

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 2021 - July 2022

The academic year 2021-2022 saw a gradual, careful and encouraging return to normality following the disruptions and restrictions of the COVID pandemic. School leaders and staff remained determined to provide a nurturing and stimulating environment for children, despite the risks, obstacles and uncertainties the pandemic continued to present. A great deal of care was taken by staff to ensure the wellbeing of all members of the school community, while welcoming a fuller range of activities, experiences and contributors to school life.

Governors too were able - eventually and cautiously - to resume an 'in-person' monitoring role within school. The Board's particular priorities were in supporting school leaders in the COVID 'catch-up' programme and in promoting the health and safety (physical and mental) of the whole school community – not least staff, who had worked tirelessly and with great professionalism, through an extraordinary, difficult period. Governors were gratified to observe that while the pandemic had created inevitable hurdles in pupils' educational progress, the school community had reconvened in good health and with enthusiasm. Governors were able to resume our programme of training and development following the COVID hiatus.

The Board welcomed the contributions of three newly appointed Governors – Rev. Nancy Goodrich (Bollington's parish vicar), Sue Roberts (recently retired teaching assistant) and

Rosie Hemmings (recently retired SENCO) – each of whom brings a huge wealth of knowledge and experience to our collective purpose.

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 the 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 core responsibilities such as the safeguarding of pupils in the School, to those specific to our role on the Governing Board, such as 'school finance', 'health & safety' or 'literacy', for example.

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 and Diocesan 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 regularly attend school events, undertake classroom visits and informal 'learning walks' around the School, and carry out consultations with staff, pupils and parents. During the height of the coronavirus pandemic, our ability to carry out on-site visits was restricted

to regular socially distanced health & safety meetings outdoors, where government rules allowed.

The term of office of all governors is 4 years.

Governance Arrangements 2021-2022

Our Governing Body is constituted to include the following members:

- **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.

At times there may be positions vacant on the board and applications from those interested in contributing are welcomed by the Chair of Governors. We continuously review our membership and structure to ensure that the Board's collective skills and experience enables us to fulfil our purpose.

During the 2021 - 2022 school year, the following Governors were in post:

1. **Mike Akerman**, Foundation Governor / Chair of Governors
2. **Rev. Nancy Goodrich**, Ex-Officio Foundation Governor
3. **Rosie Hemmings**, Foundation Governor (from Nov 2021)
4. **Carl Malia**, Foundation Governor
5. **Tess Phillips**, Foundation Governor
6. **Sue Roberts**, Foundation Governor
7. **John Rogers**, Foundation Governor / Vice-Chair of Governors
8. **Andrew Selwood**, Parent Governor
9. **David Skidmore**, Foundation Governor

10. Melanie Walker, Ex-Officio Head Teacher Governor

11. Ellen Watson, Staff 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/governors/17251, together with brief biographical information and minutes of meetings.

Focus and Responsibilities of Governance Committees 2021 - 2022

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, by

- considering and questioning pupil progress data against a) the published strategy for the school and b) local and national trends;
- observing lessons (through informal participation) and carrying out informal 'learning walks' through the school;
- talking to pupils and considering 'pupil voice';
- asking questions of staff and considering their reports;
- observing pupil engagement and behaviour in lessons, and
- 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 2021-2022 school year, our committee structure was as follows:

Committee 1: Quality of Education

Committee 2: Behaviour and Attitudes

Committee 3: Personal Development

Committee 4: Effectiveness of Leadership and Management Finance

The following table illustrates the committee structure, roles and responsibilities for the school year 2021 - 2022:

Quality of Education Chair Carl Malia	Behaviour and Attitudes Chair John Rogers	Personal Development Chair Tess Phillips	Leadership and Management Chair Mike Akerman
Members Ellen Watson Carl Mallia David Skidmore Sue Roberts Melanie Walker	Members John Rogers Mike Akerman Andrew Selwood Melanie Walker	Members Carl Mallia Ellen Watson Tess Phillips (Rosie Hemmings*) Nancy Goodrich Melanie Walker	Members Mike Akerman Andrew Selwood Tess Phillips Melanie Walker
School Development Plan and SEF Links			
Quality of Education Committee	Behaviour and Attitudes Committee	Personal Development Committee	Leadership and Management Committee
Curriculum RE Mastery EYFS Assessment and targets (individual) Whole school assessment Progress/Tracking FFT/ASP Sport ICT Worship Catch up strategies	Attendance Behaviour Attitudes to learning Bullying E-safety Exclusions Health & Safety (risk assessments including external visits) Buildings/lettings and estate GDPR	Diversity and British/Global Values Life in modern Britain Equality of opportunity Cultural capital/breadth of experiences Relationships and Sex Education PSHE Home school agreement Inclusion Transition School Council and Ethos group Extra curriculum Ethos Wellbeing, spiritual wellbeing and SMSC School meals and healthy lifestyles Church links Community Residentials	School leadership Ofsted 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 and PP Vulnerable groups , G&T and Cared for Children Pupil Premium
Staff / Governor Responsibilities	Staff / Governor Responsibilities	Staff / Governor Responsibilities	Staff / Governor Responsibilities
Literacy including reading, grammar and phonics – Lauren Stout/Sue Roberts Maths - Ellen Watson/Carl Mallia RE – Melanie Walker/Mike Akerman IPC – Lucy Jobbins/Carl Malia Science – Daniel Timmis/Carl Malia	GDPR – Melanie Walker/John Rogers Health & Safety – David Morrall/John Rogers Buildings – David Morrall/John Rogers	Global - Ellen Watson/Carl Mallia Mental Health and Well-Being – Shelley Smith/Tess Phillips Community – Melanie Walker/John Rogers PHSE/SRE – Lauren Stout/Nancy Goodrich	Safeguarding/Child Protection/E-Safety – Melanie Walker/Ellen Watson/Mike Akerman Governor's Training – Andrew Selwood Pupil Premium – Shelley Smith/Tess Phillips SEND – Shelley Smith/Tess Phillips Cared for Children – Melanie Walker/Mike Akerman

