



GOVERNORS' IMPACT STATEMENT SEPTEMBER 2025

INTRODUCTION

Elms Farm Primary School aims to provide an education of the highest quality. Our vision: "Every Child Achieves" ensures that the stakeholders focus on helping every pupil to achieve their potential and become independent learners, ready for the transition to secondary school and well equipped for life beyond Elms Farm Primary School. To deliver this the school must be well-led by an ambitious and inclusive team, working with motivated and skilled staff who feel supported, valued and professionally challenged.

THE ROLE OF THE GOVERNING BODY

The GB plays a crucial part in improving and developing the school through providing both effective support and effective challenge and is responsible for:

- ensuring clarity of vision, ethos, values 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 making sure its money is well spent.

GOVERNANCE STRUCTURE

During the last year the Governing Body have reviewed the Governance structure and agreed to increase the Governing Body from 10 to 11 appointed and elected governors, The Governing body agreed to increase the number of Co-opted members from 5 to 6 members to strengthen the team, The Governing Body now consists of:

- 1 Headteacher Governor.
- 1 Staff Governor.
- 2 Parent Governors.
- 1 Representative (local authority) Governor.
- 6 Co-opted Governors.

During the year we have welcomed three new Board members. Sarah Keegan joined as the new parent governor; Daniel French joined as a co-opted member and Charlotte Jeffs joined as the new staff governor. Despite regular communication with the Local Authority, the position of LA representative is vacant.

MEETINGS

Full Governing Body meetings are held six times a year, once each half term.

A wide variety of business is conducted at full Governing Body meetings. Outlined below is a selection of activities that happen at these meetings across the year:

- Governors received a report from the Headteacher including an update on issues such as progress in all areas of the School Development Plan, pupil attendance, behaviour,

safeguarding and staff training. Governors discuss this report and ask questions to challenge all aspects of the school's performance.

- The Governing Body adopted a circle model, whereby all Governors attend all the meetings. Following a review the Governors opted to continue to work with this model. In addition, specific committees were agreed.
- School policies and key statutory documents were reviewed and ratified by the full Governing Body.
- The Governing Body received reports from Link Governors and had the opportunity to ask questions on the priorities and progress for each of the Foundation subjects or other specialist areas of responsibility
- The Governing Body also enjoyed learning about the school via presentations from individual members of staff and the Rights Respecting Pupil Ambassadors.

Governors continued to receive written reports from the Headteacher at all Governing Body meetings so all Governors had a detailed written record of events and decision making.

Regular meetings between the Chair of Governors and Headteacher continued to be held. This has ensured increased support for the Headteacher, regular flow of information to the GB and allowed for swift decision making when necessary.

The Link Governor roles were reviewed again to ensure they reflected key priorities. School leaders have made themselves available to meet with their Link Governor thus ensuring regular reports to the full governing body about all aspects of school life.

STANDARDS

The Governing Body is responsible for following pupils' progress and achievement, ensuring the school provides a high-quality teaching and learning experience and delivers a broad and balanced curriculum in keeping with the school's aims and national curriculum requirements. During the year the Governing Body:

- analysed school performance data and reviewed both internal data reports allowing them to track all groups of children within school.
- ensured that they asked about the comparative progress and attainment of different groups including those targeted by the pupil premium grant, children with special educational needs (SEND) and the different ethnicity, gender and ability groups.
- ensured that the pupil premium grant was used to make a positive impact on the outcomes of disadvantaged pupils.
- reviewed the SEND policy, monitored provision and ensured that the school fulfils its responsibilities for pupils with special educational needs and with disabilities.
- Reviewed and agreed the Primary PE and sports premium strategy. The Link Governor attended PE strategy training in order to support leaders to produce an effective plan that was published online.

The Governing Body is also responsible for staffing, which covers the quality of education and the professional development needs of staff. This year, governors have:

- reviewed the staffing structure (teaching and non-teaching) in relation to the school development plan.
- reviewed the appraisal/performance management policy and how staff objectives and CPD are linked to school development priorities.
- scrutinised and contributed to the School Development Plan.
- reviewed pupil progress through discussions with school leaders, data from internal assessments.

- reviewed the provision and progress for children with SEND, assessing the effectiveness of interventions and outcomes.
- supported the SENDCo in representing the School's position to the Local Authority, on children with Education Health and Care Plans.
- retained a strong commitment to funding CPD for staff to ensure that their skills and learning continued to be strengthened and monitored uptake.
- reviewed deployment of the pupil premium grant through termly reports to the Governing Body and scrutinised our pupil premium impact statement and funding plan.
- supported school leaders in the recruitment of staff.
- conducted the Headteacher's Performance review.
- ratified the adoption, implementation and review of staffing policies and procedures to ensure that all principles of good and fair employment practice are adhered to and legal requirements fulfilled.

RESOURCES

Governors are tasked with detailed monitoring of the school's finances. They ensured that:

- the school operated within the financial regulations of the local authority.
- adhered to school finance policies and procurement codes.
- complied with DfE and SFVS (School's Financial Value Standard) requirements.
- supported leaders to ensure readiness for an audit of the school's accounts..

Governors held the Headteacher to account for the financial performance of the school and scrutinised the draft and final school budgets.

The Governors are also responsible for health and safety, overseeing the maintenance and development of the school site and premises (with sustainability in mind) to ensure it is safe and fit for purpose.

