

**Annual Governor Impact Statement for the Governing Board of
Higher Walton C of E Primary School
School Year 2024-2025**

Role of the Governing Board

The role of the governing board in a local authority maintained school is set out in education law, namely to 'conduct the school with a view to promoting high standards of educational achievement'. The board also has a legal responsibility to promote pupil wellbeing. It does this by:

Setting Strategic Direction

- Ensuring clarity of vision and ethos
- Engaging with stakeholders
- Making sure statutory duties are met.

Creating Robust Accountability

- Accountability for teaching, achievement, behaviour and safety
- Strengthening and supporting school leadership
- Performance managing the Headteacher
- Contributing to school self-evaluation.

Ensuring Financial Probity

- Making sure the school's money is well spent
- Monitoring the use of the Pupil Premium grant and other resources to overcome barriers to learning.

Governance Arrangements

The governing board is made up as follows:

- Parent Governors: 2
- Headteacher: 1

- Staff Governor: 1
- Co-opted Governors: 6
- Local Authority Governor: 1
- Foundation: 3 (including 1 Ex-Officio Governor)

The full Governing Board meets four times per academic year and Governors also meet at least termly as committees to consider various aspects of the school in detail. At Higher Walton CofE Primary School, we have the following committees which focus on:

Resources: finance, staffing, health and safety and premises.

Achievements: curriculum provision and quality of education, academic attainment and progress, pupil attendance, behaviour and discipline, pupils' personal, spiritual, social, moral and cultural development, engagement with the wider community.

Standards and Effectiveness Committee: the effectiveness of leadership and management in the school, the impact of quality of teaching on rates of pupil progress and standards of achievements, the continuing professional development on improving staff performance.

Governors also have specific areas of accountability and visit school regularly to meet pupils and staff, in addition to monitoring specific aspects of the curriculum or areas such as SEN and safeguarding.

There are also committees that meet, if required, to consider pupil discipline, staffing appeals and complaints.

A list of Governors, their terms of office and positions of responsibility is published on the school website.

Governors' Attendance Record

Governing boards make decisions collectively, though they may choose to delegate responsibility to committees, or individuals (including the Headteacher). Attending Governing Board meetings is an essential part of a governor's role and the attendance record for the governors of our school is very good. This ensures that all governors receive the necessary information all at the same time and therefore important and informed decisions can be made as and when necessary on all aspects of the school, staff and pupils.

The attendance record for all governors for 2024 20254 was:

Y = Attended, N = Apologies Accepted, NA = Apologies not Accepted, NS = No Apologies sent, ? = Attendance Not Marked, Blank = Not Required,
CA = Consent for absence, - = Not applicable

Governor	Governor Type	Standards and Effectiveness Committee	FGB Business	Achievements Committee	Resources Committee	Full Governing Board Autumn Term	Standards and Effectiveness Committee	Achievements Committee	Resource Committee	Full Governing Board Spring Term	Standards and Effectiveness Committee	Achievements Committee	Resource Committee	Full Governing Board Summer Term	Standards & Effectiveness Committee	Total attendance against possible attendance
		09 Sep 2024	16 Sep 2024	30 Sep 2024	04 Nov 2024	25 Nov 2024	20 Jan 2025	20 Jan 2025	03 Mar 2025	31 Mar 2025	28 Apr 2025	28 Apr 2025	19 May 2025	30 Jun 2025	14 Jul 2025	
Daniel Abraham (appt. 14.07.25)	Co-opted governor													Y		1/1
Joanne Anderton	LEA Governor		Y			Y				N				Y		3/4
Rev Hannah Boyd	Foundation Ex-Officio	Y	Y	Y		Y	Y	Y		Y	Y	Y		Y	Y	11/11
Laura Brown	Co-opted governor		Y	N		N		Y		Y		Y		Y		5/7
Vicki Clarke	Headteacher	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	14/14
Robert Collins	Foundation governor	Y	Y		Y	Y	Y		Y	Y	Y		Y	Y	Y	11/11
Janet Deakin	Foundation governor		Y		Y	Y			Y	Y			Y	N		6/7
Charlotte Foweraker	Parent governor		Y		CA	Y			Y	Y			Y	N		5/7
Alison Fowler (res. 24.11.25)	Co-opted governor		N	NS												0/2
India Havery-Wells (res. 07.03.25)	Parent governor		Y	N		Y		Y								3/4
Alison Moxham	Co-opted governor	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	13/14
Jackie Noblet	Co-opted governor		Y	Y		Y		Y		Y		N		Y		6/7
Catherine Prince	Co-opted governor	Y	Y		Y	N	N		Y	Y	N		Y	Y	Y	8/11
Tracy Proctor	Staff governor		Y		Y	Y			Y	Y			Y	Y		7/7

Assessment and Impact of the Governing Board during 2024 2025 School Year

Resources Committee

The Resource Committee has challenged and supported the development of the following areas during 2024 2025:

- Budget recovery process including teacher redundancy. Scrutiny of expenditure ensured strong financial management throughout the year with the school compliant with all areas of the recovery plan.
- Sustained 3-year building plan / rolling programme of maintenance to improve the standard of the school building.
- Governors scrutinised the finance monitoring report and understood the school's current financial position and the related impacts on the financial recovery plan.
- Optimum use of DFC funds and USF were considered and governors offered support in trying to negotiate more favourable quotes for the new telephone system.
- The committee streamlined its processes with all health and safety reports to be reviewed by the nominated governor prior to be shared with the board.
- The committee agreed that there was a need to consider the boards views about academisation and made recommendations to the full governing board to establish a working party to consider this matter.
- The committee were assured of sound financial management of public funds and that the headteacher was taking all possible steps to effectively manage the budget.
- Governors scrutinised the SFVS and agreed next steps to ensure the basic standards necessary to achieve a good level of financial health and resource management were in place.
- A wrap around care survey was suggested to understand childcare requirements with a view to ensuring long-term viability of the out of school club.
- The committee were assured that risk assessments were completed on all health and safety issues and that there were no substantiative hazards to the children.

Achievements Committee

The Achievements Committee has challenged and supported the development of the following areas during 2024 2025:

- Governors encouraged the SLT to develop plans to provide nurture support for all identified children with an aim of ensuring all pupils were given the opportunity to live 'life in all its fullness'. ·

- Priority was given to effective communication and parental engagement through its inclusion on the long term plans on the SIP.
- Governors stressed the need for consistent and accurate data to allow analysis of trends.
- It was agreed that a parent forum be established to aide engagement and ensure a holistic approach to parental communication.
- Continual review of curriculum development including specific challenges on:
 - Ensuring coverage that is broad, balanced and full
 - Implementing effective feedback practices to evaluate and move learning on
 - Increasing children's knowledge of subject specific language
 - Quality first teaching in early reading and phonics
- Significant progress had been made throughout the school in the last 12 months. This had been identified on visits by both MIT and the School Advisor.
- Governors challenged the significant amount of time being dedicated to attendance management and encouraged the SLT to assess the effectiveness of all interventions.
- Spring term nominated governor visits were agreed. Visits would help governors develop their knowledge of the school and allow triangulation of information provided at governor meetings.
- Improvements in parent communication survey outcomes were welcomed and actions to further explore parents' requirements agreed.
- Several examples of the school evidencing 'life in all its fulness' were identified in particular the new nurture interventions and wellbeing days. The delivery of school improvement priorities and their alignment to Ofsted actions.
- The introduction of robust and structured academic assessment to ensure accurate analysis of pupil's progress and support the closing of the attainment gap.
- Special Educational Need Provision.

Standards and Effectiveness Committee

The Standards and Effectiveness Committee has challenged and supported the development of the following areas during 2024 2025:

- Governors challenged the level of priority being given to phonics, considering recent assessment outcomes, and requested a separate priority be added to the school improvement plan. ·
- Governors sought to ensure that targeted interventions for phonics were in place with frequent reviews planned and regular assessment of progress.
- Data scrutiny highlighted that year 3 and 4 outcomes were significantly higher than the rest of the school and governors requested that teachers' assessments were moderated for accuracy.
- The need to identify and progress children with greater depth was highlighted. ·

- The draft school improvement plan was reviewed and governors challenged several areas to ensure that the schools priorities aligned with the Ofsted action plan with the committee requesting additional priorities for Governance and phonics / reading. ·
- The committee challenged the subjects to be prioritised in the SIP with a view of ensuring balanced and achievable workload and an alignment with wider curriculum aims and Ofsted actions.
- School wide phonics training would ensure a consistent approach to teaching and interventions.
- Opportunities for staff coaching would be further explored. ·
- The committee scrutinised the autumn term data and were assured that interventions were in place to support accelerated progress for underachievers. ·
- Governors noted the wide attainment gap in some cohorts and understood that adaptive learning was in place to support all children in reaching their potential. The need to challenge high attainers in some curriculum areas was identified. ·
- The committee reviewed progress against SIP targets and through challenge established that more progress had been made against the writing priority than indicated. ·
- Wellbeing of staff was explored and governors welcomed all teachers' commitment despite the ongoing redundancy process.
- Significant and tangible improvements had been made throughout the school providing all children and staff with the opportunity to 'live life in all it's fullness'
- Accuracy of assessment had improved, and the introduction of pupil progress discussions had allowed focused discussion on children 'just at' or below expectation. ·
- The new curriculum had been well received by staff and children and pupil voice, observation indicated children were engaged in current learning.
- A greater focus was required on 'sticky learning' and 5 distinct retrieval practices had been put in place for consistent use across all cohorts. ·
- MIT support was agreed for EYFS and curriculum reviews of Art, Science and Geography.

Full Governing Board

The Full Governing Board has challenged and supported the development of the following areas during 2024 2025:

- Actions from the external Governance review planned and delivered
- Ways of working reviewed to ensure the governing board filled all statutory requirements and delivered effective challenge and scrutiny to ensure ongoing developments and improvements throughout the school.
- Embedding governor roles, responsibilities and accountabilities.
- Development of a governor training programme with termly reviews to share learnings and drive governing board effectiveness.
- Further agreement to request a reduction in the schools PAN from 17 to 15 to aide long term stability in the class structure and budget planning.

- Identification of School Improvement Priorities for 2025/26 that underpin the school's vision and ethos.
- Data scrutinised and headteacher challenged on how highlighted issues would be addressed and improvements made to ensure a high quality of education was delivered to all children.
- Outcomes of the parent communication questionnaire explored, and next steps discussed.
- The board confirmed its structure and organisation for the academic year to ensure effective governance and adherence to statutory requirements.
- Governors committed to strengthening the governing board through the development of a robust governor's action plan incorporating output from the external governance review.
- The need for a clear and achievable training and development programme was agreed.
- Governors had a clear understanding of the 2024/25 school Improvement priorities and would use nominated governor visits and challenge at meetings to triangulate progress.
- Nominated governor visit policy and procedures were agreed to support the board in fulfilling their statutory responsibility of ensuring the school is meeting its objectives.
- In support of SIAMs governors agreed that all work the board carried out should support the school's vision of 'Life in all its fullness...' and opportunities should be taken on visits to identify examples of children and staff living out Higher Walton's vision and values.
- A Marketing Working Party was established to support the school in growing its pupils numbers.
- An Academy Working Party was established to allow the board to better understand the optimum strategic direction for Higher Walton.
- A parent forum would be established to improve stakeholder engagement and support 'life in all its fullness...' for the wider school community.
- A need for SIAMs training was identified.
- Opportunities to strengthen the governing board were explored.
- Supervision was identified as a high priority to ensure staff wellbeing and the ability for all to live 'life in all its fullness'.
- Governors discussed creative ways to improve parent engagement and feedback.
- A greater focus was required to ensure a balanced, effective and achievable approach was taken to nominated governor visits.
- Governors scrutinised persistent absence data and agreed a continued focus on persistent absence was required by the nominated governor for attendance.

Summary

Significant improvement had been made in the school throughout the academic year with governors more informed and confident in understanding, and challenging, attainment data and progress. Improvements had been seen in staff morale, pupil and staff wellbeing, teaching and learning and the fabric of the building. Financial challenges are still real and some decisions have been curtailed due to the finance recovery programme.

MIT has continued to support school throughout the year , in particular areas such as Early Years, English Writing and Curriculum development.

CPD, fulfilment of nominated governor roles and quality assurance are some of the items identified in the governor audit and action plan that will continue to be worked on, and reported to full governor meetings, during the following year.

Governing board self-evaluation would be carried out in Autumn 2025 to understand progress made.

Agreed by the Governing Board on:

Signed by the Chair: