

Chalk Ridge Primary School

Governors Handbook 01.03.2020





This handbook includes information for ALL governors on governors’ legal duties and responsibilities, how the Chalk Ridge governing body is organised, governor training, performance and development and an Induction Pack for new governors.

Chalk Ridge Primary School Sullivan Road, Brighton Hill. Basingstoke, Hampshire, RG22 4ER [www.chalkridgepri.hants.sch.uk](http://www.chalkridgepri.hants.sch.uk/)



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# Chair of Governors Letter

We value governors’ active involvement in the life and work of Chalk Ridge Primary School through governor visits and regular participation in meetings and school events. For new governors, please read this handbook as it provides a new governors induction pack and other useful information.

I would also ask you to encourage others to become a member of the governing body when an appropriate opportunity arises. Parent Governor vacancies are notified by 'pupil post' and mentioned in the school newsletter. Information on the role of School Governors and how to apply to become a Local Authority Governor can be found on <https://www.hants.gov.uk/educationandlearning/governors/volunteer>

Being a governor can be a rewarding experience, we are a group of hard working people who give freely of their time and energy, committing their talents to the service of Chalk Ridge Primary School and aim to be outstanding in all we do.

Within our school community, we strive to provide a learning environment where all individuals are valued and cherished, nurtured and cared for. It is our aim to provide an outstanding education for every child in our school, for lifelong, reflective learning and success. We endeavour to inspire all children to realise their true potential and to develop skills, knowledge and attributes through encouragement and challenge from each other, and all adults who work here.  
  
Our school vision is based on five key values which are: -

**aspiration  
inclusion  
respect  
resilience  
independence**

These values are shared by our staff, governors and children and affect all that we do and how we do it!

Governors come from different backgrounds, reflecting the many interest groups involved in our school, but they have one important thing in common: they are dedicated to ensuring that the children at Chalk Ridge Primary School have the best education possible and have fun learning.

High quality training and development is available for all governors and all governors are recommended to attend a Governors Induction course.

**The Governing Body has a strong focus on three core strategic functions:**

* Ensuring clarity of vision, ethos and strategic direction;
* Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff; and
* Overseeing the financial performance of the school and making sure its money is well spent

This is the primary focus of all governing body business. The Governing Body Members have a huge amount of knowledge, experience and competence: to draw on and we recognise that school governance is a team effort and decisions are made corporately. Effective governance is about team-work with the headteacher, staff, governors, children, parents / carers and the community.

To find out more, please see the Governors Portal under About Us on the school website.

**Julie Pierce**

Chair of Governors

Introduction

This document explains the general operating procedures adopted by the governing body of Chalk Ridge Primary School and should be read in conjunction with the latest Department of Education Governance Handbook available at:

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/788234/governance_handbook_2019.pdf> and Hampshire County Council Governors Good Practice Guide available at: <http://documents.hants.gov.uk/governors/GovernorsGoodPracticeGuide2018.doc>

The purpose of this document is to assist new and current governors in their understanding of the governing body of Chalk Ridge Primary School. This document forms part of the induction process for new governors, in addition to a comprehensive range of information and training provided by Hampshire Governor Services available at:

<https://www.hants.gov.uk/educationandlearning/governors/governors-intranet>

Each year when approving the FGB Handbook, all Chalk Ridge governors sign up to the Hampshire Governor Services Governors’ Good Practice Guide (which includes a Code of Conduct on page 14) see:

<http://documents.hants.gov.uk/governors/GovernorsGoodPracticeGuide2018.doc>

**If the above links do not work, please copy link and paste into browser.**

This Governors Handbook is subject to regular review in order to reflect the current structure and processes of the governing body.

# **Structure of the governing body**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Chair of | Governors | | |  | | |
|  |  | | | | | |
|  | Vice Chair of Governors | | |  | |
|  |
|  | | | | | |
|  | | Resources Committee (responsible for Finance, Buildings and Premises) | | | |
|  | |
|  | | Standards and Curriculum Committee | | | |
|  | |
|  | | Pay and Personnel Committee (including Headteacher’s Pay Review Panel) | | | |
|  | |
| Appeals Committee (established on an ad-hoc basis as required ) | | | | | |
|  | | Clerk to the Governors | | |  |
|  | | |

Governing Body Constitution

By constitution the governing body is made up of 13 members: 2 parent governors, 1 local authority governor, the headteacher, 1 staff governor and 8 Co-opted governors. For current List see: <http://www.chalkridgepri.hants.sch.uk/statutory-full-governing-body-information/>

Full Governing Body (FGB) Members,

Committees and Named Governors

|  |  |  |  |
| --- | --- | --- | --- |
| **FGB (13 Members)** |  |  |  |
| **Governor** | **Type** | **Role** | **End Date** |
| Julie Pierce | Co-opted | FGB Chair | 09.02.2022 |
| Sue Baskerville | Co-opted (Staff) |  | 19.02.2022 |
| Clare Beswick | Headteacher |  | Not required |
| Suzanne Bond | Co-opted |  | 19.02.2022 |
| Hannah Burns | Staff |  | 30.09.2022 |
| Vicky Hart | Co-opted |  | 01.12.2023 |
| Madeline Hussey | Co-opted | FGB Vice Chair | 11.11.2020 |
| Kishor Patel | Co-opted |  | 09.02.2022 |
| Elliot Roberts | Parent |  | 17.04.2022 |
| Ian Ross | Co-opted |  | 29.06 2022 |
| Susan Walker | Parent |  | 17.04.2022 |
| Vacancy | Co-opted |  |  |
| Vacancy | LA |  |  |
|  |  |  |  |
| **Resources (including Buildings)** |  |  |  |
| Elliot Roberts | Parent | Chair | 17.04.2022 |
| Clare Beswick | Headteacher |  | Not required |
| Kishor Patel | Co-opted |  | 09.02.2022 |
| Ian Ross | Co-opted |  | 29.06.2022 |
| Susan Walker | Parent |  | 17.04.2022 |
|  |  |  |  |
| **Standards and Curriculum** |  |  |  |
| Madeline Hussey | Co-opted | Chair | 11.11.2020 |
| Clare Beswick | Headteacher |  | Not required |
| Sue Baskerville | Co-opted (Staff) |  | 19.02.2022 |
| Suzanne Bond | Co-opted |  | 19.02.2022 |
| Hannah Burns | Staff |  | 30.09.2022 |
| Vicky Hart | Co-opted |  | 01.12.2023 |
| Julie Pierce | Co-opted |  | 09.02.2022 |
|  |  |  |  |
| **Pay and Personnel** |  |  |  |
| Suzanne Bond | Co-opted | Chair | 19.02.2020 |
| Clare Beswick | Headteacher |  | Not required |
| Madeline Hussey | Co-opted |  | 11.11.2020 |
| Elliot Roberts | Parent |  | 17.04.2022 |
| Ian Ross | Co-Opted |  | 29.06.2022 |
|  |  |  |  |
| **Headteacher’s Performance Review Panel** |  |  |  |
| Suzanne Bond | Co-opted | Chair | 19.02.2022 |
| Madeline Hussey | Co-opted |  | 11.11.2020 |
| Ian Ross | Co-opted |  | 29.06 2022 |
|  |  |  |  |
| **OTHER NAMED GOVERNORS** |  |  |  |
| **Health and Safety**  **Governor** | Susan Walker (Parent) |  | 17.04.2022 |
| **Safeguarding Governor (includes vulnerable groups - Pupil Premium, English as an Additional Language (EAN), Sports Funding and Prevent)** | Suzanne Bond (Co-opted)) |  | 19.02.2022 |
| **Special Education Needs (SEN) Governor** | Julie Pierce (Co-opted) |  | 09.02.2022 |
| **Development and Training Governor** | Ian Ross (Co-opted) |  | 29.06.2022 |
| **Maths Governor** | Madeline Hussey (Co-Opted) |  | 11.11.2020 |
| **English Governor** | Vacant |  |  |
| **ICT Governor** |  |  |  |
| **EYFS Governor (Year R)** | Madeline Hussey (Co-Opted) |  | 11.11.2020 |
| **Governor Forum** | Julie Pierce (Co-opted) |  | 09.02.2022 |

Chalk Ridge Primary School 2019/20 Governors Meeting Dates and Day Closures

|  |  |  |  |
| --- | --- | --- | --- |
| **Meeting** | **Autumn** | **Spring** | **Summer** |
| Curriculum and Standards | Tuesday 10th September  Tuesday 5th November | Tuesday 25th February | Tuesday 28th April  Tuesday 9th June |
| Resources | Wednesday 11th September Wednesday 13thNovember | Wednesday 29th January | Wednesday 6th May Wednesday 10th June |
| Full Governors | Monday 30th September  Monday 2nd December | Monday 2nd March | Monday 11th May  Monday 13th July |
| Pay and Personnel | Friday 27th September | Friday 7th February | Friday 10th July |

FGB and Resources start at 6.00pm unless otherwise stated.

Curriculum and Standards start at 5.00pm unless otherwise stated.

Pay and Personnel start at 9.00am unless otherwise stated.

