Plaxtol Primary School

Governor's Annual Statement 2025 to 2026

The purpose of Governing Body

- To ensure clarity of vision, ethos and strategic direction
- To hold the headteacher to account for the educational performance of pupils and the performance management of staff
- Overseeing the financial performance of the school to make sure that money is well spent

This is a strategic role and governors do not get involved in the day to day running of the school which is the Head Teacher's responsibility. The governors act as critical friends to ensure that the school delivers a safe environment and high-quality education with the funding available. Governance at Plaxtol Primary School follows the Circle Model which means that governors are appointed to Focus Groups that monitor different areas of school life. The HT and staff write the School Improvement Plan for approval at a FGB (Full Governing Body) meeting, and this sets the focus of monitoring for governors within the appropriate groups.

Focus Groups

This year focus groups have been adjusted to reflect the areas of inspection on the new Ofsted framework.

- **Inclusion:** focuses specifically on how well leaders support vulnerable pupils, including those with special educational needs and disabilities (SEND), disadvantaged children, pupils known to social care, and students facing other barriers to learning or wellbeing.
- **Curriculum and Teaching**: evaluates how well the curriculum is designed, delivered, and adapted, looking closely at subject expertise and how teachers check understanding.
- **Achievement**: Assesses pupil progress and outcomes with performance being compared with similar schools rather than just national averages.
- **Attendance and Behaviour**: Examines pupil attendance patterns and behaviour management.
- **Personal Development and Wellbeing**: Covers character development, broader life skills, and formal evaluation of staff and leader wellbeing.
- **Leadership and Governance**: assesses how well school leaders and governors drive improvement and ensure high standards of education and pupil welfare.
- **EYFS**: The Early Years Foundation Stage will be evaluated as a distinct area to assess how well children's learning, development and welfare is supported.
- **Safeguarding:** is now a separate judgment and will be judged as either met or not met.

There is a new five-point grading scale: Exceptional, Strong Standard, Expected Standard, Needs Attention and Urgent Improvement.

Leadership and Governance

For governors the term starts with the annual day in school which has become a tradition. Governors join parents and other guests for the Macmillan coffee morning where service is provided by very attentive Year 6 pupils. The first FGB meeting of the year is held during the morning followed by coffee with the staff at break time. The highlight of the day is sitting with the whole school for lunch. Each governor joins a table where pupils are seated in mixed age groups; it

is our chance to see and hear how happy children are in school. In the afternoon there is a training session linked to an area of education. This year the head teacher gave a presentation on 'Interpreting Pupil Data'. The day finishes with a tour of the school grounds. This day sets the tone for the oncoming year, governors have met parents, they have heard the pupil voice! They have introduced themselves to teachers and they have had a deeper dive into an aspect of teaching and learning which informed their challenge and support throughout the year.

Attendance and Behaviour

Attendance is a high priority at Plaxtol Primary School. Weekly attendance is reported in the school newsletter for each class. The HT reports on fluctuations on attendance at the FGB where governors can help to identify any patterns and assess the impact of interventions for vulnerable groups. Plaxtol School achieved 93.63% attendance for the academic year.

Staff have high expectations of behaviour in school and use a range of strategies to help pupils make positive choices in their relationships and work ethic. Visitors to the school often comment on the exemplary behaviour of the pupils.

Safeguarding

Governors have been aware of the fast-moving changes in technology that may have a negative impact on the welfare of pupils.

Governors have discussed the evidence of harms that smart phones can cause, and the decision was taken to become a 'Smart Phone Free School'.

Governors have also overseen the removal of all images of children from the school website that could be targeted by criminals to make deep fake images.

The Safeguarding Policy has been updated three times during the year to keep pace with the changing environment. There have been three Safeguarding monitoring visits during the year. The Safeguarding Policy and related policies are published on the school website.

Inclusion

The SENCo supports children with identified special needs and also children for whom there are concerns. This is achieved by writing Personalised Plans with parents, helping teaching staff with provision maps and identifying suitable interventions to help all children achieve their full potential in a caring and calm environment. The SENCo writes a report for the FGB and meets with the SEND governor three times a year. The SENCo has attended 'Communities of Schools' meetings throughout the year. This is the new model for accessing professional support and funding for children with SEND. The SENCo is the advocate for children who need additional support in our school and continues to develop her skills within the school community. The head teacher identifies families whose children are entitled to Pupil Premium and a governor monitors that the funding is spent effectively and that the Pupil Premium Strategy Statement is published on the website each year.

Teaching and Learning

Governors from this focus group have seen that the School Improvement Plan is robust and challenging ensuring that all children receive high-quality teaching. The school has a focus on 'adaptive teaching' which is a style of teaching that continuously assesses pupils understanding and adjusts the lesson as it goes along, rather than planning separate lessons for a range of abilities. Staff have adopted a range of strategies to support this approach, and governors will be monitoring the impact.

Achievement
Governors also scrutinize the data. The achievement of pupils this year has been extremely high with 100% Good Level of Development and 100% for writing in the EYFS, Phonics in Year 2 was 100% and Key Stage 2 pupils achieved 92% in reading, 83% in writing and 92% in Maths. Governors are also invited to assemblies, school productions and sporting events throughout the year. The Leavers Assembly in July reflects pupils' achievement, not just academically, but in music, sport, personal skills that stand them in good stead for future life.

Personal Development and Well Being
Governors from this focus group have looked at how children's well-being is improved at school. Children are now all familiar with the 'Zones of Regulation' in each classroom to help them to understand their emotions and become ready to learn. The school has been working towards the Silver Award for the UNICEF 'Rights Respecting School' and hopes to apply for this in the autumn term 2026. Children have learned about the effect of climate change on children's lives in different countries. Governors see the displays in school that demonstrate children's understanding and views.

Finance, Staffing and Buildings
The governors remit extends to Health and Safety visits, accompanied by the Head Teacher three times a year. Governors have seen the Five-Year Fixed Electrical Inspection, the testing for Legionella Disease and ensure that risk assessments are reviewed and updated. A CCTV system has been installed to enhance security around the school (this does not cover the playground)

The governors from the Finance focus group continue to help to ensure that the school remains on a sustainable financial footing and maximising value for money. As well as reviewing the school's progress versus its budget throughout the year, the governors have undertaken benchmarking and standardised assessments to help provide objective feedback on the school's financial health. Monitoring visits have observed how budgetary decisions are made and policy enacted by school leadership, ensuring resources are effectively allocated.