

Plaxtol Primary School

Governors Annual Statement 2024 to 2025

The purpose of Governing Body

- To ensure clarity of vision, ethos and strategic direction
- Appointing and holding the Head Teacher to account for the educational performance of the school and its pupils, and the performance management of staff
- Overseeing the financial performance of the school and making sure its money is spent in accordance with the school improvement plan

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 HT and staff write the School Improvement Plan for approval at a FGB (Full Governing Body) meeting, and this sets the program of monitoring for governors within the appropriate focus groups.

The Structure of the Governing Body

There are six full governing board (FGB) meetings each year and there is an independent clerk to the governors who is responsible for taking the minutes. Governance at Plaxtol Primary School follows the Circle Model which means that governors are appointed to Focus Groups. The Chair and Vice Chair were appointed at the first meeting of the academic year. We welcomed two new co-opted governors to the board who have joined the Finance, Staffing and Buildings focus group and one new parent governor who joined in July 2025.

Focus Groups

- Quality of Education
- Behaviour and Attitudes and Personal Development
- Finance, Staffing and Buildings
- Leadership and Management

Attendance data

Attendance is a key priority for the Department for Education and KCC. There are strict regulations regarding how attendance is reported, and governors have oversight of these systems. Plaxtol Primary School achieved 94.49% attendance for the academic year.

Safeguarding

There is an Annual Safeguarding Report to Governors. The school website publishes the Safeguarding Policy, Mobile Technology and Social Media Policy, Image Use Policy and Acceptable Use Policy. All policies are updated annually and are approved by the FGB on a rolling basis. Governors can question the effectiveness of policies to ensure that practice is robust. The Safeguarding Policy is updated at least annually but more frequently should there be a need; such as a change in legislation.

Special Education Needs and Disabilities (SEND)

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. This year has been a transition year in the way in which SEND is funded. The SENCo attended the first 'Communities of Schools' in Term 6 for professional support and to bid for funding that is not delivered through the current High Needs Funding mechanism.

Quality of Education

Governors from this focus group have seen that the School Improvement Plan is robust and challenging ensuring that all children receive high quality teaching. New subject leaders have been appointed this year and knowledge organisers have been introduced in some subjects. Monitoring visits have taken place and subject action plans have been scrutinised. Data is also discussed at meetings to understand how effective teaching and learning has been. This year there was a small cohort of children in the EYFS and they all achieved a GLD (Good Level of Development) hence 100%.

Behaviour and Attitudes and Personal Development

Governors from this focus group have looked at how children's well-being is improved at school. The school has achieved the Bronze 'Rights Respecting School' award with financial help from the PSA the outside Nurture area has been developed with a covered area for play and learning, and a reading shed. Large flower/vegetable planters have been cared for by the children. Governors have also seen the adoption of 'Zones of Regulation' to help children recognise their emotions and be more focussed on their learning.

Finance, Staffing and Buildings

Health and safety governors have carried out 3 monitoring visits. They have accompanied the Head on site visits, discussing current concerns, issues identified during periodic statutory inspections and any work required to rectify them. All issues are followed up until they are resolved. Governors also monitor training undertaken by staff with health and safety responsibilities.

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 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.

Leadership and Management

The Vice Chair has worked alongside the Chair and Head Teacher to complete the Climate Action Plan for Plaxtol Primary School. This is a new statutory requirement and is now published on the school website.

Climate Action Plan

The Climate Action Plan covers a broad range of areas:

- Decarbonisation and Energy Efficiency
- Climate Adaptation and Resilience
- Biodiversity and Green Infrastructure

· Climate Education, Green Skills and Green Careers

The document lays out the school's intentions to work towards reducing its carbon impact. It has taken some time to create, and a process has been followed. One of the first tasks was to calculate the school's carbon footprint, gathering data from the following five areas: Energy and utilities, purchasing, food, transport and waste. Based on the results and after considerable guidance, discussion and training, actions for the rest of the Action Plan were agreed. It is worth noting that this is an action plan and therefore, it is work in progress.

Monitoring and tweaking will be carried out as we move forward in this very complex area. The governors were very grateful for all the help they received from school staff to produce the data

Informal visits

Governors have been invited to a range of school events over the course of the year. This has included the Macmillan coffee morning, assemblies, sports day, school plays and end of term events. It is a great opportunity to see the school in action and observe how the MINERVA vision permeates all aspects of the school.

Governor Training

The training and development governor, alongside the Headteacher, monitors training across the governing body and ensures all statutory training has been completed. This includes:

- Annual Safeguarding, either in person or online
- Prevent, every two years
- Cyber security awareness
- Governor Induction for all new governors

Governors are encouraged to book onto courses that will directly support them in their Focus Areas. Therefore, the following courses have been attended over the past year:

- School Finance: the role of the governor
- Headteacher Performance Management for governors
- Monitoring the Curriculum: How governors can be truly effective
- Understanding Primary School data
- Greener Governance
- Pupil Premium, Sports Premium and other targeted funding
- SEN funding engagement session
- Running an effective meeting
- Sexual harassment training for Managers
- Every governor is a governor of SEND
- Kent Countywide governor briefings

Governors complete a training feedback form that is circulated to all members of the governing body, and training is always an Agenda item at meetings. Slideshows and other content that is provided in training are shared on Sharepoint. This ensures all training content is disseminated thoroughly and has real value to it.

Future Plans

The school will continue to navigate the changes in how the local authority provide for children with SEND across the county. The school will work towards achieving the Unicef Rights Respecting Schools – Silver Award.