Annual Governance Statement 2026-2027

Tottenhall Infant School has adopted the Circle Model of Governance**,** whereby the governing board operates as one collective body without traditional sub-committees. All key governance matters, including strategic oversight, monitoring, scrutiny and decision-making, are undertaken collectively during full governing board meetings. This approach promotes shared responsibility, collaborative working and collective accountability among all governors.

Effective governance is based on six key features:

- Strategic leadership - sets and champions vision, ethos and strategy
- Accountability - drives up educational standards and financial performance
- People - with the right skills, experience, qualities and capacity
- Structure - that reinforce clearly defined roles and responsibilities
- Compliance - with statutory and contractual requirements
- Evaluation - to monitor and improve the quality and impact of governance

Full Governing Body meetings will be scheduled and structured around key school deadlines and matters requiring formal approval, ensuring that decisions are made at the appropriate time and in line with the school's priorities and statutory requirements.

The Governing Body of Tottenhall Infant School has agreed to hold six full Governing Body meetings each academic year, with one meeting scheduled during each half term.

Individual or pairs of governors are assigned to monitor areas that would have been covered by a committee.

In accordance with the Government's requirements for all governing bodies, the three core strategic functions of Tottenhall Infant School are:

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

<u>Governance arrangements</u>

The Governing Body of Tottenhall was reconstituted in September 2024 and consists of:

- Parent Governors (3)
- LA Governor (1)
- Staff Governors (1)
- Co-opted Governors (7)
- Headteacher (1)

The governing body has a programme of meetings throughout the school year.

Governing Body meeting dates for the academic year are:

Autumn 1	Spring 1	Summer 1
15 September	19 January	18 May
Autumn 2	**Spring 2**	**Summer 2**
20 October	23 March	13 July

Agendas will be agreed in partnership with the Headteacher and Chair of Governors with the support of the Clerk.

Attendance records of governors

The clerk keeps a record on behalf of the governing body, of governors' attendance at meetings. Meetings need to be "quorate" to ensure decisions can be made.

Governor visits The governors visit the school as part of their monitoring of the School Improvement Plan and to oversee the current actions linked to the school's work. These visits are considered a valuable opportunity for governors to work closely with staff members seeing strategies from meetings put into action. These visits ensure governors have an accurate picture about the performance of the school and can support and drive forward school improvement as well as evaluating current school policies and practice.
Data analysis Data is made available to governors through regular meetings with verbal and written presentations followed by question and answer sessions to examine results and trends. The Governors scrutinise data form all year groups to heighten their awareness of focus and vulnerable groups paying particular attention to Pupil Premium pupils.
Policies Governors review all relevant policies on a scheduled basis to ensure that all guidance is current, relevant and up to date. Specific attention is paid to ensure that all the school complies with the DFE mandatory policy list.
Staff recruitment The Headteacher and Deputy Headteacher are trained in "Safer Recruitment." Governors are involved in the recruitment and selection of key posts and use the appointment process to ensure that high quality staff are appointed. They have considered a wide range of strategies to ensure the right staff are appointed to drive forward the actions necessary to deliver high quality learning for our pupils.
Financial management The governors work with the School to achieve "The Schools Financial Value Standard and Assurance (SFVS) on an annual basis. The impact of the Governor's role in the school ensures that the budget is well managed, and improvements are effective and continuous. External audits confirm that finances are well managed.
Safeguarding Governors take responsibility for ensuring the safeguarding arrangements meet current statutory requirements including the Single Central Register. They evaluate and review the annual safeguarding audit.

Key Issues faced and addressed by the Governing Body 2025-26

- STRONG OFSTED OUTCOMES – February 2026. Ensure that recent improvements in attendance, including reductions in persistent absence, are sustained so that attendance is securely above national figures over time for all pupils.
- Ensuring value for money in a declining budget (falling Pupil Roll) and increased costs.
- Support the school in managing a decline in admission numbers for September 2025 and September 2026.

Assessment of Impact 2025-26.

Governors regularly visit the school and have oversight of the school's development and delivery of education.

Governors have overseen the school's finances, ensuring money is well-spent and that the school is operating efficiently.

There is presently one vacancy for a parent governor member role.

Strategic Planning for the future

Governors work with the Senior Leaders to monitor the School Improvement Plan. This Plan details aims for the forthcoming year and is based on priorities identified from data, school self-evaluation and Ofsted priorities.

The main priority from Ofsted 2026 was:

- Leaders should ensure that recent improvements in attendance, including reductions in persistent absence, are sustained so that attendance is securely above national figures over time for all pupils.

The main priorities for 2026 - 2027 are:

- **Assessment:** To improve the quality and consistency of assessment practices across the school.
- **Speech and Language Development:** Develop a more inclusive and supportive environment for Pupils with Speech, Language, and Communication Needs.
- **Staff Pedagogy:** Develop a strong pedagogical approach to teaching and learning. Ensuring high-quality teaching and learning experiences for all pupils and enhancing staff expertise in pedagogical practices.
- **Mental Health and Wellbeing:** Implement a comprehensive, whole-school approach to mental health and wellbeing, ensuring all pupils and staff have access to support and resources.
- **Attendance:** Increase whole-school attendance from the current baseline to at least 95% or above by the end of the academic year.

Information about the school's governing body is available on the school website. The Chair of Governors can be contacted via the school Office Manager as follows:

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