



**“Be courageous.  
Be strong.  
Do everything in love.”**  
1 Corinthians 16 v13-14

## The Governing Board of Grazeley Parochial (C of E) Primary School

### Review of our work in 2022-23

Thank you for visiting the Governor section of the school website. In this document we have outlined our key achievements and actions for 2022–23.

We are very pleased this year with the success of our Year 6 pupils in their KS2 SATs, with the percentage of children achieving the expected standard in reading, writing and maths equalling or exceeding the average of all Wokingham schools. It has been a challenging year for the school, following the mid-year departure of the previous HT, swiftly followed by the Chair of Governors, and then an OFSTED inspection in October. The work done by Miss Easton in the interim, and then advanced by Mrs Critchlow had already started to bear fruit before October, but unfortunately not quite enough to achieve the Good judgement. We would like to pay tribute to the tenacity of our new Headteacher: her commitment, together with that of all the school staff, has already led to an appreciable positive change in the school, and this has been recognised by the LA. We would also like to thank our staff and families for continuing to stay in the Grazeley community: changes are always challenging, but we think the journey we are on is an exciting opportunity to make some big improvements for our children. Finally, please do look out for governors at school events and come and say hello – we are keen to be a recognisable feature of the school.

Julia Cottee and Clare Payne  
Co-Chairs of Governors (11 October 2023)

#### What do we do?

The governing body works alongside the Headteacher and the senior leaders to support and challenge their work. We are responsible for the conduct of the school and for promoting high standards. We aim to ensure that children are attending a successful school that provides them with a good education and supports their well-being. Governors of community schools have three core strategic functions:

1. Ensuring clarity of vision, ethos and strategic direction.
2. Holding the Headteacher to account for the education performance of the school and its pupils, and the effective and efficient performance management of staff.
3. Overseeing the financial performance of the school and making sure its money is well spent.

#### Our attendance at meetings

Governor	TBR	JBR	JCL	JCO	JCR	SKI	PLA	DLA	DLI	AMA	DNA	CPA	DWA
Meetings attended	7/10	9/10	5/5	4/4	10/10	6/9	9/11	5/5	6/8	6/7	6/6	3/4	0/3
Apologies accepted	√	√	N/A	N/A	N/A	√	√	N/A	√	√	N/A	√	Not All

Strategic Function of	Challenges and Achievements	Review of our Effectiveness
<p>Ensuring clarity of vision, ethos and strategic direction, by</p> <ul style="list-style-type: none"> <li>• setting the vision, values and objectives for the school;</li> <li>• agreeing the school improvement strategy with priorities and targets;</li> <li>• meeting statutory duties.</li> </ul>	<p>We have:</p> <ul style="list-style-type: none"> <li>• changed the structure of our governing board to improve depth and frequency of focus on areas of school improvement which needs rapid progress;</li> <li>• considered and changed the staffing structure to reallocate expertise and further support the Headteacher;</li> <li>• as part of the budget-setting process for 2023-24, reviewed and challenged the proposed changes in spending, to ensure school improvement is driving the budget, and not vice versa;</li> <li>• revised our Policy Review Schedule with clear delegations of responsibility;</li> <li>• begun to review and approve all delegated school policies to ensure they are in keeping with our ethos and values;</li> <li>• improved how we support the well-being of the Headteacher, teachers and support staff;</li> <li>• supported the school's ethos of collaboration and investigation of future options through creation and strengthening of links with other schools;</li> <li>• prepared for the upcoming SIAMS visit in 2023-24; and</li> <li>• strengthened safeguarding monitoring, especially wrt external organisations using the school site.</li> </ul>	<p>We consider our overall effectiveness in this area to be emerging as Good *.</p> <p>Next year we will:</p> <ul style="list-style-type: none"> <li>• review the wording of the school vision;</li> <li>• prepare a 3-year strategic plan;</li> <li>• contribute towards setting the School Development Plans for 2024-27 and consider how governors will have impact, in line with the above plan;</li> <li>• adopt/develop an induction programme for new governors;</li> <li>• create a working party to explore the potential options on the way forward regarding academies;</li> <li>• embed both the new Wellbeing Policy and Wellbeing Governor role;</li> <li>• seek to improve how we identify and improve pupil support in mental well-being;</li> <li>• recruit a Clerk to the Governing Board;</li> <li>• recruit a Staff Governor to the Governing Board;</li> <li>• complete the policy review process;</li> <li>• complete the terms of reference review;</li> <li>• further increase governor skills through training, networking and collaboration with other schools;</li> <li>• agree the Headteacher's performance targets early in the year, allowing them to be cascaded consistently to other staff; and</li> <li>• continue to assure ourselves that the school's rapid improvement will contribute towards a solidly 'Good' judgement at the next OFSTED inspection.</li> </ul>

