


MEMBERS OF THE BOARD OF GOVERNORS

COMMUNITY GOVERNORS			
			
Kate Glanville	Robert Lawrence (Chair)	Dan Mason	Trudy Pearce
COMMUNITY GOV	L.A. GOVERNOR	PARENT GOVERNORS	
			
David Wills	Daniel Barker	Alison Fisher	Russell Eynon
PARENT GOVERNORS			
			
Matthew Reid	Erik West	Ian Whitehouse (Vice Chair)	
STAFF GOVERNORS			
			
Jayne Graham	Julia Jackson	Jenny Meredith	Tamsin Newton (Head Teacher)
ASSOCIATE GOVERNORS			
			
Victoria Baker (Business Manager)	Lesley Lowe	Catherine Macpherson (Deputy Head Teacher)	

THE ROLE OF THE GOVERNING BODY

THE PRIMARY PURPOSE OF THE GOVERNING BODY IS TO:

- ensure the quality of education provision;
- monitor and challenge (question) performance;
- ensure good financial health and probity;
- act as the accountable body for the academy.

THE ROLE OF THE GOVERNING BODY IS TO:

- ◇ set the vision, ethos and strategic direction of the academy and agree policies to achieve them;
- ◇ agree the academy's development plan - agreeing priorities and targets for improving standards and performance;
- ◇ monitor and challenge (question) the progress of the academy in achieving its priorities;
- ◇ recruit and performance manage the head teacher;
- ◇ ensure financial probity and value for money;
- ◇ exercise employer responsibility;
- ◇ ensure statutory responsibilities are met;
- ◇ ensure the premises are well managed;
- ◇ report to the local community.

Although the head teacher, staff and governors work in partnership each have their own responsibilities -

- * The head teacher is responsible for implementing the strategic framework established by the governing body and the day to day organisation, management and control of the academy.
- * The governors are responsible for holding the head teacher accountable for the standards of teaching, achievement, behaviour, safety and financial control in the academy in order to improve outcomes for all pupils.

KEY ACTIVITIES THE GOVERNORS COMPLETE

Gain knowledge to assess how the academy is performing

- Pupil attainment and progress
- Pupil behaviour, attendance and safety
- Teaching quality and staff development

Set the academy's strategic direction

- Champion the academy's vision, values and ethos
- Set priorities for the academy's improvement
- Consider governance structure & academy status

Commission action

- Agree improvement targets and strategies
- Agree allocation of resources
- Agree how to monitor and review progress

Performance manage the academy's leaders

- Appoint head teacher and support their leadership
- Hold school leaders to account for progress
- Ensure financial probity and efficiency

Check the governing body is fit for purpose

- Clarify the role and purpose of the governing body
- Review the constitution and ways of working
- Make sure members have necessary skills

In order to perform their role well a governor needs to:

- Regularly attend meetings of the governing body and committees;
- Read papers, reports, policies and data to gain a sound knowledge about the academy's performance;
- Receive presentations from senior members of staff about specific activities/subject areas;
- Ask questions of the head teacher and senior leaders;
- Be a link governor for an area of improvement on the academy development plan;
- Visit the academy during the day to see it in operation and to meet staff and pupils;
- Attend training on developments/reforms in education and governor roles and responsibilities.

SINCE THE LAST OFSTED GOVERNORS HAVE

- Approved the Ofsted Action Plan and the School Development Plan
- Established a Governors' Leadership Group to improve governance
- Prepared the Trustees Annual Report for the Education Funding Agency
- Completed an audit of the Governors' skills
- Considered in detail:
 - analysis of school attainment data
 - issues related to the building
 - the future of the learner pool
 - lunch arrangements from September 2014
- Received regular reports from
 - the Head Teacher (termly)
 - the Finance Officer and Business Manager
 - Health and Safety and First Aid Officer
- Regularly monitored:
 - delivery of the School Development
 - school budget
 - progress in achieving attainment targets
 - spending of the Pupil Premium
- Approved or reviewed and approved a range of policies including complaints, behaviour, anti bullying, teacher appraisal, special educational needs, admissions, child protection and procedures for allegations against staff.
- Received presentations and discussed:
 - The Forest School
 - RAISEONLINE data
 - Data Dashboard information
 - 2 Simple Software (to manage data)
 - Boosting Reading Potential
- Attended governor training on:
 - Characteristics of an effective governance
 - The role of governors' with Ofsted
 - The role of governors in monitoring and evaluation
 - The role of link governors.

OFSTED 2013

Achievement of pupils:

Grade 2 Good

Quality of teaching:

Grade 2 Good

Behaviour and safety of pupils:

Grade 2 Good

Leadership and management including governance:

Grade 2 Good

As stated by Ofsted:

“Members of the governing body involve themselves in the review of the school’s work, so that they have a good understanding of the priorities for the school.”

“Governors understand data and now ask more pertinent questions and challenge the school leadership regarding standards pupils reach compared with the national average.”

“Governors know about the quality of teaching and the impact of this on pupils’ progress.”

(05-2016)



Mission Statement

To maintain a well disciplined,
safe, happy, caring learning environment

To develop respect and tolerance whilst
instilling personal pride and self-esteem

To develop a positive partnership between
governors, staff, pupils and our community

A large, detailed illustration of an autumn leaf in shades of orange, red, and yellow, positioned behind the acronym text.

S seize every moment
M make a difference
I inspire inquisitive minds
L learning for life
E enjoyment and laughter

GOVERNANCE AT

WOODLANDS ACADEMY

**An Introduction to the Governors
and Their Role at Woodlands**