**Day Closures/INSET 2019 - 2020**

**Wednesday 4th September 2019**

**Wednesday 9th October 2019**

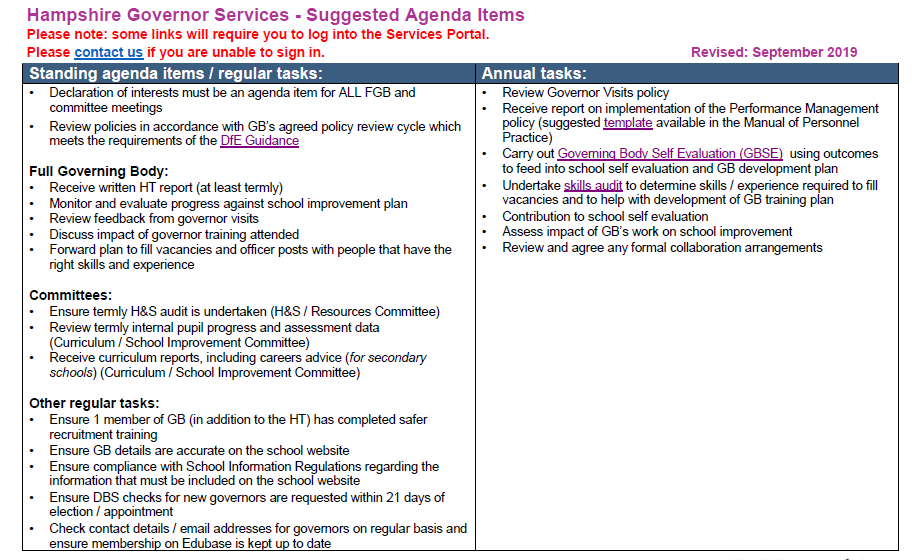
**Friday 25th October 2019**

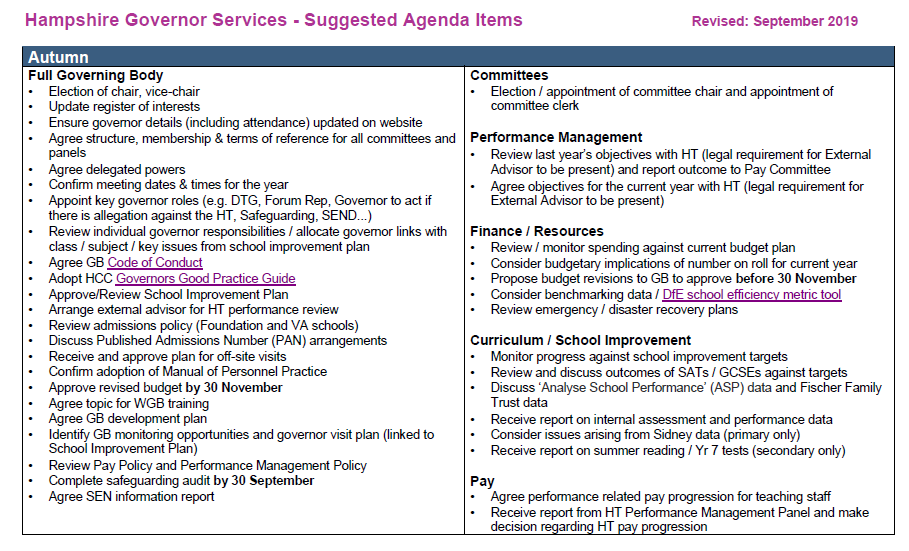
**Friday 14th February 2020**

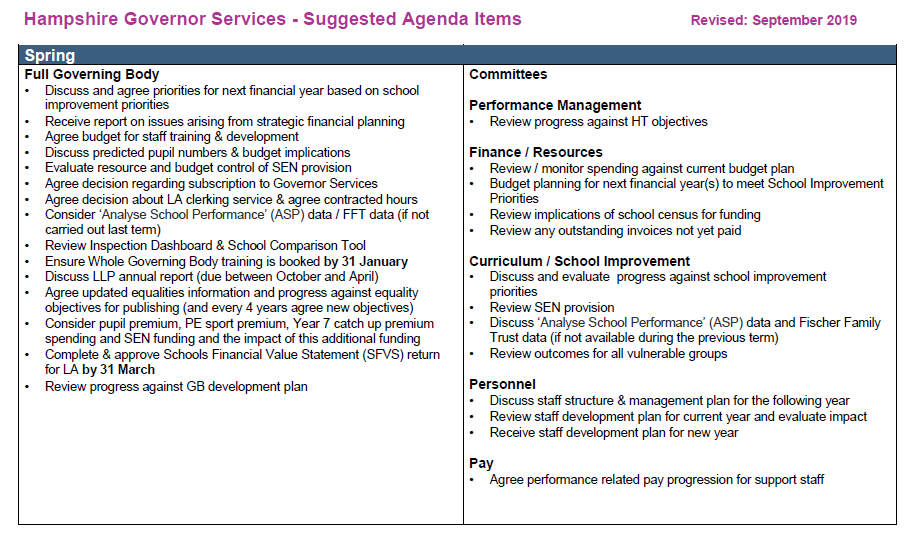
**Friday 24th February 2020**

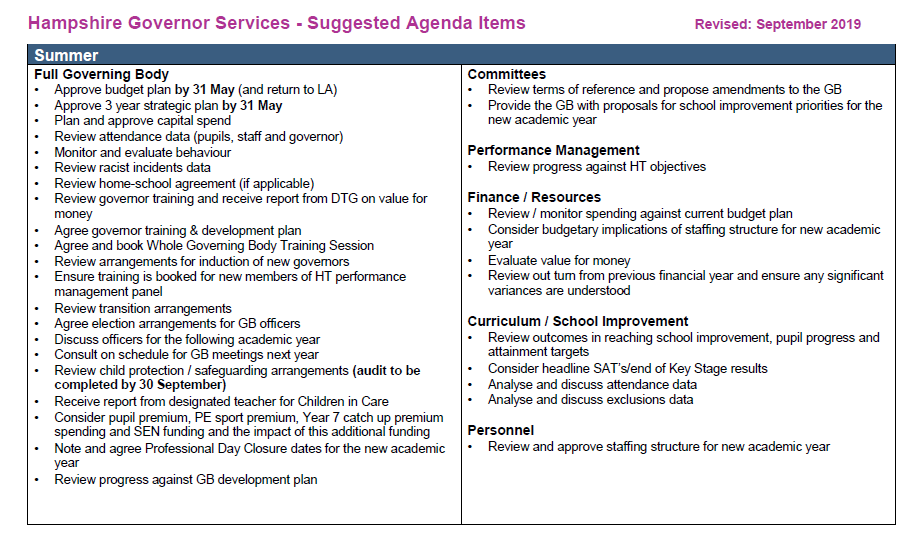
Governing Body - **Annual CYCLE of Tasks and Responsibilities**

<https://documents.hants.gov.uk/governors/SuggestedAgendaItems.pdf>









Role of Governors

Extract from the Department for Education Governance Handbook see: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/788234/governance_handbook_2019.pdf>  
  
Effective governance has three core functions:

* **Ensuring clarity of vision, ethos and strategic direction;**
* **Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff; and**
* **Overseeing the financial performance of the organisation and making sure its money is well spent.**

**What does Outstanding Governance look like for us at Chalk Ridge?** The OFSTED Outstanding Grade Descriptor for Leadership and Management (from the OFSTED Inspection Handbook available at:

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828469/School_inspection_handbook_-_section_5.pdf> (from page 74, see also from page 64 onwards “Leadership and Management”)

<https://www.gov.uk/government/collections/education-inspection-framework>.

<https://www.gov.uk/guidance/inspecting-schools-guide-for-maintained-and-academy-schools>

<https://www.gov.uk/government/publications/school-inspection-handbook-eif>

Ensuring Clarity of Vision, Ethos and Strategic Direction

Through Full Governing Body (FGB) meetings, Committees and whole staff meetings, consultation with parents and pupils, the FGB with the headteacher regularly undertake reviews of the school’s vision and ethos. The school vision and ethos is published on the school website. It was last reviewed by the FGB in May 2017 as follows:

**“Inspire, learn, care, succeed!”**

Within our school community, we strive to provide a learning environment where all individuals are valued and cherished, nurtured and cared for. It is our aim to provide an outstanding education for every child in our school, for lifelong, reflective learning and success. We endeavour to inspire all children to realise their true potential and to develop skills, knowledge and attributes through encouragement and challenge from each other, and all adults who work here.  
  
Our school vision is based on 5 key values which are:

**aspiration  
inclusion  
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resilience  
independence**

These values are shared by our staff, governors and children and affect all that we do and how we do it!

Strategic Direction and Statutory Policies

With the headteacher and staff, the FGB also develops and approves the Annual School Improvement Plan (SIP) based on school and governor self-evaluation and the evaluation of available school and external data. This sets the school strategic direction. The SDP is regularly reviewed by the FGB and Committees. The FGB and Committees, together with staff also review the Policy Register at every meeting to ensure they are updated, reviewed, monitored and evaluated according to a rolling programme.

**Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff; and**

Included in the School Improvement Plan, the FGB sets school performance targets which are reviewed and tracked in FGB meetings, Committee Meetings, Governor Visits, Headteacher’s Reports and Headteachers Performance Review. The Headteacher also includes school performance targets in individual staff performance management which is monitored anonymously by the Pay and Personnel Committee. We also obtain independent monitoring through our Hampshire County Council Children’s Services Local Learning Partner and other senior county advisers and specialists.

Overseeing School Financial Performance and Making Sure Money is Well Spent

In relation to overseeing school finances, governors (delegated to the Resources Committee) follow the principles of the Schools Financial Value Standard (SFVS) - details available at: <https://www.gov.uk/guidance/schools-financial-value-standard-and-assurance-sfvs>. The Resources Committee also ensures the budget is linked to the School Improvement Plan to ensure resources are planned to support maximum impact on pupil progress and outcomes, the process for this is as follows:

### 

Linking the Budget to our School Improvement Plan (SIP)

| **Month** | **School Staff** | **Governors** |
| --- | --- | --- |
| September | • Revise the School Improvement Plan (also known as school development or strategic plan)  • Reflect on the actual numbers on the roll and their impact on the delegated sum | |
|  | • Re-cost amendments to the school improvement plan  • Receive and approve audited unofficial accounts  • Review Resources committee terms of reference and membership for full governors’ approval |
| October | • Revise the school budget  • Send a copy of the audited unofficial accounts to the LA | • Review spending against the plan, propose revision as required  • Consider the budgetary implications of the numbers on roll for the next financial year |
| November | • Make an initial budget assessment for the forward budget | • Discuss the outturn for the current financial year  • Evaluate value for money |
| December | • Prepare a forward staffing budget for the new financial year | • Approve staffing levels for the forward budget |
| January | • Return the PLASC form  • Agree a forecast of pupil numbers for the next academic year  • Assess the financial effect of changes in pupil numbers | • Review the school’s charging policy  • Review the school’s finance policy  • Review the school’s register of pecuniary interest  • Consider the budgetary implications of the numbers on roll for the next financial year |
| March | • Receive the budget share, details of Standards Funds and devolved capital allocations | • Plan budgets for the financial year  • Plan the Standards Fund budget  • Plan the devolved capital budget  • Consider other income sources |
| April | • Calculate the school budget within available resources | • Approve the budget plan |
| May | • Ensure approved budget plan is on SAP | |
| June | • Review the previous year’s expenditure  • Highlight the end-of-year balances and agree their use | |
| • Prepare unofficial school accounts for audit | • Complete an evaluation / consider benchmarking data |
| July | • Review the school development plan (also known as school improvement plan) | |

Role of the Chair and Vice Chair of Governors

See:

<https://www.gov.uk/government/publications/leading-governors-the-role-of-the-chair-of-governors>

Being a chair of governors (COG) is a key role in the leadership and management of schools. An effective chair of governors (and in their absence the Vice Chair):

• works with the headteacher to promote and maintain high standards of educational achievement

• ensures that the governing body sets a clear vision, ethos and strategic direction for the school

• with the governing body, holds the headteacher to account for the educational performance of the school and its pupils, and for the Headteacher’s Pay Review Group of staff

• ensures oversight of the financial performance of the school and effective use of the schools resources

It is for the chair to have honest conversations, as necessary, if anyone appears not to be committed or is ineffective in their role.

The COG also ensures that all governors understand the role and responsibilities of the

governing body by:

**Leading effective governance**: giving the governing body a clear lead and direction, ensuring that the governors work as an effective team and understand their accountability and the part they play in the strategic leadership of the school and in driving school improvement.

**Building the team**: attracting governors with the necessary skills and ensuring that tasks are delegated across the governing body so that all members contribute, and feel that their individual skills, knowledge and experience are well used and that the overall workload is shared.

**Relationship with the headteacher**: being a critical friend by offering support, challenge and encouragement, holding the headteacher to account and ensuring the Headteacher’s Pay Review Group is rigorous and robust; a good comparison is with the role of the chair of a board of trustees who works with the chief executive of an organisation but does not run day-to-day

operations.

**School Development**: ensuring school development is the focus of all policy and strategy and that governor scrutiny, monitoring and challenge reflect school

improvement priorities.

**Leading the business**: ensuring that statutory requirements and regulations are met, that the school provides value for money in its use of resources and that governing body business is conducted efficiently and effectively.

The COG also plays a crucial role in setting the culture of the governing body and is first among

equals, but has no individual power. The governing body is a corporate entity and its power

and authority rest with the governing body as a whole. On occasions, the chair may need

to take chair’s action in an emergency, but any such action must be reported to the whole

governing body as soon as possible.

Role of the Clerk to Governing Body

High quality professional clerking is crucial to the effective functioning of the FGB. The clerk is the FGB’s ‘governance professional’. The role is not only about good and effective organisation and administration, but also, and more importantly, about helping the FGB understand its role, functions and legal duties and supporting the chair to enable and facilitate strategic debate and decision making. This is crucial in helping the board exercise its functions expediently and confidently, so that it can stay focused on its core functions. For further information and the Clerks job description see:

<https://www.hants.gov.uk/educationandlearning/governors/governors-intranet/clerks/local-authority-clerks>

Role of the Headteacher

See:

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/832634/School_teachers_pay_and_conditions_2019.pdf>

The headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets, which are established by the Governing Body. The head teacher:

* is responsible for the internal organisation, management and control of the school
* advises on, and implements the governing bodies strategic framework
* formulates aims and objectives, policies and targets for the Governing Body to consider adopting
* reports on progress to the governing body at least once a year
* formulates and implements the policies for leading the school towards the set targets
* gives the governing body enough information to ensure that the governors are confident that delegated responsibilities and the headteacher’s responsibilities have been met
* is along with the other professional staff accountable to the governing body for the school’s performance
* draws up and submits to the governing body an annual budget plan for the school’s voluntary fund, and any proposals for revisions to the budget plan as required by the LA scheme

**Other activities that are delegated to the Headteacher by the governing body**

The headteacher is accountable to the governing body, which can delegate much of its financial responsibility to the head teacher. The headteacher has delegated responsibility for:

* leading and managing the creation of a strategic plan (the School Development Plan or School Improvement Plan), underpinned by sound resource planning and which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers effectiveness and securing school development
* ensuring that the relevant LA financial regulations/standing orders or DfES requirements are implemented
* establishing sound internal financial controls which are managed on a daily basis by the headteacher and the finance officer
* ensuring the effective implementation of current financial systems and procedures described in the financial management handbook (even in the absence of key staff)
* checking that the funds delegated by the Local Education Authority are correct
* compiling draft budgets to the governing body and appropriate committees
* producing regular reconciled budget/financial reports to the governing body, LA and DfES as appropriate

**Responsibilities of the headteacher in respect of the management of resources**

In resources management terms, the head teacher ensures that resources are efficiently and effectively deployed to achieve the schools aims and objectives and is responsible for:

* creating a productive, disciplined learning environment
* day-to-day management, organisation and administration of the school

More specifically, the headteacher has responsibility to:

* meet regularly with the LA budget adviser to discuss the budget profile and to make any necessary adjustments
* obtain governors’ approval for any budget virements above his/her delegated authority level
* consider and respond promptly to recommendations in school audit/inspection reports, and advise governors of results and any remedial action to be implemented
* ensure the maintenance of accurate and current inventories of all attractive and portable items
* ensure the adequacy of the schools insurance arrangements as part of the annual financial review
* implement school pay policy and appointment procedures
* plan for effective monitoring, evaluating and reviewing of the plan to secure progress and school improvement
* think creatively and imaginatively to anticipate and solve problems and identify opportunities
* ensure that resourcing and staffing are dedicated to ensuring the highest standards of achievement for all pupils
* set appropriate priorities for expenditure, allocate funds and ensure effective administrative control
* manage and organise accommodation efficiently and effectively to ensure it meets needs of the curriculum and health and safety regulations
* manage, monitor and review the range, quality, quantity and usage of all available resources in order to improve pupils’ achievements, ensure efficiency and secure value for money

Terms of Reference – Appeals Committee

**Title:**

Appeals Committee

**Membership:**

3 or 5 governors (All Governors will be put on a list in alphabetical order and will be called upon as necessary on a rotational basis. Only governors who have an interest in any particular situation will be excluded from this system.)

**Quorum:**

3 members of the committee

**Meetings:** As required

**Purpose:**

To receive representations on Complaints (as appropriate), Dismissals, Grievances (including Pay) and Disciplinary matters and to decide an appropriate outcome.

**Terms of Reference:**

To act on behalf of the Governing Body having regard to the governors’ statutory responsibilities including employment responsibility and the school’s personnel policy and practices.

**Reporting:**

To report the decision to the next full meeting of the governing body after either the period for appeal has elapsed or an appeal has been heard. (Should be confidentially minuted as a member of staff may be named).

