



CORPUS CHRISTI  
CATHOLIC SCHOOL

# Chair's Report

YEAR ENDING 31ST AUGUST 2020

MIRANDA SAWYER

Welcome to the annual report from the Governing Board to parents, carers and guardians. The report is produced in the Autumn Term each year. It is written by the Chair in consultation with the other governors.



Every governor is a volunteer who gives their time freely to the role and I would like to thank them for their commitment and valuable input.

Our job as governors is to work together with the staff of the school in achieving our one common goal: a successful school which enables our pupils to achieve their potential and leave after Year 6 well prepared for secondary school as well-rounded individuals.

The three core strategic functions of the Governing Body are:

- 1) Setting and ensuring clarity of vision, values and strategic direction for the school**
- 2) Ensuring accountability by monitoring the educational performance of the school, holding the heads to account and engaging with stakeholders**
- 3) Overseeing the financial performance of the school and making sure its money is well spent**

This report summarises our work over the last year and identifies plans moving forward.

### The Board of Governors

A total of 14 governors make up the Board at Corpus Christi School.

Made up as follows;

Parents Governors – 2

Staff Governors – 2

Foundation Governors- 8

Community Governor- 1

Head Teacher Governor- 1



We have two parent governors: Thom Chesser and Miranda Sawyer, who is our Chair. She was re-elected as Chair at our June meeting for the period starting September 2020.

Hilda Bellamy and Biba Dow served as vice chairs for the period to 31<sup>st</sup> August 2020 and were re-elected in June for the period starting September 2020, I would like to thank them for their invaluable support and help.

Almaz Thomas and Sarah Stevens-Cox are our staff governors, appointed in September 2019.

We welcomed Yemisi Corinaldi and Ratidzo Starkey as new Co-Opted foundation governors, appointed in September 2019. Rati is our PE and PSHE Link Governor; Yemisi is our Humanities Link Governor and our Diversity Link Governor.

Jim Wood, our Community Governor, has taken on a new role of Project Assurance Link Governor, providing oversight of and insight into Corpus Christi's bigger projects, such as building works or IT provision.

Fr Matthew, who would usually be on our Governing Board, has asked to be excused from his role, as, following the sad death of Fr Tom and the departure of Fr Gerald, he has too much work running the Parish. We hope he will fulfil the role of Link Governor for RE and Ethos.

#### **List of Governors**

<p><b>Miranda Sawyer, Parent Governor, Chair</b> Committees: Resources, SEF/SIP, Heads' Appraisal, Achievement Links: Safeguarding, IT, EYFS</p>	<p><b>Jim Wood, Community Governor</b> Committees: Resources, Heads' Pay Links: Art &amp; DT, Governor Training,</p>
<p><b>Biba Dow, Foundation Governor, Co-Vice Chair</b> Committees: Heads' Appraisal Links: Health and Safety</p>	<p><b>Andrew Godfrey, Foundation Governor</b> Committees: Resources, Heads' Pay</p>
<p><b>Hilda Bellamy, Foundation Governor, Co-Vice Chair</b> Committees: Heads' Pay, SEF/SIP, Achievement Links: KS1 and LKS2 Achievement, Music</p>	<p><b>Will Mordaunt, Foundation Governor</b> Committees: Resources, Achievement Links: Maths</p>
<p><b>Thom Chesser, Parent Governor</b> Committees: Admissions, Achievement Links: SEND &amp; EAL, English</p>	<p><b>Yemisi Corinaldi, Foundation Governor</b> Diversity &amp; Inclusion Co-opted</p>

<b>Ratidzo Starkey, Foundation Governor</b> Co-Opted till appointed Foundation Governor 3/3/20	<b>Sarah Stevens-Cox, Staff Governor</b> Committees: Resources
<b>Almaz Thomas, Staff Governor</b> Committees: Admissions	<b>Fr Matthew, co-opted</b> Links: Re and Ethos
<b>Jean Connery, Co-Head</b> Committees: Admissions, Resources, Safeguarding, Pastoral and Equalities	<b>Robert Coyle, co-Head</b> Committees: Admissions, Resources
<b>Michael Burke</b> UKS2 Link Governor, Heads Appraisal, Achievement Committee	

Our Foundation Governors are appointed by the Diocese and thought is given to the skills needed by the Governing Board. Some governors may be co-opted; they are selected based on the skills we need, to ensure we have an increasingly talented and diverse group of people to support the school's leadership team and to meet our three core functions.

