



Chair's Introduction

We had been expecting our next visit from Ofsted during this academic year and look forward to sharing the report before the end of the summer term. §

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Parent Questionnaire

Key Takeaways

More parents took part in the autumn 2018 survey than ever before, and responses were more positive.

Our parents and carers tell us they value that:

- * We are a happy school
- * We create a positive and caring community spirit
- * Staff are approachable and friendly.

They've seen improvement in....:

- * Taking account of pupils' views
- * How we deal with bullying and responding to concerns raised
- * The leadership and management of the school.

...and want more improvement in:

- * The progress of our more able pupils
- * Information about progress in general
- * The range of extra-curricular activities available.

Participation

Questionnaires were received from parents and carers of 104 of our 204 pupils. This is a high participation rate compared to other schools and to our recent surveys, 50 received in 2017.

96% of all responses to the questions were positive, either 'Strongly Agree' or 'Agree'; 1.3% of responses disagreed.

Governors' review of responses

A small committee of governors reviewed all responses and comments. Question responses were analysed and compared to the past 2 years.

The governors' report was reviewed and discussed at our full governing body meeting on 26th November.

Governors then met with all staff on 5th December to share the insights.

Action Plan

Governors canvassed parents and carers for further views on:

- a) Pupil progress; and
- b) The range of extra-curricular activities.

Responses indicate that parents and carers are happy with the progress their child is making, but comments requested further clarity and feedback.

Whilst 95% of responses agreed that the range of extra-curricular activities is good, 4% disagreed, and comments highlighted the differing views.

Six months after the questionnaire the responses to the Ofsted ParentView survey in June 2019 revealed 62% of respondents now strongly agree that they receive valuable information about progress, up from 56% in autumn 2018.

The questions:

Q1: My child is happy at this school.

Q2: My child feels safe at this school.

Q3: The school informs me about my child's progress.

Q4: My child is making good progress at this school.

Q5: My child is taught well at this school.

Q6: My child is well looked after at this school.

Q7: My child receives appropriate homework for their age.

Q8: School makes sure that pupils are well behaved.

Q9: School deals effectively with bullying.

Q10: School makes sure that my child is well prepared for the future.

Q11: School takes account of my suggestions and concerns.

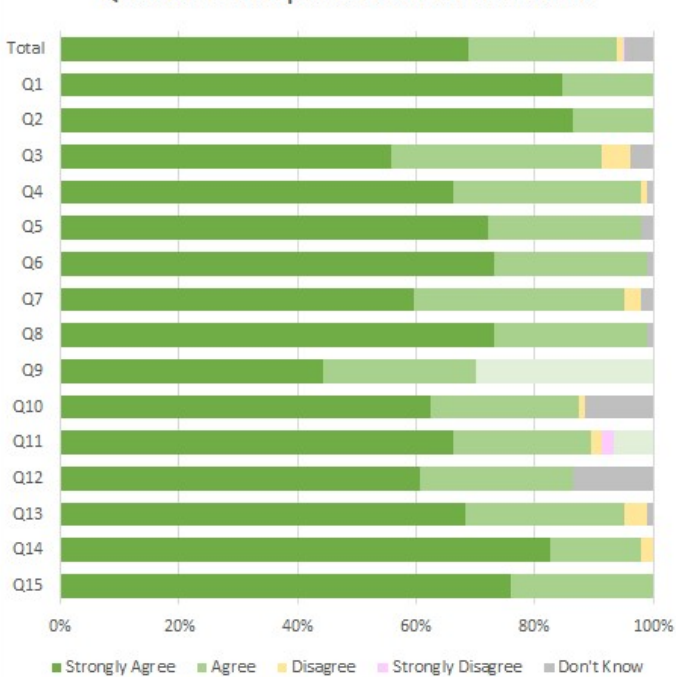
Q12: School takes account of pupils' views.

Q13: The range of extra-curricular activities is good.

