



ST JOHN PAYNE CATHOLIC SCHOOL

St. John Payne Catholic School: Governors' Report 20-21

Mission Statement: Developing Outstanding Students

In all that we do, our aim is to truly care for those with whom we work by doing as Jesus has instructed us: *"Love one another as I have loved you"*.

Our core values mean that we:

- Foster a community where life is lived according to Gospel values and the teachings of the Catholic Church.
- Help each and every student realise their full potential with a curriculum and teaching style to cater for individual needs.
- Support the education of the whole child by working as a three way partnership with the home, the school and the church.
- Meet each student's personal and social needs to promote the acquisition of moral values.
- Create an environment in which students are happy, feel safe, valued as individuals, and learn to co-operate with one another.
- Provide opportunities for students and staff to experience, express, celebrate and live out our faith.

Purpose of this Report

This report provides information on the work of the governing body for the past school year, school performance, the structure of governance and points to where you can find key information on the school website, such as membership of the governing body. There is no longer a legal requirement to produce a report as all required information is published on the school website. However, since, for example, national statistics for school performance will not be published by the government due to lack of formal exams, the governing body decided that it would be helpful to report on performance and progress at the school and explain how the governing body oversees the management of St. John Payne Catholic School.

Introduction

The past eighteen months has undoubtedly been the most challenging period in the school's history for everyone connected to the school: students, staff, parents and carers and the community itself. Student and staff safety and well-being has been at the forefront of Governors' minds in managing the school's response to the pandemic. At the same time, while the pandemic has dominated tactical decisions on teaching and learning and the general operation of St. John Payne, the governing body and the school have continued to work together strategically to improve opportunities for students through the development of the curriculum, premises and IT infrastructure, while also focusing on staff training and aspects of the school's organisational structure and responsibilities to improve effectiveness and meet the evolving needs of education.

We would like to thank all parent/carers for their support for the school and the students during this difficult period. This has been invaluable in mitigating the difficulties that have been presented. As we expected, the students have been outstanding in their response – working hard when learning remotely and in their behaviour when in school, adhering to the requirements imposed on us in dealing with Covid. The result was that students' education at St John Payne was impacted far less in terms of pupils self-isolating than the majority of schools locally or nationally. Our students do St. John Payne great credit.

We would also like to recognise our staff for their flexibility, dedication and hard work during the pandemic. While remote learning is not easy for students used to teaching in-class, it is much more difficult for staff attempting to achieve as close to the in-class teaching experience as possible. Nearly all staff experienced periods of exhaustion, especially when teaching a full day of consecutive lessons. Everyone was very relieved with the full return to school. Well-being and safety remain at the forefront of governors' minds.

Finally, the governors remember that there have been terrible losses for families in the St. John Payne community and elsewhere. We should not forget these while we rebuild our lives, and they and their families will remain in our prayers.

School Performance

The cancellation of formal examinations means that for this year, like last, there are no published national statistics on school performance to compare the school's outcomes. You can still find the results for 2018 and 2019 on our website under *about us – examination results*.

However, results remain excellent, and the school continues its long record of academic success with the majority of Year 13s going to their first-choice university or degree apprenticeships.

GCSE

- St. John Payne remains above the national averages in all measures: SJP students achieved 32% Grade 7+ and 88% Grade 4+ against national figures of 29% Grade 7+ and 79% Grade 4+
- Although no Progress 8 metrics are published by the government, our estimate is that the SJP Progress 8 metric remains significantly positive, demonstrating excellent added value.

This year, 68% of Year 11 students have elected to continue their education at St John Payne in the sixth form, and the expected intake will be around 130 students into Year 12. We set a medium-term target of 70% last year, so we have made excellent progress. At the same time, we recognize that some students have different aspirations and we have worked hard to support them in seeking other paths. We wish them every success as they leave the St John Payne community.

A Level/BTEC

- The average A Level grade/equivalent is B+, with value added significantly positive.