As well as attending full Governing Board meetings, each governor also serves on one or more committee, such as Resources or Admissions. They are also linked to one or more areas of school life (such as IT, English or Diversity) as Link governors. There are also separate Link governors for Early Years, Key Stage 1 (Lower and Upper) and Key Stage 2 children. A Link governor meets at least annually with lead staff members during school visits, after which a brief report is written and circulated to the lead staff, Heads and governors.

Since 2019, our Governing Board structure is as follows:

- Governing Board (meets three times a year)
- Achievement Committee (meets twice a year)
- SEF/SIP Committee (meets once a year)
- Headteachers' Appraisal Committee (meets once a year)
- Headteachers' Pay Committee (meets once a year)
- Admissions Committee (meets twice a year)

- Resources Committee (meets termly)
- Strategy Group (meets twice a year)

### Strategic Leadership

Governors have a responsibility to steer the strategic direction of the school and develop its strategic objectives. They are involved in setting the School's Improvement Plan (the SIP), which lasts for one year. Corpus Christi's current SIP was set in Autumn 2019. It came out of the School's three-year Strategic Plan (2019-2022). The SIP covers seven areas of school life and an action plan is developed for each area, with supplementary action plans for governors, subject leaders, SENCO and phase leaders among others.

The current SIP has three main aims

- 1. To embed a broad, balanced and creative curriculum which reflects our families' diverse communities and challenges children at all levels, giving them a life-long love of learning**
- 2. To promote positive mental health and well-being for staff and pupils throughout the culture of the school**
- 3. To develop a forward-thinking, robust and dynamic IT strategy to enhance pupils' learning, equipping them with the skills, flexibility and technical literacy for the future**

Governors have these SIP aims in mind whenever they attend meetings or committees.

The evidence for completion of the year's targets is scrutinised at our Autumn Strategy Meeting and new strategies for the next year are developed. The Governors produce their Action Plan at this meeting which links to the SIP targets and to areas for development highlighted in the Board's Self Evaluation.

### COVID-19

The school's year was disrupted by the arrival of COVID-19 in early 2020. Government-issued directives meant that the school closed its premises to most pupils from March 20<sup>th</sup> 2020 until the end of the 2019-2020 school year. The school continued to give on-site provision to vulnerable children and children of key workers. At-home learning for all children was provided, in Maths, English, Topic and RE, adjusted for age and learning ability, and accessible online. Those children who were unable to access the internet were supplied with learning on paper.

From June 1st, children in Reception, Years 1 and 6 were also invited to come into school. Those that chose to attend (around half) came in on a week-in-week-off basis due to the requirements for social distancing, the size of the school, to keep children from mixing outside their designated “bubbles” and the fact that some teachers had to shield for health reasons.

The heads and staff put in a lot of work in order to meet governmental requirements and to keep the children safe and engaged with learning.

The Governing Board discussed and scrutinised the school’s Covid-19 measures in May 2020 at its Board meeting. The Achievement and Resources Committees held meetings also. The Chair and Co-Chairs were in regular contact with the Heads and checked all of the school’s extra Risk Assessments brought about due to the risk of Covid-19.

### School Achievements

Key Stage 1 and 2 SATs did not take place, nor did the online Times Table Test. The school’s Covid-19 measures meant that staff assessed children on their progress and achievement up to Spring 2020, rather than up to Summer 2020. As only around half of Lambeth’s primary schools have filed assessments for their pupils’ progress, it is harder than usual for governors to assess the school’s progress relative to other schools. However, the achievements of the children are still very high with almost all the children achieving the expected standards in English, Reading, Writing and Maths in KS2. Staff work with children with high SEN needs to fulfil their learning potential, and the school employs outside staff to help with this.

