

## Governors Annual Statement

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Dear parents and carers and all partners of St. Bede's Catholic Infant School,

There is no legal duty for maintained schools to produce an annual statement of governance. The governing body of our school has decided to provide one because we are so proud of the achievements of our children and the hard work and dedication of our staff and we want to share this with you.

There is some information all schools are required to publish, such as how effectively pupil premium funding has been used, and these have been incorporated into this statement. We have used the six key features of effective governance (as defined by the DfE) as a framework and you will find lots of evidence listed within each of these. You will find far more detail on the school website and in the DfE performance tables and in documentation stored in the school office.

The Golden Rule in our school is "If you want to know just ask" and that applies to any member of staff, including the headteacher, and any governor, including me.

Sue Howard (Ms)

Chair of Governors

There is a list of governors, together with their main responsibilities detailed on the school website.

### COVID-19

Our Mission drives our actions and response. This is reviewed annually in consultation with parents and the wider community. Ensuring the most sensitive and effective recovery continues to be based on what we have done historically, what we are doing now and in the immediate future in terms of support for our existing community most specifically the children, parents and staff.

The school has made an excellent response to the wide ranging and ongoing challenges arising from the Pandemic, as always driven by our Mission to ensure the best possible outcomes for our children and their families. From the outset the school has focused on ensuring that a high quality of education both remote and in school has been made available to all children. Key decisions (including historic decisions) around for example staffing, budget and curriculum design, have ensured that there is the capacity to respond immediately and fluidly in line with need. The response continues to be ever evolving in light of ongoing changes including to local and national restrictions.

What has been key to supporting the children's (and parents) confident return in both September 2020, March 2021 and September 2021 has been establishing and maintaining strong relationships, key to our ethos and also maintaining contact throughout. Communication is key. Sensitive, compassionate communication and accurate information.

All pupils returned to school in September 2020. The government had issued highly detailed guidance which the school followed meticulously and rigorously matching the needs of the children.

The school's intention on return in September 2021 is that those pupils in line with identified need, continue to return to their normal rates of outstanding progress very quickly through provision of support/intervention including tutor groups explicitly linked to the content of daily lessons focusing upon basic skills in English and Mathematics and support/intervention for Personal Health and Well-being.

Teachers in Reception will focus on the prime areas of learning, including: communication and language, personal, social and emotional development and physical development. They will also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary.

Other priorities and our school curriculum (see website) demonstrate that this will be in the context of and continued commitment to an ambitious and broad curriculum, the richness of which will be enhanced by the exciting, motivating and relevant visits, visitors/external contributors and extra-curricular opportunities

#### Strategic Leadership during COVID-19

Governors acknowledged that the DfE made no changes to the statutory governance functions throughout the crisis.

In line with DfE advice the Full Governing Body and its Committees met remotely fulfilling their delegated responsibilities and completing the core business as timetabled agenda. Please see the minutes of the Full Governing Body and its Committees which acknowledge the successful implementation of business continuity plans related to governance and that business continued to be conducted with due diligence.

The purpose of governance

As the Governing Body of a Catholic school, our overarching responsibility is to ensure the school is conducted in accordance with its Catholic character at all times. This overriding duty permeates everything that we do. Canon Law also requires all Catholic schools to strive for academic excellence and we are equally committed to this.

Beyond this our purpose is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance. We believe that the most effective way to do this is through a strong partnership between the governing body and the headteacher, with governance at a strategic level and the headteacher and senior school leaders responsible and accountable to us for the operational day-to-day running of the school.

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All governance boards, no matter what type of schools or how many schools they govern, have three core functions:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff; and
- Overseeing the financial performance of the organization and making sure its money is well spent.

(DfE Governance Handbook October 2020)

These functions are reflected in the School Governance Regulations and in Ofsted criteria to judge the effectiveness of Governance.

As a Voluntary Aided School Governors have responsibility as an Admission Authority and Employer of Staff.

How do we fulfill our strategic functions?

The DfE provides guidance on this for all schools in the Governors Handbook. This describes the six key features of effective governance, which are matched to the core strategic functions.

