



CLARENDON PRIMARY SCHOOL
Together we shine



Governor Impact Statement 2024-25

The Governing Body of Clarendon Primary School comprises of twelve governors who volunteer their time to support and challenge the Senior Leadership Team as it develops the school's strategic direction and action plans. Governors through their individual roles and as part of the full Board take decisions with the intention of helping children fulfil their full potential and prepare them for their further education. Governing Board meetings take place face to face.

The impact of the Governing Body in 2024-25 academic year covered:

Ofsted Inspection

IMPACT: Governors supported the leadership team and the Ofsted Inspection showed the school to be maintaining standards and received a Good grading. The report is one school should be proud of. The Inspection concluded, 'The governing body fully understands the school's context and priorities. It robustly ensures that the school remains sharply focused on ensuring pupils' strong achievement and removing obstacles to pupils' education and wider success.' (Ofsted March 2025)

SFVS Schools Financial Value Standard

IMPACT: Assured the school is meeting the basic standards necessary to achieve a good level of financial health and resource management to support high quality teaching and the best education outcome for children, covering governance, school strategy, staffing and value for money.

Skills and Training Analysis carried out by the Training & Development Lead

IMPACT: Review identified that the Board as a whole, are equipped to carry out their responsibilities. No full board training was required. NGA on-line training provision made available and utilised by Governors. The Training Skills Matrix was updated and is an effective working document which is easily accessible enabling Governors to undertake training when required and at their convenience.

Governor Refresher Training and Skills Development

IMPACT: Training courses and self-development undertaken by Governors to ensure they have the ability and skills necessary to fulfil their roles. Records kept up to date to enable training to be allocated following annual Skills & Training Analysis and SFVS; renewed in a timely manner and for any changes in roles and responsibilities.

Training undertaken:

Safeguarding – Keeping Children Safe Level 1 (new Governors and refreshers for existing Governors)
 Safeguarding - Keeping Children Safe in Education - Advanced
 Safeguarding - Child Protection Level 3
 Governance Induction (new Governors)
 Clarendon Induction (for new Governors)
 Prevent (new Governors and refresher training for existing Governors)
 Cyber Security Training (new Governors and refresher training for existing Governors)

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2021-2024





Chair's Briefings
Link Governor Training and Development Briefings
Partnership Forum
Strategic Charing
Safer Recruitment
Attendance- Widening the Governance Lens

Mentorship

IMPACT: Experienced Governors act as mentors for new Governors to ensure they have the support necessary to make an immediate impact on their Governing Body responsibilities.

Governing Board Procedures, Committee Arrangements and Delegation Structure

IMPACT: Regularly reviewed to ensure each governor is linked to a key area of focus utilising the full range of Governor skills. Governors take full responsibility and report back to the Board thereby ensuring the effective working of the Board and that all areas are monitored including curriculum, safeguarding, wellbeing and key stage provision.

School Development Plan (SDP) and Self Evaluation Summary (SES)

IMPACT: Provided challenge regarding the curriculum and outcomes for all children through monitoring of the SDP and SES ensuring the Senior Leadership Team complete actions in line with their plan, reports from the Education Improvement Link Professional and reflect on progress in a cycle of ongoing self-improvement.

Use of School Funds including the main budget and Pupil Premium Grant (PPG)

IMPACT: Through delegated authority to the Finance Committee and review at the Full Governing Board ensured appropriate use of funds for the benefit of pupils in line with the strategic direction for the school. Governors assured that the processes in place are sufficient for overseeing financial performance and that there were no outstanding issues from the audit.

Monitoring Visits

IMPACT: Governor knowledge of school curriculum and impact on pupils updated; subject leaders appreciated and held to account through discussion of their Impact plans, talking to children and a learning walk. Learning walks supplemented Subject Leader presentations to the Curriculum Committee. Safeguarding and SEND meetings and learning walks take place termly with the DSL and Governors are assured that Safeguarding is effective and SEND provision in place. Reports with the impact of all visits are discussed at the Governing Board. A Governor day was held. This was the first year that Governors had been able to 'see at first hand' all the subjects.

