



**CORPUS CHRISTI CATHOLIC  
PRIMARY SCHOOL  
GOVERNORS' ANNUAL REPORT**

2016-2017

# Governors' Annual Report

Josephine Namusisi-Riley – Chair of Governors



Welcome to our annual report from the Governing Board to parents, carers and guardians. The report is produced in the Autumn Term each year.

Every governor is a volunteer who gives their time freely to the role and would like to thank them for their commitment and valuable input.

Our job as governors is to work together with the staff of the school in achieving our one common goal of a successful school which enables our pupils to achieve their potential and leave after Year 6 well prepared for secondary school as well-rounded individuals. The three core strategic functions of the Governing Board are:

- 1) Ensuring clarity of vision, ethos and strategic direction;**
- 2) Holding the headteacher to account for the educational performance of the school and its pupils;**
- 3) Overseeing the financial performance of the school and making sure its money is well spent.**

This report summarises our work over the last year and identifies plans moving forward.

## 1. The Board of Governors

A total of 14 governors make up the Governing Board at Corpus Christi School. Last year, we bid farewell to our longest serving governor Peter Beaumont who was also Chair of the Finance committee after an incredible 25 years of service. Let me take this opportunity once again to thank Peter for his dedication and outstanding contribution to the school.

Current governors include:

| <b>Name</b>                       | <b>Category</b>            | <b>Committees/Responsibilities</b>  |
|-----------------------------------|----------------------------|---|
| Hilda Bellamy                     | Foundation Governor        | Vice Chair, Pupil Premium, Pay Committee & Risk Working group                           |
| Katy Byrne                        | Foundation Governor        | English, Admissions, Head teacher performance & Risk Management committee.              |
| Michael Burke                     | Foundation Governor        | School journeys/visits & Science. Chair of Achievement Committee                        |
| Fanny Brown                       | Foundation Governor        | Equality & EAL  |
| Shane Dervan                      | Staff Governor             | Risk working group  |
| <b>Vacant – under recruitment</b> | <b>Staff Governor</b>      | tbc   |
| Fr. Adrian McKenna-Whyte          | Foundation Governor        | Pastoral, RE & Ethos  |
| Josephine Namusisi-Riley          | Foundation Governor        | Chair, Safeguarding, Equality & Music. Admissions & Head Teacher performance committees |
| William Mordaunt                  | Foundation Governor        | Maths, Resources & Admissions Committees  |
| <b>Vacant – under recruitment</b> | <b>Foundation Governor</b> | <b>tbc</b>  |
| Caroline Carberry                 | Parent Governor            | Humanities, Sport & Pay Committee   |
| Miranda Sawyer                    | Parent Governor            | Computing, Early Years, Admissions & Resources committee                                |

|                             |                    |   |
|-----------------------------|--------------------|---|
| Jim Wood                    | Community Governor | Health & Safety Resources, Pay & Resources committees.            |
| Jean Connery & Robert Coyle | Ex Officio         | Admissions, Resources, Safeguarding, Equality, Risk Working Group |

Our Foundation Governors are appointed by the Diocese and thought is given to what skills the Governing Board needs. Some governors may be co-opted; they are selected based on the skills we need, to ensure we have an increasingly talented group of people to support the school's leadership team and to meet our three core strategic functions.

We reviewed the work of the Governing Board and agreed some changes to our committee structure. These changes will help us work more effectively as a team and ensure that we have the right skill set to continue to effectively lead our school. It also means that priority areas (such as Achievement and Strategy) are addressed by the full Governing Board rather than committees.

With effect from September 2017 our Governing Board structure is as follows:



As well as attending Strategy, Achievement and full Governing Board meetings, each governor also serves on one or more committee/panel/working group. They are also linked to one or more area of the curriculum. This involves meeting regularly with lead staff members during school visits to make sure we are informed about the curriculum and how it is being delivered. Over the last academic year, governor visits were conducted in a number of key areas including safeguarding, health and safety, humanities, sport, pupil premium, early years and computing.

