



Local Governing Body
Annual Report

September 2024 – July 2025

Chair's summary

This past academic year has seen yet more improvements taking place in our school. As a result of this the school is proud to have achieved a number of accolades including being awarded the National Quality in Careers Standard and the very talented Business manager, Angela Hogben was nominated and shortlisted for School Business Manager of the Year. I would once again like to thank Karen Hand, our Headteacher along with her leadership team who have tirelessly navigated and steered us through yet another challenging but highly rewarding year. I would also like to thank our CEO Ann Marie Mulkerins and the wider Trust Central team for all the help, support and guidance they have also provided us with over the past 12 months.

As Chair I am incredibly fortunate to be surrounded by an amazing set of individuals from a myriad of backgrounds each bringing with them a wealth of knowledge and experience. As a Local Governing Body we continuously strive to provide appropriate support and challenge to the school and have welcomed the opportunities we have been given to see the school in action.

The role of a governor is an extremely rewarding one, albeit at times demanding, so I would like to take this opportunity to thank each and every member of the Local Governing Body for the support they have given, not only to the school, but also to me and one another. For the visits they have undertaken, the training they have completed, the meetings they have attended (and more importantly contributed to) and for simply giving unstintingly of their time on a totally voluntary basis as summarised in the report below – thank you.

Introduction

Schools are no longer required to produce a Governors' Annual Report, however, at Stopsley High School we believe that it is important that as a local governing body we are open and transparent with parents and stakeholders and have therefore decided to publish an annual report that explains about the work of the local governing body over the past year. A copy of the Annual report will be published on the school website along with other information that parents may find useful.

Stopsley High School is part of Middlesex Learning Trust.

Contact information

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Governor Vacancies

There is currently 1 Community Governor vacancy on the Governing Body.

Local Governing Body membership

Role	Governor	Date term of office ends	Allocated Responsibilities
Parent governors	Beverley Gavin	31/08/2025	
	Sarah Clegg	07/10/2028	
Community governors	Toni Chivers	31/08/2025	Chair Leadership & Management Link
	Bernie Dunne	31/08/2025	Vice Chair Safeguarding link
	Henry Gosling	17/01/2027	SEND Link
	Mariam Hoq	18/09/2027	
	Ianek McLaughlin	17/01/2027	Finance Link
	Emmanuelle Roman	04/12/2026	Careers Information Advice and Guidance Link
	Anna Theron	15/05/2029	
Staff governors	Omar Ouedraogo	31/08/2025	Health & Safety Link
	Jemma Woollett	19/10/2027	
Headteacher	Karen Hand		
Clerk	Errin Keefe		Training & Compliance

Governors attendance at Local Governing body meetings

Governor	Number of possible meetings	Number of meetings attended	Percentage of meetings attended
Toni Chivers	4	4	100%
Sarah Clegg	4	4	100%
Bernie Dunne	4	2	50%
Beverley Gavin	4	3	75%
Henry Gosling	4	3	75%
Karen Hand	4	4	100%
Mariam Hoq	4	2	50%

Ianek McLaughlin	4	1	25%
Omar Ouedraogo	4	4	100%
Emmanuelle Roman	4	3	75%
Anna Theron	2	1	50%
Jemma Woollett	4	4	100%

Governance structure

The Middlesex Learning Trust Scheme of Delegation sets out the Trust's approach to delegations between the different layers of governance within the Trust and outlines those responsibilities that are delegated to the Local Governing Body.

In fulfilling these responsibilities, the Local Governing Body (LGB) has the strategic responsibility to hold the school Leaders to account for the academic performance, quality of care and provision within the school, the approval of the annual and 3-year budget and to review the school's progress in relation to its school improvement plan. At all times members of the Local Governing Body are expected to act within the framework set by national legislation and with due consideration to the policies and procedures of Middlesex Learning Trust. The LGB meets as a whole board for a Business meeting once a term. In addition, the LGB meets for additional development and training meetings as identified in the annual review process

To ensure that we remain strategically focused on the agreed key areas of school improvement and work in an efficient way, certain aspects of our governance responsibilities have been delegated to specific governors.

