

Core Functions of the Governing Body

The law states that the purpose of a governing body in a maintained school is to 'conduct the school with a view to promoting high standards of educational achievement'.

In doing this the governing body has three core strategic functions:

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 and the performance management of the staff.
3. Overseeing the financial performance of the school and making sure its money is well spent.

The governing body is therefore like the board of directors within a company. They are responsible for the strategic direction of the school but they are not involved in the day to day running of the school as this duty is delegated to the headteacher. They have to monitor the performance of the headteacher to ensure s/he is carrying out their duties efficiently and to a high standard. This is done in many different ways which will be explained in more detail below.

It is essential to point out that when becoming a member of the governing body each person signs a code of conduct which sets out the expectations of the conduct of governors and includes a clause regarding confidentiality.

Governing Body Structure

Under our constitution we have 11 members of our governing body. 2 are parent governors who were elected by the parents at the school, 1 is a staff governor who was elected by members of staff at the school and 7 are co-opted governors who were elected by the governing body. The headteacher is also a governor due to their position within the school. The governing body is made up of a cross section of people from both within the school community and the wider community and the governing body has a duty to ensure these people have the appropriate skills to serve on the governing body. It is essential for the governing body to have members with expertise in many different areas such as strategic planning, data analysis, education in general, finance and health and safety. Governors must also be committed to the role as it comes with great responsibility and a significant time commitment. No governor is paid for their work and all give up their time voluntarily.

All governors serve on the full governing body and on one or more smaller committees. There are currently 3 committees; Curriculum Committee, Resources Committee and Performance Management Committee. These committees have responsibilities delegated to them by the full governing body. The full governing body meets once per half term and the committees meet once per term.

Governors also have individual responsibilities. Each governor has several subject areas they are responsible for monitoring as well as wider areas such as health and safety, pupil premium, safeguarding and Special Educational Needs and Disabilities. As part of these individual duties governors are required to visit the school to meet with the subject leader and ask questions to monitor how children are progressing and how well resourced the subject is. They may also visit the classroom to speak to the children and obtain their views on the subject. From time to time governors also perform book scrutinies with the subject leader to ensure pupils work is being marked according to the Marking and Presentation Policy and that the work is varied and suitably challenging. Following each visit governors are required to write a report on their findings and present this to the full governing body at the next meeting.

Although different committees and governors have specific roles and responsibility governors have collective responsibility for the actions of the governing body.

Curriculum Committee

It is the responsibility of this committee to discuss all matters relating to the educational aspect of the school including the progress and attainment of pupils.

Standard agenda items are:

- Analysis of performance data of the pupils. This may be internal data generated by the school or data from wider sources such as Local Authority or government reports. From this data governors are able to ascertain how well the pupils are performing. Governors need to reassure themselves through constant monitoring that everything possible is being done to ensure all pupils are making the best progress possible and that any measures put in place to help pupils are effective.
It is essential to point out that all data is viewed anonymously and none is link to individual children.
- The spending of Pupil Premium money. This is money the school receives for those children who are entitled to free school dinners. The government have identified, through research, that generally these are the children who are most likely to struggle in school (although this is not always the case). This money is therefore intended to support these children. It is the role of the governors to ensure this money is being spent effectively and those children it is designed to help are making good progress.
- The spending of sports premium money. This is extra money the school receives with the remit that it must be spent in encouraging children to be more active and participate more in sporting activities. Again it is the role of the governors it ensure the money is being spent in accordance with its purpose and that an impact is being seen.

- Educational visits. The governors receive information regarding any educational visits which have taken place since the last meeting, what the learning objectives were for the visit and if, and how, these were achieved.
- The school's wider offer. The school must provide a good range of sports, arts and voluntary activities. It is the governors' role to ensure this happens and that the school has due regard for the expectations set out in the DfE document regarding the cultural education of children.
- The approval of policies and procedures relating to the curriculum.

The Resources Committee

This committee discusses any issues relating to the financial aspects of the running of the school. The committee is responsible for ensuring the school budget is well spent, that the school is obtaining the best value for money and that sufficient resources are allocated to achieve all priorities identified in the School Development Plan.

Standard agenda items are:

- The school building and any repairs and alterations.
- Health and safety concerns or issues.
- Scrutinising the budget report prepared by the Local Authority.
- Staffing. The committee discusses issues relating to staffing and the most efficient deployment of resources.
- The approval of any policies and procedures relating to financial affairs.

The Performance Management Committee

This committee is responsible for the performance management of the Headteacher. The committee's role is to set performance objectives at the start of the academic year and monitor progress towards them throughout the year.