**Range of Responsibility:**

* All complaints (as appropriate following use of the Complaints Procedure)
* Staff Grievances (including pay), employment issues where the possibility of dismissal needs to be formally considered
* Disciplinary matters

Terms of Reference – Resources Committee (including Buildings)

**Title:** Resources Committee

**Membership:**

* + The committee shall be composed of at least FIVE governors, including the Headteacher with the School Administrator in attendance where possible.
  + The committee shall have such co-opted non-voting members as the Governing Body shall appoint.
  + The Chair of Governors shall have the right of attendance in an Ex Officio capacity.

**Quorum:**

* + The Quorum shall be THREE Governors, of which ONE must be the headteacher (or his/her nominated representative) and TWO must be governors not employed by the school.

**Meetings:**

* + The committee shall meet at least termly and otherwise as required.
  + Meetings shall start at 6:00 pm

**Terms of Reference (Finance Related - F)**

F1 To consider (annually) a draft budget for the year and make recommendations on it to the governing body.

F2 To consider the appropriate budget monitoring report at every meeting. It will report significant variations to the governing body together with a suggested course of action.

F3 To recommend the level of delegated responsibility to the headteacher for day- to-day financial management of the school.

F4 To consider proposed alterations to the approved budget and report its recommendations to the governing body. This does not include areas delegated to the headteacher, such as alterations made to the budget by the LEA for extended sickness and statements of special educational need, or virements within limits agreed by the governing body; currently up to £10,000

F5 To provide guidance, support and assistance to the headteacher and governing body on all matters of finance and budgeting.

F6 To consider and report to the governing body on the financial aspects of the School Improvement Plan.

F7 To consider and report to the governing body on the financial implications relating to the appointment and dismissal of staff.

F8 To review the cost implications of the school lettings policy and advise on the charges.

F9 To receive audit reports on the official and unofficial funds and make appropriate recommendations to the governing body.

Terms of Reference (Finance Related - F) (Continued)

F10 Delegated Powers. To authorise payments in excess of the headteacher’s authority for day-to-day management of the school.

F11 To respect the four Principles of Best Value, summarised as Challenge, Compare, Consult and Compete.

F12 Challenge expenditure and evaluate impact for Pupil Premium and Sports Funding

F13 Perform benchmarking on an annual basis and provide a report for the FGB

F14 To evaluate, review and approve policies as delegated in the Chalk Ridge FGB Policy Register.

Terms of Reference (Building Related \_ B)

B1 To draw up and periodically revise a rolling three-year costed development plan for the school, including external and internal redecoration.

B2 To write and review the Health and Safety Policy on behalf of the FGB.

B3 To ensure that a detailed review of the implementation of the Health and Safety Policy is carried out and a written report submitted to the committee for consideration.

B4 To be informed of any Health and Safety issues causing concern.

B5 To undertake and monitor all risk assessments required from external agencies.

B6 To ensure that the buildings are maintained in a clean, comfortable, warm and safe manner in the most economical way.

**Chalk Ridge – Resources Committee (including Buildings)**

**Annual cycle of tasks and responsibilities**

**Autumn Term (Sept – Dec)**

* Consider budgetary implications of number on roll and staffing costs
* Review spending against budget plan and complete budget revision – ensure FGB approval in time for submission by deadline – 30th November
* Review & update capital budget
* Consider budget plans for next three years – Strategic Financial Planning
* Consider benchmarking data and prepare report for FGB review
* Review financial procedures to ensure compliance with Schools Financial Value Standard (SFVS), including:
  + Tracking spend against School Development Plan key targets
  + Value for money review
* Review any outstanding invoices raised by the school that have not been paid
* Review spend and impact of Pupil Premium & Sports Funding
* Review Accessibility plan (as part of the review of the Single Equality Plan)
* Ensure compliance with Disability Discrimination Act – see above
* Review allocated policies falling due for review
* Report on health, safety and security
* Confirm meeting dates for the year
* Receive any financial requests and/or recommendations from other committees

**Spring Term (Jan – April)**

* + - Review current financial position against revenue & capital budget
    - Draft outline budget plans using the strategic planning tool
    - Adopt the updated Statement of Financial Expectations
    - Approve and ensure review/approval by FGB for submission of the Schools Financial Value Statement using the on-line form by 31st March
    - Discuss financial implications of PLASC return.(School Level Annual School Census)
    - Discuss priorities for next financial year based on school improvement plan
    - Discuss predicted pupil numbers for the next academic year and their budgetary implications
    - Report on health, safety and security
    - Review asset management plan
* Identify monitoring role in School Improvement Plan - add reporting back opportunities onto agendas
* Review Policy register, dates for review, evaluation and review effectiveness
* Review Committee Members training / skills register
* Review allocated policies falling due for review
* Review any outstanding invoices raised by the school that have not been paid
* Receive any financial requests and/or recommendations from other committees

**Summer Term (May – Aug)**

* Consider budgetary implications of staff structure for next academic year
* Review current financial position against revenue & capital budget
* Approve budget plan and 3-year financial strategic plan, and ensure FGB approval for submission by deadline – 31st May
* Consider benchmarking data
* Evaluate value for money
* Review any outstanding invoices raised by the school that have not been paid
* Consider whether criteria in Financial management Standards can be met
* Plan actions needed to ensure compliance with Schools Financial Value Standard (SFVS)

1. Report on health, safety and security
2. Review asset management plan - note any proposed amendments to the Strategic Plan.

* Review Policy register, dates for review, evaluation and review effectiveness
* Propose meeting dates for the next year
* Review Committee Terms of Reference and Annual cycle of tasks and responsibilities, recommend any proposed changes to FGB
* Discuss committee membership and succession
* Receive any financial requests and/or recommendations from other committees

Responsibility of: Resources Committee

**Reviewed: Annually**

**This version dated: September 2019**

**Next review date: September 2020**

Terms of Reference – Pay and Personnel Committee

**Membership:**

* The Committee shall comprise a minimum of three governors
* Any paid employees of the school (except the Head Teacher) who are also governors are unable to be members of the Pay and Personnel Committee
* The Head Teacher will withdraw when their own salary is being discussed
* Pay & Personnel Committee members will be excluded from membership of the Governors’ Appeal Committee where convened to consider a pay appeal

All meetings of the Governors’ Pay and Personnel Committee will be minuted.

**Quorum:**

The quorum for the Pay and Personnel Committee is three members (excluding the Head Teacher).

**Meetings**:

Normally termly with additional meetings as required to consider staff recruitment, Head Teacher’s Pay Review Group and pay matters

**Purpose:**

To review and determine Pay and Personnel issues as required by legislation, HCC policy and practice with fairness and equity.

**Terms of reference**:

* annually review and agree the Pay Policy
* annually determine salary progression for the Head Teacher, where eligible, following recommendation by the Head Teacher’s Pay Review Group Committee
* annually determine salary progression for eligible teaching staff, following recommendation by the Head Teacher based on Head Teacher’s Pay Review Group and Pay Policy
* Review the staffing structure when vacancies occur, and at least annually in relation to priorities for school improvement together, ensuring roles have job descriptions
* Approve Job Descriptions for the Head Teacher and deputy Head Teacher
* nominate one of its members to undertake the annual audit of Head Teacher’s Pay Review Group as part of the annual Performance Management audit in accordance with HCC guidelines available at: [https://www.hants.gov.uk/educationandlearning/education-personnel-services/manual/managing-staff/pay/monitoring-performance-management](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.hants.gov.uk%2Feducationandlearning%2Feducation-personnel-services%2Fmanual%2Fmanaging-staff%2Fpay%2Fmonitoring-performance-management&data=02%7C01%7C%7C39eb4de5ad754dc6923c08d7aba2c20d%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C637166588151711594&sdata=TZPxmQIF2qzcANHf%2F6do8brdn17vug9DQQAGh%2BF4UMQ%3D&reserved=0)
* Review relevant policies on the Policy Register relating to the Pay and Personnel Committee
* Review staff induction, development, training and outcomes of teaching staff exit questionnaires
* Deal with grievance procedures against staff
* Act as a forum to discuss confidential matters involving pupils, staff and parents
* Oversee and implement New Governor Induction Policy Procedures
* Review relevant aspects of the School Development Plan
* Take guidance on employment regulations and trade union laws and follow the HCC Manual of Personnel Procedures and Practice provided to the school and ensure it is made available to members of staff

**Reporting Structure**

It is recognised that this committee will have occasion to deal with confidential matters concerning pupils, parents and staff. In this eventuality, the minutes should have two sections, non-confidential and confidential. The latter will be an addendum to the former. The non-confidential minutes should be available to all governors. Only two copies of the confidential addendum should be made. One copy will be kept by the Head Teacher, the other by the chair of this Pay and Personnel Committee. The confidential addendum should either be deleted from the computer used to prepare it, or password protected. Copies will be available to other members of the Pay and Personnel committee on request.