In regard to destinations, well over 50% of students progressed to Russell Group universities or equivalent, such as Loughborough, Lancaster, Royal Holloway or UEA.

Governor Focus on School Development

The governors play a strategic role in the development of the school and the main framework for delivery is the School Improvement Plan (SIP) which identifies the key actions or tasks and the targets/objectives by which these tasks are measured. The plan is reviewed and amended at the beginning of each school year and progress reviewed at full governing body meetings, committee meetings and head teacher performance review meetings. You can read more on school governance and the governors' roles in the relevant section below.

The SIP for last year included the following areas:

- Leadership and Accountability
- Raising Attainment
- Reduced achievement gaps for disadvantaged students
- Increase consistency of outcomes between subjects
- Establish excellent behaviour for learning
- Site development
- Student transition and recruitment
- MAT review

The school's vision strongly supports inclusion and the development and support of the whole child. This remains an important objective for governors and a key strategic focus has been the broadening and extension of the curriculum across Key Stages 3,4 and 5 so that the school can better support the needs and aspirations of all its pupils. This has required investment in more teaching resources, supporting technology/facilities and line management to cover additional subjects and the increasing numbers in the sixth form without compromising on the excellent academic performance the school delivers each year. This represents a substantial investment in the curriculum which is only possible due to the careful financial management of the school, overseen by the governors.

Detailed information on the curriculum plan for the school can be accessed on the school website at *about us – curriculum statement*, where there is also a downloadable pdf. Key Stage 3 focuses on developing core skills that will be required for GCSE and A level, and investment has been made in addressing literacy and maths as well as offering school trips and extra-curricular activities to broaden access to experiences beyond the purely academic. For 21/22 in Key Stage 4 (GCSE) we have added BTEC Business and Enterprise, Health and Social Care and Hospitality and Catering. In the period 22-24 we plan to add further subjects at Key Stage 4 in Construction and Photography. In Key Stage 5 (Sixth Form) we have added Drama, Government and Politics and an extended level 3 qualification in Physical Education.

The My Tutor Programme, recently introduced by the school, has received very favourable feedback from students and parents and the programme continues this year to help students catch up from the impact of Covid.

There have also been important events, apart from Covid, that have occurred outside of school which have had global repercussions. The death of George Floyd and others and the response in Black Lives Matter provoked strong feelings and emotions round the world and resonates very clearly with the school's focus on inclusion. The governors and school have worked together to permanently support such initiatives and ensure that all students continue to feel safe and comfortable in the school environment.

School Financial Position

St. John Payne is presently in a good financial position, despite the impact of Covid which has meant that the school has lost revenue from lettings of the sports hall and other school facilities. The school has also had to cover significant costs, for example in catering, which have not been offset by revenue during school closures. Governors have worked with the Head and School Business Manager to mitigate the issues. Schools do not make a 'profit'; the money provided by the government is there to be utilised for the education of the pupils. However, it is prudent that the school retains a contingency fund to cover unexpected sudden expenditure – for example, replacement boilers. This has enabled St

John Payne to successfully manage the impact of Covid while continuing to invest in areas such as the development of the curriculum.

Additionally, as the school has grant maintained status, it needs to fund 10% of all capital improvements, which largely relates to the premises. We spend large sums each year on maintenance, refurbishment and new buildings, all of which require some funding by the school. In recent years, we have built the new sports hall and sixth form building. Donations from parents/carers and other sources are used by the school to top up reserves to fund such improvements to school premises and are much appreciated.

Capital Investment in St. John Payne

The largest project this year has been a package of improvements to the school to substantially reduce its carbon footprint and energy costs, which totals just over £1.25m, of which just over £1.1m was funded by the Public Sector Decarbonisation Scheme. The school business manager is to be congratulated on her hard work to successfully access this grant money which will much improve many areas of the school.

