



Old Basford School Governing Body Impact Statement

Academic Year 2024-25

The Governing Body has worked with the Senior Leadership to ensure that the work of the school has been able to continue and improve. The school underwent an Ofsted inspection in December 2023 with an overall Good outcome with Outstanding Early Years provision which was in line with the school's self-evaluation.

The Ofsted inspection report states: *The school is well led. Leaders have ensured that how well pupils learn in their different subjects is more positive than previous published outcomes would indicate. Governors understand their role and carry out their duties effectively. Staff say that they feel valued and cared for and that their workload is carefully considered throughout the year. They are happy and proud to work at the school.*

Putting Governing Body responsibilities into practice

At Old Basford School this means that in the last year Governors have participated in:

- **Effective governance practice.** The governing body reviews its size and committee structure and makes decisions based upon need and skills when recruiting new governors. An annual skills audit informs recruitment and training and in the light of needing new parent governors a new skills audit will take place early September 25. A professional clerk is used at all meetings and consulted for legal/procedural advice and support. Succession planning is considered carefully, and the body have taken time to carefully consider a new chair for the 2025/6 academic year. Annually we review link governor roles and the accompanying supporting monitoring documents. This document provides an annual statement to stakeholders on the impact of the governing body.
- **Ensuring clarity of vision, ethos and strategic direction.** The governing body works with the Head Teacher to set a clear vision for pupil progress, achievement and wellbeing through supporting the implementation of and monitoring the SIP (School Improvement Plan). We work with the Head Teacher to review the SEF (School Evaluation Form) and gaps and strengths are used to inform vision and strategic direction. At the start of the academic year, we agree our long-term strategic priorities and one year focussed priorities alongside the timetable for monitoring. This cycle of monitoring ensures we have clarity of vision, and that the strategic direction is informed. Additionally, this monitoring cycle drives its activities and agenda. We verify the school's SEF through discussions and shadowing of the School Improvement Advisor (SIA) and through targeted questioning at meetings, reports from the SLT (Senior Leadership Team) and results. The school's website, the use of Governor Hub and clear opportunities for questioning ensure that all governors are well informed.
- **Accountability for the educational performance of the school and its pupils and the performance management of staff.** We hold the Head Teacher to account for the educational performance of the school and the efficient performance management of

staff. We are part of the appraisal process for the Head Teacher and monitor that appraisals of staff are carried out in a timely and fair fashion. We have access to school data around performance for every year group (termly) and have the national comparisons. These data sets ensure that we can verify the strategic priorities are the correct ones, support us to challenge effectively to ensure good outcomes for pupils and help us to hold the Head Teacher and senior leaders to account. Performance management at Old Basford is strategically linked to need in terms of supporting staff development. Link Governors are always seeking evidence when monitoring and report back to the main committee.

- **Financial Performance and regulatory compliance.** We have a Finance Committee that reports into the main committee, and they question and review and work with the School Business Manager (SBM) and auditors to ensure that the school's financial management systems are robust. Additional support was bought in during 2025 to support the Business Manager, particularly in the light of a new financial system being adopted and to continue to ensure strong financial performance. Annually we look at financial benchmarking to ensure value for money and governors can question every line of the budget to ensure best practice. As part of financial scrutiny, the staffing structure is reviewed, particularly when new staff are recruited, and the GB approve changes to the overall staffing structure e.g. in 2024 when we agreed the need for a Deputy Head. The Finance Committee are familiar with the requirements of the Academies' Financial Handbook and through the SBM, Clerk, auditors and scrutiny of their reports and accounts, ensure that all financial responsibilities are met. We review whether strategic priorities are affordable; review how each allocated premium money is spent (sports premium and pupil premium). When reviewing financial management we are aware of and comply with the Equality Act 2010. We maintain Prudent management of the school's finances against a backdrop of nationally difficult school finances in order to ensure that the reserves policy is adhered to and spending is controlled.
- **Compliance.** With support from the LA and the Clerk we ensure that the governing body is up-to-date with an awareness of responsibilities for education and employment legislation and governors annually sign to register compliance with relevant legislation. See the section above on finance to see who we work with to ensure our financial management systems are robust and comply with financial regulations. We annually review all policies up for renewal and check the website for compliance. We ensure key duties are undertaken effectively in relation to SEND and inclusion – this was an area highlighted in our last Ofsted and immense strides have been made in provision, monitoring of provision and in results.
- **Safeguarding.** We monitor that all staff and governors read and apply guidance of KCSIE part 1 and governors and SLT the whole of KCSIE. The Single Central Record is monitored twice a year by the safeguarding governor and this stores who has complied with reading all of the annual documents (such as KCSIE and the whole school safeguarding policy) and who has completed the annual refresher courses (e.g. safeguarding and Prevent and going forward, cyber training). We ensure school has a Designated School Safeguarding Lead (DSL) and deputy designated safeguarding leads (DDSL) and ensure that for the size of school there are enough personnel and additionally have a fully trained governor as the safeguarding link. Governors have their DBS checked every 3 years and complete an annual safeguarding training refresher and Prevent training. At the start of autumn 2025 they will complete Cyber training. Governors are involved in the recruitment of staff (within interviews) and

