

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 as at 7th October 2024.

Joe Coucill	Chair Foundation	31.08.28	Chair/Maths/H & S	Pay Panel
Rob Hughes	Foundation Vice Chair	09.07.26	Safeguarding/MFL/RSE/LAC/RE. Wellbeing	Pay Panel
Anne Clisham	Foundation	31.08.26	PE / Psychology / Sociology	
Geraldine Godwin	Foundation	31.08.26	Science, Humanities and Art	Pay Panel
Helen Hill	Parent	09.05.26	Website, Computing, Business Studies, DT	
Collette Morris	Foundation	TBA	GDPR, Pupil Premium, Finance and English	
Carl Jones	Staff	31.08.27	Business Manager	
Anthony Hunt	Co-opted	06.10.28	SEND	
Vacancy	Co-opted			
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 school's 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 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 is examined and questioned.

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. These skills are assessed using a skills audit, ensuring that any potential Governors can be targeted to fill any gaps in skills that exist on the board.

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. Governors have overseen a new Attendance Policy in line with the updated requirements from the Department for Education. This panel also includes eSafety. All Governors are required to read the whole document of Keeping Children Safe in Education (2024) and confirm that they have read and understood this.

Resources

Governors have a responsibility to 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 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 Finance Governor works closely with the school team to support and challenge effectively.

The Local Governing Board also looks 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. During the last year this has focused on ensuring that the school has been supported and remained open during the challenges presented by RAAC being discovered within a large amount of the school. Governors have worked with the school and the trust to ensure the school has remained safe for students and staff and overseen the project to reopen school areas and the arrival of modular buildings across the school. Governors have also been kept abreast of the financial implications surrounding these issues. Monitoring of staff absence, staff well-being and the school staffing structure is also reviewed across the year.

The Pay Committee and 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 a 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 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 2024-25

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 2024-25

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 2024 - 25			
Covid-19 / RACC 24/25			
<u>Covid-19 / RACC Curriculum</u>			
<ul style="list-style-type: none"> To ensure pupils whose progress has been impacted by the Covid-19 lockdown and RACC recover and are brought back on track. To continue to support mental health and wellbeing across the school with a trauma informed approach. 			

Quality of Education DEPARTMENT PRIORITIES 2024-25	
<u>Intent</u>	<ul style="list-style-type: none"> To continue to embed the new 3-year KS3 and 2-year KS4 curriculum, in appropriate breadth and depth for all learners of all abilities in line with the NC and GCSE specifications. To prioritise disciplinary literacy and reading across the curriculum and embed the 7 recommendations from the EEF.
<u>Implementation</u>	<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. To implement Pupil Premium and SEND teaching and learning strategies that improve student's progress. WalkThrus PP First /SEND: Aim High, Plan Support.
<u>Impact</u>	<ul style="list-style-type: none"> Continue to replicate the good practice in the Sixth Form and how this is embedded across the school. Continue to close the PP, SEND and IYA gap. Measuring Impact – embed the reviewed assessment policy through pupil progress tracking. Mapped against curriculum intent

FOCUS:
LITURGICAL PRAYER



Chaplaincy Team to continue 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:

- Continue to develop the leadership opportunities for pupils to lead and evaluate the prayer and worship life of the school.

FOCUS:
CATHOLIC LIFE



Ensure 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 to the Catholic Life of the school.

Staff voice in relation to training needs and impact throughout the year.
Pupil voice in relation to Catholic Life of the school.

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

CST to be signposted in every assembly, form time and afternoon form time, as well policies.

To continue to regularly monitor and evaluate the opportunities and activities that

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.



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.

RE leading on how to implement CSTs in their lessons, as exemplars for staff in the following academic year.

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



FOCUS:

QUALITY OF EDUCATION

FOCUS:

BEHAVIOUR AND ATTITUDES

FOCUS:

PERSONAL DEVELOPMENT

FOCUS:

LEADERSHIP AND MANAGEMENT



STRATEGIC OBJECTIVE:

Intent:
To continue to embed the 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.

Achieve Arts Mark

STRATEGIC OBJECTIVE:

Behaviour:
To continue to implement the behaviour hubs action plan ensuring that the whole-school behaviour policy is consistently followed by all staff. (Ready, Respectful, Safe

STRATEGIC OBJECTIVE:

Personal Development
Intent:
To continue to embed into departmental curriculum intent, all aspects of personal development through a PD Walkthru

STRATEGIC OBJECTIVE:

Health and Safety:
Continue to ensure a safe school environment for our students and staff

Workload and Wellbeing:
Staff Workload and Wellbeing – Embed Welbee toolkit to

<p><u>Literacy and Reading:</u> continue to embed the 7 recommendations from the EEF, and intervene where appropriate after reading testing, in order to improve the reading ages of all pupils.</p> <p><u>Implementation:</u> 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> <p>To implement Pupil Premium and SEND teaching and learning strategies that improve student's progress. WalkThrus PP First /SEND: Aim High, Plan Support.</p> <p><u>Impact:</u> Continue to replicate the good practice in the Sixth Form and how this is embedded across the school</p> <p>Continue to close the PP and SEND gap</p> <p>Measuring Impact – embed the reviewed assessment policy through pupil progress tracking. Mapped against curriculum intent</p>	<p>and Kind).</p> <p>Reduce suspensions (< 50) and step outs with a focus on KS3 and KS3 PP students.</p> <p>Achieve Anti Bullying award</p> <p><u>Attendance:</u> Continue to improve whole school attendance to in line with national average and reduce persistent absence in line with national average and severe absence to be in line with or better than national average.</p>	<p><u>Enrichment:</u></p> <p>To increase the number of PP and SEND students who access enrichment activities both in and beyond the classroom.</p>	<p>support staff wellbeing</p> <p>Review support staff structure to meet the strategic needs of the school</p> <p><u>Building:</u></p> <p>Work with the DFE and CWAC to progress the School Rebuilding Programme while maintaining the present school</p>
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