**Annual Governance Statement for the Full Governing Body of
Acklam Whin Primary School for 24/25 Academic Year**

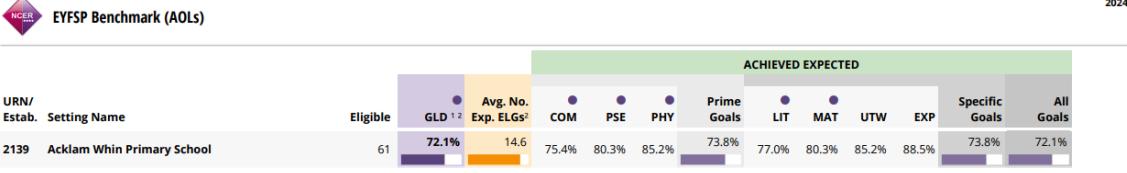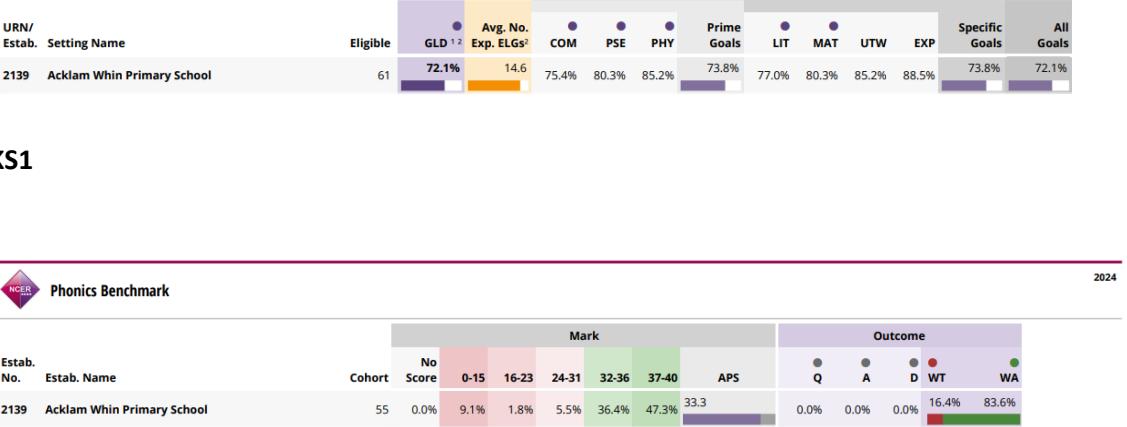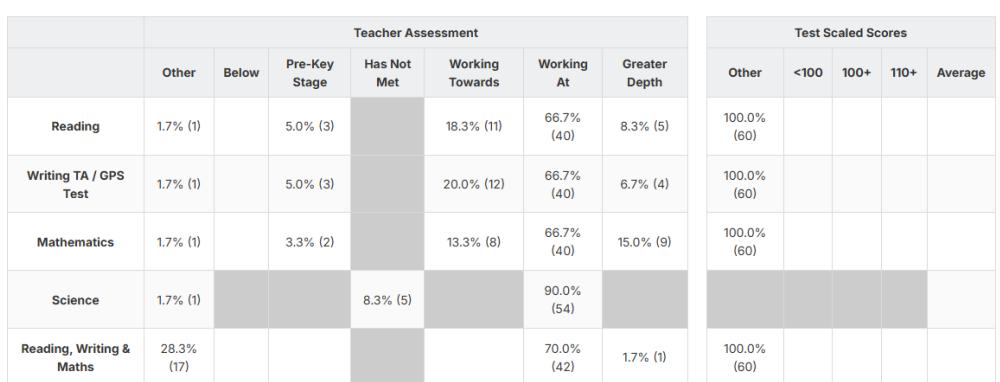**Autumn 24**

The purpose of the Local Governing Body (LGB) is to provide strategic leadership, support and challenge to the school in order to create robust accountability, oversight and assurance for educational and financial performance. The three core strategic functions of Acklam Whin Primary School's Local Governing Body are:

● ensuring clarity of vision, ethos and strategic direction
● appointing the Head Teacher and holding them to account for the educational performance of the school and its pupils, and
● overseeing the financial performance of the school ensuring money is spent effectively to support school priorities and provide best value

