Maidenbower Infant School & Nursery

GOVERNORS STRATEGY DOCUMENT linked to school Strategic Plan 2025-28

"What happens early, matters for a lifetime."	*Our Values:*
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.	

MIS Governor Core Values 2025 - 2028	Ensuring 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

SEF and OFSTED: GRADING	**Quality of Education**	***Good***	**Needs** – To incorporate OAIP document across the teaching community
	Behaviour and Attitudes	***Outstanding***	**Needs** – To further improve checking procedures for absence and attendance particularly of SEN, continue to support for parents
	Personal Development	***Outstanding***	**Needs** – To embed the RSE curriculum, refine the Safeguarding curriculum, develop opportunities for children to pursue interest and talents
	Leadership and Management	***Outstanding***	**Needs** – To strengthen Governor Induction process and curriculum knowledge of progress against SEF
	Early Years	***Outstanding***	**Needs** – Staff development in Metacognition, working memory and early reading and phonics

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GOVERNORS STRATEGIC PLAN 2025–2028

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 Developing	Smart Target and Actions Implemented	Smart Target and Actions Embedded and Sustained	Progress monitored by;
Building self-esteem, independence, and the confidence to secure the skills to succeed in life.	PERSONAL DEVELOPMENT 1. Governors hold the Leadership of the school to account through strategic and challenging questions and support the school in promoting and maintaining high standards of educational achievement, setting a clear vision, ethos, and strategic direction for the school. 2. Governors hold the school to account for their responses to the needs of children which is key to enabling each of them to fulfil their potential via the embedding of the newly revised West Sussex OAIP document. 3. Learning environments, including Forest Schools, continue to develop, link to the curriculum and are fit for purpose, engaging children in the ambitious learning we aspire to.			*Full Governing Board* SSC and Special Needs Governor
Strong, robust, and effective leadership throughout the school provides support and challenge to drive improvement.	LEADERSHIP AND MANAGEMENT 1. Effective procedures for attendance and absence in the school are in place, particularly for disadvantaged children so that no child is left behind regardless of circumstances. 2. Through effective use of training, monitoring and Quality Assurance Visits, progress is evaluated and recorded using Governors who are upskilled, enabling them to fulfil their strategic role and articulate the impact of their work on outcomes for pupils. 3. Varied opportunities enable Governors to engage with school life and know the school priorities well.			*Full Governing Board and Special Needs Governors*
The quality of education provided is exceptional	ASSESSING IMPACT 1. Through learning monitoring and presentations, Governors ensure that subject leaders have an advanced understanding of strengths and areas to develop and ensure that teachers continue			

and outcomes are consistently above national measures.	to use and embed assessment, including retrieval opportunities to check pupils' understanding and inform teaching. 2. To ensure that staff have the knowledge and expertise to identify and address gaps and misconceptions in pupils' knowledge and that checks are made on pupils' understanding of new knowledge during learning activities. 3. Governors have evidence that the Nursery continues to explore and develop their curriculum in line with school, ensuring that children starting Reception achieve to the best of their ability.	***Curriculum and Nursery Governor***
The overseeing of the financial performance of the school based on clear and accurate information to ensure its money is well spent.	**EFFECTIVE FINANCIAL PLANNING** 1. The Governing Board ensures the sound, proper and effective use of the school's financial resources. Key responsibilities and timelines regarding the financial health and stability of the school, SSC and Nursery in both the short and long-term are accurately and transparently documented knowing that the allocated budget and resources are used and managed appropriately. 2. Governors support 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. 3. Governors ensure that the Business Manager in leading the Office, Mid-day supervisors and Premises Team, uses an effective appraisal process to target key areas of business needs within the school. 4. A 3-year premises plan shows future projected capital spend allocations that are appropriate, planned for, monitored, and evaluated. 5. Risks are identified and monitored, including inflationary pressures and pay increases, 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.	***Finance and Premises Governor***