ANNUAL GOVERNANCE REPORT FOR

CALSHOT PRIMARY SCHOOL

2025/2026

OUR VISION

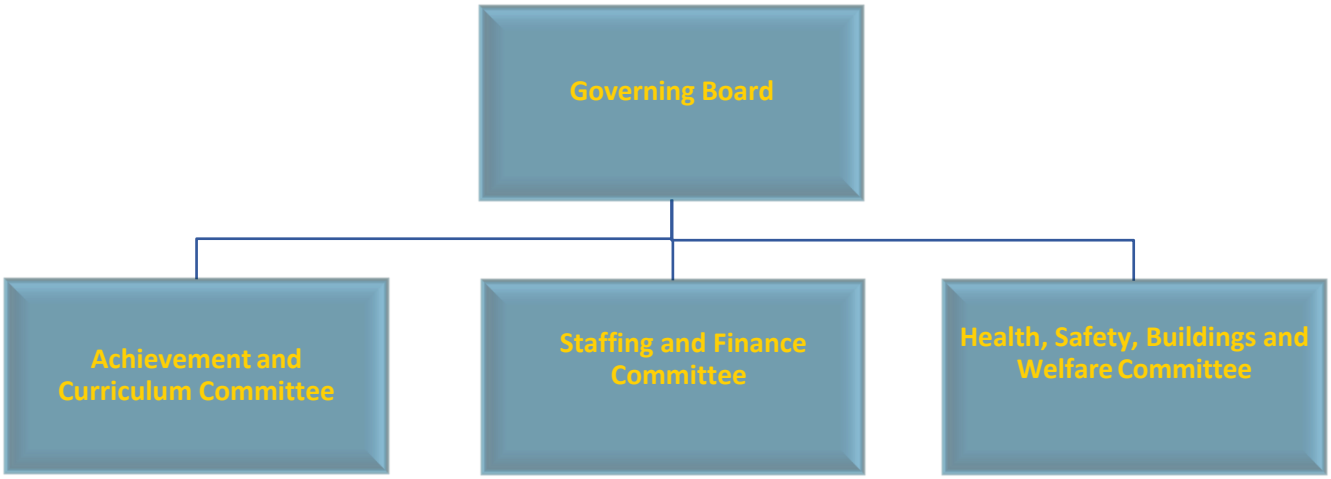
The Governing Body will support and challenge the shared vision of Calshot School through a process of continuous and vigorous monitoring, evaluation, and critical reflection.

Our aims are:

- **To become an establishment of outstanding practice**
- **To offer continuous improvement despite fiscal challenges**
- **To promote and support the well-being of children, staff and parents so that they may excel**

GOVERNANCE STRUCTURE
The governing board has the strategic responsibility for the effective management of the school, acting within the framework set by national legislation and with due consideration to the policies of the **Local Authority**. The governing board meets as a whole board twice per term. The Governing Board of Calshot Primary School is made up of 2 staff governors (including the Headteacher), 2 elected Parent Governors, 1 Local Authority Governor and 5 Co-opted governors. Co-opted governors are appointed by the governing board and are people who, in the opinion of the governing board, have the skills required to contribute to the effective governance and success of the school. **Committees** The governing board has delegated certain aspects of governance responsibilities to committees. This enables us to ensure that we remain strategically focused on the agreed key areas of school development and work in an efficient way. It is decided which governors will join each committee by analysing governors' skills and experiences through a skills auditand assigning committee membership accordingly. Committee membership and the committee structure is reviewed at the beginning of each academic year.

At the start of the academic year, we implemented the following committee structure:



Attendance overall across the year at the governing body meetings has been good and we have a full complement of governors.

As a school we recognise that a diversity of thoughts, voices and perspectives is essential to good governance and the effective running of any organisation. We regularly collect diversity information from our governors and, depending on current data, can use this to:-

- Target recruitment to address gaps in experience and diversity
- Develop and adapt board practices to ensure full participation
- Prioritise training and awareness-raising in identified areas
- Address potential 'blind spots' through seeking wider advice and perspectives on current and upcoming opportunities, challenges and risks.

