

Governing Body Impact Statement 2025-2026

At Bonsall CE (VA) Primary School we are proud to share our school motto, 'Loving to learn for Life' and as governors we work to enable and empower our pupils and staff to follow this vision.

The Role of Governors

The Governing Body plays a vital role in the leadership and direction of the school. This document outlines the contributions they make and explains how their strategic decisions and oversight have positively influenced the school's development.

The Governing Body is an intrinsic part of the leadership of the school. This document is intended to outline the contributions made by the governing body and details how their strategic decisions and oversight have positively affected the school. The Governing Body comprises a team of committed volunteers who devote substantial time, expertise and goodwill to supporting the headteacher and staff in educating all the children in our school.

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

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

The governing body work co-operatively with the Headteacher to monitor the School Improvement Plan, which sets out our targets for each academic year. Our School Improvement Plan is based on priorities that were identified in our last OFSTED and Statutory Inspection of Anglican and Methodist Schools (SIAMS) Reports, taking into account the progress that we have already made and our understanding of the current needs of our pupils. Each term, the headteacher reports to the governing body on the progress made towards these targets.

Whilst the headteacher and her staff are responsible for the day to day running of the school, the governing body are responsible for the strategic direction of the school. To do this effectively, we meet in sub committees which focus on specific aspects of our responsibilities. These sub committees meet on a regular basis and recommendations from these meetings are taken to full governor meetings for discussion and approval.

Governance Arrangements

Our governing body is made up of representatives from the school, the church and parents of children at the school. Their details can be found on the school website. In the 2024-2025 academic year our governing body consisted of:

- 1 Headteacher
- 1 Staff governor
- 1 Local authority governor
- 6 Foundation governors
- 2 Parent governors
- 2 Associate governors

Governors attend a Full Governing Body meeting each half-term and are usually involved in at least one of the three subcommittees: Quality of Education (QoE), Finance, Buildings and Personnel (FBP) and Head Teacher's Performance Management (HTPM). To enable us to get an accurate understanding of the school performance, we gather data from different sources, including the school, our school improvement adviser and national data. All of this helps governors to gain a rounded picture of the strengths and weaknesses within the school and how these might compare to other similar schools.

'Link Governors' are assigned to specific SIP targets. Each Link Governor has made at least one monitoring visit to meet with the lead member of staff, to ask strategic questions and the report back to the full governing body. This enables the full governing body to provide challenge and support to the school leadership.

Sub Committees

Quality of Education Committee

This committee focuses on the quality of education, teaching and learning. The committee works with the SENDCo to review the effectiveness of the support given to pupils with additional needs and also reviews the SEND policy, the SEND Information Report and the Disability Plan on an annual basis. Working alongside staff, governors consider evidence from assessment data and liaise with the school improvement officer to consider the impact of teaching and learning.

During the 2025/26 academic year, the committee has monitored the development of arithmetic, reasoning and problem-solving skills in relation to maths across Key Stage 2. A link governor joined feedback meetings with the specialist maths adviser and submitted strategic questions to the Head Teacher to scrutinise and understand development in this area. A second link governor followed work to enhance opportunities for pupils to build their reading comprehension skills and attended visits from the Local Authority adviser

Governors attended a meeting with the inclusion support advisory teacher (ISAT) to gain an insight into the PINS training that our SENCO has attended.

The committee scrutinised detailed assessment data provided by the Head Teacher following both internal and external assessment, which assessed both pupil attainment and pupil progress.

Finance, Buildings and Personnel Committee

This committee has continued to ensure that money is well spent, attending pre-budget meetings, reviewing end-of-year budgets and evaluating the impact of spending of pupil outcomes. The budget is reviewed in detail each term and consults with the headteacher on any large expenditure to ensure that we can help to ensure that the school can continue to provide a good standard of education, notwithstanding challenging economic times.

This committee reviews the provision of a safe and secure environment for pupils, staff and visitors to the school site. It oversees the management of letting and ensures that procedures are in place in case of emergencies, with appropriate staff training. The committee have supported the use of school premises to produce revenue and reviewed letting agreements to ensure that this is charged appropriately.

Headteachers Performance Management

This committee, of three governors, is supported by an external advisor. The members agree the Headteacher's appraisal and set targets for each academic year. A variety of sources of information is examined, e.g. Pupil Progress and Data Analysis, thus enabling governors to ensure that conclusions drawn can be evidenced. Governors can look closely at the performance of the Headteacher and discuss areas of strength or development.

Progress and Attainment

Governors review whole-school performance data in reading, writing and mathematics, with a strong emphasis on monitoring outcomes for vulnerable groups. They also scrutinise the use of Pupil Premium funding to ensure it is allocated effectively. This enables governors to maintain a clear understanding of pupils' progress and to pose appropriately challenging questions so that any emerging issues are addressed promptly. The headteacher provides assessment updates throughout the year, supported by input from an external school improvement adviser.

Safeguarding

The Safeguarding Link Governor meets regularly with the headteacher to ensure the school's continued compliance with safeguarding requirements, including ensuring that all staff and volunteers have completed the appropriate training. She has monitored the rigor of safeguarding procedures and record-keeping. She has attended parent evenings to engage with parents and caregivers and promote resources offered by the school to support safeguarding.

Priorities for 2026-2027

The governing body will support the implementation of the school's improvement targets for the coming academic year:

- To further enhance the teaching and learning of mathematics across the school, with a particular focus on developing pupils' reasoning and problem-solving skills, so that all pupils achieve their full potential by the end of Key Stage 2.
- To implement a rolling programme for foundation subject monitoring to enable subject leads to gain strategic overview of the strengths and areas for development within individual foundation subjects
- To embed a shared approach to spirituality across the school, with a particular focus on enhancing opportunities for spiritual development within the taught curriculum.
- To strengthen the school's inclusive practice through the implementation of the SMILERS programme, ensuring all pupils, including those with SEND and neurodiverse needs, feel valued, included and are supported to achieve their individual potential.
- To strengthen and refresh the school's approach to attendance so that attendance remains above national averages and all pupils maximise their learning opportunities.