



# 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 2025

### Purpose of this statement

This statement will summarise the work of the Sleights' governing body for the academic year 2024/2025. 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

### Governor attendance during 2024/2025

Governor attendance in meetings is strong at Sleights. During the academic year 2024/2025:

- 7/11 governors attended 100% of meetings.
- All apologies were consented to and agreed.

### 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
- engaging in school recruitment
- meeting with Ofsted inspectors
- 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 2025. These skills audits are undertaken annually to ensure the ongoing development of the board. This also ensures the appropriate skills are considered to ensure the effectiveness of the board.

In February 2025, our school had a one day, ungraded Ofsted inspection. This resulted in the school being identified as making significant progress since the last inspection and indicated a judgement higher than good. The governors were identified as a strength:

"Those responsible for governance are highly effective in their roles. They challenge and support school leaders. The governing body brings about tangible change that benefits pupils' education." Ofsted, February 2025

The outcomes of the skills audit enable the school to identify next steps. 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 (July 2025)

\*All scores are out of a maximum of 5, except for the first two statements, which show the maximum score of 5.

\*\*The score shown underneath the recorded average score and any notes on the lowest score is the recorded score at the last collection in June 2024.

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)	<b>3.8/4.0</b> 3.5	3 1	4
I know the school's strategic priorities (Where 4 is yes and can confidently discuss these and 1 is no understanding)	<b>4.0/4.0</b> 3.8	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.	<b>4.44</b> 4.18	3 3	5
Where 5 is extensive and 1 is none, rate your experience/skill level in relation to your ability to solve problems.	<b>4.56</b> 4.45	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.	<b>4.11</b> 4.09	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)	<b>3.67</b> 3.36	1	5
Where 5 is extensive and 1 is none, rate your experience/skill level in relation to your understanding of current education policy.	<b>4.33</b> 4.15	4 3	5
Where 5 is extensive and 1 is none, rate your experience/skill level in relation to holding the headteacher to account.	<b>4.56</b> 4.27	4 2	5
Where 5 is extensive and 1 is none, rate your experience/skill level in relation to your ability to analyse data.	<b>4.33</b> 4.09	3 2	5
Where 5 is extensive and 1 is none, rate your experience/skill level in relation to your ability to question and challenge.	<b>4.67</b> 4.45	4 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 experience of performance management/appraisal of someone else.	<b>4.09</b> 4.09	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).	<b>3.62</b> 3.60	1 2	5
Where 5 is extensive and 1 is none, rate your experience/skill level in relation to your experience of procurement and purchasing.	<b>3.62</b> 3.09	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.	<b>3.62</b> 3.09	1	5
Where 5 is extensive and 1 is none, rate your experience/skill level in relation to your links with the community.	<b>4.36</b> 4.36	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.	<b>4.11</b> 4.00	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.	<b>4.67</b> 4.54	4	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.	<b>4.44</b> 4.27	3	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.	<b>4.11</b> 4.08	3	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.	<b>4.56</b> 4.45	4	5

- Every area of the skills audit has demonstrated a collective improvement.
- In almost all cases, the lowest score given has also increased.

**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.

### **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.

## Wider Work

Members of the Governing Body have completed networking opportunities and training with colleagues from the Yorkshire Coast Education Partnership. This wider work has also included supporting school panels, including managing complaints.

## 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**

- Improvements to attendance
- Reviewing and challenging the Pupil Premium Strategy and interim review outcomes
- Review and ongoing monitoring of the School Development Plan
- Review of pupil progress, including end of key stage assessments. This includes analysis and consideration of individual subjects.
- Impact of support plans on the progress and attainment of pupils with special educational needs
- Procurement of new technology in order to enhance the delivery of the curriculum and improve outcomes
- Work alongside the Local Authority advisor
- Review of SATS administration and procedures
- Identification and review of progress of the school's newly implemented fluency programme and the impact of spelling intervention

### **Challenging leaders**

- Consideration of additional numbers of pupils in school
- How best to tackle attendance, including penalty notices and support for families
- Identification of progress across outcomes, including for the most disadvantaged.
- Undertaking school visits, including a specific safeguarding focus visit with the Local Authority.
- Consideration of pupil barriers to attendance, particularly girls.
- Adjustments to budget management, including supply funding and insurance for staff absence
- Health and safety considerations

### **Monitoring and promoting staff and pupil health and wellbeing**

- Identification of the impact of class structure.
- Staff workload and wellbeing.
- Review of Pupil Premium strategy and wider offer of support for this group of children
- Consideration of the Relationship and Sex Education policy
- Governor visits to consider health and safety practice.

Authored and reviewed by the Governing Body  
July 2025