

## **Annual Governance Statement for 2025-26**

### **Autumn 2026**

This statement seeks to outline the impact of governance arrangements at Mawsley Community Primary School throughout the course of the 2025-26 academic year.

### **The Board of Governors**

The Instrument of Government for Mawsley Community Primary School allows for 14 governors across different categories.

Throughout the 2025-26 academic year, the Governing Body continued to provide strategic leadership, challenge and support to the school. The work of the Governing Body was led by Chair of Governors John Joy, supported by Vice-Chair Sam Baines, alongside the continued support of Linda O'Sullivan as Clerk to the Governors.

The Governing Body membership for the current academic year can be found on the school website under *Governors* and then *About Us*.

### **Attendance**

The Governing Body continued to demonstrate commitment, professionalism, challenge and support in carrying out its statutory responsibilities. Governors attended a combination of face-to-face and virtual meetings throughout the year, ensuring effective governance and oversight of school priorities. Attendance registers for 2025-26 can be found on the school website under *Governors* and then *About Us*.

### **Structure of Governance**

The Governing Body continues to work collectively through a whole Governing Body approach, commonly referred to as the Circle Model of Governance.

During 2025-26, governors met regularly throughout the year through Full Governing Body meetings, alongside additional meetings focused on finance, budget approval and strategic planning. The Pay and Performance Committee continued to meet as required to fulfil its statutory responsibilities.

The annual governance planner ensured that all statutory duties and key strategic responsibilities were considered throughout the year. Governors established working groups where appropriate to undertake specific assignments arising from Governing Body business. Findings, actions and recommendations from these groups were reported back to the board and informed collective decision-making.

Monitoring responsibilities continued to be delegated to designated link governors and monitoring pairs. This included statutory monitoring roles, such as Safeguarding, SEND, Health and Safety and Pupil Premium, alongside monitoring linked directly to the School Improvement

Plan. Monitoring governors reported their findings, challenge and recommendations back to the full Governing Body.

The Governing Body recognised that the Circle Model requires governors to undertake a significant level of monitoring, challenge and accountability and therefore remained mindful of staff wellbeing and workload when planning monitoring activities.

Governors undertook a range of monitoring activities throughout the year, enabling them to develop a secure understanding of school life while maintaining an appropriate strategic focus.

Panels relating to specific matters, such as complaints, exclusions or staffing matters, were convened when required in accordance with statutory guidance and school policy.

### **Impact of Governance**

The Governing Body, its committees, monitoring governors and working groups maintained continuous oversight of the school's safeguarding responsibilities and strategic priorities throughout the year.

### **Impact of the Full Governing Body**

Throughout the 2025-26 academic year, the Governing Body maintained a comprehensive programme of meetings, monitoring activities and strategic reviews. Governors continued to provide effective support and robust challenge to school leaders, ensuring that all decisions remained focused on securing the best possible outcomes for pupils and staff whilst remaining true to the school's vision of ensuring that children are "challenged to be their personal best".

The Governing Body demonstrated impact through:

- Maintaining rigorous oversight of safeguarding arrangements, ensuring that safeguarding remained everyone's responsibility and that statutory duties were fully met through regular reporting, governor monitoring and scrutiny of safeguarding procedures.
- Monitoring the wellbeing, attendance, behaviour and personal development of pupils to ensure that children felt safe, valued and supported within a positive and inclusive school community.
- Holding leaders to account for pupil outcomes through detailed analysis of attainment, progress and vulnerable group data, ensuring that challenge and support were appropriately targeted to improve outcomes for all learners.
- Monitoring the impact of Pupil Premium, SEND and Sports Premium funding to ensure resources were being used effectively and represented value for money.
- Supporting the school's transition to a sustainable one-form entry model whilst ensuring educational standards and pupil experiences remained strong during periods of organisational change.
- Closely monitoring the growth and development of The Hub specialist provision, ensuring that the expansion to four classes continued to provide high-quality specialist support whilst maintaining strong integration with the wider school community.

- Maintaining oversight of the School Improvement Plan, with governors receiving regular updates and evidence relating to writing, adaptive teaching, inclusion, curriculum development, personal growth and consistency in teaching and learning.
- Ensuring financial sustainability through effective budget monitoring, approval of a balanced budget and scrutiny of longer-term financial planning during a challenging national funding climate.
- Supporting school leaders in maintaining a broad, ambitious and diverse curriculum that enables pupils to develop academically, socially and personally.

### **Impact of the Pay and Performance Committee**

Over the course of the year, the Pay and Performance Committee demonstrated impact by:

- Ensuring that the criteria within the Teachers' Pay Policy were applied fairly, consistently and transparently.
- Monitoring annual appraisal processes to ensure compliance with statutory and contractual requirements.
- Considering and applying the outcomes of the Headteacher's appraisal process.
- Supporting compliance with the Teacher Appraisal Regulations and associated guidance.
- Considering the financial implications of pay progression decisions within the context of the school's annual budget and three-year financial plan.