Governance Arrangements	In order to carry out the above roles and responsibilities, the FGB has defined and agreed a Code of Conduct which sets out the commitment and behaviours expected of all governors. All governors sign up to this Code on becoming a governor at the school and also sign annually at the start of each academic year. During 24/25 academic year, the FGB was made up of a) 3 parent governors; b) The Head Teacher c) 2 staff governors d) 5 co-opted governors Total number of governors 10 School governors are volunteers and dedicate a significant amount of their time for the benefit of the children. Governors (aside from the Headteacher who has an ex officio role) are all appointed or elected, are independent and have equal status to each other. While governors may represent the views of their appointing body, they act first and foremost in the best interests of the school. The governing body is provided with a professional clerking service that 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. During the academic 24/25 year, The Learning Legacy Trust provides school with our clerking and advice service as part of the Trust Shared Services.
Structure of the Governing Body	During 24/25 for the Autumn term the FGB, met twice per term and a panel from the FGB for the HT's Appraisal. This structure was changed from the Spring term when Acklam Whin joined The Learning Legacy Trust to the FGB meeting once per term with the Raising Achievement, Finance, Staffing and Premises matters incorporated into the first meeting of the term and a second meeting of the term which is not officially clerked but have school priorities themed subjects are e.g. Wider Curriculum, Pupil Premium. This means that all governors are aware of the totality of work of the governing body. Each Governor is attached to a subject or aspect of the work of the school. This process was refined during the 24/25 academic year and has worked very well in with the clear expectations for contact visits and monitoring, and the recording of those visits being fulfilled by all governors. Governors have excellent attendance at meetings. The following link details the attendance of each individual governor at meetings: https://acklamwhin.co.uk/governing-body/

Work Undertaken in 24/25	At the start of the academic year the FGB in response to government policy and the diminishing number of LA Maintained Schools and subsequent lack of LA Support, governors supported the Due Diligence work undertaken by The Learning Legacy Trust and attended DFE Academy conversion meetings for Acklam Whin to become an academy on December 1st 2024. The FGB has carefully monitored the school's financial position so that it achieves a balanced budget and fulfils all statutory and legal requirements. Throughout 24/25 the programme for reviewing and updating existing policies, continued new policies and systems were introduced as required to ensure school met all statutory and legal requirements. Governors have attended a variety of training courses including: • Safer Recruitment Training • Safeguarding Training • Prevent Training Governors also confirmed that they had read and understood the KSCIE 2024 document.
School Improvement Areas 2024/25	**Quality of Education** • To ensure the teaching of phonics is taught well, the teaching approach is consistent, and that staff are trained in the Sounds-Write approach. • To improve Reading Fluency and Comprehension for all children using a teaching and learning approach informed by research and good practice with targeted catch up interventions and books precisely matched to the sounds that they know so weaker readers are supported and able to make progress. • For children to have clear understanding of the essential knowledge and skills are identified in every subject they must learn and remember from the early years to Year 6 and to ensure that the teaching and assessment prioritises the most important content. • Taking into account the starting point and high % of SEND & PP children in the Y6 cohort, for the children to achieve the best possible outcomes, in writing and English grammar, punctuation and spelling and for pupil outcomes achieving the expected and higher standards to be in line or above national ARE and that any gaps in achievement of vulnerable groups are targeted. • To continue to embed the mastery approach used in maths to improve teaching and learning, to implement the Mastering Number at KS2 and to increase the proportion of pupils achieving the higher standard at least matches the national average. **EYFS** • Continue to improve Early Reading approaches and Vocabulary Development and to continue to improve outcomes in Reading and Writing through consistent and responsive teaching of the Sounds-Write Programme. • Continue to improve oracy through high quality teaching and effective adult-child interactions. **Leadership and Management** • A drive to improve the school and develop its capacity for sustained improvement by developing high quality teaching, leadership capacity and high professional standards among the staff. • To develop the roles of the Governing Body to enable further collaboration and challenge.

Behaviour & Attitudes
- To continue to develop a culture of positive behaviour for learning that promotes the Acklam Whin Foundations of Respect, Responsibility and Safe and our School Values of Caring, Creative, Curious, Aspirational, Independent, Positive & Resilient whilst also continuing to focus on their health and well-being.
- To monitor and improve attendance and punctuality to above national levels working with parents and implementing school strategy working closely with school and LA EWO.
- To implement practices and procedures in relation to revised 2024 KCSiE to ensure legal requirements are followed and school remains as safe as possible for staff and pupils – responding as required to changes in local and national legislation.

