

## Ellesmere Port Catholic High School

### Governors' Impact Statement

In accordance with the Government's requirement for all governing bodies, the 3 core strategic functions of Ellesmere Port Catholic High School Governing Body are:

1. Ensuring clarity of vision, ethos, values and strategic direction;
2. Holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff;
3. Overseeing the financial performance of the school and making sure its money is well spent.

The main focus of Ellesmere Port Catholic High School's Governing Body is ensuring that our students make good progress in their education and we appreciate that for this to happen the school must be well-led by a professionally competent leadership team with motivated staff who all work together within a safe, caring, supportive yet professionally challenging environment.

**"I have come so that you may have life and have it to the full." John 10:10**

Ellesmere Port Catholic High School aims to provide a Roman Catholic education in an environment within which all members of the community are encouraged to develop their spiritual, moral, academic and physical potential, based on the teachings of Jesus.

In this statement we aim to outline some of the impact we have on the school through our role of challenge and support.

### Governance Structure

#### **Members of the Governing Board**

Joe Coucill (JC)	Chair Foundation	31.08.24	Chair/Maths/H & S	L&M Pay Panel
Rob Hughes (RH)	Foundation Vice Chair	09.07.26	Safeguarding/MFL/RSE/LAC/RE. Wellbeing	Pay Panel
Anne Everett (AE)	Foundation	31.08.24	Humanities/6 <sup>th</sup> Form	Pay Panel
Geraldine Godwin (GG)	Foundation	31.08.26	Science and Art	
Sara Lilly (SL)	Associate	14.02.26	Finance, ICT, Business Studies, Performing Arts, Careers	L&M
Richard Gray (RG)	Associate	14.02.26	Legal	
Helen Hill (HH)	Parent	09.05.26	SEN, I & D, PP, DT	
Collette Morris (CM)	Foundation	TBA	GDPR and English	
Lisa Baillie (LB)	Staff	28.02.26	Staff representative	
Carl Jones (CJ)	Co-opted	31.08.23	Business Manager	L&M
Vicky Marsland (VM)	Co-opted	20.11.23	PE/Psychology/Sociology/Website	
Mark Aspden	Clerk to Governors			
Ann Clisham	Foundation (TBC December)			

## **Committees and Meetings**

Full Governors meetings are held up to 6 times each academic year.

During lockdown governors have held interim meetings.

At one full governing body meeting each term Governors receive a report from the Headteacher on all aspects of the running of the school, including quality of teaching and learning and assessment, attendance, behaviour and safety, personal development, the school curriculum, the progress students are making and the 6<sup>th</sup> form provision, pupil premium and catch up provision, and provision for SEND students. Governors discuss this report and ask questions of the Headteacher thereby improving their knowledge and understanding of the school. It is also an opportunity to challenge the Headteacher and to question aspects of the schools performance. At these meetings we also review the School Development Plan, School Financial Value Standards, Self-Evaluation Form and policies.

For maximum progress to be made it is important that we look closely at all curriculum areas, interventions, children in receipt of pupil premium, and safeguarding including personal development, behaviour and attendance, e-safety and the prevent strategy and provision for students with SEND.

Governors have received training on Analysing School Performance (ASP) and are taken through both internal and external data reports by the SLT. There is a high level of competency in data analysis in the school leadership team. Governors ensure that they ask the school about the comparative progress and attainment of different groups including those targeted by the pupil premium grant and the different ethnicity, gender, and ability groups. They ensure that the pupil premium grant is used to have an impact on the outcome of disadvantaged pupils.

For the academic year 2022-23, the Governors will also receive additional information regarding the school's strategy for dealing with the 'Catch Up' following the Covid-19 school closure and how the Government 'Tutoring fund' will be spent. The impact of additional class bubble closures and individual isolations during this academic year, along with the remote learning school provides, will also be shared. This allows the Governing Body to ascertain the impact of the provision for remote learning and how this will affect school performance moving forwards.

Governors have a wide range of skills in many education areas within mainstream and special educational needs settings and we encourage inclusiveness of all students.

## **Safeguarding**

Governors focus specifically on this area and ensure their statutory duties are met. Governors monitor attendance and support and challenge the Headteacher in ensuring that our children attend school whenever possible to maximise their learning potential. This panel also includes eSafety.

## **Resources**

Governors ensure that all monies allocated to all areas are accounted for and spent accordingly. The key elements of termly business are discussed and governors hold the Headteacher to account for the financial performance of the school and approve the draft and final school budgets.

