

Many people may have read about, and be familiar with, the idea of school governors, but may not be familiar with what they do, how they work, and who they are.

This is a short introduction specifically about the governing body of Langley Mill Church of England Infant School and Nursery and how it works with the staff to ensure the best possible educational environment for our children.

## [Annual Governance Statement for the Governing Body of Langley Mill Church of England Infant School and Nursery](#) [\(September 2023 to July 2024\)](#)

### **Core functions of the Governing Body**

In accordance with the government's requirement for all governing bodies, the three core strategic functions of Langley Mill Church of England Infant School and Nursery Governing Body are:

#### **1. Establishing the strategic direction, by:**

- Setting the vision, values, and objectives for the school
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties

#### **2. Ensuring accountability, by:**

- Appointing the Headteacher
- Monitoring progress towards targets
- Performance managing the Headteacher
- Engaging with stakeholders
- Contributing to school self-evaluation

#### **3. Ensuring financial probity, by:**

- Setting the budget
- Monitoring spending against the budget
- Ensuring value for money is obtained
- Ensuring risks to the organisation are managed

### **Governance arrangements**

The Governing Body of Langley Mill Church of England Infant School and Nursery was reconstituted in September 2018 and now consists of up to ten governors, each with a four-year term of office:

- 2 parent governors
- 1 Local Authority governor
- 1 staff governor
- 1 headteacher
- 2 foundation governors
- 3 co-opted governors

Each governor has specific area(s) of responsibility to oversee. These relate to:

- Anti-bullying
- Attendance
- Disadvantaged pupils
- Exclusions
- Finance
- GDPR
- Health & Safety
- Home/School & Community Links
- Personnel

- Premises
- Safeguarding including Children in Care
- SEN/D & Medical Conditions

Each governor also has allocated curriculum area(s), being responsible for the standards and provision in:

- Art & Design
- Collective Worship
- Computing
- Design & Technology
- English
- Geography
- History
- Mathematics
- Music
- PE
- PSHE/RSE
- Religious Education
- Science
- SMSC

**Governors are nominated to serve on the following groups as required:**

- Admissions
- Appeals
- Complaints
- Exclusions
- Extended Services
- Pay
- Performance Management

### **Skills, Knowledge and Experience**

In order to contribute to effective governance and the success of the school, governors hold a range of skills, knowledge and experience within the following areas:

- Leading the development of strategic plans
- Identifying viable options most likely to achieve the school's goals and objectives
- Having a clear understanding of best financial management practices and school performance
- Understanding the school's statutory financial management requirements
- Understanding budget setting and budget monitoring
- Understanding the importance of communicating the school's performance to stakeholders
- A commitment to the school and the work of the governing body
- Presenting information and views clearly and influentially to others

### **Attendance record of governors**

The Governing Body has a programme of meetings throughout the school year. A record is kept by the clerk to the Governing Body, of governors' attendance at meetings, details of which can be found on the information given for each individual governor below.

Meetings need to be 'quorate' to ensure that decisions can be made (Quorum = half of the whole governing body for full meetings)

## **Work carried out in Governing Body meetings over the 2022-23 academic year:**

- Ensured safeguarding and child protection systems remained robust and rigorous.
- Undertook regular virtual monitoring and evaluation visits to review the impact of actions on the School Improvement Plan related to curriculum developments, mental health and well-being of pupils and staff and implementation of the EYFS reforms.
- Ensured performance management procedures were effective in raising standards.
- Discussed a range of whole school policies and procedures.
- Ensured that the allocated budget supported priorities and targets in the School Improvement Plan and monitored spending against agreed plans.
- Monitored and evaluated how Pupil Premium, School Sports and Catch-Up funding was spent to ensure best practice and impact on standards.
- Supported the school to develop the areas highlighted during the June 2021 Ofsted Inspection.
- Continued to embed the new vision and values that reflect the school's purpose and Christian foundations.

## **Strategic planning for the future**

- Regularly review progress towards achieving targets in the School Improvement Plan related to improving outcomes in EYFS, Year 1 Phonics and KS1 End of Year, improve independent skills and resilience of children, ensuring the environment meets the needs of all our children, particularly ones with sensory processing or mental health difficulties, embed our behaviour blueprint and ensure subject leaders build on their expertise and support others.
- Continue to develop effective governance during the 2023-24 academic year i.e. recruit new governors, organise responsibilities, develop monitoring visits and improve gathering of stakeholder voice.
- Continue to ensure effective safeguarding and child protection policies and procedures are in place.
- Monitor effectiveness of catch up / recovery funding in diminishing gaps resulting from the pandemic (NTP).
- Prepare for the expected SIAMS inspection during the 2023-24 academic year.

***NB – work carried out in Governing Body meetings is captured in approved minutes which are available to view on written request to the School Business Manager and Clerk to Governors, Mrs K. Downing.***

Regards,

Cathie Hallsworth – Chair of Governors