



Impact Statements 2025-26

Core Roles	School Vision	Governing Body	Finance Premises and Personnel Committee	Provision and School Improvement Committee
Ensuring clarity of vision, ethos and strategic direction	How have we ensured that the school community is inclusive? Are we valuing each person?	• Discussed and agreed ways in which the school can encourage greater participation of vulnerable children in school clubs. • During monitoring activities had involved a cross section of pupils including those with SEND but had been unable to identify those vulnerable pupils. • Agreement of final section of SDP on EYFS, and its aim to improve barriers to learning and raise attainment at this early stage of learning. • Sharing of theological underpinnings document. • Discussed ways in which we could get more diverse family stories into the school. Enable the school to promote diversity. • Agreement to new articles and composition of membership. • Agreement that EDI needs to be more closely monitored and delegated responsibility to the PSIC	• Explored use of new extension in providing additional learning space and how it can be used to enrich experience of pupils • Agreement to pay recommendations and looked at balance of experience and less experienced staff across the school. • Ensuring that, where possible, service providers from the local committee are awarded contracts. • Considered the reasons for non-paid staff absenteeism.	• Discussed ways to encourage and enable disadvantaged pupils to take on leadership roles and engage in extracurricular activities. • Four disadvantage groups will be focus on every subject leader plan. • Agreement to allow pupils to borrow books from school for the Summer Reading Challenge, given difficulties for parents in accessing the local library. • Agreement that more explicit reference to SEND, pupil premium, joiners and greater depth needed in subject reports. • Pupil premium subject report – seeing the impact of intervention • Suggesting a breakfast/homework club for children struggling to do homework because of a lack of technology at home.

	How are we striving for excellence, through challenge, support and care?	• Discussed school attendance statistics and how the school compares with other schools. • Celebration of school being recognised as Attendance and Behaviours Hub. • Celebration on impressive and consistent IDSR data. • Agreement on new website in striving for excellence. • Agreed to increase level of monitoring in some areas • Considered how the school can improve SEND targets and their communication	• Looked at the progression of staff members including a HLTA to teacher role. • Agreement to new DHT role and various other changes to staffing which will strengthen the SLT capacity • Agreement to the purchase of blinds for lockdowns and also CCTV installation. • Scrutiny of budget reports • Considered new approaches to staff surveys, mindful that they need to be non-onerous, worthwhile and provide realistic options.	• Discussed ways to improve governance • SDP priorities show that we are striving for excellence for different groups of pupils. • Agreed focus on language and communication in foundation stage and key stage one • Considered reports on pupil premium and involvement in DBE meeting thus gaining greater understanding of area, impact of spending and access to resources for pupils. • Greater depth focus of SDP and data • Subject leaders' reports and showing how intervention has had a positive impact.
Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff	Where are there opportunities for all to flourish within the School community?	• Looked at transition of pupils with SEND into EYFS • Agreed on trading plan and two further planning/training sessions. • Discussion and agreement on improving inclusion for disadvantage pupils in extra curricula clubs. • Discussion on and celebration of how school's collective worship engages everyone. • Agreement on support for new subject leads on computing and RE. • Discussion on staff wellbeing and how it should be more of a focus for the governing body. • Looked at how intervention spaces in new extension will enable positive learning and support for pupils.	• Pupil premium strategy and how it has enabled disadvantaged pupils to thrive. • Enabling members of SLT to flourish by agreeing to recruitment. • Agreement to consider reallocation of duties in the event of a second AHT not being recruited, thus enabling middle leaders to progress professionally.	• Discussion of the pupils' survey and its focus on SEDN and pupil premium, exploring the obstacles to those pupils taking on leadership roles and engaging in extracurricular activities. • Long term and medium-term plans all promote inclusiveness so that every child can see themselves in the curriculum. • Agreed how the SDP priorities will be monitored both by individuals and Committee, and both. • Evaluation of pupil data and how particular groups of pupils have lower attainment. • Agreement to new monitoring visit to look at use of Hive for pupils with SEND.

