



St Mary's
Catholic Primary School and Nursery

GOVERNANCE STATEMENT & IMPACT REPORT

'LEARNING AND LIVING TOGETHER THROUGH FAITH AND EDUCATION'

SCHOOL VISION STATEMENT

Our vision is to work together in the way of Christ, to develop learners who are respectful, responsible, educated young people who will contribute positively to the world wide community and grow with a faith that will underpin their adult lives.

We believe at St Mary's that each person is gifted, unique and loved by God. By working in partnership we aim to create a challenging, stimulating and effective learning environment where Christ is our inspiration.

WHAT DOES A BOARD OF GOVERNORS DO?

'Governing boards are the strategic decision makers and vision setters in every school and academy. They play a vital role in ensuring the best possible education for every child by creating robust accountability for school leaders. Crucially, that means using and being familiar with objective data on the performance of pupils, teachers and finances to ask the right questions and ensure resources are allocated to school priorities.' - Lord Nash, **Governance Handbook 2015**

THE THREE CORE STRATEGIC FUNCTIONS OF ANY BOARD OF GOVERNORS IS TO:

1. Ensure clarity of vision, ethos and strategic direction;
2. Hold the Head teacher to account for the educational performance of the school and its pupils and the performance management of staff;
3. Oversee the financial performance of the school and making sure its money is well spent.

Canon law (Church law) also requires that Catholic schools are "...at least as academically distinguished as that in the other schools of the area" (Canon806§2).

WHO ARE THE GOVERNING BODY?

Governors are ordinary people with a varied mix of knowledge and experiences, who are united by their shared passion and commitment to provide an excellent environment for all pupils and staff to enjoy, an environment where all pupils can feel safe and can be encouraged to achieve their potential by offering them a rich and diverse education in an atmosphere of warmth, care and hope.

Our members are drawn from parents, staff and the local community.

Chair of Governors	Mr J Duncan
Vice Chair of Governors	Mrs N Povey
Foundation Governors	Rev Fr J Fagan
	Mrs C Fairhurst
Associate Governor	Mr F Lepisz
	Mr J Duncan
	Mrs J Walton
	Mrs N Brown
Local Authority	Ms H Webster
Head Teacher	Mrs S Fau-Goodwin
Teacher Governor (elect)	Mrs C Wright
Parent Governor (elect)	Vacancy
Clerk to Governing Body	Mrs H Cummings

BOARD OF GOVERNORS

As a full Board we meet three times a year. In order to carry out our responsibilities effectively we use committees; these meet, on average, once a term. All the committees have terms of reference that clearly lay out their remit and delegated powers, and their Chairs report back decisions made to the Board. All minutes are circulated to all governors. Our committees are set up as follows:

QUALITY OF EDUCATION

This committee monitors and evaluates the School's Improvement Plan ensuring it is effectively moving the school forward and consistently improving progress and academic outcomes for all pupils. They ensure that there is a broad and balanced curriculum that inspires pupils to learn and secures cultural capital. We are ambitious for our children and committee members systematically challenge the Head and other senior leaders in order to monitor and evaluate standards and progress in all subjects for all pupils. They also review, approve and monitor school policies to ensure they meet statutory guidance and they are being applied consistently throughout school. This committee also focuses on promoting opportunities for children within a broad and balanced curriculum, one which encourages healthy life styles, achievement both academic and sporting and ensures that children are well supported in RE and PSHE. The committee also ensures that SEN provision is in place and vulnerable children are also well supported and catered for. The committee monitors provision across the school and ensures that reporting arrangements are met by the school.

PERSONAL DEVELOPMENT

This committee focuses on the personal development, safety and well-being of pupils. We do this by ensuring pupils' voice is heard and taken into account through meetings with the school council on a regular basis and learning walks around the school. This committee has the responsibility to ensure the school has a member of staff (usually the Head Teacher) and a governor appointed to promote the duty to safeguard every child. This committee considers the totality of the pupil experience at St

Mary's and all matters relating to pupil behaviour and well-being. This committee ensures that policies and procedures are in place to promote the spiritual, moral, social and cultural development of children and to promote British Values. It also monitors how the school deals with Racism and Equality issues.