## 2. Strategic Leadership

Governors have a responsibility to steer the strategic direction of the school and have an important part in developing the strategic objectives. We have now introduced an additional FGB strategy meeting to review and monitor School Improvement and our 3 year strategic plan which is focused on the following objectives which were developed last year, namely;

1. Robust Financial planning and identification of new revenue streams
2. To recruit and retain the highest calibre staff and improve diversity within teaching staff team.
3. To develop high quality IT provision to deliver a comprehensive computing curriculum.
4. To develop a whole school ethos and vision that is "owned "by every part of the school community.

These objectives inform our school improvement and development plans. They are also used to develop targets and action plans for relevant members of school staff which are monitored and reviewed

regularly to ensure we are making good progress. This year we will also prioritise governor school visits linked to these areas for further monitoring.

Staff, governors and children reviewed the schools values and ethos which are incorporated into the acronym "Family". Each element of "Family" is being focused on in class and within school assemblies next year. Alongside this, we will be launching our new website in the autumn term.

This year we had a successful soft launch of our alumni platform. We were joined by many ex pupils and MIDAS members, as well as Sister Irena, representing the Holy Family Sisters. We presented the sisters with our final instalment from their generous loan for the Holy Family Room build. The sisters have also given us a donation of £30,000 to support the alumni programme. Ex pupils and existing parents gave excellent speeches about how they can help our alumni, with students sharing their experiences of life choices post education. We are very thankful to Sandra Ruiz and Jane Hewitt, past Corpus Christi parents, for all their commitment towards the success of the programme. We would like to promote our alumni further next year and hope many more parents sign up to the platform, <https://corpusalumni.com>, particularly where support can be given to our alumni pupils.

### **Governor Training**

As a Governing Board, we regularly carry out a skills audit to identify areas in which we can develop and strengthen the team. All governors take part in regular training. This is provided by school staff, Lambeth Council and independent facilitators as needed to make sure we have a well-trained Governing Board with the right knowledge and skills.

Government changes to the curriculum, assessment and marking presented a big challenge to all schools over the last year. To help us understand these changes, the Senior Leadership Team delivered training to the full Governing Board to help us understand changes and new systems. This enabled us to review and monitor information about school and pupil performance provided by Lambeth, Fischer Family Trust and the *Department for Education*. The first full Governing Board meeting each year is focused on pupil achievement. We look closely at pupil progress and attainment, understand the performance of different groups and in different subjects and key stages. We also make comparisons with schools both locally and nationally. Having this in-depth understanding and focus allows us to challenge and identify areas in which we could make even more improvements.

Other training undertaken by governors this academic year include Performance Management, Safeguarding, Safer Recruitment and an OFSTED session delivered by our School Improvement Adviser. In total 69 training sessions covering 25 topics were attended by governors last year.

Governors also gain a deep insight into standards of teaching and learning across our school through lessons observations and other activities. Each time a visit takes place, governors submit written feedback which they are able to discuss with the Headteachers and share with the rest of the team. These visits are a great way of seeing what we are doing through different sets of eyes and governor feedback is really beneficial to school.

### **3. Finance**

The funds we receive are calculated using a formula. There is a fixed amount per pupil which makes up the majority of the school budget. Added to this are funds for special needs, social deprivation, English as an Additional Language, pupil premium and a number of other factors. Planning the expenditure of this budget each financial year is a process which uses historical information, predictions and known factors. The largest part of this expenditure, approximately 88.28% of our government funding, is spent on staffing costs.

Because of changes to the funding formula and ongoing cuts to school budgets the school continue to work very closely with members of the Finance Committee and full Governing Board to review, plan and monitor our finances.

## 4. Staffing and infrastructure

|                               |    |                            |       |
|-------------------------------|----|----------------------------|-------|
| Senior Leader Ship Team       | 4  | SBM and Finance/Admin Team | 1 + 4 |
| Phase Leaders                 | 5  | TAs and LSAs               | 19    |
| Teachers (not included above) | 11 | Premises and Midday staff  | 1 + 4 |

We have a Senior Leadership of the Co-Headteachers (Mr. R Coyle & Mrs. J Connery), two Assistant Headteachers (Mrs. K Smart and Mrs. S Cole) and a School Business Manager (Ms. S Ruiz). We also have an expanded our Middle Leadership Team to include Phase Group Leaders. The different Phase Groups are EYFS (Early Years Foundation Stage), Key Stage 1 and Lower/Upper Key Stage 2. Our teachers across the school are well supported by our team of experienced teaching assistants who are deployed to meet the ever changing needs of our school. There is an increasing requirement for Learning Support Assistants to meet the needs of children with SEN. We also employ a large number of external staff providing speech & language therapy, educational psychology, literacy support, PE coaches and music tutors.

