Annual Governance Statement for Lostock Primary School 2024-25

The Vision and School Motto

Lostock Primary School is an outstanding school, providing a high-quality education for all children.

The school's curriculum intent and implementation are embedded securely and consistently across the school, which makes full use of the exceptional facilities and enables all children, regardless of their learning styles, abilities and background, to participate fully and achieve their personal best. Pupils' work across the curriculum is consistently of a high quality. Each child thrives in a safe, continuously improving and varied learning environment.

Children are challenged to become active, independent, reflective learners, who enjoy their time as part of the Lostock family and will leave as confident and resilient individuals, well equipped to participate fully in the next stage of their education. They develop a thirst for knowledge and an awareness of their rights and responsibilities, including respect and concern for others and their diversity.

The school is led by an exceptional team who believe that every child deserves an outstanding education and that this can only be achieved in partnership with all stakeholders. Parents are actively involved in their child's learning and all staff, teaching and non-teaching, through example and opportunities for continuous learning, become outstanding practitioners, who feel valued as part of an outstanding school.

This is reflected in our school motto, "Aim high, together we will fly".

The Governing Board

The Governing Board of Lostock Primary School has transitioned over the last year, and has become the Local Governing Committee for Lostock Primary School, within the Leverhulme Academy Trust. The Local Governing Committee forms a bridge between the Trust Board and Lostock Primary school. It provides Parents and Trustees with an insight into the unique challenges, opportunities and achievements of Lostock Primary School.

The Local Governing Committee for Lostock Primary School is made up of parent governors, staff governors and co- opted governors. We invest huge amounts of goodwill, hard work and time for the sole purpose of improving the education of every child in our school. The government expects us, as your Local Governing Committee, to be a dynamic group of highly skilled individuals, who focus on supporting the head of school and all the staff to shape the strategic direction of school. As governors we are accountable for the performance of our school; we are measured by three core strategic functions:

- Ensuring clarity of vision, ethos and strategic direction which will include the engagement of stakeholders.
- Holding the Head of School to account for the educational performance of the school and its pupils and the performance management of staff.
- Overseeing the financial performance of the school and making sure its money is well spent including the use of pupil premium and other resources to overcome barriers to learning.

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At Lostock, these responsibilities were, in the main, delegated to the following committees: Resources and School Effectiveness and Curriculum, Pupil Welfare and Community. However, since joining the Leverhulme Academy Trust in February 2025, we have delegated these responsibilities to all members of the LGC. Within the LGC, Governors have worked with the Head of School and her staff towards fulfilling our vision for a school in which all children aim high and achieve their personal best.

This year, governors attended full Governing Board meetings and termly committee meetings, in addition to Extraordinary meetings, in the period from September 2024 to February 2025. Following the transition to the LGC in February, members have attended 2 Full Local Governor Committee meetings per term. One of these has had a focus on Curriculum, Pupil Welfare and Community, and the other on Resources and School Effectiveness. Holding the meetings in this way, has led to far less duplication of information during meetings and has ensured that all Governors are fully involved in the decision making at the Local Committee level.

In addition to the termly meetings, governors have completed various monitoring activities and visits to school, including focus on: class visits, curriculum monitoring, safeguarding, SEND provision, financial benchmarking and Pupil Premium. In addition, the Chair of the LGC was fully involved in the appointment of the Head of School, Deputy Head teacher and Assistant Head. These staff are now fully inducted into their new roles within the school.

Headteacher Appraisal

The Governing Board also carried out the Headteacher appraisal annually. The appraisal process allowed us to look closely at the performance of the Headteacher, have discussions about areas of strengths and, where necessary, areas for development. New targets were then set against criteria, which the Headteachers' performance can be evaluated. This role is now undertaken by senior members of the Leverhulme Academy Trust

Academisation

In February 2025, following extensive consultations with all Stakeholders of the school, Lostock Primary School became part of The Leverhulme Trust Academy. This has been a very exciting opportunity for the school and the transition over the last academic year has been seamless. There have already been many opportunities for staff to work collaboratively with others within the academy, with additional benefits to the curricular opportunities and finances at Lostock. Governors have also had the opportunity to participate in training and development offered by the Leverhulme Trust.

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The LGC have remained committed and enthusiastic with regards to the school's budgeting and finances. Each year, we complete a skills audit to assess if there are any gaps in expertise, and to consider how to address these if necessary. Governors undertake relevant training as appropriate.

Full LGC meetings have been held face to face with the opportunity for members to join the meetings virtually, if this suits their personal circumstances. This has helped to ensure that the meetings have been well attended. The Committee has remained stable. Resources and School Effectiveness are the focus of a full LGC meeting on a termly basis. The Committee is confident and, with a diverse background, it is able to hold reasoned discussions and make decisions in support off the school leadership team.

