ANNUAL LOCAL GOVERNING BOARD REPORT

Albrighton Primary School & Nursery

Academic Year:
Chair of Local Governing Board:
Headteacher:
Date Approved by LGB:

Four Hill Education Trust
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1. Introduction from the Chair

This report provides an overview of the work of the Local Governing Board during the academic year.

As part of Four Hills Education Trust, the Local Governing Board acts under delegated authority from the Trust Board. Governors provide support and challenge to school leaders, monitor key aspects of school performance, and ensure that the voices of pupils, parents, staff and the wider community are represented.

This report summarises the Board's activities, areas of focus and impact during the year.

2. About the Local Governing Board

Membership

Name	Role
Adrian Marsh	Chair/Co-opted
Sheetal Mistry	Vice-Chair/Parent
Karen Tearle	Headteacher
Hayley Mason	Staff Governor
David Dale **Susan Dale** **Christine Jones** **Phil Ogle** **Andrew Billinghurst**	Co-opted Governors
Aisling Sheffield **James Foster Brooker**	Parent Governors

Attendance

Provide a brief summary of attendance at meetings during the year.

Example:
The Local Governing Board met on three occasions during the academic year. Attendance was good, with all governors demonstrating a strong commitment to supporting the school and Trust.

Governor	LGB Meetings Attended	Total Eligible LGB Meetings	Attendance %
Adrian Marsh	3	3	100
Sheetal Mistry	3	3	100
Phil Ogle	3	3	100
Andrew Billinghurst	2 (RAF Posting)	3	66
James Foster-Brooker	3	3	100
Christine Jones	3	3	100
Aisling Sheffield	2 (Work)	3	66
David Dale	3	3	100
Susan Dale	3	3	100

Attendance should be reported only against meetings that governors were eligible to attend during the academic year. Governors appointed during the year should be measured only against meetings held following their appointment.

Governor Development

Governors have maintained up-to-date knowledge of their responsibilities through participation in Trust, local authority and external governance training as appropriate.

Outline any governor training completed during the year.

For example:

- *Safeguarding training*
- *SEND training*
- *Governance updates*
- *Trust-wide governor development sessions*

Examples include:

All governors have attended safeguarding, cyber training, child protection (and KCSIE) training within this academic year. Phil Ogle has attended in-depth SEND training. Additionally, certain governors have attended in-school training, for example the OPAL programme and the development of the new SEND Hub. Once governance for the LGB has been up-dated, it is intended that the new CPD governor (Sheetal Mistry, Vice Chair) will hold detailed records of all training as placed on Governor Hub and use this information , together with discussions at meetings with the SLT and the school office, to develop a training programme matched to every governor.

3. Key Areas of Governance Focus During the Year

The Local Governing Board has fulfilled its delegated responsibilities through monitoring, challenge and support in the following areas.

Quality of Education

Summary of governor oversight of:

- *Curriculum development*
- *Pupil achievement and progress*
- *School improvement priorities*
- *Enrichment opportunities*

Examples of challenge and support provided:

Using the governance format from the time when Albrighton was an LA maintained school, governors have attended the curriculum, finance and premises committee meetings in addition to the full governing body meetings. They have also attended two Governor Days. These days are used to enable

governors to monitor curriculum work, talk to subject leads, parents and children leading to end of day discussions with the head teacher about evidence gained. Actions taken have included:

