

Governor Impact & Challenge Statement 2024–25

Scholar Green Primary School – Governing Body



Introduction

The Governing Body at Scholar Green Primary School plays a vital role in supporting and challenging the school's leadership to ensure the best possible outcomes for all pupils.

This statement outlines the impact of governance during the 2024–25 academic year, aligned with the updated [Ofsted Education Inspection Framework \(EIF\)](#), effective from 10th November 2025).

The framework evaluates schools across the following eight key areas:

1. **Inclusion** – Focuses on how well the school supports disadvantaged, SEND and vulnerable pupils.
2. **Curriculum and Teaching** – Combines curriculum intent, implementation and impact, with teaching quality and professional development.
3. **Achievement** – Evaluates pupil outcomes, progress and attainment across all groups, including disadvantaged and SEND.
4. **Attendance and Behaviour** – Assesses pupil attendance, punctuality, behaviour, attitudes to learning, and exclusions.
5. **Personal Development and Well-Being** – Covers enrichment, character development, mental health and support for pupils' broader development.
6. **Leadership and Governance** – Focuses on strategic leadership, statutory duties, staff wellbeing and the effectiveness of governance.
7. **Safeguarding** – Evaluated separately as 'Met' or 'Not Met', covering culture, procedures and compliance with statutory guidance.
8. **Early Years** – Evaluates provision, outcomes and leadership in EYFS settings.

Ofsted EIF Area	Governor Impact/Challenge
Inclusion	<ul style="list-style-type: none"> ➤ Governors noted grants applied for to improve resources and support inclusive provision across the school. ➤ Governors monitored SEND provision and outcomes, ensuring adaptations and support strategies meet pupil needs. ➤ Governors were actively involved in reviewing the Pupil Premium strategy, with a focus on closing gaps in engagement and achievement for disadvantaged pupils. ➤ Governors continue to challenge leaders on equitable access to enrichment, curriculum, and support services for all vulnerable groups.
Curriculum and Teaching	<ul style="list-style-type: none"> ➤ Governors received curriculum presentations providing up-to-date information on development and implementation across subjects. ➤ Governors reviewed the School Self-Development Plan (SSDP), noting completed actions, new priorities, and areas of focus for 2025–26. ➤ Governors requested increased participation of Pupil Premium (PP) children in extracurricular clubs to be included in the SSDP, maintaining a focus on disadvantaged pupils. ➤ Governors engaged with staff CPD plans and monitored teaching quality through link governor visits and reports. ➤ Governors identified and attended relevant training courses throughout the year to strengthen the Board's skillset and ensure effective governance.
Achievement	<ul style="list-style-type: none"> ➤ Governors agreed to continue using the National Tutoring Programme to support potential greater depth readers. ➤ Governors monitored attainment and progress data (e.g. KS2 outcomes), with a focus on identifying trends and areas for improvement. ➤ Continued emphasis on closing gaps for disadvantaged and SEND pupils through targeted interventions and strategic oversight.
Attendance and Behaviour	<ul style="list-style-type: none"> ➤ Governors noted that attendance continues to be a strength and staff are embedding strategies introduced by the CE attendance officer. ➤ Governors discussed the implications of an ongoing complaint and the potential workload involved. ➤ Monitoring of behaviour logs and trends is ongoing to identify patterns and inform interventions. ➤ Governor visits focused on pupil attitudes to learning and engagement. ➤ Pupil voice activities are used to gather feedback and inform behaviour and attendance strategies.
Personal Development and Well-Being	<ul style="list-style-type: none"> ➤ Governors reviewed the Nursery and Wraparound Care proposal following a benchmarking exercise and agreed to increase fees for 2025–26 to ensure sustainability. ➤ Governors approved the subsidising of after-school clubs for Pupil Premium (PP) children to remove barriers to accessing the full enrichment offer.

Ofsted EIF Area	Governor Impact/Challenge
Leadership and Governance	<ul style="list-style-type: none"> ➤ Governors received an update on SEND and will continue to monitor the financial impact of EHCPs and staffing on the school's budget. ➤ Governors regularly review the budget and discussed increasing fees for Nursery and wraparound care to ensure financial sustainability. ➤ Governors reviewed and approved the 2025–26 draft budget. ➤ Governors continue to scrutinise the budget through visits with the CE finance team and have noted the ongoing challenge posed by insufficient funding for SEN support staff. The school has adapted its resources and strategies to maintain provision for SEN pupils. ➤ Governors ensure statutory duties are met through regular review of safeguarding, SEND provision, and financial compliance. ➤ Governors have discussed staff workload and wellbeing as part of strategic planning and leadership support.
Safeguarding	<ul style="list-style-type: none"> ➤ A health and safety visit was conducted, including a full risk assessment. ➤ Governors completed regular safeguarding training to maintain awareness of statutory responsibilities. ➤ The Single Central Record (SCR) was reviewed to ensure compliance with safer recruitment practices. ➤ Governors monitored the school's safeguarding culture through pupil voice activities and leadership discussions.
Early Years	<ul style="list-style-type: none"> ➤ Governors approved building work to expand provision for N1/N2 pupils, supporting increased capacity and long-term sustainability of the Early Years setting. ➤ Governors reviewed Early Years outcomes and progress data, with a focus on ensuring children are well-prepared for transition into Key Stage 1. ➤ Monitoring visits included engagement with EYFS staff to understand curriculum delivery, learning environments, and support for disadvantaged pupils. ➤ Governors discussed the leadership and strategic planning of the Early Years phase, including staffing, resources, and alignment with whole-school priorities.

Looking Ahead to 2025–26

The Governing Body will continue to:

- **Governor Development** – Undertake a skills audit and realign link governor roles to better support strategic priorities and school improvement. Governors will also identify training needs linked to the updated EIF and evolving school context.
- **Pupil Voice** – Embed structured pupil voice mechanisms (e.g. surveys, school council feedback) into governor monitoring to ensure decisions reflect pupil experience and wellbeing.
- **Data-Driven Monitoring** – Use termly data dashboards to monitor attainment, progress, and gaps, enabling governors to provide timely challenge and support. Governors will also triangulate data with pupil voice and visit evidence.
- **Community Engagement** – Deepen engagement with parents and the wider community through regular governor-led forums, surveys, and visibility at school events, ensuring transparency and responsiveness.
- **Monitor the Implementation of the Updated SSDP** – Systematically track progress against SSDP priorities using evidence from data, stakeholder feedback, and monitoring visits to ensure actions are driving measurable improvements in pupil outcomes and school effectiveness.
- **Support Leadership in Addressing Funding Challenges** – Work closely with school leaders to identify and pursue additional funding streams, evaluate the cost-effectiveness of provision (especially SEND), and advocate for equitable resource allocation.
- **Champion Inclusion, Enrichment, and Wellbeing** – Deepen oversight of inclusion and wellbeing by reviewing participation and impact data, ensuring all children access a broad, balanced curriculum and enrichment opportunities, and holding leaders to account for closing gaps in engagement and outcomes.
- **Strengthen Financial Oversight and Strategic Planning** – Enhance scrutiny of financial management by interrogating budget forecasts, benchmarking spending, and ensuring alignment between financial decisions and strategic priorities to support long-term sustainability.