However, we are unable to publish this information as it would mean that individual members of our governing body are identifiable.

In accordance with the Government's requirement for all governing body, the core strategic functions of the Calshot Primary School governing body are:

1. Ensuring clarity of vision, ethos, and strategic direction.
2. Holding the headteacher to account for the educational performance of the school and its pupils and the performance management of staff.
3. Overseeing the financial performance of the school and making sure its money is well spent.
4. Ensuring school follows safeguarding procedures and holds the Head Teacher to account for the welfare of pupils and staff.

Reports from each committee and link governors have been provided appropriate to the core function they relate to.

1) Ensuring Clarity of Vision, Ethos and Strategic Direction

Full Governing Board – report from the Chair of Governors, Mr D Rajput

I'd like to thank all the Governors for the time and effort they put being on the Governing Body. It can be a challenging role, and all governors do this voluntarily and undertake an important role working with the Head Teacher and Deputy Head to make sure the school is running as it should be. We meet regularly as a full governing body as well as for the committee meetings for Achievement and Curriculum, Staffing and Finance and Health, Safety, Buildings and Wellbeing. Additionally, committees have met for Head Teacher Performance Management and Pay Committees. This always entails setting up agendas, reading paperwork, visiting the school and meeting with staff and writing up reports before meetings, so a massive thanks to all the governors for their commitment and the staff that support us in doing our jobs.

Mr Wingrove and Miss Atterbury have continued to lead the school by example, stepping up on multiple occasions across the year wherever necessary. They have led on successfully delivering the School Improvement Plan with opportunities to discuss and stay updated on actions within formal governing body meetings and informal conversations and meetings through the year.

We continue to with Entrust Governor Services who are providing a clerking service for our meetings, and we now have a regular clerk, Katie Platts who has settled in to the Governing Body team in a very efficient and productive manner offering some valuable and consistent support.

It was with sadness that we said goodbye to Councillor Jon Hunt who stepped down from the Governing Body as our LA Governor after an amazing 24 years. Jon has recently retired from his Councillor role. Jon has been an invaluable member of the governing body; with a great insight into our staffing and finance committee which he chaired for many years and the community elements of the school. He will be missed but we wish him the very best in retirement and hopes he manages to follow up on the new adventures he is hoping to follow.

Highlights for the year include:

- The school improvement plan targets have been met and discussions started early to set targets for the next academic year, which you can read about at the end of this report as we look ahead to the next academic year.
- Results in Maths are significantly above National figures. Results in Reading, SPaG and Writing are broadly in line with national. Pupils continue to make excellent progress across the curriculum – in 2026, 64% of pupils in KS2 achieved the expected standard in Reading, Writing Maths, which is above national and Local Authority data.
- Governors used their annual training meeting to discuss ways in which they can be more visible around school; I hope you get to meet Governors selling books on Parents' Evenings, selling ice-creams on Sports Day and we look forward to being visible at more events.
- Parent Questionnaire results continue to remain positive with a high number of questionnaires filled in (233 compared to 200 the previous year) and over 98% strongly agreeing or agreeing with positive statements about the school and 98.4% of parents who would recommend this school to another parent

- Governors have been able to regularly meet with staff to look over link governor roles and have been able to provide statements for their areas in this Governing Body Statement

Report from Link Governor for Training – Mr D Rajput

The Governing Body continues to expand understanding and skills to become better at serving the school. In March a whole GB training session took place around the Suspensions and Exclusions procedures.

Governors continue to do CPD around relevant subjects including safeguarding, safer recruitment, Pupil Premium and more through reading articles, online learning and The Key.

2) Holding the Head Teacher to account for the educational performance of the school and its pupils and the performance management of staff

Achievement and Curriculum Committee – Miss A Olatokun

The Achievement and Curriculum Committee meet 3 times a year to monitor progress against the School Improvement Plan and updates on the curriculum and the wonderful work being delivered by the Calshot Community.

A new Science scheme has been rolled out across the school, the curriculum has been reviewed and improved, with a view to enhance Science provision. Teachers have been working hard to embed this, and pupil questionnaires have reflected a positive outcome.

