Ashford Park Primary School

Governor Impact Statement

2026-27

Achieving Potential • Producing Success

Our vision and governance purpose

Ashford Park Primary School's vision is to "Inspire a love for lifelong learning" through "Achieving Potential Producing Success" (APPS). Governors support this vision by ensuring that strategic decisions remain focused on developing well-rounded, confident and responsible pupils who can achieve their full potential in a welcoming, happy, safe and supportive environment.

Our seven APPS values — Belonging, Peace, Aspiration, Compassion, Resilience, Challenge and Kindness — underpin school life and provide a shared framework for high expectations, inclusion and personal development. Ashford Park adopts the Ready, Respectful and Safe approach within our behaviour policy to create a calm, consistent, and supportive learning environment for all.

This statement summarises the impact of governance during 2025–26 and the priorities for 2026–27. Governors fulfil their statutory role through strategic leadership, accountability, financial oversight and support and challenge to school leaders. We do not manage the school operationally; our role is to seek assurance that leaders' actions are improving outcomes and experiences for pupils.

1. Vision, values, ethos and strategic direction

Governors have kept the APPS vision and values at the centre of school improvement planning and decision-making. Through Full Governing Body meetings, committee scrutiny and link visits, governors have monitored the School Development Plan and tested whether priorities are reflected in the experience of pupils. Governors:

- Maintained a clear strategic focus on inclusion, attendance, curriculum development, safeguarding, pupil achievement and staff wellbeing.
- Reviewed progress against school development priorities through leadership reports, committee meetings and monitoring visits.
- Used evidence from focused visits to understand strengths and identify areas for further development.
- Ensured statutory and non-statutory policies are reviewed through the agreed cycle, with particular attention to safeguarding, health and safety, attendance, inclusion and teaching and learning.
- Continued to develop governor effectiveness through safeguarding, finance and strategic leadership training, governor mentoring, skills audits and inspection-readiness activity.

Impact: Governance has maintained a clear line of sight between Ashford Park's vision, its development priorities and the accountability of school leaders. Monitoring has provided evidence of strengths and helped governors identify writing outcomes, attendance and the continued development of inclusive provision as areas requiring sustained attention.

2. Holding leaders to account for educational performance

Governors have used a triangulated approach to educational oversight: headteacher reports, subject leader feed-forward and pupil assessment data are considered alongside findings from monitoring visits. This enables governors to test whether reported improvement is reflected in classroom practice and pupil experience through:

- Monitored pupil achievement and progress, including the outcomes of disadvantaged pupils and pupils with SEND.
- Strategic oversight of the quality of teaching and learning, assessment and curriculum implementation, with particular attention to how teaching is adapted to meet different needs.
- Supported leaders in embedding the school's oracy strategy and identified the continued improvement of writing outcomes as a key focus for 2026–27.
- Monitored mathematics outcomes and the school's established strengths in early reading, inclusion and the use of assessment.
- Reviewed the provision for pupils with SEND, including Learning Plans and the extent to which pupils can access an ambitious curriculum and develop independence.

Impact: Governors have strengthened their understanding of how curriculum, adaptive teaching strategies (WalkThrus), assessment and targeted support contribute to pupil outcomes. They have been able to challenge leaders about the impact of school development actions rather than simply the completion of activities. For 2026–27, governors will continue to follow the impact of the oracy strategy on writing and the progress of identified pupil groups.

3. Inclusion, attendance, safeguarding and wellbeing

Inclusion and SEND

Inclusion remains a significant strength and a central governance priority. Governors have monitored SEND provision, support for disadvantaged pupils and provision for children known to social care. Monitoring has focused on equity of access to learning, independence, participation and outcomes, while respecting pupil confidentiality.

Impact: Governors have assurance that inclusive practice is embedded in school life and that pupils with SEND and other vulnerable pupils are considered within strategic decision-making.

Attendance and behaviour

Governors have maintained close oversight of attendance, including persistent absence and cohort-level patterns. Where attendance and behaviour have been a concern, governors have challenged leaders to demonstrate that support is timely, targeted and responsive to individual circumstances and to explain differences and demonstrate the impact of targeted action.

Governors have monitored the impact of OPAL on the frequency of behaviour incidents, attendance data and pupil wellbeing.

Governors have monitored behaviour via CPOMS reports and monitoring visits including pupil and staff voice. The school's consistent approach and use of relational practice, regulation support (Zones of Regulation) and targeted SEND/pastoral provision have been considered as part of this overview.

Impact: Attendance strategies have been monitored with attention to individual barriers, while behaviour oversight has supported a consistent and inclusive approach. Attendance remains an area for continued improvement and will therefore remain under robust review in 2026–27.

Safeguarding and staff wellbeing

Safeguarding remains the governing body's highest priority. Governors have completed monitoring activities, reviewed safeguarding procedures and completed training, considered audit findings and maintained oversight of attendance, behaviour, health and safety and pupil welfare.

Governors have also recognised the importance of staff wellbeing and workload in sustaining high-quality education. Staff feedback and leadership reporting are used to consider whether development priorities are realistic and sustainable.

Impact: Governance provides ongoing assurance that safeguarding is treated as a whole-school responsibility and that leaders respond appropriately to concerns. Staff wellbeing remains part of governors' consideration of school improvement.

4. Financial performance and effective use of resources

Governors have maintained oversight of the school's financial position and the alignment of resources with school improvement priorities. The Resources Committee has scrutinised and approved the budget, monitored the use of targeted funding and considered the sustainability and value of significant expenditure. The committee:

- Reviewed budget allocations and challenged whether spending is aligned with pupil need and school priorities.
- Monitored Pupil Premium and Sports Premium expenditure and impact on pupil outcomes.
- Maintained oversight of capital and environmental improvements intended to enhance the learning environment.
- Considered procurement and best-value requirements.
- Maintained a focus on financial sustainability in the context of wider pressures on school funding.

Impact: Financial scrutiny has strengthened governors' assurance that resources are being directed towards areas that support pupils' learning, inclusion, safety and wider school improvement.

5. Personal development, enrichment and community engagement

Governors have monitored how Ashford Park develops pupils beyond academic outcomes. The monitoring of pupil voice, enrichment activity, OPAL, community initiatives and leadership opportunities have helped governors understand how the school promotes confidence, resilience, belonging and responsible participation. Governors:

- Welcomed pupil contributions to governor meetings and monitored the pupil leadership opportunities.
- Maintained oversight of enrichment and wider experiences that contribute to pupils' personal development.
- Considered parent and pupil feedback as part of understanding the school experience.
- Supported strong relationships between home and school and the school's inclusive community ethos.

Impact: Governors have strengthened their understanding of the lived experience of pupils and the contribution of personal development and enrichment to the school's APPS values.

6. Governance effectiveness and accountability

Governors have continued to develop the effectiveness of the governing body through training, skills audits, mentoring and reflection on the balance between support and challenge. Link governor activity and committee reporting have helped connect governance evidence to the school's priorities.

- Maintained governor training in safeguarding, finance, strategic leadership and inspection readiness.
- Used skills information to inform governor recruitment, succession planning and allocation of responsibilities.
- Used monitoring visits to triangulate leaders' reports and test the implementation of school priorities.
- Continued to refine the quality of information presented to governors so that discussion remains strategic and evidence informed.

Impact: Governance is increasingly focused on evidence, pupil impact and strategic accountability, while maintaining a constructive relationship with school leaders.

7. Priorities for governance in 2026–27

Writing and oracy: Monitor the implementation and impact of the oracy strategy on writing outcomes, including the experience and progress of different pupil groups.

Attendance: Continue scrutiny of attendance and persistent absence, particularly for pupils whose circumstances create barriers to regular attendance.

Inclusion and SEND: Monitor the effectiveness, sustainability and impact of inclusive provision and ensure pupils with SEND can access an ambitious curriculum and develop independence.

Safeguarding and wellbeing: Maintain rigorous safeguarding oversight and continue to consider staff workload and wellbeing when evaluating improvement activity.

Educational quality: Continue to triangulate leadership reports, data, monitoring visits and pupil voice so that governors can test the impact of school improvement work.

Finance and resources: Ensure financial decisions remain aligned with pupil need, school priorities, value for money and long-term sustainability.

Governance effectiveness: Continue governor development, skills review and evaluation so that the governing body remains well equipped to support and challenge leaders.

Conclusion

During 2025–26, governors have provided strategic oversight, constructive challenge and support across the key areas of school improvement. They have maintained a clear focus on pupil outcomes, inclusion, safeguarding, attendance, financial sustainability and the wellbeing of the school community.

In 2026–27, governors will build on these foundations by continuing to ask whether improvement actions are making a measurable difference for pupils. Particular attention will be given to writing through the school's oracy strategy, attendance, inclusive practice and the continued development of effective, evidence-informed governance.