

Governors Impact Statement Sept 24 - July 25

This is the Governor’s report and impact statement for the period Sept 24 to July 25

Governors’ role

The role of the Governing Body is an intrinsic part of the leadership of the school, although often unseen by parents and other community stakeholders. This impact statement is one way in which the Governing Body can articulate their role in school leadership, the impact which they have had on school improvement and to be transparent about their activities.

The 3 core functions of the Governors are:

1. Ensuring clarity of vision, ethos and strategic direction
2. Holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of the staff
3. Overseeing the financial performance of the school and making sure its money is well spent

Governing Body Membership

Wootey Infant School Governing Body consists of twelve members:

- Head Teacher
- One staff governor
- Six co-opted governors
- Three parent governors
- One Local authority governor

Governors are also assigned to additional roles and sub committees: Pay Committee, Head Teacher’s Performance Management Committee (HTPM) as well as nominated roles such as safeguarding, SEND, health and safety to ensure statutory requirements are met.

Governing Body meetings, including of HTPM and Pay Committee have been undertaken using a combination of MS Teams/ in school meetings.

The board operates on a flat structure, which means that other than the committees outlined above, all work is undertaken and reported through the main FGB meetings. This format was undertaken with the intention of improving overall efficiency and to improve the flow of communication between the Board and ensure tracking of actions was more efficient and improved transparency. The decision was also undertaken to improve work life balance for school staff and governors alike with a reduced number of formal meetings since all governors sat on both committees.

During 2024/25, changes in the Governing Body membership were:

	Appointed	Resigned/end of office
Autumn 24	AF (Co-Opted) SB (Staff)	GA (Parent)
Spring 25		
Summer 25	HC (Parent)	AF (Co-Opted)

As at end of July 25, there were 2 Co-Opted Governor vacancies.

Governor Attendance 24/25 is shown below:

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Governor type	Meetings	Attended	Not Attended
Clerk	6	6	0
Co-opted Governor	6	4	2
Co-opted Governor	6	5	1
Co-opted Governor	5	4	1
Co-opted Governor	6	6	0
Co-opted Governor	6	6	0
Headteacher	4	4	0
Headteacher	6	6	0
Local Authority Governor	6	6	0
Parent Governor	1	1	0
Parent Governor	6	5	1
Parent Governor	1	1	0
Parent Governor	6	6	0
Staff Governor	5	5	0

What has been the Impact of the Governing Body on Improving the Outcomes for Pupils?

The role of the Governing Body as part of the leadership team for the school is to set the strategic direction of the school. This is done through the **monitor, evaluate and review** cycle and this determines the next strategic improvements that that will improve outcomes for pupils. The points below outline some of the key impact areas for improving outcomes for pupils during 24/25:

- Appointment of new Head Teacher: Mrs Palmer retired from her role a head teacher with effect from the summer term 2025. During the Autumn term 2024 and into Spring 2025, the governors undertook the tasks required to recruit a new head teacher with the support of the local authority. Governors identified the core requirements for the school, created the recruitment documents, undertook training, developed an interview panel. The governors were pleased to appoint Mrs Thomas as the new head teacher with effect from the summer term 2025.
- Ofsted Inspection was carried out in September 2024. The report graded the school as good in all areas. The report opened with “This is a nurturing school that has high ambition for pupils, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND). Most pupils achieve well.” The report also states: “The school is ambitious for every pupil. This starts with reading. Staff are experts in teaching phonics and early reading”.
- The Governors set the strategic direction of the School Improvement Plan (SIP). The 2024-25 Priorities were:
 - Raise standards in Writing by increasing the number of children who are secure in all elements of ARE by the end of the Key Stage
 - Develop Reading for Pleasure to supplement the strong ‘skill’ with a ‘will’
 - Establish new provision in school for children with complex needs where SEMH is a significant factor.

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- Develop consistency of provision across all foundation subjects to enable great learning for all.

These priorities come from a strategic understanding of external & internal data & external & internal reports. These are set to achieve the best outcomes and improvement for pupils.

