work wise and socially and emotionally.) This has ranged from work being set on the seesaw app daily, to individual phone call/ emails from both the class teacher and SENco. Teachers are working on identifying the learning gaps and are planning on how best to target support and intervention to support children on their return to school in the Autumn.*

**Rachel Brodin Parent Governor, SEN Governor**



**Learning Knows No Bounds**



## Safeguarding

Safeguarding means:

- Protecting children from abuse and maltreatment
- Preventing harm to children's health or development
- Ensuring children grow up with the provision of safe and effective care
- Taking action to enable all children and young people to have the best outcomes



Governors have a statutory duty for Safeguarding and at Wybunbury Delves Primary school we strive to provide safe and effective care to all our children and staff. Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.

Mandy Branders is our designated Safeguarding Governor. She joined the Governors in the Autumn Term and attended the Governor safeguarding responsibility course at Ruskin school in October 2019. Mandy has experience of working as a Pastoral Care Worker in Primary Schools and has been able to go into the school each week to support children with their social, emotional, spiritual and emotional needs.

Miss McCurrie continues to be the Designated Safeguarding Lead at Wybunbury Delves, working closely with Mrs Chesters to ensure that all policies and procedures are kept up to date and Governors receive a termly Safeguarding report.

Due to the Covid 19 Pandemic and school closure the Safeguarding policy was updated in line with the DfE Guidance in April 2020.

Mandy was due to meet with Mrs Hughes in March to go through the Safeguarding Governor Monitoring of Single Central Register and with Mrs McCurrie for the Safeguarding Governor Monitor Visit but due to the Covid 19 Pandemic and school closure this will be arranged at the earliest convenience when school reopens in September.

*Mandy Branders, Safeguarding Governor*



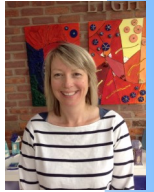


## Neil Arnott *Chair of Governors / Delves Trust*

Chair of Governors for the last 10 years, working with the Senior Management Team Neil strives to deliver a school that is inclusive and a place where you would want your children to be educated. When not working, Neil enjoys reading or walking.

## Lisa Taylor

A Governor since 2012, Lisa has two children in High School, both of which previously attended Wybunbury Delves. Working in the Public Sector, Lisa sits on the Standards Committee, Teaching and Learning, Personnel and Finance Committees. She also helps lead the School Prayer Group.



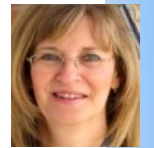
## Janet Clowes / Delves Trust

Janet is a CDAT Foundation Governor. She is also the local councillor for Wybunbury and finds the role of governor invaluable in better understanding the families and communities she represents. She is on the standards committee and is the named person for Safeguarding and Pupil Premium. Janet has lived locally for 30 years, has 3 sons and has recently supported the development of the Wybunbury Combined Parishes neighbourhood plan. Her career background was originally as a nursing sister and then as a postgraduate lecturer at University College, Chester.



## Kate Hughes *Staff Governor / School Business Manager / Delves Trust Secretary*

Kate has worked at Wybunbury Delves School since 2001 and has been support staff governor for 11 years, being involved with school since her two boys were pupils, they are now 22 and 28! Kate attends Nantwich Elim church, runs a parent prayer group each Friday morning and a Monday lunchtime prayer club for interested children in the 'prayer shed'. (clubs unfortunately suspended during COVID). Kate is a keen gardener and loves books, travelling, socialising and trying to solve cryptic crosswords!



## Liz Taylor

Liz has worked at Wybunbury Delves since 2000. She coordinates Religious Education and Worship and was instrumental in helping the school achieve "outstanding" in the recent Church School Inspection in 2017 and achieving The Church of England RE Quality Mark.



## Rachel Brodin *Parent Governor / SEN Governor*

Rachel has a special interest in SEN and is keen to help support the school to provide a high quality of education for all children. I have had three children attend Wybunbury one now in year 6, one in sixth form and one has just left to go to a special high school. As well as SEN governor Rachel also coordinates the Parent Forum. Rachel has a background in HR and Retail Management. In her spare time (not much!) she enjoys cooking, fashion and socialising with friends and family. (when not in Lockdown!)



## Helen Hunter

Helen was originally from Cheshire, but has lived in Scotland and Durham. She returned back to Cheshire 7 years ago. She is a primary school teacher who has experience teaching children in a variety of different settings, across both key stages. She has two children; one who is in year 2 and one that attends preschool.

## Mandy Branders

Originally from Lancashire Mandy has lived in the South for 19 years before moving to Nantwich in January 2019 with her husband. Mandy has over 20 years of experience in working with children and young people in a variety of settings including schools, children's home and youth work. She attends Nantwich Elim Church and is currently working at a local Nursery.

## Kathryn Chesters *Head Teacher from September 2018*

A member of staff since September 1999, working as a Teacher in both Key Stage 1 and Key Stage 2, part of the Senior Leadership team as Senior Teacher and then Deputy Head. I was then successful in being appointed by CDAT as Head Teacher for September 2018.



Our Local Governing Board currently has 3 CDAT Foundation Governor vacancies.