

Bollington St. John's Church of England
Primary School



Where talent grows

Head Teacher: Mrs M. Walker

Head of Teaching, Learning and Assessment: Mrs E. Watson

"Whatever you do, work at it with all your heart, as working for the Lord." Colossians 3:23

The Governing Board's Annual Impact Statement

September 2019 - June 2020

The Governing Board – Our Role & Constitution

The Governing Board of Bollington St John's Church of England Primary School is a diverse group of volunteers, drawn from a variety of backgrounds. Each of us brings our own experience, skills and perspectives to a shared purpose – ensuring the best quality of education and experience of school life for our pupils.

Our statutory role is in

- **defining and upholding a clear, distinctive and robust vision, ethos and strategic direction** for the school;
- **holding the school's executive leadership to account** for the educational performance of the school and its pupils, and the effective and efficient performance management of staff; and
- **overseeing the financial performance of the school** and making sure its money is well spent.

The Governing Board as a corporate entity is ultimately accountable and responsible for all decisions made within the School. Executive leaders (the Headteacher and her senior leadership team) operate within the autonomy, powers and functions delegated to them by Governors.

Each member of the Governing Board is committed to the continuous development of the School as a whole and to our own ability and contribution as Governors. As such, we undertake extensive and regular training in all aspects of school governance, from key areas such as the safeguarding of pupils in the School, to those specific to our role on the Governing Board, such as school finance or literacy.

Governors are each members of the National Governance Association and receive their regular briefings and reports, as well as Cheshire East Council's weekly schools' bulletin, Government briefings and other significant developments highlighted by the Board's professional clerk.

The full Governing Board meets at least once each school term. In addition, a number of committees meet to consider different aspects of the school in detail. In order to understand the current challenges, achievements and requirements of the School, Governors will regularly attend school events, undertake classroom visits and 'learning walks' around the School, and carry out consultations with staff, pupils and parents.

The term of office of all governors is 4 years.

Governance Arrangements 2019-2020

Our Governing Body is constituted to include:

- 1 x Headteacher Governor** (ex-officio)
- 1 x Staff Governor** (elected by teaching and support staff employed at the school)
- 2 x Parent Governors** (elected by parents of pupils attending the school)
- 8 x Foundation Governors** (appointed by the Chester Diocesan Board of Education in consultation with the Parochial Church Council of Bollington. Foundation Governors ensure the founding principles and character of the school are upheld)
- 1 x Local Authority Governor** (appointed by the local authority)
- 1 x Co-opted Governor** (appointed by the governors to bring valuable skills and experience to the governing board and/or to represent local community interests)

The Governing Body is constituted to draw upon a wide range of skills and experience to inform, support and challenge the strategic direction of the school. We encourage and welcome a range of opinions and perspectives in considering the best outcomes for the School and our pupils.

During the 2019 - 2020 school year, the following Governors were in post:

- 1) **Melanie Walker**, Ex-Officio Head Teacher Governor
- 2) **Ellen Watson**, Staff Governor
- 3) **Mike Akerman**, Foundation Governor / Chair of Governors
- 4) **Canon Veronica Hydon**, Ex-officio Foundation Governor
- 5) **Carl Malia**, Foundation Governor
- 6) **Tess Phillips**, Foundation Governor
- 7) **John Rogers**, Foundation Governor, Vice Chair of Governors
- 8) **John Whitehead**, Foundation Governor
- 9) **Paul Beardmore**, Parent Governor
- 10) **Andrew Selwood**, Parent Governor

- 11) **Jane Woodward**, Co-opted Governor
12) **David Skidmore**, Foundation Governor

Where to find Attendance Records and Further Information about our Governors

The attendance records of Governors for our Full Board and Committee meetings are published on the school website at www.bollingtonstjohns.co.uk/page/our-governors/17251, together with brief biographical information and minutes of meetings.