- Analysis of assessment and progress data
- Curriculum initiatives
- The quality of teaching and learning – both within learning walks and acting as a TA for a morning session to see the ways in which English and Mathematics are taught through the school
- Analysis of progress made with SDP targets
- The value gained by children from well-being programmes such as OPAL
- Monitoring of the school's budget
- The chair and vice chair meet with the head teacher fortnightly. The chair has, for several years, taken a fortnightly assembly to the whole school and will, from, September swap this role to that of acting as a TA, to find out more about teaching and learning, in a different class throughout the year. This new programme will also be carried out fortnightly.
- The governor, responsible for finance, has met with the head teacher and bursar to discuss budgets. In the past, he has helped ensure that appropriate procedures are in place and has been instrumental in ensuring financial viability which is recorded in such a manner that is accessible by all governors. This year, his role has been simply one of monitoring the new systems put into place by the MAT team
- The chair and vice chair have discussed SDP targets with the head teacher prior to them being published. They are the monitored at every LGB meeting. SDP targets provide a focus for lesson observations.
- Governors have discussed a number of issues relating to premises, particularly the poor condition of certain parts of the building; the dismantling of a redundant chimney; the need for a perimeter fence; the health concerns relating to the school's basement area and the new contract with Maverick, a firm that has taken over the management of the school's swimming pool. Feedback from the bursar and school caretaker have been received regarding health and safety and risk assessments. Unfortunately, the link governor with this responsibility, owing to an RAF posting, has been unable to support these arrangements. A new link governor will be appointed in the next academic year.
- Governors have been informed, and occasionally attended, a range of enrichment events including the value to children of three residentials; the visit, with other MAT schools, to parliament; the school's participation in music events; a range of curriculum-focussed school visits and the local history and geography project based around the village.

Safeguarding and Pupil Welfare

Governors have monitored safeguarding arrangements throughout the year through reports, discussions and monitoring activities.

Areas reviewed included:

- *Safeguarding systems and processes*
- *Attendance*
- *Pupil wellbeing*
- *Behaviour and culture*
- *Inclusion and SEND provision*

Examples of challenge and support provided:

- Governors have monitored SEND provision and adaptive learning for children with SEND; familiarised themselves with policies and curriculum developments; met with parents of children with SEND, listened to their concerns and, with the SLT, developed an action plan for improvement; visited the new SEND Hub and discussed provision with those responsible for devising and implementing specific provision for children with SEND. Governors were involved in aspects of decision making regarding the development of the SEND Hub The chair joined discussions with the LA representatives on two occasions.
- Governors have been informed, at every meeting, about the well-being culture. They have taken part in OPAL sessions with parents; been present at discussions with the SLT about the value of the Happiness Coach and welcomed the new initiatives for Philosophy for Children and Learning Beyond the Classroom.
- Discussions have taken place with children about their understanding of well-being and if they have any concerns about their welfare in school.
- Governors have shared the concerns of the head teacher about the "highs and lows" of attendance. They were delighted that Albrighton received the attendance awards from the MAT and applauded the steps taken to improve attendance figures, particularly the increased contact between class teachers and parents at "face to face" level. Concern was expressed about the demands placed by the DfE on schools regarding attendance figures. In spite of all controls being in place, and the head teacher expressing concerns with the local MP, particularly in regard to special cases for forces parents, figures have again dropped marginally owing to in term holidays being taken.

Stakeholder Engagement

The Local Governing Board has sought to understand and represent the views of:

- *Parents and carers*
- *Pupils*
- *Staff*
- *The wider community*

Key themes identified:

Parents with SEND have largely praised the school for its work with their children. Areas included: communication with class teachers and SLT, particularly the SENDCo; intervention programmes that have ensured good progress being made; inclusion in every aspect of school life; the values of the OPAL programme and the opportunity to express concerns to staff, including governors.

From meetings, several changes have been made including: a reinforcement of school policy to ensure that parents know and use the "open-door" policy; further information given to parents about the type and quality of SEND training received by staff and the impact it is having on children; an independent Educational Psychologist has been appointed to address the concerns that psychological reports have not been acted upon quickly enough; reinforcement that SEND children can attend any after school clubs; the reintroduction of the parents' forum; timetabled meetings held each half term to continue

and the intention that the newly elected parent governor will have specific SEND knowledge and experience.

The pupil safeguarding forum has met with the safeguarding governor. This has given both parties an opportunity to understand each other's roles and for children to know that governors have a responsibility for their welfare.