We have an ongoing plan of expenditure in order to make sure the premises provide a warm, clean and safe environment for children and staff. This year, we redecorated some classrooms, provided a touch panel screen in the Year 1 work area to provide additional teaching space for small groups. We have provided mirrors in the upper hall to turn it into a performing arts studio, reinforcing our commitment to PE and Healthy Lifestyle choices.

We have invested in more laptops for use by classes and I pads for each teacher to deliver the computing curriculum but also as teaching aids for cross curricular activities.

Our P.E. Grant funding has been used to extend the PE curriculum and enter the school in a large number of competitions across different disciplines across the borough. Equipment has also been bought to promote PE in the Early Years Foundation Stage and to provide ballet for Early Years and Exercise to Music or Ballroom for Upper KS2. In addition to this exercise to music classes have been enjoyed by different year groups. You will find more detail about how we used our P.E. Grant funding on the P.E. page of the school website.

Some supplies and services are bought in to help with the running of the school. This includes administrative supplies, catering, cleaning, payroll and professional development services. Curriculum resources include classroom equipment, books, paper and pencils that are essential to everyday life in a school. It also includes a substantial amount spent on new technology and upgrading old equipment such as computers, laptops, smart-screens, projectors and iPADS.

A budget is in place for all of the above, and the resources committee receives regular reports to monitor income and expenditure throughout the year and discuss future plans as the school continues to grow in size and reputation.

## 5. Pupil Achievement

The high level of pupil achievement across the school is driven by teachers' commitment to quality feedback and marking. This feedback is focused on challenging all pupils in order to move them on and ensure understanding. Formative assessment is an integral part of day to day teaching in school. Evidence is gathered to support teachers' judgements through questioning, observations, marking and extension or consolidation tasks.

Children are formally assessed 3 times a year using the PIRA and PUMA assessment tasks. These summative Assessment Points take place at the end of each term and children are assessed in Reading, SPAGs and Maths. The children's Writing is assessed half termly through Phase Group moderation.

Teachers are also provided with the opportunity to moderate alongside other schools within the Lambeth Catholic Schools Partnership.

Phase Group Leaders meet regularly with their teachers to discuss and analyse pupil achievement with the purpose of reviewing the effectiveness of the support and extension that is in place. Assistant Headteachers set progress targets and monitor the children's achievement throughout the year.

Many children across the school have additional specialist support in school (such as our literacy group intervention, life skills/ social skills groups or our OT group) or that they are supported by outside agencies that are bought in by the school (such as Educational Psychology services, SALT and Learning Support Assistants).

We continue to run a huge number of intervention groups throughout the school to support or challenge pupils where there is a need. There are currently 60 interventions running across the school and this number will increase throughout the year as needs in year groups become more apparent. These interventions can be general academic support groups such as maths support groups, spelling interventions, and writing groups etc. or they can be more specialised for children with greater needs such as life skills groups, social skills groups and 1:1 adult support. We also run a large number of extension groups to challenge children who are higher achieving in a particular area – such as maths problem solving groups, book clubs etc.

## **6. Finding Out More and Contacting Governors**

More information about the Governing Board is available from the Governor's page on the school website. If you would like further details on any of the above information, how to become a school governor or you would like to contact a governor please contact the school or email us at [governors@corpuschristi.lambeth.sch.uk](mailto:governors@corpuschristi.lambeth.sch.uk).

Let me take this opportunity on behalf of the Governing Board to say a massive thank you to the Head teachers, the Senior Leadership team, Phase Leaders and the entire staff team for all their hard work in helping our children to achieve such outstanding results. I would also like to thank our parents and the entire school community for your continued support.

With all best wishes,

Josephine Namusisi-Riley

Chair of Governors