Focus and Responsibilities of Governance Committees 2019 - 2020

Each of our four Governance Committees has a specific focus, and committee members have defined roles and responsibilities to the Governing Board. For example, our 'Quality of Education Committee' monitors and interrogates the quality of curriculum and teaching in the school, in the following ways:

- By examining and questioning pupil progress data against a) the published strategy for the school and b) local and national trends
- Observing lessons and carrying out 'learning walks' through the school
- Talking to pupils
- Asking questions of staff and considering their reports
- Observing pupil engagement and behaviour in lessons
- Observing pupil/teacher relationships

Governors on the committee are assigned to link with subject lead teachers in the school and they undertake formal training to understand current national and local developments.

Committee Structure

In the 2019-2020 school year, our committee structure was as follows:

- Committee 1: Quality of Teaching, Learning and Assessment**
- Committee 2: Outcomes for Children and Learners, Achievement and Community**
- Committee 3: Personal Development, Behaviour and Safety**
- Committee 4: Effectiveness of Leadership and Management Finance**

The following table illustrates the committee structure, roles and responsibilities for the school year 2019 -2020:

Quality of Education Chair Mike Akerman	Behaviour and Attitudes Chair John Rogers	Personal Development Chair Jane Woodward	Leadership and Management Chair Veronica Hydon
Members Tess Phillips Ellen Watson Carl Malia David Skidmore Mike Akerman Melanie Walker	Members John Rogers Paul Beardmore Andrew Selwood John Whitehurst Melanie Walker	Members Carl Malia Jane Woodward Ellen Watson John Rogers Melanie Walker	Members Mike Akerman Jane Woodward Andrew Selwood Veronica Hydon Melanie Walker
School Development Plan and SEF Links			
Quality of Education Committee	Behaviour and Attitudes Committee	Personal Development Committee	Leadership and Management Committee
Curriculum and extra curriculum Mastery EYFS Assessment and targets (class) Whole school assessment Progress/Tracking FFT/ASP Sport ICT Worship Catch up strategies	Attendance Behaviour Bullying E-safety Exclusions Health & Safety (risk assessments including external visits) Buildings/lettings GDPR	Diversity and British/Global Values Communication/Community Sustainable schools/Partnerships Relationship and Sex Education Home school agreement Inclusion Transition School Council Ethos group SMSC Ethos Wellbeing School meals and healthy lifestyles Church links	Church school leadership and SIAMS SEF/SDP Admissions/Term dates Senior Leadership Team Staff CPD/Middle leaders Head's PM Finances and budget Pay Personnel issues/ Staff recruitment Disciplinary and complaints Governor's training Safeguarding including Prevent Child Protection SEND Vulnerable groups , G&T and Looked After Pupil Premium
Staff / Governor Responsibilities	Staff / Governor Responsibilities	Staff / Governor Responsibilities	Staff / Governor Responsibilities
Literacy including reading, grammar and phonics – Lauren Stout/Mike Akerman Maths - Ellen Watson/Carl Mallia RE – Melanie Walker/Tess Phillips IPC – Lucy Jobbins/Tess Phillips Science – Daniel Timmis/Tess Phillips EYFS – Lucy Jobbins/Mike Akerman Sport – Dan Timmis/Carl Malia	GDPR – Melanie Walker/Paul Beardmore Health & Safety – David Morrall/John Whitehurst Buildings – David Morrall/John Rogers	Global - Ellen Watson/Carl Mallia Mental Health and Well-Being – Rosie Hemmings/Jane Woodward Community – Melanie Walker/John Rogers PHSE/SRE – Lauren Stout/Jane Woodward	Safeguarding/Child Protection/E-Safety – Melanie Walker/Ellen Watson/Jane Woodward Governor's Training – Andrew Selwood Pupil Premium – Rosie Hemmings/ Jane Woodward SEN – Rosie Hemmings/Jane Woodward Looked After Children – Melanie Walker/Jane Woodward G&T Lead – Ellen Watson

Teaching, Learning and Assessment – Ellen Watson/David Skidmore Evolve Lead – Lauren Stout			
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Considering Our Impact as a Governing Board in the School Year 2019-2020

Each year, the Headteacher and senior leadership staff set priorities for school development, informed by attainment data, school improvement consultation, self-evaluation, local school partnerships, national strategy developments and other key considerations. These form part of the school’s three year development plan. Governors use this as a basis for critical support to the school’s senior leadership team.

