



The Federated Schools of Wood Street Infant School and Worplesdon Primary School



Federation of Wood Street Infant School and Worplesdon Primary School Annual Governance Statement 2024-2025

Dear staff, parents, carers and wider school community of The Federation of Wood Street Infant School and Worplesdon Primary School,

Introduction and highlights of the year

As you will know, both Wood Street Infant School and Worplesdon Primary School have been visited by OFSTED over the last few months. The Governing Board were delighted that both schools were recognised as 'Good' schools with Early Years provision and Personal Development judged as outstanding at Worplesdon. We were thrilled that both inspection teams highlighted several strengths of the federation, including its effective curriculum, positive relationships between staff and pupils, the ambitions we have for every pupil and our commitment to providing a nurturing and inclusive environment for all pupils with a strong sense of community.

The board are also pleased to celebrate our application for academy conversion and joining South Farnham Education Trust (SFET) has started with the aim to complete the process and formally join SFET by 1st April 2026.

During the past academic year, the board have supported the school in the ongoing decarbonisation project which has seen the school install heat pump to provide hot water instead of the gas boilers and solar panels to generate electricity. This has been a significant and complex project which has provided the school with a lot of challenges in the implementation, but we hope that now the system is up and running we will be able to see the benefits of clean energy in the coming years.

After a long and protracted planning process we are delighted to report that we now have the planning go-ahead to build a Multi-Use Games Area (MUGA) at Worplesdon which will give the children a much needed facility for PE. The next stage is to support the school in the fund-raising process to make this a reality.

Aim of the Federation

"Inspire a love of learning by providing a challenging and broad curriculum through which all children can achieve personal success."

Governors' Role

The Governing Body plays a key role in the leadership of the Federation of Wood Street Infants School and Worplesdon Primary School. It supports and challenges the Executive Headteacher to continually improve the schools and provide the best education for every child.

This annual governance statement is one of the ways in which the governing body communicates to our stakeholders about its work and the contribution it has had on school improvement. In accordance with the Government's requirement for all governing bodies, the three core strategic functions of the Governing Body are:

- Ensuring clarity of vision, ethos, and strategic direction
- Holding the Executive Headteacher to account for the educational performance of both schools and their pupils
- Overseeing the financial performance of the schools and making sure its money is well spent



Table of Governing Board Members

Name	Role	Committees
David Philpot	Co-Chair (co-opted governor)	Resources, Exclusions (Chair)
Kellie Glossop	Co-Chair (parent governor)	Resources, Pay (Chair)
Matt Jarratt	Vice Chair (co-opted governor)	Resources, Exclusions
Pauline Alexander	Co-opted Governor	Curriculum and Learning, Safeguarding governor, Pay
Kristie Sheard	Co-opted Governor	Curriculum and Learning (Chair)
Louise Finch	Co-opted Governor	
Rachel Sherlock	Staff Governor	Curriculum and Learning
Neil Monro	Co-opted Governor	Curriculum and Learning, Pay
Chris Hurren	Co-opted Governor	Resources
David Donovan-Hawthorn	Parent Governor	
Kareen O'Brien	Executive Head Teacher	Resources, Curriculum and Learning, Pay, Exclusions
Laura Bassett-Cross	Associate Governor	Curriculum and Learning
Radhika Woodruff	Associate Governor	Resources
Malcolm Bradley	Clerk	

Board Structure and Recruitment Strategy

The constitution of the board follows statutory guidance; the co-chairs and vice chair were voted in for the academic year at the first full board meeting in September 2024. Membership of the committees and their terms of reference were also agreed at that September meeting.

The Governing Body 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 role in the work of the Governing Body. We have been fortunate to retain the services of a highly experienced clerk for several years now.

Recruitment for Parent Governors is done by asking for nominations via the schools' newsletters, and if there more than one candidate an election is held. A similar process is followed for the recruitment of the staff Governor. Co-opted Governors are recruited based the skills needed by the board. A skills audit was carried out in Spring Term 2025 using the NGA model questionnaire with the responses used to inform future recruitment needs.

Chairs 360

A 360 review of the co-chair performance was conducted in May 2025 with feedback presented at the June full board meeting, giving useful insight into the performance and set-up of the board and its activities, with some useful recommendations going forward, for example allocating dedicated time for self-reflection and strategic planning at the first full-board meeting followed by a mid-year review of progress. Also, clearer forward planning and scheduling of the meeting dates of committees and training session (especially safeguarding) to give Board members that information as soon as possible.