The school did very well in providing appropriate, accessible online work for every child during lockdown at short notice. We also note the positive approach to future online learning, with the school teaching and facilitating all pupils to be able to access and complete work on Google Classroom.

I would also like to highlight the strong attendance of pupils during lockdown: the school’s vulnerable children and those of key workers attended school at far higher numbers than the national average.

In July, the Heads wrote a letter to parents in response to the resurgence of the Black Lives Matter movement. The school added a section to its website with age-appropriate resources to help families have discussions around racism and Black Lives Matter in particular. Over the past few years, Corpus Christi has worked hard to recruit BAME teachers, TAs and outside staff, and this has resulted in the school securing a qualified BAME teacher who will start in September 2020. She will join a BAME Early

Years teacher and a BAME music teacher who already work at the school.

The school has added information for parents of SEN children to its website.

The school used the summer holiday to change and extend the IT room into a new Library. The old library is useful as extra space for After School Club (which has to use multiple classrooms due to social distancing requirements) and for music teaching.

### Governor Training

The Governors regularly carry out a skills audit to identify areas in which we can develop and strengthen the team. Jim Wood is our designated Link Governor for training. Training is provided by school staff, Lambeth Council and independent facilitators as needed. In this way, we can ensure that the Governing Board has the right knowledge and skills. The Board also has access to a wide range of on-line training modules from the National Governing Association. Over the past year, governors have completed training in Diversity and Recruitment, School Assessment Under the New Ofsted Framework and New Governors Induction.

The Governors, having had diversity and unconscious bias training in spring 2019, decided to appoint a Link Governor for Diversity (Yemisi Corinaldi), and to table Diversity as a regular matter for Governing Board meetings.

The school's IT strategy has been regularly checked and discussed. Miranda Sawyer, as IT Link Governor, has met several times with the school's IT lead Rachel Kreichbaum to discuss the online provision for children. Jim Wood, as Project Assurance Link Governor, has attended meetings with the school's IT provider to discuss hardware and internet access issues.

We had an Achievement Committee meeting in April, where we learnt about the pupils' achievements up to lockdown. The Committee looked carefully at different year groups' performance in different subjects and assessed the achievements of different sectors of pupils including those with SEN. It reported back to the full Governing Board meeting in May. Having this in-depth understanding and focus allows us to challenge and identify areas in which we could make even more improvements.

Governors also learn through their Link visits. These visits support our monitoring of performance and build relationships with the school staff.

## Finances

The school's finances were disrupted by Covid-19.

The funds the school receives are calculated using a formula. There is a fixed amount per pupil and this makes up the majority of the school budget. Added to this are funds for special needs (SEN), social deprivation, English as an additional language (EAL), pupil premium (PP) and a number of other factors. Planning the expenditure of this budget each financial year is a process which uses historical information, predictions and known factors. The largest part of this expenditure, approximately 86% of our government funding, is spent on staffing costs.

Due to Covid-19, extra cleaning staff were employed. More school equipment was provided for pupils, as sharing of resources was limited. Hand sanitizer stations were set up and extra signage was mounted in order to make clear how pupils should move around the school. The school returned funds to parents paid for school trips that could no longer take place. It also renegotiated its contract with the firm that provides school lunches to take into account the smaller amount of pupils in school during lockdown. The school usually makes money through its Breakfast and After School Club, as well as other extra-curricular clubs. These did not take place during lockdown.

Because of the unexpected changes due to Covid-19, the school continues to work very closely with the Resources Committee and full Governing Board to review, plan and monitor our finances.

