



Chair's Report

YEAR ENDING 31ST AUGUST 2021

MIRANDA SAWYER

CORPUS CHRISTI CATHOLIC PRIMARY SCHOOL GOVERNORS' ANNUAL REPORT 2020-2021

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 an unpaid volunteer who gives their time freely to the role and I would like to thank each one for their commitment and valuable input.

Our job as governors is to work together with the staff of the school to achieve our one common goal: a successful school which enables our pupils to achieve their educational and personal potential and leave 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^[SEP] 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.

We have two parent governors: Thom Chesser and Miranda Sawyer, who is our Chair. She was re-elected as Chair at our June 2021 meeting.

Hilda Bellamy and Biba Dow are our Vice-Chairs, also re-elected in June, and Miranda would like to thank them for their invaluable support and help.

Rati Starkey, who served as a governor for 1 year, moved to Switzerland with her family and stepped down as a governor. We thank Rati for all her hard work as a governor, especially for her work on the D&I committee, and her support of the work of the school as a whole.

Almaz Thomas and Michael Kelleher are our staff governors. Almaz was appointed in September 2019 and Michael in September 2020, after the departure of Sarah Stevens-Cox to a new position in a different school. We thank Sarah for her hard work as governor and as a highly respected teacher.

We welcomed Nikki Hunt as a new foundation governor. Nikki is our PE and PSHE Link Governor, and our SEND and EAL Link Governor.

Fr Matthew, who would usually be on our Governing Board, has asked to be excused from his role.

List of Governors (1st Sept 2021)

Miranda Sawyer, Parent Governor, Chair

Committees: Resources, SEF/SIP, Heads' Appraisal, Achievement, Diversity and Inclusion (D&I)

Links: Safeguarding, IT, EYFS

Biba Dow, Foundation Governor, Co-Vice Chair

Committees: Heads' Appraisal, Achievement, SEF/SIP

Links: Health and Safety, UKS2 achievement, Science

Hilda Bellamy, Foundation Governor, Co-Vice Chair

Committees: Heads' Pay, SEF/SIP, Achievement

Links: KS1 and LKS2 achievement, Music, Teachers' Pay, Pupil Premium, PE

Thom Chesser, Parent Governor

Committees: Admissions, Achievement, School journeys

Links: English

Jim Wood, Community Governor

Committees: Resources, Achievement

Links: Foundation Curriculum, Governor Training, Project Assurance

Andrew Godfrey, Foundation Governor

Committees: Resources, Heads' Pay, Achievement

Will Mordaunt, Foundation Governor

Committees: Resources, Achievement

Links: Maths

Yemisi Corinaldi, Foundation Governor

Committees: Heads' Appraisal, Achievement, D&I

Links: Foundation Curriculum, D&I

Nikki Hunt, Foundation Governor

Committees: Resources, Heads' Pay, Achievement, D&I

Links: SEND & EAL, PE/PSHE

Almaz Thomas, Staff Governor

Committees: Admissions

Michael Kelleher, Staff Governor

Committees: Resources

Fr Matthew, co-opted

Links: RE and Ethos

Jean Connery, Co-Head

Committees: Admissions, Resources, Safeguarding, Pastoral and Equalities

Robert Coyle, Co-Head

Committees: Admissions, Resources

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 and Achievement 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 and Inclusion) 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 Committee (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 at the end of 2020. 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 year continued to be disrupted by COVID-19, both through infection and changing government-issued directives as to the management of COVID. The school was fully open for the Autumn term 2020; however there were many staff and pupils who had to spend long periods of time at home, either due to catching COVID themselves or through having to self-isolate due to contact with a positive-test member of their in-year "bubble". Throughout, the school continued to give on-site provision to vulnerable children and children of key workers. There were separate year bubbles, and infants and junior school staff were kept apart. Lunches were taken in year bubbles, and no after school provision could be offered, due to the potential problems with children mixing. During the peak of infections at the end of the autumn term on one site, office staff worked from home, with the exception of the SBM, Sandra Ruiz. The heads worked in separate offices.

Teachers were able to provide suitable learning for all children, whether they were at home or in school. Rachel Kriechbaum, the IT lead, led an intensive up-skilling of staff, children and parents throughout the Autumn term so that all teachers were confident in providing online learning and every child was able to access it. Children were provided with laptops where needed. One member of staff, who could not be in school due to shielding, was able to teach their in-school class from home the entire Autumn term.

Government directives meant that the school closed its doors in the first part of Spring term, from 11 January until 22 February 2021. Again, all vulnerable children and children of key workers were able to attend on-site; also nursery children were allowed to attend (a few stayed at home due to parental choice). Online learning provision, prepped in the Autumn term, came into effect. Staff worked very hard to provide suitable teaching for all children, whether they were in-class or at home; age-appropriate resources were provided in English, Maths and one other subject each day. Live online class-meets and lessons meant that teachers were able to monitor the mental health and educational progress of individual children and those who were struggling at home were invited into school. A survey of parents indicated that a majority of parents were happy with the online learning offer for their children.

After the February half-term break, the children came back into school and since then, though there have been occasional instances when children have had to learn from home, the school has remained open, though after school activities were not available. At the end of Summer term, a

few school trips were able to take place. The Year 6 Leavers' Ceremony took place in the church, but without parents attending.