Attendance is a key topic discussed at each meeting, unauthorised absences and persistent non-attendance can disrupt learning so needs to be avoided where possible. We would like to thank everyone who ensures their children attend school regularly and punctually so they can continue to learn and meet their full potential. We fully appreciate the efforts of staff, parents and carers to help the children achieve this.

There is now an "Animals in School Policy" which outlines the aims, benefits, Health and Safety aspects of the introduction of animals in the children's learning journey.

The Computing policy has recently been reviewed to ensure that it remains relevant and that we are all committed to encouraging the use of Technology and maintaining all the safety and safeguarding concerns that come alongside this. There will be a Computer Link Governor as of

2026/2027 who will meet with the Subject Lead and report back to the Governing Body for our oversight and input.

As always we would like to thank the entire Calshot community for their dedication to enable the highest quality of learning and care for all children in a safe and enjoyable environment.

Pupil Premium Link Governor – Mr S Islam

The Governing Body of Calshot Primary School continues to prioritise the effective utilisation of Pupil Premium funding. We receive additional funds to assist approximately one-third of the pupils at the school, and this number is increasing. These funds support pupils who are considered to need more assistance due to their circumstances, including any pupil who has had free school meals at any point during their time at the school.

The pupil premium strategy statement, available on our website, explains how we have been using these funds to support and improve learning outcomes. We place significant emphasis on providing targeted support by allocating resources for tutoring and tailored interventions to assist students in reaching their full potential.

- Additionally, we have invested resources in broader strategies such as enhancing wellbeing, behaviour, and attendance, and improving teaching quality through staff development. Pupil Premium funding continues to be allocated following a thorough needs analysis that identifies priority groups or individuals across the school.
- Not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Pupil Premium funding is allocated to any pupil that has been legitimately identified as being socially disadvantaged.
- A third of all students are eligible for pupil premium. The total budget for this academic year is £187,960.
- The funding is being used to enhance teaching quality, provide targeted academic support, and address non-academic barriers such as attendance, emotional wellbeing, and behaviour.
- The 2025/26 Pupil Premium Strategy Statement is available on the school website.

English Link Governor – Miss A Olatokun

As the English Link Governor, I meet with the Subject Lead for curriculum updates.

World Book Day as always was a huge success with many children dressing up as their favourite literary characters.

The end of spring assessment data for Reading shows good progress throughout the school. Attainment in Reading and Writing is as expected for most year groups.

Voice 21 is coming to Calshot in September 2026, we will join a network of over 1,200 Voice 21 Oracy Schools whose objective is to transform teaching and learning through talk. This will hopefully lead to improved speaking, communication and listening skills. We are very excited about this development and cannot wait to see the outcome.

We would like to thank everyone for their continued support to encourage the children to read and write to the best of their ability and we look forward to hearing more about oracy in 2026/2027.

Mathematics Link Governor - Miss G Hipkiss

Mathematics continues to be a key priority within the school's day-to-day practice.

The Mathematics Mastery approach is now established in Reception and Years 1, 2, 4 and 5. Year 3 pupils are currently transitioning to the mastery model, and Year 6 continue with existing teaching approaches due to curriculum and assessment considerations.

A notable development this year has been the removal of ability grouping in Year 3. Instead, pupils are taught through mastery techniques, encouraging collaborative learning and peer support. Early indications suggest this approach is having a positive impact on pupil engagement, confidence, and understanding. Progress is being carefully monitored, and there is an expectation that this model will continue into Year 4.

The school remains committed to ensuring that all pupils can access an appropriate mathematics curriculum. While the mastery approach is suitable for the majority of pupils, some children with Special Educational Needs and Disabilities (SEND) follow personalised learning pathways that are tailored to meet their individual needs and enable them to make meaningful progress.

There continues to be a strong commitment to maintaining high standards in mathematics teaching and learning across all areas of the school.

Early Years & Health and Safety Link Governor - Miss S Howell

As the EYFS link governor it is my role to gain an insight into the Early Year's Foundation Stage framework and how the EYFS provision is being implemented within the school, reporting back to the governing board.