This committee also receives reports on SMART club, our before and after school club.

ADMISSIONS COMMITTEE

This committee ensures that the Admissions Policy is approved and adhered to correctly and reviews the schools' admission policy in line with Diocese and Government requirements.

PAY COMMITTEE

This committee ensures that the Pay Policy is approved and adhered to correctly. The committee also reviews staff pay recommendations received from the Head teacher after completion of the appraisal cycle.

APPEALS

This committee meets if required to consider pupil discipline, pay appeals and any staffing matters.

PERSONNEL AND FINANCE COMMITTEE

This committee monitors and evaluates the school's finances and expenditure in order to hold the Head teacher and senior leaders to account for the financial performance of the school. The committee members systematically challenge the Head teacher, senior leaders, and School Business Manager, so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium and SEN funding, secures excellent outcomes for pupils. The School Business Manager supports the committee by providing detailed information to ensure governors can effectively understand and monitor the financial health of the school. We focus here on ensuring that the school sets and uses its budget appropriately, making sure that staffing levels meet the needs of the children, that the school premises are kept in good condition and the school grounds are developed to enhance the learning experiences of the children.

This committee is also responsible for Teaching and non-teaching staff appointments. It also ensures that the Performance Appraisal Policy is in place and considers the staffing structure of the school.

The Schools Financial Value Standard is completed annually by the Committee in line with Government legislation.

HEADTEACHER'S PERFORMANCE MANAGEMENT COMMITTEE

This committee manages the Head Teacher's performance management. Members meet with an external advisor together with the Head teacher in the Autumn term. During this meeting, an assessment is made of performance for the cycle just ended and objectives are agreed for the year ahead. An informal mid-year review is also held. Governors ensure the Head Teacher's objectives will

drive the school forward as well as support the Head Teacher's professional development and well-being as well as ensuring clarity of vision and a strategic direction for the year ahead.

WHAT HAVE THE GOVERNORS BEEN DOING THIS YEAR?

SEF: The SEF is the Schools Self Evaluation Form. This establishes the grades the school would give itself against the current OFSTED framework. In this way, the school looks at all the different elements and given the expectations, suggests where they are in relation to the grade description. The Board has high expectation for the behaviour, progress and attainment of pupils and wants St Mary's to sustain 'good' and ultimately to achieve an outstanding judgement. Governors are updated termly by the schools independent external Advisor who works with the Senior Leadership Team to monitor and evaluate all aspects of the schools' provision to ensure the Self Evaluation Form judgements are accurately aligned to the current OFSTED framework.

SCHOOL IMPACT PLAN: The school impact plan picks up all the elements from the self-evaluation processes and plans to address them. So, for example if the SEF suggested that the area which needed to be focussed on was Maths, then maths development would be a priority on the school impact plan. All subject leaders are involved in self-evaluating their areas and producing an impact plan which outlines how they intend to address any areas for improvement or indeed if they wish to further enhance an aspect of practice. These individual plans are assembled together to form the overall 'school improvement plan'. The governors appreciate the SMART (Specific, measurable, achievable, realistic and timed) format of the School Impact Plans. This allows us to keep the school improving by focusing on the impact of actions in key areas. The SIP is monitored at committee meetings and any areas that have not progressed as expected are challenged. Governors visit the school regularly to see the S I Plan in action.

SPIRITUAL MORAL SOCIAL & CULTURAL DEVELOPMENT: St Mary's is a Catholic school rooted in Christ's teaching. We are very proud of our pupils' spiritual, moral, social and cultural development and consider it to be a particular strength of the school. Within this, the promotion of fundamental British values, which derive from Christian values, are at the heart of the school's work. The Head and staff routinely report on how this is carried out in school and governors have undertaken visits to monitor and evaluate this aspect of school life for themselves.

