



# Mount St Mary's Catholic High School

## Governing Body

### Annual Statement and Impact Assessment

### September 2019

#### Introduction:

Mount St Mary's strives to ensure the best possible outcomes for all children by maintaining a broad curriculum and supporting their personal development and well-being, whilst enabling children to deepen their relationships with their faith. We have a committed staff, strong leadership team and a professional, hardworking and enthusiastic Governing Body.

Currently we have two vacancies for Foundation Governors on the Governing Body. We have 11 governors, 6 of whom are foundation governors. The Chair of Governors has been a governor for 18 years and has supported a number of schools in challenging circumstances, The Vice Chair is an experienced leader with substantial experience of support and challenge in a number of educational settings.

This is achieved through maintaining a positive and constructive relationship with senior leaders to deliver our three key functions:

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

This impact statement reflects the work done by the Governing Body over the last 12 months.

	What did we do?	What impact did this have?
<b>1</b>	<b>Ensuring clarity of vision, ethos and strategic direction</b>	
<b>1a</b>	<b>The Catholic Life of the School</b> – Governors have regularly visited the school, attending liturgies and masses. There is a designated Governor to supporting this aspect of school life and the development of chaplaincy and faith in action.	Through monitoring of the SIP the governors are confident that the Catholic ethos is central to all that is done in school. Recent Section 48 Inspection found this aspect of school life to be outstanding. Student participation in liturgies and masses has expanded and a program of community masses in feeder parishes has commenced with governor support and guidance.
<b>1b</b>	<b>Academy Conversion</b> – Governors have attended relevant briefings and meetings to ensure FGB had a clear understanding of the Bishop's vision and the implications of conversion to	All necessary information was shared following each meeting and shared amongst all members to inform future discussions. Current

	academy status. Diocesan officers will be invited to provide clarification through questioning in order to ensure any decision would best meet the needs of the school.	outcome is to continue to reflect whilst ensuring focus and support do not vary from the next Section 5 inspection.
<b>1c</b>	<b>Safeguarding</b> – There is a regular check of the SCR and the DSL meets with the safeguarding Governor to review policy and procedures when completing the annual LCC Safeguarding audit.	Ensures all children are kept safe from harm and that the school has appropriate and adequate systems in place. The audit outcomes have been consistently judged “outstanding” against LCC criteria. The audit is shared with governors on an annual basis.
<b>1d</b>	<b>Safeguarding</b> – The governing body, via the Premises and Finance committee approved the purchase of CPOMS (Child Protection Online Management System) at the cost of approximately £1200.	The online system enables the efficient recording of all child welfare issues which means the school can more effectively manage any needs and demands. It has ensured efficient record keeping and information sharing in a secure and streamlined manner.
<b>1e</b>	<b>Self-evaluation</b> – The headteacher provides a written Headteacher’s Report at each FGB meeting. This updates governors on the progress of all identified priorities and pertinent developments against the Ofsted Section 5 Framework.	Ensures good understanding of all areas for improvement (AFI), progress towards these improvements and enables the FGB to carry out its duties effectively.
<b>2</b>	<b>Holding the Headteacher to account for the educational performance of the school and its pupils, and the performance of the staff</b>	
<b>2a</b>	<b>Presentations</b> – Governors received a number of presentations from middle and senior leaders about their subjects or areas of responsibility. This focussed on key developments and AFIs and priorities for future work and development. (Humanities, English, Technology, SEND, Assessment, PDBW, T&L, Curriculum intent and developments)	Governors were able to review the impact of CPD, coaching and monitoring of achievement in key areas. Governors could challenge and assess impact of initiatives and curricular change ensuring the provision for students was protected at all times.
<b>2b</b>	<b>Review of Performance Management</b> – Staffing subcommittee and Premises/Finance subcommittee review the annual performance management outcomes and findings for all teachers.	Governors are confident that the Pay Policy is being consistently applied and performance management targets are appropriate for teachers at all career stages.

<b>2c</b>	<b>Headteacher's Performance Management</b> – The HTPM Committee consists of three members and reviewed targets with support from an external advisor.	By setting appropriate objectives the Governing Body ensures that the school has continued to develop and improve the quality of teaching and learning and outcomes for all students.
<b>2d</b>	<b>Standards and Achievement Committee</b> – reviews progress and achievement data on a regular basis, including a detailed summary of curriculum risk assessments and AFIs.	Governors are able to review the school's performance, asking pertinent questions and monitor against local and national outcomes. AFIs are linked directly with the SIP.
<b>2e</b>	<b>SEND Governor/LAC Governor</b> – meets with the SENDCO/AHT to review provisions for and progress of children with SEND or that are LAC	Governors remain updated on national initiatives and whole school challenges. They are confident that provision for these groups is of a high standard and fit for purpose.
<b>2f</b>	<b>School Improvement Partner (SEP) and External Reports</b> – are shared and discussed at FGB and subcommittee meetings.	Governors have all reports that give an external view of the quality of education in school. Governors have been assured there are no gaps that have not already been identified by senior leaders and governors. Actions are identified in the SIP.
<b>2g</b>	<b>CPD</b> – Governors have access to both in house training and those delivered by LCC and Leeds Diocese. All staff receive high quality CPD and can evidence its impact upon their classroom practise.	Governors are confident that external support and CPD is well targeted to improve the quality of education and student outcomes, whilst ensuring value for money. Governor training has improved confidence and competence at a time of educational change.
<b>3</b>	<b>Overseeing the financial performance of the school and making sure its money is well spent</b>	
<b>3a</b>	<b>Budget setting and monitoring</b> – Both the Premises/Finance committee and the FGB reviewed the outturn for 2018/19 and agreed the new budget for 2019/20. The Premises/Finance committee meet half termly to monitor spending.	In agreeing the budget, the FGB had continued to support the school to provide the best possible budget within the constraints of the budget. Effective financial planning and management have ensured a stable budget projection providing security and continuity of provision.
<b>3b</b>	<b>SFVS</b> – Governors complete the SFVS audit on an annual basis.	This ensures that all decisions are based on prudent and careful projections and housekeeping.
	<b>Actions to be carried forward for 2019/20</b>	
	<b>Recruit 2 Foundation Governors based on Skills Audit</b> <b>Complete CES Governing Body Self-Evaluation</b> <b>Succession Planning</b>	Ensure the future proofing and stability of the FGB.