

Governors Annual Statement and Impact Report 2023-24

During this academic year Jarrow Cross was inspected under the Church of England's SIAMS Framework. Jarrow Cross achieved the highest Judgement of Judgement 1. The Inspection Report stated :

"Jarrow Cross is a nurturing school where every person is thoroughly known and cared for. A deeply rooted Christian vision and set of values, which are known and lived out by all, ensure that everyone is supported and valued."

Previous OFSTED Inspections have stated:

"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**

Our School's Vision

1 Thessalonians 5.11 " Encourage one another and build each other up"

Our school vision is easy to understand as it builds upon the above biblical teaching. Instead of being disappointed or giving up when things get tough, we should give each other the motivation and encouragement to remind one another that a better day lies ahead . Our aim is that everyone at Jarrow Cross feels supported.

Following this 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. Training and updates have been provided for staff throughout the year. Opportunities for pupils to develop their understanding of E-Safety and how to keep themselves safe are embedded into the school curriculum. Our new Family Worker was appointed this year and she continues to work closely with families at both an Early Intervention and Early Help stage.

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. The EYFS staff have also undertaken training aimed at improving the children's communication and language skills. Ongoing phonic support was given to children struggling to develop their phonic knowledge and promoting the children's love of reading continued to be a focus. This has included developing School Reading Ambassadors, work centered around promoting ambitious vocabulary and the updating of our reading spine to reflect new/ different texts. Writing was a whole school development priority, staff undertook much

professional development throughout this academic year including work upon the impact grammatical techniques can have upon writing and how to build speaking and listening techniques into the planning and teaching of writing.

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, a Nurture Group at lunchtime and the ongoing targeted individual and small group support provided by three 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 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 2023/24

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

Evaluation -. Subject Leads continued to focus upon ensuring a clear progression of knowledge and skills was followed for their subject areas. PACE sessions were delivered and strategies continue to be implemented. Data was collected termly and the progress of groups of learners was analysed. Monitoring identified opportunities for deeper learning and the use of retrieval powerpoints and knowledge was reflected in children's work. Opportunities to develop children's understanding of future careers and the understanding of

Courageous Advocacy were also built into the curriculum. Opportunities for trips/ visitors into school had a high priority and were ongoing.

- **Improving outcomes in writing**

Evaluation- Book Monitoring was ongoing and individual/ staff feedback given. Training focused upon the impact grammatical techniques can have upon writing and developing editing skills. The Reading Spine was updated to reflect new/ different texts. Moderation of writing was ongoing to ensure close alignment to progression documentation and also writing across the curriculum.

- **Close the gap between groups of learners with a focus on disadvantaged and SEND children**

Evaluation- Pupil Progress meetings are ongoing and identify children who require targeted support. Intervention strategies continue to be monitored, data reflects the impact of ongoing strategies. Tutor employed through tutoring grant to support targeted Year 3/ 4 pupils. Attendance procedures continue to monitor attendance of disadvantaged children and letters and meetings are set up to discuss children of concern. School continues to be part of Magic Breakfast Scheme.

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

Evaluation- Pupil Progress Meetings were ongoing. Assessment data was analyzed termly. Tutor employed to support Y3/4 targeted pupils in both Literacy and Numeracy. Intervention strategies monitored and impact recorded on provision sheets. Training and support was given regarding ensuring reasonable adjustments are put in place to support children. Attendance of all groups of learners continued to be monitored, the end of year attendance for disadvantaged children was 91.43% an increase from the previous year's 91.36%.

- **Improving outcomes in Maths**

Evaluation - Monitoring was ongoing. Mastery in Number was embedded in Years 1 and 2. Staff training was ongoing including training on calculation specific vocabulary, the mastery curriculum and the adaption of maths tasks to meet the needs of all pupils.

Priorities for future support are:

- Ensure the school curriculum meets the needs of all learners
- Improve outcomes in writing
- Raise the aspirations of all pupils through the wider curriculum
- Improving outcomes in maths (Greater Depth)
- Ensure school is well prepared for upcoming OFSTED Inspection