



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

July 2024

Purpose of this statement

This statement will summarise the work of the Sleights' governing body for the academic year 2023/2024. 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
- 1 Local Authority Governor (vacancy at the time of this statement)
- 2 Parent Governors
- 1 Staff Governor
- 2 Foundation Governors
- 1 Associate Member

During the last academic year, the previous Local Authority governor became co-opted. A new Foundation Governor was also appointed to the governing body.

Governor attendance during 2023/2024

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

- 9/11 governors attended 100% of meetings.
- 1/11 governor attended 80% of meetings (apologies accepted for one)
- 1/11 governor has not attended any meetings.

Governor activities

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

- in school monitoring
- attending a range of governor workshops
- carrying out the Headteacher's performance management, with an externally appointed appraiser.
- meeting with the Local Authority/Diocese
- supporting recruitment
- undertaking training
- approved and monitored the school budget
- representing the school at Yorkshire Coast Education Partnership events
- attending a range of school events

Governance Skills

As part of the governing body's ongoing commitment to developing expertise and high-quality governance, a skills audit was undertaken in June 2024. Since the last skills audit in March 2023, a number of new governors have come joined the governing body and subsequent training has been put in place.

With a clear identification of strengths and less developed areas across the board, the governing body is in a position to continue considering its strengths and areas for development for any new recruitment, including a new Local Authority governor. This information is explicitly shared in any new recruitment information.

Governance Skills Audit Outcomes (June 2024)

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

**The score shown underneath the recorded average score is the recorded score at the last collection in March 2023.

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)	3.5/4.0 3.4	1	4
I know the school's strategic priorities (Where 4 is yes and can confidently discuss these and 1 is no understanding)	3.8/4.0 3.4	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.	4.18 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.	4.45 4.15	4 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.	4.09 3.85	3 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)	3.36 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 4.15	3 2	5
Where 5 is extensive and 1 is none, rate your experience/skill level in relation to holding the headteacher to account.	4.27 3.85	2 1	5
Where 5 is extensive and 1 is none, rate your experience/skill level in relation to your ability to analyse data.	4.09 4.08	2 3	5
Where 5 is extensive and 1 is none, rate your experience/skill level in relation to your ability to question and challenge.	4.45 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.	4.09 4.00	2 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).	3.72 3.38	2 1	5
Where 5 is extensive and 1 is none, rate your experience/skill level in relation to your experience of procurement and purchasing.	3.09 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.	3.36 3.00	2 1	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 links with the community.	4.36 4.00	3 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.	4.00 3.54	3	5
Where 5 is extensive and 1 is none, rate your experience/skill level in relation to your knowledge and understanding of safeguarding/child protection.	4.54 4.31	4 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.	4.27 4.08	2 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.	4.08 3.69	3 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.	4.45 4.08	4 1	5

- Every area of the skills audit has demonstrated a collective improvement. In six areas, this improvement has increased the average score across the confidence intervals.
- One of the largest increases in lowest score confidence improvement is in special educational needs, where governors have received substantial training during the year.

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

- Continue to 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

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.
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.

Question	Response	Comparison with National Governance Association
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	
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.
- During this academic year, the governing body considered the impact and provision for children in care, as this was an aspect of the diversity audit that there was no prior experience or knowledge.

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

- Review of school development plan and establishing the continued focus of children achieving their FFT20 targets.
- Focus on achieving greater depth standards.
- Discussion about the inclusion of whole school SEND provision on the SDP.
- Attendance discussions and identification of areas of related concern.
- Development of the curriculum
- Yorkshire Coast Education Partnership meeting impact
- Scrutiny of pupil premium data and outcomes
- Access to all for residential trip.
- Attendance monitoring, including challenge on persistent absences.
- Additional places for Explorers, including staffing implications.
- Work around challenging behaviour
- Play Therapist's Research Project

Challenging leaders

- Rationale for the inclusion of projects on the SDP
- School residential trip discussions relating to cost and experiences
- Skills audit and governance statement review
- Persistent absentees
- Maths and pupil premium data
- School evaluation form
- Provision and impact of the curriculum for pupils with Special Educational Needs.
- Costings for school meals.
- Funding of the residential trip.
- After school club staffing
- Lockdown Policy
- Staffing structure.

Monitoring and promoting staff and pupil health and wellbeing

- Safeguarding discussions and updates
- Safeguarding and pressure on the Head
- Year 5/6 attitudes
- Work of the Reading Leaders
- Safeguarding workshop.
- Curriculum planning and staff workload.
- Before/After School Clubs and staff well-being implication.
- Smoothwall discussions

Authored and reviewed by the Governing Body
July 2024