**Chalk Ridge – Pay and Personnel Committee**

**Annual cycle of tasks and responsibilities**

**Autumn Term (Sept – Dec)**

* Receive Head Teacher recommendations for teachers’ pay progression decisions and confirm salary points for teaching staff by 31st October
* Request that salary statements are issued to teaching staff to confirm Committee determinations
* Receive report from HT Head Teacher’s Pay Review Group Panel on objectives agreed with Head Teacher and make pay decision
* Request that salary statement is issued to Head Teacher to confirm Committee determinations
* Establish Pay Policy, in accordance with Hampshire County Council guidelines
* Nominate Governor to undertake Head Teacher’s Pay Review Group audit
* Staffing – staff resignations, retirements and appointments, staff absence levels, any disciplinary or capability issues, health and safety issues, staff development activities
* Review and adopt Hampshire County Council Manual of Personnel Practice and any in-year revisions issued
* Confirm meeting dates for the year

**HT Performance Review Panel**

- by December review performance objectives with Head Teacher (There is a legal requirement for the external adviser to be present at the meeting). Agree objectives for the next year with the Head Teacher. (External adviser must be present) and report outcomes and recommendations to Pay and Personnel Committee)

**Spring Term (Jan – April)**

* Identify monitoring role in School Improvement Plan - add reporting back opportunities onto agendas
* Staffing – staff resignations, retirements and appointments, staff absence levels, any disciplinary or capability issues, health and safety issues, staff development activities
* Review staff induction, development, training and outcomes of staff exit questionnaires
* Review Policy register, dates for review, evaluation and review effectiveness
* Review Committee Members training / skills register
* Review the staff structure and management plan for the next academic year

**HT Performance Review Panel**

Monitor progress on Head Teacher’s objectives (no need for external adviser)

**Summer Term (May – Aug)**

* Review Policy register, dates for review, evaluation and review effectiveness
* Staffing – staff resignations, retirements and appointments, staff absence levels, any disciplinary or capability issues, health and safety issues, staff development activities
* Finalise staffing structure (including job descriptions) and advise Resources Committee of budget implications
* Confirm new staff start numbers
* Propose meeting dates for the next year
* Review Committee Terms of Reference and Annual cycle of tasks and responsibilities, recommend any proposed changes to FGB
* Discuss committee membership and succession
* Consider and propose Pay and Personnel Committee related ideas for School Improvement Plan

**HT Performance Review Panel**

To undertake HT Interim Performance (May/June) and report back to Pay and Personnel Committee (no need for external adviser)

**Responsibility of: Pay and Personnel Committee**

**Reviewed: Annually**

**This version dated: February 2020**

**Next Review Date: Autumn/September 2020**

# Chalk Ridge Primary School

Terms of Reference - Standards and Curriculum Committee

**Membership:** The Committee shall be composed of a minimum of three members chosen by the governing body from its number plus the headteacher.

**Quorum:** The quorum shall be three governors. The headteacher or his/her representative must be present.

**Purpose:** To enhance the education and wellbeing of pupils, and maximize their opportunities, by promoting high standards within the school based on a cohesive and coherent curriculum which provides rich learning experiences across a wide range of subjects.

The Committee has full delegated powers to deal with any matters relating to the children and curriculum. Its role is to monitor standards and consider curricular matters in detail, and present recommendations to the whole governing body. The Chair may specifically delegate decision making powers to the group when appropriate.

## **Terms of Reference:**

1. To hold the school to account for the standards it achieves, with specific reference to the School Improvement Plan. This will include behaviour and achievement within and beyond the curriculum.
2. To ensure the overall curriculum of the school meets the school’s aims by monitoring details of policies, structures and teachers’ curriculum planning, and other resources as appropriate.
3. To consider separately how Sex and Relationships Education will form part of the curriculum.
4. To ensure that requirements are met with respect to RE, Worship and the National Curriculum core and foundation subjects by monitoring policy documents and other relevant material.
5. To monitor the SEN policy and the school’s arrangements in support of the SEN Code of Practice. A member of the Governing body will be named SEN Governor
6. To deal with any other matters relating to the achievement of standards and the curriculum, as shall be reasonably expected by governors, in partnership with the headteacher and teaching staff.

## **Responsibility of: Standards and Curriculum Committee**

## **Reviewed: Annually**

**This version dated: June 2019**

**Next Review Date: June 2020**

Sources of Schools Strategic Data Available

# Data for Governors to review and assess are as set out below:

# Extract from <https://www.gov.uk/government/publications/understanding-your-data-a-guide-for-school-governors-and-academy-trustees>

**The 7 themes**

1. **Pupil numbers/attendance and exclusions**

**Pupil numbers**

Pupil numbers account for the vast bulk of your income. Understanding the growth or decline in numbers is vital to safeguard the financial health of your organisation.

Look at recent trends, current numbers and pupil number projections. This should include a breakdown to show first, second and third choices, and in-year churn in all year groups.

You should consider:

* engaging with feeder schools
* transition from primary to secondary schools
* pupil projections/future financial planning including considering those with additional needs that will require additional funding
* differences between pupil projections and actual pupil numbers
* number of service pupils/pupils from traveller families/seasonal employment trends
* liaising with local authorities where required on pupil places

**Pupil absence levels (including persistent absence)**

Comparative data is often a spur to improvement, including for high-performing organisations.

Benchmark your school's authorised, unauthorised and persistent absence rates against comparators and national averages. Also, look at absence levels over time to spot trends and improvements, and compare against other schools within your local authority area or Multi-academy trust (MAT) and the national average.

You should also consider:

* absence levels by pupil characteristics including:
* gender
* different ethnicities and first language
* different year groups
* free school meal (FSM) eligibility
* those with special educational needs or long-term medical conditions
* those who have needed a social worker (looked after children (LAC) and children in need (CIN))

For academy trusts and local authority (LA) maintained schools:

* the [pupil absence statistics: guide](https://www.gov.uk/government/collections/statistics-pupil-absence) provides information on authorised and unauthorised pupil absences by school type, including persistent absentees and pupil characteristics. Statistics are published 3 times per year
* [analyse school performance (ASP)](https://services.signin.education.gov.uk/) also applies. Boards can request a ‘governor’ account from their DfE Sign-in approver which allows access to the ASP

**Pupil moves (including exclusion levels)**

Boards should consider carefully the level of pupil moves and the characteristics of pupils who are moving and deploy maximum challenge to school and academy trust management teams on any permanent exclusions to ensure it is a choice of last resort.

Look at exclusions, those taken off roll and those on roll but attending education off site. It is important to consider both the cost implications of directing children to be educated off site in alternative provision (AP) and whether there are any patterns to the reasons or timing of moves. For example, if high numbers of children with special educational needs or disabilities (SEND) are moving, your school, academy or trust may wish to consider reviewing its SEN support.

Multi-academy trusts (MATs) may also choose to work with their academies to consider this information, and whether or not there are patterns across academies within a MAT, recognising that numbers in any one academy are often low.

You should consider:

* effectiveness and consistency in implementing the school's behaviour policy
* the school register and absence codes
* instances where pupils receive repeat fixed period exclusions
* interventions in place to support pupils at risk of exclusion or in receipt of fixed period exclusions
* rolling average of permanent exclusions to ensure they are used very sparingly
* timing of moves and exclusions, and whether there are any patterns including any indications which may highlight where policies or support are not working
* the characteristics of children who are excluded, removed from roll or educated off site, such as the proportion who have SEN, whether they are supported by social care and have needed social workers, and their ethnic background. This should include considering whether any groups are excluded or moving out of school at a higher rate than others, discussing why this is and whether any changes to practise are required to address disparities
* whether the placements of pupils directed off site into AP are being reviewed at sufficient intervals to provide assurance that the education is achieving its objectives and that the pupil is benefiting from it

For academy trusts and LA maintained schools:

* the [school attendance guidance](https://www.gov.uk/government/publications/school-attendance) provides information on using pupil registers and attendance codes
* the [school exclusion](https://www.gov.uk/government/publications/school-exclusion) statutory guidance provides information on the exclusion of pupils from local-authority-maintained schools, academies and pupil referral units
* the [alternative provision](https://www.gov.uk/government/publications/alternative-provision) statutory guidance provides information for local authorities, as well as headteachers and governing bodies of settings providing alternative provision
* [analyse school performance (ASP)](https://services.signin.education.gov.uk/) also applies. Boards can request a ‘governor’ account from their DfE Sign-in approver which allows access to the ASP

1. **Attainment and progress**

**Pupil education outcomes**

The measure will reflect the type and phase of the school, for example key stage 2, key stage 4 progress and attainment.

Look at the breakdown of current numbers, for example, by boys/girls, free school meals, pupil premium, English as an additional language, special educational needs (those with an education, health and care (EHC) plan and those on SEND support), looked after children, and previously looked after children.

Monitor the actions taken to close the attainment gap and to improve year on year. Boards should avoid over-interpreting analysis of small subgroups of pupils, in line with the advice in the [making data work](https://www.gov.uk/government/publications/teacher-workload-advisory-group-report-and-government-response) report.

