



Governors' Impact Statement July 2025

Governors' Role

The Governing Body is part of the leadership of the school. This impact statement is one way in which the Governing Body shows the impact we have had on school improvement. At Greenfields Community School we are very fortunate to have a small, dedicated team of governors who are skilled in their role as supporters and critical friends of the school.

We believe that effective school governance is at the centre of a good school, and we do all we can to promote and develop our governors through our work across the school, focusing on supporting the Head teacher and all the staff to shape the strategic direction of school. As Governors, we are accountable for the performance of our school and we are measured by three core strategic functions:

- Ensuring clarity of vision, ethos, and strategic direction
- Holding the Head teacher to account for the educational performance of the school and its pupils
- Overseeing the financial performance of the school and making sure the money is spent well

Governors work co-operatively with the Head teacher and senior leadership team in the monitoring the School Improvement Plan. The School Improvement Plan (SIP) sets aims for the year. The current SIP evolved during the year. It is based on priorities identified from data, from a summary school self-evaluation developed during the Autumn Term and updated Ofsted priorities following an inspection in December. The SIP is set out with clear objectives, specific tasks that will be completed in order to achieve these aims and the impact in order to measure outcomes. Governors are linked to areas of the School Improvement Plan and have visits and meetings with staff to monitor progress against the SIP objectives and present reports to the full governing board meetings. The Head teacher provides termly evaluations of progress and impact at Full Governor Meetings.

A successful Ofsted inspection in December 2024 confirmed that the Governors are knowledgeable. They hold leaders closely to account while supporting them in taking appropriate action to continue the school's improvement.

Training and Governor Recruitment

All members of the Governing Body have completed a skills audit and continue to have training. The impact of this is that the Governing Body are kept informed of their responsibilities regarding the latest requirements and expectations. Whole Governing Body training this year has covered The Role of the Governor – Monitoring and Accountability. The outcome of this was an updated Governor Monitoring School Visits Policy and the development of a Schedule of School Visits. We make use of good practice locally and nationally and subscribe to GovernorHub Knowledge which provides online guidance, information and training.

We have 2 Joint Chairs of Governors, one of whom is taking a sabbatical from being a governor for a little while and hopes to return in the New Year. In the meantime the other Joint Chair has become Acting Chair and another Governor has become Acting Vice Chair.



We have been pleased to welcome a new co-opted Governor who has joined our Governing Board. She received the updated Greenfields School Governor Induction Pack and attended Induction and Safeguarding Training.

The school buy in Governor Support Services from Nottingham City Council including the services of a professional clerk. She has provided strong advice and guidance and decisions and actions from the meeting are clearly recorded. Our meetings are well attended, generally end on time and deal with the agenda items.

Impact of Full Governing Body

Governors attend two full governing body (FGB) meetings each term. Governor visit reports, which are supported by an agreed report form, are written and presented at full governing body meetings. The visits and reports impact on the governing body's ability to effectively ask important questions, support but also hold senior leaders to account.

Governors provide strong support for the Head teacher and the Greenfields Senior Leadership Team who continue to work incredibly hard to ensure that the school runs as smoothly as it can.

One of the biggest tasks this year has been to support a smooth transition following the retirement of our Head Teacher in August 2024 after 20 years working in The Meadows. The Governors were delighted to have recruited a great new Head Teacher. She met all the Governors before she started in September 2024. We have given her additional support, especially during her first term at Greenfields. We also commissioned a peer mentor, an experienced exemplary Head Teacher.

The impact of this has been that the school continues to be a successful, inclusive and caring school, with a focus on creativity and community, a rich and varied curriculum and children who are happy and excited to learn.

During 2024–2025, governors worked closely with senior leaders to refresh the school's core vision and values. Through engagement across the school, our new vision was introduced:

We are committed to making it our mission to ensure that children leave their primary school being individuals who are **Confident**, can **Achieve**, be **Resilient** and **Equipped** for life. We believe that by following the school values to ***Be kind, be curious and be your best*** through everything we do, the children will reach their potential and be their best selves. In order to achieve this, we aspire to provide a stimulating, challenging and creative curriculum in a safe environment with inclusivity and equality at its heart.

The well being of staff, children and parents has been a priority. The results of a staff wellbeing survey were shared with Governors in the Autumn Term. In July we had a presentation from the School Councillor about her role. We heard about the community links being developed with the community garden and Hope Church, work with the parents of children from refugee and asylum families, as well as practical support provided by the school and the work of the mental health support team.



The Governing Board carries out the head teacher's appraisal annually. Expert assistance is sought from an independent educational advisor. The appraisal process allowed us to set new targets against which the new head teacher's performance will be evaluated.

The governors review, understand and challenge policies. The Safeguarding Policy, and linked policies, are updated annually and in line with changes in DfE Guidance and legislation. Safeguarding is a standing item of the agenda of every full governing board meeting, with Governors scrutinising and monitoring audits and reports by the DSL.

The SEND Information Report to Governors provides information about the SEND profile of the school and answers key questions about SEN budget, provision, SEND Improvement Priorities and Staff Development. There is a link Governor for SEND who is a member of Nasen and keeps up to date with emerging SEND initiatives and undertakes relevant training to fulfil her role. She has completed a learning walk with the SENCo and provided a report for Governors. This, alongside the SEND Policy, provides a strong basis for Governors to support and challenge, as well as ensure a new curriculum for SEND is developed.

Standards

The educational performance of the children has been a priority. The Governors requested the new Head Teacher provided analysis of the performance data each term, with detailed data about the SIP priority areas and for context groups such as male/female; disadvantaged and SEN cohorts. This allowed us to have a greater understanding of the data, to ask more focused questions and to monitor progress.

Children's performance in phonics and maths has shown significant improvement in recent results and the data shows the impact of the focus on these areas. Writing is a SIP priority. A system has been set up where the same writing standards and assessment criteria are used across the whole school. Teachers meet for writing moderation sessions. There is evidence of progress in writing skills.

Governors are provided with information about attendance, with persistent absence being a focus for analysis, including children with significant SEN and those who took extended leave.

Finance and Resources

Governors oversee the financial performance of the school and make sure its money is well spent. We have further developed the involvement of Governors in budget planning and improved our reporting mechanisms. This has broadened accountability for overseeing the school's finances. We have discussed budget assumptions, pupil numbers, proposed changes to staffing and curriculum, links with the SIP and any new developments and other sources of income. This has resulted in one Governor identifying additional income that has helped enhance wider provision in the school. The Head Teacher has kept Governors informed about securing funding for capital developments, including decorating and new carpets for EYFS.

The school's budget remains well-managed and secure, and governors have both challenged and supported financial decisions to maintain stability. The School Business Manager has provided summary outturn reports which are helpful for Governors to scrutinise financial performance. The



Pupil Premium strategy was reviewed and approved; evidence indicates that funding is well-targeted and is having a positive impact on pupil outcomes. Governors approved spend on a new IT server and provider. The school now has an up to date IT server, in line with other schools and this has resulted in better quality of teaching.