

Annual Governors' Statement 2024-25

The governing body at **Pickering Community Infant and Nursery School** is a group of volunteers drawn from parents, staff and people in our local community. We support the school, provide guidance on its long-term direction and help ensure that every pupil receives a high-quality education in a safe and supportive environment.

What we do

Governors do not manage the school's day-to-day running, that is the role of the Headteacher and staff. Instead, during the year we focus on three main responsibilities:

- 1. Setting the vision and direction of the school**

We agree the school's long-term aims and values, and monitor progress towards them - what kind of school we want to be, and what we want every child to achieve.

- 2. Holding the school to account**

We monitor how well the school performs in teaching and learning, and provide both challenge and support to school leaders to help secure the best possible outcomes for pupils.

- 3. Overseeing financial performance**

We ensure that the school budget is well spent and used in ways that delivered value for pupils.

In addition to these core roles, our responsibilities during the year include approving school policies, supporting staff appointments, overseeing safeguarding and wellbeing, ensuring a balanced curriculum, and helping to set and maintain high standards for behaviour, attendance and achievement.

Key priorities 2024–25

The school's work during the year was guided by the School Development Plan (SDP), which set out the main priorities for improvement. During 2024–25, the school focused on the following areas.

Phonics and reading

Strengthening phonics and reading was a major priority. The school built on recent successes in phonics while continuing to develop reading fluency, understanding, and children's enjoyment of reading. This included a focus on consistent approaches to teaching, staff training, and regular review of children's progress.

Writing

Raising standards in writing was a key focus, particularly at the end of Reception and Key Stage One. The school worked to develop consistent approaches to handwriting, sentence construction and writing across the curriculum, using assessment to help identify next steps and support children's progress.

Mathematics

The school continued to develop its maths curriculum, including introducing *Mastering Number* and refining existing schemes. The focus was on ensuring the curriculum was well planned and sequenced, built securely from Early Years into Key Stage One, and supported children to develop confidence and understanding in number.

Early Years Foundation Stage (EYFS)

Improving Early Years provision remained a priority. The school focused on high-quality interactions, learning through play and developing a shared understanding of what good provision looks like, with the aim of improving outcomes at the end of the Foundation Stage and supporting children's readiness for Key Stage One.

Safeguarding

Safeguarding remained central to all aspects of the school's work. The school maintained strong safeguarding systems, ensured legal requirements were met, and continued to review and improve practice so that children felt safe and well supported.

How we work

Governors met regularly throughout the year to review progress, discuss reports and make decisions. We also visited the school, attended events and spoke with staff to deepen our understanding of the school's work.

All governors are volunteers. We give our time because we believe in the school and want the very best for every child in our community.