Impact of Full Governing Body Meetings

The Full Governing Body met eight times over the 2024/25 academic year. The meetings include statutory agenda items but are also an opportunity for the whole governing body to discuss and review activities that individual governors or smaller governor groups may have completed between meetings. The head teachers report on progress against the School Development Plan (SDP) is also presented at one of these meetings each term.

Between full governing body meetings, governors undertake activities including inspecting, reviewing, and agreeing school policies. They also monitor progress against the SDP which identifies the key areas on which the school and the Governing Body wish to focus during the academic year. The SDP includes measures and milestones that the Governing Body 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.

Headteacher reports were central to governance oversight, providing updates on intervention plans, decarbonisation projects, Multi-Use Games Area (MUGA) developments, nursery provision, attendance, and school development plans. These reports enabled governors to monitor educational quality, resource allocation, and strategic priorities closely. Financial monitoring was robust, with regular updates on the 2024-25 Financial Monitoring Report (FMR) and budget scrutiny ensuring financial probity and alignment with school objectives.

Outside of the full board meetings the Resources working group of Governors monitors the financial performance working with the SBM, along with the Executive Headteacher using Terms of Reference set out in the Key.

Most governors attend the Full Governor Meetings in person and those unable to have joined virtually through a video conference call. Every meeting has been quorate and overall attendance and commitment by governors remains high.

Full Board Meeting Statistics

Date	16.09.24	02.12.24	20.01.25	10.03.25	01.05.25	22.05.25	18.06.25	14.07.25	Total
Total Governors + Associates	14	12	13	13	13	13	13	13	104
Governors Attended	14	9	13	10	8	10	9	12	85
Vacancies	0	2	1	1	1	1	1	1	
Percentage Attended	100.00%	75.00%	100.00%	76.92%	61.54%	76.92%	69.23%	92.31%	81.73%

Monitoring the School Development Plan

One of the core functions of the Governing Board is to oversee and monitor the delivery of the School Development Plan (SDP).

This has been the final year in the 3-year SDP cycle and the Board have continued their monitoring using 2 working groups of Governors, each led by a member of the Executive Leadership Team.

- Resources Working Group – lead by Karen O’Brien
As described above, this is to principally monitor financial performance and spend, but also to monitor Human resources and staff well-being.
- Curriculum & Learning Working Group – lead by Laura Bassett Cross
To monitor the educational performance of the school and delivery of the curriculum also ensuring the ethos of the school is reflected in the curriculum.

In addition, Head Teachers Reports were written every term giving the Governing Board a chance to assess and ask questions ahead of a full discussion at the Full Governing Board Meetings.



Priority 1: Leadership and Management

Aim	Objectives	Evidence / Governing Board Monitoring
<p>Build leadership capacity across the school including governance, leading to good and better progress within each year group and across the curriculum.</p>	<ul style="list-style-type: none"> • Share the school's agreed vision with the community. • Staff receive high quality training and are well supported with their workload. • Establish effective links with the wider community. • Continue to ensure all staff are kept up to date with Safeguarding and understand how to support those families in need. • Further develop the effectiveness of the governing body. 	<p>Full Governing Board scrutiny of the SDP ahead of publication.</p> <p>Resources working group meet with Staff to discuss workloads</p> <p>Staff Surveys</p> <p>Personal Well-being and workload a key part of Governor oversight of the HT performance review.</p> <p>Weekly calls between the HT and Co-Chairs</p> <p>Establishing Links with wider community with Governing Board agreeing to the provision of a Nursery on one of the school Sites and a Governor Working group set up to oversee and monitor</p> <p>Establishing relationships with local community groups in Fairlands and Wood Street. Involvement with local events (eg the Choir attending village events)</p> <p>Safeguarding Audits carried out by the Safeguarding Governor / external Safeguarding Auditor.</p> <p>Mandatory annual Safeguarding training for Governors</p> <p>New Governing Board established for the Federation using a skills of Audits</p> <p>Refresher Skills Audits for the Governing Board in the Spring Term and Chairs 360 review</p>