ensure that safer recruitment checks are completed (they additionally check this via the SCR). Some governors are also safer recruitment trained and ensure that there is always someone on the recruitment panel who has the training. Governors have an awareness of GDPR compliance, and a governor is updating training during the 25/6 academic year and will cascade learning. Governors have an awareness of the Equality Act and Public Sector Equality Duty but will seek a refresher during the 25/6 academic year as new governors join. The safeguarding governor checks the SCR and CPOMs twice a year. CPOMs is checked for how well incidents are recorded and how well and how quickly action is taken and additionally it informs how we work with other agencies. Governors are part of updating the annual whole school safeguarding policy.

- **Specific named Governors have responsibility for Safeguarding, SEND and Health and Safety**, meeting regularly with staff responsible for these areas and reporting back to the Governing Body;
- **Supporting the Headteacher in her role.** The Governing Body continued to support Mrs Duffin by regularly meeting with her to plan the strategic development of the school including supporting with changes to the structure of the Senior Leadership Team, supporting with the recruitment of new teachers and support staff and joining with school improvement visits, monitoring and review of school curriculum and finances. At all times the wellbeing of Mrs Duffin was a particular focus.
- **Recruitment of new teaching staff** to enhance the overall effectiveness of the teaching and learning in school whilst maintaining prudent control of expenditure for example through the use of short-term contracts. Governors sat on panel interviews when recruiting new teaching staff and in the promotion of one of our teachers to the Senior leadership team. Governors sitting on recruitment panels had undergone Safer Recruitment training to ensure that recruits were suitable and appropriate and governors who are or had been teachers were part of each panel;
- **Ratifying the school's Equality & Diversity Policy** incorporating an action plan to eliminate discrimination, to advance the equality of different groups and to foster good relations. **The Governors ensured compliance with the provisions of the 2010 Equality Act in all aspects of school life** including recruitment.
- **Participating in the development of the School's Self Evaluation Form.** In conjunction with the school's School Improvement Advisor, the new SEF was developed as an essential tool for senior leaders so that they have an accurate understanding of the school's strengths and weaknesses in order to provide accurate evidence to inform school improvement planning. Governors monitored this termly as part of their role.
- **Developing and monitoring of School Improvement Plan priorities.** Governors continued to monitor all aspects of the school's performance. In line with the core functions of Governing Bodies:
 - Ensuring clarity of vision, ethos and strategic direction
 - Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff

Governors' observations and findings were reported on and discussed evidencing that Governors have seen proof of action.

- **Working with school staff on the monitoring of Wellbeing policies for pupils and staff** through discussions with the Senior Leadership Team and analysing pupil, staff and parent surveys.

- **Management of the school buildings.** In recent years the Governors have worked with the present and previous Headteachers in the renewal and refurbishment of school infrastructure. This has resulted in a working environment which is bright, clean, stimulating and a pleasure for everyone to work in, and in which the pupils and staff take a pride. The warmth of the environment is continually commented upon positively by visitors. CIF (Condition Improvement Fund) grants were applied for to replace the perimeter fencing and the majority of the work was completed during the summer of 2025 with a final area of fencing scheduled to be completed at October half term.
- **Supporting the Headteacher with HR processes** in addressing employment matters, liaising with Local Authority HR specialists when necessary and during the summer of 2025 approving a move to a new HR provider;
- **Fulfilling their responsibilities within the school's Complaints Policy**
- **Attending panel reviews when required**
- **Recruitment of additional Governors.** As Parent and Community Governors have left, recruitment activities have taken place to fill vacancies and the induction of new Governors taken place. A presentation was made at the new parents meeting in July to recruit new governors for 2025;
- **Monitoring of Spending of Pupil Premium funding** – the school has a robust Pupil Premium policy and strategy and spending plans which are intended to maximise use of this funding to support all disadvantaged children. We recognise that children may have barriers to learning and/or may not be able to access opportunities that others take for granted regardless of whether they are entitled to free school meals. Pupil Premium funding is also used to support interventions, targeted teaching, and the Pastoral team which supports pupils with social and emotional barriers to learning, providing them with strategies to manage these barriers. There is clear lines of communication regarding this funding and governors are active in questioning its usage.
- **Carried out the Headteacher performance management review**, holding her to account for the progress made in attaining her personal targets and the attainment of the school's key priorities. Her strategic performance and development targets were agreed for the current academic year. Additionally, governors have attended visits in school with the School Improvement Advisor who is the lead in the appraisal process and governors are therefore kept up to date throughout the year of the Headteachers performance against targets.
- **Reviewed the performance management of all staff** carried out by the Senior Leadership Team and the pay recommendations to ensure that the system is rigorous, but fair and non-discriminatory, and that targets are closely related to school improvement priorities and that pay recommendations are dependent on meeting targets and outcomes for children.
- **Development and Review of all Policies** including amongst many others the annual review of the Child Protection and Safeguarding Policy, Special Educational Needs and Disabilities Policy, Teachers' Pay Policy, Admissions Policy, and Supporting Pupils with Medical Conditions Policy
- **Training** - Governors at Old Basford not only support the training of teachers and other staff but also participate in training themselves to increase their skills. Amongst the training course that Governors attended in recent times were: Hayes Governor Online Safeguarding and Prevent Training, in-house school safeguarding training, managing

