

**Annual Governance Statement from the Local Governing Committee of  
Ashbourne Primary School  
Sept. 2024 to July 2025**

**Governance arrangements**

Ashbourne Primary School (APS) formally converted to academy status on the 1<sup>st</sup>. Oct. 2024 within the auspices of the ACE Derbyshire Trust (ACE). It may be noted that the conversion date for APS was not at the start of the 2024-25 academic year as originally envisaged; this was entirely due to Derbyshire County Council (DCC) raising unnecessary legalities which, despite the best efforts of all concerned at ACE and APS, could not be resolved in time to allow for conversion at the beginning of Sept. 2024.

Governance arrangements for academies differ from those for Local Authority Schools and as a consequence the changeover to an academy saw the Governing Body (which oversaw the running of APS on behalf of DCC) abolished and replaced by A Local Governing Committee (LGC) with effect from 1<sup>st</sup>. Oct. 2024.

The LGC was formed in accordance with the Terms of Reference as approved by the Board of Directors of the ACE Trust. The LGC's structure is:-

<b>Governor Category</b>	<b>Appointed by</b>	<b>Potential No.</b>	<b>Actual No. 24-25</b>
Trust Appointed	Trust Directors	5	3
Headteacher	N/A	1	1
Parent	Parental Election*	2	1**
Staff	Staff Election	1	1
Co-opted	LGC (Optional)	2	0

\*Under certain circumstances a parent may be directly appointed onto the LGC e.g. if there is only 1 applicant for a Parent Governor post.

\*\*During the year this number fluctuated between 1&2.

For the 24-25 school year the following meetings were held:-

- 1 Full Governing Body (prior to conversion)
- 4 LGC

**The work Governors have done in their meetings:-**

**Supported the Senior Leadership Team (SLT) In the Academisation Process**

Academisation, the overriding issue at the beginning of the school year, has meant that both Governors and the SLT have had to evolve the ways in which they work. Governors have reviewed, challenged, approved and adopted all the necessary documents and policies (31 in total over the year!) relevant to the conversion and APS. Governors acknowledge that this process is now 'bedding down' and more time at meetings is now spent on school-specific issues.

The list of policies that school adheres to (both statutory and school-specific) can be found on the school website.

The workload associated with the initial academy conversion process was extremely time-consuming and to better enable progression of the process Governors agreed to a reallocation of roles and responsibilities within the staffing establishment in order to strengthen both the SLT and Middle Leadership Team (MLT) for 2024-25. Governors have agreed with the Head that this process continues for 2025-26 in order to facilitate further APS's ability to deliver the best possible learning experience for its pupils.

### **Supported the Head and SLT re. SEND Funding**

Despite not being a designated Enhanced Resource SEND school APS, due to its reputation for high quality SEND provision, has become a 'school of choice' for many parents seeking a SEND placement for their child. DCC has also recommended the school to out-of-area families for SEND provision.

Unfortunately, SEND provision comes at a high financial cost to the school as very few SEND placements are fully funded. Therefore, Governors have supported the Head and SLT in contesting with DCC the amount of funding school receives for SEND placements. This remains an ongoing issue.

### **Supported the Head and SLT re. Response to Annual Parental Questionnaire**

Responses to the Annual Parental Questionnaire (sent out during the Autumn Term), although still showing a relatively high level of satisfaction with APS and what was being provided, revealed issues regarding SEND provision.

Consequently, there were discussions between Governors and SLT as to how to both best address these concerns and monitor the impact of actions undertaken. It was agreed that in order to gauge the impact of any measures undertaken in response another questionnaire be sent out at the end of the Spring Term.

Governors are pleased to report that the results of this questionnaire showed parents recognised that positive actions had been taken to address most of the specific issues previously highlighted and that further actions were planned.

Governors commend the SLT for the hard work they have put into addressing these matters.

### **Upheld the Banning of a Parent from School Premises**

Following an incident on school premises when a parent behaved in a verbally abusive and intimidating manner towards a member of staff Governors fully endorsed the Heads' decision to ban the parent from entering school premises.