School works include:

- Installation of an Air Source Heat Pumps to the Sports Hall,
- LED lighting replacement works,
- PV cell installation works,
- Cavity Wall insulation works,
- Window Replacement works,
- Pipework insulation works
- Replacement of Merici boilers. which were end of life

In addition, other works approved included:

- Fencing of tennis courts
- Remodelling of RS office, DT hub, Finance office, IT room and Inclusion room
- Further expenditure on re-cabbling

School IT Investment

The school has made significant IT investment in the past eighteen months. This is partly to address requirements to support remote learning, but more particularly to take a medium-term view, using the opportunity provided by Covid to reflect on how the school addresses student and parent/carer support and communication outside of the classroom, and to make strategic investments that will continue to enhance the effectiveness of education for students, once the restrictions imposed by the pandemic are eased. The governors have worked closely with the school to ensure these goals are achieved.

Key investments have been made in software applications to improve educational support and communication:

- Edulink, our new staff, student and parent/carer portal, which provides live data and communication
- Show My Homework, for students to receive and return homework and see grades and marking, and for parents/carers to see progress
- SchoolCloud, remote parents' evening system
- Zoho Assist, remote login for staff to use the school's internal systems and data

On infrastructure, we have invested in:

- Upgrading the school's broadband connection from 300Mbps to 1 gigabyte
- Interactive visualizers to help the Maths department deliver remote and in-class learning
- Webcams for all classrooms and office spaces
- Upgrades to Microsoft Office for every device in the school including the ability for students to download the latest package for remote use
- Microsoft Teams import service to load every class timetable to support remote learning
- Re-cabling of some school areas to improve connectivity
- Large interactive display for sports classroom
- 32 new high spec laptops
- 23 new Mac Mini computers for creative production by students
- 46 desktop/monitor replacements

PTA

St. John Payne is fortunate to have the backing of a strong Parent Teachers Association which makes a very valuable contribution to the school in support of the students, as well as fostering good relationships between parents/carers and the wider community of St. John Payne through events, quizzes and so forth. For example, in their last event, a curry evening, the PTA raised £1,000 which was a great achievement. The money raised is put to excellent use - the PTA purchased a second-hand minibus and pay for the running costs, donated prizes for PE and Citizenship, and contributed towards the refurbishment of the Merici toilets, garden club, and redecoration of the music block. Many pupils directly benefit from the work of the PTA and the governors would like to thank them warmly for their efforts.

While recent opportunities for the PTA to hold events have been restricted by Covid, we anticipate that matters will improve in the future and more normal times will return. We would like to encourage any parents or carers to join the PTA where you will be warmly welcomed.

Governance at St. John Payne Catholic School

The main responsibilities of the governing body are:

- ensuring clarity of vision, ethos and strategic direction for the school and approving school policies;
- holding the headteacher to account for the educational performance of the school and its pupils;
- overseeing the financial performance of the school, budgeting and staffing, and making sure its money is well spent.

To this end, the governing body annually audits its own performance and its skills and expertise to ensure that it has an appropriate, diverse mix of people that together can provide the right level of support for the Head and the school. There are a number of governor categories, including Foundation Governor (appointed by the Bishop of Brentwood), Parent Governor, Staff Governor and Co-opted Governor. The governing body totals 18, including the Head, and there is a professional clerk to the governors, who takes minutes and provides support and advice on compliance, governing body legal requirements, changes in regulations and so on. There are vacancies from time to time and we encourage all members of the community to consider joining the governing body and register their interest by contacting the chair of governors through the school office in the first instance.

Governance Structure

The governing body performs its prime role of governance through committees. The main committee is the Full Governing Body. This meets right at the beginning of the school year to review the outcomes of the previous year and set strategic objectives for the new academic year and beyond. The primary framework for this is the school improvement plan which sets out all the key areas of focus and the way in which these will be measured and associated targets or objectives. This document is agreed between the Head and the Senior Leadership Team and the Governors. It forms the basis for the Head's performance review and the various objectives are included in the performance reviews of the line management as appropriate in their roles. This is intended to create an aligned focus for all staff on the key priorities and progress is reviewed at each term's Full Governing Body meeting which take place in November, March and June.

