

Shakespeare Primary School Governing Body

Annual Review of Effectiveness Statement September 2025

School and Governor Vision: YOUR WORLD, OUR WORLD, TOGETHER ANYTHING IS POSSIBLE

We are proud that we have persisted and now have a full and effective governing body, consisting of a wide range of expertise and backgrounds with a focus on members who work or have backgrounds close to Shakespeare Primary community.

Our many examples of developing our effective role of governance include:

- We monitor school policies to ensure that they are a true reflection of procedures in school. We do this through visits to school both formal and informal, discussions with stakeholders and questions at formal meetings.
- Safeguarding is a key strength throughout school. We ensure that all aspects are covered by thorough triangulation of evidence including health and safety walk around school, attending Parent Voice where we witness over one hundred parents being given a wide range of practical support.
- We have worked to ensure that all governors know how to use effective communication and information online systems.
- We have implemented our thorough induction procedure for new governors which
- has resulted in a clearer understanding of roles, what effective governance looks like and a more effective and active team.
- A monitoring grid and record of visits to school by governors which has focused our monitoring and support for school on key priorities.

Vision and Roles

Governors have a strong vision for the school and a very clear understanding of their varied and collective roles. They consistently provide both support and challenge for Senior Leaders in ensuring the very best for pupils across the school.

Governors have challenged and supported the school's main priorities of :

- a) Supporting teachers in using Metacognition strategies to develop independent learning for children with SEN.
- b) Developing a systematic approach to teaching and assessing punctuation and grammar throughout each key phase.
- c) Continuing the development of the curriculum of excellence through effective use of stimulating and effective lesson resources and delivery.

Some examples of how we have done this include:

- a) Challenges about the curriculum e.g. A Governor conducted a Sustainability audit to support school identify strengths and areas for development.
- c) Regular visits to school, observing policies in practice. e.g. Visiting during Year 6 SATs.
- d) Monitoring visits with a clear focus and including listening to parents, staff and children. e.g. Attending Parent Voice termly sessions which around eighty parents attend.

e) Observing the impact of expenditure e.g. Observing how the high spending on Teaching Assistants impacts on learning for all pupils and staff welfare.

Whilst a key feature of the school continues to be the considerably high levels of pupil mobility in and out of the school throughout the year, coupled with the increasing number of home languages spoken by the significantly high proportion of pupils who are new to English, these are seen as challenges rather than barriers to learning. Senior Leaders and Governors have the highest expectations and aspirations for all pupils across the school.

Over the year all Governors have supported Senior Leaders by celebrating the many and wide-ranging achievements, demonstrating a genuine interest in the school and the challenges it faces and through intelligent and timely evaluation of its work. Visits to school by Governors to meet with staff, pupils and parents have increased throughout the year. We place a high priority on listening to the voice of all stakeholders.

The key focus for governance 2025-26 will be on:

- Succession planning to ensure strong leadership of the governing body.
- Supporting an effective communication strategy for all aspects of school.
- Working with Senior Leaders to ensure all pupils are safe and safeguarding is of the highest standard
- Providing challenge and support to the school to ensure high quality teaching linked to a broad and rich curriculum leading to good and better outcomes for all pupils and groups of pupils across the school.
- Supporting the school to ensure all pupils have opportunity to enhance their cultural capital through the widest range of experiences to develop and deepen their creative, sporting, artistic and academic interests and talents.
- Continuous training for Governors and building capacity within the Governing Body to ensure effective succession planning.

Background Information

The Governing Body conducts its business to take account of the three roles of governing bodies as outlined in the Governors' Handbook:

- Ensuring clarity of vision, ethos and strategic direction.
- Holding the Headteacher to account for the educational performance of the school and its pupils.
- Overseeing the financial performance of the school and making sure its money is well spent.

The key committees drive the work of the Governing Body, providing both challenge and support to the school. All Governor meetings for the last academic year were quorate, ran on time and were professionally clerked so that pertinent advice and guidance were readily available. Throughout the year, under the guidance of the Chair of Governors and supported fully by the professional clerk, all statutory duties were considered, fulfilled, and reported back to the full Governing Body.

Meetings of the Governing Body and Attendance

The full Governing Body met three times during the year and the committees met termly. All meetings were clerked professionally. Where previously agreed, committees have delegated authority to make

decisions on behalf of the full Governing Body. The Governing Body meetings returned to face-to-face meetings in school following virtual meetings during the pandemic.

All meetings ran on time, were well attended, and apologies were considered on an individual basis. Governors are aware of the Code of Conduct and fully appreciate the need for all governors to attend meetings and to play a full and active role.

The Composition of the Governing Body

The composition of the Governing Body is made up of 16 Governors in total. Co-opted Governors were appointed on the basis of the skills required to contribute to the effective governance and the success of the school. The number of governors currently in each category:

- Head teacher
- 2 elected parent governors
- 1 staff governor formally elected by staff employed at the school
- 11 co-opted governors
- 1 associate governor

The Organisation of the Governing Body

Governors have a wide range of skills, expertise and relevant experience needed for their strategic role in the school and all are totally committed to both their individual and collective responsibilities.

- Resources committee - responsible for staffing, finance, managing contracts, property management, health and safety.
- Teaching and Learning committee - responsible for teaching and learning matters including target setting, pupil outcomes, evaluating and challenging teaching and learning, curriculum provision and ensuring that the Governing Body is represented at any external evaluation meetings.
- Pupil Support - responsible for behaviour; safeguarding; attendance; SEND (Special Educational Needs and Disability), including reporting annually on the success of the SEND policy, children's spiritual, moral, social and cultural development; children, parent and staff voice; extra- curricular activities; cluster and other partnerships.
- Individual Governors - have key roles linked to Safeguarding, Early Reading, Pupil Premium, Sports Fund Premium, Special Needs and Attendance.

WE WELCOME IDEAS AND FEEDBACK FROM PARENTS, CHILDREN, OUR COMMUNITY AND STAFF ON HOW WE CAN CONTINUALLY IMPROVE AS A GOVERNING BODY.