Governors also receive an in depth Pupil Premium Grant Allocation/Provision and Impact report which helps us to assess whether this funding is being spent correctly supporting the highest possible outcomes for these children.

The governors have completed the School's Financial Value Standard accreditation which is reviewed annually.

The governors bring a wide range of expertise to the school and this helps to ensure that budgets are monitored effectively and improvements are effective and continuous. The impact of the governors' role in the school ensures that the budget is managed effectively and the school is continually moving forward repaying the deficit so that it does not impact on student progress.

We also look at building maintenance, building improvement and the health and safety audit. This ensures that our students and staff reside in an environment conducive with learning while also providing a feeling of security and wellbeing.

We also monitor staff absence, staff well-being and the school staffing structure.

Leadership and Management meet before the full governing body meeting six times a year.

Admissions Committee/Pay Committee/Headteacher's Performance Management Committee are also part of the governor meeting cycle.

### **Governor Attendance**

All Committees and Panels are well attended ensuring that all governors are well aware of the school's strengths and weaknesses and the best ways forward. We consider ourselves a pro-active not a re-active governing body.

### **Individual Governor Responsibilities**

As well as sitting on committees, governors have a number of individual responsibilities, wherever possible linked to our own skills and expertise. (See role in governing body 22/23).

As part of the cycle of governance, governors visit school for their liaison visits to discuss relevant areas. If this is not possible reports are sent backwards and forwards and questioned via email or phone calls.

### **Strategic Direction and School Development Plan**

Setting the strategic direction of the school is a vital role of governors. They support the Headteacher and senior leadership team in setting the school's priorities and strategic direction.

Governors continually monitor the School Development Plan (SDP). They receive reports from the Headteacher relating to the SDP and monitor the progress towards achieving targets and goals.

Governors receive reports on the progress of each area of the SDP throughout the year. We then receive an in depth end of year evaluation detailing each area of the SDP in line with the Ofsted criteria.

This information along with questioning and analysis of data helps to set the SDP for the following year.

### **The SDP 2022-23**

Governors have approved the SDP for this coming year and its key areas for improvement across the school. The areas are as follows:-

