



learning, caring, preparing

DONNINGTON WOOD INFANT SCHOOL & NURSERY GOVERNORS' ANNUAL REPORT 2019-2020

Introduction

The Governing Board of Donnington Wood Infant School & Nursery consists of a group of people who have a range of skills and experience. 'Governing Boards are key to the effective accountability of the school and ensuring children and young people reach their potential'. (NGA 2020).

Essential Information

Headteacher:	Mrs C Boddy
Chair of Governors:	Mrs C Coltman
School Website:	http://www.donningtonwoodinfants.co.uk/
Postal Address:	Baldwin Webb Avenue, Donnington, Telford TF2 8EP
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The Governing Board

The governing board exists to make sure that the school runs effectively. It is a strategic role, and the governing board performance manages the headteacher, who runs the school on a day-to-day basis. The core functions of governance are:

1. Ensuring clarity of vision, ethos and strategic direction.
2. Holding the executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff.
3. Overseeing the financial performance of the organisation and making sure its money is well spent.

An external review of governance was carried out at the end of the summer term 2019. At the start of the Autumn term 2019 the Governing Board recruited and welcomed three new governors (one co-opted governor and two associate governors) who all had a background in education.

Membership of the Governing Board:

Type of Governor	Name	Office Ends	Resigned
Co-opted	Mrs C T Coltman	11.09.2023	
Co-opted	Mrs S A Leng	28.06.2021	16.07.20
Co-opted	Mr W J Price	04.11.2022	30.08.20
Headteacher	Mrs C Boddy		
Local Authority	Mr J E Lavery	24.11.2020	
Parent	Mrs L M Flanders	17.02.2021	09.07.20
Staff	Mrs A J Hannington	14.01.2023	
Associate	Mr M Baxter	20.11.2023	09.09.20
Associate	Mr J Jones	20.11.2023	
School Clerk	Mrs D Bentley		
LA Clerk	Mrs C Mason-Morris		

The school has the following committees. Governors were appointed to committees at the full governing body meeting on 21 November 2019.

Finance & Personnel Committee	Headteacher Mrs C Coltman Mr W J Price Mrs L Flanders Mrs S Leng
Safeguarding & Premises Committee	Headteacher Mrs C Coltman Mr J E Lavery Mr J Jones
Teaching & Learning	Headteacher Mrs L Flanders Mr W J Price Mrs A Hannington Mr M Baxter
First Committee (Complaints)	Chair or Vice Chair 2 governors
Second Committee (Appeals)	Chair or Vice Chair 2 governors

During the academic year 2019/2020 committees met on the following dates:

SLT and Full Governing Body	05.09.19 and 16.01.20
Full Governing Body	21.11.19, and 25.06.20
Teaching & Learning Committee	14.11.19, 12.03.20 and 18.06.20
Finance & Personnel Committee	03.10.19, 05.12.19, 06.02.20, 14.05.20 and 09.07.20
Safeguarding & Premises	26.09.19, 30.01.20 and 02.07.20

Link and Special Interest Governors

Governors were appointed as Link and Special Interest Governors at the full governing body meeting on 21 November 2019.

Subject Area	Appointed Governor
Safeguarding	Mrs C T Coltman
Pupil Premium	Mrs L Flanders
SEN	Mr J Jones
Attendance	Mrs S Leng
Literacy (including Phonics)	Mrs L Flanders and Mr M Baxter
Maths	Mr J Jones and Mr J Lavery
EYFS	Mr M Baxter
Curriculum	Mr M Baxter

Setting the Strategic Vision of the School

Governors met with the Senior Leadership Team (SLT) at the start of the Autumn term 2019 to discuss the School Development Plan and Ofsted Action Plan which made governors aware of the school's strengths and priorities through first-hand experience.

During the Autumn Term 2019 two governors participated in the interview and appointment of a part-time teacher. Two governors and an external adviser were involved in the annual appraisal of the Headteacher's performance and this was measured against agreed targets. New targets were set for the academic year 2019/2020. School policies and procedures have been reviewed and agreed. The school website has been audited regularly.

During the Spring Term 2020 one governor attended observations in the Early Years Foundation Stage (EYFS) and members of the Teaching & Learning Committee explored the progress of the Reception children.

During the Summer Term 2020, governors were able to meet virtually through the use of Microsoft Teams. This has enabled governors to view, for example, curriculum planning documents with senior leaders around the new curriculum such as Phonics, Reading, Maths and other curriculum areas and ask challenging questions.

Holding the Headteacher to account for the school's educational performance

Governors have been actively involved in joining Local Authority (LA) monitoring and review meetings. School visits have been carried out and governors have also joined learning walks and spent time in classrooms alongside leaders and representatives from the LA. There has been governor involvement with a work scrutiny carried out by the senior leadership team (SLT), a representative from the LA and the School's Improvement Adviser.

There was an opportunity for a governor to meet with pupils to seek their views about school and this has enabled governors to have first-hand experience of pupil voice.

The Teaching & Learning Committee has been able to review assessment data across the school for 2019/20, including comparisons with national data. This has allowed governors to track pupil progress and attainment against age-related expectations (ARE). Governors have also been able to review and challenge progress and areas for improvement in pupil attainment and progress.

The Safeguarding & Premises Committee has reviewed attendance data for 2018/19.

The Chair has worked in partnership with the Headteacher thereby developing a professional relationship through regular meetings which provided support, challenge and encouragement. Before Covid-19 these meetings were held in school on a monthly basis and moved to regular email contact during the first lockdown. Questions were asked and the Headteacher's responses were collated and emailed to governors.

Ensuring Financial Resources are well spent

The Finance & Personnel Committee has worked to manage the school's budget for 2019/20 which demonstrates choices made in line with school priorities. This has included strategic and reflective budget planning for spending in relation to the Pupil Premium Grant and the School Sports Premium. This has enabled governors to approve a plan for both grants for 2019/20. Two governors also had the opportunity to attend a Pupil Premium Review carried out by a representative from the LA.

Governors have also reviewed the Headteacher's delegated financial powers in accordance with the Telford & Wrekin's Scheme for Financing Schools. There has also been an evaluation of the Schools Financial Value Standard (SFVS) which has been completed by governors and submitted to the LA.

Governors have been updated regarding staffing changes and have been able to ensure spending choices were in line with the school's priorities.

Safeguarding

Governors have monitored the Child Protection and Safeguarding Policy and risk assessments related to Covid-19. There have been opportunities at all meetings to monitor safeguarding/vulnerable children and ask challenging questions.

The Section 175/157 audit was carried out and checked by the governor responsible for safeguarding through the sampling of evidence. Governors were able to join class visits and spend time in the classroom observing the implementation of the school's Behaviour Policy and Procedures. An annual Health & Safety Walk was carried out with a governor as part of the annual Health & Safety audit. Governors have monitored DSL staff and governor training records in relation to safeguarding. In addition, governors have also ensured that the school site is safe and access to the site is secure.

Throughout the Covid-19 pandemic governors have continued to support and challenge the Headteacher. Although governors have not been able to visit the school, they have been able to meet virtually. During the national lockdown in the summer term governors were able to monitor how the school continued to care for children who are vulnerable, children with EHCP plans and children of key workers. They have also been able to monitor how the school supported parents with home learning.