- The Governors scrutinise, agree & monitor the Pupil Premium Strategy Statement & Sports Premium. The Pupil Premium monitoring ensures that the outcomes for most disadvantaged pupils remain a high priority and performance is scrutinised and reported to Governors.
- Phonics Screening Check: Y1 81% passed. 91% of the cohort left WIS having passed during KS1. The impact of the Read, Write Inc programme: boys PSC score has increased from 55% in 2019 to 76% in 2025. The boys with SEND PSC score have increased from 25% in 2019 to 43% in 2025. 43% of children passed the Year 2 PSC retakes. Of the cohort, 87% of boys passed by the end of KS1 and 73% of boys with SEND.
- KS1 Y2 Reading expected or above ARE 71%, Writing 63%, Maths 72% (RWM 59%).
- Y2 Above ARE Reading 30% Writing 4% Maths 26%
- Y1: Reading ARE and above 80% Writing 72% Maths 71%
- Early Years Foundation Stage: Reading 78.4% Comprehension 73.% Writing 59.5% Number 75.7% Numerical Patterns 73%. Good Level of Development (GLD) 65%.
- Pupil Premium outcomes: Reading 59% expected, 16% above [75% total]; 63% expected, 1.5% above [64.5% total]; Maths 52% expected, 17% above [69% total].
- For 2024/25 the Nest evolved from Owl Cub to support children's SEMH needs and lead to an improvement in settled learning behaviour.
- The school has a high level of pupils requiring SEN support (36.9%) The school provision aims to ensure that every child, irrespective of their individual needs, is empowered to thrive and make significant progress within an inclusive and nurturing school environment.
- With the reduced pupil numbers the Governors approved the reduction to five classes for 24/25, 2 EY and 3 mixed KSI to enable the Nest provision to support children's need throughout the school day.
- The Governors receive external reports from the LLP visit and the Feb 25 report stated that leaders "Senior leaders have developed a strong understanding of the needs and barriers of their most vulnerable pupils and support these pupils effectively. Strengthening leadership oversight of adaptation for pupils with SEND in the classroom now will help to ensure that these pupils are making appropriate progress during lessons"
- Leaders monitor attendance and as such track absence and persistent absence closely. Attendance for 24/25 was 94.0% (National Primary 94.8%)
- Safeguarding remains a high focus for the school and the Governors. There were minimal actions arising from Annual Safeguarding Audit and Governors ongoing monitoring demonstrate procedures are embedded.
- The impact of Sports Premium is that the children at Wootey Infant School have benefitted from increased daily physical activity both taught and self-directed which has encompassed a range of different sports and activities
- The school retains an emphasis on values as highlighted by the silver learning code and golden rules. Experiences and a broad curriculum with relevant visits and experiences develop the children's cultural capital.
- The newly established leadership team has already begun to make a positive impact, with a clear sense of direction and shared purpose emerging across the school. In particular, the SENCo and the Teaching and Learning Lead have stepped up with confidence and

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commitment, providing strong guidance in their respective areas. Their proactive approach has strengthened support for pupils with additional needs while also driving improvements in classroom practice. This collective effort is fostering a culture of high expectations and continuous improvement, positioning the school well for sustained progress.

- Being mindful of the fact that Mrs Thomas was new to the role of head and was undertaking this without the assistance and support of a deputy head, the governors sought to ensure that sufficient support was provided to ensure effective development and transition to the new role. This has included access to LLP training, which has provided valuable professional learning and the opportunity to engage with current best practice. In addition, regular guidance and encouragement from a mentor has offered a trusted space to reflect, problem-solve, and refine leadership approaches. Support from local headteacher colleagues has also been instrumental, enabling the sharing of experiences, advice, and practical strategies within a collaborative network. Together, these layers of support have strengthened confidence, built capacity, and ensured that leadership responsibilities are being carried out with increasing impact and assurance.

School Improvement Plan (SIP)

The Governors know the strengths and development areas for the school based on several key sources: The school's own data, Head Teacher Reports, external inspection reports, parent questionnaires, pupil questioning, staff, as well as Governor visits and questioning.

The School Improvement plan is a key document that is used by the school and governors to drive forward improvements and development areas are identified, the plan is reviewed annually and updated based data and the needs of the children. The SIP follows the Ofsted Inspection Framework. The Governors are involved in the development of the School Improvement Plan and in particular pushing forward the cycle so that the review of the SIP is undertaken at the end of the academic year and a new draft SIP plan is in place for September. Governor visits and meeting dates are planned to follow the SIP monitoring points. All action points from the Ofsted inspection are incorporated into the SIP to ensure that these improvements are planned and monitored.

Improvement Plan Objectives for 2024-2025

Pupil Progress

Raise standards in Writing by increasing the number of children who are secure in all elements of ARE by the end of the Key Stage

Develop Reading for Pleasure to supplement the strong 'skill' with a 'will'.

SEND:

Establish new provision in school for children with complex needs where SEMH is a significant factor.

Leadership & Management:

Develop consistency of provision across all foundation subjects to enable great learning for all.

