



**St Joseph's Catholic Primary School  
Governing Body  
Annual Statement and Impact Assessment  
July 2017**

**Introduction:**

St Joseph'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 relationship with Christ. We have a committed staff, strong leadership team and a hard-working and enthusiastic Governing Body.

Currently, we have two vacancies, one for Local Authority Governor and one Foundation Governor on the Governing Body. We have 16 governors, 9 of whom are foundation governors, including the parish priest. We also have one associate governor, with many years' experience in education. The Chair of Governors has been a governor for 24 years and has sat on the Dorset Schools' Forum and is an appeal panel member for three local authorities.

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 head teacher 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.

	<b>What did we do?</b>	<b>What impact did this have?</b>
<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, school trips and class assemblies. Governor monitor occurs at the beginning of each FGB, through work scrutiny, led by the SLT, through curriculum committee and the head teacher's report.	Through monitoring the SIP governors are confident that the Catholic ethos is central to all that is done in school. Recent developments have been the embedding of the Mini-Vinnie's and our Rosary club being led by children.

	What did we do?	What impact did this have?
1b.	<b>Academy Conversion</b> - attended relevant briefings and meetings to ensure FGB had a clear understanding of the implications of conversion to academy status. Diocesan Officers were questioned and asked for clarification in order to make a decision which would best meet the needs of the school.	Once all information was scrutinised the decision to eventually become an academy was made and we await further information and clarification from the diocese.
1c.	<b>Safeguarding</b> - all governors have completed PREVENT e-learning and annual Safeguarding training. Regular review of SCR is carried out and the DSL meets with the Safeguarding Governor to review policy and procedures when completing the annual DCC Safeguarding audit.	Ensures all children are kept safe from harm and that the school has appropriate and adequate systems in place. In the past three audits the school has judged itself as "outstanding" against DCC criteria. This audit is shared with governors.
1d.	<b>Safeguarding</b> - GB Finance Committee approved the purchase of CPOMS (Child Protection online management system) at the cost of approx. £600	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.
1e.	<b>Self-evaluation</b> - HT provides a termly head teacher's report updating governors on the progress of identified priorities.	Ensures good understanding of improvements and enables FGB to carry out duties effectively.
<b>2</b>	<b>Holding the head teacher to account for the educational performance of the school and its pupils, and the performance of the staff.</b>	
2a.	<b>Presentations</b> - Governors received a number of presentations from middle leaders about their subjects and how they were delivered and key priorities for development. (RE, Sport, Pupil Inclusion- SEN and Pupil Premium)	Governors were able to review the impact of CPD, coaching, monitoring on achievement in key areas.
2b.	<b>Review of Performance Management</b> - Pay Committee review annual report of performance management outcomes for all teachers.	Governors are confident that the Pay Policy is being consistently applied and performance management targets are appropriate for teachers at different stages of their career.

	What did we do?	What impact did this have?
2c	<b>Head teacher's Performance Management</b> - HTPM Committee reviewed targets with support from DCC SEP.	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 children.
2d	<b>Curriculum Committee</b> - reviews progress and achievement data on a regular basis including receiving a detailed summary of the ROL and EYFS data.	Governors are able to review the school's performance, asking pertinent questions and monitor in comparison with national and county outcomes. Improvement areas are included in the SIP.
2e.	<b>SEND Governor</b> - meets with SENCO to review provisions for and progress of children with SEND.	Governors remain updated on national initiatives and whole school issues.
2f.	<b>Governor Classes</b> - governors are assigned to individual class and follow the class up through the school. They visit as often as they can.	Governors develop an understanding of the day to day rhythm of the school and the on-going progress of their cohort.
2g.	<b>School Evaluation Partner (SEP) and External Reports</b> - shared and discussed with FGB	Governors have all reports that give an external view of the quality of teaching and learning in the school. Governors have been assured that there are no gaps that have not already been identified by senior leaders and governors. Actions are identified in the SIP.
2h.	<b>CPD</b> - Governors are updated on courses attended by staff, together with costing and impact termly..	Governors are confident that external support and CPD is well targeted to improve the quality of teaching and learning and pupil outcomes, along with providing value for money.
<b>3</b>	<b>Overseeing the financial performance of the school and making sure its money is well spent</b>	
3a.	<b>Budget setting and monitoring</b> - FGB reviewed the outturn for 2016/17 and agreed the new budget for 2017/18. 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 teaching and learning within the budget that is available leading to the best possible outcomes.
3b	<b>SFVS</b> - governors annually complete the SFVS standards	This ensures that all decisions are based on prudent and careful housekeeping
	<b>Actions to be carried forward for 2017/18</b>	
	<b>Recruit 2 Foundation Governors based on Skills Audit</b> <b>Complete CES Governing Body Self-Evaluation</b> <b>Succession Planning</b>	Make us "future proof"

