

# Annual Governance Statement



**2024/2025**



***'Never settle for less than your best'***

*Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12*

**Our school motto**

Never settle for less than your best.

**Our Vision**

Following in the footsteps of Jesus, each member of our community will flourish as resilient, respectful and adaptable individuals prepared for life's journey. Along the way we will encourage and inspire each other to continue growing as beacons of light in our own lives and the wider world.

**Our Mission Statement**

St. George's Central seeks to provide quality education rooted in the Christian faith, serving the spiritual, moral, and educational needs of the community of which it is part.

**Introduction**

At St George's Central CE Primary School and Nursery, the governing body recognises the importance of identifying the effectiveness and impact of its governance. The [Maintained schools governance guide](#) defines the core functions of the governing body in ensuring:

- that the vision, ethos and strategic direction of the school are clearly defined.
- that the headteacher performs their responsibilities for the educational performance of the school.
- the sound, proper and effective use of the school's financial resources.

The governing body also ensures that the school complies fully with statutory safeguarding procedures and works with the safeguarding lead in school to complete an annual safeguarding self-assessment. The aim of this impact statement is to share the strategic work of the governing body in relation to school improvement and the discharge of statutory duties. The day-to-day management of the school is the responsibility of the Headteacher and senior leadership team.

**The composition of the governing body**

To comply with statutory requirements ([What maintained schools must publish online](#)) our school website has a page with information about our governance arrangements including our structure, responsibilities and committees and attendance of governors at meetings. This can be seen here: <https://www.saintgeorgescentral.wigan.sch.uk/governors.html>.

This academic year, the Chair has been Mrs Fiona Taylor and the Vice Chair Mr Paul Costello. There are currently 2 vacancies on the governing body, active recruitment is ongoing. We welcomed Mrs Laura Morgan as a new governor who joined this academic year. All new governors now undertake a formal induction in line with the adopted Wigan Council Governor Induction process. This induction training supports them in understanding the strategic nature of the role and the responsibility of challenging and monitoring aspects of school. In light of self-assessment completed annually the governing body reviewed the training and development opportunities and allocated courses across the governing body. We would like to record our thanks to Mr Hal Eccles who left the governing body during the last year for the contribution and commitment he gave.

**Meetings of the governing body**

The full governing body meets six times a year, once per half term. All meetings are clerked by a trained professional clerk. Both curriculum and financial matters are included within the format of the full governing body. There are committees for Pay and Headteacher Appraisal which meet yearly and have delegated authority to make decisions on behalf of the governing body. They are also professionally clerked. Committee membership and the committee structure is reviewed at the beginning of each academic year. Governors have good attendance at meetings overall. Apologies for non-attendance are considered on an individual basis and governors are aware through our code of conduct that repeated non-attendance will result in removal from the governing body. Governors are also linked to classes and key curriculum areas. The chair of governors takes responsibility for safeguarding leadership with the Designated Safeguarding Leads within school.

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### The focus of our strategic oversight

The senior leadership team completed a self-evaluation of the school. This took into account SATs results, the school's internal monitoring of pupil progress and attainment, the school curriculum and the most recent Ofsted report. This was reviewed by the governing body and informed our School Impact Plan for 2024 – 2025 which prioritises the following areas:

- To ensure that the implementation of our curriculum is consistent and the quality of education: meets the needs of all learners, continues to have the expected impact, develops long term learning skills and embeds subject knowledge.
- To ensure that high expectations for positive behaviour and attitudes to learning are in place, through having a consistency of approach that supports high quality, positive relationships and promotes attendance at school.
- To further enhance pupils' character development through provision for mental, physical and SMSC well-being opportunities throughout school life including within the curriculum and the community.
- To ensure that leaders have a clear ambitious vision for providing high-quality education for all learners through making use of our excellent facilities and through having consistent, strong, shared values, policies and practices in place to support children and staff at all levels.
- To ensure the environment, approaches to teaching & learning and conversations within high quality continuous provision enable children to deepen their knowledge and understanding across all areas of learning.