Together we care, learn and thrive'

		• Agreement to a budget which allows the new build to go ahead thus providing additional learning space and therefore aid better learning experience for pupils. • Giving TAs an opportunity to specialise in their observations.		• Agreement that case studies for disadvantaged pupils may be good approach to evidencing impact. • Looking at breakfast clubs to build inclusivity of pupils eligible for pupil premium and improving access for these pupils.
	How have we made provisions for a safe, inspiring and creative learning environment?	• Agreed in principle the construction of an extension and how it will enable more creative and better-quality learning provision. • Agreed monitoring of early years provision. • Agreement that need for a wellbeing governor role. • Approval of initial stages of building of extension to premises and how it will provide additional learning space for pupils. • Discussion on pre-school learning and how it can align more closely with the school's wrap around care.	• Considered the impact of the construction of any extension and description of building works. • Agreement to installation of blinds in line with lockdown policy and procedures. • Reviewed fire and health and safety risk assessments. • Agreement to move forward with the costings of building the new extension given no need for planning permission. • Agreement to a number of improvements to the security of the school premises, gates, access systems. • Assurance provided that the suspected gas leak was handle effectively and all on premises were safe.	• Discussed environmental impact and ways to become more sustainable. • Agreed appointment of governor to monitor IT. • Approval of accessibility policy. • Report on the new computing curriculum, how it is being delivered and agreement to further monitoring visit to look at its implementation. • Look at how consistent, routine and good quality teaching provides good quality learning environment, particular for disadvantaged pupils. • Looking at supporting the transition for pupils between years 2 and 3. • Evidence that putting some year 4 pupils in phonics groups has improved behaviour.
Overseeing the financial performance of the organisation and making sure its	How are the financial decisions driven by the School's Vision?	• Prioritised spending of carry forward on construction of extensions building in line with staff feedback on strategic plan. • Agreed variety of finance related policies.	• Considered the risks and benefits of the new extension and agreed that longer term planning is needed prior to going ahead. • Agreement to new site manager arrangements – supporting and	• Sustainability linked to environment and APC • Discussion about how we can provide adequate space for intervention groups.

Together we care, learn and thrive'

money is well spent		• Members mindful of staff retention in the matter of anomalies with payroll. • Agreement on installation of gates will provide safe learning environment. • Agreement on transfer to new payroll – how the school values each on individual. Not causing staff time correcting work of contractors. • Change the monitoring report proforma to enable governors to actively monitor safeguarding and personal development. • Assurance sought and provided that budget is inline with school vision given new build.	developing individuals whilst saving money • Considered staffing needs as starting point to drawn up the budget for 2026-27 thus enabling staff members to flourish.	• Agreed need to look at staffing capacity given additional work in relation to joiners. • Wellbeing and monitoring - inclusivity
	In what way have we facilitated positive change?	• Agreed to go ahead with new constitution. • Agreed on new membership • Agreed that teamwork was priority for governing body. • Agreement to conduct self-evaluation to see how governance can improve. • Agreement of new extension. • Looked at ways in which the school is implementing new requirements related to Martyn's Law and Benedict's Law. • Approval of budget to enable new build to go ahead. • Discussed how breaches to GDPR can be learning opportunities for staff.	• Agreement to change payroll contractor. • Positive outcome of LCC audit showing improvement to internal controls and governance. • Agreement to combine school fund account into the main accounts, thus saving staff time and money.	• Striving for excellence through extensive Ofsted planning. • Agreed improvement to SEND pupil profiles, and to extend these to pupils eligible for pupil premium. • Pupil data shows that previous decision to focus on reading has enabled higher levels of attainment in that subject. • Pupil premium passports and how that have helped staff support pupils • Pupil voice has led to changes in the way groups are run.

Together we care, learn and thrive'