Priority 2: Quality of Education

Aim	Objectives	Evidence / Governing Board Monitoring
<p>To provide an exceptional education for all children.</p>	<ul style="list-style-type: none"> • Further develop 'enabling' learning environments. • Review and adapt the curriculum design ensuring it is coherent and well sequenced, reflecting our school drivers and equips <i>all</i> children with the knowledge and skills for their next step in education. • Implement the coherent and well sequenced curriculum so that <i>all</i> children are equipped with the knowledge and skills for their next step in education. • Further develop the curriculum to meet the needs of all children including those under-served (disadvantaged) pupils and SEND • Monitor the impact of our curriculum on: <ul style="list-style-type: none"> ➢ child engagement ➢ child's effort ➢ progress • attainment 	<p>Regular access to objective, high quality and timely data, presented to the GB and discussed at the FGMs.</p> <p>Termly Meeting with assessment leads to ensure and embed robust accountability.</p> <p>Termly monitoring visits by the Curriculum Working Group to meet with Staff, pupils and subject Leaders.</p> <p>Monitoring Visit to observe Moderation session by external consultant</p> <p>Learning Walks to both schools regularly carried by all Governors accompanied by school staff to see in action policies and practices discuss at the meetings</p>



Priority 3: Personal Development

Aim	Objectives	Evidence / Governing Board Monitoring
<p>To provide develop, promote, enable and support pupils personal development ensuring their readiness for the next phase in education</p>	<ul style="list-style-type: none"> • Develop opportunities to ensure the explicit teaching of emotional literacy, healthy lifestyles (including physical and mental health), socio-economic differences and cultural diversity • To develop and build social communication skills • Encourage maintaining an active lifestyle and to keep physically healthy • To continue to develop an environment where pupils and staff personal interests are explored and developed; where a holistic view of individuals is nurtured; where challenge and curiosity is embraced and an understanding of how values underpin their ability to become responsible citizens • To continue to develop pupil high expectations, leading to high aspirations through a growth mindset and a dedication to learning • To develop and refine e-safety and specific child focused safeguarding lessons • To provide children with a varied and rich set of experiences 	<p>Regular cycle of the monitoring of the relevant school policies</p> <p>Termly monitoring visits by the Curriculum Working Group to meet with Staff, pupils and subject Leaders.</p> <p>Evidence in Head Teacher Reports presented Termly to the Governing Board</p> <p>Walking Bus, Park and Stride Weeks</p> <p>Parents E-safety workshops, highlighting e-safety in school communications</p> <p>Safer recruitment practices, including the importance of e-safety through interview processes</p> <p>Governor Training on specific Safeguarding Issues including -safety</p> <p>Pupil Survey, Parents Survey, Teacher well-being days</p>

Priority 4: Behaviour and Attitudes

Aim	Objectives	Evidence Governing Board Monitoring
<p>To ensure all behaviours and attitudes are positive and consistently reflect the values of the school and are outstanding</p>	<p>To set and ensure high expectations are explicitly maintained throughout the school settings.</p> <p>To instil mutual respect to ensure all children thrive.</p> <p>To have a robust attendance policy and set high expectations.</p> <p>To ensure all routines are consistent</p>	<p>Attendance data regularly presented and discussed at Full Governor Meetings</p> <p>Termly Governor Monitoring of school Behaviour and attitudes</p>



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Governor Focus Areas for 2025/2026

- Ensure that the attainment for 2025/26 builds on the areas identified for improvement from the 2024/25 data to achieve the targets set out in the new SDP and that the Leadership resources are correctly utilised in achieving this.
- Continue to support the school leadership in monitoring the budget and recovery plan.
- Oversee the transition to academisation with South Farnham Education Trust (SFET).
- Oversee the establishment of a Nursery at Wood Street
- Support the schools in the fundraising for the MUGA
- Ensure and support the development of a robust SDP for the next 3 years. Supporting the Executive Headteacher in response to OFSTED inspections.
- Continue to review the progress of the Working Groups monitoring the SDP, ensuring the skills of the Governing Board are fully utilised.
- Continue to focus on the development of the Board to expand skills and knowledge by ensuring regular training is undertaken by all members.

On behalf of the Governing Board, we wish you all the best for the 2025/2026 academic year and thank you for all your support.

Kind Regards

David Philpot

Kellie Glossop

Co-Chairs of Governors, Federation of Wood Street Infants School and Worplesdon Primary School