



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

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's objectives are aligned with the school development plan objectives and for academic year 24/25, these were:

Objectives Academic Year 2024/25	
1.	Support the school in achieving the strategic objective of implementing the updated curriculum in all lessons to help pupils achieve the highest possible outcomes.
2.	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.
3.	Support the newly appointed Chair of Governors to make an effective transition to this 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
Support the school in achieving the strategic objective of implementing the updated curriculum in all lessons to help pupils achieve the highest possible outcomes	Governors have engaged with curriculum implementation through focused visits, data scrutiny, and subject leader presentations	Governors gained a clearer understanding of how the updated curriculum is embedded across phases. Monitoring helped ensure consistency of teaching, and targeted focus on improving outcomes for the lowest 20% has been supported through the governor's challenge and accountability.
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.	Governors actively prepared for SIAMS through focused visits, discussions on values, and engagement with collective worship and RE, as well as a termly Church School Distinctiveness Working Group	The school received a glowing SIAMS report, which praised the strong alignment between the school's Christian vision and practice. Governors were commended for their strategic contribution and clear understanding of their role in upholding and promoting the school's ethos.
Support the newly appointed Chair of Governors to make an effective transition to this role.	The new Chair has been supported through effective succession planning, including mentoring by the outgoing Chair and collaboration during committee and FGB meetings.	Early signs of confident leadership by the new Chair, with continued strategic oversight and engagement across governor activities. Transition planning has supported continuity and board effectiveness.

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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.
- 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 embedding the new writing programme; analysis of progress through evidence and ongoing discussions with staff.
 - The support and integration of newly appointed governors through attending SSI. These governors will be link governors next academic

year. This facilitates more effective succession planning and helps new governors to find their feet more quickly.

- Embedding of subject leader presentations and Ofsted-style deep dive questions.
- Targeted questions around attainment and progress for PP and SEND pupils to quickly identify if interventions are working/needed.
- Targeted questions regarding barriers to pupil progress.
- Continued training for governors around data analysis, the Ofsted framework and holding leaders to account.
- Despite a strong focus on data driven questions, staff wellbeing is also prioritised with questions around wellbeing and support.

○ **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 has requested deep dives into standalone areas of financial data, such as wraparound care and SEND, to be able to analyse the specific situation in those areas, to enable more effective and transparent financial planning.
 - Through questions and challenge the committee has developed a clearer picture around staffing, and have contributed towards a shared understanding around how staffing decisions are made and how the impact on children and budget are considered.

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 that governors felt to have been most impactful:

Governor	Training	Impact
Louise Toal (Chair) Claire Sinclair (Vice Chair)	Chairs Forum	The forum strengthened school governance by enabling clear communication between Local Authority Officers and Chairs/Vice-Chairs, fostering collaboration and shared learning. It supported leaders in addressing challenges, promoted consistency across

		schools, and helped identify common issues early, ultimately enhancing the effectiveness of governing bodies across York.
Louise Toal (Chair) Claire Sinclair (Vice Chair) Sue Bland	Effective Governance in a CE school'	Attending the Effective Governance in a C of E School refresher training strengthened governors' understanding of their role in upholding the school's Christian vision and meeting SIAMS expectations. It provided practical tools to support strategic oversight and reinforced their responsibilities in a Church school context and helped prepare for the upcoming SIAMS inspection visit

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	Writing - Local Authority School Improvement Visit	<ul style="list-style-type: none"> Strengthened Governor understanding of the writing curriculum across all key stages. Highlighted inclusive teaching practices and high engagement across all classrooms. Increased awareness of how grammar and punctuation are creatively embedded in lessons. Reinforced confidence in the use of targeted support for pupils with additional needs.

		<ul style="list-style-type: none"> • Showcased effective integration of writing into Early Years play-based learning. • Encouraged reflection on challenge and provision for more able pupils. • Affirmed the school's commitment to equitable, high-quality teaching for all learners.
Spring	Cultural Capital and Disadvantages	<ul style="list-style-type: none"> • Deepened Governor understanding of support for disadvantaged and vulnerable pupils. • Increased awareness of how cultural capital is built into the curriculum. • Strengthened confidence in pupil tracking and progress monitoring systems. • Highlighted forest school's role in improving engagement and attendance. • Reinforced the value of holistic approaches to pupil development. • Prompted consideration of how parent feedback informs school planning.
Summer	Replaced with Siams Deep Dive	<ul style="list-style-type: none"> • We replaced the summer governor visit with a more in-depth SIAMS deep dive to better prepare for an anticipated inspection, ensuring a focused evaluation of our school's Christian vision, values, and impact in line with SIAMS expectations.

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

Term	Topic	Impact
Every term	Health, Safety & Data	<ul style="list-style-type: none"> • During visits, Governors gained a deeper understanding of the Health & Safety checks carried out and the processes behind them. During visits, Governors gained a deeper

	Compliance Governor	understanding of the Health & Safety checks carried out and the processes behind them. Also an appreciation of how busy the School Business Manager is.
Autumn	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.

Additional Impact across the school year

Term	Topic	Impact
Autumn	Team around the school attendance	Governors supported the Headteacher in implementing the Team Around the School approach, helping to bring together a range of external agencies to tackle issues in the community. Their backing enabled the Head to raise concerns effectively, push for coordinated support, and ensure that multi-agency actions reflected the school's priorities. This joint effort

		led to improved collaboration, early intervention, and greater access to support for vulnerable families.
All	School Expansion Support	Governors played a key role in supporting the Headteacher with plans for the school's expansion, funded by City of York Council and delivered by Sewell Group under the PFI agreement. Their involvement ensured strategic oversight, alignment with school priorities, and effective communication with stakeholders, helping to facilitate a smooth planning phase for the upcoming build.
Spring	Adoption of Smartphone free school	Adoption of Smartphone free school alongside other schools in the area as a result of discussions with governors and strong support from the governing body.
Spring	Rejuvenation of FOSOSF	With only two members last year, FOSOSF struggled to maintain fundraising efforts. Governors supported the new Chair by attending a

		<p>coffee morning to encourage parent involvement, helping to reinvigorate the group. This support, alongside efforts from the chair and other parents, led to increased interest and a stronger foundation for future community engagement and fundraising activities.</p>
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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 2025/26

Embed curriculum refinements to raise achievement across all subjects.

- The governing board should support and monitor the implementation of recent curriculum changes to ensure consistency and impact across all subjects. This includes continuing to develop middle leaders and ensuring staff apply curriculum updates effectively so that pupils achieve the school's high expectations

Develop a whole-school, shared approach to spirituality.

- Governors should support leaders to ensure all pupils and staff consistently experience and understand spiritual development across the curriculum. This includes identifying how experiences within and beyond RE and collective worship contribute to personal reflection and spiritual growth

Continued Governor FGB Support

- Support the new governors and governors taking on new roles within the governing body to effectively embed themselves within their new roles