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 throughout the year at its online Board meetings. The Achievement and Resources Committees held online 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

As soon as the children arrived back in school in Autumn term 2020, they were base-lined, so that staff could complete gap analysis on their results and thus plan individualized learning for each child. This meant that missed learning was picked up, and children took part in catch-up groups, 1:1 tuition and extension work. When children returned to school after lockdown in March 2021, the school used NFER tests and mock SATS test to assess them again, and plans were put in place to ensure that no learning was lost in this academic year.

The end of year assessments took place in June: children in years 1-5 took the Summer NFER assessments and Year 6 children took their SATS. Results across the school, when compared with 2019 results (pre-COVID), show that standards in English and Maths have been maintained, with the children achieving national standards or above. The only exception was in the Early Years Foundation Stage where there is a high proportion of children with SEN needs, as well as a high number of summer-born children. In addition, many of these pupils missed a large proportion of their nursery experience, due to COVID. Though the progress for the cohort was higher than the 2019 Lambeth average, the percentage of children at a good level of development was below the 2019 Lambeth figure (58% to 72%).

In Reception, 32% of children made 4+ steps in progress, and KS1 to KS2 children's progress was far above most children in Lambeth (Reading was 6.3 as compared to Lambeth's 1.6). There was no official phonics screening for Year 2, but staff completed their own in-year assessments.

In their SATS, the school's Key Stage 2 children achieved very well, with 98% reaching the required standard in Reading, 95% in Writing and 93% in Maths. This is well above both the Lambeth and national averages for 2019. It should be noted that only around half of Lambeth schools returned assessments of their pupils' progress this year.

The school did excellently well in providing appropriate, accessible online work for every child during lockdown. 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.

Following on from SEN training from the Council of Disabled Children in the Autumn and Spring terms, new protocols for meetings involving parents of SEN children and the school were established. These have proved very successful. Staff work with children with high SEN needs to fulfill their learning potential, and the school employs several outside staff to help with this. The school has added information for parents of SEN children to its website.

Staff have formed their own, highly motivated, D&I working group that meets every month. It's made up of staff representing the range of protected characteristics, so that everyone in the school community feels included and celebrated. There is a rolling chair, and the group has created assemblies, Google pages and linked displays in the school foyer, to begin in September 2021. A staff survey on D&I was also undertaken.

The Royal Academy of Music has established a link with the school as part of its drive to bring children from more diverse backgrounds into classical music. Reception children have been learning strings!

The school used the summer holiday to review its textbooks and to refresh the library offer, keeping in mind diversity and inclusion issues and the make-up of the whole school community.

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 SEN, Diversity and Recruitment, Health & Safety modules, Lambeth Working Together events and New Governors Induction.

The Link Governor for Diversity and Inclusion is Yemisi Corinaldi and D&I is tabled as a regular matter for Governing Board meetings. Governors undertook D&I training in 2019, and there is a plan for more whole-board diversity training this year.

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 Computing lead Rachel Kriechbaum to discuss the online provision for children. Rachel left the school in September 2021, in order to move back to her native New Zealand. The GB would like to acknowledge Rachel's hard work and excellent leadership in all IT matters, especially the school's online learning provision. 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. 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), Sports Premium 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 80% 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 they were not allowed to share. 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. 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 periods of lockdown and for much of the school year.

A Health and Safety report highlighted areas for improvement in the school buildings - this has also been an extra, necessary cost.

Because of the 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. It ended the year with a deficit of £367,108 mostly due to a high pension scheme liability. The school has built up healthy financial reserves that have mitigated the extent of losses during the lockdown period and continue to ensure that the school is in a healthy financial state.

Staffing and infrastructure

We have a Senior Leadership of the Co-Heads (Mr Coyle & Mrs Connery), two Assistant Headteachers (Mrs Smart and Mrs Cole) and a School Business Manager (Ms Ruiz). We also have an expanded Middle Leadership Team that includes Phase Group Leaders, SEND, Pastoral and Foundation Curriculum. Computing has recently been included with the onset of remote learning. 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.

Staff have had access to free counselling sessions in order to ensure good mental health.

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.

PE and Foundation Curriculum

The school publishes annually its use of the PE and Sports Premium on the school's website. Children's performance is tracked in PE and concessions are offered for after school activities to develop their skills.

A large proportion of children undertake instrumental tuition and Lambeth Music Service supports the school with its Year 3 band. Many children choose to continue to play in the band throughout the rest of their time at school. Music is timetabled and taught by a specialist across the school. As mentioned before, the Royal Academy of Music is running free string instrument lessons for Early Years children.

The Foundation Curriculum is led, and standards monitored, by two key coordinators within school, and is undergoing a review. Yemisi Corinaldi and Jim Wood are the Foundation Link Governors.

Pupil Achievement

Despite the disruption caused by COVID, the school's achievement and progress are still well above the national and local averages in Reading, Writing and Maths. 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 baseline assessments in Autumn term, the March assessment data and end of year teacher assessments were used to set ambitious targets for all pupils as they move up to the next year of school.

The SLT achievement and attainment findings were reported to the full Governing Body 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 (SIA) from Lambeth 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. During the lockdown period, with the suspension of statutory assessments, the role of the SIA from Lambeth was to regularly check on the well-being of staff and children in their schools, as well as the provision for vulnerable children. Assessments were shared with our SIA and these were used to help teachers track end of year predictions.

[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

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