St George's CE Primary School

Annual Impact Statement of the Governing Board 2020/2021

The primary focus of the Governing Board for the academic year 2020/2021 was to ensure the safety and wellbeing of all children and staff, as well as maintaining high standards of teaching, to enable all pupils of St George's to progress appropriately in their education and reach their full potential.

Governors are required to continually evaluate the role they have within, and their impact upon, the school and the outcomes of the children, and publish relevant information to all interested parties. This statement is part of that evaluation and publication process.

At the time of writing, the Governing Board consists of 14 members:

Name	Type of Governor
Mr Philip Ivory	Ex-officio Governor (Head Teacher)
Mrs Gillian Buxton (Chair)	Foundation Governor
Mrs Denise Dean (Vice-Chair)	Diocesan Governor
Carol Pharoah	Ex-officio Governor
Mrs Pauline Hann	Foundation Governor
Mr David Smith	Foundation Governor
Mrs Linda Gillett	Foundation Governor
Mrs Emily Edwards	Foundation Governor
Mr Jonathon Lever	Foundation Governor
Ms Emma Holt	Staff Governor
Mrs June Crook	Local Authority Governor
Mrs Tracey Bailey	Parent Governor
Mrs Claire Shiels	Parent Governor
Mrs Georgina James	Co-opted Governor

The Governing Board has three core strategic functions:

- **Ensuring clarity of vision, ethos and strategic direction** - they help decide the school's strategy for improvement. It's not their job to get involved in the day-to-day management of the school but to focus on key issues that will raise standards and achievement.
- **Holding the headteacher to account** for the educational performance of the school and its pupils, and the performance management of staff - they use their knowledge and experience to support and challenge (in a constructive way) the headteacher and staff so as to get the best possible teaching and outcomes.
- **Overseeing the financial performance of the school** and making sure its money is well spent – they work with the staff to ensure that the school makes best use of its resources.

The Governing Board's performance of these functions is judged by reference to the current OfSTED inspection categories and this is also how the impact of the Governing Board is measured.

During the academic year 2020/2021 the Governing Board has had an impact as follows:

Leadership and Management

The Governing Board has:

- reviewed the roles of governors in order to be as effective as possible with regard to monitoring and evaluation, focusing on the school's priorities from the School Development Plan and adjusting the monitoring in response to changes brought about by the pandemic and the partial closure of the school during Lockdown 3
- complied with the statutory duty to review and approve key policies, ensuring effective processes are in place to best support the pupils and staff in school;
- reviewed its statutory duties for monitoring Health and Safety provision;
- promoted high standards of performance by the Headteacher and teaching staff by setting challenging performance targets and measuring performance against objectives through the respective appraisal procedures
- committed to continuous training and development via the training SLA, Governors for Schools and a subscription to "The Key for Governors".
- Demonstrated financial probity by:
  - satisfying itself that Service Level Agreements (SLA) are meeting the school's needs, are cost-effective and delivering value for money, requesting comparison quotes when necessary
  - Confirming that the bank statements had been reconciled and were up to date
  - Reviewing and monitoring the school budget report and approving school spending plans, accounting for the impact of additional staffing costs and COVID 19 costs, as well as school pupil numbers on 5 year forecasts.
  - Scrutinising and updating the SFVS
- Managed the school finances by discussing proposals to reduce costs and endeavouring to avoid the school going into deficit, considering the impact and options for St George's relating to declining population / school numbers
- Reviewed the staffing structure and arrangements for 2020-2021 to ensure appropriate capacity across the school.
- Ensured that the Sports Funding and the Pupil Premium Grant is being utilised effectively across the school, and that targeted funding to support COVID 19 catch up work is supporting those pupils that require additional support.
- Supported planned improvements to the structure of the school by undertaking a formal tendering process for major repair works.

Safeguarding

The Governing Board has:

- Ensured the school's compliance with safeguarding procedures and effective practice, via routine monitoring against the safeguarding checklist and audit of staff training by the Safeguarding Governor;
- Ensured that the Single Central Record is accurate and up to date
- Consulted on draft 175 Safeguarding Audit, and agreed actions
- Ensured that all Governors were informed of updates to the Keeping Children Safe in Education 2020, and reviewed outstanding Governor Safeguarding training.

The Quality of Education

Governors:

- continue to undertake effective monitoring and evaluation, ensuring the Quality of education to SEND pupils;
- Challenge the Head Teacher to ensure that as a Church School, adequate focus was placed on RE within the Curriculum, in line with the SIAMs statement.
- Through effective challenge and in compliance with their statutory duty to monitor the curriculum offer, attendance and engagement governors, have a better understanding of how this was monitored during the pandemic and the potential impact on progress and learning.
- a greater understanding of the current position of history and geography teaching and learning development.
- a greater understanding of clear strengths and areas to be developed following a pupils' book scrutiny (teaching and learning)
- understand the impact of the school closure on the % of children on track to meet age related expectations at the end of this academic year in addition to having a clear understanding of how the school is addressing gaps in pupils learning.
- have a clear and current picture of EYFS standards and provision

Behaviour and Attitudes

The Governing Board has

- Approved the RSE Policy, Behaviour Policy and Remote Learning Policy to ensure effective processes were in place to best support the pupils and staff in school
- Through effective challenge and in compliance with their statutory duty to monitor attendance, governors have a better understanding of how attendance is recorded and monitored during the pandemic and the potential impact on progress and learning.

Personal Development

The Governing Board has:

- In conjunction with the Headteacher, ensured that the mental health and wellbeing of pupils and staff remained a priority focus
- approved two residential trips that would be in the interests of the pupil's education and mental health and well-being especially during the pandemic, while ensuring value for money and that the school would not be financially disadvantaged.

COVID Impact and Recovery

Governors have:

- prioritized the safety of pupils, staff and the wider school community by ensuring as much as possible that the school was COVID Secure and requiring the Head Teacher to demonstrate that measures were in place and guidance was being followed
- By a process of monitoring and challenge, ensured that a comprehensive COVID recovery plan remains a high priority to enable pupils to catch up on lost learning and continue to achieve their age-related expectations;
- Through effective challenge gained deeper knowledge of how the school is implementing the 'Recovery Curriculum' and the strategies that are in place.
- Through effective challenge gained knowledge of how the school monitors pupil's engagement to remote learning and the supportive processes in place to address any related issues.

July 2021