The school lost money due to Covid-19 with closures of essential sources of income such as, extended day care, after school activities, nursery fees, and dinner money income, despite this it ended the year with a small in-year surplus of £4,679

## Staffing and infrastructure

We have a Senior Leadership of the Co-Heads (Mr. R Coyle & Mrs. Jean Connery), two Assistant Headteachers (Mrs Smart and Mrs Cole) and a School Business Manager (Ms Ruiz). We also have an expanded Middle Leadership Team which includes Phase Group Leaders. The different Phase Groups are EYFS (Early Years Foundation Stage), Key Stage 1 and Key Stage 2.

Our teachers across the school are well supported by our team of experienced non-teaching staff who are deployed to meet the ever-changing needs of our school. There is an increasing requirement for Learning Support Assistants to meet the needs of children with SEN. We also employ a large number of external staff providing Speech & Language Therapy, educational psychology, literacy support, PE coaches and music tutors.



We have an ongoing plan of expenditure in order to make sure the premises provide a warm, clean and safe environment for children and staff. We continue to invest in our IT infrastructure.

We have invested in our partnership with the Lambeth CLC to help drive the IT Curriculum programme which enables us to teach the children a broad spectrum of topics, through lesson plans, training for staff and computing workshops for children.

We maintain a long-standing relationship with the Lambeth Music Service who provide extensive group and individual music tuition for the children.

PE provision across the school is delivered by SG Sports and Michael Brady sports, offering a broad spectrum of PE instruction across all year groups.

A budget is in place for all of the above, and the Resources Committee receives regular reports to monitor income and expenditure throughout the year and discuss future plans as the school continues to grow in size and reputation.

### Pupil Achievement

Despite such unusual circumstances, the school's achievement and progress are still well above local and national averages, with 98% children reaching the expected standard or above in Reading, Writing and Maths at the end of KS2. On behalf of the governing body, I would like to thank the Heads and all school staff for their dedication and very hard work that enable our pupils to be the best they can be when they leave Corpus Christi.



As a governing body, we rely on school staff to help us understand the curriculum, challenges and issues at hand. Through regular communication, meetings and school visits we are able to effectively support and guide the school and continually improve outcomes and provision for all our pupils.

For SEND pupils, the school continues to provide a range of interventions to support pupils with cognitive, physical, social and emotional needs. These take place before and during school time and include Occupational Therapy, Spelling Club, Life Skills, Speech and Language Therapy and Lego Therapy. Training for all school staff is given high priority.

Each year during the Autumn Term, the Senior Leadership Team scrutinises the data relating to achievement and attainment in all year groups. The middle leadership team also scrutinises

achievement in each phase group. Though this was harder this year, the Spring 2020 assessment data and teacher assessments were used to set ambitious targets for all pupils as they move up to the next year of school. Year 1 targets are usually set following Reception sitting their first formal assessment tests at the end of the summer term. This was not possible due to Covid-19, so their attainment targets for Year 1 are teacher assessment only.

The SLT achievement and attainment findings were reported to the full Governing Body in our first meeting and this informs the support strategies and interventions that are put in place. This information is reviewed by the leadership team on a half-termly basis.

Our School Improvement Adviser from Lambeth usually visits termly to monitor school performance and moderate teacher assessments to ensure they are in line with other local schools. They produce a full report to be shared at board meetings, along with the Heads' report. In the summer term the SIAs role was to support school staff's wellbeing.

### [Finding Out More and Contacting Governors](#)

More information about the Governing Body is available from the Governors' page on the school website. If you would like further details on any of the above information, how to become a school governor or you would like to contact a governor please contact the school on [governors@corpus-christi.org.uk](mailto:governors@corpus-christi.org.uk)

I'd like to take this opportunity on behalf of the Governing Board to say a massive thank you to the Heads, the Senior Leadership team, Phase Leaders and the entire staff team for all their hard work in helping our children to achieve such outstanding results, especially under such unexpected and difficult circumstances.

I'd also like to thank our parents and the whole school community for your continued support.

With all best wishes,

Miranda Sawyer, Chair of Governors