Themes /Areas to develop 2024-25
- Outside classroom-To implement sequential Forest School Curriculum from Reception to Year 6, led by teacher who has successfully undertaken a NOCN L3 Certificate for Forest School Leaders

Outcomes July 24 –	**EYFS**

EYFSP Benchmark (AOLs) 2024

ACHIEVED EXPECTED

URN/ Estab.	Setting Name	Eligible	GLD [1] [2]	Avg. No. Exp. ELGs[2]	COM	PSE	PHY	Prime Goals	LIT	MAT	UTW	EXP	Specific Goals	All Goals
2139	Acklam Whin Primary School	61	72.1%	14.6	75.4%	80.3%	85.2%	73.8%	77.0%	80.3%	85.2%	88.5%	73.8%	72.1%

KS1

Phonics Benchmark 2024

				Mark							Outcome				
Estab. No.	Estab. Name	Cohort	No Score	0-15	16-23	24-31	32-36	37-40	APS		Q	A	D	WT	WA
2139	Acklam Whin Primary School	55	0.0%	9.1%	1.8%	5.5%	36.4%	47.3%	33.3		0.0%	0.0%	0.0%	16.4%	83.6%

	Teacher Assessment							Test Scaled Scores				
	Other	Below	Pre-Key Stage	Has Not Met	Working Towards	Working At	Greater Depth	Other	<100	100+	110+	Average
Reading	1.7% (1)		5.0% (3)		18.3% (11)	66.7% (40)	8.3% (5)	100.0% (60)				
Writing TA / GPS Test	1.7% (1)		5.0% (3)		20.0% (12)	66.7% (40)	6.7% (4)	100.0% (60)				
Mathematics	1.7% (1)		3.3% (2)		13.3% (8)	66.7% (40)	15.0% (9)	100.0% (60)				
Science	1.7% (1)			8.3% (5)		90.0% (54)						
Reading, Writing & Maths	28.3% (17)					70.0% (42)	1.7% (1)	100.0% (60)				

Writing - Teacher Assessment against the TA Framework and Test Scaled Score for the GPS test
Reading & Mathematics TA - Percentage not shown as TA only used for pupils working below the standard of national curriculum assessments
Below - Includes any Engagement Model or P Scale assessments.
Other - Includes any assessment codes such as A (absent).
* in Other indicates missing data or, for tests, that the scaled score conversion has not yet been released.
For Reading, Writing & Maths, Other also includes pupils who have not achieved At or Greater in all 3 subjects.

KS2

Year 4 MTC	24.1 average
	72.1% full score

Acklam Whin Primary School (2139)

Subject	Cohort	EM	PK1	PK2	PK3	PK4	PK5	PK6	WTS / HNM	EXS	GDS	<EXS	≥EXS
Writing	59	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.7%	15.3%	76.3%	5.1%	16.9%	81.4%
Reading		-	-	-	-	-	-	-	-	-	-		
Maths		-	-	-	-	-	-	-	-	-	-		
Science	59	-	-	-	-	-	-	-	10.2%	88.1%	-	10.2%	88.1%

Y7 (60 pupils) — Reading

Reading	Pupils (%)	Teacher Assessment Other	Below	Pre Key Stage	Has Not Met	Towards	At	Greater	Test Scaled Scores Other	<100	100+	110+	Average
All Pupils	60 (100%)	60*							2 (3.3%)*	10 (16.7%)	48 (80.0%)	20 (33.3%)	106.4
Males	21 (35.0%)	21*								4 (19.0%)	17 (81.0%)	7 (33.3%)	106.1
Females	39 (65.0%)	39*							2 (5.1%)*	6 (15.4%)	31 (79.5%)	13 (33.3%)	106.5
FSM	7 (11.7%)	7*							1 (14.3%)*	2 (28.6%)	4 (57.1%)	1 (14.3%)	102.7
Not FSM	53 (88.3%)	53*							1 (1.9%)*	8 (15.1%)	44 (83.0%)	19 (35.8%)	106.8
Pupil Premium	8 (13.3%)	8*							1 (12.5%)*	1 (12.5%)	6 (75.0%)	1 (12.5%)	104.4
Not Pupil Premium	52 (86.7%)	52*							1 (1.9%)*	9 (17.3%)	42 (80.8%)	19 (36.5%)	106.6
SEN Support	8 (13.3%)	8*							1 (12.5%)*	2 (25.0%)	5 (62.5%)	1 (12.5%)	101.7
Education, health and care plan	0 (0%)												-
Not SEN	52 (86.7%)	52*							1 (1.9%)*	8 (15.4%)	43 (82.7%)	19 (36.5%)	107.0

