



Annual Governance Impact Statement

Emmysted's Grammar School Governing Body

1. Introduction

This statement outlines the strategic work and impact of the Governing Body during the academic year 2025–26. It reflects how governors have provided challenge, support and strategic direction in relation to the School Development Plan (SDP) and long-term priorities, ensuring that leadership decisions remained aligned with the school's vision and values (see documents on the [school website](#)).

2. Governance structure and oversight

The Governing Body continued to maintain strong strategic oversight across all core areas: safeguarding, inclusion, curriculum, teaching quality, behaviour and attendance, personal development, financial sustainability and site development.

The Board strengthened its capacity through targeted recruitment informed by a skills audit, ensuring governors possessed the expertise required for effective strategic leadership. Link governor roles—particularly in Inclusion, Attendance and Safeguarding—were used to deepen oversight of priority areas and provide informed challenge to senior leaders.

Governors engaged actively in committee work, including School Improvement, Resources, Admissions and Strategy, and undertook training relevant to their strategic responsibilities. Attendance at governing body meetings remained above 90%, demonstrating sustained commitment to governance excellence.

3. Strategic impact areas

Curriculum collaboration and academic excellence

Governors provided strategic oversight of the continued collaboration with Skipton Girls' High School (SGHS), ensuring that shared KS5 delivery remained academically robust and operationally secure. They monitored the development of joint timetabling and curriculum alignment, helping to ensure that the 2025–26 timetable ran smoothly and that safeguarding and attendance systems were successfully aligned across both sites.

Governors also scrutinised the development of Phase 2 of the collaboration, ensuring that plans for 2026–27 were strategically coherent and supported long-term curriculum breadth and financial sustainability.

Teaching quality and staff wellbeing

Governors monitored the school's work to sustain high-quality teaching and reduce workload. They reviewed outcomes from the staff survey and challenged leaders to strengthen wellbeing structures, noting progress in communication and workload initiatives.

Governors supported the expansion of faculty collaboration time and the embedding of consistent marking and feedback practices, and endorsed joint CPD with SGHS, including training on evidence-based pedagogy and AI in teaching.

Inclusion and SEND support

Governors maintained a strong strategic focus on inclusion. They monitored the rollout of enhanced SEND and disadvantaged pupil passports, and targeted staff SEND briefings, noting that the new system was implemented effectively and contributed to improved staff awareness and pupil progress.

They oversaw increased SENDCo capacity and strengthened in-lesson support, ensuring that provision for vulnerable pupils remained a central strategic priority.

Parental engagement

Governors reviewed parental feedback and supported initiatives to strengthen communication and trust. They noted the positive impact of the new weekly bulletin, reflected in improved parental survey outcomes, and endorsed the expansion of face-to-face events and revised assessment reporting formats.

Safeguarding

Governors maintained rigorous oversight of safeguarding, ensuring alignment of policies and systems across both sites. They monitored the implementation of updated lockdown protocols and supported investment in site security. The Board reviewed pupil survey outcomes and ensured that safeguarding remained a standing priority in all committees.

Careers and employer engagement

Governors supported the strategic expansion of careers provision, including the development of a spiral work experience model and increased employer engagement. They noted strong participation in KS4 and KS5 work experience and early progress in KS3 encounters, ensuring alignment with updated DfE guidance.

Behaviour and Attendance

Governors monitored the embedding of behaviour routines and restorative practices, reviewing data that showed improvements on nearly every metric. They provided strategic challenge on attendance, noting significant gains including persistent absence halving to below 10% and attendance returning to pre-pandemic levels across the first three half terms.

Financial sustainability and site development

Governors oversaw financial planning aimed at moving towards a flat revenue budget for 2026–27. They monitored staffing levels, curriculum breadth and pupil recruitment, noting increased roll numbers and an enlarged Year 7 intake for 2026.

The Board also oversaw major capital projects, all of which were completed to budget and schedule, strengthening the school's infrastructure and long-term strategic capacity.

4. Governor engagement and training

Governors remained visible and engaged across the school community, participating in the Link Governor programme, attending school events, and undertaking training in safeguarding, SEND and strategic leadership. Their engagement supported informed governance and strengthened relationships with staff, pupils and parents.

5. Impact summary

Across 2025–26, governors:

- Strengthened strategic collaboration with SGHS and ensured successful delivery of shared KS5 provision.
- Supported improvements in teaching quality and consistency.
- Deepened inclusion work and monitored the impact of enhanced pupil passports.
- Oversaw significant improvements in behaviour and attendance.
- Ensured financial stability while maintaining curriculum breadth.
- Delivered major capital projects that enhance the school's long-term capacity.

6. Priorities for 2026–27

- Oversee full implementation of Phase 2 of the SGHS collaboration.
- Strengthen staff wellbeing structures.
- Deepen monitoring of SEND and disadvantaged progress.
- Expand KS3 careers encounters and refine tracking systems.
- Embed pupil voice structures within behaviour and pastoral systems.
- Monitor financial recovery and support continued pupil recruitment.
- Oversee next phase of site security and infrastructure improvements.
- Recruit and induct new governors to maintain strategic capacity.



Mr S J Clarkson – Chair of Governors



Ms J Lloyd – Vice Chair of Governors