#### The key features

1. Strategic leadership that sets and champions vision, ethos and strategy.

The governing body meets this by creating a vision and shared values for all staff and partners based on our mission statement. This holistic vision is for all pupils to make excellent progress academically and in their personal growth so that they are fully prepared for the next stage. With the headteacher and school leaders and in consultation with all our partners, the governing body drives strategic change. Plans and priorities are monitored for impact and reviewed as necessary. Targets for pupils are highly ambitious and the school has been successful in meeting and exceeding its targets for the past fourteen years.

### *Evidence*

Mission Statement, SDP, Investment v Outcomes, Data Analysis, Headteacher's Reports, Headteacher's Performance Management, Relevant Documentation, NGA Membership Ofsted and Archdiocesan Inspection Reports

#### 2. Accountability that drives up educational standards and financial health.

Governors receive training at least annually on how to analyse the standards achieved by pupils using external and internal data and receive copies, accompanied by analysis of key points of Analyse school Performance Service (ASP) and Inspection Data Summary Report (IDSR). They have an excellent understanding of the school's priorities for raising standards and monitor progress towards implementing them through action plans. Performance management, including of the headteacher for which they have direct responsibility is very effective. There are appropriate procedures for governance and effective financial controls.

### *Evidence*

Staff/Governor forum evaluates SDP and impact and identifies future priorities

Governor Learning Walks

Headteacher's and Curriculum Leaders Reports to Governors

ASP, IDSR and internal analyses

Governors' minute's show key questions linked to standards

LA Service Level Agreement for finance and LA audits

#### 3. People with the right skills, experience, qualities and capacity.

The governing body has a very clear understanding of its role and responsibilities, including statutory requirements. Its members bring a range of complementary skills and a diversity of perspectives to the board. The chair and vice-chair are both very experienced and manage the governors effectively as a body so that decision-making is clear and robust. The governing body plans ahead to manage recruitment and the processes of election and appointment are transparent. It is serviced by a professional clerk.

### *Evidence*

Ofsted and Archdiocesan Inspection Reports; Proven historic commitment and reputation; Minutes; NGA Skills Audit; Training; Archdiocesan Support; Governor Recruitment Procedures; HBC Governor Support SLA

#### 4. Structures that reinforce clearly defined roles and responsibilities.

Members of the governing body represent the range of the school's stakeholders. Its committees are structured against core functions and terms of reference are linked across and back to the school's mission statement. Terms of reference and membership of committees are reviewed annually and revised as necessary.

The strong partnership between governors and the headteacher is key to the school's success and this is based on a clear separation between strategic oversight and operational leadership. Communication within the governing body and with pupils, parents and carers, staff and communities is excellent.

### *Evidence*

List of members and responsibilities, terms of reference, minutes of meetings

School website; Attendance at weekend School Community Arts/Mission days/Community Collective Worship; Learning Walks; Parent/Pupil Questionnaires

#### 5. Compliance with statutory and contractual requirements.

The governing body is scrupulous in fulfilling all its legal responsibilities under education and employment legislation and other legal requirements, including meeting the duties of the Equality Act. A commitment to promoting and ensuring diversity and equality is an integral part of the school's fundamental values.

### *Evidence*

Website Compliance; Equalities Policies, Procedures and Action Plans including Accessibility, School SEND Report; Disability and Equalities Working Party; Safeguarding and Safer Recruitment Policies and Procedures; Appraisal and Pay Policy and Procedures; Reporting of nil Prejudiced Based Bullying/Racist Incidents

SLAs including Legal, Finance, Health and Safety, HR

#### 6. Evaluation to monitor and improve the quality and impact of governance

The governing body carries out regular reviews to ensure it contains an appropriate range of skills. The Continuous Professional Development programme for governors has been identified as a strength in its external review and this equips governors with a high level of expertise. The contribution and impact of governance is part of the self-evaluation of the school's effectiveness. The governing body commissioned an external review of its effectiveness and this was completed in the academic year 2017-18. As part of this, the documentation relating to governance was scrutinised by the external reviewer and judged to be highly comprehensive.

