

St Oswald's C of E (VA) Primary School

Annual Governance Statement for the Governing Body of St Oswald's C of E (VA) Primary School SEPTEMBER 2025

In accordance with the Government's requirement for all governing bodies, the three core strategic functions of the St Oswald's Primary School Governing Body are:

- 1. Ensuring the clarity of vision, ethos and strategic direction of the school**
- 2. Holding the Headteacher to account for the educational performance of the school and its pupils**
- 3. Overseeing the financial performance of the school and making sure its money is well spent**

Governance Arrangements	The Governing Body of St Oswald's Primary School has continued to work hard during the past year. There are 11 Governors and 1 Associate Member with a vast array of experience from both industry and the education sector. Personnel include a recently retired headteacher, an ex-assistant headteacher, classroom teachers, accountants and managers from national companies and the Diocese of Leeds as well as three parents. The full Governing Body met once each term (twice in the Autumn) with additional meetings held to update the governing body member's knowledge and understanding of key issues, such as safeguarding training for governors. We also have a number of sub-committees: • Resources/buildings and staffing committee • Teaching and learning committee • Pupil support committee • Pay committee • Head Teachers appraisal and pay committee There are also other committees that meet as required to consider disciplinary procedures. Meetings have mostly taken place in person.
Attendance of Governors	Most governors continue to have excellent attendance at meetings. All attendance is logged on the Governor Support Services Website and details are available on request and published on the school website at the end of the academic year
The work that we have done as a Full Governing Body and within committees	The Governing Body has had, yet again, a particularly busy year, supporting the school in its efforts to provide a first-class, fully inclusive educational experience for all children and working hard to support the school family in general. Governors are delighted that Miss Brown has been appointed Headteacher, she is already making a significant impact in driving the school forwards with improvements in the curriculum, wellbeing, leadership and inclusion. This was further validated last term when we had a very successful mock SIAMS inspection. (Church school inspection lead by the Diocese of Leeds) The new initiatives introduced in, and since 2021 continue have a positive effect on teaching and learning across the school as well as staff and pupil wellbeing. These include Forest School provision, a whole school approach to teaching metacognition as well as 'The Thrive Approach'.

The Resources and Staffing Committee, chaired by David Jones met to consider the latest budgetary information, as well as examining cash-flow statements and the school's income and expenditure. This process is done in conjunction with Leeds schools finance and the wider DFE funding team. Several key decisions were made (following the Teacher pay update) regarding operating efficiencies, these decisions were made to protect the school from an increasing risk of budget deficit as well as to create opportunity for some of our brightest and most experienced staff to develop their careers further by taking on additional responsibilities either at St Oswald's or elsewhere. Having overseen several staff move on in the year, the committee has supported school to recruit replacements and continue to prioritise retaining and growing our talent whilst having positive influence on the wider school's community locally. In other areas the committee supported School's leaders in key operating decisions and the ongoing buildings and premises updates as well as safety audits.

The teaching and learning committee, chaired by Jane Girt, met to discuss curriculum provision; its intent, implementation and impact on all pupils' progress across the school including the most vulnerable. It also looked at the engagement of pupils and their families with the curriculum provision and found that the school has robust measures to track pupils closely and make informed decisions regarding intervention. The curriculum is ambitious and challenging for high prior attaining pupils. A range of intervention strategies, including the use of support staff, have positively impacted on pupils' progress including the most vulnerable. The improved outcomes and opportunities for disadvantaged pupils has occurred through their systematic prioritisation. Subject leaders are continuing to develop the curriculum and embed a consistent approach to resourcing, teaching and assessment. The key initiatives of Forrest Schools and children learning about metacognition are embedded and having a positive impact on the quality of education they receive.

The pupil support committee, chaired by Fr David Pickett has focused this past year on the support provided to disadvantaged learners and pupils with Education, Health and Care Plans (EHCPs). Members of the committee have carried out school visits to review how EHCPs are developed and implemented and have scrutinised the inclusion processes in place. Throughout the year, the committee has received regular reports from the school's Inclusion Team, providing updates on priorities, interventions, and progress. Key areas of focus during 2024–25 included safeguarding, alternative provision, exclusions, and behaviour monitoring. The committee has overseen interventions from the school leadership team, such as the allocation of funding for disadvantaged learners. Alongside school leaders, the committee has also ensured that the local authority continues to meet its statutory duties and legal responsibilities towards pupils fairly and effectively. The committee has received regular reports on the attainment and progress of disadvantaged pupils and those with EHCPs. The data demonstrates clear evidence of the positive impact of targeted interventions, with improvements seen across the school, particularly among pupils requiring additional support to achieve their potential. The committee noted with pride the significant progress made this year and acknowledged the effectiveness of both leadership and provision in raising achievement. Looking ahead, the committee agreed on the importance of continuing to strengthen oversight of safeguarding and behaviour strategies and other targeted interventions, maintaining close scrutiny of outcomes for disadvantaged pupils and those with EHCPs to ensure sustained improvement in the coming year.

	The Full Governing Body discussed and considered many issues over the course of the year, particularly those related to pupil progress and achievement (Presented by the Teaching and Learning Committee along with the Head Teacher). The School Development Plan and Self Evaluation Form always sits at the centre of all discussions to ensure the school was maintaining its three main foci agreed for the year. The Head Teacher presented a comprehensive report at each meeting (including the reporting of attendance issues) and other key members of staff were invited to present similar reports, either in person or otherwise. We have continued researching and considering the possibility of academisation and have decided to actively pursue joining The Collaborative Learning Trust (based at Prince Henry's in Otley). Several governors have been pivotal in this work, attending meetings, presentations and visiting other schools. Conversations are ongoing and will obviously continue as we go through the process of due diligence. We will remain fully transparent with developments and inform stakeholders as and when appropriate. Another important role for Governors is reviewing and agreeing school policies. This year, we have considered several key policies, all of which can be found on the school website.
Future plans for the governors	Governors are committed to promoting the school in the local and wider community and making it the school of choice for new families. We are delighted that our Pre-School Nursery Provision is flourishing and continues to attract new children and families to our school. We would also like to record our thanks to Miss Miller who, along with her duties as Assistant Headteacher, remains instrumental in overseeing the provision and ensuring all children get the best possible pre-school experience. Our Inclusion and SEND offer are one of the very best in the area. We have further strengthened this vital provision with the appointment of our SENDCo, Ruth Howlett, as Assistant Headteacher with responsibility for inclusion across the school, taking up post in September. Governors are absolutely delighted with the excellent SATs results that our children achieved this year despite the huge mobility of pupils into our school. This is down to first-class provision in our classrooms. We would like to thank our dedicated staff team who, every day, nurture and inspire our children to flourish. During the summer break we have had further work undertaken on the fabric of the building, including the continued refurbishment of parts of the school, with the aim to improve the learning environment and general experience for all the children, staff and Parents who are part of the St Oswald's School Family.
How you can contact the governing body	We always welcome suggestions, feedback and ideas from Parents – Please contact the Chair of Governors (Mr Martin Baker) via the school office. You can see more information about the role of the governing body in the Governors' section of the school website