### **Impact of Monitoring**

Governors undertook a comprehensive programme of monitoring activities throughout the year to ensure they had first-hand evidence of the school's strengths, priorities and areas for development.

Monitoring activities included:

- Link governor visits linked to school improvement priorities.
- Safeguarding monitoring and Single Central Record checks.
- Visits focused on SEND, including The Hub provision.
- Pupil Premium and disadvantaged learner reviews.
- Curriculum and subject monitoring.
- Learning walks and classroom visits.
- Discussions with pupils about their learning, wellbeing and experiences.
- Discussions with staff regarding curriculum delivery and workload.
- Reviews of pupils' work and curriculum evidence.
- Analysis of attainment, progress and attendance information.

These monitoring activities enabled governors to triangulate information received from school leaders, pupils and staff, providing assurance that improvement priorities were being implemented effectively. Governors were able to see first-hand the school's strong culture of inclusion, the positive relationships between staff and pupils, and the adaptive teaching approaches that support children to access learning successfully. Monitoring visits also

confirmed that the school's values of Courage, Determination, Equality, Excellence, Friendship, Inspiration and Respect were evident throughout school life.

### **Governor Training**

The Governing Body remained committed to continuous professional development to ensure governors possessed the knowledge and skills necessary to provide effective strategic leadership and accountability.

Training completed during 2025-26 included:

- Governor induction training.
- Safeguarding and child protection updates.
- Prevent training.
- Safer Recruitment training.
- Link Governor training.
- SEND Governor training.
- Data analysis and pupil outcomes training.
- Financial management and budget monitoring.
- National Governance Association briefings and updates.
- Curriculum development and deep dive methodology.
- Understanding adaptive teaching and inclusion.
- Phonics and early reading development overview.
- Governance responsibilities relating to specialist SEND provision.

Governors also engaged in regular updates from the Local Authority, Governor Services and the National Governance Association to ensure that governance practice remained aligned with current legislation, statutory guidance and national priorities.

The annual skills audit identified a broad range of expertise across the Governing Body. This informed the governor development programme and succession planning arrangements, ensuring the Governing Body remained well placed to support the future strategic direction of the school. In line with the school's commitment to diversity and inclusion, governors also reviewed the range of skills, experiences and perspectives represented on the board to support effective decision-making and strong governance.

### **Chair's Statement 2025-26**

It has once again been a busy and successful year for the Governing Body.

As governors, we have continued to place children at the centre of every decision we make. Our role is to provide both support and challenge to school leaders, ensuring that every pupil has the opportunity to thrive academically, socially and emotionally, while remaining true to our shared vision of ensuring that all children are challenged to be their personal best.

Throughout the year we have worked closely with school leaders to monitor progress against the School Improvement Plan, oversee the effective use of resources and ensure that the

school remains financially sustainable. We have maintained a particular focus on improving outcomes in writing, strengthening adaptive teaching strategies, supporting disadvantaged pupils and ensuring that our curriculum continues to provide rich and diverse learning experiences for all children.

The continued development of The Hub has been a significant area of focus for governors. We have monitored its expansion and impact carefully, ensuring that children with additional needs receive high-quality provision, personalised support and opportunities to achieve their personal best alongside their peers.

Governors have continued to maintain high levels of oversight in relation to safeguarding, attendance, behaviour, curriculum quality, staff wellbeing and educational outcomes. Through our programme of visits, learning walks and monitoring activities, we have developed a strong understanding of the school's strengths and priorities and have been able to provide informed challenge to school leaders.

We remain immensely proud of what has been achieved by our pupils, staff and leadership team. The warm, inclusive and nurturing culture described by visitors and families continues to be a defining feature of Mawsley Community Primary School and is something we are committed to preserving as the school continues to evolve.

On behalf of the Governing Body, I would like to thank our Headteacher, leadership team, staff, pupils, parents, Friends of Mawsley School and the wider community for their continued support, dedication and commitment. Together, we will continue to build upon the school's many strengths and ensure the very best outcomes for every child.

### **Forward plan**

Although the school was recognised as a 'Good' school by Ofsted, the school continued their good work, in ensuring that the children continued to get the best from the school.

The focus for the governing body for 2025-26 involves:

- To raise standards in writing so they are in line with the standards achieved in Maths and Reading.
- To further develop the teaching strategies for children with additional needs and those who are disadvantaged in order to narrow the gap in expected progress for reading, writing and maths.
- To provide children with a diverse curriculum which enhances their opportunities to study/experience a wide range of people, places and events.  
To extend opportunities for personal growth, independent skills, thinking strategies and challenge strategies across the curriculum.
- To ensure consistency in teaching and learning approaches.
- A continued focus on the school budget and making the best use of funds available.
- Continuing to monitor the impact funding we receive.