

Leigh St Peter's CE Primary School

"Let Your **LIGHT** Shine" Matthew 5:16



Headteacher: Mr K Robinson BSc (Hons), NPQH

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Leigh St. Peter's CE Primary School. Annual Governance Report for 2024 – 2025

The role of the Governing Board is an integral part of the leadership of the school. The Governors support and challenge the Headteacher in their leadership and management of the school.

Governors set the strategic direction of the school through:

- Ensuring clarity of vision and ethos
- Engaging with stakeholders
- Making sure that statutory duties are met

Governors create robust accountability through:

- Accountability for teaching achievement, behaviour and safety
- Strengthening and supporting school leadership
- Performance managing of the headteacher
- Contributing to self evaluation

Governors ensure financial probity through:

- Making sure the school's money is spent well
- Monitoring the use of pupil premium grant and other resources to overcome barriers to learning

The school's Governing Board consists of 12 members:

- 7 Foundation governors (appointed by St. Peter's C.E Church), including 1 Diocesan Governor appointed by the Diocese and an ex officio governor)
- 2 Parent governors
- Headteacher governor
- Staff governor
- Local Authority governor

Attending governing board meetings is an essential part of a governor's role and the attendance record for the governors of our school is good. This ensures that all governors receive the necessary information all at the same time and therefore important and informed decisions can be made as and when necessary, on all aspects of the school, staff and pupils. The attendance record of all governors is published on the school website.

The governors carry out a considerable amount of work, all on a voluntary basis; this is largely unseen by the parents and other stakeholders in the school community. Governors actively involve themselves attending meetings, interacting with pupils, meeting with members of staff, joining in with events such as Church services. We undertake training within our role, so we can both support and challenge the work of the school, such as safeguarding, understanding the school data. We like to see and hear of parental engagement, parental views, staff wellbeing and the school's involvement within the local community.

The Governing Board meets 6 times each year – twice during each of the three terms.

The Headteacher is responsible for the day-to-day leadership and management of the school and it is in Governing Board meetings, through provided information, reports providing feedback from governor visits and asking challenging questions, that we assess how the school is performing. We also take careful note of reports from external educational visitors. The Governing Board undertake an annual skills analysis to assess their training needs and assist in the allocation of governor roles.

The governors monitor and evaluate a wide range of matters covering the whole of school life. These include general and financial management of the school; the delivery of the curriculum; the progress and attainment of pupils in key subjects as measured against local and national standards; the provision of teaching to those pupils with special educational needs; the school's responsibilities as a Church of England School; compliance with all health and safety standards; the provision of child safeguarding, behaviour standards and attendance in the school. The governors are responsible for

setting the wide range of policies applied to all areas of school life and for reviewing these policies to ensure they comply with current and best practice.

We have visited the school, read reports from external advisors, met with Local Authority Officers to gather as much information as we can about the school.

All governors are required to undertake annual safeguarding training. Additionally, individual governors have attended several training sessions to increase their knowledge and expectation of what the school, staff and pupils should be undertaking and achieving in order to make progress.

Here are some of the reasons for which we have visited school

- The monitoring of working practices in Special Educational Needs, especially the provision for these pupils in line with their peers.
- Health and Safety monitoring
- The monitoring of Safeguarding and Child Protection
- To meet with the pastoral lead for attendance to check on levels of attendance, also the impact of initiatives to improve attendance
- To walk around the school to look at displays, classrooms, demonstration of the Christian ethos throughout the school
- To attend church services where pupils are involved
- To meet with staff to ask challenging questions about delivery of their subject, pupil attainment and progress
- To attend celebratory events with parents and pupils, for example the Y6 Leavers'
- To participate in reviews of school policies
- To meet with the Local Authority adviser
- To meet with Ofsted and SIAMS inspectors
- To support/observe practice on school trips and ensure more opportunities for trips were provided

Data Analysis

- Data is made available to governors each term. Verbal and written presentations of data on pupil progress and attainment and the quality of teaching are followed by question and answer sessions with the Headteacher and members of the senior leadership team. Particular scrutiny has been placed on assessing the impact of initiatives to aid pupils in making increased progress

Financial Management

The governors' role is to ensure the budget is managed effectively to benefit the learning of our pupils and the maintenance of a safe environment for our pupils. We have worked closely with the headteacher and the school business manager to ensure financial processes are secure and funding is used efficiently. We receive information on the budget at each Full Governing Board Meeting. This year we have been keen to increase our financial awareness and have continued the work of a Governor Finance Working Group

The impact from visiting the school, receiving reports, speaking with members of staff and parents and attending meetings is that governors can see first-hand the developments that are taking place. This enables us to ask questions and understand how matters identified for improvement are progressing, giving insight into the next steps required for school improvement.

The Impact of some of the actions governors has resulted in:-

- An increased number of governors with a strong skill set, along with specific training, has continued to impact on the quality of monitoring and challenging questions asked
- Strengthening of the School's Leadership Team through supporting with appointments and challenging performance and pay reviews
- A much brighter, tidier, secure and calm building, contributing to a purposeful learning environment, in line with the expectations of the Behaviour Policy
- Improvements in SEND delivery and achievement through increased scrutiny and focused monitoring
- Improved subject leadership through awareness and expectation of need
- Improved pupil progress and achievement through challenge and support to ensure the best possible outcomes for all the children in our care
- Improved links with church, enabling pupil involvement in church services, closer working with PCC (Parish Church Council)
- Improved financial management through the Finance Working group and regular meetings with the School Business Manager and the HT

- Increasing parental engagement, attending events e.g. collective worship, Values Day, policy review meetings.
- Through surveys of pupils, staff and parents gaining a better understanding of their views and responding to them, ensuring improvements are made.

We are delighted with the good outcomes from both Ofsted and SIAMS achieved by the school. The leadership of Mr Robinson and his Senior Leadership Team, the whole staff (Teachers, Teaching Assistants, Office staff, caretaker, cleaners) and of course our pupils are all to be commended in their achievements.

The governors work closely with the school in identifying the targets for the School Improvement Plan. However, for the new school year, the school will be continuing to work strongly to make progress in the areas identified for improvement in the Ofsted and SIAMS Reports. Some aspects included within the plan are personal development (opportunities to provide increased experiences), improved quality of education in all curriculum provision, parental engagement, prayer and spirituality, further understanding of world religions and non-religious beliefs and for our pupils to become agents of change.

The governors also have their own Development Plan and this year includes monitoring each area of the School Improvement Plan. Governors will be linked to areas of the School Improvement Plan to monitor their progress.

Thank you for taking the time to read this statement. As a governing board, we are approachable so please look out for us as we would like to hear your views. If you are interested in listening to children read or helping in school in some other way, please contact the school office.

The Governors