

Governor Impact Statement 2023 – 2024

The role of the Governing Body is a fundamental part of the leadership of the school, although often unseen by parents and the community. This impact statement is one way in which the governing body articulates their role in school leadership and the effect we have on school improvement.

The Governing Body is made up for a group of dedicated volunteers, who invest a huge amount of passion, knowledge and time for the sole purpose of improving the education of every child in our school.

Each year, the governors of Farncombe C of E Infant School undertake a variety of activities in order to fulfil our statutory duties. These duties cover five key areas of responsibility which are outlined below:

Areas of responsibility	Focus	Evidence of impact
Ensure the clarity of vision, ethos and strategic direction of the school	Ensure that the school vision statement is central to establishing a new leadership structure within the school.	<p>Exploration of a variety of leadership options following the resignation of our Headteacher. Our vision has been at the heart of these discussions.</p> <p>Governors reached out to Godalming Learning Partnership to explore options for shared leadership following the resignation of our headteacher. This did not result in a successful outcome.</p> <p>Governors worked with Loseley Fields Primary school to establish the new 'Farncombe Partnership'. This was established following extensive engagement with leaders at Loseley Fields, SAfE, the Diocese and Learning Partners Multi Academy Trust. School vision and ethos was at the centre of planning.</p> <p>Initial strategic plans have been published as a result of the due diligence process which took place prior to the new Leadership arrangements. These have been shared by the Executive Headteacher</p>
	<p>The Governors have contributed to the drafting of and review of the School Development Plan 2023 - 24(SDP).</p> <p>Key SDP strands identified:</p> <p>Leadership</p> <ul style="list-style-type: none"> To provide the very best leadership structure and practices creating a successful and sustainable future 	<p>Secured a succession Leadership plan for Farncombe Infant School through the establishment of 'The Farncombe Partnership'.</p> <p>Interim Leadership arrangements in place for 2 years with the appointment of an Executive Headteacher and a Head of School</p> <p>Restructure implemented across the school in response to the change of PAN.</p> <p>Governor engagement with the Key Support and Needs Assessment with Surrey Alliance for Excellence.</p>

	<p>High quality, inclusive education</p> <ul style="list-style-type: none"> To maintain high standards in Reading, Writing and Maths, responding to individual needs, educational research and DfE requirements <p>Premises</p> <ul style="list-style-type: none"> To further develop the school grounds, promoting wellbeing To improve the facilities for staff To ensure the physical school best meets the needs of the community 	<p>Shared learning walks with SENCo to review the inclusive practices within the school. Governor reports illustrate challenge, support and scrutiny around key aspects of teaching and learning.</p> <p>New SEND arrangements in place for September 2024 in collaboration with Loseley Fields provision.</p> <p>An increase in training related to SEND</p> <p>Governors secured funding to support an outdoor learning project to support EYFS provision.</p> <p>Governor input into the planning for the EYFS outdoor learning project.</p> <p>Governor engagement with SAfE input into the outdoor learning project.</p>
	<p>Godalming Learning Partnership. The Governing Body continues to be involved in the development of the GLP and ensure that the partnership, and Farncombe Infant Schools' commitment to and participation, is beneficial to the vision and strategic direction of the school.</p>	<p>Governors continue to ask questions about the rigour of the school improvement and support processes of GLP. Tom Rainer continues to serve on the Trust Board of GLP. This means that we have a greater voice at the table. Farncombe supported the application of GLP to become a Multi Academy Trust, though we did voice some reservations. The Diocese confirmed that the bid had been unsuccessful in May 2023. We reached out to GLP schools to seek support with our Leadership arrangements moving forward. This was not possible.</p> <p>The Governors have agreed our intention to explore opportunities within a Multi Academy Structure. We support the community spirit of GLP and continue to work with them to explore options with TAMMAT and Enlighten Learning Trust. However, given our current collaboration with Loseley Fields, Farncombe Governors are also exploring options with Learning Partners Church Academy Trust.</p>
<p>Holding the Head teacher to account for the educational performance of the school and its pupils, and the performance management of staff.</p>	<p>Educational Performance Data Analysis and Oversight.</p> <p>Full Governing Body Learning and Curriculum Meetings ensure that pupil progress is discussed in detail, with attention to all ability groups and relevant variables, including Pupil Premium, gender, disadvantaged children, attainment level, and SEND. Link Governors provide opportunities for detailed consideration.</p>	<p>FGB meeting minutes illustrate scrutiny of data and how it is reported. Headteacher reports identify areas of focus and related actions that secure strong outcomes for each group. Governor challenge questions are evidenced in FGB minutes. Where further evidence is required, this is requested from the Head teacher – these challenge questions are evidenced in FGB minutes and in Governor visit forms. Governor visits enable further scrutiny. A new format for HT reports has been implemented enabling a greater accessibility to data in a simpler format. A model was proposed by the CoG and adopted by the HT. There is still scope to develop the understanding of progress over time linked to curriculum and outcomes. This was highlighted as an area for focus in the Summer Governor Meeting.</p> <p>Records of meetings and training are available.</p> <p>Examples of the impact of our constructive challenge and analysis:</p>