It was clear to see the children were being well nurtured and have access to a range of carefully

planned activities that help to develop key skills.

Some of these activities are adult led; the children work in small groups with a Class Teacher or Teaching Assistant. This means the children can access a range of carefully planned independent activities to develop their skills in a range of areas within the EYFS curriculum.

The classrooms have different areas for children to access including:
- Reading area
- Sand and water area
- Maths area
- Writing area
- Role play area
- Fine motor area
- Exploration pods
- Construction activities
- Computing area
- Malleable activities
- Listening area
- Light box
- Small world area

Children have Phonics every morning at the start of the school day. And all these activities are changed daily to include the topic and sound of the day.

Science Link Governor - Mrs R Parker

Following the initial implementation of the new science curriculum, I met again with the Science Lead to review progress against the school improvement plan. I am pleased to report that all science-related targets have been successfully achieved. The Science Lead shared that both staff and pupils have fully embraced the new scheme, with teaching staff showing increased confidence and enthusiasm in delivering engaging, practical lessons. Pupil voice and feedback have been overwhelmingly positive, reflecting improved enjoyment and engagement in science across the school. This strong response demonstrates the sustainability and effectiveness of the curriculum changes, and provides assurance that science provision continues to develop in line with the school's strategic priorities

Head Teacher Performance Management Committee – Mr D Rajput

It is a statutory responsibility of the governing body to set objectives for the Head Teacher as part of an annual appraisal. At Calshot Primary School responsibility for this is given to the Head Teacher's Performance Management Committee. In 2025/2026 the committee membership consisted of Dharmesh Rajput (Chair of the Governing Body), Sean Barlow (Vice-Chair) and Gail Hipkills. The committee worked alongside Karen Davies, in her role as external advisor to the panel.

At the start of the 2025/2026 academic year the committee met to review the performance of Mr Wingrove against the objectives that had been set the previous year and agree new objectives. The committee is pleased to report that Mr Wingrove met or exceeded all set targets from the 2024/25 academic year.

In setting objectives, the committee always strives to ensure that Calshot Primary School continues to be a beacon of excellence in all areas. The Governing body is committed to developing the whole child, and this is reflected in the range of targets which have been set in recent years. This includes prioritising the professional development of all staff, recognising that they are the drivers of change and improvement in the school. Focus has also been given to developing procedures to support students' mental health. Mr Wingrove has been thanked for his ongoing work and the committee and wider governing body continue to support him in his work at the school.
The objectives set for this academic year have been reviewed in the summer term, with a target setting meeting for the next academic year scheduled earlier than usual in July 2026.

3) Overseeing the financial performance of the school and making sure its money is well spent

Staffing and Finance committee – report from the Chair of the Committee, Mr S Barlow

The Governing Board has a statutory duty to oversee the school's financial management, ensuring that resources are used effectively to support high-quality education while maintaining a balanced budget. Governors are committed to securing the best possible outcomes for pupils by ensuring that funding is allocated efficiently and delivers maximum value.

The Staffing and Finance Committee plays a key role in fulfilling these responsibilities through delegated oversight of the school's budget, staffing establishment, financial risk, and associated policies. Meeting on a half-termly basis, the committee regularly reviews the school's financial performance, monitors expenditure against budget, and considers both medium- and long-term financial planning to support informed decision-making.

During the year, the committee has continued to monitor the school's financial arrangements and respond to changes affecting financial management. Following last year's transition to a full chequebook accounting system, governors have maintained close oversight of financial processes and controls, working alongside the senior leadership team and business manager to ensure robust governance and compliance. The committee continues to review the effectiveness of these arrangements and their impact on the school's financial planning.

As we look ahead to the 2026/27 academic year it is worth noting the end of the Sports Premium, used to support physical activities in school. Governors will look to monitor the impact of this and support the school in continuing to provide opportunities for pupils.

In relation to staffing, the committee has continued to oversee workforce planning, ensuring the school remains well placed to recruit, retain and develop high-quality staff. Calshot Primary School continues to benefit from a stable and committed workforce, with strong levels of interest in advertised vacancies. This reflects the positive culture within the school and the dedication of staff at all levels, whose commitment contributes significantly to the continued success of the school.