allegations against staff amongst other courses. Further training will be sought in 25/26 to address any gaps and to train new governors.

School Improvement Priority Highlights

The main improvement priorities for the 24/25 period were within the following priority fields:

SDP	Objectives
<p>Area 1 Improve quality of education</p>	<ol style="list-style-type: none"> 1. Improve maths attainment in KS1 and KS2 2. Increase grammar and handwriting teaching across all year groups to improve writing outcomes 3. Advance the teaching and outcomes of science in Key Stage 2 4. Promote accelerated progress for lower attainers in Reading, Writing, and Maths across all year groups
<p>Area 2 Improve pupils' behaviour and attitudes</p>	<ol style="list-style-type: none"> 1. Enhance mental health support and regulation for named pupils in Year 3, Year 4 and Year 5 to improve attainment in core subjects 2. Establish a consistent approach to behaviour management for all staff
<p>Area 3 Improve pupils' Personal Development</p>	<ol style="list-style-type: none"> 1. Enhance the implementation of Voice 21 oracy work across all year groups to develop confidence 2. Expand Creative Collaboratives work to develop Creative Habits of learning across all subjects. 3. Increase the citizenship education programme within the school curriculum to enhance individuals respect and tolerance to others
<p>Area 4 Improve leadership and management</p>	<ol style="list-style-type: none"> 1. Enhance leadership capabilities among the new chair of governors, deputy headteacher, and phase leaders. 2. Develop the skills of subject leaders especially RE, PSHE, PE, DT, and Computing. 3. Ensure the continued effectiveness and robustness of safeguarding measures. 4. Enhance the strategic capability of governors through effective monitoring
<p>Area 5 Improve the effectiveness of the early years provision</p>	<ol style="list-style-type: none"> 1. Enhance Writing provision and learning opportunities to increase outcomes 2. Improve Continuous Provision through explicit enhancements 3. Implement focused Oracy work to improve GLD
<p>Area 6 Building and Finance</p>	<ol style="list-style-type: none"> 1. Complete SIF bid for new roof and perimeter fencing 2. Improve internal decoration 3. Redesign and refurbish internal rooms including new special needs provision room (The Willow)

The governors' primary role in this area is participating in **agreeing areas of improvement and subsequent strategic objectives of the school**, then **monitoring the impact of agreed actions**. As noted above Governors carried out this role in various ways, seeking to triangulate evidence to support their judgments. This included their own monitoring through in-person monitoring visits that comply with our monitoring forms, monitoring alongside the School Improvement Advisor and Head Teacher, receiving and interrogating/challenging reports from

the Headteacher and curriculum leads and importantly from the independent School Improvement Adviser appointed through the Nottingham Schools Trust, and the review of data. Numeracy, Literacy, safeguarding, SEND and attendance linked governors have more detailed monitoring roles.

Governors produce reports on their monitoring, presenting them at Governing Body meetings and hold the school leaders to account for meeting their targets.

What do governors need to do to improve in 2025-6

1. Review training for governors – assess where our gaps are then attend Local Authority training courses or use the Hayes on-line.
2. Review the monitoring forms during 25/26 to check how current and effective they remain.
3. Seek training on the new Ofsted Framework for all governors.
4. Complete a skills audit prior to recruiting parent governors.
5. Review the governor section of the website and have a larger profile with parents and pupils.
6. Add public sector equality duty to the agenda and review accountability.
7. Cyber training to be added to the autumn requirements.