

**Annual Governance Statement from the Local Governing Committee of
Ashbourne Primary School
Sept. 2025 to July 2026**

Governance arrangements

Ashbourne Primary School (APS) formally converted to academy status on the 1st. Oct. 2024 within the auspices of the ACE Derbyshire Trust (ACE).

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 1st. 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:-

Governor Category	Appointed by	Potential No.	Actual No. 25-26
Trust Appointed	Trust Directors	5	2-4
Headteacher	N/A	1	1
Parent	Parental Election*	2	2
Staff	Staff Election	1	1
Co-opted	LGC (Optional)	2	2

*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.

For the 25-26 school year 5 meetings of the LGC were held.

Governors have supported the Senior Leadership Team (SLT) in their meetings by:-

- **Monitoring the Introduction of a Revised Curriculum.**
The new curriculum is ambitious, inclusive and responsive to the needs of our pupils and community.
Our curriculum is built around three key priorities, known as our Golden Threads, which run through every subject and every year group from Nursery to Year 6.
The Golden Threads are:-
 - Language & Literacy
 - Resilience & Regulation
 - Belonging & Becoming
- **Approving the Redefinition of APS's PRAISE Aims**
 - **P** – Pride in our work
 - **R** – Respect for all
 - **A** - Act with kindness
 - **I** – Independent achievers
 - **S** - Stay resilient
 - **E** – Excellent Behaviour
- **Adopting the new school Vision**
Excellent Effort Always matters
- **Monitoring Safeguarding**
 - By receiving regular reports on any relevant issues at LGC meetings .The Safeguarding Governor also receives anomalous reports relevant to referrals and outcomes.
 - By Audit of the Single Central Register, carried out by the Safeguarding Governor.

- **Noting the Response to Annual Parental Questionnaires**
Generally positive responses to both OPAL Play being implemented and the idea of a smartphone free childhood campaign. Overall very positive responses to November Parental Survey.
92% say their child is happy and safe at school. 90% say their child does well at Ashbourne Primary.
- **Monitoring the Implementation of the 2024-25 School Improvement Plan (SIP)**
Progress in the implementation of the SIP is reviewed with the SLT at each committee meeting, with the ongoing impact being noted termly. Where actions have not been delivered on time, or deemed to have been relatively unsuccessful, explanations have been requested from the SLT.
- **Undertaking Monitoring, Learning Walks and Pupil Voice Visits**
These visits represent an excellent way for governors to learn more about the school and how the delivery of the curriculum is put into practice. Pupil Voice meetings are an extremely effective way of gaining an insight into how the teaching of various topics is viewed by the children – they tell it like it is! Most importantly their views are considered and, wherever practical, acted upon.

Learning Walk/Visit undertaken by:-	Purpose of Learning Walk/Visit	Link with SIP Priority No.
Safeguarding Governor	Annual Safeguarding S175 Review with Safeguarding Lead	
Safeguarding Governor	Accompanied External Reviewer whilst they conducted Audit of Safeguarding provision	
Safeguarding Governor	Undertook Online Safeguarding Course	
Safeguarding Governor	Undertook Course on Online Safety	
Safeguarding Governor	Observed Regulate Ready Session	
All Governors	Online PREVENT Training	
Pupil Premium /Disadvantaged Governor	Review of 2025-28 Pupil Premium Strategy with PP Lead	
Pupil Premium/Disadvantaged Governor	Informal Learning Walk with Co.Head to observe PP/Disadvantaged inclusion.	
SEND Governor	Learning Walk re. SEND provision in school	
Various	Pupil Voice x 3 Recall of Facts x 2 Safeguarding	

- **Providing backing to the SLT over referrals to Social Services**
The Safety and Safeguarding of every pupil at APS is of paramount importance. All Staff and Governors receive or undertake regular Safeguarding training. Staff are confident in reporting ANY possible safeguarding issues, knowing that these will be investigated.
Where deemed necessary by the SLT a Safeguarding Referral will be made to Social Services for a response to address the safeguarding issue **WITH THE SAFETY OF THE CHILD THE OVERRIDING FACTOR**. It has to be acknowledged that in many instances the response from Social Services is often regarded as inadequate, sometimes resulting in a continual loop of Referral from school → Inadequate Social Services Response → Referral from school → Etc. On occasion we have escalated this through social care management but with no success.

It is to the great credit of the SLT that they will always endeavour to achieve the best outcome for the child by providing as much support as possible. As governors the most important things we can do are to ensure Safeguarding procedures are in place and adhered to and also let the SLT that we will back them up in any dispute with Social Services.

- ***Upholding the Banning of a Parent from School Premises***

Following an incident on school premises during the school day involving unacceptable aggressive behaviour towards a member of staff governors upheld the decision of the Head to ban the parent from entering any area of the school premises until such time that a meaningful apology was received.

After such an apology from the parent was received governors lifted the ban.

- ***Concurring with the SLT on the SES Judgements***

As a school we are constantly considering ways in which we could improve the provision for the children in our care. Our School Self-Evaluation Form outlines how well we are doing at the moment of completion and ways in which we would like to improve. It is an extremely detailed document, covering everything from the school's demographics and context to judgements on how the curriculum is being delivered, governance and everything between.

- ***Monitoring Initiatives to Improve Attendance, Behaviour, Inclusion and Wellbeing***

Governors have approved and monitored the introduction of several new initiatives during the academic year in relation to the above, these include:-

- ***Regulate Ready Club:*** *The recent introduction of the Regulate Ready Club has helped prevent a small group of children being persistently absent.*
- ***Zones of Regulation:*** *To encourage children to feel able to express their emotions and not to "bottle things up".*
- ***OPAL Play:*** *A programme that enables schools to provide every child with rich opportunities to be creative, collaborative and active in their outdoor play, contributing towards better behaviour, wellbeing, individual resilience and confidence.*
- *The appointment of a **Behaviour Inclusion Officer** for 2 days/wk.*

- ***Recognising Issues Arising from High Levels of SEND Provision.***

The school prides itself on being inclusive The successful SEND provision at Ashbourne Primary has led to a high number of pupils with additional needs transferring to us from other local schools. The high proportion of SEND pupils places pressure on the school's budget and can impact overall performance

- ***Reviewing 2025-26 Whole School Data***

Governors and the SLT review whole school attainment and progress data throughout the year. The end of Yr 2025-26 data was:-

KS2 SATs results Year 6: Reading 50% Writing 68% GAPs 75% Maths 71%

Year 1 phonics: 82%

EYFS: 86%

Development points identified from these reviews were taken into account when the 2025-26 School Improvement Plan (SIP) was formulated.

- ***Approved the 2025-26 School Improvement Plan (SIP) and Monitored its Implementation***

Embedding: Embed Talk for Writing approaches alongside Grammarsaurus across school to continue to raise attainment in Writing and SPaG	IMPACT (July 2026) Writing attainment at KS2 was broadly inline with national and was externally moderated (68%) 7% of pupils achieved greater depth.
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	Internal data shows that while writing is improving, it still requires further improvements to be in line with national.
Priority 1: To improve the consistency and effectiveness of teaching and learning in maths to raise attainment and close gaps in knowledge	IMPACT (July 2026) With a new maths leader and implementation of mastering number and consistency of White Rose, Maths has significantly improved. 71% of pupils in KS2 achieved expected standard with 26% at Greater depth. At the end of KS1 74% of pupils achieved the expected standard. Attainment in year 3: 83% Year 4: 87% and year 5: 85%
Priority 2: Create a whole-school culture that actively supports the development of children's emotional resilience and wellbeing.	IMPACT (July 2026) Children are able to regulate emotions better and there are less behaviour incidents in school. An external review of the school praised pupil conduct. Children are able to talk confidently about the zones of regulation. OPAL play has been hugely successful-all staff are trained and confident in delivery.
Priority 3: Review and refine the school's curriculum to address the needs of our pupils, ensuring alignment with the government curriculum review.	IMPACT (July 2026) The school vision has been updated, clearly articulated and involved all stakeholders. The curriculum drivers are identified and thoughtfully woven through the curriculum. The wider opportunities offer is clearly mapped and pupil participation is tracked.

2026 EYFS & Phonics Assessments & SATS Results

Data relating to the above is summarised thus:-

2026 Targets			
EYFS	Yr1	KS1	KS2
75% of EYFS pupils reaching GLD	80% of pupils to pass the year 1 phonics test	Reading: 75% Writing: 72% Maths: 74% Combined: 63%	Reading: 75% Writing: 72% Maths: 74% SPaG: 73% Combined: 55%
Outcomes			
86% of pupils achieved GLD	81% of pupils pass the phonics screening test	Reading: 80% Writing: 63% Maths: 73% Combined: 60%	Reading: 50% Writing: 68% Maths: 71% SPaG: 75% Combined: 50%

The School's Key Priorities for 2026-27 Will Be:-

Priority 1: To increase the percentage of pupils achieving the expected standard in the combined measure of Reading, Writing and Maths in each year group.

Priority 2: To embed instructional coaching as the primary model of professional development, ensuring all teaching staff receive regular, evidence-informed coaching that leads to sustained improvements in classroom practice and pupil outcomes.

Priority 3: To refine and strengthen the school's approach to adaptive teaching and targeted support, ensuring evidence-informed provision removes barriers to learning so that all pupils, particularly disadvantaged pupils and pupils with SEND, achieve well.

Priority 4: To further strengthen pupils' foundational language and literacy knowledge and skills through a consistent focus on vocabulary acquisition and transcription, enabling pupils to communicate effectively across the curriculum.

Farewells and "Thank You"

The 2025-26 academic has seen major changes to the membership of the LGC.

After several years on the LGC Katie White stepped down at the end of the school year in order to further pursue her career in education.

Ashley Tabony also stepped down after serving as a governor of the school for 14yrs – 10 of these as Chair. The Chair's role at times can be very demanding and for Ashley to be able to carry out that role so successfully for so many years is a truly outstanding achievement.

And last but by no means least, we have also said farewell to our fantastic Head Mrs. Chisholm, who has taken up the role of Director of Education within the ACE Derbyshire Trust. It is impossible to overstate the contribution that she has made to the development and improvement of APS. Her work ethic and commitment to APS during her 19yrs here (14 of these as Head!) has had to be observed first-hand to be fully appreciated, it really has been unbelievable!

So on behalf of the LGC of APS and everyone associated with the school a great big "THANK YOU" and we wish you all the very best for the future.

Thanks also to all the staff who have worked so hard during the year, often in trying conditions, and to all the parents for their support of the school throughout the year.

We look forwards to a successful 2026-27 school year under our new leadership team of Miss Davis as Headteacher and Mrs. Howell – Co/Deputy Headteacher.