



Chair's Introduction

During the year some of our long-standing governors stepped down and new governors, from our parents and staff, have joined us.

Three key themes for governors this year have been overseeing the improvements in the administration around Safeguarding, the introduction of the General Data Protection Regulation (GDPR) and exploring whether St Cross should join a Multi Academy Trust. See page 5 for more detail. §

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Parent Questionnaire

Key Takeaways

Participation reduced slightly from our last survey, with 50 responses received compared to 57 in 2016/17.

92% of all responses to the questions were positive, either Strongly Agree or Agree. Only 1% of responses Disagreed.

The most positive responses focused on how happy and safe the children are, followed by parents and carers happy with their child’s experience, their behaviour and the leadership and management of school.

Fewer parents are satisfied with how school takes account of pupils’ views and suggestions or concerns from parents and carers, homework, information about pupil’s progress.

Context

Two key developments have happened since the last questionnaire, a) the Ofsted inspection in January 2017, and b) the completion of our building development.

Parents are asked to indicate whether they strongly agree, agree, disagree, strongly disagree or don’t know in response to 15 short statements.

What Ofsted and the DoW said

“Parents are happy with the school. Their overwhelming view is that the school is well led, their children do well, and they would recommend St Cross to another parent”. Ofsted, Jan 2017

“Parents value this school and would highly recommend it to others.” Westminster Diocesan Inspection Report, April 2018.

Qualitative Responses

71 comments were received from parents and carers, providing governors with invaluable insight.

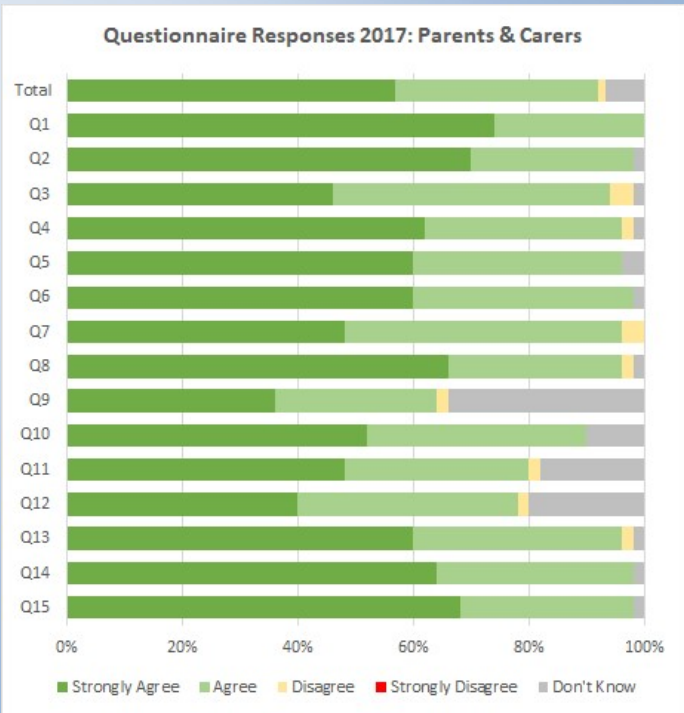
Parents and carers truly valued the caring environment, the range of extra-curricular activities, the Catholic ethos and the educational experience of their children. These themes were commented on by 80% of respondents.

Improvements in communication, a request for greater access to teachers and different fund-raising ideas were cited by 20% of respondents.

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.

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Our Educational Performance

Key Takeaways

Our attainment is very good, particularly when compared to our local peer set, but progress should be better.

80% of pupils achieved the expected standard in reading, writing and maths combined, comparing favourably with Hertfordshire (65%) and England (61%).

Key Stage 1 attainment in writing was above average at 83%, and in the top 10% nationally.

Ofsted analysis shows a very large majority of pupils, 93%, met the phonics expected standard in Year 1.

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 publically 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.

Our Attainment in 2016/17

Pupils are 'meeting the expected standard' if they achieve a 'scaled score' of 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 65% in Hertfordshire, and 61% 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 2nd out of the 9 schools for the combined score; 1st in maths and grammar, punctuation and spelling, and 2nd in writing and 3rd in reading.

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 Measure

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 have requested an increased focus on the opportunities for pupils to apply and practice their reading, writing and mathematical skills across the curriculum, particularly for more able children, so they can aim for the higher standard. §

Attainment: Percentage of pupils meeting Expected standards at end of Primary in 2017

School	Reading, Writing & Maths	Reading	Writing	Maths	GPS
Sheredes	98%	98%	100%	100%	100%
St Cross	80%	87%	93%	100%	100%
Broxbourne CofE	78%	84%	81%	94%	88%
St Augustine	76%	90%	86%	83%	97%
St Catherines	62%	67%	78%	71%	82%
NATIONAL	61%	72%	76%	75%	77%
Wormley	61%	68%	77%	82%	88%
Westfield	55%	69%	76%	69%	83%
St Pauls	53%	60%	90%	60%	73%
Forres	25%	39%	61%	55%	59%

