

Great Chart Primary School
Annual Governance Statement
Sept 2026

Annual Governance Statement for the Governing Body of Great Chart Primary School September 2026	
In accordance with the Government's requirement for all governing bodies, the 3 core strategic functions of Great Chart Primary School's Governing Body are: 1. that the vision, ethos and strategic direction of the school are clearly defined 2. that the headteacher performs their responsibilities for the educational performance of the school 3. the sound, proper and effective use of the school's financial resources	
Governance arrangements	The Governing Body of Great Chart Primary School was reconstituted in January 2015 and is made up of 2 staff governors (including the Headteacher), 2 elected Parent Governors, 1 Local Authority Governor and 7 Co-opted governors. Co-opted governors are appointed by the Governing Body and are people who, in the opinion of the governing body, have the skills required to contribute to the effective governance and success of the school. The full Governing Body meets 6 times a year, and has 2 additional groups: a Pay Panel and a Headteacher's Performance Management group. We also have panels that meet if required to consider pupil discipline, staffing matters and complaints.
Attendance record of governors	Governors have good attendance at meetings and we have never cancelled a meeting because it was not "quorate" (the number of governors needed to ensure that legal decisions can be made). See the school website for governors attendance record.
The work that we have done on our committees and in the governing body	Governors have been focused on their core responsibilities but also during 2025-26 they have worked on the following: 1. Governor Wellbeing - All Governors feel supported by the board and school community. Workload is manageable and team spirit is valued. 2. Succession planning - The board has sufficient people with the depth of skills necessary to fulfil the roles required. 3. Monitoring visits - To achieve a manageable workload for Governors while still ensuring monitoring visits are effective. One of the roles for the governors is reviewing and agreeing statutory school policies, and this year we have considered a number of key policies, including Health & Safety, Anti Bullying, Behaviour Management and Safeguarding. Minutes of Governing Body and Committee meetings are public documents – you can either find them on the Governors' page of our website or you can ask at the school office if you would like to see any of the minutes of our meetings- www.great-chart.kent.sch.uk Members of the Governing Body visit the school to ensure everyone is aware of the school's strengths and areas of development. They also monitor the School Development Plan.

	The Governing Body has formulated a 5 year strategic plan for the school 2024-29. These will be our main priorities: Priority 1- An Inclusive School: A school adequately resourced (human, financial and physical) to meet the needs of all pupils including those with SEN. Priority 2- A Sustainable School: A school positioned to support the delivery of an outstanding education Priority 3- A Future Focussed School: A school that continually strives for innovation in the provision of an outstanding curriculum The Governing Body will monitor how the 5 year plan is reflected in the annual School Development Plan.
Future plans for the governors	The Governing Body is looking forward to the year ahead ensuring the school continues to provide an outstanding education. We continue seeking ways to actively engage with the school in a variety of ways and to provide effective strategic direction. We will continue to ensure the premises are safe and secure. Please also see the school priorities below and on the website agreed by the Governing Body. These have been updated in September 2026 for the forthcoming year. For 2026-27 Governance priorities include: 1. Every Governor is a Governor of SEN 2. 5 Year strategic plan review 3. Ofsted ready To support and challenge the school effectively, all governors regularly update their skills through mandatory and role specific training. Governors actively engage in conferences and countywide briefings to ensure a thorough understanding of educational landscapes locally and nationally.
How you can contact the governing body	We always welcome suggestions, feedback and ideas from parents – please contact the Chair of Governors, Mrs Windle, via the Governance Professional. You can see the full list of governors; minutes of governing body meetings and more information about what we do, on the Governors' page of the school website.
School Priorities	The governors agreed the School Development Plan priorities for the next year: • Strengthen safeguarding systems and culture through enhanced training, monitoring and protective measures to ensure all staff and governors maintain current knowledge of statutory requirements, whilst implementing robust digital safety and emergency preparedness protocols. • Embed inclusive practice across all aspects of school life by ensuring staff have deep knowledge of vulnerable groups and their needs, implementing consistent high-quality provision for all learners, and systematically monitoring the impact of interventions to close achievement gaps and promote equity of opportunity. • Develop and embed a knowledge-rich, ambitious curriculum that ensures mastery of foundational skills in early reading, writing fluency and mathematics through active, engaging learning experiences, whilst strengthening subject expertise, pedagogical innovation and

	adaptive teaching to meet the needs of all learners. ● Prepare for the successful implementation of the National Curriculum 2028 by auditing current provision, redesigning curriculum documentation to meet new statutory requirements, upskilling staff in new content areas, and ensuring all planning secures mastery of foundational skills with clear sequencing and adaptive provision for all learners. ● Develop confident, articulate readers and writers by embedding a strong culture of reading for pleasure, strengthening oracy across the curriculum, ensuring secure foundational skills in early reading and phonics, and implementing a coherent writing curriculum with clear progression that enables all pupils to write fluently and accurately. ● Develop mathematical fluency, reasoning and problem-solving skills by ensuring secure number sense and foundational knowledge, embedding consistent use of mathematical vocabulary and manipulatives, promoting active and outdoor learning experiences, and fostering independent mathematical thinking through open-ended problem solving and systematic use of jotters. ● Ensure all pupils, particularly disadvantaged pupils, those with SEND, and other vulnerable groups, achieve at the highest possible level by systematically tracking and analysing their progress, implementing targeted evidence-based interventions including metacognitive strategies, and maintaining relentlessly high expectations from EYFS onwards so that gaps in attainment are rapidly closed and all pupils are well-prepared for their next stage of education. ● Improve attendance for all pupils, with particular focus on disadvantaged pupils (FSM6), by implementing a strategic, evidence-based approach that combines early intervention, robust tracking and analysis, supportive family engagement, proactive communication of high expectations, and targeted reintegration support, ensuring all pupils achieve attendance levels of at least 96.7% and can fully access their education. ● Ensure the Empowerment Approach is fully embedded across all aspects of school life by strengthening staff understanding and consistent application of trauma-informed, relational practices, developing emotionally available adults for all vulnerable pupils, creating psychologically safe learning environments, and systematically monitoring the impact on pupil wellbeing, behaviour and achievement so that all pupils feel safe, valued and empowered to succeed. ● Continue to deliver a comprehensive, inclusive personal development curriculum that ensures all pupils, including those with SEND, acquire the knowledge, skills and attributes needed to keep themselves safe, healthy and prepared for life in modern Britain, through enhanced SMSC provision, robust online safety education including AI and misinformation awareness, raised profile of British Values, accessible support systems, and systematic evaluation of impact through pupil voice and wellbeing measures. ● Strengthen leadership capacity and governance effectiveness by embedding research-informed continuous professional development and learning (CPDL) within performance management cycles, ensuring all staff including new appointments receive high-quality, evidence-based training tailored to school-specific needs and barriers, developing distributed leadership expertise, and maintaining robust accountability systems that drive sustained improvement in outcomes for all pupils. ● Develop outstanding EYFS provision through enhanced leadership
--	--

	knowledge of educational programmes and effective monitoring, systematic oracy and communication development using evidence-based strategies, precise assessment-led planning, proactive family partnerships including school readiness clinics, and resilience-building approaches that ensure all children, particularly those who are disadvantaged, achieve strong foundations for future learning. Further details of the priorities for 2026/27 are available on the school website.
--	--