## Governor Impact Statement September 2025

The core strategic functions of Lunt’s Heath Primary School Governing Body are:

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

The focus of our Governing Body is to support our pupils to make good progress in their education and we appreciate that for this to happen the school must be well-led by a professionally competent leadership team with motivated staff who all work together within a safe, caring, supportive yet professionally challenging environment.

# “Appreciate, Aspire, Achieve”

In this statement we aim to outline some of the impact we have on the school through our role of challenge and support.

# GOVERNANCE STRUCTURE

The Governing Body of Lunt’s Heath Primary School is made up of:-

|  |  |  |
| --- | --- | --- |
| Name | Role | Experience and skills in: |
| David Paton | Headteacher | Education, Finance, Health, and Safety |
| Jenny McCormick | Chair of Governors | Data Analysis, HR |
| Marion Reilly | Vice Chair of Governors | Finance |
| Carly Irving | Safeguarding | Public Sector Development |
| Rishi Vig | Pupil Vice | Marketing |
| Laurence Allen | Community | Finance |
| Mike Holden | Co-opted | Education |
| Stephen Latham | Parent | Education |
| Claire Williamson | Parent | Finance |
| Michelle Cooper | Parent | Public Sector Management  |
| Jayne Bird | Parent | Finance |
| Andrew Hawkins | Staff | Education  |

# Full Governing Body

Full Governors Meetings are held up three times each academic year, one per term.

At all full governing body meetings Governors receive a Headteacher’s report focusing on all aspects of the running of the school, including quality of teaching and learning, attendance, behaviour and safety. Governors discuss this report and ask questions of the Headteacher thereby improving their knowledge and understanding of the school. It is also an opportunity to challenge the Headteacher and to question aspects of the school’s performance. At these meetings we also review the School Improvement Plan, School Financial Value Standards, Self-Evaluation Form and policies.

# Learning and Finance Committee

This Committee is tasked with following our pupils’ progress and assessment using data provided by the SLT from internal and external tracking systems. Allowing us to track all groups of children within school and against similar schools nationally.

For maximum progress to be made it is important that we look closely at all curriculum areas, interventions, children in receipt of pupil premium, the outcomes of sports premium and safeguarding including personal development, behaviour and welfare, attendance, e-safety and the prevent strategy.

Governors have received training on Analysing School Performance (ASP) and are taken through both internal and external data reports by the SLT. There is a high level of competency in data analysis in the school leadership team and committee members. Governors ensure that they ask the school about the comparative progress and attainment of different groups including those targeted by the pupil premium grant and the different ethnicity, gender, and ability groups. They ensure that the pupil premium grant is used to have an impact on the outcome of disadvantaged pupils. Governors receive information regarding the use of Sports Premium Funding and the impact this has on the development of PE across the school.

From a financial benchmarking perspective, Governors discuss budget allocation and how this links to the school development plan. It is important that the financial reports given ensure that the FGB receive clear guidance on what budget is being spent and why.

Over the past few years, Governors have received additional information regarding the school’s strategy for dealing with the ‘Catch Up’ following the Covid-19 school closure and how the Government ‘Catch Up Premium’ was spent. The impact of additional class bubble closures and individual isolations during this period, along with the remote learning school provided, was shared. This allowed the Governing Body to ascertain the impact of the provision for remote learning and how this affected school performance.

The governing body is competent in financial management.

The governors have worked with school staff to achieve The Schools Financial Value Standard accreditation which is reviewed annually.

The governors bring a wide range of expertise to the school, and this helps to ensure that budgets are monitored effectively, and improvements are effective and continuous. The impact of the governors’ role in the school ensures that the budget is managed effectively, and the school is continually moving forward.

In this meeting, we also look at building maintenance, building improvement and the health and safety audit. This ensures that our pupils and staff reside in an environment conducive with learning while also providing a feeling of security and wellbeing.

This committee also monitors staff absence, staff well-being and the school staffing structure.

Additional committees linked to resources and finance are:

**Pay Committee** and the **Headteacher’s Performance Management Committee.**

# Governor Attendance

Both Full Governors and L&F Committee are well attended ensuring that all governors are well aware of the school’s strengths and weaknesses and the best ways forward. We consider ourselves a pro-active not a re-active governing body.

# Individual Governor Responsibilities

As well as sitting on committees, Governors have a number of individual responsibilities. Wherever possible linked to our own skills and expertise.

Whenever possible due to work commitments governors will try to visit school to discuss relevant areas. If this is not possible reports are sent backwards and forwards and questioned via email or phone calls.

# Strategic Direction and School Improvement Plan

Setting the strategic direction of the school is a vital role of governors. They support the Headteacher and senior leadership team in setting the school’s priorities and strategic direction.

Governors continually monitor the School Improvement Plan (SIP). They receive reports from the Head Teacher relating to the SIP and monitor the progress towards achieving targets and goals.

Governors receive reports on the progress of each area of the SIP throughout the year. We then receive an in-depth end of year evaluation detailing the member/members of staff that were responsible for leading the progression, the methods used, pupil outcomes, the timescale in which it was actioned, resources used to enable the progress, the success criteria and how and who it was monitored by.

This information along with questioning and analysis of data helps to set the SIP for the following year.

# School Development Plan September 2022

Due to the appointment of a new Headteacher in January 2022, the SDP has been written to reflect two terms worth of improvement only. This was shared with governors and approved.

In July 2023, Governors and School Leaders will meet to discuss priorities for the coming 3 years, writing a longer and more detailed strategy.

From September 2024, the areas of development are as follows: -

## Quality of Education

* To monitor impact of support staff
* To ensure any gaps in Reading and Maths are closed with pace
* Challenge is embedded in all areas of the curriculum
* Improve tracking of SEND children

## Leadership and Management

* To support the systems of distributed leadership
* To involve governors in the strategic planning of the school
* Develop the expertise of senior leaders to secure succession planning

## Personal Development

* Support wider opportunities for all
* Enhance opportunities to take roles and responsibilities
* Ensure SRE is inclusive
* Develop further links with PTA

## Behaviour and Attitudes

* Support caring curriculum with Forest School
* Promote personal choice and well-being
* Develop ClassDojo as reward and sanctions
* Further development of Mental Health Support Programmes

## Early Years

* Provide highly stimulating environment
* Highly motivated and curious children
* Ensure transition is effective between Nursery, Reception and Year 1

These areas will be evaluated each term and reported to the subject Governors.

# Policies

Governors review all relevant policies, during the relevant committee meeting, on a programmed basis to ensure that they meet the statutory requirements, and that all guidance is relevant and up to date.

Specific attention is paid to ensure that the school complies with the DFE mandatory policy list and Halton BC suggested list.

# Training

As Governors we agreed last year to buy into the Local Authority’s SLA for governor training. This is delivered and supported via Entrust.

We also have access to further training through Halton Borough Council. New Governors are expected to attend LA training for new Governors.

Governors are encouraged to attend any training that is relevant to the SIP in the first instance. Governors may also attend any training that is of particular interest to them.

We also ensure that any statutory training is attended approved online training programme.

The staff also provide training for governors which is sometimes held before or after a scheduled meeting or if required another meeting time is arranged.

Governors have attended training on Safeguarding, Prevent Strategy, Safer Recruitment, E-Safety, Analysing School Performance (ASP), understanding assessment of primary pupils, understanding performance data, Introduction to School Governance, Keeping children safe in education, the role of a governor in the OFSTED inspection.