<p>EYFS – Lucy Jobbins/Sue Roberts Sport – Lucy Jobbins/Carl Mallia Teaching, Learning and Assessment – Ellen Watson/David Skidmore Evolve Lead – Lauren Stout</p>			<p>G&T Lead – Ellen Watson</p>
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- [Rosie Hemmings from Spring 2022](#)

Considering Our Impact as a Governing Board 2021-2022

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 2021 – 2022, the school set the following key development priorities:

- 1) Ensure catch up interventions are in place, children are assessed and learning revisited following the coronavirus pandemic.
- 2) To start the Mastering Number Programme as part the sustaining mastery maths group.
- 3) Raise the attainment of Spelling, Punctuation and Grammar (SPAG) throughout the school.
- 4) Ensure that the new Early Years (EYFS) curriculum is fully embedded, the Reception Baseline Assessment (RBA) is completed and the cohort achieves GLD (Good Level of Development) in line with the national average.
- 5) Source and fit fire doors as per Health and Safety audit.
- 6) Embed, review and assess the new PSHE curriculum (including myHappyMind) which has been rewritten to link to books.
- 7) Start the Global Neighbours Accreditation through Christian Aid.
- 8) Oversee the implementation of the new curriculum in Early Years. Ensure it is fully understood and embedded by all EY staff. Monitor progress to achieving GLD.

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

Priorities from the School Development Plan 2021– 2022

Quality of Education (Committee 1)				Year 2021 – 2022	
Objective	Key Actions for Impact/Rationale	Lead	Time Scale	Success Criteria /Evidence	Review
To start the Mastering Number Programme as part the sustaining mastery maths group.	Following the coronavirus pandemic, as a staff we identified a gap in the pupil’s recall of key number facts. This links to the work the Cheshire and Wirral Maths Hub are focusing on. The mastering number programme for EYFS and KS1 starts in September and will support this school priority. The maths subject lead will monitor impact and will ensure training is embedded across the school. This will also support the maths priority linked to the use of representations to link back to prior learning and lead into new learning.	All teaching staff and SENCO	Sept 21- July 22	Subject lead action plans; Staff training; Assessment of impact; Data shows raised attainment	
Raise the attainment of SPAG throughout the school.	The aim is to raise the profile of, and attainment in, SPAG across the school. This will be supported by our Grammar Bug programme and Literacy Tree curriculum. Following the pandemic, an analysis of data highlighted a dip in SPAG results, which also linked to a dip in writing. The LA has highlighted Early Reading and Phonics as a Cheshire East priority. We will be accessing their training and curriculum development plan to support this priority point.	All teaching staff, SENCO, English lead	Sep 21 – July 22	Subject lead action plans; Staff training; Assessment of impact; Data shows raised attainment	

EYFS (Committee 1)				Year 2021 – 2022	
Objective	Key Actions for Impact/Rationale	Lead	Time Scale	Success Criteria/Evidence	Review
Ensure that the new curriculum is fully embedded, the RBA is completed and the cohort achieves	This year, there is a new statutory EY curriculum, which has been modified from the previous framework. Further to this, the RBA is also a statutory requirement in September 2021.	EY team	Sept 21- July 22	RBA completed; Analyse of assessments; New curriculum embedded;	