Monitoring activity

One of the key functions of the governing body is to undertake strategic monitoring activities, the purpose of which is to triangulate information shared with governors by the senior leadership team. Over the past year the local governing board has undertaken the following monitoring activities:

- Monitoring visits (face to face and/or remotely) with members of the Senior leadership team/middle leaders to discuss aspects of the school improvement plan conducted
- Pupil surveys
- Staff and parent surveys
- Inviting members of the senior leadership team/middle leaders to governing body meetings to report on key areas

Below is a summary of the various activities that have occurred over the academic year:

- Reviews of the Single Central Record
- Link Governor meetings: Finance, Health & Safety, Special Educational Needs and Disabilities, Safeguarding and Careers Information advice and Guidance (CIAG)
- Meetings with Middle Leaders to share their vision, values and curriculum
- Participation in trust wide procurement processes
- Attendance at the Open Evening
- Attendance at Post 16 Choices evening
- Attendance at Welcome to Year 10 evening
- Attendance at the school production of Elf
- Attendance at the Year 6 Discovery afternoon
- Participation in the Year 9 Careers event

- Participation in the Year 10 mock interview days
- Attendance at the Year 11 leavers assembly

In addition to the above, members of the Local Governing Body have supported the school through representation on a number of committees and hearings such as the Pay Committee, Headteacher performance review, student disciplinary hearings and appeal panels.

Governor training

Members of the Local Governing body take their responsibility to stay up to date seriously and place high importance on this. The following table shows the various training and professional development opportunities the governing body have undertaken during the 2024-25 academic period.

Governor	Training or CPD undertaken	Date
Toni Chivers	Finance for Governors & Trustees (MLT)	13 May 2025
	NGA Governance Leadership Forum	7 May 2025
	NGA Ofsted Consultation Event	10 Apr 2025
	Protective Preparedness For Education Settings Webinar (Martyn's Law)	3 Apr 2025
	The Curriculum (MLT)	11 Mar 2025
	Unconscious Bias	26 Feb 2025
	LA Governor Forum (Spring Term)	6 Feb 2025
	Suspensions and exclusions	22 Oct 2024
	MLT Governance Conference	28 Sep 2024
	Safeguarding Training (MLT Governance Conference)	28 Sep 2024
	Safer Recruitment in Education	23 Sep 2024
	The Prevent duty	6 Sep 2024
Safeguarding for governance	5 Sep 2024	
Bernie Dunne	MLT Governance Conference	28 Sep 2024
	Safeguarding Training (MLT Governance Conference)	28 Sep 2024
Beverley Gavin	MLT Safeguarding training	7 Nov 2024
	Suspensions and exclusions	3 Nov 2024
Henry Gosling	MLT Governance Conference	28 Sep 2024
	Safeguarding Training (MLT Governance Conference)	28 Sep 2024
Mariam Hoq		
Ianek McLaughlin	Finance for Governors & Trustees (MLT)	13 May 2025
	Suspensions and exclusions	10 Jan 2025

	MLT Governance Training - Curriculum	11 Mar 2025
Omar Ouedraogo	Finance for Governors & Trustees (MLT)	13 May 2025
	MLT Governance Training - Curriculum	11 Mar 2025
	MLT Governance Conference	28 Sep 2024
	Safeguarding Training (MLT Governance Conference)	28 Sep 2024
Emmanuelle Roman	MLT Governance Training - Curriculum	11 Mar 2025
	Suspensions and exclusions	3 Jan 2025
	MLT Governance Conference	28 Sep 2024
	Safeguarding Training (MLT Governance Conference)	28 Sep 2024
Jemma Woollett	Suspensions and exclusions	3 Jul 2025
	Finance for Governors & Trustees (MLT)	13 May 2025
	MLT Governance Training - The development and delivery of a broad, balanced and ambitious curriculum	11 Mar 2025
	MLT Governance Training - Curriculum	11 Mar 2025
	Health and safety link governor	15 Jan 2025
	Cyber security for governors/trustees	13 Jan 2025
	Governor Induction Training - Part 2	18 Nov 2024
	Governor Induction Training - Part 1	11 Nov 2024
	MLT Governance Conference	28 Sep 2024
	Safeguarding Training (MLT Governance Conference)	28 Sep 2024
	Safeguarding for governance	30 Aug 2024

School Improvement Priorities 2024-25

The following progress was made against the key priorities identified by the school and Local Governing body during the 24-25 academic year School Improvement Plan.