This year, the Local Governing Committee have:-

- Reviewed and approved several school polices;
- Reviewed and approved several school Statements of Practice;
- Reviewed and approved the Committee's Terms of Reference;
- Reviewed and approved the School Financial Value Standard (SFVS) 2023-2024;
- Discussed, reviewed and considered retention of the school's Service Level Agreements (SLAs) in terms of necessity and value for money
- Monitored the School Vision Statement and Key Performance Indicators throughout the year;
- Ensured ongoing monitoring of the school's asset inventories, staffing structures and received termly Health and Safety updates.

These are actions that the Committee undertake each year.

The Governors are all fully committed to the ongoing support and wellbeing of the children at the school and will always look for opportunities to improve the school environment to aid learning.

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Things of particular note this year include:

- A revised staffing structure has been agreed to ensure continuity and commitment to providing outstanding leadership of the school.
- Governors have supported Mrs. Guest's appointment as Director of Primary Education within the Leverhulme Academy Trust
- We received a 100% score in the external Health and Safety Audit.
- A new Sustainability Leadership Team has been developed including a member of the LGC.

Governors ensure that they are up-to-date with any learning needed. The Chair of the Local Governing Committee has a wealth of experience and carries out the role confidently. She has continued to attend relevant training to ensure the role is carried out as it should be. Governors have completed a range of monitoring visits to focus on Resources Committee business this year and the Vice Chair of the LGC meets with the School Business Manager ahead of termly meetings to discuss budgets and benchmarking before this is shared with the wider committee.

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One termly meeting of the Local Governing Committee has a focus on Curriculum, Pupil Welfare and Community. The broad remit during these meetings is:

- Responsibility for the monitoring of the school's curriculum and learning programmes, including religious education and collective worship and sex and relationship education, equal opportunities and equality and identification, assessment and provision for SEND pupils.
- To agree, monitor and evaluate the implementation of individual subject curriculum policies and to review them regularly.
- To monitor and evaluate the effectiveness of teaching and learning in delivery of the curriculum, including the effectiveness and rigour of assessment procedures, and use these findings to narrow gaps in achievement between vulnerable groups of children and other learners.
- Consider school performance in relation to comparable schools, both locally and nationally in terms of benchmarking.
- Monitor, evaluate and approve the implementation of school self-evaluation and the school improvement plan.
- Social inclusion- Looked after Children and Special Needs inclusion.
- To ensure that safeguarding arrangements to protect children, young people and learners meet all statutory and other government requirements, promote their welfare and prevent sexual exploitation, radicalisation and extremism.
- Ensuring there are rewards systems in place which impact positively on achievement, attendance and behaviour.
- Monitoring pupil attendance, absence and pupil exclusion rates considering strategies to improve them. (Including children missing education)
- Addressing issues of relationships with the community and issues of promoting the school. Actively seeking the views of learners, parents/carers and all school stakeholders in order to inform the Governing Board and Headteacher in their decision making about the way the school is conducted.
- Having the oversight of the development of and for monitoring extended school provision and to report to the Governing Board with recommendations.
- Secondary liaison links.
- To have an awareness of how the school supports children to develop confidence, resilience and strength of character through the curriculum and wider opportunities.

Over the course of this year, we have:

- Reviewed and approved several school Policies and Statements of Practice.
- Reviewed and approved the Committee's Terms of Reference.
- Reviewed and approved the School Impact Plan.
- Discussed, reviewed and considered the assessment data and plans for SEND and PPG funding to meet the needs of vulnerable groups.
- Monitored the School Vision Statement and Key Performance Indicators throughout the year.
- Ensured ongoing monitoring of school's Curriculum Coverage.
- Commitment to improve parking and road safety for children at the start and end of the school day .
- Stakeholder questionnaires; including questions about homework and well-being.

These are actions that the Committee undertake each year.

The Governors are all fully committed to the ongoing support and wellbeing of the children at the school and will always look for opportunities to improve the school environment to aid learning.

Things of particular note this year include:

- Impressive sporting achievements for individuals and school teams.
- Excellent Musical achievements
- Successful Leverhulme Trust cross phase projects
- Positive School Improvement Partner Reports .
- A strong focus has remained throughout this year, on pupil leadership, evidenced as a strength in lesson observations. Pupil leaders have confidently presented to Governors.
- Winners of the Bolton News School of the Year award

This year's Cultural Capital funding was carefully allocated to ensure the breadth of curriculum and enrichment activities have continued at an Outstanding level. Children have experienced visits to neighbouring schools, trips to enhance learning and a whole host of visitors into school.