It is not generally realised that a parent's right to enter school premises is subject to a licence, which may be revoked by the LGC in co-ordination with the Head when a parent behaves in such a way as to breach the terms of their licence i.e. by causing a nuisance or disturbance.

**The LGC will always, in conjunction with the Head, take appropriate action to ensure the health and safety of ALL persons attending and working at the school.**

### **Reviewed 2024-25 Whole School Data**

Governors and the SLT review whole school attainment and progress data throughout the year. The end of Yr 2023-24 data was:-

KS2 SATs results Year 6: Reading 71% Writing 65% GAPs 71% Maths 68%

Year 1 phonics: 89%

EYFS: 67%

All the results were in line or above national figures.

Development points identified from these reviews were taken into account when the 2024-25 School Improvement Plan (SIP) was formulated.

**Approved the 2024-25 School Improvement Plan (SIP) and Monitored its Implementation**

<p><b>PRIORITY 1: To improve writing outcomes so they are in line with reading and maths</b>  <b>Standards based success criteria</b></p> <ul style="list-style-type: none"> <li>• % at KS2 is in line with national and figures and other core subjects</li> <li>• % at KS1 is in line with national figures and other core subjects</li> <li>• % at EYFS is in line with national figures and other core subjects</li> <li>• % in Y1, Y3, Y4, Y5 are in line with Reading and Maths</li> <li>• % of Y6 children achieving GDS is inline with national figures (July 2024 15%)</li> </ul>	<p><b>IMPACT: July 2025</b>  Progress in writing and end of KS2 data shows an improvement on previous years. While in some year groups, writing is still weaker than maths and reading, there have been improvements. Writing will be on the SIP in an embedding phase for 25/26</p>
<p><b>PRIORITY 2: To improve outcomes for girls in maths</b>  <b>Standards based success criteria</b></p> <ul style="list-style-type: none"> <li>• % of girls achieving expected and GDS in Maths increases</li> <li>• Pupil voice – girls voice positive outcomes for maths</li> <li>• Planning reflects the data and gaps</li> </ul>	<p><b>IMPACT: July 2025</b>  While there is now less evidence to suggest that girls perform less well than boys in all year groups, it will continue to be a focus in our maths SIP for 25/26 to including Mastering number at KS2 through the Maths Hub. Maths will now be led by the Assistant Headteacher</p>
<p><b>PRIORITY 3: To engage parents and pupils to improve attitudes to learning.</b>  <b>Standards based success criteria</b></p> <ul style="list-style-type: none"> <li>• Decreasing the number of persistent absentees (currently at 11.7%)</li> <li>• Statistics from Arbor show an improvement in punctuality</li> <li>• External partners from the Trust judge pupil behaviour to be exceptional</li> <li>• All staff consistently follow and implement the behaviour policy</li> <li>• Parents engage through attendance at parents' evenings and events, number of views on dojo videos, attendance at parents classes, increased support for homework</li> </ul>	<p><b>IMPACT: July 2025</b>  Attendance improved – in line with national and Trust. Persistent absences decreased and below national.  Behaviour policy continues to be implemented inconsistently and will be part of the non-negotiables on the SIP 25/26  Parental engagement continues to be low for curriculum/homework but high for events such as family lunch, dance festival, choir concert. These events will be combined next year.</p>
<p><b>PRIORITY 4: To provide a personalised learning programme for pupils joining the school in Y4/Y5/Y6 to address gaps in their learning.</b>  <b>Standards based success criteriteria</b></p> <ul style="list-style-type: none"> <li>• Personalise learning programmes are devised and implemented</li> <li>• Pupils meet their individual targets</li> <li>• Pupils make expected progress</li> </ul>	<p><b>IMPACT: July 2025</b>  2 pupils – one achieved expected in R,W,M and GDS in GAPs and other pupil made good progress from starting points and achieved expected in GAPs and writing and GDS in reading. We will continue this process in 25/26</p>

**Governors supported and monitored these priorities by:-**

- 1.Regularly reviewing progress in implementing Actions listed in the SIP at LGC meetings.
2. Receiving regular reports (with relevant data) from the SLT as to the progress and attainment of pupils in the core subjects. Where progress and attainment were deemed to be below expectations explanations were requested and, if deemed necessary, new strategies discussed with the SLT.
- 3.Taking part in "Learning Walks" and reporting observations to LGC. (See below.)
4. Continuing to support the SLT in an ongoing drive to maintain and, if possible, improve levels of attendance, with a particular focus on those pupils with the lowest attendance. Whilst whole school attendance at APS is above the national average, a detailed tracking system is now in place that enables attendance of individuals and also that of sub-groups (e.g. Pupil Premium, Free School Meals) to be closely scrutinised.
5. Monitoring Safeguarding by receiving regular reports on any relevant issues at Teaching and Learning committee meetings. The Safeguarding Governor also received anonymised details of referrals and outcomes from these.
6. Carefully reviewing the results of the annual surveys of pupils, staff and parents in order to identify any issues highlighted which required addressing by governors and the SLT.

**Learning Walks/Visits undertaken by Governors**

<b>Learning Walk/Visit undertaken by:-</b>	<b>Purpose of Learning Walk/Visit</b>	<b>Link with SIP Priority No.</b>
Pupil Premium Governor	Met with Pupil Premium Lead to discuss PP provision and actions being undertaken to address areas of underachievement compared to their peers.	1,2&3
Safeguarding Governor	Together with APS Safeguarding Lead completed S175 Audit of Safeguarding Provision at APS	N/A
Safeguarding Governor	Received reports of referrals from Safeguarding Lead and requested details of outcomes	N/A
Wellbeing Governor	Took part in review of Wellbeing Topic with Staff and Pupils (Pupil Voice)	N/A
Aspirations Governor	Took part in review of Aspirations Topic with Staff and Pupils (Pupil Voice)	N/A
EYFS Governor	To familiarise themselves with the setting and gain insight into how the EYFS is delivered at Ashbourne Primary To introduce themselves to the staff and children to support further visits in the future	1

## 2025 EYFS & Phonics Assessments & SATS Results

Data relating to the above is summarised thus:-

2025 Targets			
EYFS	Y1	KS1	KS2
<p>70% of EYFS pupils reaching GLD</p> <p>76% achieved</p>	<p>80% of pupils to pass the year 1 phonics test</p> <p>82% achieved</p>	<p>Reading: 70%</p> <p>Writing: 70%</p> <p>Maths: 70%</p> <p>GAPS: 70%</p> <p>Reading 78%</p> <p>Writing 74%</p> <p>Maths 81%</p> <p>GAPS 59%</p>	<p>Reading: 70%</p> <p>Writing: 70%</p> <p>Maths: 70%</p> <p>GAPS: 70%</p> <p>Combined: 50%</p> <p>Reading 73%</p> <p>Writing 69%</p> <p>Maths 71%</p> <p>GAPS 71%</p> <p>Combined 53%</p>

### The school's key priorities for academic year 2025-2026

**Embedding:** Embed Talk for Writing approaches alongside Grammarsaurus across school to continue to raise attainment in Writing and SPaG.

**Priority 1:** To improve the consistency and effectiveness of teaching and learning in maths to raise attainment and close gaps in knowledge.

**Priority 2:** Create a whole-school culture that actively supports the development of children's emotional resilience and wellbeing.

**Priority 3:** Review and refine the school's curriculum to address the needs of our pupils, ensuring alignment with the government curriculum review.

Governors will oversee the implementation of the 2025-26 SIP by monitoring the delivery and impact of actions outlined in the plan during the course of the year. In order to do this they will receive regular updates from the SLT on progress and attainment of all pupils.

They will fully support recommendations from the SLT to help facilitate the success of the SIP whilst continuing to both challenge and hold them to account and if necessary the SIP may be amended in response to any new challenges that arise ongoing.

### And finally:-

**Governors would like to thank ALL staff at APS for their hard work during what has been at times a challenging year.**