



**THE GOVERNING BODY  
ST MICHAEL CATHOLIC PRIMARY SCHOOL**



**THE GOVERNORS'  
STRATEGIC OVERVIEW**

**2016-17**

**Excellence • Enrichment • Enjoyment**

## **The Governors' Vision**

1. To promote high academic standards and in doing so the School will:-
  - deliver excellence in teaching and learning
  - sustain its high standards in keeping with our “outstanding” Ofsted grades
  - work towards achieving our school mission
  - meet parents' expectations

This aim is a keystone of our admissions policy which is shared with all parents

2. To develop a strategy for implementation within the next three years for-
  - Embedding the nursery provision in order to target the benefits associated with early years learning for our community
  - To consider the possibility of converting to academy status.
  - To be 'OFSTED' ready

## **Ethos**

3. Our ethos is encapsulated in our mission statement and our admissions policy, again so that parents can share and appreciate fully those principles that drive the School. We do this by:-
  - Keeping our children safe in School through the implementation and monitoring of effective safeguarding and child protection policies
  - Attaching great importance to spiritual, social, cultural and moral development
  - Creating a caring community through the sharing of Christian values by staff and pupils alike
  - Ensuring that our Catholic practice permeates every aspect of all we do
  - Promoting tolerance of and respect for people of all faiths, cultures and lifestyles
  - Teaching British values: democracy, rule of law, individual liberty, mutual respect, citizenship
  - A commitment to raising achievement by ensuring that teaching and learning are of the highest standard

## **The Governors' Strategic Direction**

- A Achieving the vision
- B Putting the vision into practice
- C Fulfilling the ethos
- D The impact of the work of the governors
- E Governors know and understand their role
- F Safeguarding

### **A How the vision is achieved**

Governors achieve their aims through strategic leadership and direction by:-

- Setting priorities for school improvement through the School Improvement Plan
- Setting the agenda and providing sufficient funds in key areas to meet all subject resources that are required to deliver excellent teaching
- Providing high levels of effective support and challenge to the headteacher and school leaders
- Ensuring funding is prioritised for continuing professional development, training courses and study for further qualifications for whole school benefit
- Approving policies and procedures
- Involvement in the School Improvement Plan through consultation, discussion and approval
- Engagement in the school development evening where governors and staff address the SIP by looking back as well as forward
- Having a clear understanding of the standards of teaching within the school
- Ensuring the building and grounds are well maintained through the oversight of a Governors Building Fund to contribute 10% to building projects funded by the diocese.

## **B Putting the vision into practice**

Governors are involved in every aspect of School life as a critical friend, as non-judgmental observers and through concern for and interest in the welfare of staff and pupils. They understand the need to be transparent and accountable in all areas of governance.

Governors:-

- Attend School on a regular basis: as parents; as a spiritual adviser through our parish priest governor; as interested observers; as School leaders
- Assure themselves of the rigour of assessment through their work at full GB and Committee meetings
- Insist on a detailed termly report from the headteacher which is challenged constructively
- Monitor data through Raise Online, The Inspection Dashboard, School self-evaluation form, challenge and question the headteacher and school leaders where necessary
- Attend as observers on moderation of teaching by external professionals and receive feedback
- Take part in learning walks and produce reports of their experience which is shared with all governors
- Attend presentations by subject leaders on current projects
- See examples of the work of pupils, book marking and receive advice from staff
- Monitoring progress in accordance with the Senior Leadership Team's "Agreed Expectations in correlation with Teachers Standards" document and through attendance at the school development evening
- Overseeing the pay and appraisal cycle of staff and challenging the headteacher on his/her recommendations for pay rewards
- Are aware of the impact of teaching in different subject/year groups through the Link/Subject Governor policy

### **C Fulfilling the ethos**

This is evident on a daily basis as reflected in the School's strong Christian values and in the spiritual, moral, social and cultural development of its children through the curriculum and in their wider school life: happy, contented and well behaved children who enjoy coming to school and through participation in:-

- Religious assembly
- Holy mass
- Gospel teachings
- Friendship and understanding of others
- Charity work
- Reaching out to their Tanzanian peers
- School performances
- School events such as fetes

## D The impact on pupils of the work of Governors

The decisions Governors make have a positive **impact** on pupils.

