



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 2026

Purpose of this statement

This statement will summarise the work of the Sleights' governing body for the academic year 2026/2026. 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, all governors attended at least 80% 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
- meeting with the Local Authority/Diocese
- engaging in school recruitment
- 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
- meeting the assessor for the History Quality Mark
- attended and supported the delivery of the school vision and values review process
- met with staff to understand wellbeing and workload
- undertaken a school tour with the Member of Parliament

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 regularly 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

In response to the June 2025 skills audit, this year, the governing body:

- continued to engage with onsite training with the Headteacher.
- utilised training and resources from the DRB network, a tool used by the wider Yorkshire Education Partnership
- attended training relating to finance management, led by the Local Authority
- successfully engaged with the Yorkshire Coast Education Partnership network and collaboration events

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 and supporting other important panels.

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 pupil targets and outcomes using FFT20
- School challenge visits review, including consideration of the impact of EYFS and building foundational skills
- Monitoring the impact of interventions
- Considered the impact of the SPAG programme, newly introduced in September and the impact of this in writing
- Identified key priorities from the development plan for monitoring
- Attended and supported vision and values training and development
- Consider the school's climate action plan and steps to take
- Monitoring the ongoing attendance of pupils, including specific groups. This includes using the comparable schools report from the Department for Education.
- Reviewing the work of the wider Yorkshire Coast Education Partnership
- Monitoring the impact of the SATs administration

Challenging leaders

- Understanding improvements to attendance
- Explored the impact of school work on staff workload and wellbeing
- Considered the use and impact of AI on school work, including with pupils
- Gain a deeper understanding about the use of positive handling training and implications in school
- Impact of play therapy on pupil outcomes
- Consideration of school site safety issues and concerns
- A consideration and review of the school PAN

Monitoring and promoting staff and pupil health and wellbeing

- Considered the use of AI and impact of this on pupil wellbeing
- Undertaken staff and pupil discussions to obtain a view on wellbeing and workload
- Understanding the use of wrap around provision to support wellbeing for pupils
- Through challenge visits to school, gain an understanding of the induction and support of new staff – governors noted that staff felt really well supported and part of the team
- Consideration and review of the school's stress risk assessment
- Safeguarding discussions are ongoing and have included a review of policies relating to allergies and safe sleeping arrangements.

Authored and reviewed by the Governing Body
July 2026