Additionally, the process as described above has already occurred for 2025 – 2026 and the key priorities for our School Impact Plan are as follows:

- To ensure that leaders have a clear ambitious vision for providing high-quality inclusive education for all learners, making use of our excellent facilities and through having consistent, strong, shared values, policies and practices in place to support stakeholders at all levels.
- To ensure that our curriculum is consistent in meeting the needs of all learners and that staff are appropriately developed to ensure that teaching develops long term learning skills, embeds subject knowledge and has the expected impact on life-long learning.
- To ensure that high expectations for positive behaviour and attitudes to learning are in place for all learners, through having a consistency of approach that supports high quality, positive relationships and promotes attendance at school.
- To further enhance pupils' character development through our high-quality provision for mental, physical and SMSC well-being opportunities throughout school life, within both the curriculum and the community.
- To ensure the environment, approaches to teaching and learning, including high-quality interactions across all areas of provision enable children to deepen their knowledge and understanding across all areas of learning and prepare them for life-long learning.

The work of the governing body includes termly monitoring activities, the purpose of which is to triangulate information provided to governors. This includes monitoring the progress of the school improvement priorities listed above as well as numerous statutory duties, which include safeguarding and provision for pupils with additional needs. In addition to monitoring visits the governing body regularly invites teachers and school leaders to present at meetings so our sources of information are not restricted to the Headteacher. Governors also meet with leaders at all levels at various points throughout the school year to gain updates and feedback about their linked areas which also feeds into the monitoring activities that take place. This is reported to the full governing body for further challenge and scrutiny. Our monitoring also takes into account external reports and feedback from stakeholders including children, staff and parent surveys.

### The impact of the governing body

Whilst this is not an exhaustive list of our work over the past year, the governing body has worked together in our strategic role on:

**Vision, ethos and strategic direction:** Before making any decision we ensure proposals align with our vision for school, its ethos and strategic direction.

- The chair was involved with the recruitment process for the maternity leave cover for the Deputy Headteacher, the Pastoral Mentor position and new members of teaching staff. The governing body have been involved in recruitment as required throughout the school year.

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- The governing body have regularly reviewed the progress of actions in the School Impact Plan through monitoring visits and discussion in meetings. The governing body have also received reports from school's Consortium School Improvement Partner in order to further shape, with the Senior Leadership Team, the strategic direction of the school.
- The governing body held their annual development session and reviewed progress of the three-year strategy to ensure clarity over its intent. The Headteacher provided an overview, regarding implementation linked to each strategic aim. We have been delighted with the progress made despite the challenges facing schools nationally and will continue to receive reports from staff leads and other stakeholders to determine if actions have had the expected impact.
- One to one meetings with all members of the governing body continued with the chair; to understand their impact in 2024/2025, their aspirations and inputs in the next academic year and any personal training and development needs.
- We continue to support school in gathering and acting on feedback from stakeholders. Results from parent and pupil surveys were shared with governors and discussed within meetings.

**Christian distinctiveness:** We have been working with the Headteacher as he continues to lead the school in its core values, embedding these into all aspects of day-to-day school life, and have gathered evidence from our visits to school and attendance at school worships of how the Christian ethos is visible, shared and understood by pupils of all ages.

- Members of the local clergy have been involved with many events throughout the school year both in school and at Church and we are grateful for their involvement and support with these events. The ex-officio member of the governing body is currently vacant due to a period of interregnum.
- The governing body identified a link governor for the new RE curriculum and SIAMS framework and have continued to support their implementation this academic year in preparation for our next SIAMS assessment in collaboration with the clergy and the church team.

**Pupil attainment:** Pupil attainment is a continuing focus of the governing body, being directly linked to the priorities in our School Impact Plan, and this has been monitored as part of governor meetings.

- For the specific 2024-2025 Year 6 cohort of children, the end of KS2 SATs results were highly positive. When directly compared with results from the previous cohort, 2024-2025 SATs results dipped across all areas at the expected standard. There was a similar pattern with greater depth results, although standards were maintained at this level in Maths and Spelling Punctuation and Grammar. Our combined results (children achieving the expected standard in reading, writing and maths) was in line with national data.
- The governors received internal assessment data after assessment points during the year. Governors questioned Year 3 data in all areas. Governors were aware of the narrative surrounding this cohort and were satisfied with plans moving forward.
- 31.9% of pupils at school are entitled to pupil premium (funding for disadvantaged pupils). A very detailed action plan, which is available on the school website, has ensured the school and pupils are supported to make continued improvements. The governor with responsibility for this area has met with the lead within school on various occasions and the pupil premium leader has also fed back to governors about this area within governor meetings this year.
- Maths – Nursery staff were trained in the 'Nurturing Young Mathematicians' Programme to enhance high quality interactions and further develop a sense of number. This is now transitioning into Reception. Maths interventions took place in Year 4 – Year 6 to support with closing the attainment gap.
- Reading – Continuing to improve phonics attainment and develop a love of reading will remain a key improvement priority. Regular updates via the Headteacher report are received from the Phonics and Early Reading Leader. Governors have also agreed to prioritise funding to further support training and resources within this area.
- The link governor for Early Years has met with the Early Years leader and spent time within Early Years on multiple occasions.
- Termly SEND reports have been presented at meetings providing governors with assurance that provision meets regulations. The governing body have also received copies of the SEND Information Report and the SEND Policy and the Inclusion Leader has also presented updates to the governing body. At the summer term governing body meeting a report was received from the lead governor for this area.
- The governing body continues to be updated regarding the Forest School provision during this year as we continue to look to move towards a more holistic approach.

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**Attendance:** Ensuring pupils attend, enjoy school and feel valued and part of the school community is a priority for the governing body.

- The governing body have overseen adaptations made to the reward system for school attendance based on last year's recommendations from the Headteacher.
- We have monitored the rates of pupil attendance, recognising this is a national priority, and we are satisfied that the procedures in place maximise attendance and thank school for all their hard work in this area.
- The lead governor for this area has met with the Pastoral Mentor to gain further assurance regarding systems and processes to improve attendance.

**Staffing:** Ensuring staff are supported and developed and the staffing structure is appropriate to meet the needs of pupils at school is also part of the governing body's work. This year governors were:

- Involved in the appointment of staff for 2025/2026 academic year.
- Involved in adjustments made to the staffing structure during the course of the year.

**Performance management:** Governors are holding the Headteacher and teaching staff to account for their performance.

- Pay progression is directly linked to performance targets. The Pay Committee reviewed the Headteacher's recommendations for pay progression for teaching staff and have overseen the operation of the school's appraisal policy considering the results of appraisals carried out by the Headteacher and agreed appropriate salary progression for eligible staff.
- A panel of governors, who have undertaken training, supported by an expert external advisor, carried out the Headteacher's annual appraisal, which is reviewed at points throughout the year. The appraisal process allowed the governing body to consider the Headteacher's performance; identifying areas of strength and areas for development. New targets have been set, linked to school improvement priorities and on which the Headteacher's performance will be evaluated.

**Policies:** Governors have approved policies and procedures and published statutory policies on the school website.

- To support compliance; all statutory policies are recorded on a review schedule which indicates the date of the last review and next scheduled review. We have audited the school website for assurance that all statutory policies are available and up to date and relevant changes have been made.
- Following governor training and feedback during 2023/2024 the governing body reviewed the process around approving policies and in 2024/2025 are assured that this is still effective.

**Admissions:** As a VA school the governing body is responsible for admissions.

- The admissions policy was revised last year and we continue to work closely with the Headteacher to ensure that it complies with the admissions code, is accurate and is implemented correctly. Admissions continue to be an area that we are all focused on, recognising that our school is a great place to learn. During the 2025-2026 academic year, we will look to formally consult on our school admission arrangements for 2027/2028.

**Safeguarding:** Safeguarding covers health and safety in the classroom and physical and emotional wellbeing in school, and at home.

- We have regularly monitored processes and procedures to ensure all school staff have been safely recruited; made sure that training of staff is up to date and procedures followed to maintain a safe environment for our children including checks to ensure that volunteers and visitors to the school are suitable.
- The governing body has a specified link lead for safeguarding who liaises with the DSL/Deputy DSL within school on a regular basis and reports are fed back to the governing body as part of every meeting.
- We reviewed the safeguarding self-assessment completed by school which provided assurance to the governing body of the robustness of systems and procedures, with termly governor monitoring to confirm that procedures are in place and being followed to keep children safe.
- The lead governor for this area presented an annual report in the summer term governing body meeting.

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**Financial management:** We ensure school funding is spent in the best interests of children and financial management procedures are robust.

- The governing body allocate funding for improvements to school buildings on an ongoing basis in the best interests of the children as well as utilising diocesan funding as appropriate. July 2025 saw KS2 toilet facilities upgraded. At the same time, amendments were made to our Reception classrooms to reflect our philosophy on the educational approach in this crucial year group. Any work completed within school is discussed with the governing body and then the link health and safety governor checks that it has been completed to a high standard when they tour the school.
- The School Business Manager reports to governors as part of every meeting and reports relating to finance are considered half termly. The governing body has worked closely with the School Business Manager and the Senior Leadership Team to monitor income and costs against the budget which we approved at the start of the year. All this activity ensures that our financial resources have been best utilised for the benefit of pupils. We have carefully reviewed some areas of spend, particularly staffing, and those related to the School Impact Plan and ensure that we remain within budget.
- The governing body have agreed a three-year financial plan which incorporates the priorities of the School Impact Plan. The governing body noted the continued challenge on finances due to increasing costs and extends its thanks to the Headteacher and School Business Manager for their continued efforts in reviewing contracts and reducing costs wherever possible.
- Governors reviewed and completed the School Financial Value Standard (SFVS) to provide assurances that school meets the standards necessary to achieve a good level of financial health and resource management. Wigan Council undertook a formal audit in the spring term. An Action Plan was approved at the summer governing body meeting and will continue to be monitored by the governing body.

**Premises, health and safety:**

- Over the course of the year, there have been various changes around school to maintain and improve the overall look and feel of the classrooms and buildings and to ensure a safe learning environment for all. The governing body has worked with the School Business Manager to bring these various projects together, monitoring costs and adherence to health and safety procedures, with no issues identified.
- The report from the annual Health & Safety inspection of the premises has been reviewed and governors are happy with the proposed priorities for maintenance and development, which will be monitored in our governing body meetings.
- Governors have been involved in safeguarding/health and safety spot checks around school.

**Community work:** School has been heavily involved in the local community, particularly with supporting local community groups such as 'For Tyldesley'. Events involving school within the local community over the last year have included:

- Taking part in the Concert of Remembrance to celebrate the Tyldesley branch of the Royal British Legion turning 100 years old.
- Taking part in the ATSA Art Exhibition alongside other local schools.
- Poetry performances at a local venue.
- Taking part in the ATSA 'Let's Play' music event with other local musicians.
- Taking part in the ATSA Singing Festival with other local schools at St. George's Church.
- Providing an 'Easter Bingo' event for children and families in the local area.
- Visits to Merly's Kitchen and the 'No Waste' food shop.
- Being part of the Remembrance Sunday parade through Tyldesley.
- Regular visits throughout the year to the local nursing home.
- Regular litter picks within the community.
- Supporting the Tyldesley Christmas Lights Switch On, including with a performance from our choir.
- Supporting St George's Church with various events such as Harvest Festival, Christmas carol services and Mothering Sunday.
- Taking part in various sporting events throughout the local community through the local organisation ATSA.
- Producing a banner as part of the Bicentennial Celebrations for St. George's Church.

Our work to support the local community is ongoing and is integral to our values as a school and governing body.

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### **The effectiveness of the governing body**

The most effective governing bodies have governors with a good mix of skills and experience and clearly defined roles and responsibilities. The governing body annually undertake the NGA Skills Audit. The most recent version of this can be seen in

#### **Appendix 1.**

As a result of this process four strategic aims were continued as follows:

- To ensure high quality of education is front and centre of the work with our children.
- To develop the governing body in line with the future needs of the school.
- To be an active pastoral participant, particularly with church and our mission in the community.
- To explore school development opportunities in light of national policy direction.

All members of the governing body are committed to their own continued development so they have the knowledge to support school and ask appropriate and informed questions. During 2024/2025 the one to one meetings with the chair continued to identify governors' individual training needs which are addressed through in-school development or formal courses. Following review in the summer term governing body meeting this training and development can be seen to cover a wide range of topics. Please see Appendix 2 with training undertaken over the course of recent years. The governing body receives regular updates regarding governor training and development and governors cascade information accordingly.

### **What we plan to do next**

Governance is an annual cycle. Whilst making the improvements to our own effectiveness, as detailed in the section above, we will also review the latest self-assessment and support school in identifying priorities for the year ahead, which we will then monitor. The children and staff will remain at the forefront of our decisions as we endeavour to provide the best educational and pastoral environment for them. We will continue to closely monitor the school budget, which is affected by reduced funding and rising costs, to ensure that staffing levels and resources do not suffer and children's learning and development continues to be of the highest standard.

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## Governing board self-evaluation questions

### RAG rating

#### Board culture and practice

Self-evaluation questions	Descriptors <i>Tick the red, amber or green descriptor that <b>best fits</b> your board.</i>	2022 – 2023	2023 – 2024	2024 – 2025
<b>1. Governance culture</b> The governing board is a committed team that works well with senior leaders and the governance professional (clerk to the board).	Our board is a team which collaborates with senior leaders and the governance professional; we have the time required to carry out the role, our meetings are well attended, we undertake training and development and visit our school.		✓	✓
	Our board is developing as a team and mostly manages to give the time required to carry out the role with most meetings being quorate; some of us undertake training and development and are able to visit the school.	✓		
	Our board is not yet a team and can struggle to find the time to carry out the role with some meetings not being quorate, and few of us manage to undertake training and development or visit our school.			
<b>2. Leadership</b> The chair is elected annually, leads with integrity, is supported by a vice chair and ensures the board stays strategic and does not shy away from making the right decisions for the school.	We elect our chair and vice chair annually following a nomination and election process which allows the board to consider if the nominee(s) have the right qualities to lead our board.		✓	✓
	We elect our chair and vice chair annually but there are not usually other candidates.	✓		
	We are grateful for anyone willing to take on the roles.			

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<b>3. Governance professional</b> The school employs a dedicated governance professional with an up-to-date job description who supports the board with independent advice and guidance.	Our governance professional is qualified, is up to date with current legislation and practice, administers and advises the board with skill – we couldn't do without this.	✓	✓	✓
	Our governance professional schedules and minutes meetings with skill but does not advise our board.			
	Our governance professional has other roles within the school and would benefit from training and development.			
<b>4. Skills and diversity</b> Succession is planned, the recruitment process is designed to ensure new board members are recruited to fill skills gaps and ensure diversity of knowledge, experience, perspectives and approaches.	We undertake a skills audit regularly and use the outcome to inform our succession planning, recruitment strategy and training and development; recently we have focused on diversifying our board.			✓
	We undertake a skills audit when we need to recruit but have yet to use it to inform succession planning, training and development; we struggle to find people to commit to the role but are thinking more about diversity.	✓	✓	
	We have not carried out a skills audit recently; our board is long-standing and stable and appointing more diverse people is not a priority.			
<b>5. Induction and ongoing development</b> There is a quality induction programme in place for new board members and a culture of ongoing governance training and development.	All new board members get a comprehensive induction and can access quality training and development for areas where the board needs to learn and develop.			✓
	New board members are given information and meet the chair and headteacher; board members generally identify where they need training and development.	✓	✓	

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	New board members learn on the job; our board knows what it is doing and doesn't need training and development.			
<b>6. Collaboration</b> Those governing are committed to collaboration and the sharing of best practice.	Our board is well informed, attends network meetings and other relevant events so it is aware of new developments; we have learned from others and shared our practice.		✓	✓
	Our board does its best to keep up with best practice and tries to get to meetings and events that would enable collaboration.	✓		
	Our board is experienced and has decided to focus solely on our school.			

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## Board structure

<i>Self-evaluation questions</i>	<b>Descriptors</b> <i>Tick the red, amber or green descriptor that <b>best fits</b> your board.</i>	<b>2022 – 2023</b>	<b>2023 – 2024</b>	<b>2024 – 2025</b>
<b>7. Size</b> The governing board is the right size with a proportionate committee structure.	We have the right number of people around the table for the board to undertake its strategic functions and to enable delegation to the committees we need.	✓		
	We have not yet got the right number of people around the table: there are not enough people to delegate responsibilities effectively OR there are too many people and so some are not making a meaningful contribution.		✓	✓
	We have not yet made time to review the size of our board and evaluate our committee structure.			
<b>8. Delegation</b> Committee terms of reference are up to date, are comprehensive and the work undertaken is not duplicated.	We review and revise our committee terms of reference annually to ensure that we are working as efficiently as we can.	N/A	N/A	N/A
	There is some duplication of our work and we have yet to ensure our terms of reference are constructed in a way that means this does not happen.	N/A	N/A	N/A
	We have not reviewed our terms of reference properly for some time and they do not reflect the work we undertake at committee level.	N/A	N/A	N/A

