

Holywell CofE Primary School

ANNUAL GOVERNANCE STATEMENT 2025/26

The Core Functions of the Governing Body

- ensuring that the vision, ethos and strategic direction of the school are clearly defined;
- ensuring that the Headteacher performs their responsibilities for the educational performance of the school; and
- ensuring the sound, proper and effective use of the school's financial resources.

This statement seeks to outline the impact of governance arrangements at the school throughout the course of the 2025/26 academic year.

Governor Membership, Vacancies and Attendance

The Instrument of Government allows for 12 governors across different categories.

Current membership: 12

Current vacancies: 0

Throughout the course of the 2025/6 Academic Year, the Governing Body has filled the vacant co-opted role, by transferring a parent governor whose term was ending to the co-opted role and filling the parent governor role through an election. No governor terms will end in the next academic year, and governors have been asked to think about their current link and committee roles ready for allocation at the beginning of the new academic year.

Chair: Debbie Woo

Vice-Chair: Scott Grant

Clerk: Amie Lill

Attendance: Over the course of the year, Governors at Holywell have demonstrated an overall positive attendance and increasing engagement with their work.

[Holywell Register of Attendance](#)

The Structure of Governance

As well as meeting as a Full Governing Board, there are also 2 committees, in order to ensure sufficient oversight, support and accountability towards areas of identified priority and statutory coverage.

The school names these committees as:

- Curriculum Committee - which mainly deals with monitoring the curriculum and data, as well as pupil and staff wellbeing.

- Finance and Premises Committee - which mainly deals with finance, premises and health and safety.

All groups have a continued oversight of the school's safeguarding responsibilities and manage the updates of school policies aligned to the particular areas of responsibility.

In addition to the above, the school also constitutes a Pay Committee (as required) and Headteacher Performance Management Panel annually.

Committees related to particular purposes such as dealing with complaints or exclusions are constituted as they are required, in line with the determining policy guidance.

Impact of the work of the Full Governing Body

Over the course of the last academic year, the Governing Body has demonstrated notable impact with regard to;

Scrutinising data. This has become the work of the new Curriculum Committee which reports back to the FGB. Data is now presented in a way that governors can understand and see progress. Specific groups are tracked and key questions are asked and answered at meetings.

Monitoring visits. Governors are beginning to undertake specific monitoring visits linked to committee plans, writing reports and posting them onto GovernorHub.

Budget monitoring. The new finance committee have been able to scrutinise the budget in detail and monitor the deficit plan.

The main challenges faced and addressed by the Board this year have been...

Engagement of all board members. Due to busy lives and work commitments sometimes it is difficult to complete all tasks.

Embedding the new committee model. This academic year has been the first full year of the move to a committee model from the Circle model.

Taking on the Pre-School. In the last term the school moved to take over the onsite Pre-School to prevent it from closing. This has meant a huge amount of work for SLT and governor due diligence.

Impact of the work of the Curriculum Committee

Over the course of the last academic year, the Curriculum Committee has demonstrated notable impact with regard to:

Data scrutiny. Over the course of the year, data has become presented in way that governors can see progress overall, and progress of specific groups. Governors are becoming more adept at asking questions of the data and this will progress next year, as committee members become more familiar. Governors are able to track certain groups linked to the SDP and the committee plan.

Committee Plan. This was written and shared at the beginning of the autumn term. It is linked to the SDP and the committee's terms of reference. Named governors have been given specific success criteria to monitor each point. The plan has been updated at each meeting.

The main challenges faced by this Committee this year have been...

As this is the first full academic year of the committee, we are getting used to procedures and what actions the committee can and should undertake. The committee plan is long and detailed and there has been insufficient time over the year to complete all the actions, although good work has been done on monitoring some actions. Committee governors are becoming more used to scrutinising the data and can now see progress of individual groups.

Impact of the work of the Finance and Premises Committee

Over the course of the last academic year, the Finance and Premises Committee has demonstrated notable impact with regard to:

Budget and Deficit Management:

Throughout the year, the committee has met regularly, both independently and alongside representatives from the local authority, to seek assurance regarding the school's deficit management plan. At each meeting, members have carefully scrutinised budget monitoring and cost reports. The committee has provided robust challenge to financial assumptions, with governors asking detailed and constructive questions to ensure appropriate oversight and accountability.

Audit Report Action Plan:

During the spring term, the committee received the audit monitoring report and subsequently developed an action and monitoring plan to ensure that any identified areas of concern are effectively addressed and closely monitored.

The main challenges faced by this Committee this year have been...

This has been the first full year operating under the revised committee structure, and establishing priorities, ways of working, and effective alignment with the full governing body has presented some challenge.

In addition, reviewing the budget for the forthcoming financial year has been particularly complex, as current figures do not yet reflect the inclusion of preschool numbers that the school will be taking on. Delays from the local authority in reviewing the school's initial submission have also meant that the committee has not yet been able to consider a fully consolidated budget position. However, the committee has been reassured that the overall financial position is expected to be more positive once these figures are incorporated.

Governor Training

Governors work collectively, so we are always able to benefit from our different points of view and considerations within meetings. However, the Governing Body has also benefitted from training courses on the following topics throughout the course of the year;

All governors have completed Cyber Security Training, as well as Safeguarding refreshers. Governors have also undertaken training in areas including SEND, pupil premium, finance, data analysis, safer recruitment, governance leadership and headteacher appraisal.

Governor Monitoring

As well as attending meetings, governors are also expected to visit school to understand more about school life and particular areas of priority (typically linked with different areas of the curriculum, or school development).

Throughout the course of this year, governors have undertaken particular monitoring in relation to:

SDP priorities around writing and greater depth, maths and timetables. Visits have been made to monitor safeguarding and SEND, Health and Safety and the implementation of the new RSE guidance.

Compliance

The Governing Body has ensured that an effective safeguarding culture is in place. Our work includes:

Regular monitoring of the SCR; a head teacher's report which includes a breakdown of safeguarding incidents; safeguarding monitoring visits from the Safeguarding link governor. Governors have also maintained oversight of wider statutory compliance requirements through committee scrutiny, monitoring visits and regular policy review.

The Governing Body has ensured that the relevant policies and procedures are in place by:

The school subscribes to an online policy tool that keeps track of all policies, both statutory and non-statutory. Relevant policies are brought to the relevant committee or full governors for review and approval.

Forward Planning

Governors take part in a Strategy day, giving us input into the SDP priorities for the coming year. In the autumn term the committees will write their plan linking their monitoring visits to the SDP. Succession planning has been on the Summer Term FGB agendas, although we have no vacancies everyone was encouraged to reflect on their role ready for the new academic year.

'Inclusion for All Framework'

Inclusion is the removal of barriers and ensuring a culture of belonging for all pupils. Within the 'Inclusion for all Framework' we will create a sense of belonging and promote well-being and attendance through safeguarding, curriculum, special education needs and disabilities support, behaviour and transition.

Holywell School already has inclusion and belonging at the heart of it's ethos. So as this framework is becoming embedded in school, governors will ensure that the new model continues to align with our vision. The work of the committees in the next academic year will ensure financial oversight to make certain that we are investing early enough, and accountability by challenging the data to monitor outcomes.

Other information and Contact

Further information regarding the work of the Governing Body can be found at:

[Holywell CofE Primary School](#)