

## Governors Annual Statement and Impact Report 2022-23

"Leaders continue to provide a good quality of education. Together with the Governors they have accurate self -evaluation." **OFSTED 2019**

"Governors ask challenging questions of senior leaders through a termly school performance review meeting. Middle and senior leaders acknowledge the role that governors play in monitoring their work and appreciate the challenge and support they offer" **OFSTED 2016**

At Jarrow Cross our Motto of "Value in Everyone" permeates school life. We believe that every child is entitled to enjoy their childhood, celebrate their individuality and be the best that God made them to be. The Governors recognize for this to happen pupils must be supported by a well led, enthusiastic, professionally competent and motivated staff. The aim therefore of our Governing Body is to ensure pupils progress appropriately in their education and in doing so develop a thirst for learning, are emotionally secure, have the confidence and skills to make decisions, self-evaluate and become lifelong learners.

### **Safeguarding**

Safeguarding is vital to our school and the staff and governors ensure all procedures are up to date and monitored. The Governing Body are fully aware that Safeguarding is everyone's responsibility. Opportunities for pupils to develop their understanding of E-Safety and how to keep themselves safe are embedded into the school curriculum.

### **Supporting pupils**

Governors have worked with the Head Teacher to respond to the needs of the children for eg The Tutoring Grant was used to employ a tutor who worked with

targeted pupils to support improvement with their literacy and mathematics skills. Also after the outcomes of the Reception Baseline Assessment small group support and changes to the EYFS curriculum were quickly made to ensure that children received the appropriate support to develop their fine motor skills. Ongoing phonic support was given to children struggling in this area and reading continued to be a focus. Writing was a whole school development priority and staff undertook much professional development throughout this academic year.

Governors also continued to support the strong focus school places upon mental health and emotional wellbeing. Support this academic year included a Nurture Group which ran each morning for targeted lower KS2 children and the ongoing targeted individual and small group support provided by two members of staff.

### **Staff Wellbeing**

Staff Well being continued to be a priority throughout the year 2022/23. Governors recognize the positive effect well supported staff have upon the whole school community. Staff have continued to be supported in the following ways eg: staff receiving one full days per fortnight PPA, modifications made to marking and feedback policy to ease workload, the redecoration of the staff room, staff receiving a personal day which they are able to take at any time of the year and staff being given time for report writing.

### **Strategic Functions of the Governing Body**

This annual statement outlines how the Governing Body has fulfilled its responsibilities and how it has met the three core strategic functions of the School's Governing Body set out by Government and the Department for Education:

#### **1 Ensuring clarity of vision, ethos and strategic direction.**

**2 Holding the head teacher 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.**

During the last academic year meetings returned to Face to Face and Governor's continued to:

- Monitor the implementation and embedding of the national curriculum and assessment processes.
- Review and monitoring of pupil performance data and progress. Carry out budget setting, monitoring and review of school finances.
- Monitor the improvement of the school learning environment
- Review school policies and documentation.
- Monitor the implementation of the school development plan- see below.

### **School Improvement Plan (SIP) -**

Governors work co-operatively with the Head Teacher and senior management in the monitoring the School Improvement Plan. The Plan sets aims for the forthcoming year and outlines priorities for the forthcoming three years based upon priorities identified from data and the school self-evaluation. It is set out with clear improvement actions and the milestones which will be completed in order to achieve the success criteria. It is a flexible working document monitored and reviewed termly.

### **Priorities for the academic year 2022/23**

- **To implement the new EYFS Framework and continue the improving outcomes at end of Reception**

Evaluation -Half Termly Check ins took place between EYFS staff and HT. Discussions centred around recent assessments and the support being provided

for those children not on track to achieve GLD. In house moderation took place each half term which provided EYFS staff the opportunity to become familiar with Y1 expectations. Mastering number programme continued to be followed.

- **Ensure the school curriculum meets the needs of all learners**

Evaluation- Nautilus on line monitoring system was introduced to ensure a consistency of approach during monitoring windows The use of retrieval slides provided further opportunities for deeper learning across subject areas. Subject specific vocabulary for each year group was produced by each subject lead. This was a priority for all subject leads. Culture Bridge project completed with Year 2 children and opportunities to provide experiences to enhance children's cultural capital were ongoing eg Sky Arts Week, Shaun on the Tyne programme. Behaviour logs, incident forms were updated. Mrs Sutton joined pastoral team in order to ensure a higher number of children can receive targeted emotional support

- **Improve outcomes in writing**

Ongoing monitoring ensured clear feedback was given to staff on priorities, strengths and any areas of development. Monitoring also focused upon correct use of school's Text Progression Documentation. RWI approach continued throughout the school which included supporting children with correct letter formation. New vocabulary lists linked to specific texts have been developed,

- **Close the gap between groups of learners with a focus upon disadvantaged children**

Evaluation- Pupil Progress Meetings were ongoing. Assessment data analyzed termly. Intervention strategies monitored and impact recorded on provision sheets. Performance Management targets reviewed. On the spot catch up used to identify children at risk of under achieving and support is assigned. Tutor supported a group of Year 4 pupils from September to February. This had a

positive impact upon progress. End of year attendance for disadvantaged children was 91.36%. 2022 attendance for this group was 90.25%.

- **To promote children's understanding of our school vision**

Evaluation - Spirituality CPD for all staff lead by Rev Lesley took place. British Values plan developed and area on website developed. Godly Play was introduced by Reverend Jason. School vision is reflected in school life and reinforced during Collective Worship. New Collective Worship Plan developed which includes the same liturgical approach. HT and DHT attended training around school vision. School vision were updated and revisited by staff. Children involved in Collective Worship eg Open the Book. Opportunities for children to record spirituality ongoing.

**Priorities for future support are:**

- Ensure the school curriculum meets the needs of all learners
- Improve outcomes in writing
- Continue to focus upon closing the gaps between groups of learners with focus upon Disadvantaged and SEND children
- Improving outcomes in maths ( Greater Depth)
- To promote the children's and school community's understanding of our school vision.
- Ensure school is well prepared for upcoming SIAMS Inspection