		<ul style="list-style-type: none"> • Scrutiny of data and reporting • Follow up on Governor Visit Reports with particular reference to SEND, PP and EYFS Link Governor Visits • Follow up to parental questionnaires <p>Data: EYFS Good Levels of Development: 82.69% Phonics: 97%</p>
	Staff Performance Management: The Head teacher reports to the governing body on the quality of teaching. The CoG meets regularly with the Head to discuss staff performance and management issues.	<p>The CoG, Head teacher and a representative from SAfE have reviewed the outcome of school teaching staff appraisals.</p> <p>Three nominated governors completed the Head teacher's own annual Appraisal/Performance Management process with the support of an external consultant</p> <p>Questions were raised relating to the development of leaders within the school and opportunities for Leaders to carry out monitoring. It was proposed to address this through a clear monitoring schedule which was shared with staff and Governors.</p> <p>As part of the school self-evaluation process, and feedback from the SAfE team, we have highlighted the need for increased lesson observation and feedback at Farncombe. This will mean that staff are suitably supported professionally, and be enabled to develop their practice further, ensuring that all staff are up to date with the most recent research related to pedagogy.</p>
Overseeing the financial performance of the school and making sure its money is well spent	The Full Governing Body (FGB) and the Resources Committee review the school budget in detail with the support of the School Business Manager.	<p>Budget approval was ratified by the Full Governing Body following full scrutiny of the budget, deficit and reserves. A new Chair of finance committee has been elected.</p> <p>A new Bursar has been appointed which has had a transformational impact on the GB and the school.</p> <p>The FGB has reviewed the capital rolling programme of works.</p> <p>The FGB have reviewed Financial Monitoring Reports at Resource Committee meetings.</p> <p>We have implemented our plan to reduce the PAN at Farncombe Infant School as a result of place planning advice around a significant drop-in birth rate across the Godalming area. As a result of this decision, we have implemented a restructure plan.</p> <p>The use of Pupil premium funding has been reviewed and approved.</p> <p>Following the decision of the Governors to use Trust fund money to develop the outdoor area for EYFS and Year 1, a plan has been implemented. New outdoor learning provision is in place for Year R and Year 1.</p>

	<p>It is the responsibility of the Governing Body to complete the Schools Financial Value Standard (SFVS) which is evidence of the governors' oversight of the effective management of school finances.</p> <p>The Governing Body is committed to ensuring that it is represented by experts in the field of financial management.</p>	<p>SFVS return has been scrutinised carefully, completed and returned.</p> <p>Benchmarking processes have been fulfilled and a strategic plan for restructure was put in place.</p> <p>A restructure committee was formed to oversee the implementation of the restructure process and additional HR expertise was sought in order to fulfil our responsibilities effectively.</p>
Ensuring statutory duties are met and priorities approved	<p>Health and Safety: Health and safety is currently monitored by Tom Lambert. A report has been created and shared.</p>	<p>The FGB can confirm that fire drill expectations have been met.</p> <p>We have appointed a new Health and Safety Link Governor. We secured support from the Governing Body at Godalming Junior School during the period of time when we did not have a lead in this area. This has now been resolved.</p>
	<p>Policy Review: Governors ensure that school policies are appropriate, up to date and accurate.</p>	<p>Scrutiny of policies illustrated that there were some issues in terms of a gap between policy into practice. These have been highlighted to the new leadership team at the school.</p> <p>A policy review schedule has been drawn up in readiness for the new academic year so that a more systematic, school based, approach to policy review can be implemented.</p>
Ensuring the governance of the school is effective	<p>Attendance:</p> <p>6 full Governing Body meetings have taken place this year along with 3 Resources Committee meetings. An Extraordinary Meeting was held to discuss the succession plans around the Leadership of the School.</p>	<p>All meetings have been quorate. An attendance record can be seen on the school website.</p>
	<p>Governor Skills and Knowledge: To develop and maintain our skills and knowledge in the areas necessary to discharge our duties, all members of the Governing Body have, and continue to have training, aiming to attend one training session per term.</p>	<p>A full list of Governor training can be viewed on request. All training is shared with the full Governing Body and questions asked to ensure that appropriate scrutiny is offered that holds the Head and school to account.</p> <p>Full Governing Body terms of reference have been reviewed and approved.</p> <p>The Resources Committee terms of reference have been reviewed and approved.</p> <p>A Governor skills audit revealed the need for some support in HR and Health and Safety. We have filled the HR gap with the appointment of Carole Pollet and we have filled the Health and Safety gap with the appointment of Tom Lambert</p> <p>We have managed to appoint a Community Governor who has expertise in the field of SEND and Safeguarding provision as these are areas of continued priority for us.</p>

	Governors attend learning and monitoring visits at the school to deepen understanding and scrutinise areas of strength and development. Information is reviewed in the light of the local and national picture.	<p>The following learning and monitoring visits have taken place</p> <ul style="list-style-type: none"> • Bi weekly CoG visits • Literacy visits • Maths visits • RSE subject visit • Health and Safety visit • EYFS monitoring visits • Regular visits to school assemblies • SEND visits • Safeguarding visits • Pupil premium visits • Well-being visits • Involvement in KSNA visit at the school • Involvement in GLP peer review visit <p>Please see the Governor visits forms for detailed information.</p>
	Parent and pupil feedback	<p>Governors reviewed the feedback provided by parents, carers and children in the questionnaires and asked appropriate questions to explore issues further. An example of an issue arising was as a result of a pupil questionnaire about curriculum provision which suggested that children were finding it difficult to recap on prior learning. The school was asked to investigate this further. The new leadership of the school will undertake a thorough review of the quality of teaching and learning during the course of the coming academic year.</p>

As governors, we feel privileged to work on behalf of our school, which derives its continuing success from the hard work of staff, children and parents. We take our role as governors seriously and strive at all times to help ensure the educational start provided to the children of Farncombe CofE Infant School is the very best it can be. This has been a challenging year for the school as we saw the end of an era with the conclusion of Andrea Simonsson's Headship, but we are filled with optimism about the future of Farncombe Infants under the new Leadership arrangements with Joe Bibby and Amanda Pedder.

HG

27.09.24