Q14: This school is well led and managed.

Q15: Overall, I am happy with my child's experience at this school. \$

Questionnaire Responses 2018: Parents & Carers



Our Educational Performance

Key Takeaways

Our KS2 attainment at the expected standard remains very good, particularly when compared to our local peer set, but progress was average, and should be better.

80% of pupils achieved the expected standard in reading, writing and maths combined, comparing favourably with Hertfordshire (66%) and England (64%); however, only 3% achieved at the higher standard.

Key Stage 1 attainment for all subjects was above the national average at 67%, also above at the higher standard, 13%.

Pupils continue to outperform both National and Herts benchmark in phonics, consistently above 93%.

Educational performance data

Both the Department for Education and Ofsted provide reports, dashboards and data on the performance of schools. Many of these reports are publicly available via the internet.

The reports cover pupil's attainment and progress in core subjects, their attendance and how well the school is doing for disadvantaged pupils.

They also show how well school is performing compared to national averages and to other schools.

Attainment and Progress 2018

Pupils are 'meeting the expected standard' if they achieve a 'scaled score' or 100 or more in their reading and maths tests, and their teacher assesses them as 'working at the expected standard' or better in writing.

80% of pupils at St Cross met the

expected standard in reading, writing and maths. This compares to 66% in Hertfordshire, and 64% for England.

3% of pupils achieved at a higher standard, which was lower than the average for Hertfordshire and England.

When we compared our results with our local peer set, St Cross was ranked 3rd out of the 9 schools for the combined score.

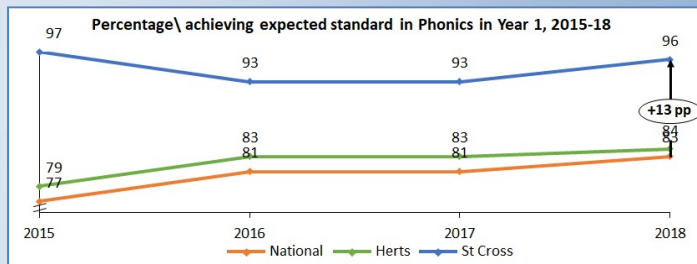
What is a scaled score? The Department of Education converts pupil's raw scores to a scaled score, to ensure accurate comparisons of pupil performance can be made over time. The difficulty of tests may vary slightly each year, and so a scaled score will represent the same level of attainment. 80 is the lowest scaled score that can be awarded; 120 is the highest. A pupil awarded a scaled score of 100 or more has met the expected standard in each test.

Progress scores show how much progress pupils made in reading, writing and maths between the end of Key Stage 1 and the end of Key Stage 2, compared to pupils across England who achieved similar results at the end of Key Stage 1.

A score below zero means pupils made less progress, on average, than pupils across England who achieved similar results at the end of Key Stage 1.

Governors requested an increased focus on the more able pupils, so they can confidently aim for the higher standard.

Governors also noted the rate of pupil absence increased in 2018, with more missed lessons than the national average. A detailed review of the Attendance Policy and more effective engagement with parents will be closely monitored by governors.



Attainment Measure: Percentage of Y6 pupils meeting the standards 2018								
Local Peer Set School	Combined		Reading		Writing		Maths	
	Expected	Higher	Expected	Higher	Expected	Higher	Expected	Higher
Sheredes	95%	25%	98%	47%	97%	47%	98%	50%
Longlands	80%	27%	90%	47%	83%	33%	93%	67%
St Cross	80%	3%	90%	17%	87%	30%	90%	17%
Broxbourne CofE	72%	21%	79%	48%	82%	23%	57%	13%
St Catherine's	67%	19%	69%	36%	79%	31%	81%	38%
Wormley	67%	11%	77%	32%	81%	21%	84%	30%
St Augustine	64%	18%	68%	21%	82%	29%	75%	21%
NATIONAL	64%	10%	75%	28%	78%	20%	76%	24%
Westfield Community	58%	0%	67%	4%	83%	8%	79%	17%
Forres	40%	0%	55%	7%	60%	7%	45%	5%

