

St. Gregory's Governing Board Annual Statement 2020 - 2021

In accordance with the Government's requirements for all Governing Bodies, the four strategic functions of St Gregory's Governing Board are:

- Ensuring clarity of Catholic vision, ethos and strategic direction;
- Holding the Head teacher to account for the educational performance of the school and its pupils and for the internal organisation, management and control of the school, including performance management of staff;
- Overseeing the financial performance of the school and making sure its money is well spent;
- Ensuring that St. Gregory's Catholic High School is at least as academically distinguished as other schools, locally and nationally.

The Governing Board is fully committed to the school's Mission statement and working with all members of the school's community is resolute in its determination to see it in action on a daily basis.

The academic year 2020 – 2021 proved be a difficult and demanding year for staff, pupils and parents/carers due to the continued impact of Covid-19 on pupils' education. The Governing Board sought to provide full support and challenge to the school throughout this period through governor visits, and its scheduled committee and full governing board meetings, held virtually or, if safe to do so, face-to-face.

There were three committees in operation with clear Terms of Reference:

- Standards: individual pupil progress and outcomes, curriculum matters and the quality of teaching and learning;
- Finance and Resources: all matters relating to the financial implications of staffing, curriculum demands, buildings and health and safety;
- Community: pastoral including safeguarding, well-being, attendance and punctuality, vulnerable groups, disadvantaged pupils, social, moral and spiritual development.

Policies are scrutinised by the relevant committee before ratification by the Full Governing Board.

The Governing Board currently has 11 members, one co-opted member and one vacancy which the Board is actively seeking to fill. The Board has used the expertise of its governors to staff the committees to ensure the appropriate level of support and challenge to the Head and Senior Leadership Team.

During 2020 – 2021, the Governing Board has been delighted to see the school continue to build on good practice identified in the last OfSTED inspection. The school continues to expand and modifications to aspects of the building have been undertaken to reflect curriculum and whole school needs.

The school's Mission Statement underpins the school's work in all areas backed up by its statement of curriculum intent. The school has established an appropriate development plan which reflects its response to those areas for improvement identified by external sources as well as the school's own robust self-evaluation procedures.

Once again, this academic year, under the strong Leadership of the Headteacher, the school community worked effectively and efficiently to address all issues arising from the impact of Covid. The relevant committees scrutinised fully the procedures and practice relating to:

- Remote learning
- Teacher assessed GCSE grades for Year 11
- Safeguarding
- Support for disadvantaged pupils and families
- Health and safety.

In terms of Year 11, the Governing Board scrutinised the procedures used to prepare and submit teacher assessed grades. The procedures were robust and the Governing Board recognised the professionalism of all subject teachers, Middle Leaders and Senior Staff during the process. The GCSE results have enabled pupils to progress to the next stage of their chosen educational pathway and reflected the school's continued progress in maximising pupils' academic potential.

The Governing Board is under no illusion that the impact of this pandemic on pupils' education has been significant and therefore does not underestimate the challenges facing St. Gregory's during the academic year 2021 – 22. The Governing Board will continue to support and challenge school in all areas of its work and especially in relation to the content and delivery of the pupils' educational entitlement to ensure that any gaps in knowledge and understanding can be addressed and pupils' academic progress secured. Similarly, it will focus on the needs of disadvantaged pupils and the health and safety and well-being of the school community.

September 2021