Plans for increased participation of governors within the governance of the MAT is being planned for. Involvement in the "Learning Beyond the Classroom' project has already taken place. It is hoped that governors will also continue to meet up with other governors from the Severn Alliance initiative.

Governors have met with staff on at least two occasions within the Governor Day initiative. On both occasions, opportunities were given for link governors to talk to subject leaders about their subject, the progress made by children and the impact that their action plans were having on children's learning. Well-being issues are regularly discussed with the senior leadership team at governors' meetings.

The chair and vice chair meet with the head teacher and, where appropriate, the senior leadership team members for current up-dates and discussions relating to specific issues from both Governor Day and governing body meetings. The meetings are recorded as a note of visit and sent out to all governors.

4. Impact of Governance and Challenge

During the year, governors have contributed to school improvement by providing constructive challenge and support to leaders.

Examples of governance impact may include:

- *Monitoring progress against school priorities*
- *Supporting safeguarding culture and practice*
- *Reviewing attendance and inclusion strategies*
- *Strengthening stakeholder engagement*
- *Supporting trust-wide initiatives and collaboration*
- *Contributing to strategic discussions regarding the future development of the school*

Key examples of impact this year:

Example 1 Continued detailed monitoring of teaching and learning through Governor Days. Every class has been visited with governors given specific aims of looking at the quality of adaptive learning as well as monitoring SDP targets. This will be complemented in 2026/27 by regular fortnightly visits into classrooms with the chair assisting as a teaching assistant to have greater understanding of the processes involved for both children and teachers

Example 2 The LGB has given specific support for the school in the development of the new SEND Hub. Governors have validated the budget, staffing and building processes before visiting and monitoring the work and approving staffing appointments and training. They have also overseen the budget for the Hub.

Example 3 Governors have enjoyed watching the very positive development of the OPAL programme and the value that it has had in supporting improved behaviour patterns. In addition to observing OPAL in action (together with parents), they have also taken part in training programmes and monitored data used to assess the impact of the programme

5. Looking Ahead

The Local Governing Board will continue to support the school and Trust priorities during the coming academic year.

Areas of focus are expected to include:

- *Quality of Education*
- *Safeguarding and pupil welfare*
- *Attendance and inclusion*
- *Stakeholder engagement*
- *School improvement priorities*
- *Trust-wide strategic developments*

Examples include:

Governors will continue to work with the SLT to ensure that all priorities, especially those within the SDP, will be managed effectively for the benefit of all children and staff. In addition to the three priorities as outlined below, there will be continued support for the changes to the swimming pool which, under new management , will be able to offer swimming lessons to all children throughout the year; the continued success of the SEND Hub and the development of the new leadership team appointed for the beginning of the new academic year

Local priorities for the coming year:

1. To continue to develop and embed a smooth, well-structured transition from Reception to Year 1 that ensures continuity in provision, curriculum and emotional support – enabling all pupils to sustain or accelerate progress from EYFS

2. To ensure that all children, particularly those with SEND and the lowest 20% of achievers are effectively supported through inclusive teaching, early intervention and targeted practice.

3. To reassess the impact of the LGB within the new MAT governance framework to be sent to Trust schools at the beginning of the new academic year. This will enable governors to become more effective in their monitoring and support of the school and aid communication with MAT trustees.

6. Assurance Statement

The Local Governing Board confirms that it has undertaken its delegated responsibilities during the academic year in accordance with the Four Hills Education Trust Scheme of Delegation.
Governors have provided support and challenge to school leaders and have monitored matters relating to educational standards, safeguarding, inclusion, stakeholder engagement and school improvement.

The Local Governing Board is satisfied that it has fulfilled its role in supporting the continued development of the school and contributing to the wider mission and values of Four Hills Education Trust.

Chair of Local Governing Board

Name: Adrian Marsh

Signature:

Date: 21st July 2026