



# The King's Church of England Primary School

## Governing Board Impact Statement

### Academic Year: 2024/25

The Governing Board plays a vital role in setting the strategic direction of the school, ensuring accountability, and supporting the leadership team to deliver the best possible outcomes for all pupils. This impact statement is one way for the Governing Body to articulate its role in school leadership and the impact we have had on school improvement. The Governing Body is made up of a group of dedicated volunteers, who invest a huge amount of goodwill, hard work and time for the sole purpose of improving the education and opportunity of every child in our school.

As Governors, we are accountable for the performance of our school and we are measured by three core strategic functions. We fulfil our statutory duties by:

- Holding the Headteacher and senior leaders to account for educational performance through supportive challenge
- Overseeing financial performance and ensuring value for money
- Supporting the school's vision, values, and ethos
- Monitoring safeguarding, SEND provision, and pupil wellbeing

#### School Development Plan

Governors work cooperatively with the Headteacher and senior leadership in the compiling and monitoring the School Development Plan. The School Development Plan (SDP) sets goals for the forthcoming year. The current SDP is based on priorities identified from a number of areas; Ofsted and SIAMs inspection feedback, School leaders, Local Authority (via the School Improvement Partner), LA and National data, school self-evaluation and Vision priorities. The SDP is set out with clear goals, the key tasks that will be completed in order to achieve these goals and the success criteria to measure outcomes against. The SDP is monitored by Governors through school inspections, learning walks, Headteacher updates and committee meetings. Progress against SDP priorities is reviewed termly, with an evaluation summary being presented to governors in the Headteacher report shared during Full Governing Board meetings. For the year ahead, the SDP core priorities are:

- Excellence in teaching
- Character development
- Community cohesion

#### Governing Board Composition and Structure

Governing Board Appointments are found on the school's website and in the Office reception area, and are as follows:

- The Headteacher – appointed ex officio
- One staff governor – elected by the staff
- One clerk – vacant paid role recruited by the Governing Board and SLT. (Currently fulfilled via contract)
- Two parent governors – elected by parents and carers
- Two co-opted governors – appointed by the Governing Board
- One Local Authority governor – nomination approved by the Local Authority and appointed by the Governing Board
- One Diocesan governor – nomination approved by the SDBE and appointed by the Governing Board
- Eight Foundation governors – (including the Vicar as ex officio) - nomination approved, and appointed by the PCC of St Anne's



- Associate Member- appointed by the Governing Board. They are available to support the Board as a member of the School Leadership team (except where the issue is staffing or complaints related). Beyond that she does not play an active role in the Governing Board.

Foundation governors have particular responsibility to uphold the Christian values of the school. All our governors have, in the opinion of the Governing Board, the skills and experience required to contribute to the effective governance and success of the school.

The Governing Board continues to review and reshape how it operates during the school year. This has meant refining our governance model. Whilst this shift was already underway, Ofsted feedback confirmed our decision. We wanted to ensure greater collaboration, engagement and observation of the priorities in practice. Taking on a model of “we know because we saw”. This model has been positively received and supported by the school.

### **Planning for board succession**

The Board has continued to see turnover of membership and at the time of writing this report we have a number of vacancies. Over the past year we have recruited three new governors, however five governors have resigned due to their terms ending, or extenuating circumstances. Heartfelt thanks go to Marian Mollett, Vasiles Polydorou, Mark Ivory Deidre Carswell and Kennan Michel who all contributed impactfully to the workings of the board, particularly in the People & Resources Committee, and Curriculum and Standards.

Janine and I are also preparing to step down as Co-Chairs, with my term as a parent governor concluding in October.. Having begun our co-chairing endeavour together, Janine and I have decided it is fitting to also conclude it together. We will both step down as co-chairs at the end of the October FGB meeting, but are only able to do so because capable successors have stepped forward.