A Diocesan S48 RE inspection took place in November 2016 and we were delighted that our school achieved 'outstanding' again. A new framework has been introduced which will shape the next denominational inspection at St Mary's so we are keen as governors to ensure that we are making the necessary changes and improving the Catholic Life of the school further.

The spiritual development of our pupils is shown by their:

- ✓ ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- ✓ sense of enjoyment and fascination in learning about themselves, others and the world around them

- ✓ use of imagination and creativity in their learning
- ✓ willingness to reflect on their experiences.

The moral development of pupils is in evidence by their:

- ✓ ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- ✓ understanding of the consequences of their behaviour and actions
- ✓ interest in investigating and offering reasoned views about moral and ethical issues and the children's ability to understand and appreciate the viewpoints of others.

The social development of our pupils can be seen:

- ✓ when we see our pupils using a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.
- ✓ in their willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively. We see this most keenly when we hear of charity work they are undertaking, how all the 21 different languages in our school work together and how the staff and pupils resolve any squabbles or playground issues. Our children, through the Minnie Vinnies, are directly involved in helping the homeless in Crewe
- ✓ in their keen acceptance and engagement with The Gospel Values together with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; we are aware of how our pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils at St Mary's is shown by their:

- ✓ understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others. Children are encouraged to speak in their own mother tongue and the school ensures that theme days and other cultural aspects are explored.
- ✓ understanding and appreciation of the range of different cultures and languages spoken within our school. One of our governors is bilingual and during regular visits speaks to parents and pupils to ensure all elements of our school community feel cherished.
- ✓ knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain can be seen in the Democracy days and the regular visits to school by our local MP Rt. Hon Laura Smith.
- ✓ willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. Examples include our commitment to all Y3 pupils learning to play an instrument, the many number of sports competitions and opportunities we read about regularly in the newsletter, the choir, the residential visits, the displays we see in school etc.

- ✓ interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. This is very evident when we join the school for One World Week each year.



COMMUNITY AGENDA: Continuing to strengthening links with the home-school parish partnership continues to be part of the Boards' vision for the school. There have been many events that governors have been involved with this year, including Parent Consultation Meetings, concerts, events, Masses, Assemblies, Sports days.

POLICIES: Governors take great care to ensure all statutory requirements are met, and once approved, that policies are followed consistently throughout school. There is a yearly policy cycle and governors ensure that all policies support the school mission, vision and ethos.

HOLDING THE HEADTEACHER TO ACCOUNT FOR THE EDUCATIONAL PERFORMANCE OF THE SCHOOL AND ITS PUPILS INCLUDING THE APPRAISAL OF STAFF

CURRICULUM: Governors received reports from the Head and SLT, met with staff and visited school to see how this has been successfully embedded throughout school over the past three years. Staff and pupils have risen to the challenge of higher expectations and a new monitoring system.

ASSESSMENT: This has been addressed by purchasing the Classroom Monitor system which is used for the internal tracking of each pupil against the age related objectives and expectations. Governors have discussed this move in depth and understand that this will be quite a move from the previous linear points system.

ATTENDANCE: Is an area which is closely monitored, and over time, St Mary's has remained above the national average and have consistently been awarded a 'green' status from the LA. Where pupils have low attendance this is monitored closely by the school, as pupils that are not in school cannot learn (and we also recognise that it is also a safeguarding issue). We recognise the challenge that the school faces in terms of unauthorised absences and parents continuing to take term time holidays. As governors we continue to support the school in ensuring parents understand that missed days are valuable missed learning opportunities and there really should be an exceptional reason to miss school.