The Full Governing Body

Standard agenda items are:

- Headteacher's report. This contains information regarding the number of children on roll and their attendance; information on applications, admissions and exclusions; absence, retention, morale and performance of staff; pupil behaviour; any updates regarding ongoing issues such as building repairs etc.
(all information is given anonymously and information is general so no child or member of staff is named individually).
- Health and safety.
- Pupil premium update.
- Sports premium update.
- Anti-bullying update.
- Safeguarding update.
- School Development Plan. This lists the schools priorities for the current academic year and beyond. The governing body is responsible for composition of this in conjunction with the staff and headteacher. The governing body ensures targets are being met.
- Approval of policies and procedures which must be reviewed by the full governing body by law and those which do not fall under the remit of the committees.

The Governing Body of Milford School

Gill Taylor

Parent Governor

Chair of Governors, serves on all the sub committees.

I have been a governor at Milford for 6 years and Chair for 3 years. My eldest child has been through Milford School and is now in year 8 and I have two sons currently attending the school in reception and year 5. As the daughter of two teachers I have seen the education system from all sides – as a pupil (albeit a long time ago), as a parent and from a staff perspective. My years of being a governor have given me a great insight into the workings of Milford School and its strengths and weaknesses. My job at Milford Pre-school has given me valuable knowledge of education in early years and has enabled me to develop relationships with a number of the children and families who now attend the school.

As chair of the governing body I fulfil all the duties of other governors but also have the added responsibility of ensuring that the governing body has a clear direction and all statutory requirements and regulations are met. I must also ensure the governing body has members with all the necessary skills to fulfil their duties and that these skills are well used. It is also necessary for me to work closely with the headteacher to offer support and encouragement as well as to challenge and hold them to account.

Laura Tomlinson

Co-opted Governor

Serves on the Resources Committee.

I am fairly new to the governing body at Milford School but I have been a governor at St Elizabeth's School for several years and I am currently the Vice Chair of Governors and serve on the Finance Committee there. I am the manager of Milford Pre-school and through this role have developed a good relationship with the school. I am hoping through both my roles to share good practice across both schools, as is advocated by the Department for Education.

Bridget Bennett

Staff Governor

Serves on the Curriculum Committee

I have been a teacher at Milford School for 15 years and have taught all years from 2 to 6. I am the curriculum co-ordinator for RE and I am also the Special Educational Needs Co-ordinator (SENCO). I bring a staff perspective to the governing body.

Ruth Baker

Co-opted Governor

Serves on the Curriculum and Performance Management Committees

I have two children in Milford School, Oliver in Year 5 and Ella in Year 3. Before having children I was a primary school teacher and, with a mother as a teacher, I've had a lifelong interest in education. My previous experience as a teacher is a real help with all the curriculum issues that we monitor as governors. I am also on the Milford and Makeney Community Group and through that role I try to help keep the school at the heart of Milford.

Diana Lawday

Co-opted Governor

Serves on the Resources Committee

I have been a governor at Milford for over 10 years, serving for the past two years on the Resources Committee, and have worked as the Senior Business Manager for the school for the last 6 years. In addition to this role I was also Chair of FOMS (Friends of Milford School) for 6 years and ran After School Club for 2 ½ years. Prior to this I worked at Milford Preschool both as a Key-worker and in the office. Both my children attended the pre-school and primary school. I have a broad knowledge of Early Years Education and school Administration and Finance. I have gained a good working knowledge of the school both as a parent and a member of Staff.

Sally Fitton

LA Governor

Serves on the Curriculum Committee

I have been newly appointed to the governing body at Milford. I work for Derbyshire County Council and have a wealth of experience in education, strategic planning and data analysis which I will bring to my role as governor.

Jeni Mobbs

Co-opted Governor

Serves on the Curriculum Committee

From 1961 until I retired in 2004, I worked with children with special needs both as a Speech Therapist and a Teacher. In the 60s and 70s I worked as a Speech Therapist gaining experience across the age range. During this time I also worked with Parents and preschool children. In the 80s I worked as a Teacher Therapist in a class of 5 to 8 year olds for the first 5 years and 9 to 11 year olds for the next 5 years. During the 90s until the end of 2004 I worked as a Teacher Therapist with a class of children with Autism. As part of the 'Open the Book' Team I see the younger Milford school children each week.

Jo White

Parent Governor

Serves on the Resources Committee

I have been a Parent Governor for 6 months. I have two children at Milford School; my son is in Reception and my daughter is in Year 3. I am fairly new to the governing body but I have experience in quality assurance, resource planning and performance management from my time as a Performance Delivery Manager within the legal sector. I have a general legal background but a particular interest in Employment Law and Personal Injury Law. I am hoping to use my experience as a manager within a commercial setting to bring a different perspective to the governing body and consider how best practice in general management can be employed within an Education environment. I have developed good relationships with a number of families at the school through working with FOMS.