### *Evidence*

Completion NGA Skills Audit, Training; HBC Governor Support SLA, Archdiocesan Support SES; Annual review Investment v Outcomes; IDSR, ASP, Completion NCTL Self Evaluation Tool; SFVS; DfE Benchmarking; annual review Committee Structure/Scheme of Delegation; Staff/Governor Forum; Consideration of Ofsted Documentation; undertaking NCTL Governor Mark Training

#### Pupil Premium

(See School website for Pupil Premium Strategy 2020-21 Impact Statement and Pupil Premium Strategy 2020-23).

The additional pupil premium funding is used to strengthen the school's strategy of supporting disadvantaged pupils by providing additional challenge and support tailored to individual needs. Intervention strategies focus on the application and consolidation of numeracy and literacy skills, developing a more confident approach to learning, meeting social and emotional needs, well-being and behavior and support for the more able.

The qualitative and quantitative impact is measured against individual success criteria and evidenced through personalised learning files and pupil progress discussions. The effectiveness of our systems is amply demonstrated through the high standards achieved by our disadvantaged children. For example, in each of the years 2014, 2015 and 2016 the attainment of disadvantaged pupils was identified as a strength in the Inspection Dashboard and in 2017, 2018 and 2019 in the Inspection Data Summary Report.

The School Development Plan contains details of actions, costings and success criteria. Plans for the use and evaluation of the impact of pupil premium is a standing agenda item at governing body committee meetings and is reported in the Headteacher's Report. This maintains a strong focus on pupil premium by governors. Please also refer to the published Pupil Premium Strategy on the school website.

#### PE and School Sport Funding (See School Website)

This additional funding, first allocated in 2013, is to be used to improve the quality and breadth of PE and sport provision. Schools are free to determine how best to use the funding to achieve this aim, including increasing participation in PE and Sport so that all pupils adopt healthy lifestyles and reach the performance levels they are capable of.

St. Bede's Catholic Infant School was allocated £17 650 for the academic year 2020-21 and has been allocated £17 560 for the academic year 2021-22. The funding allocation and plan for the implementation of this funding in 2021-22 and carry forwards due to the Pandemic are detailed in the Action Plan.

Detailed costings are included in the School Development Plan. A copy is kept in the school office for reference and can be found on the School website.

## Impact Statement

CPD continued remotely but the use of external expertise was restricted due to the Pandemic. This element of funding will be carried over to the 2021-22 academic year and planned activities are clearly detailed in the 2021-22 Action Plan.

We have looked at the use of outdoor space for the teaching of Fundamental Skills and this will continue to be a focus in the academic year 2021-22. Staff development also had a continuing focus on the curriculum and assessment in PE including remote education as an integral part of teaching and learning to support the maintenance of excellent standards and enhanced opportunities.

This had a substantial impact on outcomes for pupils, improving their knowledge and skills as well as fitness levels. Remote Education activities have been very positively evaluated by children, parents and staff encouraging life-long participation in sport.

Actions planned for 2021-22 include those listed below.

- PE Coordinator to monitor PE to provide a continued focus on planning, delivery and assessment of the progression of fundamental skills in line with PE curriculum and to support recently appointed teaching staff to ensure a consistent and high quality teaching approach across the whole school.
- Continue to build upon previous CPD opportunities for staff focusing on cross-curricular links with PE through orienteering.
- Creative Steps to provide CPD to support the delivery of the new dance programme and the quality of creative dance lessons for all pupils.
- Use acquired internal expertise to deliver skills across wide range of extra-curricular sports-Identify, support and develop children who display talent in specific areas of skill providing links to external accredited clubs and supporting the development of life-long participation in sports.
- Network meetings will also provide access to competitive opportunities for pupils for example through the organization of competitions with partner schools and sharing of ideas for supporting, developing and sustaining PE and Sport within school through the use of Sports funding.
- Further develop opportunities for partnership work with the Juniors to support progression in PE and Sport.
- Purchase Enrich resources and programmes to support and strengthen cross-curricular links within PE
- Purchase new PE equipment to fully support the delivery of fundamental skills throughout the year and during both PE lesson time and playtimes.
- Repurchase Active Maths and Active English programmes to support and further enhance cross-curricular and home school links.
- Purchase Afpe membership to keep up to date with developments and changes to the PE curriculum and standards.

