



The Governing Board at St Neot School and Nursery endeavours to fulfil the role defined by Government, supported by the Local Authority. In doing so we aim to make our school the very best it can be for the benefit of our children.

*A governing board has three core functions for its school, as set out in the 2019 Department for Education Governors' Handbook.*

*All governance boards, no matter what type of school or how many schools they govern, have three core functions:*

- *Ensuring clarity of vision, ethos and strategic direction;*
- *Holding leaders to account for the educational performance of the school and its pupils, and the effective and efficient management of staff; and*
- *Overseeing the financial performance of the school and making sure its money is well spent.*

The Department for Education guidance specifies that the annual statement should explain how we have fulfilled our responsibilities, including:

- the governance arrangements that are in place;
- the attendance record of governors at board and committee meetings; and
- an assessment of the effectiveness and impact of the board and any committees with details of any particular challenges that have arisen.

The Governor role is intended to be strategic in nature while being a “critical friend” to the Headteacher and the school leadership team who are responsible for the day to day operational running of the school and nursery.

- The governing board, the head teacher and senior management team, and indeed all members of staff, are constantly striving to improve and develop the school, consistently ‘going the extra mile’ to ensure children have as many opportunities as possible;
- Staff deliver an inspiring, broad, balanced and fulfilling curriculum;
- The board have effectively continued to expand the learning opportunities for younger children in St Neot and the surrounding area by providing secure term time Nursery provision;
- There has been effective allocation and creative use of Sports Premium funding so as to inspire and develop further the skills of our children and teaching staff;
- Pupil Premium is used effectively to support and improve the attainment and well-being of disadvantaged children
- Partnership working with other schools has allowed effective collaborative practices to be developed and staff training shared.

We would like to take this opportunity to give all of our school and nursery staff a huge thank you for the significant degree of effort and care that they all contribute to the well-being and success of our children.

### **Governance Arrangements**

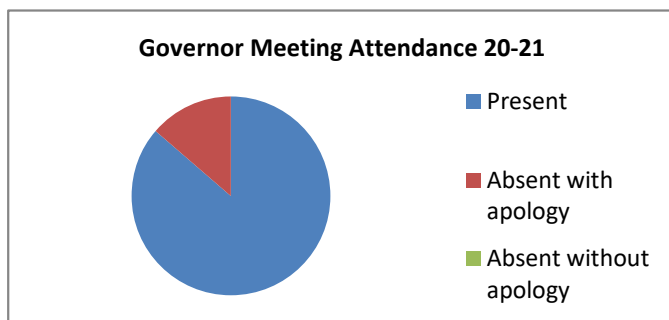
The Governing Board is made up of 10 positions as follows:

- Two Parent Governors appointed by a ballot of parents
- One Local Authority Governor appointed by the Local Authority
- One Staff Governor appointed by a ballot of staff
- Five Co-opted Governors appointed by the Governing Board
- One Headteacher

The current governors are listed on the governor page of the school website and all have the same responsibilities. All are volunteers, giving up their own time to fulfil the roles for the benefit of our children. Terms as a governor are for four years. Parent Governor vacancies are advertised through the school newsletter.

We have an agenda planner that helps us to ensure all the topics we are required to discuss each year are covered. The full governing board meets half-termly to discuss a range of items including finance, the curriculum, policies, school development planning, safeguarding and staffing.

## Attendance Record



The attendance record for each of the governors is kept and apologies and absence recorded.

Many of us are not educational specialists but bring experience and skills from other professions that help us together to form an effective governing board. Attendance at meetings is only part of the role. Reading and preparation is required for each meeting and

the various actions require following up. We talk to staff on different aspects of the curriculum and each of us undertake at least one governor visit a term relating to school development priorities, writing up a report afterwards. In line with our continuous improvement ethos all Governors undertake regular training, including two days of induction and training reflecting individual responsibilities such as Safeguarding, SEN and Finance.

## Effectiveness and Impact of the Board

We continue to review our effectiveness against departmental guidance, and discuss the effectiveness at each meeting we hold. Whilst we were very pleased that OFSTED found the school outstanding at the last inspection we strive to maintain and improve our performance so that we may again be considered outstanding next time OFSTED visit the school.

Our core responsibilities are:

- Keeping up-to-date with DfE governor guidance
- Monitoring and review of the School Development Plan
- Ensuring safeguarding is robust and effective
- Updating policies and procedure
- Safeguarding and Finance audits
- Budgeting
- Staffing and classroom structures
- Governor visits
- Monitoring pupil progress
- Effective scrutiny of Pupil Premium and Sport Premium
- Liaising with School Council and other school groups, and pupil conferencing
- Ensuring all meetings benefit the pupils' education and well-being
- Ensuring all meetings benefit staff well-being

The challenges we have addressed this school year include:

- Adapting to COVID-19 protocols, including risk assessments and policies
- Ensuring pupil and staff well-being is monitored
- Ensuring effective health and safety, particularly in light of the pandemic
- Overview of contacts with Public Health England
- Implementation of remote learning practices
- Ensuring effective use of catch-up spending
- Ensuring online governor meetings are effective and relevant
- Overseeing building works to ensure continuing compliance and safety

The main proposals for the next academic year are:

- Implementing the new EYFS Framework
- Ensuring that Nursery and Foundation work closely together
- Implementing the progressive curriculum giving opportunities for skills and knowledge based learning
- Ensuring DfE Covid-19 guidance is adhered to
- Ensuring children receive appropriate catch-up interventions and effective use of catch-up spending
- Keeping updated with OFSTED inspection procedures