



## **Purpose**

This governance statement has been prepared and published by the Governing Body of Layton Primary School, in compliance with our duty to report on the ways in which we have fulfilled our obligations and responsibilities relating to Layton Primary School during the academic year 2025/2026.

## **Role of the Governing Body**

The three core functions of the governing body are:

### **Setting the strategic direction:**

- The board are key strategic decision makers in our school
- Developing and overseeing the school's aims and objectives around how the school will develop and improve.
- Developing policies, formulating plans and agreeing targets to help the school achieve these objectives, as well as regularly reviewing their strategic framework in light of that progress.

### **Creating robust accountability:**

- Supporting and challenging the school's senior leadership team and in holding the Head Teacher to account for securing the best possible outcomes for pupils.
- Challenging key decisions and asking pertinent questions about the school's performance data, governors aim to guarantee high standards in education.

### **Ensuring financial probity:**

- Through a strategic role in the financial management of school including setting financial priorities through the school development plan, 3-year financial plan and the annual budget
- Deciding how the school's delegated budget should be spent in accordance with the school improvement plan and statutory curriculum requirement.

## **The Governing Body Structure**

The Governing Body is made up of a group of committed volunteers who bring a range of skills and expertise and come from a variety of backgrounds. Governors are committed to improving the education of every child in our school and invest good will, hard work and time.



The Governing Body currently comprises of the following:

- 2 Parent Governors appointed by ballot of the parents at the school
- 1 Local Authority Governor appointed by the Local Authority
- 1 Staff Governor appointed by ballot of the staff
- 1 Headteacher Governor
- 6 Co-opted Governors appointed by the Governing Body based upon a skills audit

There are two vacancies for Governor positions.

The Governing Body uses the Blackpool Council 'Clerks Service' with a designated clerk who is responsible for arranging meetings, taking minutes, and following up on all actions. The clerk also advises on procedural matters and plays a key role in the work of the Governing Body.

The Chair and Vice Chair are elected annually by the Governing Body and work closely with the Headteacher and the Clerk.

### **Training**

To effectively fulfil its role, it is important that the Governing Body must ensure that all its Governors have the required skills and knowledge to support the achievement of the school's objectives. The Governing Body have undertaken appropriate training and continue to do so. A specific Governor role monitors all training undertaken, and this process also identifies training needs.

### **Impact of Full Governing Body & Committee Meetings**

The Full Governing Body meets 6 times during the academic year via Full Governing Body meetings to inspect, review and agree school policies and monitor progress against identified key areas on which the school and the Governing Body wish to focus during the academic year. The School's Development and Improvement Plans include measures and milestones that the Governing Body uses to satisfy itself that progress is being made against objectives and that all actions being taken are improving teaching and learning outcomes for all children.

As well as continuing to meet its statutory obligations, the Governing Body maintained a particular focus on the school development plan and ensuring the school continues to provide an excellent standard of education.



The school's data continues to be strong in comparison to both local and National averages; Layton Primary continues to perform strongly in national assessments. As in previous years, in 2024 progress and attainment at Key Stage 2 was significantly above the National Averages.

Implementation of school priorities are monitored throughout the year at the appropriate committee and fed back to and discussed on a regular basis at Full Governor Meetings.

Benchmarking information allows Governors to compare the school's spending with similar schools and ensure resources are being used in the most effective ways to support the best outcomes for all children. This includes making effective use of Pupil Premium and Catch-Up Funding.

### **Performance Management**

Governors are responsible for undertaking the Headteacher's performance management review each year, and this is conducted by a panel of Governors, supported by an external advisor, who carry out the headteacher's annual appraisal. The appraisal process allows for the review of the headteacher's performance, discusses areas of strength and, where necessary, areas for development. New targets are then set against criteria on which the Headteacher's performance will be evaluated.

### **Monitoring Focus Areas**

Key areas of focus are identified by the Governing Body and the Committees, and these areas align to the School's Development and Improvement Priorities.

Governors will monitor these via meetings and via monitoring visits, which are an opportunity to get to know the school better, to observe and communicate with staff and to hear the pupil voice. A monitoring visit report is prepared and circulated following the visit, allowing other governors to ask questions.

The school's current priority areas for 2025/2026, following evaluation of the previous development actions and a strategic review, the three-year objectives for the school are set out below.



## **Strategic Objectives 2025 - 2028**

1	To ensure attainment, achievement and ambition remain high for all groups of pupils
2	To maintain and improve achievement and attainment in core subjects for all pupils.
3	To continue to develop our ambitious, bespoke and rich foundation subject curriculum for all children.
4	To continue to develop and embed formative and summative assessment strategies within and across classroom practice.
5	To develop a curriculum for progressive implementation of dialogic teaching across the school
6	To support and develop the highest quality of teaching and learning across the school
7	To ensure a consistent high level of attendance for all groups of children.
8	To support outstanding behaviour for learning through high quality teaching, PSHE curricula and high-quality behaviour management
9	To ensure strong pupil voice across the school
10	To develop high quality leadership of teaching and learning at all levels
11	To support high quality leadership, management and evaluation of the curriculum
12	To continue to develop the leadership and provision for SEND pupils at all levels
13	To develop the strategic role of the governing body.
14	To enhance and develop stakeholder community engagement throughout school
15	To embed and enhance the wellbeing and support offer for all our school community