GLD in line with the national average.	These need to be completed and embedded. Furthermore, for the last four years when data was submitted, GLD was slightly below national average, which needs to be addressed.			Assessment of impact; SLT review	
Behaviour and Attitudes (Committee 2)				Year 2021 – 2022	
Objective	Key Actions for Impact/ Rationale	Lead	Time Scale	Success Criteria/Evidence	Review
Source and fit fire doors as per Health and Safety audit.	Following the Health and Safety audit, where a recommendation was made to review internal fire doors, we have decided to source and replace said doors. While only a recommendation on the report, the safety and well-being of the school community will always a top priority if we know improvements could be made.	DM	Sept 21– July 22	Source doors; Go to tender; Fill appropriate diocese paper work; Ensure doors are fitted and are of the highest spec.	
Personal Development (Committee 3)				Year 2021 – 2022	
Objective	Key Actions for Impact/ Rationale	Lead	Time Scale	Success Criteria/Evidence	Review
Embed, review and assess the new PSHE curriculum (including myHappyMind) which has been rewritten to link to books.	St John’s has, for the last four years, given great importance to children’s well-being and mental health. We have a listening ear, have sent staff on training, launched the EHS ambassador programme in conjunction with Tytherington High School, run Forest Schools sessions and have given importance to mindfulness in our curriculum. We have an excellent pastoral system. Now we intend to embed a new scheme of work for PSHE that links to quality text, in line with our Literacy Tree curriculum. We will also be introducing the myHappyMind scheme of work across the school.	LS,	Sept 21– July 22	New scheme of work embedded; Improved well-being links with High School; Development of the EHS Ambassadors; PSHE taught and assessed; Children understanding the importance of well-being – pupil voice	
Start the Global Neighbours Accreditation through Christian Aid.	Following successfully achieving the International Schools Award, we wish to continue this global work, while also highlighting our Christian links, by now applying for the Global Neighbours Award. This ensures that we are continuing to keep global learning a high profile.	EW	Sept 21– July 22	Initial audit completed; Entry level submitted; Children aware and involved; Staff training	

Leadership and Management (Committee 4)				Year 2021– 2022	
Objective	Key Actions for Impact/ Rationale	Lead	Time Scale	Success Criteria/Evidence	Review
Oversee the implementation of the new curriculum in EY. Ensure it is fully understood and embedded by all EY staff. Monitor progress to achieving GLD.	This year, there is a new statutory EY curriculum, which has been modified from the previous framework. This needs to be completed. Furthermore, for the last four years when data was submitted, GLD was slightly below national average, which needs to be addressed. Quality first teaching should be maintained, despite the introduction of the new framework, to ensure GLD is secured by the cohort in line with the national average.	MW	Sept 21– July 22	Analyse of assessments; New curriculum embedded; Assessment of impact; GLD at national average	
Ensure catch up interventions are in place, children are assessed and learning revisited following the coronavirus pandemic.	Ensure catch-up interventions are in place following the coronavirus pandemic. Ensure staff have assessed the gaps in learning for the children in their class and a Recovery Curriculum is in place to address this. Work with the SENCO to ensure all data is analysed, and that we using the NTP resource effectively. Pay particular attention to the disadvantaged/ PP children.	MW, SENCO	Sept 21– July 22	A completed Recovery Curriculum; Intervention in place; Data analysed; Impact of NTP assessed; SENCO completes EEF training to impact on PP progress	

Notable Impacts of the Governing Board, Autumn 2021:

Governors:

- Challenged to ensure pupils were safe in the current circumstances and are assured in their review of each pupil and their needs as a result of the COVID pandemic
- Reviewed the well-being of pupils and staff.
- Ensured governor recruitment to strengthen the governing board.
- Updated policies which are aligned and drive the school ethos and practice.
- Revised the committee membership and link governor roles following changes in membership to ensure there is a good balance of experience across the board and in key areas.
- Ensured the work of the committees address the school priorities.
- Received, reviewed, and challenged pupil data to monitor the best outcomes for pupils and the impact of lockdown.
- Ensured good monitoring of the school finances with identified earmarked funds for the benefit and improvement of pupils.
- Commended the excellent work of staff in unprecedented circumstances.
- Ensured regular updates and responses to the continued challenges of Covid-19 with good communication across the school community.
- Attended Safeguarding training and courses delivered by the LA and the Diocese to raise awareness and understanding to ensure pupils are safe.
- Were reflective by updating and revising governance structures, training and aligning link governor responsibilities.

Notable Impacts of the Governing Board, Spring 2022

Governors:

- Strengthened the skills of the Governing Board through continued recruitment and refreshed committees and link governor responsibilities.
- Ensured governor skills and experience are aligned to the relevant areas for continued good monitoring to ensure staff, pupil well-being.
- Ensured Safeguarding and SEND remain of highest priority through continued monitoring.
- Monitored the school budget to ensure delivery of good value for money.
- Strived to ensure the school is promoting sustainability and climate change developments which have been acknowledged by the Local Authority and will have a wider impact by helping schools in the area.
- Identified the building developments that can help strengthen health and safety at the school.

- Received a report on grounds maintenance with identified initiatives to help wildflowers and other species to flourish and nature to be an integrated part of the school to enhance the environment and learning experience for pupils.
- Ensured statutory policies and documentation are up to date and published as required on the school website.
- Received the highest rating of Good and plans are in place to review and complete the SFVS for this academic year.

Notable Impacts of the Governing Board, Summer 2022:

Governors:

- Approved a robust annual budget ensuring the school funds maximise improvements for pupils and value for money.
- Agreed to review the structure of the governing board committees to ensure the work of the governing board is streamlined and effective whilst reducing the workload for the HT and senior staff.
- Reviewed the school's White Paper to address key areas of academisation.
- Identified new Link Governor roles to ensure oversight of Cyber Security and Sustainability.
- Ensured Safeguarding standards with oversight of the single central record and safeguarding records.

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
October 2022