

Annual Statement and Impact Report 2014-2015

As a governing body we are required to publish an annual statement which outlines the key issues that we have faced over the past year, how we have addressed them and the impact of the governing body on the school.

Before covering these areas we should firstly explain that the Governor role is intended to be strategic in nature while being a "critical friend" to the Head teacher and the school leadership team who are responsible for the day to day running of the school. The amount of effort, care and spiritual guidance, we see on a regular basis from our staff, is excellent and we would like to say a huge thank you to all of our staff for this. At St Paul's members of the governing body are continuing to play a strong role in driving the school forward. The current governors are all volunteers who give up their time to fulfil their roles for the benefit of our children. During this academic year, we have held 20 formal governor meetings and attendance at each has been good with any absences explained.

Governors work in co-operation with the Head and Senior Management to write and then monitor the School Development Plan. This Plan sets aims for the forthcoming year. The SDP for 2014-2015 was based on priorities identified from data, school self-evaluation and Ofsted priorities. The SDP is monitored and reviewed termly and an evaluation of it is presented to governors alongside the Head Teacher report.

The Targets of the SDP 2014-2015 were:

Priority 1: To raise the quality of teaching

Outcome: Through internal and external observations the quality of teaching is now judged to be 75% good or better with 25% outstanding

Priority 2: Raising standards of achievement to increase the rates of progress for all groups of pupils in Maths & English

Outcome: Refer to Data Outcomes 2015 on the school website

Priority 3: Leadership & Management - to develop middle and senior management in supporting school improvement and develop governance in the school.

Outcome: The appointment of an Interim Head, recognised by the LA and CAST for her outstanding qualities and in-depth knowledge of the school, has had an enormous impact on the success and development of the SLT. The development of Governance has been greatly assisted through the help of an external governance development officer.

Priority 4: Behaviour & Safety

Outcome: The implementation of a new Behaviour Policy and its ongoing monitoring has been a proven success. Safeguarding procedures have been refined and updated ensuring that the school meets all the requirements. There is to be another safeguarding review in the Autumn Term 2015. Our Safety & Well-Being policy has been updated to reflect our expectations.

Priority 5: Implementation of Read Write Inc.

Outcome: A vast improvement in the Year 1 Phonics achievement was substantially due to Read Write Inc. Phonics outcomes are on the website. 67% of children passed Phonics screening check in Year 1 - an improvement of 23% on previous year. 79% of 14 pupils in Year 2 who had to retake passed the check

Governors visit the school as part of their monitoring of the SDP and to fulfil their role as link governors. These visits provide governors with the opportunity to work closely with staff members across the school. As link governors they work to monitor closely the area they have responsibility for.

The impact of governor visits can be seen in the following areas:

Policies: The preparation, introduction and monitoring of policies to ensure that they are all up to date.

Data: Data is made available to governors at our meetings and governors are able to question the Head and other members of the SLT. Particular emphasis is placed on pupil progress across all ability groups including vulnerable groups and on the effective use of Pupil Premium

Staff Recruitment: The Head teacher, Foundation stage teacher and three governors have attended a two day training session in "Safer Recruitment". (All governors receive basic Safeguarding Training on an annual basis).

Governors are involved in the recruitment and selection of all staff and use the appointment process to ensure that high quality staff, who share the schools mission statement, aims and the nurturing of the Catholic Ethos, are appointed.

To enable them to fulfil their roles, governors have received training in a number of areas:

- Child Protection
- Ofsted Training through CAST
- Ofsted Training through the LA

- A two day Safer Recruitment Course
- Finance Training
- Training on the role of the Chair of Governors
- Area Forums with CAST
- Health & Safety
- Gifted & Talented
- Raise Online
- Whole school staff training

As a governing body we have had a very busy year and before we look at plans for the future we would like to reflect on successes of this year

- Improvement in the quality of teaching and learning
- Very good SATS results
- The introduction and impact of Read Write Inc.
- The leadership of the school
- The appointment of new staff
- The appointment of a new SENCO
- A very successful Canonical Inspection
- Improved communication with parents and other stakeholders
- An audit of Financial controls by Devon Audit Partnership resulted in a good grading

The environment of learning continues to be improved through a series of planned upgrading and refurbishment. The development of the outside area has been substantially completed with a view to finalising all planned works over the next 24 months.

Five year governor development plan: long term aim would be to ensure that the school returns to an Ofsted judgement of Outstanding. To do this the governors will continue to work with the Head teacher, SLT, staff and all other stakeholders in line with the SDP targets referred to previously.

Future & Continuous Improvement:

The governing body is constantly striving to improve and develop the school.

Ongoing and future areas for targeting will include:

- Continuing to monitor the improvement in the quality of teaching and learning and securing 100% good and better teaching
- Developing maths particularly rapid recall facts

- Ensuring that new staff know the expectations and are given support as and when necessary
- Reading at Key Stage 2 with a particular focus on assessment of reading
- Maintaining and developing further Read Write Inc.
- Developing further the accuracy of assessment now that the whole school is assessing without levels