



CHRISTLETON
PRIMARY SCHOOL



2023/24

Annual Governor Impact Assessment

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As we reflect on our impact throughout the 2023/2024 academic year, I am confident that our collective efforts have contributed positively to the school's continued success and growth.

We look forward to building on this progress in the coming year, always with the aim of providing the best possible experience for every child at Christleton Primary School.

With sincere thanks for the ongoing support and partnership,



David Lewis,
Chair of Governors



Governing Body: Introduction

At Christleton Primary School, the Governing Body is deeply committed to ensuring the highest standards of welfare and education for all our children. Our ethos, encapsulated by the motto "Be the best you can be," guides every decision we make, and we work collaboratively with the school leadership team to support and challenge the school in achieving this goal. Our core mission is to ensure that every child at Christleton Primary leaves with the skills, knowledge, and confidence to excel in life.

The Governing Body operates with a clear sense of purpose, built on our collective Code of Conduct, which guides us in our duties. We are dedicated to upholding the following core strategic functions:

- 1. Establishing the strategic direction of the school:** We work with the headteacher and senior leadership team to define the school's long-term vision and set its strategic objectives.
- 2. Ensuring accountability:** We hold the headteacher and leadership team to account for the performance of the school, ensuring that high standards are maintained in teaching, learning, and pupil outcomes.
- 3. Ensuring financial probity:** We oversee the financial performance of the school, ensuring that its resources are managed effectively and that value for money is achieved.

The Governing Body meets six times a year as a Full Governing Board, and we actively engage in school life through regular visits, observations, and involvement in strategic discussions. Each governor plays a crucial role in maintaining the school's focus on continuous improvement, safeguarding, and the well-being of all children. Individual governors take on specific responsibilities, such as oversight of particular subjects and areas of governance (e.g., finance, safeguarding).

As governors, we work collaboratively and transparently. Our commitment includes acting fairly and without prejudice, promoting open governance, and always considering the wider community in our decision-making. We accept collective responsibility for the decisions of the board and work within the framework of school policies and regulations. Each governor commits to personal development through ongoing training, school visits, and participation in school activities, ensuring that we remain well-informed and effective in our roles.



Governing Body: Membership & Attendance

Governor	Governor Type	2023/24 Roles	02/10/23	20/11/23	05/02/24	25/03/24	13/05/24	11/0724
Mrs Helen Eaton	Parent	Chair; Science, Art & Design; Pay Panel	Y	Y	N	Y	Y	Y
Mrs Kate Fisher	Co-opted	Englis; Safeguarding; Policy Review	Y	Y	Y	Y	Y	Y
Mrs Yvonne Gibson	Local Authority	Vice Chair; EYFS; SEND; Pupil Premium	Y	N	Y	Y	Y	N
Mrs Elizabeth Inall	Co-opted	Religious Education; Modern Foreign Languages	Y	Y	Y	N	Y	Y
Mrs Sarah King	Staff	Policy Review	Y	Y	Y	Y	Y	N
Mr David Lewis	Co-opted	Maths; Computing; Design & Technology; Pay Panel; Policy Review	Y	Y	Y	N	Y	Y
Mr Oliver Mitchell	Headteacher	-	Y	Y	Y	Y	Y	Y
Mr Stephen Potter	Parent	Music; PE; Geography; History	N	N	N	Y	Y	NS
Mr Jonathan West	Co-opted	Finance; Pay Panel	Y	Y	Y	Y	Y	Y



1. Staff Appointments and Other Staffing Matters

- **High-quality recruitment:** By assisting in the appointment of a new member of teaching staff and being involved in the recruitment process, the school has strengthened its teaching capacity, maintaining high teaching standards.
- **Improved staff well-being and retention:** Through regular monitoring of staff well-being and involvement in managing leave requests and long-term absences, governors have contributed to a supportive working environment, reducing staff turnover and ensuring continuity in the classroom.
- **Efficient performance management:** The timely completion of teacher appraisals ensured that teachers had clear development targets early in the academic year, leading to focused professional growth and improved teaching outcomes.
- **Informed strategic staffing decisions:** By reviewing the staffing plan for the next academic year, governors ensured that the school is prepared for future needs, aligning staffing levels with curriculum and student needs.



