

**LAWLEY PRIMARY SCHOOL
AND NURSERY**

Governing Body Impact Statement

2025–2026

Chair of Governors Report

*Tom Fisher
Chair of Governors*

Our shared focus

Pupils are happy, safe, supported and able to achieve their full potential.

Chair of Governors Report

As Chair of Governors, I am proud to present this annual impact statement on behalf of the Governing Body at Lawley Primary School and Nursery.

The role of the Governing Body is strategic. Governors work closely with the Headteacher and senior leaders to help ensure the school provides a safe, ambitious and inclusive learning environment in which all children can thrive. During the year, governors have provided support and challenge, holding leaders to account for educational standards, safeguarding, financial management and school improvement.

Governors have strengthened their monitoring through link-governor visits, committee and full governing body meetings, scrutiny of information provided by leaders, and engagement with staff and pupils. Decisions and challenge have remained focused on improving pupils' outcomes, safety, wellbeing and opportunities.

Strategic Leadership and School Improvement

Governors have monitored progress against the School Development Plan and considered evidence from Headteacher reports, link-governor visits, subject-leader feedback and financial reports. This triangulation has enabled governors to question the evidence presented, test leaders' understanding of the school's context and maintain oversight of current priorities and future plans.

- Reviewed progress towards school improvement priorities and the evidence used to measure impact.
- Challenged leaders on pupil progress, attainment, attendance, persistent absence and the needs of vulnerable pupils.
- Monitored the balance between academic achievement, pupil wellbeing and staff workload.
- Used visits and discussions with staff and pupils to test whether policies and priorities are reflected in day-to-day practice.

Examples of governor challenge

Governors asked why a small proportion of pupils remained persistently absent despite the school comparing favourably with national figures, what support was being provided, and whether individual cases were driving the pattern. Governors also challenged leaders about a pupil on a modified timetable requiring one-to-one support without associated funding, including the plan in place and whether further funding routes could be pursued.

Outcomes, Standards and Curriculum

The Governing Body has maintained a strong focus on standards and pupil achievement. Governors have scrutinised termly performance information, attendance and persistent absence, outcomes for disadvantaged pupils and pupils with SEND, and progress across the curriculum. Attendance patterns have been queried so that governors understand the interventions and strategies being used for lower-attending groups.

A whole-school visit during the Christmas dinner provided evidence beyond formal reports. Pupils' behaviour was exemplary, transitions between sittings were calm and purposeful, and staff maintained clear expectations. Discussions with three Year 6 pupils showed that they could speak confidently about their learning, the support provided by teachers and their preparation for secondary school.

Impact and assurance

The visit gave governors assurance that behaviour expectations are embedded during less structured parts of the day, pupils feel supported, and transition preparation is understood positively by the pupils spoken to. It also demonstrated that whole-school events are organised and led effectively.

SEND, Inclusion and Wellbeing

Governors have reviewed how the school identifies and responds to additional needs, including emotional wellbeing and barriers to learning. A link-governor visit with the Pupil and Family Support Officer and the senior

leadership lead for behaviour and wellbeing strengthened governors' understanding of Early Help, referral pathways, staff workload and the school's wider wellbeing provision.

- Early Help pathways include internal identification through staff and parent engagement and external referral through Family Connect, with structured plans used for families receiving support.
- ELSA provision uses structured six-week programmes to support emotional literacy and readiness to learn.
- Theraplay is being used as a whole-school approach, including weekly "rainbow circle" sessions. Leaders identified consistent embedding in upper Key Stage 2 as an area for continued development.
- The school aims to ensure that all pupil-premium pupils can access Theraplay provision.
- OPAL has broadened play opportunities by providing both active and quiet spaces for different needs.

Staff wellbeing oversight

Governors receive evidence through termly staff-wellbeing meetings, staff voice, the staff governor and monitoring of changes such as teaching-assistant deployment. Supervision opportunities and wellbeing initiatives are in place. A governor-led staff wellbeing survey has also enabled independent consideration of staff views.

Safeguarding

Safeguarding remains a core responsibility of the Governing Body and a standing item at full governing body meetings. Governors have reviewed safeguarding policies and procedures, the Single Central Record, attendance, behaviour and welfare systems, and safer-recruitment requirements.

The mental-health and wellbeing link visit provided assurance that clear referral pathways and Early Help processes are in place, parent consent is sought appropriately, and safeguarding responsibilities are understood where consent is not given. Key staff have training in youth and adult mental health first aid, and leaders are responding proactively to online-safety and digital-behaviour risks through curriculum development and external input.

The Christmas dinner visit also provided practical assurance about the school's safeguarding culture. Staff were visible and attentive, pupils interacted confidently with adults, and the environment was orderly and well supervised.

Continuing governor challenge

Governors will continue to monitor parental engagement with workshops and support services, identification and uptake of pupil-premium eligibility, consistent embedding of Theraplay in upper Key Stage 2, and the impact of forthcoming RHE and safeguarding guidance updates.

Financial Oversight and Resource Management

Governors have continued to oversee the budget and consider whether resources are aligned with school priorities. This includes scrutiny of the school's financial position, current projects and future plans, alongside monitoring of Pupil Premium and Sports Premium funding, staffing structures, deployment and value for money.

The Christmas dinner visit was not a financial scrutiny exercise, but it provided supporting evidence that staffing and operational arrangements for a whole-school event were planned and deployed effectively. Governors recognise the continued financial pressures facing schools and will maintain challenge around sustainability and the measurable impact of spending on pupils.

Governance Development

The Governing Body has continued to improve the quality of its evidence gathering and challenge. Link-governor work has included direct discussion with key staff, review of intervention programmes, consideration of pupil and parent engagement, and monitoring of behaviour and wellbeing systems.

- Monitoring activity has been linked more clearly to the School Development Plan and governors' statutory functions.

- Visits have generated written evidence of assurance, impact, challenge and areas for follow-up.
- Governors have used staff and pupil voice to complement formal reports and performance information.
- The Board continues to draw on a broad range of professional and personal experience, including health and safety, construction, emergency services, education, SEND, law, highways and engineering.

Looking Ahead to 2026–2027

The Governing Body will continue to work alongside school leaders to:

- Maintain high standards of teaching, learning and behaviour.
- Support pupil wellbeing, attendance and readiness to learn.
- Strengthen SEND provision, inclusion and support for vulnerable pupils.
- Monitor curriculum development, online safety and statutory guidance changes.
- Improve parental engagement with support and wellbeing initiatives.
- Ensure financial sustainability and evaluate the impact of targeted funding.
- Continue to provide constructive challenge, support and evidence-based oversight.

Above all, governors are proud to work alongside staff, parents and the wider school community to support the continued development of every child. Although governance is strategic in nature, the Board's shared focus remains simple: ensuring that pupils are happy, safe, supported and able to achieve their full potential.

On behalf of the Governing Body, I would like to thank the Headteacher, staff, pupils, parents and fellow governors for their continued dedication and support throughout the year.

Tom Fisher

Chair of Governors

Lawley Primary School and Nursery