4) Ensure school follows safeguarding procedures and holds the Head Teacher to account for the welfare of pupils and staff

Health, Safety, Buildings and Welfare – report from the Chair of the Committee, Mrs G Hipkiss

The Health, Safety, Buildings and Welfare Committee meets once each term to oversee matters relating to the safety, wellbeing and welfare of pupils, staff and visitors across the school.

The committee provides strategic oversight to ensure that effective health and safety systems are in place and that the school continues to meet its statutory responsibilities. Working closely with the Head Teacher and senior leaders, the committee receives regular reports and assurances that appropriate procedures are being implemented and monitored throughout the school.

A key aspect of the committee's work is reviewing the condition of the school premises and learning environment. Termly health and safety inspections are undertaken by senior leaders, with findings reported to the committee to support continuous improvement and identify any actions required. Updates on fire safety, site security and maintenance are also considered to ensure the school remains a safe and welcoming environment for all.

The committee maintains oversight of compliance with General Data Protection Regulations (GDPR) and receives regular updates regarding data security and information management. In addition, members monitor initiatives that promote positive mental health and wellbeing, recognising the importance of supporting both pupils and staff. This includes reviewing wellbeing provision, considering feedback and ensuring that appropriate support mechanisms are available where needed.

Through regular monitoring and constructive challenge, the committee helps to ensure that health, safety, welfare and safeguarding remain at the heart of the school's operations and culture.

Link governor for Safeguarding – Mr S Barlow

The Governing Board has a statutory responsibility to ensure that effective safeguarding arrangements are in place and that the school complies with all relevant legislation and guidance. This responsibility is exercised in partnership with the school's Designated Safeguarding Lead (DSL), with governors maintaining oversight through a nominated Safeguarding Link Governor. In addition, all governors receive regular safeguarding training, safeguarding remains a standing agenda item at governing board meetings, and governors routinely challenge and monitor safeguarding practice to ensure the highest standards are maintained.

The Headteacher, Mr Wingrove, continues to lead safeguarding as the school's Designated Safeguarding Lead, supported by an experienced safeguarding team. Governors are pleased that the investment made in developing safeguarding capacity has strengthened the school's ability to respond to the increasingly complex needs of pupils and families. The Governing Board continues to monitor safeguarding arrangements closely, ensuring that staff receive appropriate training, policies remain up to date, and systems effectively support the school's safeguarding responsibilities.

As Safeguarding Link Governor, I have met regularly with the Headteacher throughout the year to review safeguarding practice, discuss emerging issues and monitor compliance. While statutory safeguarding remains the school's highest priority, governors recognise that the nature and volume of safeguarding-related work continues to grow. Increasingly, the school is providing wider support to children and families, often undertaking work that extends beyond its statutory responsibilities where external services are under pressure or unavailable.

The Governing Board recognises the significant time, expertise and emotional commitment that this places on the Headteacher and the wider safeguarding team. We remain committed to exploring ways of strengthening capacity and providing appropriate support so that these increasing demands can continue to be managed effectively without compromising the high standard of care provided to pupils.

The Governors would like to record their sincere thanks to the Headteacher, safeguarding team and all members of staff for their continued professionalism, compassion and unwavering commitment to supporting the children and families of Calshot Primary School.

Special Educational Needs and/or Disabilities (SEND) Link Governor – Mrs S Howell

The governing body is committed to ensuring that the needs of all pupils are met in the most appropriate way.

This year, as the new SEND link governor, I have been liaising with Miss Knowles, who has been balancing the school's immediate needs whilst also having a whole school approach, planning, and looking ahead to the future.

With this I would like to say a massive thank you to Miss Knowles for all her support and dedication. The school's SEND provision continues to develop positively, with a strong focus on inclusion, early intervention and meeting the individual needs of pupils across the school.

The Rainbow Room remains a valuable and well-used resource, operating through a structured imetable across the week. It supports pupils with a range of social, emotional, communication and learning needs through individual sessions, small group interventions, and lunchtime provision.