Efforts have been made throughout the year to identify new governors but at the end of the calendar year we will be five governors below our capacity. Fortunately, the governors we have are in possession of a wide set of skills and experience, and are cognizant of the key issues facing the school. It is vital that future recruitment continues to include the required skills and experience to provide a capable and qualified Board.

### **Board training and development**

A review of the mentoring and induction process used for each new governor is underway, however all governors would benefit from more support and development. Governor training from the AfC, The Key and NGA which the school are subscribed to, are now predominantly online due to the lack of in person takeup. In-school sessions regarding SEND support, performance data and safeguarding have been provided to all governors. Our training attendance has decreased over the past twelve months, although governors have been faced with access challenges and delays through the subscribed platforms. Even so, Governors have completed a range of external training including Ofsted framework training, governance development, safeguarding, AI in education and ensured governor progression.

All members of the Governing Board are required to undertake training. The impact being that the Board is kept up to date of their responsibilities regarding the latest statutory requirements, LA and SDBE guidelines, best practice, and educational expectations. Along with the Board training, governors attend individual courses and training.

### **Impact of Full Governing Board**

Governors attend five full governing body (FGB) meetings each year. In addition, governors meet multiple times a year as part of dedicated committees or as link governors. Governors are linked to areas of the School Development Plan and have regular visits and meetings with staff to monitor progress against the SDP objectives. Governor visit reports, which are supported by an agreed report form to help Governors maintain an appropriate focus, are written and presented at full governing body meetings. The visits and reports impact greatly on the governing body's ability to effectively ask important questions, support and also hold senior leaders to account through supportive challenge.



Governors provide strong support for the Headteacher. This was particularly important after the Headteacher appointment following a period of interim leadership arrangements. We now have a committed senior leadership team focussed on building and maintaining high quality teaching and learning throughout the school, and developing the community cohesion and school identity. The Board continues to work with partners at AfC and SDBE to monitor and support this progress, and delegates responsibility to the committees, and Head Teacher Performance Management Panel.

### **Key Areas of Impact - Committees**

Some elements of governance responsibilities are delegated to committees. This enables the Board to remain strategically focussed on the agreed key areas of school development and work in an efficient way. Skills analysis experience determines which governors will be invited to join any committee. The committee structure is reviewed at the beginning of each academic year and can be reshaped according to the needs of the school and board at that time.

#### **1. People and Resources**

As one of the key statutory obligations of the Board, the school budget is scrutinised and reviewed in detail at P&R meetings. In this committee, governors with strong finance/accounting skills review end of year budgets, attend pre-budget meetings and question deficit/surplus balances. Using benchmarking information, the committee scrutinise the effect of pupil numbers on the budget, including PPGs and EHCPs, and how this impacts staffing and resourcing.

Through working closely with the School Business Manager and Headteacher, the People and Resources Committee has supported the school and held it accountable to ensure effective budgeting through a period of financial pressure- which will continue. A period where increasing expenditure and decreased funding presented significant strain, and a period of staff restructuring, required careful financial planning and monitoring. This positively impacts the school, and enables the SLT to build a strong and effective staffing structure to drive school improvements, as outlined in the SDP.

- The P&R Committee monitored budget allocation and spending against priorities, overseeing budget and financial performance, with particular attention to SEND provision
- Approved capital projects including playground signage, wildlife garden and ICT upgrades
- We challenged the budget projections and supported the SBM in achieving value for money to deliver a conservative but thorough budget and 3 year forecast, avoiding deficit
- We partnered with the SBM to develop timelines for ensuring rigour and interrogation of figures
- Governors ensured pupil premium and sports funding were used effectively.
- Governors ensured staff pay increases and recommendations were in line with statutory guidance and forecasted effectively.