The recommended priorities have been informed by:

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- Scrutiny of the children's learning & assessment in the Core Subjects
- The County Moderation process
- SENCO and Support from SEND Governor
- Action Planning in English with English Hub & RWI
- Action Planning in Maths with Maths Hub.
- Most recent Ofsted and LLP reports

Monitoring

Governors are provided with data by the school for monitoring the School Improvement Plan. In addition, the school's external advisors provide reports which the Governors use to triangulate with the data provided by the Head Teacher along with the evidence from visits. Governors are invited to attend pupil progress inset days and report back to the board outlining the level of scrutiny that is undertaken for each child to understand the barriers to progress and the next steps needed to continually push progress. The Governor 'Lov a Gov' visits also form part of the monitoring of the SIP.

Governor Monitoring during 24/25 has happened in the following ways:

- HT & Staff wellbeing questions at every meeting (NB Biggest asset = greatest care)
- Programme of Policy Reviews (Including 'How do we know it is happening?')
- Lov A Gov Weeks – the 'formal'/focused termly monitoring which includes monitoring a Core Value within termly cycle
- Financial checks; Budget setting, reviews and benchmarking
- SEN Governor + SENCO – regular meetings, including tracking progress of EHCP submissions
- Parental Survey
- SEF OFSTED Categories – evaluated with evidence and judgement recorded in shared document used by Governors to log comments and evidence (Ben's file)
- SIP Priorities eg Subject Leader development reviewed in HT report

Monitoring of the School Improvement Plan

The Governors are fully aware of the financial position for the school and the impact of pupil numbers on the budget. To this end Governors ensured that the children's needs were the priority focus.

The governors are provided with pupil progress data at various points throughout the school year. This data is referenced to expected target data. Data for vulnerable groups is also scrutinised.

Safeguarding remains a high focus for the governors. The governors ensure that the safeguarding annual audit is completed along with ensuring that any actions are completed and that all policies are fully compliant. In additional regular checks on the single central register are undertaken by a Governor to ensure that the school is compliant with all the safer recruitment practices and procedures.

Governors also approve school visits, the pupil premium strategy and the sports premium strategy.

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Lov A Gov Monitoring Visits

To know the school and observe aspects of the SIP, governors are encouraged to visit the school as much as possible to enable them to really know the school. The Governors have dedicated 'Lov a Gov' (LAG) weeks to directly observe the core values and defined elements of the school improvement plan. The impact of these visits is being continually evaluated, not just for the evidence that they provide, but also the impact on the teaching staff. Each term has a 'Lov A Gov' week. Governors provide feedback based on their visits. Each term has a specific core value focus along with a School Improvement Plan monitoring focus.

During 24/25 the termly core foci were:

Autumn Term 2024 – The Lov a Gov visits did not happen due to the Ofsted inspection

Spring Term 2025

Monitoring of the Learning (Curriculum) policy/Core Value Focus: Happiness

Writing: Raise Standards in Writing

Safeguarding: Asking Staff for areas of concern

Summer Term 2025

Monitoring of the Learning (Curriculum) policy/Core Value Focus: Respect

Writing

SEMH

Safeguarding – asking children questions

Budget Monitoring:

The budget is monitored 6 times per year, with Budget approval happening each May and revision in the autumn term.

In Spring 2024 when it was clear that pupil numbers would not allow for 6 full classes, it was agreed that the school would revert to 5 classes for 2024/25. With 2 classes in EY and 3 classes across KS1. Additionally it was agreed that there would be alternative provision available (the Nest) to support pupil with SEMH needs.

With the decline in pupil numbers it was agreed to delay the decision to immediately appoint a deputy head teacher, this would allow TT to review the current staffing structure and her needs.

Governor Self Evaluation

The Governing Body is always seeking to develop their role and effectiveness.

Every two years, the governors undertake a formal self-evaluation that follows the format set by HCC under the headings: Strategic Leadership, Accountability, People, Structures and Evaluation. The governors respond to questions and the overall scores help to identify areas for development. This was last undertaken in Spring 2023 which identified a number of areas for Governors to develop:

Action

Why

How

When

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Be more explicit that the Core Values are the school's vision	To ensure that Governors understand that the core values of Happiness, Respect and Creativity are the schools vision - as per the Learning Policy	Language used in meetings - love a gov focus and feedback to link back to core values and vision - make the link more explicit.	Spr 23 - ongoing
Outline school priorities and what the governors have been monitoring so that parents are aware	Keeping stakeholders informed	Paragraph in HT newsletters	Spr 23 - ongoing
Create a Top Level Risk Register	To ensure that governors understand the risks and can evidence that actions are being taken to mitigate the risks	TC will prepare a template for discussion	Spr 23 - ongoing
Performance Management Feedback	PM process was picked up as an area that needed monitoring from the staff questionnaire	Pay committee to feed back on process so far and from next monitoring	Feb 23 - ongoing
Efficient and Effective ways of capturing Impact	So able to locate information for impact statement and also Gobs can articulate the impact of the GB to visitors (LLP and Ofsted)	Trial termly review to capture impact points - through chairs and feedback via FGB	Spr 23 - ongoing
Capture the various visits and work that is being undertaken by the Governors	To capture the different elements that Governors are undertaken	Create a visits/meeting log spreadsheet on Governor Hub that governors can update with when they have been into school/had a teams meeting. Date /Governors Name / Purpose only	Spr 23 - ongoing - trial and review if it works
Clarity of feedback from SEND Governor and subject link governors - where to feed back / purpose of the roles.	SEND Gov is a statutory role / Maths and English always priority areas - maintains the focus but enables other subjects to also have a focus. Confirms strategic value of the role. Ensure feedback is providing evidence of impact	Update the C&S Terms of Reference to include the SEND Governor role and feedback from link governors	Spr 23 - in place for July 23 review

The review was due to be undertaken Spring 2025, however, with the appointment of the new Head Teacher, it was decided that the board had greater priorities and that many of these actions were still being undertaken. The board agreed to defer the next review to 25/26.

Training

All members of the Governing Body receive training. All new Governors attend the Hampshire Governor Induction course and are encouraged to attend as many relevant training courses as possible. The School subscribes to full access for Governor training and has an annual Full Governing Body Training session to support identified development areas. School staff are invited to attend these training sessions. The Governing Body has a Governor assigned as the Development and Training Governor (DTG) and the purpose of the role is to ensure that Governor training needs are identified and that governors undertake a range of courses to ensure that knowledge is current and that there is a breadth of knowledge and experience within the Board to support the Governor's strategic role in monitoring the school improvement plan as well as ensuring that all statutory requirements are met.

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During 24/25, Governors attended a various training courses, briefings and meetings to support developing knowledge and understanding of the roles, these included:

- Full FGB training: Head Teacher recruitment

Head Teacher's Performance Management

The Governing Body carries out the Head Teacher's Performance Management annually by:

- Appointing a panel of 3 Governors to carry out the appraisal; appointing a Chair.
- Ensuring at least one member of the panel has received the HT Performance Management Training.
- Setting the appraisal meeting cycle of 3 Interim Reviews and a final appraisal
- Engaging a Local Authority Advisor for the target setting and final review process.
- Ensuring the performance of the HT is measured through targets linked to the SIP.
- Carefully evaluating the Head Teacher's performance through discussions focused on areas of strength, and areas for development.
- Reviewing annually targets set, and setting new targets.
- Ensuring a discussion on the Head Teacher's wellbeing is part of each Review Meeting, and that the Head Teacher feels both supported and challenged.

The appraisal process allows Governors to look closely at the performance of the Head Teacher, have discussions about areas of strength and development in performance and to set new targets against which the Headteacher's performance will be evaluated.

The impact of this is that governors understand the Headteacher's areas of strength and areas for development in teaching within the school using a variety of sources of information eg the school's ongoing data, LLP reports, questions for staff, responses to the parent questionnaire and from meetings with the Head Teacher.

The Head Teacher Performance management targets are linked to the school improvement plan. These targets also follow through to the teaching staff performance management and on through to the support staff performance management. All classroom staff generally have three performance management targets:

- School Improvement Plan Pupil Progress
- Leadership Development
- Professional/Personal development or Wellbeing

Parent Questionnaire

For Summer 2025, Governors used a whole school electronic questionnaire. The response rate was lower than we would like, however was still sufficient to draw conclusions and to pick up on what the school is doing well and also pick up on any suggestions for improvements.

Questionnaire results were collated, analysed and followed up by a letter to the parents and feedback to the school leadership team.



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Website

The Governors have been undertaking termly reviews to ensure that all statutory documents are available on the website.

OFSTED Inspection – October 2024

Inspectors carried out deep dives in these subjects: early reading, mathematics, science and computing. Verbal feedback was provided by the inspection team to the school staff and Governors. The inspection report notes “Pupils with barriers to learning are quickly identified and plans are put in place that address their individual needs. The school ensures that staff adapt activities for pupils with SEND so that they engage positively with all areas of the curriculum. The school acknowledges that more work in some subjects does needs further adaptation” from this the report notes in the area for the school to improve: “In some curriculum subjects, activities are not adapted well enough to support pupils with barriers to their learning and pupils with SEND. This means that support is not as effective as it could be. Pupils with SEND, and those who are disadvantaged, are not catching up quickly enough. Leaders must make sure that teachers provide tasks and support so all pupils make expected progress.” This action has been incorporated into the school improvement plan.

Report prepared by: S Thirkell – Chair – May 2026

Approved by Governors -