



Sleights Church of England

(Voluntary Controlled) Primary School

Working together to be happy; to flourish; to succeed through our Christian Values of perseverance, respect and trust.

Governance Impact and Review Statement

September 2023

Purpose of this statement

This statement will summarise the work of the Sleights' governing body for the academic year 2022/23. The report will identify key actions taken by the governing body and their impact, as well as information about the diversity and skills of the governing body.

Governors at Sleights

The governing body at Sleights has 11 Governors, made up with:

- 1 Headteacher
- 4 Co-opted Governors (one vacancy at the time of this statement)
- 1 Local Authority Governor
- 2 Parent Governors
- 1 Staff Governor
- 2 Foundation Governors (one vacancy at the time of this statement)
- 1 Associate Member

During the last academic year, the terms of office for four governors came to an end. Two new governors joined, following a parent governor election process.

Governor attendance during 2022/23

Governor attendance in meetings is strong at Sleights. During the academic year 2022/23:

- 8/11 governors attended 100% of meetings.
- 3/11 governors attended 80% of meetings (missing just one)

Governor activities

Throughout the year, governors have carried out a range of activities, including:

- In school monitoring
- Meeting with the Local Authority/Diocese
- Supporting recruitment
- Undertaking training
- Approved and monitored the school budget

Governance Skills

As part of the governing body's ongoing commitment to developing expertise and high-quality governance, a skills audit was undertaken in March 2023. With a clear identification of strengths and less developed areas across the board, the parent governor elections of the summer term highlighted particular skills that would be useful for the governing body. This information was explicitly shared in recruitment information. With the appointment of new parent governors, the skills audit was completed to reflect the current composition, to support future recruitment.

Governance Skills Audit Outcomes (July 2023)

*New governors completed this audit prior to taking up the role in full, so some answers reflect this level of experience/engagement with the board.

Focus	Average Score	Lowest Score	Highest Score
I have governing experience in a school or in a different sector (Where 4 is extensive and 1 is no prior experience)	3.4/4.0	1	4
I know the school's strategic priorities (Where 4 is yes and can confidently discuss these and 1 is no understanding)	3.4/4.0	1	4
Where 5 is extensive and 1 is none, rate your experience/skill level in relation to your ability to analyse and review complex issues objectively.	4.08	3	5
Where 5 is extensive and 1 is none, rate your experience/skill level in relation to your ability to solve problems.	4.15	3	5
Where 5 is extensive and 1 is none, rate your experience/skill level in relation to your ability to propose and consider innovative solutions.	3.85	2	5
Where 5 is extensive and 1 is none, rate your experience/skill level in relation to change management (e.g. overseeing a merger, organisational restructure or changing careers)	3.31	1	5
Where 5 is extensive and 1 is none, rate your experience/skill level in relation to your understanding of current education policy.	4.15	2	5
Where 5 is extensive and 1 is none, rate your experience/skill level in relation to holding the headteacher to account.	3.85	1	5
Where 5 is extensive and 1 is none, rate your experience/skill level in relation to your ability to analyse data.	4.08	3	5
Where 5 is extensive and 1 is none, rate your experience/skill level in relation to your ability to question and challenge.	4.15	3	5
Where 5 is extensive and 1 is none, rate your experience/skill level in relation to your experience of performance management/appraisal of someone else.	4.00	3	5
Where 5 is extensive and 1 is none, rate your experience/skill level in relation to your experience of financial management/planning (including as part of your own job).	3.38	1	5
Where 5 is extensive and 1 is none, rate your experience/skill level in relation to your experience of procurement and purchasing.	2.77	1	5
Where 5 is extensive and 1 is none, rate your experience/skill level in relation to your experience of facilities and premises management.	3.00	1	5
Where 5 is extensive and 1 is none, rate your experience/skill level in relation to your links with the community.	4.00	2	5
Where 5 is extensive and 1 is none, rate your experience/skill level in relation to your knowledge and understanding of the local/regional economy.	3.54	3	5

Focus	Average Score	Lowest Score	Highest Score
Where 5 is extensive and 1 is none, rate your experience/skill level in relation to your knowledge and understanding of safeguarding/child protection.	4.31	3	5
Where 5 is extensive and 1 is none, rate your experience/skill level in relation to your knowledge and understanding of the National Curriculum.	4.08	1	5
Where 5 is extensive and 1 is none, rate your experience/skill level in relation to your knowledge and understanding of matters relating to Health and Safety.	3.69	1	5
Where 5 is extensive and 1 is none, rate your experience/skill level in relation to your knowledge and understanding of matters relating to Special Educational Needs.	4.08	1	5

As a result of the outcomes of the skills audit, the governing body will:

- Target areas with identified lower confidence with training opportunities. These will be provided from a range of opportunities, including inhouse training and brokered events from the Local Authority or beyond. A clear record of this training will be maintained and regular updates shared at governing body meetings.
- Any future recruitment opportunities will be considered using the outcomes of this extended training offer.
- It is envisaged that this work will result in improvements in lower areas of confidence. This will be measured through a further review of the skills audit at the end of the academic year.

Governor Diversity

In addition to the audit of skills, in May 2023, the governing body also undertook a review of diversity, inline with guidance from the Department for Education.

At Sleights, we believe that a diversity of thought, voices and perspectives is essential to good governance and the effective running of any organisation. The purpose of diversity monitoring is not to promote token diversity – no formula is being applied to determine a representative governing board. Members of the governing board are not recruited solely on the basis of their protected characteristics or lived experience.