SIP Objective 1: To provide high quality education where excellent school standards result in all students achieving their best, being safe and happy, and able to progress to become successful adults.

- Improved adaptive strategies across lessons where all students feel included and challenged.
- Through Peer coaching, CPD has been tailored to departments, meaning everyone can use the whole school focus areas but with a subject lens to ensure it has the greatest impact.
- Constructive peer coaching comments have been effective and helpful to create a more differentiated learning environment which has enabled high quality first teaching for SEND learners as it clarified strategies like pre-teaching vocabulary, visual supports, task chunking, etc.
- Inclusive classroom environments have been created where all students feel valued and

supported.

- The availability of strategies to employ inside lessons for SEND students has resulted in improved SEND attainment
- The labelling system on Arbor has made it easier to quickly identify students who may need additional support, e.g. students with EAL and SEND. Sharing student profiles in briefing has also helped the whole staff body to be aware of students' needs.
- Staff received effective training in the appropriate use of Arbor to analyse data which has allowed for effective strategies to be adapted in a timely manner.

SIP Objective 2: To continue to develop students' oracy and their literacy skills

- Wide range of literacy and oracy techniques are now embedded in the Schemes of work
- Due to a whole school approach, students know what the expectations are and are more confident in contributing and using subject vocabulary
- Staff have focussed on creating environments that encourage speaking and listening, explicitly teaching and practicing these skills to support the development of oracy and literacy skills in the students
- Students are now naturally using the Talking Stems in their class responses. i.e. "I would like to build on that"
- Oracy has improved through structured peer feedback, think pair share and performance reflections.

SIP Objective 3: To review the systems and processes to ensure greater consistency in implementation resulting in a positive behaviour, excellent attendance and effective safeguarding

- Students are looking smart in their uniforms.
- Robust systems for tracking and managing attendance, including accurate data recording, timely follow-up for absences, and proactive engagement with parents and carers to address attendance concerns are now in place.
- There is increased consistency in behaviour expectations across lessons. Routines are being followed and expectations raised leading to more focussed and productive sessions. Clarity around consequences has also helped keep standards high.
- The majority of students follow the rules and show respect, manners, kindness, support and empathy for others.
- The introduction of the Pastoral Bulletin has been useful in terms of monitoring new students being enrolled, which has not always been effectively communicated in the past, as well as attendance.
- Safeguarding procedures and knowledge have improved.

SIP Objective 4: To continue to develop our sense of community as a staff body and beyond

- Staff feedback demonstrates that the Treat Fridays for staff is really valued and appreciated
- There have been an increased range of opportunities provided for staff to mix with one another and do activities out of their subject areas including: staff quiz, walking football, Padel
- The picnic benches have provide more opportunity for socialising between staff and an alternative location for meetings

SIP Objective 5: Staff Development

- Staff feedback shows that they appreciate the opportunities that they have for growth, development and training.
- We have had another cohort of Teaching assistants participate in the Outstanding Teaching Assistant Programme (OTAP)
- Another cohort of support staff participate in the Talent Management Framework

- Every Middle Leader meeting is CPD and we no longer spend time focused on Admin or operational tasks as a way to prioritise the development of Middle Leaders.
- This year all Middle Leaders have been part of 4 CPD sessions which focus on delivering our peer coaching programme and upskilling their teams in specific whole school strategies, they then personalise and deliver the session to their teams with their 'subject lens'. The CPD has involved upskilling them in effective coaching, modelling strategies such as active circulation, and how to implement strategies effectively in the classroom, along with training them on how to deliver effective department CPD sessions

Governors expenses

Governors are entitled to claim for any expenses they incur as a direct result of their governance role as per our governor's expenses policy. In the interest of transparency, the table below includes details of all expenses claimed by governors during the 2022/23 academic year.

Amount claimed	Reason for the claim
No governors have claimed any expenses this academic year.	N/A