



# St. Anne's Catholic Primary School

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Chair of Governors: Mr B Roberts

## Annual Statement of the Governing Body 2015-16

The major focus of the governors is to ensure that our pupils progress appropriately in their education. The Governing Body appreciate that for this to happen the pupils must be supported by a well led, enthusiastic, professionally competent and motivated staff all working together within a safe, supportive, stimulating environment. Governors appreciate too the requirements of our children's parents and carers and their need to be satisfied about the overall leadership and management of the school and how it affects safety, learning and enjoyment of their children.

To achieve their objectives governors too must continually evaluate the role they have played within the life of the school, and publish relevant information to all interested parties.

This statement is part of that evaluation and publication process.

The Governing Body consist of the following members:

Name	Type of Governor
Mr Brian Roberts (Chair)	Foundation
Mr Tony Shields (Vice Chair)	Foundation
Mrs Maggie Keating	Headteacher
Mrs Janice Burrows	Foundation
Mr David Moran	Local Authority
Mr Andrew Harnick	Foundation
Mrs Paula Keegan	Foundation
Mrs Kim Murphy	Foundation
Mr Stephen Bergquist	Parent
Mrs Debbie McEnaney	Associate Governor
Miss Louise Howarth	Staff
Mrs Linda Bannister	Associate Governor

We currently have a vacancy for 1 x parent governor and 1 x foundation governor.

The Mission Statement for St Anne's is "We strive to build good relationships throughout the school community, providing a warm and caring learning environment, in which we work and live as Jesus taught us"

The Governing Body has three core strategic functions which are:

- Ensuring clarity of vision, ethos and strategic direction

Governors are responsible for setting the school's strategic framework, identifying priorities for school improvement and monitoring progress towards these goals. We are also responsible for setting and contributing to the school ethos of high expectations of behaviour, progress and attainment of all pupils and of conduct of staff and governors.

- Holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff

Governors must provide challenge to the school and hold the headteacher and senior leaders to account for improving the quality of teaching and learning and school performance. We do this through questioning and through regular monitoring and analysis of data on children's performance and progress. Governors hold the headteacher to account for the performance management of teachers. (The headteacher's performance management is conducted by governors)

- Overseeing the financial performance of the school and making sure its money is well spent

Governors look at financial statements and ask questions to ensure that the school makes efficient use of its budget and provides best value for money.

Each year the Governing Body considers:

- Standards of attainment and progress of all year groups and groups of children across the school;
- Attendance and punctuality;
- Staffing;
- Finance;
- Health and Safety and
- Regular review of the School Development Plan and the School's Self Evaluation.

We do this through a number of Committees that meet on a termly basis. The committees are as follows:-

**Finance and Staffing;**  
**Premises and Health & Safety;**  
**Curriculum and Pupils;**  
**Progress and Standards.**

The Admissions Committee and Headteachers Performance Committee meet as required.

Minutes of these meetings are available on request from the school office as are details of which Governors are on those committees.

During the 2014-15 school year, the Governors in particular focused on:

- New arrangement for assessment of all pupils;
- The use of the Pupil and Sports Premium allowance and its impact on pupils;
- Analysis of pupil data through the creation of a new Progress and Standards committee.

The governing body, through its committees can demonstrate its **effectiveness and impact** on the strategic management of the school through the following examples:-

### **School Development Plan (SDP) –**

Governors work co-operatively with the head teacher and senior management in the writing and monitoring the School Development Plan. The School Development Plan sets aims for the school.



The current SDP is based on priorities identified from data, school self-evaluation and Ofsted priorities. The SDP is set out with clear aims, the key tasks which will be completed in order to achieve these aims and the success criteria in order to measure outcomes. The SDP is monitored and reviewed termly, with an evaluation overview being completed and presented to governors within the HT report.

### **Governor visits –**

The governors are invited to visit the school as part of their monitoring of the School Improvement Plan and of specific issues. Guidance in terms of the roles and responsibilities of statutory link governors are provided to relevant governors and regular training is available and attended in order to upskill our team. Further details of link Governors are published on the school website.

### **Data analysis –**

Data is made available to governors through termly meetings with verbal and written presentations followed by question and answer sessions with the head teacher and members of the senior management team thus the governors are able to benchmark their data against similar schools, the Local Authority and schools nationally to ensure the schools standards and expectations are high and are able to be closely scrutinised. Particular scrutiny is placed on pupil progress across all ability groups including vulnerable groups and on the effective use of the Pupil Premium. External scrutiny of the school data was commissioned by the Governing Body to support their analysis. Governors have attended training to ensure they are able to effectively scrutinise the data to ask challenging questions of the Senior Leadership Team.

### **Policies –**

Governors regularly review all relevant policies to ensure that all guidance is current and up to date. Specific attention is paid to ensure that the school complies with the Department of Education mandatory policy list.

### **Financial management –**

Members of the governing body have received training in School Finance management. The impact of the governors' role in the school ensures that the budget is managed effectively and improvements are effective and continuous. Governor expertise – the governors bring a wide variety of expertise to the school and this helps to ensure the school is moving forward.

### **Governor Meeting Attendance-**

Governor attendance has been of a very good level, with any absences having been fully explained and accepted by the governing body. There are no causes for concern at the level of commitment shown by any member of the governing body. Governors also attended a number of training events as well as the Chair and Vice Chair attending local forums organised through the Local Authority and Archdiocese. Further details of Governor attendance are available on the school website.

### **Ongoing Review-**

The governing body was reconstituted in 2015 following guidance from the Department for Education. The governing body, the head teacher and all members of staff are constantly striving to improve and develop the school.

### **Future Plans for 2015-6**

In line with the SDP, the focus for the strategic development of the school involves the following areas for development:



- To raise attainment at the end of Foundation Stage and Key Stage 1, especially for the most able so that there are more higher attaining pupils in maths, reading and writing;
- To accelerate progress for vulnerable groups of children throughout the school by closing the gaps between boys and girls; disadvantaged pupils and other pupils;
- To review the Foundation Stage provision in the light of an age group change (Summer 2015) and develop an excellent provision that caters for vertically grouped pupils aged three years to five years. (Aiming for a dedicated nursery classroom for September 2016).
- Developing middle leaders through subject leadership with a focus on securing better outcomes for pupils in Foundation Subjects;
- Ensuring that the vulnerable groups of pupils do not fall behind and that the gap is closed with peers.

