



# St Oswald's CE Primary School, York



*Learning for all, caring for each other, preparing for the future*

*Let us encourage one another – Hebrews 10.25*

## **Governors' Annual Statement and Impact Report –**

**July 2024**

During Full Governing Body (FGB) meetings, governors regularly monitor and scrutinise progress against the School Development Plan (SDP). The SDP is a detailed plan with strategic actions targeting the following areas: quality of education, behaviour and attitudes, personal development, leadership and management and early years education.

Governors work hard to understand the issues the school faces, which enables them to support the strategic direction of the school.

The governor objectives are aligned with the school development plan objectives and for academic year 23/24 these were:

<b>Objectives Academic Year 2023/24</b>
1. Support the newly appointed Headteacher and Deputy Headteacher as they embed themselves in their new roles to help ensure the smooth transition of leadership at the school.
2. Prepare for the role the governing body will play in the future Ofsted inspection, to demonstrate how the governing body enhances the effectiveness of the school.
3. Commence succession planning for Chair of Governors role.

Reflect briefly on how governor objectives for the last academic year were met and the impact they had on pupil progress:

Governor Objective	Status	Impact
<p>Support the newly appointed Headteacher and Deputy Headteacher as they embed themselves in their new roles to help ensure the smooth transition of leadership at the school.</p>	<ul style="list-style-type: none"> <li>● Governors feel they have built a very good working relationship with the Headteacher and Deputy Headteacher</li> <li>● Chair and Vice Chair of governors are in regular communication with the Headteacher outside of formal governor meetings.</li> </ul>	<ul style="list-style-type: none"> <li>● School Leaders feel supported by the governing body.</li> <li>● The transition to the new school leadership team has been seamless.</li> </ul>
<p>Prepare for the role the governing body will play in the future Ofsted inspection, to demonstrate how the governing body enhances the effectiveness of the school.</p>	<ul style="list-style-type: none"> <li>● Governors attended CYC training on the governor role within an inspection.</li> <li>● Governors ensured they were familiar with the relevant documentation and information that would be required for the Ofsted meeting</li> </ul>	<ul style="list-style-type: none"> <li>● The school retained its 'Good' status at the end of the ungraded inspection in April 2024.</li> <li>● The report stated: 'The governing body is fully invested in the school and the wider community. They provide valuable expertise in a variety of areas. Support, challenge and care are forthcoming from governors in equal measure. As one governor told the inspector 'being a governor at St Oswald's is a privilege'.'</li> </ul>
<p>Commence succession planning for Chair of Governors role.</p>	<ul style="list-style-type: none"> <li>● Louise Toal has agreed to become Chair of Governors from September 2024, subject to election by the Full Governing Body.</li> <li>● Current Chair, Claire Sinclair, will remain as Vice Chair for the next academic year, to support the new Chair in the role.</li> <li>● The handover process is already well underway.</li> </ul>	<ul style="list-style-type: none"> <li>● A seamless transition to the new Chair of Governors.</li> </ul>

## **Data Analysis –**

*Outline how governing boards have used their knowledge to interrogate data during meetings in school to discuss pupil progress and outline how governors have monitored specific groups of pupils during the last academic year and how this has impacted on pupil progress:*

- At Full Governing Body (FGB) and Standards & Strategic Improvement (SSI) meetings, governors' discussion and questioning of the headteacher, deputy headteacher, phase leaders and subject leaders ensures that the work of the leadership team is effective and focused on the correct improvement priorities to maximise pupil progress.
- Once per term, members of the Standards & Strategic Improvement (SSI) committee receive progress and attainment data for reading, writing and maths. The data is analysed by year group, girls/boys, SEND, disadvantaged, EAL and service pupils.
- A link governor is assigned to each phase (EYFS, KS1, Lower KS2, Upper KS2) and meets once per term with the phase leader, their staff counterpart. The SEND Link Governor meets the SENDCO once per term as well. The SSI Chair defines a template of questions to be asked during these meetings to ensure consistent scrutiny across the phases. The intervention plan agreed during staff Pupil Progress Review meetings is discussed at the Link Governor meetings in response to governor questions.
- Link governors bring findings from their meetings with phase leaders to the SSI meeting, where comparisons are made and key themes across the phases are discussed in relation to the School Development Plan objectives.
- Once per term, a subject leader is invited to present at SSI for a deep-dive analysis of a specific subject area or other area of focus. This year, the committee has looked at 'golden threads' across the curriculum and looked at the school's approach to focusing on improving outcomes for the lowest 20% of pupils.
- Governors' working relationship with staff through the process described above increases accountability and allows governors to question and challenge subject leaders and phase leaders, constructively.
- Governors also review and scrutinise summary data from the annual pupil wellbeing, staff wellbeing and parent feedback surveys. Governors provide respectful challenge to the headteacher regarding improvement action plans relating to each survey area.
- Specific areas of impact achieved by the SSI committee this year have included:
  - Support for the continued embedding of the new phonics programme, Little Wandle, and analysis of progress through evidence and ongoing discussions with staff
  - The support and integration of newly appointed governors through pairing new and more experienced governors in phase links, which has facilitated more effective succession planning and helped new governors to find their feet more quickly.
  - Embedding of subject leader presentations and Ofsted-style deep dive questions.

- Continued training for governors around data analysis, the Ofsted framework and holding leaders to account

- **Financial Management –**

*Provide examples of how the governing board has ensured that the school budget was managed efficiently:*

- The Finance, Staffing & Resources (FSR) committee includes governors from an educational management, financial and business background which provides the knowledge and expertise needed to focus concisely on specific financial issues which informs decision making.
- The FSR committee meets three times per year to monitor income and expenditure and to set the school budget. A sub-working party meets once per year to review the financial practice in the school through the Schools Financial Value Standards, which helps to benchmark the school's financial performance against other similar schools.
- Specific areas of impact achieved by the FSR committee this year have included:
  - The committee regularly challenges the PFI charges and pushes for more forward guidance from CYC.
  - Governor review of the benchmarks in the school's School Financial Value Standard statement (SFVS) and School Development Plan (SDP).
  - Careful discussion and consideration of the school's Start Budget provides useful feedback to the school, which has been essential at a time of rising costs.
  - Governor support of the school's investment in the new phonics scheme, Little Wandle, has been essential in supporting the school's strategy to improve phonics and early reading.

**Governor training –**

*Review the training sessions attended by governors during the last academic year reflect on their impact:*

- Through closer monitoring, we have improved governor attendance at training this year, which is enabling the Full Governing Body to keep up to date with the national and local educational agenda, ensuring they can support the HT effectively make the best choices and decisions for our school.
- The below table summarises some of the training which governors felt to have been most impactful:

Governor	Training	Impact
All	Ofsted	<ul style="list-style-type: none"> <li>• Governors have an improved understanding of the framework Ofsted use to inspect the school.</li> <li>• Governors understand their role during an inspection.</li> </ul>
All	Prevent	<ul style="list-style-type: none"> <li>• An understanding of the updated Prevent guidance.</li> </ul>
Safeguarding Governors	Governors Responsibilities around Safeguarding training	<ul style="list-style-type: none"> <li>• Clear understanding of the responsibilities of the Safeguarding governor.</li> </ul>

## Governor visits –

*Provide examples of the impact of governor visits on school improvement:*

Governors have visited the school termly with visits typically including a discussion with the subject leader, observation of teaching, learning walk, review of children's workbooks and pupil voice. After each visit, a report is written up and presented to the FGB for further scrutiny.

Governors' work with the staff team is valued by the school and enables governors to take a constructive role in discussions and make informed decisions at governor meetings.

The topics chosen as the focus for each visit related to the school strategic areas of focus:

<b>Term</b>	<b>Topic</b>	<b>Impact</b>
Autumn	Safeguarding	<ul style="list-style-type: none"><li>• Embedded a better understanding among Governors of the systems, processes and procedures that ensure children are properly safeguarded.</li></ul>
Spring	Golden Threads	<ul style="list-style-type: none"><li>• An improved understanding of the concept of Golden Threads and the way in which subject leaders intend for these to be enacted within their area across each year group.</li></ul>
Summer	Collective Worship	<ul style="list-style-type: none"><li>• A better understanding among governors about the way in which collective worship is delivered at St Oswald's and its connection to the vision and values of the school.</li></ul>

Additionally, link governors have met school staff for the following areas of focus:

<b>Term</b>	<b>Topic</b>	<b>Impact</b>
Every term	Health & Safety	<ul style="list-style-type: none"><li>• On the back of observations made during visits, Health &amp; Safety staff training has been implemented which will help improve safety and compliance.</li></ul>
Autumn	Pupil Premium	<ul style="list-style-type: none"><li>• Governors understand how the pupil premium grant is used to support outcomes and provision. This then enables governors to evaluate its impact.</li></ul>

Summer	Safeguarding	<ul style="list-style-type: none"><li>• The impact of this challenge and monitoring is confidence in the strong safeguarding ethos at St Oswald's and that the policies and procedures that have been put in place are working in practice.</li></ul>
--------	--------------	---



**Future and continuous improvement –**

*Outline the school's priorities for the year ahead and reflect on how governors can contribute to the future improvement of the school:*

**Proposed Governor Objectives Academic Year 2024/25**

Support the school in achieving the strategic objective of implementing the updated curriculum in all lessons to help pupils achieve the highest possible outcomes.

Prepare for the role the governing body will play in the future Statutory Inspection of Anglican and Methodist Schools (SIAMS) , to demonstrate how the governing body enhances the effectiveness of the school.

Support the newly appointed Chair of Governors to make an effective transition to this role.