This year, governors have:

- worked with the Headteacher on regular financial monitoring.
- agreed budget assumptions and parameters for budget-setting.
- scrutinised the budget and presented it for approval.
- conducted on-site health and safety reviews.
- reviewed recommendations from the fire safety audit and actions required.
- scrutinised and ratified quotes for projects to improve the school.
- Worked with the Headteacher to appoint a new HR and Payroll company to replace Birmingham City Council.

SAFEGUARDING & WELL-BEING

The Governing Body is concerned with the health and wellbeing of the children and staff and with maintaining good communications with the school community, taking responsibility for the maintenance and promotion of parental and community engagement. Governors monitored the school's contribution to pupil wellbeing, their behaviour and safety, including promotion of healthy lifestyles and contribution to the wider community. Governors:

- reviewed policies designed to promote good behaviour and discipline and monitored their implementation and outcomes. They also monitored pupil attendance and evaluated strategies designed to maximise it. They undertook an annual review of safeguarding procedures including the child protection policy, monitoring and evaluating the effectiveness of them. They also monitored and evaluated the welfare requirements of the Early Years Foundation Stage.
- regularly reviewed the health and wellbeing of staff and pupils.
- scrutinised pupil attendance and discussed actions to address any concerns.

- regularly reviewed safeguarding and any concerns arising.
- audited the school website to ensure all statutory information was available.
- reviewed policies ranging from EYFS, to e-safety, anti-bullying and our public sector equality duty.
- completed Safeguarding and Keeping Children Safe in Education training

GOVERNOR ATTENDANCE

Attendance at full GB meetings remains high and Governors have never had to cancel a meeting because it was not “quorate” (i.e. the number of governors needed to ensure decisions are legally made). Attendance data for governors is published on the school website.

INDIVIDUAL GOVERNOR RESPONSIBILITIES

Governors have individual responsibilities (link governor roles), which, wherever possible, have some connection to their professional skills, interests, and expertise. This year, the schedule of Link Governor visits was reviewed as the school returned to greater normality in school life.

Link Governors typically met with the school leader for their relevant area at least once a year. These visits focused on evaluating the area against the School Development Plan or other relevant planning documents. For curriculum subjects Link Governors assessed the scope of and sequencing of the curriculum; how the subject is enhanced beyond classroom learning and identify key points to report back to the Governing Body. Core subjects (English, Maths and Science) were reviewed by the whole Governing Body through presentations and Q&A sessions at full GB meetings.

Link Governor roles in 2024 - 2025

Area of responsibility	Governor
Premises, Health & Safety	Abiodun Olowookere
Safeguarding Child Protection Filtering & monitoring Attendance	Stuart Lomax
Inclusion Pupil Premium SEND LAC	Sue Anderson
EYFS Finance PE and Sports Premium GDPR Training / Skills	Elizabeth Gallagher
Curriculum	Hayley Sumner
Behaviour, safety and Wellbeing	Nicola Conroy
Safer Recruitment	Stuart Lomax Elizabeth Gallagher Hayley Sumner Sue Anderson

Pay Committee

Stuart Lomax
Nicola Conroy
Elizabeth Gallagher

Other governor interactions

In addition to the visits governors made to school for GB or their link subject reviews, they also made numerous informal visits to attend assemblies, carol services, music concerts, school productions, sports days and other school functions.

STRATEGIC DIRECTION & THE SCHOOL DEVELOPMENT PLAN

The School Development Plan (SDP) 2024/25

The SDP was developed and agreed by Governors in the Autumn term. The headline priorities for the year were:

Priority 1: All pupils achieve; the curriculum and high-quality teaching & expectations enables all pupils to reach their full potential.

Specifically: Boys' attainment is in line with girls' in RW with all pupils reaching FFT50 targets.

Priority 2: There are high levels of expectations for behaviour which pupils demonstrate consistently, including online safety, learning behaviours and attendance.

Specifically: Pupils take responsibility for their behaviour & attitudes, demonstrating high expectations for themselves.

Priority 3: Pupils develop their sense of self, their talents and interests through a wide range of opportunities. They are ambitious and nurtured through the school's values.

Specifically: Pupils develop a rich understanding of the wider world and the opportunities open to them.

Priority 4: Governors and Leaders at all levels ensure high standards and expectations in all areas of learning.

Specifically: Embed new leadership structure to provide exceptional leadership at all levels

Priority 5: To further enhance the EYFS provision to ensure high levels of development for all learners, enabling all pupils to thrive.

Specifically: Early identification of pupil needs & interests leads to highly effective provision, including outdoor.

POLICIES

Governors reviewed all policies on a scheduled basis to ensure that they met the statutory requirements and that all guidance is relevant and up to date. Specific attention was paid to ensure that the school complies with the Department of Education mandatory policy list.

TRAINING

Elms Farm Primary School buys into LA governor training package and the National College for our whole governing body. This provides governors with access to a range of training modules across the year. Additionally, all governors can access e-learning. External specialists are also sometimes invited to train the whole Governing Body together.

New governors are expected to attend the Local Authority's induction programme. Governors are encouraged to attend any training that is relevant to the SDP or their Link Governor responsibility in the first instance. Governors may also attend any training that is of particular interest to them.

Over the last year, members of the governing body have attended training on:

- Safeguarding
- Safer recruitment
- Keeping Children Safe in Education
- PE/ Sports Pupil Premium
- Induction
- GDPR
- Inclusive Attendance
- Prevent training

PRIORITIES FOR 2025/2026

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- oversee the financial performance of the school and making sure its money is well spent.