Crabtree Farm Primary School

Governing Body Impact Statement
School year 2025-26

This report provides a brief summary of the work of the school's Governing Body in 2025-26 and its impact on the school and its pupils.

The Governing Body
The Governing Body is made up of parent governors, a local authority governor, staff governors, and co-opted governors. The full governing body meets termly. A separate finance committee meets before the full governing body meetings and a pay committee meets annually. A professional clerk from the local authority's Governor Services attends and minutes all full governing body meetings. The school arranges the minutes for the finance committee meetings.

Governors regularly complete the NGA governor audit. An analysis of the audit responses has indicated that the governors share a wide range of relevant knowledge and experience to support their work on the board. The allocation of governors to their roles within school is regularly reviewed. The review of knowledge and experience and allocation to appropriate roles is consider on appointment of all new governors.

Governors' meetings
In 2025-26 governors have conducted some of their meetings face-to-face and some by video. This supports a good level of attendance at all meetings.

At the full governing body meetings, governors have received regular reports from the headteacher, the school business manager and the finance committee. The staff leaders for safeguarding, attendance, SEND and key curriculum areas submit reports on the governor hub prior to the meeting. The headteacher then talks to these reports, highlighting key elements and responding to governor questions. Governors have found this model of presentation accessible and informative. Governors have discussed pupils' achievement and progress, attendance and safeguarding, progress on the School Development Plan and policy updates. They have asked the headteacher for regular reports on pupil and staff wellbeing. Governors play a key role in the drive for school improvement by holding the school to account, at the same time acting as a critical friend and providing support to the school.

A rolling programme of presentations and reports from all curriculum leaders also ensures that governors have a good overview of the curriculum provided and changes implemented. The presentations provide governors with an opportunity to raise questions directly with the curriculum subject leaders. The headteacher is able to respond to questions about the submitted reports.

The chair and vice-chairs of governors are available for additional meetings, either in school or remotely with the head and deputy as required. The headteacher provides regular updates to the chair, through regular phone conversations or ad hoc

meetings in school. This ensures the governors have a clear picture of the successes and challenges in school.

Finance Committee
The Finance Committee has met four times. It has worked closely with the school's senior leadership to prepare the three-year plan, the Schools Financial Value Standard (SFVS) and the school's budget and has presented them to the full governing body.

The school has faced significant financial challenges in recent years and made significant savings to address these. Following the staffing restructure in 2024-25, governors have continued to monitor the impact of that restructure on the budget and on the staff. These discussions are reflected in the minutes of the FGB and finance meetings. The chair of governors has also linked with the headteacher and the chair of the finance committee between formal meetings, to ensure financial decisions are made in a promptly and in line with committee and policy expectation.

The action taken by the school leadership has successfully addressed the deficit budget.

Pay committee
The pay committee has met to review the performance management of all staff carried out by the senior leadership team and its pay recommendations to ensure that the system is rigorous, fair and non-discriminatory, and that targets are closely related to school improvement priorities and that pay recommendations are dependent on meeting targets and outcomes for children.

Headteacher appraisal
Two governors appointed by the governing body carried out the headteacher performance management review, holding the headteacher to account for the progress made in achieving her personal targets and the attainment of the school's key priorities. The School Improvement Adviser supported the process, ensuring with governors that appropriate appraisal objectives were set.

Monitoring the School Development Plan
Link governors have been appointed for the following subjects to monitor the School Development Plan (SDP).

- Arts
- Attendance
- Early Years Foundation Stage
- English
- Equalities
- Health and safety
- Humanities
- Maths
- Modern Foreign Languages (Spanish}
- Reading
- Personal, Social and Health and Economic (PSHE) Education and Relationship and Sex Education (RSE)
- Pupil Premium

- Safeguarding – this is required by the DfE.
- Science
- SEND
- Sports Premium
- Wellbeing

In order to help governors monitor progress on the school development plan effectively, the governors have regular presentations from the assessment co-ordinator. The format of these presentations reflects discussions with the governors about how best to summarise key outcomes.

Some governors have also accessed area specific training, such as the attendance training,

SEND
The number of pupils on roll identified as having SEND remains high. Some of these children have very significant needs and a small number have an EHCP. In order to meet these needs, governors supported the proposal to develop special in house enhanced provision, the Treehouse in 2023-24. This provision has been very well received by families and children continue to make good progress across a range of measures. The effectiveness of the provision has been recognised by LA officers.

The link governor for SEND continues to link with the SENCO about all aspects of SEND provision and regular information is provided to the governing body.

Pupil Premium
The number of pupils eligible for pupil premium remains high at 60-70%.
The strategy is developed and reviewed in discussion with governors. Provision and outcomes for pupils in receipt of pupil premium are reported on at each full governing body meeting.

Safeguarding
The school continues to address a high number of safeguarding concerns.
The safeguarding link governor is very knowledgeable and brings a wealth of experience to the role. She visits school regularly to link with the safeguarding leads and discuss provision. All governors undertake annual training and receive regular updates about safeguarding practice and developments in school.

The ongoing review of DSL provision and the recent appointment of an experienced safeguarding coordinator to enhance the existing DSL team was discussed with and supported by governors.

School progress
Results achieved by pupils this summer, indicate that the school continues to make good progress in improving outcomes across all key stages.

Governors believe that their contribution to the commendable progress the school has made include:
- The challenge they regularly present to the school
- Their scrutiny of the school's data
- Their support for the school in all areas of the curriculum

- Regular monitoring visits
- Regular scrutiny and approval of school policies.

Training
Governors have regularly attended training sessions organised by Local Authority Governor Services and other providers. New governors have attended induction training. Full governing body meetings are preceded by a presentation about one or two curriculum areas, delivered by the subject leader. Oher curriculum leaders submit reports on a scheduled basis. The assessment co-ordinator also makes a termly presentation regarding progress and attainment. The presentations and reports give governors a clearer understanding of the broader curriculum and provoke lively discussion in meetings.

Next steps
Priorities for governors for the coming year include:

- Continuing to support and challenge the school in its work
- Supporting the school in its work on improving attendance.
- Supporting the school through the current financial challenges and the impact of the staffing restructure, ensuring the wellbeing of staff.