### Outcomes

Our vision **will** lead to:-

- Every child achieving his/her full potential
- Diminishing the difference between disadvantaged and other pupils
- Yet higher standards
- Consistency of high achievement in both attainment and progress
- An increase year on year in our SATs results
- Maintaining and improving our position in the top achieving schools in Surrey
- Achieving “outstanding” in our Ofsted inspection
- Ensuring the school succeeds as an academy should we convert
- Our children being safe and happy

### Impact

Our vision **has** led to:

- Section 5 Ofsted inspection – “**outstanding**” in 2008
- A maintained nursery provision being funded and opened in February 2016
- The appointment of a successful headteacher and deputy headteacher in 2014
- The appointment of a new Chair of Governors in 2016
- The appointment of a new Clerk in 2015
- Achieving a full governing body in January 2017
- Introduce a Governors Virtual Office to improve efficiency and communication
- Higher achievement year on year
- Consistent attainment significantly above National averages
- Top 8% of schools in the country in 2016 phonics screening
- Receiving the Pupil Premium Award in December 2014 because we were “*one of the high achieving schools in the country in terms of attainment and progress of your disadvantaged pupils since 2011.*” (Letter from David Laws, MP, 17<sup>th</sup> December 2014)
- Being in the top achieving schools in Surrey (8<sup>th</sup> in Surrey in 2015 Real School’s Guide)
- Being the only outstanding school in the borough of Spelthorne
- A highly successful s48 RE inspection – “**outstanding 1\***” in 2014
- The establishment of a ‘loose collaboration’ with 4 other local Catholic schools
- Children being safe in School

Impact and successful outcomes are **evidenced** by:-

- Key published data

- Section 5 Ofsted inspection – “**outstanding**”
- “Outstanding” RE inspection report
- Happy children and contented parents (surveys)
- Increased and excessive demand for places
- Reports from a range educational consultants following moderations and audits

## **E      Governors know and understand their role**

Governors understand the importance of their work as critical friends. They know what is expected of them and what they must do to achieve their vision. Evidenced as follows:-

- Attend governing body meetings and committee meetings and actively engage
- Log in to the Governors Virtual Office each week to complete governor tasks
- Complete at least one Learning Walk with the headteacher each year
- Take responsibility for their committees, write policies and terms of reference
- Challenge the Headteacher on progress and attainment and hold him to account
- Play a key role in appraisals, pay and progression
- Attend training courses to improve knowledge of governance and understanding of teaching and learning
- Former Chair of Governors has successfully completed the NCTL’s Chair of Governors’ Leadership Development Programme
- Chair qualified in Safer Recruitment Training
- All governors are trained in WRAP and Channel
- New governors attend induction training
- Successfully manage the School’s budget to provide sufficient resources for whole school learning
- Attend safeguarding training and understand the School’s policy on safeguarding and child protection
- Help to create the SIP
- Create the Governors’ Action Plan to set out their vision
- Engage with stakeholders and the local community through involvement in parent events, school events and their work in the parish
- Reflect on their work and self-evaluate after every meeting
- Membership of a Confederation of local schools (Spelthorne Schools Together) to share knowledge and ideas
- Continue to develop ‘school to school’ support with other local Catholic schools
- Chair actively involved in the Confederation’s termly Chair of Governors meetings and seminars and courses sponsored by it and has drafted the Confederation’s Terms of Reference

## F Safeguarding

Governors understand the boundaries of their role and the importance of ensuring that the School has considered every aspect of keeping our children safe; and that all staff understand and abide by the material policies in place

Governors are risk averse in matters pertaining to safeguarding and child protection

Governors contribute to keeping children safe in our School by:-

- Approving and implementing the School's Safeguarding and Child Protection Policy
  - Reading and applying "Keeping Children Safe in Education" with each governor signing to confirm they have read it
  - Reflecting and discussing how children in our School are safeguarded
  - Attending safeguarding training
  - Achieving Safer Recruitment certification
  - Challenging the Headteacher on progress and development of children with behavioural needs and the steps in place to stop them hurting themselves
  - Having in place bullying and other anti-social behaviour policies and monitoring how incidents are resolved
  - Receiving reports from the Headteacher on safeguarding and child welfare issues out of school and challenging how incidents are dealt with
  - The Health and Safety Committee being actively engaged in evaluating risk including-
    - Inspection of School premises to highlight and assess potential risks particularly "hotspots"
    - Assessing safeguarding risks associated with building projects including the presence of "strangers" on site
    - Preparing and procuring implementation of solutions to eradicate potential risks
    - Implementing fire safety and emergency closure procedures
4. Governors know that their safeguarding policies and procedures are effective because:
- They are involved in writing, supervising and monitoring the policies and procedures
  - Policies and procedures are reviewed annually
  - One governor is appointed to assist the school closely in safeguarding self audits and policy maintenance.
  - They have read and understood "**Keeping children safe in education**"
  - They receive training externally as well as internally from the Deputy Headteacher as the School's safeguarding lead
  - They receive regular updates on safeguarding issues from the safeguarding lead



- The Chair is the nominated governor to liaise with the LA or partner agencies on issues of child protection or where allegations of abuse are made against the headteacher or others and his contact details are available to all members of staff and in his absence, the Vice-Chair
- Chair and Vice-Chair have received recognised safer recruitment training through appropriately authorised providers

**This version created: January 2017**