



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 2022

School Development Plan (SDP) –

Outline briefly governors’ objectives for the last academic year and how these linked to the SDP:

During Full Governing Body (FGB) meetings, governors regularly monitor and scrutinise progress against the School Development Plan (SDP). Governors work hard to understand the issues the school faces, which enables them to support the strategic direction of the school.

The school development plan objectives for academic year 21/22 were:

| SDP Objective | Governor Objective |
|--|--|
| <ul style="list-style-type: none"> To consolidate learning and address gaps caused by school closures. | <ul style="list-style-type: none"> Scrutinise areas of the curriculum that school identify as learning gaps caused by school closures. |
| <ul style="list-style-type: none"> To continue to improve progress and achievement for all, with a focus on phonics and reading, and the progress of vulnerable pupils. To ensure that all members of our community have the opportunity to flourish. | <ul style="list-style-type: none"> Strengthen the scrutiny of link governor meetings with phase leaders to focus on progress and achievement for all |
| <ul style="list-style-type: none"> To further develop leaders at all levels to maximise their impact in driving school improvement. To ensure the curriculum delivers breadth, progression and opportunities for deeper learning, including the reintroduction of extra-curricular activities. | <ul style="list-style-type: none"> Provide development opportunities to leaders at all levels regarding school improvement in their curriculum area. Continue to develop governor skills by better understanding training completed and identifying areas for further development. |
| <ul style="list-style-type: none"> To ensure our school vision is at the heart of everything we do. | <ul style="list-style-type: none"> To ensure the school vision is at the heart of everything we do |

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 on Pupil Progress |
|---|---|--|
| <p>Scrutinise areas of the curriculum that school identify as learning gaps caused by school closures.</p> | <ul style="list-style-type: none"> • Face-to-face governor visits have been re-instated. • Scrutiny has been conducted across a wide-range of subject areas, including writing, which was identified by school as one of the biggest learning gaps caused by school closures. | <ul style="list-style-type: none"> • Improved governor knowledge of priority areas of curriculum focus, leading to more impactful discussions and questioning during governor meetings. |
| <p>Strengthen the scrutiny of link governor meetings with phase leaders to focus on progress and achievement for all</p> | <ul style="list-style-type: none"> • Link governor template of questions now embedded to drive consistent challenge to all Phase Leaders including specific groups of pupils. | <ul style="list-style-type: none"> • Consistency and high quality questioning during Link Governor meetings. |
| <p>Provide development opportunities to leaders at all levels regarding school improvement in their curriculum area.</p> <p>Continue to develop governor skills by better understanding training completed and identifying areas for further development.</p> | <ul style="list-style-type: none"> • One subject leader is invited to present to each Standards & Strategic Improvement (SSI) meeting. • Subject leaders meet with governors during visits. • Governors' training tracker now utilised with some initial gaps filled. | <ul style="list-style-type: none"> • Subject leaders are used to presenting their 'subject on a page' and facing scrutiny from an external body • Governors have the skills to effectively monitor and challenge pupil progress. |
| <p>To ensure the school vision is at the heart of everything we do</p> | <ul style="list-style-type: none"> • SIAMs governor visit focussed on the extent to which the school vision has been embedded. • School vision included on minutes and agenda packs. • Governors played a central role in organising several community events & initiatives relating to the school's 250th anniversary. | <ul style="list-style-type: none"> • We 'encourage one another' at every level of the school, towards maximising progress for every child. |

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 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 more in-depth analysis of a specific-subject area beyond reading, writing and maths. This year, the committee has reviewed music, modern languages and science.
- 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 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:
 - During a link governor meeting, a challenging situation involving pupils was discussed including a particular incident that had occurred that day. This led to further discussion at SSI. The Headteacher and Deputy Headteacher noted that they appreciated the timely, supportive and constructive discussion which meant they could move forward with defining an action plan to more fully meet the needs of the children involved with the full support of the SSI committee.
 - During 20/21 the SSI Chair created a template for questions to drive the Link Governor meetings. This has been fully embedded during 21/22 and is helping to ensure consistent, effective questioning across phases.
 - Introduction of subject leader presentations and Ofsted-style deep dive questions.

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 a 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.
- As a result of questions asked by the committee, revenue and expenditure for Nightowls and Early Birds are now tracked as a standalone item. This allows the committee to ensure the wraparound care provision runs without subsidy from the school budget.
- Involvement of the committee in IT audit with an external reviewer has led to the IT suite being replaced with chromebooks and the renegotiation of the Vital managed service, making significant annual savings.
- The committee now has a dedicated Health and Safety link governor who is completing thorough termly inspections.
- A governor applied for Ward funding which resulted in a £1000 donation towards the outdoor learning space.

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 |
|-----------------|---------------------------------|--|
| Claire Sinclair | Complaints handling (NGA) | •The training helped the governor subsequently facilitate a stage 1 complaint through to resolution. |
| Claire Sinclair | Link Governor Training (CYC) | • Reinforced the need for targeted and consistent challenge during link governor meetings, which led to the SSI committee creating a template of questions for each link governor to ask their counterpart phase leader during termly meetings, with a focus on specific groups of pupils. |

Governor visits –

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

Governors have visited the school termly with each visit including 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.

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:

| Term | Topic | Impact |
|--------|------------------------|---|
| Autumn | RE | <ul style="list-style-type: none"> A better understanding among governors about the way in which the RE curriculum is taught at St Oswald’s and its connection to the vision and values of the school. |
| Spring | Writing | <ul style="list-style-type: none"> Embedded a good understanding among Governors of the issues the school faces in relation to writing, particularly post-covid, enabling them to support the strategic direction of the school. |
| Summer | SIAMS | <ul style="list-style-type: none"> Identified strategic actions to continue with the embedding of the school vision in line with the SIAMS framework. |
| Summer | Wider curriculum & RHE | <ul style="list-style-type: none"> Scrutiny of the newly implemented RHE curriculum. An improved understanding of the breadth of the curriculum beyond core subjects (eg: Design technology, food technology etc). Visibility of the use of chromebooks within topic lessons in lieu of the retired IT suite (per strategic decisions taken by FSR committee). |

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

| Term | Topic | Impact |
|------------|-----------------|---|
| Every term | Health & Safety | <ul style="list-style-type: none"> On the back of observations made during visits, Health & Safety staff training has been implemented which will help improve safety and compliance. |
| Spring | Pupil Premium | <ul style="list-style-type: none"> Governors understand how the pupil premium grant is used to support outcomes and provision. This then enables governors to evaluate its impact. |
| Summer | Safeguarding | <ul style="list-style-type: none"> 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. |
| Summer | SEND | <ul style="list-style-type: none"> Governors understand levels of SEND, which are increasing at the school. Governors are aware of characteristics of cohorts that might affect outcomes. Governors can and do question the headteacher on what is being done to address this. |

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 |
|---|
| Build and strengthen data analysis skills across the FGB to ensure all governors are able to engage fully with discussions about the educational performance of the school. |
| Support the five newly appointed governors in transitioning into their new responsibilities and help to embed them into the governing body. |
| Commence succession planning for all leadership roles (Chair, Vice Chair, Chairs of sub-committees). |
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