Outdoor learning has continued to be promoted, with classes using the Forest School area and the Commando Joe materials, to really enhance their learning with fun activities linked to their learning in the classroom.

School has continued to drive forward its priorities this year, further embedding changes introduced to develop Oracy and Adaptive teaching. A strong focus has been around Online Safety, including the introduction of Apple Classroom. In March, the focus for a Governor Learning Walk was Online Safety.

A teaching and learning reviews have evidenced outstanding practice and enabled subject leaders to address any minor actions immediately. During these Deep Dives, Governors took part in the scrutiny of books, lesson observations and discussions with pupils.

PE funding has been expertly targeted and the expenditure reported on a termly basis to Governors.

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In addition to their regular lessons, pupils have experienced tennis coaching, Jump Rope skipping, Netball, Football, Table Tennis, and Multi Skills. A football day has taken place for both Key Stages, and Sports Days to ensure that the children have had a fully enriched PE curriculum.

Impact of Pupil Premium Funding.

The Governing Board monitors the impact on progress of those children who are in receipt of the Disadvantaged Children's Grant. (Pupil Premium Grant) We have a Pupil Premium Governor who has liaised with school regularly, to monitor the progress of these children through termly data. Governors monitor closely the progress and achievement of these pupils and ensure that the grant money, received by the school, is used to close any gaps between these children nationally and in school.

Safeguarding

All members of staff and Governors starting at Lostock have undertaken the online Level 1/basic training as part of their induction and the Safeguarding leads and deputies have undertaken level 3 Safeguarding training. .
Safeguarding is on the agenda of the Local Governor Committee on a termly basis, ensuring that Governors are kept up to date.
Filtering and Monitoring has been embedded throughout the school, and Mrs Barnes Gray reports on a termly basis to the Governors, regarding any updates received.

Mrs Clark has visited school in her role as Safeguarding Governor, and liaised with the School Business Manager to discuss Safeguarding procedures. Mrs Clark met with the School Business Manager to monitor the schools Single Central Record where all information, documents and checks are stored in relation to all adults in school. Mrs Clark also met with the school's caretaker and the school's business manager to discuss Health and Safety checks in school such as fire, legionella etc.

Pupil Attendance

Overall, attendance is above average across the school. Governors on this committee are provided with an attendance summary on a termly basis to allow them to monitor attendance effectively. Any children who are considered persistent absentees are also reviewed and school processes discussed.

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Behaviour

Governors receive a termly report on behaviour from the Head of School which details incidents in school. Behaviour is outstanding in school with incidents of poor behaviour and bullying extremely low. Where action is needed, this is explained with Behaviour support plans in place and parents/carers involved. Any fixed term exclusions are detailed and discussed. The most recent OfSTED inspection supported Governors' views of outstanding behaviour, stating that 'pupils demonstrate exemplary behaviour to each other and towards adults.'

Monitoring

The Local Governing Committee has a calendar of monitoring activities, and visits into school, with Governors taking on specific monitoring roles in areas of interest, usually a curriculum subject, to develop expertise in a particular area. One Governor is responsible for liaising with the school Lead for Inclusion, to monitor and evaluate, in detail, the provision for children with SEND and those of all vulnerable groups in school. These children are closely monitored by the committee in order to ensure that the children make expected progress or better and achieve at least in line with school and national averages. Curriculum leaders have sent copies of their Action Plans and position statements to Governors to give an overview of the breadth and balance of curriculum and in March 2025, Governors met with each Curriculum Leader in rotation to discuss their action plans and standards in each area of the curriculum.

Training

All Governors have continued their commitment to training. The impact of this is that the Governing Board has kept abreast of their responsibilities regarding the latest requirements and expectations. Governors also have access to an online training package. Some Governors undertake relevant training through their own work in schools or for the local Authority. Governors also attend termly briefings for the Chair, Partnership Governor and Training Lead Governor. Learning and actions from training are shared at full Governing Board meetings. We regularly complete a Governor Skills Audit, to identify any training requirements for individuals or the whole Governing Committee.

Summary

In conclusion, we are all stakeholders in Lostock Primary School. And the Leverhulme Academy Trust. We share ideas, and our vision can be seen around school and in action. We have a dedicated and hard-working Senior Leadership Team in school, a committed and diligent staff team and Governors who fully intend to be known and valued by children and staff alike. We continue to make a positive impact for the future of Lostock Primary School. The most recent OfSTED inspection validated the work we have carried out as Governors, and we are very proud of everyone involved in the school family, resulting in the judgement of outstanding in all areas.