Strategic Function of	Challenges and Achievements	Review of our Effectiveness
<p>Holding the Headteacher to account for the education performance of the school and its pupils, and the effective and efficient performance management of staff by</p> <ul style="list-style-type: none"> <li>• appointing the Headteacher;</li> <li>• monitoring progress towards targets;</li> <li>• appraising the Headteacher;</li> <li>• engaging with stakeholders;</li> <li>• contributing to school self-evaluation.</li> </ul>	<p>We have:</p> <ul style="list-style-type: none"> <li>• conducted the Headteacher’s appraisal in consultation with an external adviser;</li> <li>• established a link group, led by an experienced educational professional, which meets frequently to monitor results and progress of pupils, with specific focus on vulnerable groups;</li> <li>• created the role of Inclusion Governor;</li> <li>• used our education contacts to direct the school towards people and organisations who will support the rapid improvement journey;</li> <li>• met regularly with LA school improvement partners to enhance mutual understanding of improvements made and still desirable, and any barriers preventing progress;</li> <li>• together with the wider team of education professionals, robustly challenged, supported and sought evidence on progress made against the Rapid Action Plan;</li> <li>• started to promote the role of governors through attending school events;</li> <li>• updated and improved governor information on the school website;</li> <li>• introduced a regular Governors section in the school newsletter; and</li> <li>• started to strengthen the governing board through training and development opportunities.</li> </ul>	<p>We consider our overall effectiveness in this area to be emerging as Good*.</p> <p>Next year we will:</p> <ul style="list-style-type: none"> <li>• commission external consultants to support the school on curriculum development and assessment;</li> <li>• introduce curriculum link visits by governors;</li> <li>• continue to closely monitor the progress against the targets on the Rapid Improvement Plan 2023-24;</li> <li>• increase attendance at school events;</li> <li>• create a working party to set up a strategic risk register;</li> <li>• observe visits from external professionals; and</li> <li>• further improve visibility and communication with parents and the community.</li> </ul>

Strategic Function of	Challenges and Achievements	Review of our Effectiveness
<p>Overseeing the financial performance of the school and making sure its money is well spent, by</p> <ul style="list-style-type: none"> <li>• setting the budget;</li> <li>• monitoring spending against budget;</li> <li>• ensuring value for money is obtained;</li> <li>• ensuring risks to the school are managed.</li> </ul>	<p>We have:</p> <ul style="list-style-type: none"> <li>• created a KPI dashboard which incorporates all the financial headlines, and which enables governors to identify forthcoming challenges quickly, and clearly details controllable and uncontrollable variances against budget;</li> <li>• established a link group, which includes several experienced finance professionals, and which meets frequently to monitor income and expenditure against budget;</li> <li>• deliberately set a deficit budget, with the agreement of the LA, to support the Rapid Action Plan;</li> <li>• monitored the insurance claim resulting from the lightning strike, considering any asset upgrades proposed by the Headteacher; and</li> <li>• continued to spend resources on EHCP children with high needs, despite the shortfall in funding expected to exceed £100k in 2022-24.</li> </ul>	<p>We consider our overall effectiveness in this area to be Good*.</p> <p>Next year we will:</p> <ul style="list-style-type: none"> <li>• increase focus on how the Pupil Premium is spent;</li> <li>• gain access to historic bank accounts to unlock and spend funds held within;</li> <li>• consider upgrading the school’s computer server;</li> <li>• set up a charitable trust for the school to raise money for necessary equipment in light of public spending cuts;</li> <li>• embed the new role of the H&amp;S Governor;</li> <li>• review and update the Financial Risk Register; and</li> <li>• purchase budgeting software to support long-term planning, including deficit recovery.</li> </ul>

**\* KEY**

For each of the categories in the above table, the available judgements are: Outstanding, Good, Requires improvement or inadequate. These judgements are in line with the Ofsted framework (2023).