Governors' Annual Statement to Parents

Please find below a statement from our Governing Body, in line with DfE guidance.

The role of the Governing Body is to work in a supportive capacity with the whole school community. Its three Core Functions are:

- Ensure clarity of vision, ethos and strategic direction;
- Holding the Headteacher to account for the educational performance of the school and its pupils;
- Overseeing the financial performance of the school and making sure its money is well spent

The Governors' role is intended to be both challenging and supportive to the Headteacher and the Senior Leadership Team, who are responsible for the day to day operational running of the school. The Governing Body appreciate the amount of effort, care for our children and willingness to "go the extra mile" that we see on a regular basis from our whole staff team. In return, the staff team respect the support and challenge of the Governing Body.

Governance Arrangements

The Governing Body is made up of twelve positions as follows:

> One Local Authority Governor, Six co-opted Governors (people from the wider school community), Three Parent Governors, One Staff Governor, the Headteacher and the Clerk to the Governors (not eligible to vote)

The Governing Body is made up of a wide range of interested members from our local community who, whilst they are not all educational specialists, bring a wide range of experience and skills from other professions that help us together form an effective Body. The current list of Governors can be found on the school website (www.pickering-inf.n-yorks.sch.uk). All Governors are volunteers, who give up their own time to fulfil the roles for the benefit of our School and our children.

The following are some of the ways in which the Governing Body impact on the strategic development of the school:

School Development Plan (SDP)

Governors monitor and support the development of the SDP. The SDP sets out aims and priorities for the school each academic year. The current SDP is based on priorities identified from data, school self-evaluation and the wider school community. At the start of the academic year a Governor is attached to each priority on the SDP to liaise with the member(s) of staff with responsibility and to monitor progress.

Governor Visits

The Governors are invited to visit the school as part of their monitoring of the SDP and via a 'Governor of the Month' programme. These visits help Governors develop a deeper understanding of the school through talking to staff on different aspects of the curriculum, spending time in school working with children and staff and by attending key school events and visits. Alongside the reading of documentation in preparation for meetings Governors can develop a substantial knowledge of the school.

Safeguarding

Safeguarding is a key part of the Governing Body role is ensuring that our school continues to be a safe and enjoyable place for each and every child to grow and learn. As such there are specific Governors with responsibility for working with the Headteacher to audit provision continually looking for ways to improve on the good practice already in school. All Governors have also taken part in Safeguarding training within the last year.

Data Analysis

Progress and attainment data is shared regularly with Governors to monitor pupil progress across year groups. This is compared annually to the Local Authority data and the data for schools nationally to ensure that the schools standards and expectations are high and are able to be closely scrutinised.

Policies

Governors are responsible for ensuring that all policies are reviewed and that all guidance is current and up to date. Specific attention is paid to ensure that the school complies with the mandatory policy list and the Local Authority recommended list.

Financial Management

Governors have responsibility for monitoring and approving the school budget. The impact of the Governors' role in the school ensures that the budget is managed effectively and improvements are sought where possible.