



ST ANN'S SCHOOL COMMITTEE IMPACT STATEMENT 2025-26

Pupil Outcomes

The St Ann's School Committee has had a measurable, positive impact on pupil outcomes through rigorous governance and targeted challenge. Using delegated responsibilities — holding the headteacher to account through performance management, consulting on annual school improvement priorities, receiving regular pupil progress reports, and monitoring provision for vulnerable and disadvantaged pupils (including those with SEND and pupil premium) — governors have raised achievement across the school. Governors took part in a focused School Committee IDSR morning to interrogate performance data and sharpen leaders' line of enquiry. Outcomes show this scrutiny working: Y6 attainment is high and above national. Progress measures are similarly strong. Outcomes from other statutory checks are robust: Y1 phonics and Y4 MTC above national. All key datasets continue to exceed national averages, reflecting effective committee oversight and clear strategic action.

Nurturing Spiritual Development of Children

The School Committee has meaningfully shaped St Ann's spiritual life through focused training, strategic oversight and regular monitoring. Governors attended consultant Ali Rice's training and then helped articulate a shared vision for pupils' spiritual outcomes by the time they leave; this directly informed the school's new spirituality strategy. Through their delegated duties — embedding the Christian ethos, agreeing and reviewing RE and Collective Worship policy, receiving regular RE and Collective Worship reports, and monitoring links with the parish — the committee have ensured collective worship is consistently delivered (led weekly by Reverend Shirley) and that all pupils participate in a daily act of worship.

Reverend Shirley's weekly leadership of worship, using the agreed "looking in, out and up" framework and reflection on the wows, ows and nows of life, demonstrates the strategy in practice. Governors also oversee staff and pupil well-being and evaluate how the school's Christian character supports academic achievement and personal development. As a result, spiritual formation is coherent, well resourced and visible across school life, with clear evidence that pupils are increasingly confident in prayer, reflection and spiritual participation.

Stakeholder and Community Engagement

The School Committee has strengthened stakeholder and community engagement through purposeful oversight and visible, practical involvement. Governors ensure stakeholders' views inform school decision-making by regularly consulting parents, staff and parish representatives when reviewing policies and school priorities. They monitor community impact, ensuring the school meets its statutory duties and that vulnerable groups are supported.

Practical actions have amplified this work: governors supported Sports Day, observed KS2 SATs administration, and hear disadvantaged readers in EYFS and KS1 each week — many of whom have SEND. Their weekly contact gives them first-hand insight into barriers to participation and helped them make constructive suggestions to sustain high future admissions. They routinely check the number of pupils in receipt of pupil premium and SEND who access extra-curricular provision and use that data to hold leaders to account and influence resource allocation.

Through these activities — linked to their responsibilities for community engagement, monitoring provision for disadvantaged pupils, and ensuring policy impact — governors have increased parental confidence, strengthened school-community links and improved targeted support for vulnerable learners.

Compliance

The School Committee has strengthened compliance and risk oversight through clear auditing, regular reporting and hands-on scrutiny. Governors review termly safeguarding and health-and-safety audits via the Headteacher's report and are promptly informed of required actions. They receive the risk register — requested to be ordered from greatest to least — and ensure statutory training is completed. The chair meets termly with the Headteacher to check the single central record and safeguarding training log, and also reviews and signs off the LA Section 175 safeguarding audit. Governors approve key policies and equality objectives, monitor estate maintenance and its budgetary implications, and challenge Trust plans (for example, arrangements for extreme hot weather linked to climate change). Practical activity — completing statutory governor training, overseeing the SCR and training audits, and verifying that audit actions are implemented — has strengthened assurance that statutory duties are met and risks are effectively managed. As a result, leaders are held to account swiftly for safeguarding, health & safety and employment compliance, and governors can demonstrate systematic, evidence-based oversight that protects pupils, staff and the school's assets.