



Annual Governance Statement

Academic Year: 2024 – 2025

1. Introduction

The governing body of Longmoor Community Primary School is committed to providing effective strategic leadership and ensuring accountability, transparency, and continuous improvement. This statement outlines how the governors have fulfilled their statutory duties and supported the school's vision and priorities over the past academic year.

2. Role of the Governing Body

Governors are responsible for setting the school's strategic direction, monitoring performance, overseeing finances, and ensuring compliance with statutory requirements. They work closely with the Headteacher and senior leadership team to challenge and support school improvement.

3. Governance Activities

During the 2024-25 academic year, the governing body has:

- Held **5 full governing board meetings** and approximately **15 committee meetings** focused on:
 - **Finance, Staffing and Infrastructure**
 - **Quality of Education**
 - **Behaviour and Attitudes** (including attendance)
 - Committees associated with **teacher and headteacher pay and performance**
- Reviewed progress against the **School Improvement Strategy**, ensuring alignment with the school's vision and long-term objectives.
- Regularly reviewed and challenged the school's **Self-Evaluation Document (SED)** to ensure accurate reflection of strengths and areas for development.
- Reviewed and introduced key policies including:
 - **Safeguarding**
 - **SEND**
 - **Attendance**
 - **Relationships and Behaviour**
 - **RSE (Relationships and Sex Education)**
 - **Health and Safety**
 - **Early Career Teachers (ECT)**
 - **Vexatious and Serial Complaints**
- Maintained clear oversight of the school's provision and outcomes through visits and link governor roles, ensuring accountability in areas such as teaching and learning, safeguarding, SEND, and behaviour.
- Link governor meetings with the school's **Designated Safeguarding Lead (DSL)**, **SENDCos**, and **Children Looked After (CLA) Lead Teacher** have ensured that stringent oversight is provided for the school's most vulnerable pupils.

4. Impact on School Improvement

The governing body has been strategically key in ensuring **rapid and sustained improvements** during this academic year, following the school's **Section 8 Ofsted Inspection (July 2024)**. While the school retained its '**Good**' judgement, the inspection report highlighted that, had it been a **Section 5 inspection**, standards may have been deemed to be **declining**.

In direct response, governors acted decisively by **investing heavily in providing release time for subject leaders**, enabling them to establish robust **strategic documentation** and implement **high-quality, consistent monitoring** across all subjects. As a result, the school now has a **clear, coherent pedagogy** articulated on the **school website** for

Together we grow, explore, discover.

each subject area, including: **Long-Term Curriculum Maps; Assessment and Progression Models; Subject-Specific Adaptations**, and clear links to the **school's Golden Strand: SMSC Curriculum**

The governing board has also **strengthened its internal committee structures**, introduced a **Behaviour and Attitudes Committee** and refining the **Terms of Reference for the Quality of Education Committee**. The Quality of Education Committee now meets more frequently, and governors have benefitted from **enhanced scrutiny and transparency of curriculum delivery**. These focused meetings have regularly included **direct input from Subject Leaders across the curriculum**, creating more meaningful governance discussions directly linked to classroom practice and school improvement.

In addition, the **Chair of Governors has relinquished committee memberships and chairmanship roles**, creating valuable **leadership opportunities for other governors**. This strategic decision has supported **succession planning**, strengthened **board-wide expertise**, and developed a **sustainable governance model**.

Governors also recognised the **operational benefits of investing in school transport**, approving the purchase of **two school minibuses**. This has significantly broadened the range of **enrichment opportunities available to pupils**, reduced **reliance on costly external transport**, and increased **flexibility for off-site educational experiences and competitive sport**.

Beyond curriculum and enrichment, the governing body successfully **petitioned the Local Authority**, securing agreement for:

- A **full replacement of the school's central heating system** (scheduled for **summer 2026**)
- **Match-funding to replace the school's fire alarm system** in **summer 2025**.

All of this progress has been achieved while maintaining **financial stability**, with the school remaining in **budget surplus despite national funding pressures**. Governors continue to ensure that investment decisions are aligned to **school improvement priorities, staff wellbeing, and long-term sustainability**

5. Governor Training and Development

Governors are committed to ongoing professional development to fulfil their strategic role effectively. This year, governors have:

- Participated in specific training regarding governance duties around **The Prevent Duty**.
- Received **up-to-date safeguarding training**, including the training delivered to the school's **Designated Safeguarding Lead (DSL)**.
- Attended training sessions on **curriculum monitoring, SEND, and financial accountability** to ensure appropriate levels of knowledge and challenge.
- Ensured new governors have undergone a thorough induction programme.

6. Looking Ahead

In the 2025/26 academic year, the governing body's main strategic focus will be to:

- **Support the school's preparation for their next Ofsted inspection**, ensuring that the school can confidently demonstrate improvements and strengths.
- **Ensure the school meets the required financial standards** in preparation for an upcoming financial audit.
- **Strengthen engagement with parents, carers, and the wider community**, increasing transparency and participation.
- **Evaluate and define the school's 'Core Offer'**, ensuring that as funding tightens, priorities are clear, provision remains sustainable, and the needs of pupils—especially the most vulnerable—continue to be met effectively.
- **Place the SIS on a Page at the heart of governance practice**, ensuring the priority of improving outcomes for disadvantaged pupils is fully embedded in decision-making, monitoring, and evaluation.
- **Maintain forensic oversight of the Pupil Premium Strategy**, ensuring it is implemented with fidelity and that measurable impact is evident in pupil attainment, progress, attendance, curriculum access, and enrichment participation.
- **Align link governor roles** with SIS on a Page priorities so governors can provide robust challenge and support in closing the attainment gap, improving attendance, and ensuring equal curriculum access.

- **Monitor impact through evidence** such as book scrutiny, lesson visits, pupil voice, and data reviews, to ensure SIS on a Page actions translate into improved life chances for disadvantaged pupils.
- **Hold school leaders to account** for narrowing the attainment gap by at least 10% in core subjects, reducing the attendance gap to ≤2%, and ensuring full curriculum coverage for all disadvantaged pupils by July 2026.

By integrating the school's SIS on a Page into all aspects of governance, the governing body will ensure their work is sharply focused on statutory duties and on delivering the school's ambition: that disadvantaged pupils are a full priority in every aspect of school life and leave Longmoor equipped with the knowledge, skills, and confidence to thrive.

7. Conclusion

The governors remain fully committed to supporting and challenging the school leadership to deliver the best possible education for all pupils at Longmoor. The governing body would like to thank all staff, parents, and the wider school community for their continued support and dedication.