



## “What happens early, matters for a lifetime.”

### Our Joint Vision:

At Maidenbower Infant School, we aim to create an inclusive, caring and challenging learning environment where all children thrive. We recognise the importance of providing children with a strong start to their schooling years, so that they can develop a lifelong love of learning. Our core belief is that “**what happens early, matters for lifetime**”, therefore we ensure that our teaching and learning is the best it can be for all our children. We aim to develop children’s **curious** young minds and inspire them to learn about the world around them. We want our children to be **respectful** and **kind** individuals who help each other to reach their maximum potential. We support all children to be **ambitious** and achieve so that they are well prepared for their next stage of their education. Our values reflect our beliefs in developing the whole child and our school vision, curriculum and culture is demonstrated in everything we do.

## Our Values:

### WHAT HAPPENS EARLY, MATTERS FOR A LIFETIME



## Governor Core Values 2023 - 26

**Maidenbower Infant School and Nursery Governors are committed to securing or maintaining the following outcomes for the school.**

**(Achieved through continual revisiting the school’s Vision, Values and Ethos and via an effective monitoring of the Key Priorities in the School Improvement Plan)**

Every child is prepared for the next step of their educational journey following on from secure beginnings. Each child benefits from teaching and learning which is good or better, as they progress through the school. Levels of attainment and progress continue to improve and are ‘in-line with’ or ‘better than’ national data in all subjects from EYFS to Y2. Every pupil is kept safe, and their wellbeing is of paramount importance. All members of the school community are listened to, and their views and opinions are valued and respected and where pupils contribute positively to the community- at home, locally and globally. Emerging issues, such as dips in attendance or behaviour, are dealt with swiftly and we offer a curriculum which enables our children to stand up to intolerance in all its forms, treating all those from protected characteristic groups with respect where funding for targeted pupils is used effectively to secure the best possible outcomes for them. We aim to increase the quality of teaching and Governorship through a focus on effective professional development, support, and training.

<b>SEF: GRADING</b>	<b>Quality of Education</b>	<b>Requires Improvement</b>	<u>Needs</u> – Improved teaching, greater progression in learning, monitoring, moderations, assessments
	<b>Behaviour and Attitudes</b>	<b>Good</b>	<u>Needs</u> – Therapeutic Thinking, checking procedures for absence and attendance
	<b>Personal Development</b>	<b>Good</b>	<u>Needs</u> – Embedding of RSE curriculum, Safeguarding checks and procedures
	<b>Leadership and Management</b>	<b>Good</b>	<u>Needs</u> – SLT, middle leaders and Governance – monitoring for effectiveness
	<b>Early Years</b>	<b>Good</b>	<u>Needs</u> – Staff development and CPD, Early reading and phonics

**GOVERNORS STRATEGIC PLAN 2023–2026****Following clear and effective school targets across a three-year time frame**

**Good governance = *Ethical governance* + *Accountable governance* + *Effective governance***

Key Priorities From School Improvement Plan	Smart Target and Actions <u>Ambition and Implementation</u>	Smart Target and Actions <u>Develop and Refine</u>	Smart Target and Actions <u>Sustain</u>	Progress monitored by;
<p><i>Building self-esteem, independence, and the confidence to secure the skills to succeed in life.</i></p>	<p style="text-align: center;"><b><u>PERSONAL DEVELOPMENT</u></b></p> <ol style="list-style-type: none"> <li>1. The Governors support the leadership of the school in promoting and maintaining high standards of educational achievement, setting a clear vision, ethos, and strategic direction for the school.</li> <li>2. Governors support the development of a personal pedagogy for outdoor/forest schools learning.</li> <li>3. Plans with WSCC and locality schools regarding the setting up of a KS1 SSC are in place, supporting the needs of our vulnerable students early on in their education and the whole school sets an inclusive curriculum for all.</li> <li>4. Governors ensure that students in the SSC are able to move beyond the core-curriculum and improve their self-confidence within our locality.</li> <li>5. Learning environments continue to develop so that they are fit for purpose and are engaging for the ambitious learning we aspire to for our children.</li> </ol>			<p style="text-align: center;"><b>Full Governing Board and Special Needs Governor</b></p>
<p><i>Strong, robust, and effective</i></p>	<p style="text-align: center;"><b><u>LEADERSHIP AND MANAGEMENT</u></b></p> <ol style="list-style-type: none"> <li>1. Continue to develop and embed wellbeing in the workplace.</li> <li>2. To create opportunities for Governors to engage with school life and know school priorities well.</li> <li>3. Through effective use of training and monitoring, Governors are upskilled to enable them to fulfil their strategic role and secure effective monitoring, ensuring a strong and confident governing board.</li> <li>4. Governors ensure all year groups, including the nursery, develop effective assessment systems, so that they are able to monitor timely identifications and remediation of concerns.</li> </ol>			