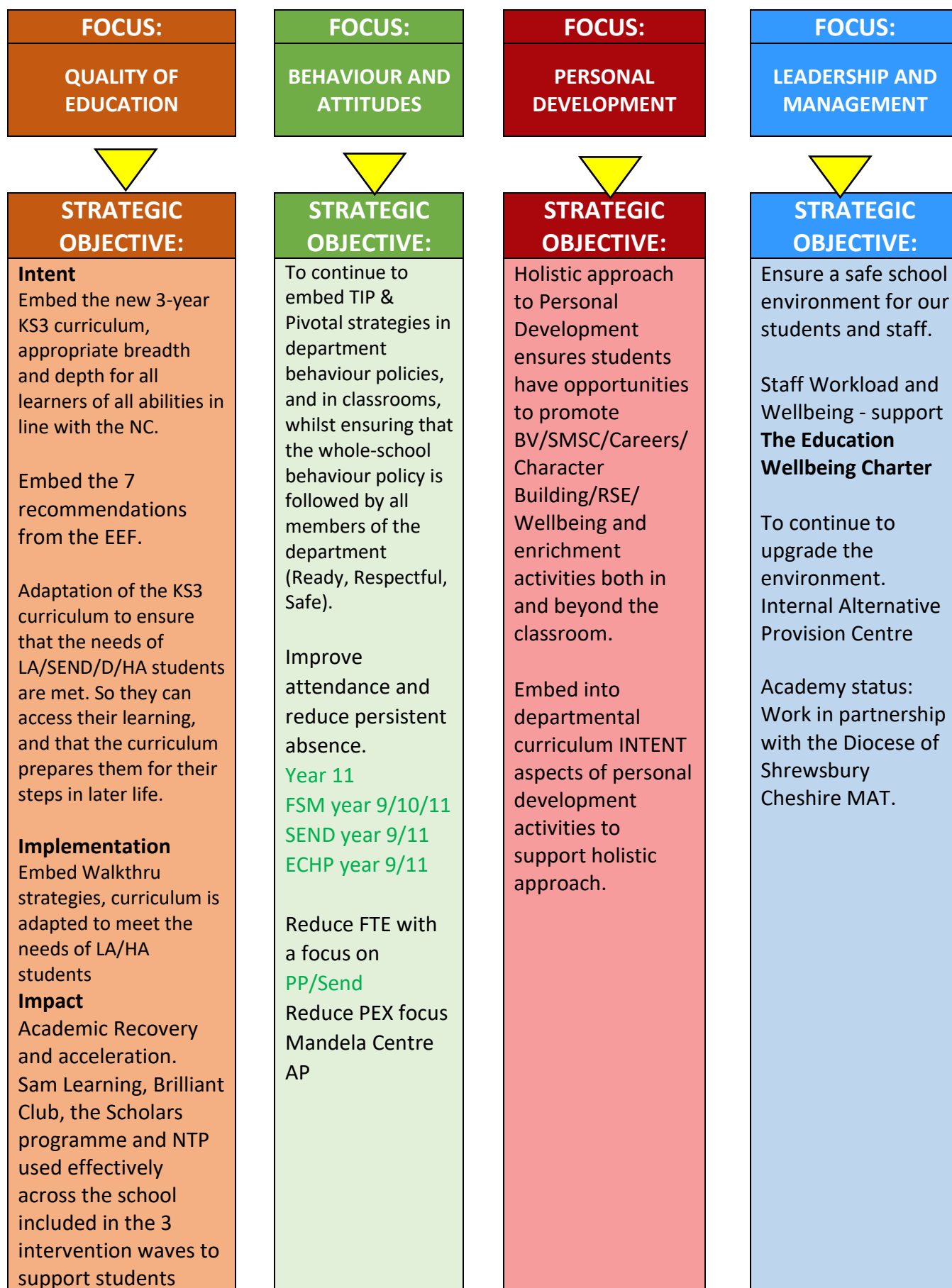
# ELLESMERE PORT CATHOLIC HIGH SCHOOL

## STRATEGIC DEVELOPMENT PLAN 2022-23

### Overview

MISSION STATEMENT			
"I have come so that they may have life and have it to the full." John 10:10			
VALUES			
❖ Hope	❖ Love	❖ Service	❖ Community
❖ Justice	❖ Courage	❖ Reconciliation	❖ Faith
VISION			
❖ Strong Catholic ethos.	❖ Ensuring every child is known.		
❖ Excellent leadership at all levels.	❖ High expectations of everyone.		
❖ Excellent teaching.	❖ Keeping children safe in education.		
❖ Exemplary behaviour and personal standards.	❖ At the heart of the community.		
SCHOOL PRIORITIES 2022 - 23			
Covid-19			
<b><u>Covid-19 Curriculum</u></b>			
<ul style="list-style-type: none"><li>To ensure pupils whose progress has been impacted by the Covid-19 lockdown recover and are brought back on track.</li></ul>			
<b><u>Wellbeing</u></b>			
<ul style="list-style-type: none"><li>To further support mental health and wellbeing across the school.</li></ul>			

Quality of Education DEPARTMENT PRIORITIES 2022-23
<b><u>Intent</u></b> <ul style="list-style-type: none"><li>Continue to embed the new 3-year KS3 providing a curriculum that is the appropriate breadth and depth, and so that pupils can study all NC subjects in the appropriate depth.</li><li>To prioritise disciplinary literacy across the curriculum and embed the 7 recommendations from the EEF.</li></ul>
<b><u>Implementation</u></b> <ul style="list-style-type: none"><li>Embed Walkthru strategies so that the curriculum is adapted to meet the needs of LA/HA students</li></ul>
<b><u>Impact</u></b> <ul style="list-style-type: none"><li>Academic Recovery and acceleration. Sam Learning, Brilliant Club, the Scholars programme and NTP used effectively across the school included in the 3 intervention waves to support students catch up/acceleration and recovery.</li></ul>



These areas will be evaluated each term and reported to the subject Governors.

## **Policies**

Governors review all relevant policies, during the relevant committee meeting, on a programmed basis to ensure that they meet the statutory requirements and that all guidance is relevant and up to date.

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

## **Training**

As Governors we have bought into the Local Authority's SLA for governor training.

We also have access to further training through the Diocese of Shrewsbury/The Key/Modern Governor.

New Governors are expected to attend LA training for new Governors.

Governors are encouraged to attend any training that is relevant to the SDP in the first instance.

Governors may also attend any training that is of particular interest to them.

We also ensure that any statutory training is attended either through the SLA, or via an approved online training programme.

The staff also provide training for governors which is sometimes held before or after a scheduled meeting or if required another meeting time is arranged.

Governors have attended training on Safeguarding, Prevent Strategy, FGM awareness, Safer Recruitment, E-Safety, and Analysing School Performance (ASP), understanding performance data SMID and how to keep children safe in education.