Progress Measure: (Ranked by Attainment)

Local Peer Set School	Reading			Writing			Maths		
	Progress	RAG	Avg Score	Progress	RAG	Avg Score	Progress	RAG	Avg Score
Sheredes Primary	4.7	Well Above Average	112	3.2	Well Above Average		5.4	Well Above Average	112
St Cross	-2.3	Average	106	0.2	Average		0.8	Average	109
Broxbourne CofE	-0.2	Average	107	-1.5	Average		-1.6	Average	106
St Augustines	-1.0	Average	107	-1.2	Average		-1.9	Average	105
HERTFORDSHIRE	0.2	Above Average	104	0.1	Average		-0.3	Below Average	104
St Catherines	0.4	Average	103	2.6	Above Average		0.4	Average	104
Wormley	-3.9	Well Below Average	103	-3.5	Well Below Average		-1.2	Average	105
Westfield	0.7	Average	102	3.2	Well Above Average		0.5	Average	102
Wormley	-3.9	Well Below Average	103	-3.5	Well Below Average		-1.2	Average	105
St Pauls	-1.0	Average	102	1.7	Average		-0.9	Average	102
Forres	-4.9	Well Below Average	97	-1.6	Average		-2.6	Below Average	100

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 County and the Diocese.

Investments will continue to be made in resources and initiatives to improve the educational performance and outcomes.

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.

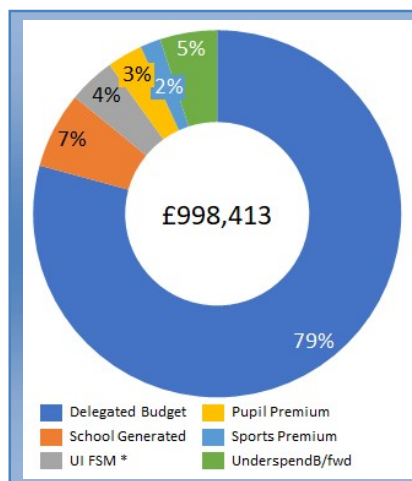
Governors oversee the financial performance of school, making sure its money is well spent, ensuring investments are delivering the expected outcomes.

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 December 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.

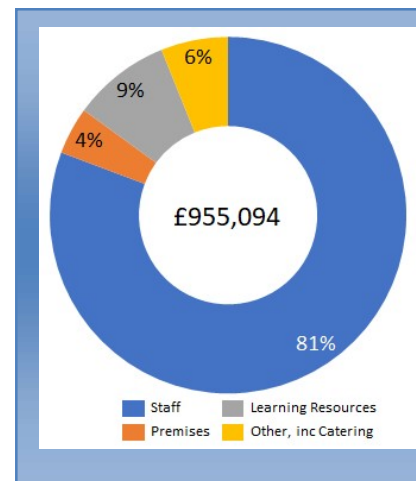


Total revenue comprised £791k delegated budget, £90k in additional grants, Universal Infant Free School Meals, Pupil Premium and Sports Premium), self-generated income of £67k and our Reserve carried forward from 2017/18 of £50k.

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 from when the budget was set. 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 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

School Improvement Committee

Aim: To hold the Head teacher to account for the educational performance of the school and its pupils.

Chair: David Williams

Resources Committee

Aim: To oversee the financial performance of the school and making sure its money is well spent.

Chair: Cate Campany

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

Your Governors

Cate Campany, Foundation Governor

Kathryn Hall, Head Teacher

Cassie Burling, Assistant Head Teacher

Nathan Dass, Associate Governor

Kevin English, Co-opted Governor

Emma James, Assistant Head Teacher

Ula McDonnell, Parent Governor

Fr Philip Miller, Foundation Governor

Mark Moran, Foundation Governor

Paul O'Grady, Associate Governor

Dawn Spink, Associate Governor

Esther Tobin-Wynne, Foundation Governor

John Trippier, Parent Governor

Tanya Tyler¹, Foundation Governor

David Williams¹, LEA Governor

Megan Woolner, Staff Governor

Governance Priorities 2017/18

Improvements in the administration of safeguarding processes has been a key priority, which included investing in a new recording and reporting system.

Governors have been delighted that the building plans have been completed:

- A new classroom for Reception, including a covered walkway to the main school building;
- A new administration block, including a sick bay, disabled toilet and a meeting room

- Tighter access controls onto the school site
- Creating the main entrance to school via the 'side gate' in Holly Walk.
- The gate to the car park now has access controls and is no longer used as a pedestrian entrance.

Throughout the past year we have said thank you and farewell to John Morris, Danny Bartlett, Tanya Tyler, and David Williams. All have served St Cross over the years with the commitment and passion that is a feature of our governing body. (1) Tanya and David will leave end August 2018.

We have also welcomed Esther Tobin-Wynne, John Trippier, Nathan Dass and Megan Woolner, and look forward to working more closely with them.

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

