



## Southglade Primary and Nursery School

### Governing Body Impact Statement 2025-2026

#### Introduction

Southglade Primary and Nursery School is a local authority-maintained school served by a committed and skilled Governing Body. Governors work strategically with school leaders to support continuous school improvement and ensure the best possible outcomes for all pupils.

The role of the Governing Body is defined in legislation, which states that governors must '*conduct the school with a view to promoting high standards of educational achievement at the school.*'

The Department for Education identifies three core strategic functions of governance:

- Ensuring clarity of vision, ethos and strategic direction
- Holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff
- Overseeing the financial performance of the school and ensuring that resources are used effectively and provide value for money

This report outlines how governors have fulfilled these responsibilities during the academic year and the impact of their work on pupils, staff and the wider school community.

#### General role of the governing body

##### Head teacher appraisal

The Governing Body carried out the Head Teacher Appraisal in the Autumn term with expert assistance from the School Improvement Advisor through NST. The appraisal process allowed governors to look closely at the performance of the Head Teacher, have discussions about areas of strengths and where necessary, areas for development. New targets were then set against criteria which the Head Teachers performance will be evaluated. This is an annual process.

##### Monitoring visits

Through a programme of monitoring visits, governors have gained first-hand evidence of school improvement priorities in action. These visits have enabled governors to provide informed challenge and support to leaders, ensuring that safeguarding procedures remain effective, attendance continues to improve, and resources are used efficiently to support pupil outcomes.

##### Link governors

Link governors have a responsibility for specific areas of interest in school. Each link governor has conducted a review and monitoring visit for Safeguarding, SEND, LAC, finance, Pupil Premium, attendance and Health and Safety.

The work of link governors has strengthened accountability by providing specialist oversight in key areas. Regular reports to the Governing Body have enabled governors to identify areas of strength, monitor progress against priorities, and provide effective challenge where further improvement is required.

##### Governor training

Governors have continued to undertake professional development to ensure they remain informed of statutory responsibilities and current educational developments. This has strengthened governance by enabling

governors to ask more informed questions, provide effective challenge to leaders and ensure compliance with national requirements.

Training this year includes:

| Governor Name    | Training Course                                                   | Date Attended        |
|------------------|-------------------------------------------------------------------|----------------------|
| Mark Cotterill   | Governor Workshop Day                                             | 01.12.25             |
| Alison Thomas    | KCSIE Safeguarding Update for school                              | 01.09.25             |
| Eleanor Bragg    |                                                                   |                      |
| Katrina Woodward |                                                                   |                      |
| Dianne Finnie    | KCSIE Safeguarding Update for school<br>Governor Workshop Day     | 01.09.25<br>01.12.25 |
| Audra Wynter     |                                                                   |                      |
| Mark Taylor      |                                                                   |                      |
| Sarah-Jane Blake |                                                                   |                      |
| Marc Routledge   | Governor Induction                                                | 05.03.26             |
| David Stewart    | SEND link Governor<br>Safeguarding for Governance – Ofsted update | 21.04.26<br>29.06.26 |

### Committees

Each term all governors are invited to attend one sub-committee (Finance and General Purposes) and one Full Governing Body.

In addition, Governors may also attend monitoring visits at the school; the purpose of this is determined by areas of focus on the School Improvement Priority plan. For example, meeting with staff members, reviewing behaviour, observing teaching and learning, talking with pupils or progress in books. The impact of this is that governors understand and gain knowledge in areas of strength and weakness in teaching and practices within the school.

In the autumn term the pay committee reviewed and agreed staff appraisal outcomes for 24/25. The pay committee consists of the Chair of governors, one other non-staff governor and the head teacher.

### Finance

Governors demonstrated effective financial oversight by approving the purchase and installation of an outdoor classroom, completed in Summer 2026, which has expanded opportunities for outdoor learning. Governors also supported significant investment in resources and facilities for the new school building, including new tables and chairs for the DT practical room and EYFS classrooms, dining tables, a playground canopy, teacher desks, upgraded classroom splashbacks, a digital signage screen, and privacy fencing.

As a result of these investments, pupils now benefit from improved learning spaces, enhanced opportunities for practical and outdoor learning, increased comfort and wellbeing, and facilities that support high-quality teaching and learning. Governors have ensured that spending decisions align with the school's strategic priorities and provide long-term value for money.