You should consider:

* progress of pupils in receipt of pupil premium and year 7 literacy and numeracy catch-up premium funding, tracked with pupil premium spend
* progress of disadvantaged pupils by key stage/year group against that of their non-disadvantaged peers nationally
* use of pupil premium plus and how it is being used to raise the educational attainment of previously looked after children
* progress of pupils with an EHC plan or on SEND support and an evaluation of the effectiveness of the provision made for them. [The SEND Governance Review Guide](https://sendgov.co.uk/) sets out a framework for how to ensure that learners with SEND access high-quality provision
* progress 8/ attainment 8 scores/ English Baccalaureate (EBacc) measures
* destination/career data including for pupils with SEND

For academy trusts and LA maintained schools:

* [school performance measures: about the data](https://www.gov.uk/government/collections/school-performance-tables-about-the-data) provides guidance and information to help you analyse the data that we report in the school and college performance tables and in the [analyse school performance (ASP)](https://www.gov.uk/school-performance-tables) service. Boards can request a ‘governor’ account from their DfE Sign-in approver which allows access to the ASP
* the Teaching Schools Council (TSC) '[Guide to Effective Pupil Premium Reviews](https://www.tscouncil.org.uk/resources/guide-to-effective-pupil-premium-review/)' has useful material about school self-evaluation and includes a template that schools may choose to use to publish their pupil premium strategy

Remember: it is important that board and executive leaders consider whether data is proportionate, and the frequency and time costs of data collection. For example, they should not routinely request teacher-generated tracking data.

1. **Curriculum planning – staff and class sizes**

**Curriculum planning (integrated with financial planning)**

It is vital that curriculum planning is coordinated as a joint exercise with your budget planning to produce a curriculum that meets the needs of **all** pupils (including those with additional needs) and is affordable.

A curriculum-led and data-informed approach to financial planning will help establish a staffing structure that can deliver the greatest impact. Boards should challenge leadership teams on the effective organisation of the curriculum and deployment of staff.

Look at factors including:

* pupil to teacher ratio
* average class size
* teacher contact ratio (at secondary)
* average teacher cost
* % of total spend on teaching/non-teaching staff
* % of total spend on senior leadership team
* spend per pupil for non-pay expenditure lines (eg catering, ICT, estates management, business administration, energy and curriculum supplies)
* data on the deployment of teaching assistants (TAs) and higher-level teaching assistants (HLTAs) is helpful at primary level
* the amount of non-teaching time the special educational needs co-ordinator (SENCo) has available in relation to the number of pupils with SEN

You should consider:

* whether the current staff deployment strategy supports the school's educational vision and pupil outcomes
* current and future pupil forecasts to identify any changes in staffing requirements, including consideration of any special educational needs and disabilities of current and future pupils
* progress over the school's published accessibility plan, that must include plans to increase access for disabled pupils to the curriculum
* where actual pupil numbers diverge from forecasts
* succession planning/staff turnover
* teaching and learning responsibility (TLR) and on costs (eg National Insurance)

Schools can then use this data to model alternative scenarios and plan strategically to implement new structures if necessary.

For academy trusts and LA maintained schools:

* further information can be found in the [school resource management: top 10 planning checks for governors](https://www.gov.uk/guidance/school-resource-management-top-10-planning-checks-for-governors). School and academy governors can explore these questions to help manage their resources and money efficiently
* the [integrated curriculum and financial planning](https://www.gov.uk/guidance/integrated-curriculum-and-financial-planning-icfp) (ICFP) guidance provides information on how schools can use ICFP to create the best curriculum for pupils with available funding
* the [school workforce planning](https://www.gov.uk/government/publications/school-workforce-planning) guidance provides information for all schools and will help school leaders to review their staff structures regularly, as part of annual school improvement, curriculum and financial planning
* to help schools achieve excellent school resource management, ESFA is deploying [school resource management advisers (SRMAs)](https://www.gov.uk/government/news/esfa-extends-schools-resource-management-adviser-pilot). Academy trusts should contact ESFA if they think they may benefit from the support of a SRMA. Maintained schools should speak to their local authority

1. **Financial management and governance**

**Financial management**

All schools and academy trusts should have robust systems and processes in place to manage their finances securely and effectively and provide assurance of this. It is important that board members understand the financial data that is presented to them to ensure there is sufficient challenge – if you are unsure, ask!

As a minimum we recommend you should:

* highlight any material divergence from initial budgets set and ongoing forecasts
* identify and challenge trends and inefficiencies to understand what is happening in your school or academy trust
* track income versus planned and actual expenditure against budget forecasts, revenue expenditure and non-staff costs as a percentage of total expenditure (and of income)
* analyse cash flow
* ensure pupil number projections have been accurate and if not, immediately re-budget accordingly

For academy trusts:

* the trust **must** prepare management accounts every month' which **must** include an income and expenditure account, variation to budget report, cash flows and balance sheet. The trust **must** select key financial performance indicators and measure its performance against them regularly, including analysis in its annual trustees' report as explained in the [Accounts Direction](https://www.gov.uk/guidance/academies-accounts-direction)' ([Academies Financial Handbook](https://www.gov.uk/government/publications/academies-financial-handbook) 2019 2.21-2.22)
* the management accounts must also be shared with the chair of trustees every month irrespective of the size of the trust, and with the other trustees six times a year
* multi-academy trusts (MATs) should ensure there is clarity around the services that are provided centrally to its academies (eg through service level agreements). There should also be robust processes in place for assessing the quality of these services and their value for money
* the [academy trust financial management good practice guides](https://www.gov.uk/government/publications/academy-trust-financial-management-good-practice-guides) provide information outlining good practice in academy trust financial management and assurance

For LA maintained schools:

* provide the authority with details of anticipated and actual expenditure and income, in a form and at times determined by the authority' ([Schemes for financing local authority maintained schools 4.1](https://www.gov.uk/government/publications/schemes-for-financing-schools))

For academy trusts and LA maintained schools:

* complete the [school resource management self-assessment tool](https://www.gov.uk/government/publications/school-resource-management-self-assessment-tool) return (for academies and trusts) or the [schools financial value standard (SFVS)](https://www.gov.uk/government/publications/schools-financial-value-standard-sfvs) (for maintained schools) to see how your school's expenditure and characteristics compares to thresholds and identify possible areas for change
* use the [school's financial benchmarking](https://www.gov.uk/guidance/schools-financial-efficiency-financial-benchmarking) service to compare your school's income and expenditure annually against that of similar schools and investigate further
* the [school resource management: checklist](https://www.gov.uk/guidance/school-resource-management-checklist) provides help with planning school finances and resources
* use the [get financial advice for schools guidance](https://www.gov.uk/guidance/get-financial-advice-for-schools) if you would like to find an external financial adviser

**School and academy trust improvement activities**

The budgetary process should be embedded within the strategic leadership function. It is an integral part of the planning cycle, not an isolated activity that is the sole responsibility of the finance manager.

You should consider:

* are school or academy trust improvement initiatives prioritised, costed, and linked to the budget?
* are all new initiatives fully costed before the school or academy trust is committed to the proposal?
* any additional workload burden to staff as a result of new initiatives
* do outcomes for pupils with SEND suggest you require a specific focus on SEND in terms of school improvement? The SEND Index available here on the [SEND Gateway](https://www.sendgateway.org.uk/whole-school-send/send-research/) enables governors to compare outcomes against the regional and national picture

**Long and short-term financial/budget planning**

Ensure there is a 3-5 year financial/ budget plan, including balance sheet and for academy trusts cash flow projections. (Academy trusts are required to submit a 3-year budget forecast to ESFA in their annual [budget forecast return (BFR)](https://www.gov.uk/guidance/academies-budget-forecast-return), and an annual budget forecast return outturn (BFRO). Trustees **must** approve both the BFR and BFRO before submission to ESFA).

The board should challenge the assumptions about future funding, pupil numbers and pressures to ensure they are realistic.

You should consider:

* the school's formula funding for additional needs and the available data on the pupils it will support (for example those with special educational needs or English as an additional language) and the funding provided for the pupil premium
* consult the school's published pupil premium strategy and check with the senior team the rationale for the spending decisions
* planning for expenditure on your estate, including in implementing your published accessibility plan (the content of which must include plans to increase access for disabled pupils to the physical environment)

**Schedule of contracts**

Your school or academy trust should have a contracts log to identify which contracts are due for renewal. It is important that contract renewal is planned for in advance of expiration. You should allow time to review all the commercial options, which are available and align with your school or academy trust's requirements.

All schools and academy trusts should ensure they are getting the best deals on all goods or services (eg energy and water supplies and devices such as printers, scanners and copiers).

For academy trusts and LA maintained schools:

* the [buying for schools](https://www.gov.uk/guidance/buying-for-schools/deals-for-schools) guide provides advice on buying goods and services for your school.
* the [find a DfE approved framework for your school guidance](https://www.gov.uk/guidance/find-a-dfe-approved-framework-for-your-school) helps you to find quality checked suppliers of goods and services for your school

**Estate management**

The school estate should be managed strategically to reflect both short and longer-term needs and priorities, including disability access.

We recommend you:

* produce an estate vision, strategy and asset management plan to support your education vision, aligning this with your published accessibility plan
* ensure you have the right data to support and enable short/ longer term planning and help strategic decision-making about your estate
* analyse what you spend on your estate now, and what you need to spend to keep it safe, watertight and to provide for the future
* prioritise expenditure and investment accordingly

For academy trusts and LA maintained schools:

* you can find further information about managing your estate strategically including performance measures and data needs in [good estate management for schools](https://www.gov.uk/guidance/good-estate-management-for-schools)
* the [find a DfE approved framework for your school](https://www.gov.uk/guidance/find-a-dfe-approved-framework-for-your-school) guidance helps you to find quality checked suppliers of goods and services for your school

**Financial governance**

To ensure effective financial governance we recommend boards should have:

* appropriate financial skills and the ability to understand and interpret data
* clear and concise monitoring reports of the school's budget position
* access to an adequate level of financial expertise from either the school business professional or finance specialist, including when those staff are absent, e.g. on sick leave
* robust plans/policies/procedures in place to set, monitor and authorise spend and manage the risks of overspend
* adequate arrangements for audit of voluntary funds
* adequate arrangements in place to guard against fraud and theft by staff, contractors and suppliers
* business interests of boards and staff properly registered and taken into account to avoid conflicts of interest

For academy trusts:

* there **must** be an audit committee to direct 'the trust's programme of internal scrutiny and reporting to the board on the adequacy of the trust's financial and other controls, and management of risks' ([Academies Financial Handbook 2019 3.8](https://www.gov.uk/government/publications/academies-financial-handbook))
* include a report to the board on non-compliance with the [Academies Financial Handbook (AFH)](https://www.gov.uk/government/publications/academies-financial-handbook), which should also cover the trusts' publications requirements.
* the [school resource management self-assessment tool](https://www.gov.uk/government/publications/school-resource-management-self-assessment-tool) provides assurance that good financial management is in place and can be used to identify where they may be able to make changes to improve their management of resources
* [establishing and developing your trust](https://www.gov.uk/government/publications/multi-academy-trusts-establishing-and-developing-your-trust) provides guidance and resources for academy trusts, including those establishing new trusts and existing trusts planning to grow
* the Academies Financial Handbook describes the financial requirements for academy trusts.

For LA maintained schools:

* the [schools financial value standard (SFVS)](https://www.gov.uk/guidance/schools-financial-value-standard-and-assurance-sfvs) provides assurance that good financial management is in place and can be used to identify where they may be able to make changes to improve their management of resources
* the [schemes for financing schools](https://www.gov.uk/government/publications/schemes-for-financing-schools) provides statutory guidance for local authorities on producing and amending school financing schemes

For academy trusts and LA maintained schools:

* the [Governance Handbook](https://www.gov.uk/government/publications/governance-handbook) provides guidance on the roles and duties of governing boards, and advice on the skills, knowledge and behaviours they need to be effective

**Remuneration**

Boards should exercise strong governance around CEO pay or other highly paid staff. Remuneration committees should evidence and validate the decision-making processes used when setting and increasing pay and associated packages. There should be strong challenge to ensure it is appropriate, high pay can only be justified by delivering exceptional education and balancing the books.

You should consider:

* assessing the roles and responsibilities of the individual
* level of challenge to the role: educational, financial, and geographical challenges locally
* reviewing performance activity against objectives
* other benefits paid in addition to the salary base
* how pay decisions are documented
* how value for money is achieved

For academy trusts:

* 'The board of trustees **must** ensure its decisions about levels of executive pay (including salary and any other benefits) follow a robust evidence-based process and are a reasonable and defensible reflection of the individual's role and responsibilities' [Academies Financial Handbook 2019 2.30](https://www.gov.uk/government/publications/academies-financial-handbook)
* The [setting executive salaries guidance](https://www.gov.uk/government/publications/setting-executive-salaries-guidance-for-academy-trusts) sets out key factors to supports trust in making decisions about salaries and enables boards to be both confident and accountable in their decisions

For LA maintained schools:

* The [school teachers' pay and conditions](https://www.gov.uk/government/publications/school-teachers-pay-and-conditions) guidance applies

**Gender pay gap**

The gender pay gap is the difference in the average hourly wage of all men and women across a workforce.

Schools and trusts with 250 or more employees are legally required to publish their gender pay gap figures annually, on the Government's [reporting portal](https://gender-pay-gap.service.gov.uk/) and on their own websites. The statutory deadline for public bodies to publish their data is 30 March each year. More information on the reporting requirements is available on the [ACAS website](http://www.acas.org.uk/genderpay).

We recommend that boards challenge leadership teams to identify potential causes of the gender pay gap in their school or trust and develop an effective action plan to tackle it. The Government Equalities Office has published guidance to help employers understand their gender pay gap figures and take the right actions to address any gender pay differences, including advice on using evidence-based [actions to close the gap](https://gender-pay-gap.service.gov.uk/actions-to-close-the-gap), [eight ways to understand your gender pay gap](https://gender-pay-gap.service.gov.uk/public/assets/pdf/understand-your-gender-pay-gap.pdf) and a [four-step guide](https://gender-pay-gap.service.gov.uk/public/assets/pdf/action-plan-guidance.pdf) to developing an action plan.

1. **Quality assurance**

**Ofsted judgements**

Review the last Ofsted assessment and future expectations.

For academy trusts and LA maintained schools:

* Ofsted's new [education inspection framework](https://www.gov.uk/government/collections/education-inspection-framework) for 2019. This framework sets out Ofsted's inspection principles and the main judgements that inspectors make

**Audit ratings**

Boards should review internal and external audit ratings and identify areas for improvement, ensuring there is clear ownership of actions and timescales for completion.

For academy trusts:

* 'The audit process can support trusts by identifying areas that may require improvement. The board of trustees taking advice from the audit committee, **must** ensure there is an appropriate, reasonable and timely response by the trust's management team to any findings by external auditors, taking opportunities to strengthen systems of financial management and control'. (Academies Financial Handbook 2019 (4.16).
* trustees should also consider the comments and findings in their external auditor's management letter, **and** the formal opinion on the accounts and regularity.
* the [academy trust financial management good practice guides:](https://www.gov.uk/government/publications/academy-trust-financial-management-good-practice-guides)
* ['academy trust management letters'](https://www.gov.uk/government/publications/academy-trust-financial-management-good-practice-guides) provides further information about management letters
* ['choosing an external auditor for an academy trust'](https://www.gov.uk/government/publications/academy-trust-financial-management-good-practice-guides) provides further information about the appointment of an external auditor
* ['internal scrutiny in academy trusts'](https://www.gov.uk/government/publications/academy-trust-financial-management-good-practice-guides) provides further information about internal scrutiny
* boards should conduct a review of the academy trust's annual internal summary report consisting of the auditor's key findings, recommendations and conclusions, including any other internal scrutiny reports produced and identify areas for improvement.

For LA maintained schools:

* local authorities (LAs) are responsible for the financial monitoring and audit of maintained schools. LAs are required to publish [schemes for financing schools](http://www.gov.uk/government/publications/schemes-for-financing-schools) setting out the financial relationship between them and the schools they maintain. This guidance is required to include information about auditing.

**Risk register**

Boards should regularly review the procedures, processes and controls which are in place, to effectively manage risk and any actions to mitigate them.

For academy trusts:

* the risk register sets out the challenges and threats that the trust is facing, together with the action that the trust's management team should be taking to mitigate negative outcomes
* the [academy trust risk management good practice guide](https://www.gov.uk/government/publications/academy-trust-financial-management-good-practice-guides) provides further information on risk management

**Equality**

Review data relevant to your published equality objectives and the material you have published to demonstrate how you are complying with the public sector Equality Duty.

**Other reviews**

For example, look at outcomes of annual reviews including but not limited to school improvement reviews, pupil premium reviews, safeguarding reviews, and denominational inspections (for organisations designated with a religious denomination).

Consider whether data highlights a need to commission a [SEND review](http://www.gov.uk/guidance/commissioning-a-send-review), which looks at how education settings provide for pupils with special educational needs and disabilities.

The Preparing for Adulthood tool available on the [SEND Gateway](https://www.sendgateway.org.uk/whole-school-send/find-wss-resources.html) helps you consider if your establishment is sufficiently preparing pupils with SEND for adulthood/ employment.

**6. Safeguarding and well-being**

**Safeguarding**

All schools, academies and academy trusts **must** comply with the [keeping children safe in education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) statutory guidance.

'Boards should ensure they read and have regard to this guidance.

Boards should ensure their schools have effective safeguarding policies and procedures in place. This includes an effective child protection policy, which should describe procedures in accordance with government guidance and reference any locally agreed multi-agency safeguarding arrangements put in place by the three safeguarding partners. It should be available publicly either via the organisation's website or by other means. It should also be updated annually (as a minimum).' ([Governance Handbook 2019 6.7](https://www.gov.uk/government/publications/governance-handbook))

Academy trusts **must** comply with the [Education (Independent School Standards) Regulations 2014](https://www.legislation.gov.uk/uksi/2014/3283/pdfs/uksi_20143283_en.pdf).