<p><b>Leadership throughout the school provides support and challenge to drive improvement.</b></p>	<ol style="list-style-type: none"> <li>5. To continue to support dialogue with locality Junior Schools regarding transition but to also develop the curriculum to incorporate Year 3.</li> <li>6. An informed decision is made on whether to form, join or grow a group of schools as underpinned by robust due diligence and an awareness of the need to review the effectiveness of governance structures and processes.</li> <li>7. The school's website gives a positive impression of the school and is up to date.</li> <li>8. Where possible, interviews are conducted with members of the Governing Board who have been Safer Recruitment trained.</li> <li>9. Effective procedures for attendance and absence in the school through rigorous monitoring in FGB meetings are in place so that no child is left behind regardless of circumstances.</li> <li>10. To monitor and support ways in which the Governors can help to provide effective succession planning and leadership opportunities, through rigorous and supportive appraisal processes.</li> <li>11. Governors monitor procedures for the appraisal process whereby, teachers know how they are performing (against the Teachers' Standards and their own objectives) and are supported to keep improving their practice.</li> </ol>	<p><b>Full Governing Board, Well-Being and Special Needs Governor</b></p>
<p><b>The quality of education provided is exceptional and outcomes are consistently above national measures.</b></p>	<p style="text-align: center;"><b><u>ASSESSING IMPACT</u></b></p> <ol style="list-style-type: none"> <li>1. Governors ensure that subject leaders have an advanced understanding of strengths and areas to develop in their subject, including Year 3.</li> <li>2. Core subject outcomes for all pupils improve and are better than national standards in 2024. This improvement continues year on year.</li> <li>3. Governor's access "objective data" from sources such as RAISE online and Ofsted's school performance dashboard to ensure that performance improves.</li> <li>4. To develop the use of Pupil, Stakeholder and Staff Voice with questionnaires being sought and responses recorded for further evaluation.</li> <li>5. Nursery to further explore and develop their curriculum in line with school, ensuring that children start Reception achieving to the best of their ability.</li> <li>6. To ensure that all year groups, including the Nursery, develop effective assessment systems, so that clear avenues of progression are identified and monitored early on.</li> </ol>	<p><b>Curriculum Committee and Nursery Governor</b></p>

7. Governor Learning walks with, and presentations by, key staff provide information for monitoring and assessing impact of all pupil groups.
8. To ensure the curriculum is matched precisely to the learning needs of all, through continuous monitoring and scrutiny by Governors to sustain an ambitious curriculum for our children.

**EFFECTIVE FINANCIAL PLANNING**

1. Governors support the Business Manager in leading the Office and Premises Team, using an effective appraisal process to target key areas of business needs within the school.
2. Key responsibilities and timelines regarding the financial health and stability of the school and Nursery in both the short and long-term are documented through a regular cycle of financial meetings.
3. Risks are identified and monitored, including inflationary pressures, so that Governors respond to the challenges of demographic changes to funding received. Procedures for the Governing Board ensure that risks are aligned with strategic priorities and improvement plans and that appropriate intervention strategies are in place and risk management is embedded at every level.
4. Efficient and up-to-date IT systems are in place so that students are given a wider choice of accessible and effective learning materials. These are planned to engage, improve communication skills and the performance of the school and workplace settings.
5. The Finance Committee supports the Business Manager to continually explore additional funding sources of income to improve the financial stability and ensure value for money of the resources provided.
6. A 3-year premises plan is developed, showing future projected capital spend allocations so that funds are appropriately planned for, monitored, and spent appropriately on the growing needs of our children.

*To oversee the financial performance of the school ensuring its money is well spent.*

*Finance Committee and Premises Governor*