



**Colgate Primary School
Governor Impact Statement
2025**

1. Ensuring clarity of vision, ethos, values and strategic direction

What have we done?	What impact have we had?
<p>We participated in an externally-led Governing Body Evaluation Workshop to help promote continuous improvement, assure compliance with requirements, and maintain a strong, effective governance culture.</p>	<p>Actions that followed the workshop helped maximise governor effectiveness and included:</p> <ul style="list-style-type: none"> • Identifying, assessing and documenting the School’s key strategic risks helping to manage and mitigate risks at the school. • Gathering of governor feedback led by the Chair and Vice-Chair to find out what worked well and any suggestions for improvement. • An externally-led evaluation of the Governing Body every three years and a self-evaluation of the Governing Body annually. • Supporting new governors on School visits by pairing them up with experienced governors. • Where skill gaps are identified actively recruiting governors with those skills.
<p>The Chair and Vice-Chair gathered governor feedback to find out what worked well and suggestions for improvement.</p>	<p>Actions that followed helped improve how governors operate collectively and included:</p> <ul style="list-style-type: none"> • Review of Governing Body and Committee meeting dates to maximise attendance. • Agenda and papers to be circulated 10 days ahead of meetings rather than seven to allow governors more time to prepare. • Meetings to be held in different classrooms to help governors see more of the school.

	<ul style="list-style-type: none"> • Inclusion of governor section in School newsletter.
We undertook a Skills Audit of governors.	This found a broad range of strengths, knowledge, skills and experience which we could ensure we made best use of at the School.
<p>We have undertaken training courses and passed on key learning points to other governors. Courses include:</p> <ul style="list-style-type: none"> • School Finance • School Assessment Training • Safeguarding • Gathering and using Stakeholder Voice • New Governors – Being Effective • Environmental sustainability – the governance role • Greener governance • Gamification and violent extremism • Panel training (Suspensions / Exclusions) 	This has ensured that the Governing Body remains up-to-date with current legislation and recommendations from the Local Authority, and shares learning between governors.
We appointed the School's first Sustainability Lead Governor.	<p>This led to a significant environmental step taken as a school and included:</p> <ul style="list-style-type: none"> • Addition of sustainability as a standing item on the Governing Body agenda • Launch of a new sustainability policy. • Setting up of an Eco-Team. • Thermal imaging audit of School undertaken and savings identified. • Funding bid to Sussex Wildlife Trust. • Funding bid to High Weald Schools Grant Scheme for anti-deer fence and night time field camera. • Solar panel heating under consideration. • Sustainability actions promoted in School newsletter and on School website.
We continue to have two meetings per year of the Governing Body Steering Group.	This helps drive forward the <u>Governors' Development Plan</u> ensuring the Governing Body sets the school's strategic direction, holds the headteacher accountable for educational performance, and manages financial resources effectively.
We embedded the new role of a Wellbeing Lead Governor, receiving their report covering the wide range of school activities that promote and support the wellbeing of our school community.	This shows our commitment to the wellbeing of all those in our school community, ensuring support for those who need.
Governor visits undertaken to review all classroom environments to ensure that they	This led to classroom improvements including decluttering of all walls to avoid over-

were appropriate for all types and learners, especially SEND pupils. This included an evaluation of the quantity and “busyness” of wall displays.	stimulation of pupils and removal of unnecessary or unused materials.
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2. Holding the Head Teacher to account for the educational performance of the School and its pupils, and the performance management of staff