Y7 (60 pupils) — Writing

Writing	Pupils (%)	Teacher Assessment Other	Below	Pre Key Stage	Has Not Met	Towards	At	Greater	Test Scaled Scores Other	<100	100+	110+	Average
All Pupils	60 (100%)	2 (3.3%)		1 (1.7%)		9 (15.0%)	45 (75.0%)	3 (5.0%)	1 (1.7%)*	15 (25.0%)	44 (73.3%)	22 (36.7%)	106.2
Males	21 (35.0%)					4 (19.0%)	17 (81.0%)			6 (28.6%)	15 (71.4%)	6 (28.6%)	105.1
Females	39 (65.0%)	2 (5.1%)		1 (2.6%)		5 (12.8%)	28 (71.8%)	3 (7.7%)	1 (2.6%)*	9 (23.1%)	29 (74.4%)	16 (41.0%)	106.8
FSM	7 (11.7%)	1 (14.3%)				2 (28.6%)	4 (57.1%)			2 (28.6%)	5 (71.4%)	2 (28.6%)	104.7
Not FSM	53 (88.3%)	1 (1.9%)		1 (1.9%)		7 (13.2%)	41 (77.4%)	3 (5.7%)	1 (1.9%)*	13 (24.5%)	39 (73.6%)	20 (37.7%)	106.4
Pupil Premium	8 (13.3%)	1 (12.5%)				1 (12.5%)	6 (75.0%)			1 (12.5%)	7 (87.5%)	2 (25.0%)	105.6
Not Pupil Premium	52 (86.7%)	1 (1.9%)		1 (1.9%)		8 (15.4%)	39 (75.0%)	3 (5.8%)	1 (1.9%)*	14 (26.9%)	37 (71.2%)	20 (38.5%)	106.3
SEN Support	8 (13.3%)	1 (12.5%)		1 (12.5%)		4 (50.0%)	1 (12.5%)	1 (12.5%)		5 (62.5%)	3 (37.5%)	1 (12.5%)	100.5
Education, health and care plan	0 (0%)												-
Not SEN	52 (86.7%)	1 (1.9%)				5 (9.6%)	44 (84.6%)	2 (3.8%)	1 (1.9%)*	10 (19.2%)	41 (78.8%)	21 (40.4%)	107.1

Y7 (60 pupils) — Mathematics

Mathematics	Pupils (%)	Teacher Assessment Other	Below	Pre Key Stage	Has Not Met	Towards	At	Greater	Test Scaled Scores Other	<100	100+	110+	Average
All Pupils	60 (100%)	60*							2 (3.3%)*	9 (15.0%)	49 (81.7%)	15 (25.0%)	105.7
Males	21 (35.0%)	21*								2 (9.5%)	19 (90.5%)	6 (28.6%)	106.5
Females	39 (65.0%)	39*							2 (5.1%)*	7 (17.9%)	30 (76.9%)	9 (23.1%)	105.2
FSM	7 (11.7%)	7*							1 (14.3%)*	2 (28.6%)	4 (57.1%)	1 (14.3%)	103.8
Not FSM	53 (88.3%)	53*							1 (1.9%)*	7 (13.2%)	45 (84.9%)	14 (26.4%)	105.9
Pupil Premium	8 (13.3%)	8*							1 (12.5%)*	2 (25.0%)	5 (62.5%)	1 (12.5%)	103.9
Not Pupil Premium	52 (86.7%)	52*							1 (1.9%)*	7 (13.5%)	44 (84.6%)	14 (26.9%)	105.9
SEN Support	8 (13.3%)	8*							1 (12.5%)*	5 (62.5%)	2 (25.0%)	2 (25.0%)	98.3
Education, health and care plan	0 (0%)												-
Not SEN	52 (86.7%)	52*							1 (1.9%)*	4 (7.7%)	47 (90.4%)	13 (25.0%)	106.7

Future plans for the Local Governing Body	In the 24/25 Academic year the FGB will: ● seek to support the school in achieving the aims set out in the School Development Plan ● Support the Head Teacher and the school through the conversion process. ● Support the Head Teacher and the school in preparation for, and during, the expected Ofsted Inspection.
How you can contact the Local Governing Body	We always welcome suggestions, feedback and ideas from parents – please contact us by email at awcontact@acklamwhin.co.uk F.A.0.The Governing Body .You can see the full list of governors and can view Governors' information on the school website here: https://acklamwhin.co.uk/governing-body/