Governors' Meeting with Parents
12.11.26: 7 – 8pm

1. Welcome and Introductions Owain Lister, Co-Chair of Governors (2 minutes)
2. The role of the School Governor, Who we Are and What we Do (3 minutes)
3. Outcomes of the recent Ofsted Inspection and Next Steps: Valerie Hudson (5 minutes)
4. School Strategic Plan; priorities and objectives Valerie Hudson, Co Chair (5 minutes)
5. School Development Plan: priorities Jenn Magdeburg (Head Teacher) (10 minutes)
6. Parental input into School Development (ideas on a post-it): Chris Shellard (20 minutes)
7. Wrap up and appeal for parent governors: Owain Lister and Jenn Magdeburg (10 minutes)

WELCOME - WHO WE ARE WHAT WE DO…..

- Owain Lister - FGB Co Chair, Resources Committee, Early Years
- Valerie Hudson – FGB Co Chair, Teaching & Learning Committee, Safeguarding
- Vanessa Cole – Vice Chair, Teaching & Learning Committee, Curriculum
- Jenn Magdeburg – Head Teacher Governor, Day to Day running of school
- Sam McDonald – Staff Governor, T&L Committee Chair
- Michaela Lalite – Parent Governor, Teaching & Learning Committee, Curriculum
- Chris Shellard – Resources and Premises Committee Chair
- Ed Williamson – Resources and Premises Committee, Health & Safety
- Parent Vacancy – Experience of Finance, Marketing or SEND preferred
- Co-Opted Vacancy – Experience of Finance, Marketing or SEND preferred

THE CORE FUNCTIONS OF GOVERNANCE

GOVERNORS MUST BE STRATEGIC ONLY AND ENSURE THAT:

- There is clarity of vision, ethos and strategic direction via sharing and monitoring of reports, policies and procedures
- Executive leaders are held to account for the educational performance of the organisation, its pupils and the performance management of staff
- There is clear oversight of the financial performance of the organisation, its money is well spent, (i.e. proper use of public funds) and the principles of best value are applied
- Ensuring the voices of stakeholders are heard

TO ACHIEVE THIS: We hold FGB meeting 3 to 4 times a year and termly committee meetings covering Teaching & Learning, Resources and Premises. We take on link governor roles for specialist areas eg curriculum, SEND, safeguarding. We make structured school visits focusing on particular topics and attend assemblies and other events in school when we can.

GOVERNOR CATEGORIES AND VACANCIES

- Head Teacher Governor: (Ex-Officio) or automatic membership by virtue of their role
- Staff governor: elected by the staff of the school
- Parent governors: Two parents elected by the parent body or can be 'elected unopposed'
- Co opted governors: recruited from the community or for areas of particular expertise. (NB: Parents can be co opted if they have a particular expertise needed by the Board)
- Local Authority Governor: Can be nominated by LA but needs Board approval
- Associate Governors: Appointed for their particular expertise, do not have voting rights.
- governors@pirton.herts.sch.uk (monitored weekly only)

We must adhere to the Seven Core Principles of Public Life (Nolan Principles):
Selflessness, Integrity: Objectivity: Accountability, Openness, Honesty, Leadership (lead by example)

OFSTED OUTCOMES

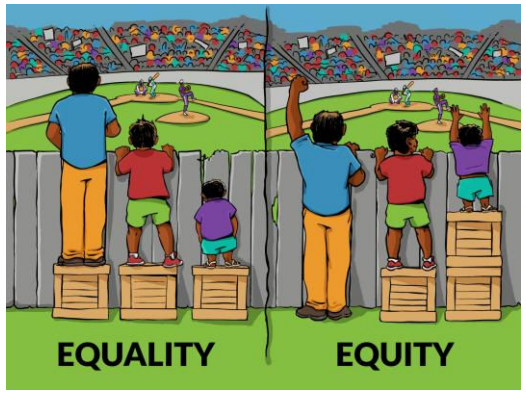
Strong standard
Early years
Personal development and wellbeing

Expected standard
Achievement
Attendance and behaviour
Curriculum and teaching
Inclusion
Leadership and governance

Nothing noted in the ‘Needs Attention’ or ‘Urgent Improvement’ categories

NEXT STEPS

- Leaders should ensure pupils apply their reading, writing and vocabulary skills accurately across all subjects, and that staff identify and correct errors quickly, so pupils build knowledge securely over time.
- Leaders and governors should strengthen communication and engagement with parents and the wider community to further build trust and consistency, while continuing to support staff wellbeing and manage workload.
- Leaders should ensure that expectations for behaviour and learning are applied consistently, so that pupils remain focused and complete their work without interruption.



