



Annual Governance Statement for the Governing Body of



St George's CE Primary School

July 2021

Vision Statement

Let all that you do be done in love (1 Corinthians 16:14)

The example of Jesus Christ and the Good news that he brings inspire St George's school to be a place of hope and a caring and inclusive community in which **children love to learn and learn to love.**

In accordance with the Government's requirement for all governing bodies, the 3 core strategic functions of the Governing Body of St George's CE Primary School are:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding the headteacher to account for the educational performance of the school and its pupils;

Overseeing the financial performance of the school and making sure its money is well spent.

Governance Arrangements

On conversion to the Chester Diocese academy Trust on October 6th 2020, in accordance with the Scheme of Delegation, the school's Governing Board became a Local Governing Body. The Local Governing Body is essentially a committee of the Trust which has delegated powers in order to oversee the running of its individual academy. The LGB may choose to delegate some of these powers to smaller committees or the Headteacher as it deems fit to fulfil its responsibilities. Where the document refers to the LGB this may include such committees or further delegation but with the understanding that the ultimate responsibility remains with the LGB.

Typically, the LGB of a CDAT academy shall have the following members:

- Foundation governors (appointed with particular reference to their Christian faith)
- Non-foundation/community governors
- 2 parent members, who shall normally be elected by the parent body but may be appointed in consultation between the CEO and LGB if no/too few parents stand for election
- The Headteacher as ex officio member
- 1 member of staff appointed following a suitable election process
- A maximum of 2 members co-opted by the LGB

In a school that was Voluntary Aided (as in the case of St George's) before joining CDAT, the number of Foundation governors must be 2 greater than the total number of other governors: in a typical LGB where the headteacher, a staff member and 2 parents are governors (=4) there should be 6 Foundation governors

There have been quite a few changes to our governing body due to a number of members' terms of office ending, including the chair. This has given us the opportunity to review the skills of our existing members and to recruit new members with relevant skills and interests in the school.

The re-constituted governing body is now made up of the headteacher, six foundation governors, two elected parent governors and one staff governor.

Associate members may also be appointed by the Governing Body and are people who, in the opinion of the governing body, have the skills required to contribute to the effective governance and success of the school: We currently have 3 associate members

The full Governing Body meets twice each term, and we also have committees that meet each term and others that meet if required to consider specific issues.

Attendance record of governors

Governors' attendance at meetings this year has generally been good and we have never cancelled a meeting because it was not "quorate" (the number of governors needed to ensure that legal decisions can be made). Meetings during the Spring and Summer term were held remotely.

See a full list of governors and their attendance at meetings on the school website.

The work that we have done on our committees and in the governing body

The Headteacher, Mrs Walker, retired at the end of the Autumn term and the deputy, Mrs Hewitt, took on the role of Acting Headteacher from January 2020. Mrs Hewitt was appointed to Headteacher in April 2020.

In January 2020, all schools were closed to children due to the covid situation and learning was switched to remote and home learning formats. This was a very difficult time for all concerned and presented many challenges for the school community.

Governors have continued to monitor the quality of remote learning provision provided by the school and the impact on pupil progress.

Governors also considered the impact of pastoral care provided by the school during lockdown and how important this was in supporting all our families.

Finance - Governors approved spending to support the School Improvement Plan.

Governors have monitored Progress and Attainment - data for all children across the school, including vulnerable groups, has been analysed. Data focuses on reading, writing and maths. The impact of this is that governors are aware of how children are performing; where there are issues, challenging questions can be asked to ensure that any identified problems are addressed in a timely manner. This ensures that the Governing Body know throughout the year how the school is progressing towards the school priorities and targets.

Another important role for governors is ensuring the safety and well-being of the children and we have a nominated Governor for Safeguarding who reports to the governors about any safeguarding matters. The focus of safeguarding during a time when many pupils have been learning at home has been important. Governors have been kept informed by school of the pastoral and safeguarding work done by school as well as the academic provision.

Governors have also reviewed and agreed key school policies and the risk assessments needed during the covid situation. The Covid Review Committee has met on a two weekly basis to review practices and protocols in school.

Future plans for the governors

As Governors, we celebrate the fantastic work around the school and provide challenge and support in areas that can improve and monitor progress in all areas.

We will be focusing on aspects relating to the School Development Plan for 2021 - 22 to ensure that standards for all children are high and that all children are supported to reach their full potential.

We will continue to look at the impact of school closure on progress and will be supporting the school in finding the most effective ways for children to catch up on any missed learning. We will also support the provision of a school specific, broad and balanced curriculum for all children to engage them and to provide opportunities to apply their skills. We will look at the allocation of funding for the School Led Tutoring Grant and Recovery Premium Grant.

Link Governors will be allocated to curriculum areas and will have responsibility for specific areas of interest within the school. Each link governor will monitor their area and take part in relevant audits and reviews of their subjects.

We will also be ensuring that the school's Christian distinctiveness and values have a positive impact on our learners and allow them to flourish as individuals. We still expect to have a SIAMS inspection in 2021-22, so will work towards ensuring the visit recognises the impact our vision has on the work of our school.

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