2. Pupil Discipline, Behaviour, and Attendance

- **Strong attendance rates:** Scrutinising attendance data and supporting the school in applying attendance procedures has helped maintain high attendance levels, contributing to improved learning outcomes.
- **Consistency in behaviour management:** By supporting the development of behaviour updates and reviewing the behaviour policy, governors ensured that behaviour management was consistent and effective across the school, resulting in a positive learning environment.
- **Inclusive behaviour policies:** Governors' understanding of how the behaviour policy is adapted for SEND students ensures that all students are supported appropriately, leading to better outcomes for vulnerable pupils.



3. The School Curriculum

- **Curriculum monitoring and oversight:** By visiting subject leaders and observing teaching and learning, governors ensured that the curriculum is delivered effectively, aligning with the school's vision for high educational standards.
- **Improved pupil outcomes:** The scrutiny of pupil standards, including outcomes in phonics, KS1, KS2, and EYFS, has contributed to a focus on continuous improvement, helping to drive high attainment levels across the school.
- **Broad and balanced curriculum:** Through support for enrichment and personal development, the governors have helped ensure that students receive a broad, balanced, and enriching educational experience beyond academic learning.



4. Strategic Planning

- **Financial stability:** Aligning finances with school priorities ensured that the budget was effectively managed, allowing resources to be allocated to key areas such as staffing, curriculum development, and infrastructure improvements.
- **Proactive planning:** By collaborating with the SLT on strategic aspects such as the School Improvement Plan and staffing structure, governors contributed to a clear, forward-looking plan that drives school improvement.
- **Efficient meeting structures:** The planning of FGB meetings across the academic year ensured that key issues were addressed in a timely manner, improving decision-making and governance oversight.



5. Financial Management of the School

- **Effective financial oversight:** Regular scrutiny of finances by the governing board ensured that resources were allocated efficiently, preventing budget overruns and allowing the school to maintain a strong financial position.
- **Resource prioritisation:** The development of the wish list allowed governors to ensure that financial decisions were aligned with strategic priorities, maximising the impact of resources on teaching, learning, and infrastructure.
- **Transparency and accountability:** Regular financial reporting and governor involvement in reviewing the budget increased transparency, ensuring that decisions were made in the best interests of the school.



6. School Development Plan and Action Plan

- **Progress towards key goals:** Regular scrutiny of the School Improvement Plan ensured that actions were completed on time, driving improvement in key areas such as teaching quality, curriculum development, and pupil outcomes.
- **Aligned resources:** By ensuring that financial and human resources were aligned to the School Improvement Plan, governors supported effective implementation of school priorities, improving the quality of education.
- **Clear focus for governors:** The development of a short and succinct SID for governors provided clarity on school priorities, helping governors stay focused on strategic areas and contribute to key decision-making.



7. Health and Safety Matters

- **Improved school safety:** Regular health and safety reports ensured that any urgent matters were addressed promptly, contributing to a safer learning environment for pupils and staff.
- **Securing funding for key projects:** Governors' involvement in obtaining grants for projects such as kitchen ventilation improvements demonstrated a proactive approach to ensuring the school's infrastructure is fit for purpose.
- **Community collaboration:** The involvement of the parish council in addressing health and safety issues highlighted the school's engagement with the wider community, fostering collaboration for the benefit of the school.



8. Governor Training (CPD)

- **Improved governance capacity:** Governors' participation in training such as safeguarding and new governor induction ensured that they were equipped with the necessary knowledge to fulfil their roles effectively, improving governance capacity.
- **Focused training needs:** By asking governors to consider their training needs at the start of the year, the governing board ensured that CPD was aligned with strategic priorities and addressed any gaps in skills or knowledge.