You should consider:

* the types of concern raised to identify emerging trends
* actions taken to mitigate the risk of re-occurrence
* the effect of the concern on pupil(s) and impact of intervention taken as a result of the concern
* ensuring regular audit checks are being carried out effectively on pre-employment checks

Regularly challenge data around the percentage of staff who are DBS cleared, in particular any outstanding vetting in new employees and the intervention put in place to mitigate risks to pupils until clearance is received.

**Health and safety**

Boards should analyse health and safety/ accident reports and review areas of non-compliance and audit concerns.

Contingency plans should be in place which cover a range of potential incidents that could occur.

You should consider:

* number of notifiable accidents/dangerous occurrences
* near misses and assess what can be learned/what improvements can be made

For academy trusts and LA maintained schools:

* the [emergency planning and response](https://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings) guidance provides information on how schools and other educational settings should plan for and deal with emergencies [the health and safety; responsibilities for schools](https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools#responsibilities) guidance summarises the health and safety law relevant to all schools.

**7. The school community – staff, pupils and parents**

**Staff views**

You should consider:

* staff feedback to measure levels of satisfaction, staff surveys, and exit interview summary reports.

You can find examples of staff workload surveys in the [reducing teacher workload toolkit](https://www.gov.uk/government/publications/reducing-workload-identify-the-issues-in-your-school).

The toolkit provides practical advice and tools to help school leaders and teachers review and reduce workload, including in relation to data management.

The [reducing teacher workload: data management review group report](https://www.gov.uk/government/publications/reducing-teacher-workload-data-management-review-group-report) provides information about eliminating unnecessary workload for teachers when managing data. The [making data work report](https://www.gov.uk/government/publications/teacher-workload-advisory-group-report-and-government-response) sets out recommendations and principles to reduce unnecessary workload associated with data and evidence collection.

**Human resources**

You should consider:

* reasons for high staff absence/turn over
* staff performance/ objective setting and appraisals
* succession planning
* skills shortages for teaching/non-teaching staff and at board level

The [professional development for school leaders](https://www.gov.uk/government/collections/professional-development-for-school-leaders) provides information on professional development for school leaders and governors.

**Pupil views**

Academy trusts are charities and must operate in the public interest. They are accountable to the pupils they teach and the communities they serve.

Establish a mechanism to measure pupil satisfaction.

**Parent views**

As the strategic leaders of their organisations it is vital that boards are connected with, and answerable to, the communities they serve, particularly parents/carers… The board should be able to demonstrate the methods used to seek the views of parents, carers and the local community and be able to show how those views have influenced their decision making' ([Governance Handbook](https://www.gov.uk/government/publications/governance-handbook) 2019 2.4).

A feedback mechanism should be established to measure the levels of parent engagement and satisfaction. Schools should use indicators such as the trend in numbers of first choice applicants for school places or an annual parental questionnaire to provide such data.

You should consider:

* attendance rates at open days or parents' evenings
* number of complaints received - what are these about/is there a common theme, what action is being taken to address these?

Ofsted [Parent View](https://www.gov.uk/government/publications/parent-view-toolkit-for-schools/parent-view-toolkit-for-schools) is a mechanism available to parents/ carers to provide feedback regarding their child's school. Schools can sign up for regular feedback alerts.

Governor Training, Performance, Development Policy

**Aim**

At Chalk Ridge Primary School we aim to ensure that the Full Governing Body reviews its performance and plans training and development to improve its performance to ensure the needs of individual governors and governing body are met.

**Objectives**

To provide governors with the skill to support the headteacher and staff in ensuring that the school is running efficiently and produces the best quality education for the pupils.

**Implementation**

To meet this aim the governing body will:

* Appoint a training and development governor.
* Undertake self-evaluation and self-grading based on HCC Governors Self Evaluation Pack
* Have training on the agenda of all full governing body meetings
* Ensure the funding provided for governor training is fully utilised, and provide further financial support, if required to meet the training needs of its governors
* Take up any action points when identified through training, aimed at improving the governing body's performance, and monitor its effectiveness
* Continue with a whole governing body training session once a year

To achieve this aim all governors will:

* Complete governors self-evaluation.
* Attend the induction course for new governors within six months of commencing their term of office.
* Attend all other courses relevant to the committees they are serving on within the first year of joining that committee.
* Attend courses relevant to any specialist role they may be involved in, i.e. special educational needs, finance, training liaison, chair, clerk, health & safety etc. within one year of taking on that role.
* Prepare a brief report on all training sessions attended. The report should identify and action points that the governing body may implement to improve its effectiveness and its performance in meeting with the above aim.
* Share course papers with colleagues.
* Attend the whole governing body training session.

To meet these aims the training and development governor will:

* Lead the FGB self-evaluation
* Undertake a school-based induction with all new governors. This should be based on the school based induction guidelines for new governors.
* Allocate a mentor to each new Governor
* Keep relevant resource materials to support the governing body's training function.
* Actively promote training within the governing body.
* Keep accurate records of the attendance at training events for all the governors.
* Undertake periodic training needs analysis.
* Produce a Development Plan (including Training Needs) for the whole governing body and individual governors, contributed to by each Committee, including whole governor training sessions.
* Ensure the termly training programme and other training information is distributed to governors as quickly as possible.
* Maintain a skills register of current Governors for those who wish to contribute to it.

To review and book Hampshire Governor Training available via the internet:

<https://www.hants.gov.uk/educationandlearning/governors/governors-intranet/training>

Governing Body Annual Training, Performance and Development Plan

Governing Body Training and Development needs will arise due to a variety of reasons e.g. New Governors joining / annual individual and FGB Self Evaluation / School Improvement Plan initiatives / changed roles / named or individual Governors area of interest / legislative changes / DfES initiatives / HCC initiatives etc... Similarly development needs may be satisfied in a variety of ways e.g. by a Mentor / HCC Governor Training / School Visit / Visit to different schools / Working Groups / attendance at other Committees or meetings / Whole Governing Body Training etc... Skills Self Evaluation, Skills Matrix and Training Matrix managed by the Training and Development Governor aims to capture governors performance and development needs, these are regularly reviewed by the FGB and Committees.

Guidelines for the Induction of New Governors

**Aim:**

At Chalk Ridge Primary School we aim to give our new governors a school based induction package and access to Hampshire County Governor training to help them become more understanding of the work required as a school governor.

**Objectives:**

* To enable new and experienced governors to work together.
* Support the learning of a new governor with the help of a 'Mentor'.
* To build and to develop their understanding of the governing body.

**Implementation:**

After a new governor accepts the governorship of the school they will be issued with the following documentation and a school based induction arranged.

They will then be assigned a governor "mentor" by the Training Liaison Governor and will be asked to attend the HCC induction course for new governors.

**List of documentation for new governors:**

* Access to a copy of ’DFe Governance Handbook’

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/788234/governance_handbook_2019.pdf>

* Up to date minutes for the current school year
* School Prospectus (see school website)
* Copy of the diary dates in school – see school website and newsletters
* School Development Plan
* Access to list of training courses available at: <https://www.hants.gov.uk/educationandlearning/governors/governors-intranet/training>
* Checklist – Getting to Know Our School

**The Governing Body Handbook which contains:**

* Organisation of the Governing Body
* List of the membership of the governing body
* List of committee membership and named governors
* Governors roles and responsibilities
* Governors decision planner
* List of committees with terms of reference for each committee
* Linking the budget to our school development plan
* Annual cycle of tasks and responsibilities
* Governor visits protocol and visit report form
* Sources of useful information (including web sites)
* Schedule of full governor and committee meetings
* Financial management roles and responsibilities
* List of abbreviations used in governor meetings

**New Governors Induction Training**

The following Hampshire Governors training courses are recommended as the minimum requirement for new Governors in their first year.

**1. Induction for new Governors - ESSENTIAL FOR ALL**

An overview of the roles and principle areas of responsibility, including getting to know your school; governors meetings; sources of information and support; the paperwork; personnel and finance; together with an introduction to your LA.

**2. One of the following, depending on Committee Membership**

**Understanding the Curriculum**

This course, will cover governors responsibilities for the curriculum and good practice in discharging them.

**Understanding Finance in Schools - Level 1**

Presentation & group work will cover budget calculations, monitoring and development planning.

**Personnel Issues**

The course will cover the responsibilities of governing bodies for employment matters & decisions, and will examine a range of personnel issues through case studies.

**3. Parents as Governors ESSENTIAL FOR ALL PARENT GOVERNORS**

This course explores the nature of the role of parent governors using discussion, group work & case studies.

**4. School Staff as Governors ESSENTIAL FOR ALL STAFF GOVERNORS**

The session will cover: being an elected governor; conflicts of loyalty; responsibilities & confidentiality; reporting to members of staff. etc

Governors are encouraged to go on any other courses outlined in the Governor Training Programme **in addition** to those above.

To review and book Hampshire Governor Training available via the internet:

<https://www.hants.gov.uk/educationandlearning/governors/governors-intranet/training>

## Governors Induction Programme

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of becoming a Governor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Type of Governor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Event** | **Person Responsible** | **Aims** | **Date completed** |
| Introduction to Chalk Ridge Primary School (as soon as possible and before the first Full Governing Body meeting) | Head / Training & