



Governors Annual Statement and Impact Report – Summer 2022

For governors to be successful in their duties they must continually evaluate the role that they have played within the life of the school. Therefore, it is good practice for all Governing Boards to publish an annual governance statement to explain how it has fulfilled its responsibilities – particularly in relation to its core functions, including:

- the governance arrangements that are in place, including the remit of our committees;
- the attendance record of individual governors at board and committee meetings; and
- an assessment of the effectiveness and impact of the board and any committees with details of any particular challenges that have arisen.

This statement and report are part of that evaluation and publication process.

1. The Board of Governors: Autumn 2021 – Summer 2022

Name	Type of Governor	Term of office – appointed	Term of office - expires
Mr Keith Ellis	Headteacher	2021	ongoing
Mr Tom Jeans	Parent Governor and Chair	1 April 2019	31 March 2023
Mr Michael Fernando	Co-opted Governor and Vice Chair	1 April 2019	31 March 2023
Ms Caroline Burnett	Co-opted Governor	23 June 2019	22 June 2023
Ms Suzanne Grocott	Local Authority Governor	19 November 2019	18 November 2023
Ms Nathalie Byford-Guy	Staff Governor	3 June 2019	2 June 2023
Ms Theodora Theodoratou	Parent Governor	3 December 2020	2 December 2024
Ms Nese Soysal	Parent Governor	3 December 2020	2 December 2024
Mr Jon Fuller	Parent Governor	New joiner 2022	4 year term
Ms Allison Hamilton	Co-opted Governor	17 November 2020	16 November 2024
Mr Jonathan Hearn	Co-opted Governor	3 March 2021	2 March 2025
Mr David Urquhart	Co-opted Governor	3 September 2018	2 September 2022
Ms Sharon Furlong Beaumont	Co-opted Governor	New joiner 2022	4 year term
Ms Kate Baker	Associate Member, School Business Manager	23 June 2019	22 June 2023
Ms Rachel Knight	Associate Member	3 September 2018	2 September 2022
Mr Mark Gilchrist	Associate Member	17 November 2020	16 November 2024



The Board of Governors is comprised of a number of different types of governor and the representation of these governors is in accordance with the Instrument of Governance of Wimbledon Chase Primary School. Governors have also undertaken a skills audit in order to ascertain and ensure that the Board of Governors maintains the requisite skills to be effective. Current Governor profiles can be found in the 'Meet our Governors and Associate Members' section of the school website.

2. Clerk to Governors: Autumn 2021 – Summer 2022

Sian Dotchin is the Clerk to the Board of Governors. The Clerk is contactable via the school office and by email sdotchin.315@lgflmail.org.

3. Committees: Autumn 2021 – Summer 2022

Remits for the Committees are available on the school website and upon request. Some committees or named Governors receive specific training to be able to carry out their functions effectively.

School Business Committee	Standards, Teaching and Learning Committee
Suzanne Grocott (Chair)	Michael Fernando (Chair)
David Urquhart (Vice Chair)	Nese Soysal (Vice Chair)
Jonathan Hearn	David Urquhart
Tom Jeans (Ex Officio)	Caroline Burnett
Keith Ellis	Keith Ellis
Kate Baker	Caroline Burnett
Jon Fuller	Tom Jeans (Ex Officio)

Whole School and Community Committee	Pay & Personnel Committee
Theodora Theodoratou (Co-Chair)	Any two of the following governors:
Allison Hamilton (Co-Chair)	Suzanne Grocott (Chair)
Nathalie Byford-Guy	Michael Fernando
Keith Ellis	Tom Jeans (Ex Officio)
Tom Jeans (Ex Officio)	
Sharon Furlong Beaumont	

We have recruited new members to the board to replace some of our valued governors who have now left, and have provided support and mentoring, as needed, to help these new governors to fulfil their roles. It has been challenging to do this virtually (initially) instead of face to face, but we are pleased with the way we have been able to do this.

In order to ensure all governors can enhance their governance and leadership skills, we continue to look at the membership of committees and have ensured that there are different chairs or vice chairs on each committee. In addition, we have introduced a system whereby: (a) certain Governors sit on multiple committees to broaden their experience base and this helps us to ensure there is appropriate succession planning in place should vacancies arise; and (b) new Governors are able to participate in all committee meetings at first in order to get a better understanding of where their interests and skills may best be utilised.

4. Link: Areas of Responsibility

The governors visit the school as part of their monitoring of the School Development Plan (SDP) and of specific issues and these are considered a valuable opportunity for governors to be able to work



closely with staff members across the board so to speak. Link governors follow a cycle which sets out the monitoring activities which they will be undertaking with the staff leader. Guidance in terms of the roles and responsibilities of statutory link governors are provided to relevant governors and regular training is available in order to up skill our team.

Curriculum Area/Focus	Link Governor
Safeguarding	David Urquhart
SEND	Theodora Theodoratou
Looked After Children	Alison Hamilton
Pupil Premium	Alison Hamilton
GDPR	Tom Jeans/Jonathan Hearn
Health and Safety	Tom Jeans
EYFS	Sharon Furlong Beaumont
SMSC/British Values/RE	Michael Fernando (also leading on D&I)
French	Nese Soysal
Maths	David Urquhart
Literacy	Jon Fuller
Science	Suzanne Grocott
Computing	Suzanne Grocott
History/Geography	Jon Fuller
PE	Tom Jeans
Equalities/Ofsted Readiness	Jonathan Hearn
Music/Assessment	Nese Soysal
Mental Health	Theodora Theodoratou
Eco	Sharon Furlong Beaumont
Training	Caroline Burnett

5. Attendance: Autumn 2021 – Summer 2022

Governor attendance has, as always, been of a very good level, with any absences having been fully explained and accepted and approved by the governing body. All meetings have been quorate without the need to be rescheduled.



There are no causes for concern at the level of commitment shown by any member of the governing body.

Governor	Attendance at Full Governing Board (FGB) Meetings this year	Attendance at Committee Meetings this year
Mr Keith Ellis	7/7	11/11
Mr Tom Jeans	7/7	8/11
Mr Michael Fernando	6/7	2/2
Ms Caroline Burnett	6/7	2/2
Ms Suzanne Grocott	5/7	4/6
Ms Nathalie Byford-Guy	4/7	2/3
Ms Theodora Theodoratou	6/7	3/3
Ms Nese Soysal	7/7	2/2
Mr Jon Fuller	4/5	–
Ms Allison Hamilton	3/7	1/3
Mr Jonathan Hearn	4/7	4/8
Mr David Urquhart	5/7	9/11
Ms Sharon Furlong Beaumont	5/5	2/3
Ms Kate Baker	7/7	6/6
Ms Rachel Knight	7/7	–
Mr Mark Gilchrist	1/2	–

6. Training undertaken by Governors: Autumn 2021 – Summer 2022

During the academic year governors have attended training sessions arranged by Merton and Sutton Governor Support Service and the Local Authority including training sessions held on-line and e-learning modules. When considering the skills and training governors require, particular attention is given to three core strategic functions of the Board of Governors:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding the headteacher to account for the educational performance of the school and its pupils; and
- Overseeing the financial performance of the school and making sure its money is well spent

The following training has been undertaken:

- NCSC Training course for Schools



- Data protection essentials for Governors: module 1
- How to Recruit and Retain Diverse Governors
- OFSTED Guidance for Governors (Merton Education Partner)
- Merton Chair and Vice Chair Briefings
- Keeping Children Safe In Education (KCSIE) Training
- Safeguarding for Safeguarding Link Governors Only
- Merton Clerk Briefings
- Wellbeing, Successful Communication and Relationships
- Equality Duties
- Welcome to Governance (parts 1 and 2) (for new governors)
- Mental Health – Promoting Mental and Emotional Wellbeing in Schools
- Pay, Performance System and headteacher appraisal
- Unconscious Bias and Promoting Diversity
- Primary Curriculum
- Strategic Role of Governors
- Digital Transformation and your School

We continue to identify suitable training options and have access to an independent training and Governor support service who are available for advice if needed, and who provide training, newsletters and meetings to help us to remain well informed. We endeavour to ensure that there are no gaps in the skill sets and/or experience of governors that could affect our efficient governance of the school.

6. Chair's Statement / Statement from the Board

The pandemic and transition period out of Covid-19 national restrictions has continued to cause turmoil and affect the lives of our students, staff and parents, however, this academic year has been better and brighter than last year and the entire school community has been able to return to a more familiar routine and form of educational provision.

We strive to continue to support the work of the school. We have worked together in our strategic role:

- to ensure clarity of vision, mission, values and strategic direction;
- to ensure pupil attainment is monitored and maximised;
- to oversee and approve the school's budget;
- to review, amend and approve policies and procedures;
- to ensure the staff are supported, as needed;
- to ensure pupils and parents feel included, valued and that the school is an inclusive environment;
- to hold the head teacher to account.

School Development Plan (SDP) -

Governors work co-operatively with the head teacher and senior leadership team in the writing and monitoring of the School Development Plan. The SDP sets the school's aims for the forthcoming three years. The current SDP is based on priorities identified from data, school self-evaluation and Ofsted priorities. The SDP is set out with clear aims, the key tasks which will be completed in order to achieve



these aims and the success criteria in order to measure outcomes. The SDP is monitored and reviewed termly, with an evaluation overview being completed and presented to governors alongside the head teacher's report at Full Governing Body meetings.

The main current targets of the SDP include:

- **Quality of Education:** develop and embed the consistent teaching and learning of English, so that oracy influences Reading and Writing, resulting in accelerated progress for pupils from their own starting points
- **Behaviour and Attitudes:** Promote the school ethos and culture so that children reconnect with normal school routine demonstrating a resilient and positive attitude to learning and excellent behaviour
- **Personal Development:** Develop a whole school mental health strategy for all members of the community to ensure positive emotional well-being.
- **Leadership and Management:** subject leaders to drive forward the WCPS curriculum improving teaching, learning and assessment.

Due to its contingency on funding issues the SDP broadly follows the financial year as opposed to the academic year, but with some necessary work being conducted in line with the academic year.

Co-operative working on preparation and implementation of the SDP follows considerable research, preparation and input from the school senior leadership team and all other members of staff. The SDP is monitored and reviewed termly, with an evaluation overview being completed and presented to governors in preparation for the new priorities the following year.

Governor visits –

Over the academic year 21/22 a range of Link Governor visits have been carried out including: Maths; English; EYFS; French; SEND; Pupil Premium; Eco; GDPR; Health and Safety; and PE. Governors have visited the school to meet with each Subject Lead to discuss and review the provision for these key areas. Updates and areas of development had been provided for governors. Governors have visited classrooms, met with teachers and adults. As a result of each visit, a report has been generated and shared with governors. In addition, the Chair of Governors and the headteacher have held weekly meetings, either on-site or remotely, as a means of maintaining a high cadence of interaction and information flow. Examples of the impact of these visits where governor expertise and recommendations were beneficial include:

- The strengthening of GDPR auditing processes in line with best practice compliance procedures
- Informing whole school discussions on Diversity & Inclusion and anti-discrimination best practice
- Promoting further opportunities for the use of Pupil Voice as a mechanism for continued school improvement

Data analysis –

Written and tabulated contextual and assessment data is made available to governors prior to termly committee and Full Governing Body meetings with verbal and written presentations in meetings as applicable. Close scrutiny occurs at meetings by way of verbal question and answer sessions with the



head teacher and members of the senior management team and follow up oral or written queries after meetings, if and where necessary. Governors are able to benchmark their data against similar schools, the Local Authority and schools nationally to ensure the schools standards and expectations are high and are able to be closely scrutinised.

Particular scrutiny is placed on pupil progress across all ability groups including vulnerable & disadvantaged groups and on the effective use of the Pupil Premium funding.

Policies –

Governors review all relevant policies on a scheduled basis to ensure that all guidance is current and up to date.

Specific attention is paid to ensure that the school complies with the Department of Education mandatory policy list.

Policies reviewed and ratified by governors this year include:

- Staff code of conduct
- Early Years Foundation Stage Policy
- Social media Policy
- Health and safety Policy
- Child protection and Safeguarding
- Relationships and Sex Education Policy
- Pay Policy
- Complaints
- Lettings

Financial management –

Governors continue to closely monitor the school budget to ensure the school can cope with funding challenges and rising costs. This is a constant issue and the pandemic is still giving more challenges in relation to managing the budget, but we strive to ensure that staffing levels and resources have not suffered as a result. This means that the children's learning and development will remain a core priority. We continue to be grateful to the 'Friends' for the fantastic support they give the school in terms of fund raising, resources, time and commitment. It is reassuring too that our breakfast and after school clubs are so popular and provide a vital and comparatively inexpensive service to many parents.

The governors have worked with school staff to achieve The Schools Financial Value Standard accreditation.

The impact of the governors' role in the school ensures that the budget is managed effectively and improvements are effective and continuous.

Governor expertise – the governors bring a wide variety of expertise to the school and this helps to ensure the school is moving forward. Examples of the impact of governor expertise on school improvement include the examples below:



Allocating funding:

- Necessary capital expenditure such as boiler replacement to ensure energy efficiency
- The successful provision of intensive catch-up swimming lessons allocated from the Sports Fund which was particularly beneficial for pupils from disadvantaged groups who did not have access to extra-curricular provision
- Improvement of the learning environment through decorating and updating classrooms
- The provision of 1-1 & 1-3 tutoring for children through the Recovery Fund

Staff recruitment –

The head teacher, deputy and a number of governors are trained in “Safer Recruitment”.

Impact statement – review -

The Governing Body, the head teacher and senior management team and indeed all members of staff are constantly striving to improve and develop the school.

Governors continued to support and challenge the school in relation to the goal of delivering the highest possible quality of education provision and access to education for all children following the move out of Covid-19 restrictions in this academic year. The school had adopted a flexible and forward-thinking approach in dealing with the consequences of the previous national lockdowns which it then built upon to manage the transition phase.

Governors are confident that the plans and interventions implemented by the school, to include an extensive accelerated learning / catch up strategy, were effective in supporting children with gaps in learning arising from the previous novel set of circumstances. In addition, Governors are appreciative of the focus of the school on well-being initiatives and the support being provided to both staff and the children in this regard.

Governors scrutinised the remote learning provision which had evolved over time to a useful tool and how all children could engage with it properly dependent on their access to IT equipment in the home setting and other associated factors. Governors continued to monitor the school's efforts in relation to all children, but particularly in relation to those from disadvantaged groups, who were disproportionately impacted by the previous lockdown restrictions.

Governors were impressed by the progress and attainment results the school had been able to achieve this year, all of which were above the national average and targets set at the beginning of the year, particularly factoring in the number of lost days accumulated due to Covid-19.

Governors are confident that the school will build upon the success it had achieved in this transition phase and the school has a bright future to look forward to in the next academic year.


Future and Continuous improvement –

The Governing Body and senior management team are constantly striving to improve and develop the school.

Ongoing and future areas for targeting in line with its five (5) year vision will include:



- Maths Specialist provision
- English Specialist provision
- Early Years Specialist provision
- Speech & Language Specialist mainstream school
- Indoor learning environment development
- Outdoor learning / play environment development

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21 July 2022

Tom Jeans

Chair of Governors

For and on behalf of the Governing Body, Wimbledon Chase Primary School

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