As part of our FGB summer agenda, a group of pupils from the school council are invited to present to us. We want to gain an understanding of the children's' perspective on many aspects of school life. It was evident from the children's response to our questioning that they value their learning experiences and were very articulate in expressing their views and opinions. It was also clear that the pupils

recognise that if they are not in school, they have lost days for learning and they understand the impact this has on their progress.

TEACHING AND LEARNING: Reports are received from the Head Teacher, Deputy and members of the SLT on many different aspects of teaching and learning in school. We agree a focus for a presentation each term to ensure as governors we are well informed and can talk with confidence about the work being undertaken in school. Presentations have included changes to SATs, PE Funding, English, RE, Maths etc. At these meetings we also take the opportunity to scrutinise books and marking. Governors systematically challenge the Head and SLT and do not shy away from difficult questions. The SENCo (Special Needs Co-Ordinator) also reports on Inclusion issues and the progress of pupils with SEN as well as the Looked-After Children. Separate book scrutinies have also been undertaken by governors during visits to school to see the impact of the marking and feedback policy as well as the content and quality of the work. We will continue to focus on basic skills which will include checking on the standards in spelling, grammar, punctuation, reading and writing. In maths we will be looking for evidence of application and problem solving, evaluating how much the school has embedded mastery, as well as monitoring how the times tables are becoming more fluent and how we are preparing for the new time tables test being introduced in 2020.

VISITS TO SCHOOL: Governors regularly visit school to monitor various aspects of the School Impact Plan. This has included meeting with Subject leaders, class teachers, attending SEN meetings, going on Learning Walks with members of the SLT, seeing policies in action and how they are applied, attending assemblies and giving support on schools trips. Governors continue to meet regularly in school during the day informally for a 'Discovery Day' and as part of these visits enjoy having their lunch with the pupils. We have been joined by a senior member of the Local Authority who felt our discovery days were an element of good practice and also the Bishop of Shrewsbury, Mark Davies, who was keen to see governance in action.

Whenever diaries allow, we also try to arrange to visit school with the School Advisor. This enables us to shadow and observe her monitoring, challenge and provision checks. We have found that in this way the detailed Record of Visits we receive make much more sense and help us to evaluate the progress of the S I Plan from a different perspective as well as evidencing the judgements in the SEF for ourselves.

BEHAVIOUR: (which includes behaviours and attitudes towards learning) Governors continue to see the impact of this through Learning Walks and by speaking to pupils. Pupils are able to talk keenly about how they learn and the importance of perseverance. As governors, we are committed unwaveringly to setting high expectations for the conduct of both pupils and staff. The school behaviour policy continues to work effectively, rewarding good behaviour and also ensuring appropriate sanctions are issued when pupils make the wrong choice.

As governors we are very proud of the behaviour and conduct of the pupils during our visits. During assemblies, class times, lunchtimes we consistently observe the pupils behaving respectfully and appropriately.

APPRAISAL: Governors carry out the Head's Appraisal with the support of an external advisor. Governors receive a summary report from the Head on the appraisal of staff. In this way we ensure that this process leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across our school. Governors are updated on the quality of teaching and learning across the school as a result of the regular monitoring undertaken by SLT. Where there has been less than good teaching over time, this has been closely monitored to ensure the appropriate support has been put into place and the appropriate changes and improvements made.

EXTERNAL SOURCES OF EVIDENCE: As well as internal data, governors access many external sources of evidence: All governors receive the ISDR report and ASP (as well as online access) and this is scrutinised. Governors receive any information shared by the LA. Governors will be shown the Classroom Monitor system and are aware of the direct links this will have to closing gaps and how it directly links with planning, teaching, learning and assessment. A governor was present during SATs week to oversee the process and monitor pupil well-being. Governors were very impressed with how calm and prepared the children were for the tests.