#### **2. Curriculum and Standards (C&S)**

This Committee plays a vital role in shaping the educational experience and ensuring high standards across the board. The core responsibilities lie in monitoring Curriculum delivery and consistency, and ensuring the curriculum aligns with national requirements and the school's priorities. Our C&S committee, through link governors, also meets with Phase and Subject leads to review how subjects are planned and taught across the key stages and to assess their impact on pupil learning (in partnership with SLT). This year, C&S have demonstrated impact through:

- Tracking progress and attainment across different pupil cohorts, including those with SEND or receiving Pupil Premium funding, and challenged leaders on attainment gaps and supported targeted interventions
- Received termly updates on pupil progress and attainment, including vulnerable groups and analyses data from assessments, inspections (like Ofsted), and internal reviews.
- Reviewed and contributed to relevant policies including Behaviour and IT
- Ensured compliance with statutory guidance like the Equalities Act and Keeping Children Safe in Education (KCSIE)
- Link governors conducted focused visits aligned with the School Development Plan (SDP), including phonics, reading, and maths.
- Link governors conducted focused visits aligned with SEND, Mental Health and Behaviour Policies
- We established a SEND working Group to ensure rigour and support around funding, resourcing and pressures



### **3. Faith, Wellbeing and Community (FW&C)**

This committee is essential for supporting and shaping our Christian distinctiveness, monitoring not only the spiritual but emotional, and mental health of the whole school community. The remit is a combination of pastoral care, values education, and whole-child development. As King's is a Church of England School, the FW&C, in partnership with SDBE and the SLT, ensure the school's religious character and value framework is reflected in daily life.

Their impact can be seen through:

- Link governors conducted focused visits aligned with the School Development Plan (SDP), including meeting faith & prayer ambassadors, attending collective worship and attended school services at St Anne's
- Reviewed and monitored the quality and delivery of RE across year groups, ensuring it aligns with statutory guidance and reflects the school's CofE framework.
- Promote staff wellbeing through workload reviews, feedback mechanisms, and supportive policies.
- Monitored Safeguarding and Pastoral Support to ensure effective systems are in place to identify and support vulnerable pupils.
- Reviewed safeguarding policies and liaised with the Designated Safeguarding Lead (DSL).
- Developed new terms of Reference to promote Community as a strategic priority.
- Link governors conducted focused visits aligned with Mental Health, Lunch (Health & Wellbeing)
- Governors challenged leaders on the strength of relationships with the Church and faith leaders in the community

#### **Leadership and Management**

- The recruitment panel secured a permanent Headteacher after a number of years of interim arrangements, promoting from within our school community and thus supporting career development and progression within the team
- Governors contributed to the Headteacher's performance management process and review
- We reviewed staffing structures and supported leadership development initiatives to ensure the staffing structure effectively supports the teaching and learning requirements, and minimises budgetary impact
- Governors attended training on Safer recruitment and strategic leadership in Governance

#### **Safeguarding and Inclusion**

- SEND working Group was established with SLT and SENDCo to ensure positive rigour and interrogation of plans around inclusion funding and resourcing
- Governors reviewed safeguarding audits and policies, ensuring compliance with statutory guidance.
- Link governor for SEND met regularly with the SENCO to monitor provision and outcomes
- We supported initiatives promoting mental health and wellbeing across the school

#### **Community and Stakeholder Engagement**

- Governors attended school events, St Anne's services, Reception parent evenings, and assisted with SATs invigilation.
- We supported the development of the wildlife area and other playground equipment
- Governors recommended the development of a school communication strategy
- Feedback from parent, staff and pupil surveys were used to inform strategic decisions

#### **Our priorities for the coming year include:**

- Supporting the continued improvement and consistency of Excellence in teaching
- Strengthening governor visibility and engagement with the community
- Monitoring progress against the SDP
- Continuing to develop our strategic oversight and challenge

It has been another challenging, but rewarding year for the Board, but with stability in leadership, strength in academic results, and a keen focus on community (in particular pupils with SEND and our most vulnerable students) we continue to strive for excellence, and ensure our pupils have the best opportunity for success in an environment supported by the values of love, compassion and respect.

Larissa Sutton and Janine Farrance  
Co-Chairs of the Governing Board