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## Core functions

Self-evaluation questions	Descriptors <i>Tick the red, amber or green descriptor that <b>best fits</b> your board.</i>	2022 – 2023	2023 – 2024	2024 – 2025
<b>9. Values, ethics and culture</b> The governing board and headteacher have agreed the school's values which are evident in policies and practice, ensure ethical behaviours and underpin a healthy culture across the school.	We have worked with the headteacher to review our values and regularly test that they drive ethical behaviour and a healthy culture.	✓	✓	✓
	Our values are long-established and we believe that they drive ethical behaviour and a healthy culture.			
	Our headteacher sets the values and we trust that they drive ethical behaviour and a healthy culture.			
<b>10. Vision</b> The governing board and headteacher have established a clear and ambitious vision which describes what the school should look like in three to five years and what pupils will achieve.	Our board has worked with the headteacher and has consulted with stakeholders in establishing our ambitious vision for the next three to five years.		✓	✓
	Our headteacher has a clear vision and we agree with it.	✓		
	Our board has yet to look forward three to five years and think about what we would like our school to look like then.			

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<b>11.Strategy</b> Those governing have agreed with the headteacher a limited number of measurable strategic aims which need to be met in order for the school to achieve its vision; these aims drive the board's business.	Our board has agreed a limited number of measurable strategic aims and progress with meeting these is reported to our board termly meetings.		✓	✓
	Our aims are known but do not align with the school improvement plan and so it is not straightforward for the board to track progress being made.	✓		
	Our board focuses on the school improvement plan; there is too much uncertainty to look further ahead than this.			
<b>12.Employer responsibilities</b> The governing board acknowledges its employer responsibilities and ensures the development and wellbeing of the headteacher.	Staff wellbeing and development is a priority for our board; we engage with staff and use surveys and other data to monitor the effectiveness of our policies.			
	We are introducing staff surveys and other mechanisms to monitor the effectiveness of our policies.	✓	✓	✓
	Our board relies on the headteacher to keep us informed about staff wellbeing and development; we trust them to inform us of any issues.			
<b>13.Accountability – quality of education</b> Those governing hold the headteacher to account for the quality of education, ensuring school leaders develop, implement and deliver a broad and balanced curriculum which is taught effectively.	We have had training on curriculum matters and have a good understanding of the principles that underpin our curriculum, its implementation and impact.		✓	✓
	Our board is beginning to understand the principles that underpin our curriculum, its implementation and impact.	✓		

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	Our board has yet to build an understanding of the principles that underpin our curriculum, its implementation and impact.			
<b>14. Accountability – financial oversight</b> Those governing have sufficient understanding of how the school's funds are managed to hold the headteacher to account for the efficiency, sustainability and impact of the school's financial planning and management.	Our board has a good understanding of how schools are funded and how our school manages its budget; several of our board members have detailed knowledge of budget planning and monitoring.		✓	✓
	Our board has just enough people with an understanding of school funding, budget planning and monitoring.	✓		
	Our board focuses on pupil outcomes and believes that financial sustainability should be of secondary concern.			
<b>15. Accountability – stakeholders</b> Those governing know their school, engage with its stakeholders and take into account their views when making key decisions and report on their work each year.	Our board knows the school well, actively engages with stakeholders and takes into account their views when making key decisions; we report on our work each year.	✓	✓	✓
	Some of our board members know the school and like going to events but systematic engagement with stakeholders is largely via the school's leaders.			
	Our board finds it hard to find time to get to know the school well and relies on the headteacher to report what stakeholders think.			