OVERSEEING THE FINANCIAL PERFORMANCE OF THE SCHOOL AND MAKING SURE MONEY IS WELL SPENT

PUPIL PREMIUM GRANT: Governors have closely monitored the use of pupil premium spending in school to ensure improvement in progress for disadvantaged pupils. The Pupil Premium Governor meets regularly with the PP lead and has a close working knowledge of provision. Governors receive a termly update from the Deputy on the progress, impact and outcomes of the PP provision. At the suggestion of the Pupil Premium Governor, information was extended to include a Pupil Premium Passport, which were completed by pupils transferring to High School. Significant changes have been made in the paperwork and approach to recording. Pupil Premium information is available on our website.

SPORTS PREMIUM GRANT: Governors have closely monitored the use of this spending to ensure impact, and again, a report is available on the website. Governors were also pleased at the number of sports competitions the pupils at St Mary's were involved in. Governors enjoy reading the school newsletter and finding out about the sporting opportunities available in school and appreciate the extra-curricular provision on offer. Governors are also aware of the long term legacy and impact of the CPD received for staff as a result of the funding. St Mary's have focussed on skill development and governors see the pupils enjoying their sports coaches and PE sessions on their visits to school.

THE STAFFING STRUCTURE is reviewed annually to ensure the most effective use of our funding.

STAFF PROFESSIONAL DEVELOPMENT: Governors fully support this by ensuring money is available and monitor the impact of the training. CPD for support staff in terms of further strengthening the effectiveness of teaching and learning has also been established.

THE SCHOOLS FINANCIAL VALUE STANDARD is reviewed annually and any training issues identified are addressed. This standard is undertaken by the Chair of the Personnel and Finance committee together with the Head Teacher and the School Business Manager. The SFVS was submitted on time to the LA. We have a new format for the submission of the SFVS this year.

BUILDINGS: As our school is Voluntary Aided, the school buildings are owned by Diocese of Shrewsbury, and as a result, the funding for improvements and maintenance comes from two sources. This is either via the local authority through its locally controlled voluntary aided payment or direct from the government via Direct Formula Capital based on pupil numbers. The Governors have a 10% liability on all works undertaken; this is supported by a parental voluntary contribution scheme and/or fundraising events.

The buildings we maintain have many needs to ensure we keep them all up to date and provide the best learning environments for the pupils and staff with funding we receive. In these austere times, the Governors ensure that we are buying in services as cost effectively as possible. This involves getting quotes for work and deciding on the best people to do the work. We are advised and supported ably in this work by our skilled and dedicated School Business Manager.

BUDGET: Governors receive in-depth, high quality information from the School Business Manager each term which clearly outlines the school's financial position. This enables us as governors to receive information regarding monitoring expenditure and adjusting as necessary in year actual against approved expenditure. The School Business Manager ensures that the budget is aligned with the education priorities in the school's development plan; covering the incoming financial year in detail and the following two years at a level prescribed by the funding authority. No Governor, employee or related party has benefited personally from the delegated budget. Governors also assure themselves that the school is securing value for money (best value) and acting with financial probity. The School Business Manager continues to explore different expenditure options and will save money wherever possible without directly impacting negatively on the core business. The Personnel and Finance Committee receive information regarding the finalised end of year accounts.

EFFECTIVE GOVERNANCE PRACTICE INCLUDING STATUTORY REQUIREMENTS

CLERKING: The school secures the service of a professional clerk through CE. Terms of Reference for Delegated powers and the Catholic Code of Conduct for governors are reviewed and approved annually. We have started to use Governor Hub much more this year, which we have all found to be a very efficient and paper-free way of conducting our meetings.

TRAINING: Governors attend training on undertake on line training where necessary to ensure they have the knowledge and skills to carry out their roles. Governors who attended the roles and responsibilities of a governor session found it very useful. The Diocese also provides a comprehensive training offer as do CE governance. We have a governor assigned to oversee training and the clerk circulates information regularly.