Further extraordinary meetings for the Full Governing Body are held on an ad-hoc basis to support, for example, coronavirus risk assessments or approvals on expenditure or changes in staff structure which cannot wait for the next Full Governing Body meeting. In addition, there are three main sub-committees that manage detailed oversight in the areas of Finance and Premises, Curriculum and Welfare. The scheme of delegation identifies the various responsibilities of the governing body and allocates these to the various committees. There are additional, specific committees and working parties to cover admissions, head teacher

decisions, health and safety, marketing, pay and performance, and staff/student disciplinary hearings and appeals.

Each year, the Full Governing Body approves a theme which provides a focus for governors to discuss when considering the reports by the school on topics at meetings or when governors meet with staff, students and parents either formally or informally.

Link governor roles provide the opportunity for governors to perform a deep dive into specific areas. These cover a broad spectrum of school responsibilities from safeguarding, finance audit through to individual subject areas. They enable governors to discuss issues and progress directly with the senior leadership team, heads of department and year groups, individual staff members and students. Link visits, together with other governor visits, such as parents' evenings, assemblies/mass, and school events, allow governors to form an excellent understanding of the school and its development.

Link roles for governors in St. John Payne at present include:

- Safeguarding
- Special Education Needs and pupil premium/disadvantaged students
- Disadvantaged champion
- Careers
- Governor training
- Policies and compliance
- Behaviour management
- Chaplaincy, Religious Studies and Faith
- Vision, ethos and values
- Equality and diversity
- GDPR
- Teaching and Learning
- Cyber Security
- Head Teacher well-being
- Health and safety
- Marketing
- School website
- Arts (music, art, photography, dance, drama)
- Citizenship
- Computing
- Design and Technology (DT)
- English
- Geography
- History
- Humanities
- Languages
- Maths
- Physical Education
- Science

Link governor visit reports are presented to the relevant sub committees and the full governing body in order that all governors are fully informed of the school's activities and progress.

Key Information

The school website <https://www.sjp.essex.sch.uk> contains key information related to the activities of the governing body, together with statutory information. It is updated on a regular basis. Most of the governor related material is contained under the 'About Us' menu, which also provides access to detailed information about the operations of the school.

ABOUT US

- [MISSION STATEMENT](#)
- [HEADTEACHER'S WELCOME](#)
- [A MESSAGE FROM OUR BISHOP](#)
- [EXAMINATION RESULTS](#)
- [INSPECTIONS](#)
- [CURRICULUM STATEMENT](#)
- [LEADERSHIP TEAM](#)
- [POLICIES AND PROCEDURES](#)
- [PUPIL PREMIUM](#)
- [SCHOOL IMPROVEMENT](#)
- [PTA](#)
- [SJP IN THE COMMUNITY/CHARITIES](#)
- [STATUTORY INFORMATION FOR SCHOOLS WEBSITES](#)
- [GOVERNORS](#)
- [TEACHER TRAINING](#)
- [COVID 19](#)

In the 'Governor' sub menu you will find details of membership of the governing body and registers of attendance and business interests.

In *Statutory Information for Schools' Websites* you can find links to the following information:

- Curriculum
- Exam and assessment results
- Governors Information & Duties
- Ofsted Reports
- Performance tables
- Requests for Paper Copies
- School contact details
- Gov UK Website

together with a variety of up-to-date documents covering reports, policies, statements and strategies required to be published by the school.

The 'Policies and Procedures' sub menu covers many aspects of the school, including safeguarding, complaints, equality, risk assessments and so on. These policies and procedures are reviewed and approved by the full governing body and form an important aspect of governance.

The school website is regularly updated and so remains the most current place to find the latest information on the school.

Conclusion

I hope that you have found this report informative. Any further questions can be addressed to the Chair of Governors through the school office and will be passed on for response.

St. John Payne remains a vibrant, supportive school that aims to provide students with a first-class education and a holistic approach to life in a nurturing environment. The governors wish all the members of the St. John Payne community the best for new academic year and, hopefully, a year in which life begins to return to normal.