Local Peer Set School	Reading			Writing			Maths		
	Progress	RAG	Avg Score	Progress	RAG	Avg Score	Progress	RAG	Avg Score
Sheredes	1.4	Average	110	1.7	Above Average	2.5	Above Average	Average	110
Longlands	3.9	Well Above Average	109	2	Average	6.3	Well Above Average	Average	111
St Cross	-0.9	Average	106	-0.4	Average	-0.3	Average	Average	106
Broxbourne CofE	0.9	Average	108	-0.3	Average	-3.4	Average	Average	101
St Catherine's	0.1	Average	105	1.3	Average	1.8	Above Average	Average	106
Wormley	-0.5	Average	105	0.1	Average	1	Average	Average	106
HERTFORDSHIRE	0.1	Average	106	-0.5	Average	-0.3	Below Average	Average	105
St Augustine	-2.7	Below Average	104	-0.4	Average	-1.3	Average	Average	104
Westfield Community	0	Average	101	2.6	Above Average	1.9	Average	Average	103
Forres	-4.6	Well Below Average	100	-4.9	Well Below Average	-4.7	Well Below Average	Average	99

Our Financial Performance

Key Takeaways

Governors reviewed financial benchmarking reports issued in Autumn term 2018 by the Education Funding Agency. Areas for further investigation were identified as higher than average a) ICT spend, and b) catering costs.

In line with most other schools, funding remains tight, with higher central levies from the local authority and the Diocese.

Investments continue to be made in resources and initiatives to improve the educational performance and outcomes of our pupils.

A refresh of the Pupil Premium and the PE and Sports Premium strategies have been undertaken and are available on the school website.

Contributions to the Building Fund and Gift Aid registration remain a priority.

How is school funded?

The funding system for school is based on the dedicated schools grant provided by the local authority, and pupil premium.

Pupil premium is for the benefit of children eligible and registered for free school meals at any time during the last six years, or those who have been in continuous public care for six months. The purpose of pupil premium is to raise attainment of those children, of all abilities, to reach their potential. Pupil Premium for 2017/18 amounted to £31,340 for the year.

The **PE and sport premium** is to help primary schools improve the quality of the PE and sports activities offered to

pupils. The PE and sports premium received amounts to £17,799.

What is school 'efficiency'?

In schools, 'value for money' means achieving the best education for children in relation to budget spent on the school.

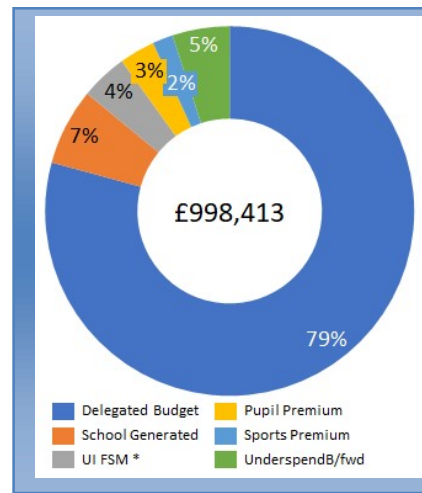
Governors oversee the financial performance of school, making sure its money is well spent, ensuring investments are delivering the expected outcomes.

The financial year for schools does not align to the academic year but runs from April to March.

A financial sustainability plan, from 2017 to 2023, was agreed by Governors in November 2018, to deliver efficiencies resulting in a surplus budget by 2023.

Our Revenue Income 2018 /19

Total income was £998k for the financial year ended March 2019.

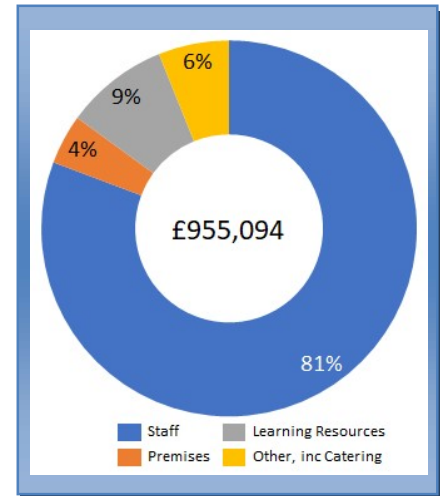


Total revenue comprised £791k delegated budget, £90k in additional grants, (Universal Infant Free School Meals*, Pupil Premium and Sports Premium), self-generated income of £67k and our Reserve carried forward from 2017/18 of £50k.

The self-generated income is for additional activities which are offset against the costs of the provisions.

Our Expenditure 2018/19

Total expenditure was £45k higher than originally budgeted, at £955k.



Governors reviewed financial performance regularly throughout the year, to ensure affordability of planned investments and increased spending required (and funded) during the year.

Increases in costs for education support staff reflected a higher needs assessment than from when the budget was set in April 2018. Additional staff costs were funded by the pay grant received from the Government.

Efficiencies were made in premises costs, with energy costs 3% lower, and a 30% saving on cleaning costs following a procurement review. Learning resources, including ICT, continued at previous levels, maintaining the investment.

Governors will continue to monitor the funding and expenditure closely, with key risks identified as a) changes to the pupil base and characteristics, b) level of self-generated income, and c) expectations that central funding continues to reduce. §

Your Governing Body

Our Constitution

The governing body agrees how to structure committees to fulfil its responsibilities in the most effective way.

Chair: Cate Campany

Resources Committee

Aim: To oversee the financial performance of the school and making sure its money is well spent. This will include subcommittees for Finance, Premises and Health & Safety.

Chair: Kevin English

Finance Committee

Aim: To ensure that the school's financial management reflects recognised 'best practice'.

Chair: Cate Campany

Personnel Committee

Aim: To agree and oversee the HR policies for pay, performance management and the staffing structure.

Chair: Ula McDonnell

Governor Monitoring Groups:

Aim: to hold the Head Teacher to account for the educational performance of the school and pupils.

Pupil Premium and Sports Premium:
Cate Campany, Kevin English and Paul O'Grady

Early Years Foundation Stage: Esther Tobin-Wynne and Cate Campany

Key Stage 1: Nathan Dass and Cate Campany

Key Stage 2: John Trippier and Kevin English

Safeguarding and SEND: Mark Moran and Esther Tobin-Wynne.

Your Governors

Cate Campany, Foundation Governor

Kathryn Hall, Head Teacher

Cassie Burling, Assistant Head Teacher*

Nathan Dass, Parent Governor

Kevin English, Co-opted Governor

Emma James, Assistant Head Teacher*

Ula McDonnell, Associate Governor

Fr Philip Miller, Foundation Governor

Mark Moran, Foundation Governor

Paul O'Grady, Local Authority Governor

Esther Tobin-Wynne, Foundation Governor

John Trippier, Parent Governor

*Ex-officio member

Governance Priorities 2018/19

- **Governor personal development:**
A formal training plan, succession planning and more opportunity to work in small groups will provide governors with more experience and strengthen the resilience of the whole team.
- **Governor monitoring groups:**
Governor visits are designed to

provide governors with an opportunity to see for themselves the impact of the policies and plans they approve. The creation of small governor monitoring groups will provide the independent oversight and opportunity to consolidate governor training.

- **Diocese of Westminster Academy Strategy:** Governors will continue to work closely with our Lea Valley Deanery schools as we evaluate the potential benefit to school of forming a Catholic Academy Trust.

Contact us

For more information about the Governors of St Cross, please visit the school website.

www.stcross.herts.sch.uk

Home > Our Community > Governors

You can contact the governors via the school office or by email to Governors@stcross.herts.sch.uk