What have we done?	What impact have we had?
<p>We have undertaken visits across the School, working alongside the relevant Lead Teacher, to ensure continuous improvement across:</p> <ul style="list-style-type: none"> • Safeguarding • Pupil voice with regard to safeguarding. • SEN • Health and safety • Review of PSHE, RSE and RE curriculum. • Writing • Maths • Geography 	<p>The outcome of the visits has helped the School deliver a high quality learning experience. Additionally, the visits resulted in strong interaction between governors and staff which helped identify areas for development.</p>
<p>We have scheduled regular focus topics in meetings where school leaders are invited to present subjects in a written report and take questions in committee meetings.</p>	<p>Subject leaders for Maths, Writing, Science, History and Geography have all appeared before the Committee and responded to rigorous questions and challenges.</p>
<p>We receive termly reports on pupils' progress and attainment and annual SATS results.</p>	<p>This enables governors to drill down and identify areas where improvement is needed.</p>
<p>We review termly reports on SEND and updates from the SENCo on SEND provision and progress.</p>	<p>This enables governors to review the School's support and provision for SEND children.</p>
<p>We have discussed <u>Keeping Children Safe in Education (KCSIE) 2025</u> updates as governors.</p>	<p>This ensures that we fulfil our statutory duty to safeguard and promote the welfare of children.</p>
<p>We have asked for Safeguarding Reports to include a section on the pupil voice.</p>	<p>This is to ensure that the safeguarding culture of the school keeps pupil voice at its core.</p>
<p>We review and monitor the School Development Plan.</p>	<p>This results in constructive governor feedback and supports continual School development, for example requesting that the <u>SDP</u> includes supporting and stretching More Able Children.</p>
<p>We reviewed the findings of the annual staff well-being survey.</p>	<p>This enabled us to ensure that staff wellbeing is a School priority and that governors are made aware of any areas of concern.</p>
<p>We have monitored, reviewed and approved up to 80 statutory, non-statutory and curriculum policies.</p>	<p>This ensures that the policies which govern the way the School is run are compliant and up-to-date with key policies housed on the School website to inform parents and carers.</p>
<p>We considered and approved residential trips for the School year 2025-26.</p>	<p>This ensures our curriculum and School activities remain broad for all pupils.</p>

<p>We carried out our annual appraisal of the Head Teacher, reviewing her objectives and setting new ones for the year ahead.</p>	<p>This has helped us monitor and keep on track the work of the Head Teacher in line with School priorities and objectives.</p>
<p>We requested and received an Attendance Report from the Head Teacher, highlighting any trends in low attendance, and discussed how to maximise pupil attendance.</p>	<p>This demonstrates our commitment as governors to the importance of maximising attendance for all pupils.</p>
<p>We received a report on Behaviour from the Head Teacher and discussed current pupil challenges in respect of behaviour.</p>	<p>This enabled us to get a picture of the school's approach to behaviour and ensure we are doing what we can to support staff in managing challenging situations.</p>

3. Overseeing the financial performance of the School and making sure its money is well spent

What have we done?	What impact have we had?
We made a priority of identifying possible grants and company sponsorships in order to maximise income for the School.	This has already resulted in sponsorship and funds that have enhanced the wider provision of the School curriculum including Science and Maths workshops funded by the Colgate Parish Council. We have also submitted three separate bids for outdoor equipment.
We drafted a Financial Strategy Document.	The <u>FSD</u> provides a framework to help governors scrutinise and manage the School's finances sustainably and effectively.
We thoroughly investigated EHCP and SEND funding.	This has provided governors with a much better understanding of monies due and delivered for each individual case.
We produced regular finance reports for governors.	Our Finance Lead Governor produces concise reports following Finance Committee meetings that helps all governors to understand and question the School's financial position.

4. Stakeholder Engagement

What have we done?	What impact have we had?
We invited the local MP to visit the School to discuss the challenges we face providing support and provision for SEND children.	The Chair and Head Teacher met with the MP who was made aware of the specific challenges faced by Colgate in relation to meeting the needs of the growing numbers of SEND children.
We have further reviewed and developed the School Marketing Strategy.	This ensured our marketing is up-to-date and in line with School priorities and contributed to a 19% year-on-year increase in pupil numbers. It also led directly to improvements in the School entrance and lobby area to ensure a calm, inviting and de-cluttered space.
We carried out a survey of governing body webpages on primary school websites.	This helped develop and improve the governor section of the website which now contains a wider range of engaging content for stakeholders.
We continued to act on the findings from the recent staff and pupil survey initiative.	This demonstrated our commitment to listen to staff and pupil feedback and led to upgrades across the entire School estate.
We have scrutinised the annual parent/carer survey.	This shows our commitment to parents as key stakeholders at the School, listening to their comments.
We attend School events such as the summer fair, harvest festival, sports days, class trips, Christmas and Easter events and productions and Leavers Celebration Assembly.	This demonstrates to the wider School community that governors are engaged and eager to support and find out about School life.