PARENTAL ENGAGEMENT: The views of parents are vitally important to us and we carry out a thorough annual parental survey. The annual parental survey ensures as governors that we know that pupils are listened to and feel safe. This year, additional questions were included to specifically capture the voices of parents who have a child with SEND. We were pleased with the results, although it has made us work harder to ensure that parents are aware of us as a Governing Body and what we do on behalf of the school.

PUPIL VOICE: The importance of listening to pupils is taken very seriously at St Mary's and governors take every opportunity to do this. **This year we have:** met with the school council; the SEN governor regularly meets with SEN children; has undertaken Learning walks in which small groups of children were spoken to about their learning, had lunch with the children; visited classes and taken part in school trips (to enable us to monitor the behaviour of our pupils outside of school).

SAFEGUARDING: The governing body ensures that the school complies fully with statutory safeguarding procedures. All staff sign a record to confirm they have read Part 1 of the DfE statutory guidance "Keeping Children Safe in Education". We are also aware of the related policies and the growing number of safeguarding and child protection meetings and issues the staff are involved in. Each term we receive a very comprehensive update and from our visits to school we have seen the policy very much in practice. As a school we have also invested in a counselling service and continue to support all our families through Early Help Assessments, Encompass calls, Child in Need and Child Protection meetings.

All governors and staff receive safeguarding training. Governors involved in recruitment also receive safer recruitment training. All Governors have had enhanced criminal records checks. Governors who attend staff interviews ensure that questions on safeguarding are always asked. Staff and governors are trained to identify children at risk and are clear on how to report their concerns.

EQUALITIES: Governors promote equality of opportunity and diversity for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. We do not tolerate prejudiced behaviour and this is embedded in our school policies.

RISK ASSESSMENTS: Annual risk assessments are undertaken. They focus on three main areas; an assessment of general risks whilst within school, a fire risk assessment and a security risk review. Any deficiencies highlighted by these risk assessments are addressed as soon as possible. Other equipment that needs to be maintained in a safe condition includes the PE and games equipment, ladders, the outdoor play equipment and the school grounds in general. The outcomes of all cyclical maintenance reports are shared with governors to enable us to discuss and approve the next steps planning with the School Business Manager and Head teacher.

SCHOOL PREMISES: The Governors undertake an annual inspection of the school premises and meet with the School Business Manager to identify any parts of the building that are in need of repair or are causing problems. Our site has benefitted from significant work to the playgrounds and paths as well as replacing two old and tired mobile classrooms. Not only have we increased the play space available for the pupils, but at the same time we have worked in the removal of lifting and dangerous flags

which were a trip hazard and made life with a pushchair or wheelchair very difficult. Governors witnessed first-hand the delight of the children when the playground markings were complete. Again, as a result of the hard work of the School Business Manager, a significant part of the site has been resurfaced and trip and accident risks minimised for all users.

We certainly enjoy a walk around the site at the beginning of each academic year to see what has been achieved as a result of our meetings and discussions.

HEALTH AND SAFETY: A regular routine of Health and Safety inspections are carried out by the Chair of the Behaviour and Safety committee and staff members identify any areas of concern and maintenance related issues through the site log. If necessary, findings are discussed at committee level and recommendations monitored. A CE Health and Safety inspection is carried out annually and Governors were delighted to receive another very positive report.

WEBSITE: The website is updated regularly, checked and audited by governors to ensure it meets statutory requirements.

ADMISSIONS: As a Voluntary Aided school we are responsible for our own admissions. We have a good proportion of Catholic children. This number fluctuates year on year. The admission policy together with the Nursery admission Policy is approved annually and is in line with Diocesan guidance.