Question	Response	Comparison with National Governance Association
What is your gender?	22% male 78% female	Of governors and trustees responding to the NGA annual survey, 61% identify as female and 39% as male. Gathering this data will allow the board to reflect on its gender diversity and the extent to which this offers a healthy difference of perspectives.
What was your age group on your last birthday?	33% 18 to 40 years 44% 41 to 60 years 22% 61 or over	Young people are currently under-represented in school governance. NGA estimates that 6% of volunteers are aged under 40, including 1% aged under 30. This data can be used to inform targeted recruitment and succession planning which ensures different generations are represented and gives the board a wider perspective.

Question	Response	Comparison with National Governance Association
Do you have a disability?	11% have a disability and require additional support 89% do not have a disability	This data will help to ensure that the board is aware of any barriers to full participation in governance caused by disability, including non-visible disabilities. The Equality Act 2010 defines disability as a "physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities." Long term is defined as lasting, or likely to last, for at least 12 months.
Which of the following best describes your sexual orientation?	100% straight/heterosexual	Sexual orientation is one of the characteristics that are protected by equalities legislation. This data will allow the board to reflect on how its composition reflects society as a whole and the insight required in order to ensure that practices in the school/trust are inclusive.
What is your ethnic group?	100% white English, Welsh, Scottish, Northern Irish or British	This data will allow the board to reflect on how its composition reflects the communities it serves and society as a whole. All ethnic minorities remain significantly and consistently underrepresented on governing boards. NGA estimates that 93% of those governing are White British. Meanwhile, 34% of primary school pupils, 32% of secondary school pupils and 30% of special school pupils come from an ethnic minority background. Ethnic origin is not about nationality, place of birth or citizenship. It is about the group to which you perceive you belong.
What is your religion?	56% Christian 33% No religion 11% prefer not to say	The multiplicity of religions found in our society offers very specific challenges and opportunities to schools, especially schools where many heritage groups and faiths are represented. This data will allow the board to evaluate which faith groups are represented among its membership and where additional support and insight may be needed.
How close do you live to the school where you govern?	22% less than 1 mile 56% 2 to 5 miles 22% 16 to 40 miles	This data will allow the board to reflect on how 'local' their membership is and what opportunities and issues this presents.
Which type of school did you attend between the ages of 11 and 16?	100% attended state run or funded school	This data will ensure that the board is aware of the different routes its membership took through education and therefore will help avoid 'groupthink' or confirmation bias in policy and decision making. It can also have a bearing on the way that boards approach policy development and stakeholder engagement.
What is your experience of the care system?	100% have not been in care/looked after	There are over 100,000 looked-after children in the UK. Research suggests that when looked after children are compared with children who have not been in care, they tend to have poorer outcomes in a number of areas such as educational attainment and mental and physical health. Gaining insight from the experience of looked-after and previously looked-after children will help governing boards to meet their responsibilities and hold their schools to account for ensuring they have maximum opportunity to reach their full educational potential.
Did you continue your education after leaving school?	44% further education/ Sixth Form 56% higher education/university	

Question	Response	Comparison with National Governance Association
Were you eligible for free school meals at any point during your education?	78% no 22% yes	Eligibility for free school meals is one of the primary indicators of educational disadvantage. Schools receive additional (pupil premium) funding to narrow attainment gaps between disadvantaged pupils and other pupils. Boards may benefit from having lived experience of how being in receipt of free school meals impacts on someone's experience of school and the support they require.
Do you consider yourself to be neurodiverse?	89% no 11% prefer not to say	

As a result of the outcomes of the skills audit, the governing body will:

- Not recruit new members of the governing board, solely on the basis of their protected characteristics or lived experience.
- Seek to gain a deeper understanding of some areas of diversity identified as low confidence or response, such as aspects that generated 0% responses. This deeper understanding will be achieved through additional training to support governors in understanding representation of children across the school. The intention of this work will be to provide the governors with the confidence and understanding about the experiences of some of our children in school and the provision they require.

Governance Impact

At the end of each meeting, governors reflect on their impact and consider what has been achieved as a result of their work in the meeting. This year, key impact has included:

Improving outcomes

- Challenging and monitoring attendance, including groups
- Considering and reviewing maths provision
- Considering the impact of additional booster and support groups
- Developing additional opportunities for children to access swimming lessons
- Training and ongoing monitoring of the curriculum, including assessment in foundation subjects
- Consulting and agreeing to changes to the school day timings
- Data scrutiny and analysis, including SATS, Early Years and Phonics Screening Data
- Music Mark and Global Diversity accreditation

Challenging leaders

- Challenging and monitoring attendance and probing in relation to specific periods of particularly poor attendance
- Exploring safeguarding actions, following the school's visit from the Local Authority and safeguarding audit
- Meeting Local Authority representatives
- Reviewing the impact of the school's work, using milestones and success criteria from the school development plan
- Consider the impact of additional funding through sports and pupil premium reviews

Monitoring and promoting staff and pupil health and wellbeing

- Ensuring that workload is being carefully managed
- Acknowledging and thanking staff for their work
- Considering the impact of play therapy on mental health and wellbeing
- Recognition of external validation and consideration of our work, such as the Local Authority visiting the school.
- The governing body understand and consider the context of our own school in our work.

Authored and reviewed by the Governing Body
September 2023