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## Compliance

<b>Self-evaluation questions</b>	<b>Descriptors</b> <i>Tick the red, amber or green descriptor that <b>best fits</b> your board.</i>	<b>2022 – 2023</b>	<b>2023 – 2024</b>	<b>2024 – 2025</b>
<b>16. Statutory requirements</b> Those governing are confident that the school meets all legal requirements and takes into account statutory guidance.	We are aware of our statutory responsibilities, take into account statutory guidance and are compliant with policies and procedures.	✓	✓	✓
	We think we meet most statutory requirements, aim to take into account statutory guidance and think we comply with policies and procedures.			
	There are so many requirements that it is hard to know if we are compliant or not.			
<b>17. Managing risk</b> Those governing are involved in the identification and assessment of key strategic risks.	We identify and review annually risks which may prevent us from achieving our strategic aims or of non-compliance.		✓	✓
	We are in the process of understanding our role in managing risk.	✓		
	Our school leaders manage operational risks; we have not made any assessment of strategic risks.			

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## Evaluation and impact

<i>Self-evaluation questions</i>	<b>Descriptors</b> <i>Tick the red, amber or green descriptor that <b>best fits</b> your board.</i>	<b>2022 – 2023</b>	<b>2023 – 2024</b>	<b>2024 – 2025</b>
<b>18. Evaluation of individual contributions</b> A 360° appraisal process is used to evaluate the chair's effectiveness, and the chair or vice chair reviews board members' individual contributions and effectiveness each year.	The chair undertakes a 360° appraisal, and the vice chair speaks to all board members individually about how they have contributed to the work of the board each year.			
	The chair is going to undertake a 360° appraisal this year and it has been agreed that they will speak to all board members individually about how they have contributed to the work of the board.		✓	✓
	Our chair and vice chair don't perceive a need to undertake appraisal or are too busy.	✓		
<b>19. Evaluation of board practice</b> The governing board undertakes annual self-evaluation and commissions an external evaluation every three years.	We self-evaluate annually and commission an external review every three years.			✓
	We self-evaluate most years and have discussed commissioning an external review of governance.	✓	✓	
	This is the first time we have self-evaluated, and we have not yet commissioned an external review of governance.			

***'Never settle for less than your best'***

*Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12*

<b>20. Evaluation of impact</b> Those governing are confident that the decisions the governing board makes have led to both improved outcomes for pupils <b>and</b> ongoing financial stability for the school.	Our pupils' outcomes continue to improve and meet the highest expectations and our school's budget is balanced with a reasonable contingency.	✓		
	Our pupils' outcomes are generally improving, and our school's budget is tight with minimal contingency.		✓	✓
	Our pupils' outcomes are not improving as much as we would like, and our school's current budget position needs to be more secure.			

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## Governing Body Training Log

Course Title	Mrs Taylor	Mr Costello	Mr Hodcroft	Miss Dandy	Mrs Buck	Mrs Bashford	Mr Grogan	Mrs Malley
Safeguarding (Annually)	Oct-23	Nov-23	Mar-25	May-24	Sep-23	May-25	Jan-24	Jan-24
LADO							Jan-23	Jan-23
Keeping Children Safe Online	Jul-23						Jan-23	
GDPR	Ported					Apr-24	Jan-23	
Safer Recruitment			Feb-23			Apr-22	Jan-25	Sep-23
Prevent Duty (Every 2 years)	Ported			Feb-23	Jan-24	Jan-23	Nov-23	Sep-23
Health & Safety for Governors	Ported	Jan-22			Mar-22	Apr-24		
Fire Safety (Every 3 years)	Ported April-25						Jan-25	Jan-25
Information Governance	Ported				May-22			
Effective monitoring of school budgets								
Pay committee		Oct-19	Sep-21					
Headteacher's pay			Sep-21					
Effective monitoring visits	Jul-23		Mar-22	Jun-22		Jun-22		
Exclusions		May-21				May-21		
Attendance, Children Missing Ed & Home Ed	Jun-24					Jun-24		
Ofsted for Governance			Nov-22			Nov-22	Feb-25	
Improving Governing Boards (SEF)	Mar-24					Jun-22		
HR workshop		Nov-19				May-22		
Conflict resolution	Jan-21				Jan-23			
EYFS					Jun-22			
New to Governance					Dec-19			
Refresher for Experienced Governors	Mar-23		Feb-18					
Taking the Chair		Feb-21						
Strategic monitoring of SEND	Mar-24		Mar-22					
Responding to complaints	Feb-24							
Introduction to Academy Governance	Feb-23							
Succession Planning					To do			
CLA	To do					To do		
Wigan Governor Forum	*	*	*					
Pupil Premium			To do					
Understanding Educational data	To do	To do						

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