KEY ISSUES FACED AND ADDRESSED BY THE GOVERNING BODY

Governors start the year by evaluating the remit and effectiveness of the committees. For example, were we focusing on the right things? Were the committees considering the content of the Ofsted framework? After a lot of thought and consideration Governors agreed to dissolve QUALITY AND STANDARDS and BEHAVIOUR AND SAFETY and create one larger committee OUTCOMES FOR PUPILS, with two smaller sub committees; TEACHING & LEARNING and PUPIL DEVELOPMENT. This committee would focus on all aspects of pupils' learning, behaviour for learning, pupils' well-being and the quality of teaching. We also re-evaluated our committee structure again in light of the new inspection framework which was introduced in September 2019.

The Governing Body has had a particularly busy year as a result of changes to its board and as a result, has looked carefully at the composition and skills of the GB as well as effective induction procedures.

There has been a strong emphasis on raising educational aspiration, skill development, progress and achievement as the curriculum changes take effect and the requirement for increasing numbers of pupils to meet age related expectations. Governors have closely monitored the impact of these changes on pupil performance and outcomes. St Mary's is a challenging context in which to work and as a result of regular visits to the school we are reassured by the dedication and continued focus of the staff. We take a keen interest in what the school chooses to teach, how they teach it as well as how well the curriculum is structured and ordered. We know standards matter; we consider how well the pupils are doing in national assessments. However, we do believe as Governors, that these are a reflection of what the pupils have learned, not the totality.

Governors are also passionate to ensure that intervention strategies are in place to support and promote pupils' performance and that high quality staff are sourced to deliver intervention work.

Governors continue to focus on promoting a range of extra-curricular activities which include sport, competitive sports and to make good use of 'Sports Premium' funding.

Governors continue to focus on safeguarding and our Nominated Governor for Safeguarding is Mrs J Walton. Governors oversee that all adults working with children in our school have been DBS checked.

ASSESSMENT OF IMPACT

Governors continue to provide the school and Leadership team with a considerable amount of support. Challenging expectations has ensured that data has been rigorously monitored and Governors are now familiar and more confident with age related expectations.

The Staff team are working to the high expectations of the OFSTED framework and in all aspects of consistent, daily, high quality teaching and learning which is tailored to meet our children's needs. Impact can be seen in the growing percentages of pupils meeting and exceeding ARE. Staff report that they have responded positively to the challenges. This is evident on our visits to school and from the impact we see in workbooks, displays and information shared during governor meetings.

FUTURE PLANS FOR THE GOVERNING BODY

The GB of St Mary's work to meet the standards and expectations of another revised OFSTED Framework.

Although standards continue to rise, we will continue to focus on Maths and English and looking to increase the number of pupils accessing greater depth in all subjects. We also recognise that the hard work and the relentless focus on teaching and learning in all areas must be sustained. Governors will continue to monitor the progress and the impact of policies and schemes of work introduced last year. We will continue to focus on what the school does for the pupils' broader development – in pupils learning to be good citizens, confident and resilient, able to take on the challenges of the future.

Governors are also keen this year to ensure that the environment continues to be right where pupils can learn. We are keen that St Mary's continues to be a calm, ordered environment where pupils can flourish and meet their potential. We are interested in how the school responds to low level disruption and incidents of bullying and how our pupils are prepared for social media and keeping safe on line.

Finally, we will continue to consider how our leaders, including ourselves as governors, support and help staff, how we work to improve subject knowledge, develop the curriculum further and the core purpose of high quality teaching and learning. For us at St Mary's it is about integrity: recognising those who do the right thing for the pupils and what is best for our school as a whole.

Governors would like to recognise and thank the staff team at St Mary's for their hard work and total commitment to the pupils and the families they serve.

ATTENDANCE RECORD OF GOVERNORS

Governors attend our full Governing Body meetings 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).

HOW CAN YOU CONTACT THE GOVERNING BODY?

Hilary Cummings Clerk to Governors: School Governance and Liaison
Cheshire East Council Delamere House
Telephone: 07824 518844
Email: Hilary.Cummings@cheshireeast.gov.uk

A list of serving Governors, their categories, responsibilities, committee membership, and terms of office, together with attendance records and declarations of interest are on the website.