



Our Board of Governors

We have 12 governors; seven of whom are foundation governors, appointed by the Bishop. In addition we have two parent governors, one Local Authority appointed governor, one staff governor and the (Acting) Head Teacher.

In 2016/17 our Chair of Governors, Helen Cavanagh, had been Chair for 6 years and was a National Leader of Governance and a previous primary school Head Teacher. Our Vice Chair, Sarah Bell, had been a governor for 10 years. At the end of the 2016/17 year Helen Cavanagh confirmed her intention to resign as a governor to follow other interests.

The Board must deliver three key functions:

1. ensure clarity of vision, ethos and strategic direction:
2. hold the head teacher to account for the educational performance of the school and its pupils, and the performance of staff; and
3. oversee the financial performance of the school and making sure its money is well spent.

This impact statement reflects the work done by the Board over the 2016-17 academic year.

1. Ensure clarity of vision, ethos and strategic direction

1.1. Board structure

1.1.1. At the beginning of the year we reviewed our committee structure to ensure that governors' responsibilities were appropriately shared. We created three core committees (Staffing & Finance, Pupil Attainment and Learning Environment & Experience). We allocated areas identified in the School Development Plan (**SDP**) to the relevant committees to ensure effective monitoring of performance.

1.1.2. This change proved effective through the two Governor Challenge Days we undertook focussing on safeguarding (LEE Committee) and the core subject areas of numeracy, literacy, RE and PE (Pupil Attainment Committee).

1.1.3. The committees reviewed school policies relevant to their area and received reports and updates from staff members through the year. Through the review of school policies we confirmed that the school policies are compliant with legislation, guidance on best practice, and local authority strategy.

1.1.4. The regular reports to committees from staff together with the Challenge Days provided an evidence base for monitoring the school's performance and holding the senior leaders to account. Updates from staff allow Governors to ensure school staff have the resources and support they require to do their jobs well.

1.2. The Catholic Life of the School

1.2.1. Governors regularly visited the school, attending liturgies, school trips and class assemblies and masses in church. Governors looked at delivery of the RE curriculum as part of the Challenge Day. Through this monitoring Governors are confident that the Catholic ethos is central to all that is done in school.

1.3. Recruitment of future Head Teacher

1.3.1. Governors worked together with the Diocese and Local Authority to run a process to recruit the right person to be responsible for the strategic and operational leadership of St Teresa's. We successfully appointed Mr Vinny Turner in March 2017 and worked with him in the period up to him taking up post to allow a smooth transition.

1.3.2. The Board was extremely grateful for the hard work and dedication of Ms Sheila Jackson in undertaking the role of Acting Head Teacher during the year.

1.4. Safeguarding

1.4.1. The Staffing & 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 any child welfare issues which means the school can more effectively manage any needs and demands. It has ensured efficient record keeping and information sharing so that leaders have sufficient information to act where necessary.

1.4.2. All governors have received Safeguarding training from Clennell Solutions. The LEE Committee together with the Acting Head Teacher reviewed and updated the school's Safeguarding Policy. Safeguarding was also a focus of the LEE Committee Challenge Day and is an ongoing priority for the committee. This ensures a wide knowledge of safeguarding issues across the board and allows Governors to have confidence that children attending our school are safe.

1.5. Self-evaluation

1.5.1. The Acting Head Teacher provided a termly report updating governors on the progress of identified school priorities. Governors have the opportunity through full board meetings and the committees to questions and see evidence that identified priorities are being addressed.

2. Holding the head teacher to account for the educational performance of the school and its pupils, and the performance of the staff.

2.1. Governors worked closely with the Acting Head Teacher to support her in her role through the year.

2.2. Governors received a presentation from the Acting Head Teacher about the key priorities for development following receipt of the full 2015-16 performance data. Governors also received presentations from teachers regarding expectations for the 2017 SATS and how school tracks progress of pupils through the school.

2.3. Governors are able to review the school's performance, asking pertinent questions and monitor in comparison with national and local outcomes. To assist, a number of Governors attended RAISE Online data analysis training offered by the Local Authority's Governor Services team.

2.4. Governors develop an understanding of the day to day rhythm of the school and the on-going progress cohorts of pupils.

2.5. The School Evaluation Partner's reports are shared and discussed with the full Board and governors met with her to ask questions.

2.6. Governors have access to all reports that give an external view of the quality of teaching and learning in the school. Governors are assured that priorities are identified by senior leaders and appropriate actions are recorded in the SDP so that governors can evaluate progress via the relevant committees.

2.7. CPD - Governors are updated on courses attended by staff, together with costing and impact termly. Governors also attend appropriate development courses offered by the Local Authority, Diocese or other relevant agencies.

2.8. Governors are confident that external support and CPD is well targeted to improve the quality of teaching and learning and pupil outcomes, together with providing value for money.

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

3.1. Budget setting and monitoring

3.1.1. The Board reviewed the outturn for 2016/17 against the budget set. The Staffing & Finance Committee met half-termly and worked closely with the Acting Head Teacher, School Business Manager (and subsequently Acting School Business Manager) to scrutinise actual and proposed expenditure to ensure value for money and report to the full Board.

3.1.2. The Board set the budget for 2017/18. In agreeing the budget it aimed to support the school to provide the best possible teaching and learning within the budget that is available leading to the best possible outcomes.

3.1.3. The Board worked with the Local Authority's audit team to complete an audit of the School Fund and actioned feedback received accordingly, working with the Acting Head Teacher and Acting SBM.

3.2. School's Financial Value Standard (**SFVS**)

3.2.1. Governors completed this document for submission to the Local Authority by 31 March. This involved a process of self-assessment to ensure that all spending and budgeting decisions are based on prudent and careful housekeeping. It also assisted us to identify priorities for the coming year.