Improvements in educational provision and pupil outcomes since the last Inspection

The school was last inspected in May 2008 when all aspects of the school's work were judged to be outstanding. Schools judged to be outstanding became exempt from all routine Ofsted inspections until this academic Year. However, Ofsted still monitored our work and completed a risk assessment at least annually. Since we had not received any further inspection visits, we know Ofsted considered our performance to remain outstanding. This is validated by the local authority and our external consultant. Inspections were disrupted due to the Pandemic but will resume in the Autumn 2021 including for schools judged to be outstanding.

National expectations and requirements become more demanding each year and as a governing body we welcome this. Below we have listed just some of the ways the school has improved since 2008.

- Year on year academic outcomes for pupils remain amongst the highest in the country.
- The spiritual, moral, social, cultural and physical development of pupils is outstanding. This has been broadened since the last inspection, in response to changes in the national community, by strengthening fundamental (British and universal) values.

These have been achieved by:

- The school has made an excellent response to the wide ranging and ongoing challenges arising from the Pandemic, as always driven by our Mission to ensure the best possible outcomes for our children and their families. From the outset the school has focused on ensuring that a high quality of education both remote and in school has been made available to all children. Key decisions (including historic decisions) around for example staffing, budget and curriculum design, have ensured that there is the capacity to respond immediately and fluidly in line with need. The response continues to be ever evolving in light of ongoing changes including to local and national restrictions.

Part of schools response in summer 2020 was to create a Remote Education Lead post and produce a policy and action plan (both responsive and revised in line with ongoing guidance). These have been approved by Governors and are available on the school website. The action plan is incorporated into the School Development Plan.

Our Remote Education policy and plan ensures the blend of remote learning activities that are most suitable for our Infant phase, the age and stage of development of our children, circumstances and context. Remote Education has continued to be closely aligned to the school curriculum. Pupils continued to be able to access a high quality, broad and balanced curriculum which reflects in-school provision. The school's approach to Remote Education has and will continue to support children to make progress and achieve their potential.

- The Implementation of the National Curriculum which is recognised as more challenging. The core National Curriculum is enhanced in a broad and balanced curriculum offer. Alongside this, the school has continued to strengthen individual subjects, including developments in Computing, Creative Arts and PE.
- Developing Personalised Learning Records and Provision Mapping. These support each child to progress towards reaching their potential and ensure the effective and efficient deployment of staff and resources;
- Improving assessment procedures to match national changes to strengthen formative assessment and inform teaching and learning;
- Substantial improvements in the outdoor learning environment including new play equipment and designated areas to enhance social, emotional and physical skills and well-being;
- Website supporting extended learning, effective communication, business continuity;
- Strengthening Pupil Voice through the Pupil School Council and Pupil Steering Groups including Reading Ambassadors, Arts Ambassadors, NAMASTE Group, Rights Respecting Schools, Fairtrade, ECO, Anti-bullying Ambassadors, Sports Ambassadors;
- Extensive enhancement of extra-curricular opportunities;
- Participation in the Children's University;
- Promotion of fundamental British values;
- Implementation of the requirements of the PREVENT Duty;
- Extensive improvements to premises including the addition of 2 new classrooms, refurbishment of the whole school including toilets;
- External Accreditations/Reaccreditations-
  - Basic Skills Quality Mark, Primary Science Quality Mark,
  - ICT Mark, PE Activemark (Distinction), Artsmark (Gold), Pupil Voice,
  - Halton Healthy Schools Standard, Global Awareness Award
  - UNICEF Rights Respecting Schools Award, Fairtrade Award, North West Together We Can

- Partnerships supporting the sharing of good practice and the efficient use of resources:
- Primary Learning Network, Halton Arts Network,
- Curriculum Networks