Ferring Church of England Primary School

Governing Body Impact Statement 2025-26

Safeguarding of whole school community

Action/s	Impact/s
The Safeguarding Governor checked the Single Central Record termly to ensure compliance. The Safeguarding Governor checked the filtering and monitoring systems in place to ensure compliance. The Safeguarding Governor monitored practice and produced reports to the Full Governing Board. All governors have read and adhere to the "Keeping Children Safe in Education" Part 1 Guidance, which is updated annually. All governors have undergone Safeguarding and Prevent training. Increased the number of Governors holding a Link Safeguarding Governor role. All monitoring visits included safeguarding questions to ensure robustness and identify areas for development. Link Governors supported SLT throughout Safeguarding referrals. All monitoring visits included observation of the processes being acted out in daily school life. Conducted an external Safeguarding audit with WSCC, deemed compliant and set an action plan for development.	• School is a safe, secure and happy place where children can learn and flourish. • Children's wellbeing and safeguarding beyond the school day is considered and where external help is needed the school leads to attain this. • Ensuring we have a mentality for Safeguarding Everyone, Everyday. • All governors are aware of their safeguarding responsibilities and provide strategic challenge and oversight of school's safeguarding policies and responsibilities, ensuring that keeping children safe and knowing how to keep themselves and others safe, is at the heart of school life. • Safeguarding is deemed to be effective by WSCC, the governing board intends to continue to develop. • Achieving the safeguarding standard required in SIAMS Inspection. • Ensure school is compliant with all H&S legislation. • Ensure resilience in monitoring.

Health and Safety audits completed to ensure environmental safeguarding factors are compliant and pupil voice gained.	
Strategic Function 1 - Ensure clarity of vision, ethos and strategic direction	
Action/s	**Impact/s**
Reviewed our Committee structure and enhanced it by introducing a Leadership and Management Committee. Created a TOR for the Leadership and Management Committee. Held Leadership and Management Meetings and enhanced the monitoring of the schools performance.	● Provides clear responsibility and accountability for monitoring strategic direction.
The Leadership and Management Committee reviewed the SLT structure with Headteacher and SBM.	● SLT responsibilities being shared amongst SLT, creating a team of professionals enthused to develop and giving Headteacher capacity and resilience.
Reviewed our Committee structure and enhanced it by introducing a Vision and Ethos Committee. Created a TOR for the Vision and Ethos Committee. Held Vision and Ethos Meetings and enhanced the monitoring of the schools performance.	● Set clear behavioural aspirations for our children and how their achievements will be celebrated. ● Clear messaging to parents resulting in shared values and improved sense of community purpose. ● Children understand and are talking about how they are Growing with Love, Believing with Hope, Achieving with Joy. ● Achieving the religious education standards required in SIAMS Inspection. ● Children are truly starting to flourish and tell us how.
Continued monitoring of collective worship and the embedding of Christian values throughout the school.	● All children are aware of the Christian ethos and values together with the teachings of Jesus. ● Achieving the standard required in SIAMS Inspection.
Implemented an action plan with the children in the school's Faith Council.	● Ensure Christian ethos and values are developed with the children's voice at their heart. . ● Embedding student faith council with roles in school life.
Invited Education leads from the Diocese to undertake curriculum monitoring with Governors.	● Ferring Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish.

	• Creating an action plan based on the areas of development from the latest inspection, so we constantly develop and improve how we live up to our foundation as a Church school. • Provides external challenge and expertise to help the school standards to improve.
Governors attended various school events to make sure our vision and values are being lived out by the whole school community.	• Reassured Governors that they are becoming embedded in the school everyone and everyday.
Undertaken Headteachers Performance Reviews throughout the year.	• Created an environment for demonstration of achievement and growth, for both the school and the headteacher. • Ensure school improvement is undertaken at pace.
Conducted a staff wellbeing survey.	• Ensured we understood staff wellbeing through a time of transition and allowed support where needed.
Strategic Function 2 - Holding the Headteacher to account for the educational performance of the school and its pupils.	
Action/s	**Impact/s**
Challenging the Headteacher (HT) and curriculum leads through regular monitoring meetings, pupil and staff voice.	• Rapid pace of school improvement is maintained. • Leaders can speak confidently and articulately about their roles, subjects, impact, and areas for improvement / governors have an increased awareness of attainment helping to develop an improved strategic focus. • Improved pupil outcomes.
Agreed new format of Headteachers Report and data required.	• Governors have full sight of pupil progress across the Key Stages and things that have impacted progress; Governors are able to focus attention on areas needing development. • Governors know the school well, Governors continue to develop this to ensure robustness.
Conducted strategic monitoring visits with the Special Educational Needs/Disabilities Coordinator (SENDCO) to ensure the School's Development Plan (SDP) priority actions are monitored and developed.	• Identified areas where provision for SEND and disadvantaged pupils needs to improve. • Focus on teachers ensuring specialised interventions improving outcomes for pupils with SEND. • Strategic leadership support for HT. • Staff development in this area.