SCHOOL STRATEGIC PLAN 2026 - 2030

The Strategic Plan sets out what governors need to do to ensure the implementation of the our vision, mission and values. The school seeks to provide a rich and varied curriculum that ensures that all children are challenged to achieve their best and become confident and independent learners.

Our objectives ensure consistency of:

- Exemplary safety and safeguarding practices that underpin all aspects of school life.
- Focus on developing the quality of teaching and learning and raising standards of achievement.
- Clearly communicates the shared vision and values and continued striving for excellence.
- Demonstrates financial probity and honest and transparent reporting.
- Meaningfully involve parents/carers in the life and work of the school to support children's learning.

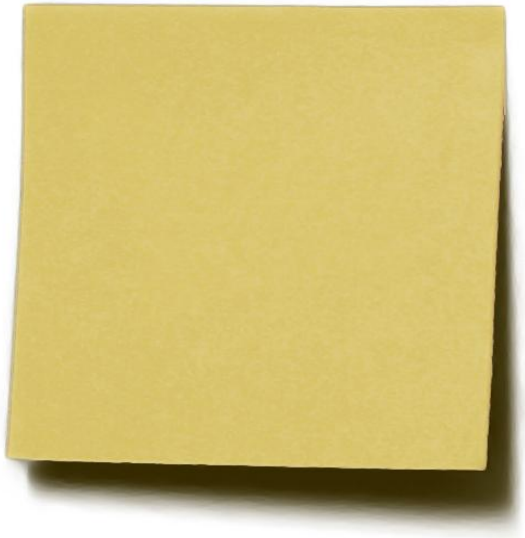
Our plan is structured around six areas of strategic development….

1.	**LEADERSHIP AND GOVERNANCE**
For governors to be confident in their ability to contribute their knowledge and expertise to the FGB, consistently challenge and support the school to grow and develop, and for leaders at all levels to work together…..	
2.	**FINANCIAL STABILITY**
Maximise the use of school funding to achieve strategic aims, meet the essential needs of all children, ensure good value for money and effective and appropriate use of all income… to 'future proof' for all children….	
3.	**SCHOOL STAFFING AND STRUCTURE**
Develop and maintain a stable, high quality and high performing staff team that will support the school with the efficient deployment of staff and focus on providing high quality teaching and learning for all pupils.	
4.	**PUPILS AND STAFF WELL BEING**
Provide an enjoyable working and learning environment that supports staff development, resilience and retention through positive, professional engagement with leaders and role models. Continue to implement a whole-school approach to address issues such as high workload, stress, anxiety and burnout……	
5.	**SCHOOL SITE AND FACILITIES**
Ensure the school premises and facilities (including IT, connectivity and essential infra-structure) are designed to be suitable and safe for pupils, staff and visitors, adapting to modern educational needs as far as possible….	
6.	**COMMUNITY ENGAGEMENT**
…..There will be clear expectations between the school, parents and pupils through our home school agreement and school and Governors will engage with (appropriate) local events that support a variety of enrichment activities for all pupils.	

SCHOOL DEVELOPMENT PLAN

Self Evaluation and Ofsted inspection framework	Targets
Inclusion	To ensure that all learners are receiving the provision required to meet their learning and behavioural needs.
Curriculum and Teaching	To ensure that all adults involved in learning are having the maximum impact on learning and behaviour development.
Achievement	To develop our focus on children's spelling, handwriting and foundational skills so that children produce high-quality work across all subjects.
Personal Development and Wellbeing	To continue to develop systems for managing behaviour that challenges in a consistent, effective and therapeutic way alongside parents and external agencies.
Leadership and Governance	To engage with all groups of parents in a way that benefits their children educationally and supports staff wellbeing and retention.

STAKEHOLDER INPUT TO SCHOOL DEVELOPMENT



IDEAS ON A POST IT !

Leaders and governors should strengthen communication and engagement with parents and the wider community to further build trust and consistency, while continuing to support staff wellbeing and manage workload…..

Your positively constructive ideas for developing Pirton School will help us move forward together….

HOW MAINTAINED SCHOOLS ARE FUNDED: THERE ARE TWO MAIN FUNDING SOURCES:

Revenue Funding: Pays for operating expenses including salaries, utility bills, licenses, learning materials, and minor repairs. It is mostly calculated on a per-pupil basis.

Capital Funding: A separate allocation reserved strictly for physical infrastructure, major repairs, or upgrading.

Dedicated Schools Grant: The central government allocates money to local authorities through the DSG.

Allocation is based on the National Funding Formula (NFF): Local authorities and schools receive budgets based on student numbers and specific pupil characteristics (such as age, local area costs, and deprivation levels via the pupil premium).

THANK YOU FOR COMING, YOUR VALUED CONTRIBUTIONS TO SCHOOL LIFE AND A SAFE JOURNEY HOME…