

Governor Impact Report 2024-25

The governing board of Nanstallon School comprises of 8 governors who all volunteer their time to support and challenge the school's strategic direction.

During the academic year 2024-25 the governing board:

Training	Impact
<p>Varied training has been undertaken by governors in safeguarding, governance roles and responsibilities and SEND.</p>	<p>Upskilling governors and ensuring they have the ability and understanding to fulfil their roles effectively.</p> <ul style="list-style-type: none"> • <i>Safeguarding</i> • <i>Induction of 2 new Nanstallon governors</i> • <i>School governance – networking</i> • <i>SEND</i> • <i>Curriculum Design – QI skills & COOL time, maths, writing</i> • <i>Clerk's Forum (February and July 2025)</i> • <i>Chair & Clerk Seminar.</i>
Roles and Responsibilities	Impact
<p>Each governor is linked to key areas of focus in school and has a calendar timetable of visits to undertake during the year.</p>	<p>We ensure that governors have the opportunity to meet staff and ensure all areas of school – including safeguarding, SEND, curriculum, finance, achievement & wellbeing – are regularly discussed and shared across the board which ensures challenge and transparency.</p>
Pupil Conferencing	Impact
<p>All governors are invited to take part in pupil conferencing across the year focusing on varied topics.</p>	<p>Learning the views of children across the key stage gives governors a comprehensive understanding of what pupils experience at Nanstallon, both in terms of curriculum content and how it is remembered and valued by children over time. This includes insight into how they feel, what they enjoy, and what helps them learn.</p> <p>This year, governors enhanced their understanding further by conducting Year 6 exit interviews, hearing directly from pupils about their time at the school. These conversations were rich in reflection and revealed the impact of a broad, balanced, and inclusive curriculum. Children spoke positively about the varied teaching approaches and opportunities to collaborate:</p> <p><i>"We liked being able to work together and sometimes choose our groups — it helped us learn better."</i></p> <p>They also highlighted the emotional safety and strong relationships that underpin learning:</p> <p><i>"Everyone is treated fairly. We're all encouraged to be ourselves. You feel like you belong."</i></p>

	Such first-hand feedback has been shared with the governing board at Full Governing Body (FGB) meetings, ensuring strategic decisions continue to be shaped by the lived experiences of children at Nanstallon.
Full governing board (FGB)	Impact
At Nanstallon, governors attended five full governing board (FGB) meetings in the year. Where possible we try to visit the school during the term to see high quality teaching in action, and meet both the staff and children during a working day.	Governors visit classrooms to talk to the children and see planned learning in progress and observe how staff implement new teaching initiatives during lessons e.g. writing: drawing club, curious quests, SEND and RSE. Governors also hear children's views on Nanstallon, especially collaborative decision making (CDM) and how that shapes the classroom dynamics to ensure everyone's voice is heard. Governors have actively sought to secure the future of the board through succession planning for a new chair of governors to take over from the current incumbent. Active recruitment has also taken place for new governors to join the board.
Monitoring school funding	Impact
Both the main budget as well as Additional Premium funding streams are closely monitored throughout the course of the year. A finance meeting was also held with the school bursar.	We ensure that the school children receive the best value for money in its spending and that outcomes for children remain the focus of budget allocation.
Safeguarding	Impact
Our safeguarding governor regular meets with the DSL to receive updates on issues and new initiatives. Governor views are also sought during the completion of annual safeguarding audit which is moderated within a small group of other primary schools. The 175/157 form is then completed.	Governors are kept well informed of the many aspects of safeguarding and are able to offer challenge to leaders as a result of their knowledge and understanding of this area. Governor involvement in completion of the safeguarding audit (S175/157) submission to County.



Curriculum	Impact
<p>Several governors are involved with ensuring that the curriculum at Nanstallon is not only broad and balanced but that the topics and planning are evidenced in children’s learning. In addition, governors get involved by attending feedback sessions given by external consultants sharing their ideas of how we can further improve the learning outcomes for children. Governors meet curriculum leaders throughout the year to discuss their subject and learn more about how knowledge and skills are acquired over the key stages. A report from each meeting is then circulated to the full board. This year, teachers presented their subject developments to governors during FGB meetings.</p>	<p>Governors are now able to offer informed challenge and gain clear insight into how teachers’ planning and pupils’ work reflect the Headteacher’s feedback shared at Full Governing Board meetings. This feedback evidences how learning goals are set and achieved across all key stages, supporting continual improvement. Governors have verified that a broad and balanced curriculum is in place and now understand and endorse the curriculum strand team model, where teachers co-lead a curriculum strand — for example, STEM (mathematics, science, computing, and design technology) and Creative Communication (English, phonics, spelling, and the arts). Through this collaborative strand approach, staff work collectively to design, implement and evaluate learning that reflects the school’s ethos of autonomy, creativity and coherence. Governors have seen how this model enables smarter, more sustainable working, ensuring that subject leadership is shared, developmental and impactful. The STEM team’s leadership has driven significant improvement in maths pedagogy, resulting in dramatically improved pupil outcomes, while the Creative Communication team has successfully refined the teaching of phonics and spelling, making it more interactive, kinaesthetic and responsive to learners’ needs, particularly for pupils with SEND.</p>
Head and Chair meetings	Impact
<p>We continued to hold regular Head, and Chair meetings over the year to discuss any issues affecting the school community and minutes of meetings were sent to all governors.</p>	<p>Issues arising are given sufficient discussion time before decisions are made and the whole board are made aware of the outcomes.</p>
Premises and learning environment	Impact
<p>Governors have been fully involved in the planned spending to upgrade the learning environments inside and out. We have been supportive of the initiatives that have been put in place to improve the school kitchen, staffroom and resourcing areas.</p>	<p>Our children now have organised, imaginative and interactive learning spaces and receive a superb start to their education at Nanstallon.</p>



Ofsted & Peer Review	Impact
<p>Governors were fully involved in the Section 5 Ofsted inspection in September 2021 where the school was given a 'good' judgement in every area including overall effectiveness. Governors were fully involved in the Peer Review in October 2024.</p>	<p>Governors have kept the Ofsted priorities identified at inspection at the forefront of their visits to school, focusing sharply on how improvement actions are implemented and sustained. Through regular visits, they have identified where progress is being made, evidencing impact and ensuring that the whole curriculum remains broad, balanced, and ambitious.</p> <p>Governors have also taken an active role in the Peer Review process, working alongside leaders and external partners to evaluate practice and identify both quick wins and longer-term strategic improvements. This collaborative reflection has directly shaped the evolution of the curriculum strand team model, ensuring that co-leadership of subjects promotes coherence, accountability and professional growth. It has also informed key refinements to the phonics scheme and approach, making early reading more consistent, interactive and inclusive, and has enhanced the school's universal SEND approach, embedding high-quality, neuro-affirming practice across all classrooms.</p> <p>As a result, governors can confidently evidence how leadership actions have led to improved pupil outcomes, particularly in mathematics, where the strand team's focused work on mastery and fluency has produced measurable and sustained gains.</p>

Signed: *S.Oaten*, Chair of Governors