Visits to school events & school trips

IMPACT: Governors supported school in achieving its Cultural Capital and STEM programme thereby raising the profile of Governors in school whilst 'seeing at first hand' the school in its day-to-day workings. Governors often supported classes on trips and visits and attended school for events & workshops. Governors volunteer in school to support learning in EYFS and Year 6.

Approval of Purchases

IMPACT: In line with the Financial Delegation Structure ensured financial probity and value for money achieved. Governors approved: the resurfacing of the walkways to the front of school, thus ensuring that the pathways were safe to use; lettings agreement authorised for the Onside Sports Arena; EYFS outdoor equipment to enhance learning; site service level agreements authorised; Accelerated Reader extended ensuring access to high quality books supporting attainment and progress.

Celebrating Success

IMPACT: Ensured the school community is aware of how Governors appreciate and value their contribution in particular when excellence is recognised through external agencies e.g. Rights Respecting School Gold, Achievement for All, Gold Arts Mark, LPPA renewal, Inclusion Award, Science (Gilt), Computing Quality



Framework Award, Step Outside EYFS Quality Mark, Gold Reading Quality Mark, Investors in Pupils, Bronze CREST STEM Award, Silver Primary Quality Geography Mark, Liverpool Writing Quality Mark, Liverpool Counts Maths Quality Mark, STEM Club Quality Mark, SMSC Quality Mark, Dyslexia Quality Mark, Online Safety Quality Mark, Gold History Quality Mark.

Safeguarding Audit by the LA – January 2025

Ofsted inspection – Good grading March 2025

Publication of Statutory Information on School Websites

IMPACT: Assured that the school website meets statutory requirements and diversity data included. Governor allocated to carry out a review. An external provider also provides a bi-annual report to confirm the statutory information is on the website; this is shared and checked with the Full Governing Board.

Policy Reviews

IMPACT: Policies reviewed in line with the agreed cycle to ensure they continue to be fit for purpose. All statutory policies have been annotated accordingly and are available on a separate tab on the website to enable ease of access.

Wellbeing

IMPACT: Assured through termly reports of the school's provision for SEND, Children Looked After, Children Missing in Education and Attendance. Gained a wider understanding of the school's Pastoral Care Provision ensuring that the needs of all children are catered for. Head Teacher /Senior Leadership Team wellbeing is a standard Governing Board agenda item to ensure the senior team and teachers are fully supported.

Partnership Lead and Training and Development Lead

IMPACT: Roles are fully established and the Governing Board is confident that actions are taken, appropriate information shared and development support for governors accessed.

Full Governing Board Self- Evaluation

IMPACT: Key Questions That Every Governing Board Should Ask Itself (NGA 20 questions adapted) self-evaluation exercise involved participation by all governors. The 23/24 report was reviewed and the Governing Board agreed it was a true representation of the Board's effectiveness. Any actions to improve effectiveness were included in the 24/25 Governor Action Plan. The self -evaluation will be conducted annually.

Governor Day

IMPACT: Governors saw learning across a range of classes with a STEM focus and talked to children. Governors obtained direct feedback from children on how much they enjoyed school and received suggested improvements on lunches, art pieces on display, playtimes and competitions. Governors were reassured about value for money and saw the beneficial learning from significant spend e.g. software; how articulate children were about previous learning; problem solving in action during their construction of world landmarks and the strategic direction of the school in practice.

Governor Knowledge Questionnaire

IMPACT: The Governor Knowledge Checklist (with questions categorised by Governor core functions and committee responsibility introduced in 23/24) was helpful in supporting Governor personal development and to respond to the Ofsted Inspection. The document will be updated annually to ensure Governor knowledge remains current.

Anna Rowan
Chair of Governors
July 2025