



Hereward Primary School

ANNUAL GOVERNANCE STATEMENT FOR THE ACADEMIC YEAR 2025/2026

Whole School Aim

The overarching aim at Hereward Primary School is to ensure a safe, welcoming environment for all pupils. Kindness, tolerance and happiness are deeply rooted within the school ethos, enabling children to feel valued and nurtured.

School Values

At Hereward Primary School, we have three core values. They are:

GROW

We all grow in a safe, caring and happy environment.

LEARN

We all learn to be inquisitive and resilient.

ACHIEVE

We all achieve by gaining skills and knowledge for the future.

Governors' Role

Hereward primary school is part of the Epping Forest Schools Partnership Trust.

Each school within the trust has a Local Governing Committee which comprises Parent, Staff and Trust Governors. They are highly valued and expected to work closely with the trust, defining school vision and direction alongside the Trust's Leadership Team which comprises Headteachers and senior executives.

Raising achievement is at the heart of a Local Governing Committee's strategic role; every child has the right to attend a school which aspires to be outstanding.

The Governing Committee is of key importance to Hereward Primary School. The Governing Committee supports and challenges the Headteacher to continually improve the school and provide the best education for every child.

This Annual Governance Statement is one way in which the Governing Committee communicates its work and the impact we have had on school improvement to our stakeholders.

The primary functions delegated to a Trust's local tier of governance are the four 'Ss':
Safeguarding, SEND, Standards and Stakeholder engagement.

Local Governing Committees also have the following core functions:

- carrying forward the Trust's vision, ethos, values and principles in ways that are appropriate to the school's status, pupils, staff and community

- Governing the school in line with the Scheme of Delegation, Terms of Reference, Governance Planner and other guidance agreed by the Board of Trustees
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties

The Governing Committee Structure

The Governing Committee is made up of a group of volunteers who bring a range of skills and expertise and come from a variety of backgrounds.

Governors are committed to improving the education of every child in our school and invest a huge amount of good will, hard work and time. Hereward Primary School Governing Committee had eight governors in the 2025/26 academic year, with positions filled as per the following structure · We had two vacancies during the year for trust governors which meant extra work for those remaining.

Two Parent Governors appointed by ballot of the parents at the school ·

One Staff Governor appointed by ballot of the staff

One Headteacher

Four Trust Governors appointed by the Trust based on a skills audit, wherever possible.

The Governing Committee appoints a professional clerk who is responsible for arranging meetings, taking minutes and following up on all actions. The clerk also advises on procedural matters and plays a key and crucial role in the work of the Governing Committee.

Following an election of the parent governors the sitting governor was not re-elected, and a new parent governor was admitted

The chair and vice chair are elected by the Governing Committee, and approved by the Trust, on an annual basis and work closely with the Headteacher and the clerk.

Attendance at meetings for each Governor are monitored and recorded. Governors are notified of meetings dates for the following year at the end of the summer term.

Training

To effectively fulfil its role, the Governing Committee ensure that all its governors have the required skills and knowledge to support the achievement of the school's priority objectives.

All new members of the Governing committee must attend an Induction training session. Mandatory training such as Safeguarding and PREVENT were carried out at the beginning of the academic year for all Governors. Training in the new Trauma perspective practice (TPP) the Essex County Council approach to understanding behaviour and supporting emotional wellbeing in children and young people was delivered to all governors.

Through the Trust, all governors now have access to online training via National Governors Association and the London Grid for Learning.

The Trust also sets up a mixture of online and in person courses/ training sessions throughout the year to further the knowledge and understanding of governors.

The impact of this is that the Governing Committee has kept up to date regarding the latest requirements and expectations from the Department for Education.

This enables governors to better understand and challenge the information and data presented to them.

Impact of Full Governing Committee Meetings

The Full Governing Committee met five times over the 2025/26 academic year to read, review and agree school policies and monitor progress against the School Development Plan (SDP) which identifies the key areas on which the School and the Governing Committee wish to focus during the academic year.

The SDP includes measures and milestones that the Governing Committee uses to satisfy itself that progress is being made against objectives and that all actions being taken are improving teaching and learning outcomes for all children.

The Governing Committee met either virtually or face to face over the 2025/26 period. One meeting was conducted virtually with the rest in person.

Every meeting was quorate and overall attendance and commitment by governors remains high. The Full Governing Committee continued at each meeting and during monitoring visits, to question the school on its decisions and actions. This was to ensure that the school's standards and expectations remained high and that pupils from all backgrounds and abilities were supported. Information from data, Headteacher reports, and monitoring visits enabled the Governing Committee to scrutinise pupil progress across all areas including vulnerable groups.

The areas of focus for 2025/26 were:

Quality of Education

- Safeguarding and staff wellbeing especially with the extra workload
- Personal Development Leadership & Management Early Years Provision
- SEND and pupil inclusion
- Curriculum Topics

The school budget was scrutinised and reviewed in detail at Governors review meetings. Using benchmarking information, governors compare the school's spending with Trust schools and ensure resources are being used in the most effective ways to support the best education outcomes for all children.

Ofsted

As the school was only inspected in 2024 consideration was given to making sure the new guidelines are read and understood. Training for the governors in the new OFSTED guidelines was delivered by the Essex Primary Headteachers Association in May 2026.

Governors are keen to ensure the school maintains its rating particularly given the many changes that the school has had since the last Ofsted.

A full copy of the Ofsted inspection report is available on the school website.

Monitoring Focus Areas in 2025/26

The Governing Committee has a schedule for all governor monitoring visits. This schedule is reviewed termly to ensure as many as possible are completed. Some of the monitoring visits are completed by the Governors on behalf of the Trust.

The Trust Board recommends that LGCs appoint Link Governors for the following areas:

- Safeguarding,
- Inclusion (including SEND and Looked After Children)
- Finance,
- Health and Safety,
- Pupil Premium Funding,
- Sports Premium Funding,

- Website,
- Governor Induction, and
- Risk.

Governors use monitoring visits as a chance to get to know the school better, to observe and communicate with staff and to hear the pupil voice. Visits enable governors to ensure that actions agreed in the SDP are being taken forward by the school. A monitoring visit report is prepared and presented at the Governing Committee meeting following the visit, allowing other governors to ask questions