Teaching Assistants continue to work closely with external professionals and have implemented advice from specialist agencies to ensure provision remains effective and responsive to pupil needs.

A significant development this year has been the appointment of Miss Dolan in a SEND Teacher role, working across the Rainbow Room and the wider school. Miss Dolan will play a key role in strengthening SEND provision, along side Miss Knowles supporting staff, developing intervention programmes, and ensuring pupils receive targeted support that meets their individual needs.

Additional resources available to support pupils include:

- Clicker and Flash Academy software.
- Widget and Makaton communication resources.
- Enhanced sensory and communication provision.
- A wide range of targeted interventions delivered by trained staff.

These interventions include literacy and numeracy support, WellComm, Precision Teaching, Speech and Language programmes, social skills groups, fine motor development, outdoor learning, and emotional wellbeing support.

The school continues to work effectively with external agencies including CAT, SALT, LLSS, SSOS, Occupational Therapy and other specialist services to ensure pupils receive the support needed to achieve positive outcomes.

Attendance Link Governor – Helen Crowe

I met with Miss Atterbury each term last year regarding attendance and obviously attending all the meetings in CPD regarding Attendance too. We are grateful to Miss Atterbury for all her hard work with the improved attendance figures, and to all the staff that support her daily with the running of the new attendance policy - meeting parents for example, and how this has clearly had a positive effect in the attendance results. Miss Atterbury is very clear in what we need to do as a school to continue to improve our attendance this year and regularly gives the staff updates to help with this.

Attendance for the entire academic year 2025/2026 was 94.7% (up 0.8% than last year), compared to national data at 94.7%.

Our Persistent Absence rate (pupils below 90%) was 11.8% (down 5.8% than last year) which is slightly below national data at 13.9%, which is brilliant and all credit to Miss Atterbury.

Attendance for Pupil Premium pupils was 91.7% (up 0.9% than last year) compared to national data at 92.6%.

Governing board priority areas for 2026/2027

The governing board's priorities for the year ahead remain focused on the safety and wellbeing of all school staff and pupils. We will continue to focus on essential areas of governance and support school leaders as they aim to bring back normalcy in the school environment whilst keeping an important eye on the coronavirus situation. Our immediate areas of priority are as follows:

Priority focus	Reason for this focus	Intended impact
Monitor and support the school improvement plan which will focus on: 1. To develop and enhance the roles of our middle leaders. Teachers to apply the principles of adaptive teaching into their lessons. School to develop greater inclusive practises across school so all pupils feel valued and included. 2. Review and improve the Personal, Social, Health Education (PSHE) curriculum and Relationships, Sex and Health Education (RSHE) across the school. 3. Review and improve the provision for oracy and speech and language development, with a clear focus upon communication skills, to ensure that pupils of all abilities achieve a greater depth of oracy confidence. 4. To improve Attendance across school	1. To develop and enhance the roles of our middle leaders. Subject Leaders to have a greater understanding of their inclusive practices across the whole school. 2. To enhance our effectiveness of PHSE and RSHE across the school. 3. To review and improve Oracy and speech and language across the school 4. School attendance procedures need to be robust. Persistent pupil absence needs be challenged.	1. Each class to aim for 85% of pupils to attain the 'expected standard' in Maths, Reading, Writing and foundation subject 2. Each class to aim for 85% of pupils to attain the 'expected standard' for their respective year group in PSHE 3. Each class to aim for 85% of pupils to attain the 'expected standard' for their respective year group 4. Each class to aim for 95% attendance and reduce persistent absences so that we are broadly in line with national attendance figures.

Ongoing Governor Training	Develop the skills that required for the Governing Body to perform effectively.	Formal training plan created and implemented that leads to effective governance.
Succession Planning to futureproof the Governing Body	To make sure that when required we can put the right peopleinto the right roles on the governing body.	The Governing Body will always be quorate and have the right mix of skills to be effective.
Raising the profile of governance with stakeholders	To raise the profile of school governance and ensure that stakeholders understand what is being done.	There will be a shared understanding and appreciation of the work of the governing body.