	● Ensuring best practice and learning opportunities from locality schools is sought. ● Recruitment of a temporary SENDCO to ensure provision progresses.
Conducted strategic monitoring visits with Curriculum Leaders in core subjects Maths/English/Science to ensure SDP priority actions are monitored and developed.	● Improved curriculum offer for children. ● Distributed leadership enhancing professional development of staff. ● WSCC Performance Review Visit (PRV) visit confirmed curriculum improvement being made at pace. ● Ensured Quality First Teaching standards are being raised in every subject and every teacher. ● Improved pupil outcomes. ● Pupils are flourishing and taking ownership of their work.
Conducted strategic monitoring visits with the Attendance Leader to ensure SDP priority actions are monitored and developed.	● Improved attendance strategy and development of further actions. ● Monitoring has improved attendance and meant focus on groups where needed.
Undertaken Headteachers Performance Reviews throughout the year.	● Created an environment for demonstration of achievement and growth, for both the school and the headteacher. ● Ensure school improvement is undertaken at pace.
Strategic Function 3 - Overseeing the financial performance of the school and ensuring effective use of resources.	
Action/s	**Impact/s**
Reviewed the schools leadership structure to ensure progress and provision is made in a sustainable way.	● Ensuring sustainable SLT structure whilst not increasing deficit.
Attending and demonstrating governance at all WSCC PRV monitoring visits.	● Improved school leadership and management.
Completed the annual Schools Financial Value Standard (SFVS) form.	● Ensures school resources are being spent in a proper and effective manner, creating a sustainable financial situation.
Approved standing orders over limit as per the Finance Policy.	● Ensure the school resources are being spent in a proper and effective manner, creating a sustainable financial situation.
All Governor Training to enhance effectiveness, Included; ● WSCC Governor development and training plan agreed and implemented.	● Ensure governors are clear of roles and responsibilities and set up robust processes to ensure compliance and strategic direction.

● The National Governance Association (NGA) has been used by all governors to ensure training is up-to-date - log kept by Clerk. ● WSCC Training programme used by all governors to ensure training is up-to-date - log kept by Clerk.	● Governors are better informed to ask questions, and continue to develop their skills in governance to offer strategic direction to school leadership.
Reviewed our Committee structure and enhanced it by introducing a Finance Committee. Created a TOR for the Finance Committee. Held Finance Meetings and enhanced the monitoring of the schools performance. Appointed an Associate member to focus on Finance.	● Ensuring we scrutinise budgets/forecasts. ● Meet our statutory duties. ● Strengthened assurance around financial decisions.
Governors meet half-termly in full governing body meetings and half-termly in Committee meetings (Vision and Ethos/Finance/Leadership & Management). These meetings are structured and have standing agenda items linked to the SDP and ensure compliance is achieved.	● Governors ensure school resources are being spent in a proper and effective manner, creating a sustainable financial situation. ● Feedback to the whole governing body follows at the next scheduled full meeting. ● Provides challenge and strategic direction throughout the year.
Governors approved spending of grants on the wrap-around care buildings.	● Providing a better offer for children to attend the school.
Reviewed the Parent Survey and developed SDP with the HT to ensure effective use of resources and drive school improvement.	● Transparency of communication between all stakeholders leading to a shared understanding of key operational areas of the SDP.
Completed the annual website review to ensure compliance with statutory regulations.	● School is compliant and information is accessible for the whole school community.

Continued Development and Benchmarking for 2026/27

- **Continue to strengthen and evidence the impact of governance and governor challenge on the school community, using the outcomes of monitoring, challenge and strategic decision-making to benchmark progress over time.**
- **Continue the cycle of governor self-evaluation and skills review to assess the effectiveness of governance, identify areas for further development and benchmark the Governing Body's effectiveness year on year.**
- **Continue to strengthen communication with stakeholders so that the role, contribution and impact of governance are understood and the achievements of the Governing Body are visible across the school community.**

Abbreviations used in this statement:

HT	Headteacher
SDP	School Development Plan
SENDCO	Special Educational Needs Co-ordinator
WSCC	West Sussex County Council
PRV	Performance Review Visits
SIAMS	Statutory Inspection of Anglican and Methodist Schools