Priorities are assigned to each of the four governance committees and reviewed on a termly basis.

Critical Support to the Senior Leadership Team’s Development Priorities

In the academic year 2019 – 2020, the school set the following key development priorities:

- 1) **Raising the profile and attainment of reading and developing a love of books throughout the school community.**
- 2) **Addressing problems of persistent lateness to school.**
- 3) **Development of a new PSHE (Personal, Social and Health Education) framework and SRE (Sex & Relationships Education) Policy.**
- 4) **Ensuring the new Curriculum and new SIAMS (Statutory Inspection of Anglican & Methodist Schools) framework is embedded across the school.**
- 5) **Achieving the Early Years Foundations Stage Quality Mark.**

These priorities were monitored and supported by the governing board committees in the following ways:

Governing Board	Committee	2019/20 Priorities
Quality of Education	1	To continue to raise the profile and attainment of reading.
		Ensure a global curriculum is embedded throughout the school as we worked toward achieving the International Schools Award.
		Staff taking full ownership of the SEN Toolkit to enhance their ability to provide for the SEND pupils in their care.
Behaviour and Attitudes	2	Address the problem of persistent lateness to school
Personal Development	3	To develop and implement a new PSHE framework with partnership schools, to form a comprehensive well-being strategy that links to our Emotionally Healthy Ambassadors programme.

		Review guidance and write a new SRE Policy ready for statutory implementation in September 2020.
Leadership and Management	4	Ensure the new curriculum is embedded across the school.
		Review the new SIAMs framework so it is embedded across the school. Ensure the school has a new vision statement.
EYFS	1	Achieve the Early Years Foundation Stage Quality Mark.

Notable Impacts of the Governing Board, Autumn 2019:

Governors:

- Explored the carbon footprint of the school's energy consumption and explored options for improvement.
- Proactively revised the committee structure to align to the four Ofsted headings.
- Updated policies to ensure processes and procedures have been reviewed.
- Ensured close monitoring of the school finances with a review of monthly budget reports and financial systems embedded.
- Regularly reviewed and updated areas of Safeguarding; regular oversight by the Safeguarding link governor and detailed link reports.
- Encouraged ideas in promoting parental engagement in Reading to benefit all pupils.
- Continued with the effective work by each of the committees and link governors.
- Ensured succession planning and initiated a self-evaluation tool to continue to strengthen the work of the governing board.

Notable Impacts of the Governing Board, Spring 2020

Governors:

- Continued to meet and carry out their role in the new challenging circumstances of the COVID pandemic, with social distancing measures applied to ensure the key areas of governance have been addressed and progressed.
- Continued with not only effectively addressing the business of the governing board at both committee level and through organised, detailed link governor visits and reports but by developing ideas and proposals further such as the establishment of the governor self-evaluation tool and research into the Ethical Pathway Framework.
- Ensured continued careful monitoring of the school finances with identified earmarked reserves to make improvements to the school environment for the benefit of pupils.
- Attended the SFVS training programme to apply the new guidance to strengthen future SFVS submissions and ensure that the school's financial procedures remain robust.
- Continued to promote the highest standards of Safeguarding with the implementation of Section 128 checks to be extended for all governors in post and completion of the Prevent training course on a regular basis.

Notable Impacts of the Governing Board, Summer 2020:

Governors:

- Ensured continuation of Governance during the pandemic, in particular through supporting the review of the school's risk assessment, bubble system and other COVID measures.
- Provided support to the Headteacher and staff in carrying out their roles in extraordinary circumstances of the COVID pandemic.
- Supported the wellbeing of pupils as a critical friend to the school's leadership team.
- Took the opportunity to review the Board's understanding of the school's global curriculum in light of the 'Black Lives Matter' events.

How you can contact the Governing Board

We welcome parents' comments, ideas or concerns, which can be addressed to our Chair of Governors, Mike Akerman via chair@stjohnsboll.cheshire.sch.uk.

John Rogers
Vice-Chair of Governors
February 2021