### Health and Safety

The Health and Safety Governor has provided effective oversight through regular visits to the school, identifying any issues and reporting these to the Site Manager and Headteacher. Findings are shared and discussed at Full Governing Body meetings, ensuring that health and safety remains a key priority. The governor has also played an active role in the development of the new school building, participating in health and safety walk-throughs alongside the Local Authority Schools Health and Safety Manager and contributing to the fire evacuation strategy. This involvement has helped ensure that the new premises are safe, compliant, and well prepared to meet the needs of pupils, staff and visitors.

### **Recruitment**

Governors played an active role in recruiting a new SENCo and EYFS Lead, ensuring that appointments aligned with the school's vision and improvement priorities. These appointments increase leadership capacity, strengthen provision for vulnerable pupils, and support sustained improvements in teaching, learning and inclusion.

### **Progress and Attainment**

Governors provide robust challenge and support through the analysis of pupil progress and attainment data at each termly Full Governing Body meeting. Data is scrutinised across the school, including for vulnerable groups, with a particular focus on attainment and progress in reading, writing and mathematics. Governors analyse outcomes by year group and key pupil groups, including pupils eligible for pupil premium funding, higher-attaining pupils, and different genders, enabling them to identify trends and any gaps in performance. This ensures that governors maintain a clear understanding of how well all pupils are achieving and whether targeted groups are making the expected progress. Where concerns or gaps are identified, governors ask informed questions, holding leaders accountable for the actions taken to address these issues. Link governors further explore these findings during monitoring visits to the school, discussing progress, interventions, and outcomes with relevant staff members to gain a deeper understanding of the impact of school improvement strategies. As a result, the Governing Body has a strategic overview of school performance, helping to drive improvement, promote equity of opportunity, and ensure that the school remains on track to meet its priorities and targets.

### **Safeguarding**

Governors have maintained a strong focus on safeguarding throughout the year through regular safeguarding monitoring visits, scrutiny of the Single Central Record, review of safeguarding policies, and safeguarding training. Governors receive regular safeguarding updates at Full Governing Body meetings and challenge leaders to ensure safeguarding arrangements remain effective.

As a result, governors have assurance that safeguarding remains effective, statutory duties are met, and pupils learn in a safe and supportive environment.

### **Attendance**

Governors have monitored attendance data throughout the year, with particular attention given to persistent absence and vulnerable groups. Through questioning and challenge, governors have ensured that leaders have implemented targeted strategies to improve attendance.

As a result, governors have maintained oversight of attendance trends and provided accountability for actions aimed at maximising pupils' learning time and engagement with school.

### **SEND and Inclusion**

The Governing Body strengthened its strategic oversight of SEND and inclusion through the appointment of a new Associate Governor with a wealth of specialist experience in the sector. Working collaboratively with the newly appointed SENCo, the Associate Governor has supported the continued development of SEND provision through policy review, monitoring activities and professional discussions focused on ensuring that pupils receive high-quality support tailored to their needs. This work has provided governors with increased assurance that SEND provision remains effective, inclusive and aligned with statutory requirements and best practice. The

Associate Governor has also used his expertise to support constructive engagement with the Local Authority regarding wider SEND developments, helping to ensure that the needs of pupils and families are represented. As a result, governors have strengthened their understanding of SEND provision, enhanced their capacity to provide informed challenge and support, and reinforced the school's commitment to ensuring that all pupils are able to access opportunities, make progress and flourish within an inclusive learning environment.

Throughout the year, governors have provided strategic leadership, support and challenge to school leaders, ensuring that the school remains focused on delivering the highest standards of education. Through monitoring, effective financial oversight, commitment to safeguarding, and involvement in key appointments and the transition to the new school building, governors have played a significant role in supporting continued school improvement. Their work has contributed to a safe, inclusive and ambitious learning environment where pupils are able to thrive and achieve their full potential.

## **Constitution**

The constitution of Southglade Primary and Nursery School's Governing body is made up as follows:

Chair of Governors (Mark Cotterill)

Vice Chair of Governors (Mark Taylor)

Parent Governors (Sarah-Jane Blake)

Staff Governor (Eleanor Bragg)

Co-opted Governors (Dianne Finnie, Audra Wynter, Mark Taylor, Katrina Woodward, Marc Routledge, Cat Sanderson)

Associate Governor (David Stewart)

Head Teacher (Alison Thomas)

We currently have vacancies for one parent governor