

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	Pay Panel
Rob Hughes (RH)	Foundation Vice Chair	09.07.26	Safeguarding/MFL/RSE/LAC/RE. Wellbeing	Pay Panel
Anne Clisham (AE)	Foundation	31.08.24	PE / Psychology / Sociology	
Geraldine Godwin (GG)	Foundation	31.08.26	Science, Humanities and Art	Pay Panel
Richard Gray (RG)	Associate	14.02.26	Legal	
Helen Hill (HH)	Parent	09.05.26	SEN, I & D, DT	
Collette Morris (CM)	Foundation	TBA	GDPR, Pupil Premium and English	
Lisa Baillie (LB)	Staff	28.02.26	Staff representative	
Carl Jones (CJ)	Co-opted	31.08.27	Business Manager	
Vicky Marsland (VM)	Co-opted	11.12.27	Website	
Rebecca Shimmin	Clerk to Governors			

Committees and Meetings

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

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 6th 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.

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. All Governors are required to read the whole document of Keeping Children Safe in Education (2023) and confirm that they have read and understood this.

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 in line with the Trust recommendations and requirements.

Governors also receive an in depth Pupil Premium Grant Allocation/Provision and Impact report which helps 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.

The Local Governing Board also look at building maintenance, building improvement and the health and safety audit. This ensures that students and staff reside in an environment conducive with learning, whilst also providing a feeling of security and wellbeing. Monitoring of staff absence, staff well-being and the school staffing structure is also reviewed across the 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. The Local Governing Body consider themselves 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 their own skills and expertise.

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. One Governor has responsibility for ensuring that these visits are taking place as planned and that they are recorded appropriately.

Strategic Direction and School Development Plan

Setting the strategic direction of the school is a vital role of Governors. They support the Headteacher, senior leadership team and the Trust 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 this and monitor the progress towards achieving targets and goals. An in depth end of year evaluation detailing each area of the SDP in line with the Ofsted criteria is also shared.

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

The SDP 2023-24

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 2023-24

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 2023 - 24			
Covid-19			
<u>Covid-19 Curriculum</u>			
<ul style="list-style-type: none"> To ensure pupils whose progress has been impacted by the Covid-19 lockdown recover and are brought back on track. To continue to support mental health and wellbeing across the school. 			

Quality of Education DEPARTMENT PRIORITIES 2023-24
<p><u>Intent</u></p> <ul style="list-style-type: none"> To continue to embed the new 3-year KS3 and 2-year key stage 4 curriculum, in appropriate breadth and depth for all learners of all abilities in line with the NC and GCSE specifications. To prioritise disciplinary literacy across the curriculum and embed the 7 recommendations from the EEF. <p><u>Implementation</u></p> <ul style="list-style-type: none"> Continue to support consistency in behaviour for learning and teaching and learning, so as to provide challenge for all students within the inclusion framework. <p><u>Impact</u></p> <ul style="list-style-type: none"> Continue to replicate the good practice in the Sixth Form and how this is embedded across the school Review assessment policy at KS3 throughout the academic year.

FOCUS:
LITURGICAL PRAYER

To develop a prayer space within each classroom to aid collective worship in form times, that pupils and form tutors will be able to personalise but will allow for the liturgical calendar to be adhered to through the use of coloured cloth and appropriate prayers.

Chaplaincy Team to create form time resources that allow form tutors to deliver liturgical prayer consistently and effectively, ensuring that they all pupils are receiving the Catholic diet that they are entitled to.

From Denominational Inspection
 • Develop the leadership opportunities for pupils to lead and evaluate the prayer and worship life of the school

FOCUS:
CATHOLIC LIFE

To ensure that all staff continue to have an understanding of the importance of highlighting and monitoring the Catholic Life of the school.

To give students and staff every opportunity to participate and contribute in the Catholic Life of the school.

Staff voice in relation to training needs.
 Pupil voice in relation to Catholic Life of the school.

Catholic Worship Walks:
 Chaplaincy Team – each term to QA form time worship.

To continue to regularly monitor and evaluate the opportunities and activities that contribute to the Catholic Life of the school.

To continue to work with primary schools, offering Catholic retreat days to year 4 and year 6 pupils.

Provide training for staff in line with Catholic Social Teaching and how to adapt the curriculum of each department accordingly, starting with year 7 and 8, for academic year 2023-24.

FOCUS:
RELIGIOUS EDUCATION

Continue to embed focussed whole school teaching and learning strategies to impact positive progress in Religious Education. As a result, pupils make consistently good progress by knowing more, remembering more, and doing more when measured against the planned curriculum for each year. As a result, pupils, including disadvantaged pupils and pupils with SEND, achieve the best possible outcomes in all years and age-phases. To successfully introduce the programme of learning from the new RED to year 7 and to ensure that pupils are developing excellent knowledge, understanding and skills that exemplify the learning required by the Religious Education Directory. To ensure consistency of homework opportunities in Religious Education.

To ensure consistency of stretch and challenge opportunities in each Religious Education classroom

FOCUS:
QUALITY OF EDUCATION



STRATEGIC OBJECTIVE:

Intent

To continue to embed the new 3-year KS3 and 2-year key stage 4 curriculum, in appropriate breadth and depth for all learners of all abilities in line with the NC and GCSE specifications.

Literacy and Reading: continue to embed the 7 recommendations from the EEF.

Implementation

Continue to support consistency in behaviour for learning and teaching and learning, so as to provide challenge for all students within the inclusion framework.

Impact

Continue to replicate the good practice in the Sixth Form and how this is embedded across the school

Review assessment policy at KS3 throughout the academic year.

FOCUS:
BEHAVIOUR AND ATTITUDES



STRATEGIC OBJECTIVE:

To continue to implement the behaviour hubs action plan ensuring that the whole-school behaviour policy is followed by all members of the school. (**Ready, Respectful, Safe and Kind**).

Improve **attendance** and reduce **persistent absence** severe absence

Year 11 – PA
FSM year 9/10/11
SEND year 9/11
ECHP year 9/11

Reduce **suspensions** with a focus on KS3 and KS3 PP students.

FOCUS:
PERSONAL DEVELOPMENT



STRATEGIC OBJECTIVE:

To continue to embed our **holistic approach** to Personal Development, ensuring students have opportunities to learn about BV/SMSC/Careers/Character Building/RSE/Wellbeing and access to enrichment activities both in and beyond the classroom.

To continue to embed into departmental curriculum **INTENT** aspects of personal development activities to support holistic approach.

FOCUS:
LEADERSHIP AND MANAGEMENT



STRATEGIC OBJECTIVE:

Ensure a safe school environment for our students and staff

Staff Workload and Wellbeing - support **The Education Wellbeing Charter**

To continue to upgrade the **environment**
Internal Alternative Provision Centre
Sports Hall Roof replacement
Changing rooms upgrade
Car parking
Continuation of flat roof renewal

Academy status:
Work in partnership OLHOC to achieve best value and value for money for the 3.5%

Achieve Arts Mark

Achieve Anti Bullying

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 Trust and Local Authority recommended list.

Training

- As Governors we have bought into the Local Authority's SLA for governor training and the Trust Governor Hub.
- We also have access to further training through the Diocese of Shrewsbury/The Key/Modern Governor.
- New Governors are expected to attend LA and Diocese 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, Analysing School Performance (ASP), understanding performance data SMID and how to keep children safe in education
- Governors have received training on being an effective Local Governing body in a Trust by an NLG