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“Let us encourage one another” Hebrews 10.25

Governors’ Annual Statement and Impact Report –

Jul 2023

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). 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 22/23 these were:

Governor Objectives Academic Year 2022/23	
1.	Build and strengthen data analysis skills across the FGB to ensure all governors can engage fully with discussions about the educational performance of the school.
2.	Support the five newly appointed governors in transitioning into their new responsibilities and help to embed them into the governing body.
3.	Run a fair, safe and thorough recruitment process to appoint a new headteacher for the school.

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
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.	<ul style="list-style-type: none"> • Governors attended bespoke training, designed specifically for St Oswald's governing body, delivered by the Head of Primary Effectiveness and Achievement at City of York Council • Scrutiny has been conducted across a wide-range of subject areas, including phonics, which was identified as critical priority area for development. 	<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. • Consistency and high quality questioning during Link Governor meetings
Support the five newly appointed governors in transitioning into their new responsibilities and help to embed them into the governing body.	<ul style="list-style-type: none"> • New governors have undertaken the recommended training. • New governors have been actively involved in learning opportunities, for example, by participating in school visits. • The Chair of Governors has regularly engaged with new governors outside of meetings, through email and face to face communication to provide additional support. 	<ul style="list-style-type: none"> • New governors are effectively embedded into their new roles and are actively engaged at governor meetings. • New governors have the skills to effectively monitor and challenge pupil progress. • New governors are in a position to consider future leadership roles should they wish to.
Run a fair, safe and effective recruitment process to appoint a new headteacher for the school.	<ul style="list-style-type: none"> • The appointed governor recruitment panel ran a national advertising campaign, a thorough shortlisting process and a robust 2-day face to face interview process. • The Head of Primary Effectiveness and Achievement at City of York Council commented that the field of applicants for the post was extremely strong, and that the recruitment process was well run. • The panel agreed unanimously to appoint the highest performing candidate, Jemma Dunne, to the role. • Governors were subsequently involved in the recruitment of the Deputy Headteacher. 	<ul style="list-style-type: none"> • The governing body has an extremely high degree of confidence that the newly appointed Headteacher and Deputy Headteacher are the very best candidates to lead St Oswald's to achieve its future strategic aims and objectives.

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 deep-dive analysis of a specific subject area. This year, the committee has reviewed phonics, Relationships and Health Education 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:
 - Support for implementation of the new phonics programme, Little Wandle, and analysis of progress through evidence and ongoing discussions with staff
 - Commission of bespoke training for governors delivered by City of York Council's Head of Effectiveness and Achievement around data analysis, the Ofsted framework and holding leaders to account
 - 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.

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.
 - Governor scrutiny led to the ringfencing of any savings made by the school due to industrial action, for use on staff wellbeing projects.
 - Governor review of the benchmarks in the school's School Financial Value Standard statement (SFVS) and School Development Plan (SDP), which highlighted a relatively low ratio of Teaching Assistants (TA) to pupils, fed into the school's change of strategy around the allocation of TA resource.
 - 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	Bespoke training session with the Head of Primary Effectiveness and Achievement at City of York Council	<ul style="list-style-type: none">• Governors have a good grounding in using evidence to drive effective questioning.• Governors have an improved understanding of the framework Ofsted will use to inspect the school.
HT Recruitment Panel	Safer Recruitment (NSPCC)	<ul style="list-style-type: none">• A good understanding of the safety checks required during the headteacher recruitment. This helped to ensure a safer recruitment process.
Claire Sinclair, Louise Toal	Getting it Right - Disadvantaged Pupils training session (CYC/EEF)	<ul style="list-style-type: none">• Reinforced the need for targeted and consistent challenge during governor meetings, in relation to Pupil Premium and disadvantaged pupils.

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:

Term	Topic	Impact
Autumn	SEND	<ul style="list-style-type: none">Embedded a good understanding among Governors of the issues the school faces in relation to SEND provision, enabling them to better support the strategic direction of the school.
Spring	Phonics	<ul style="list-style-type: none">An improved understanding of the newly implemented phonics scheme; Little Wandle.Scrutiny of the initial impact of Little Wandle on phonics teaching across the whole school.
Summer	Collective Worship	<ul style="list-style-type: none">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.

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 Academic Year 2023/24
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.
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.
Commence succession planning for Chair of Governors role.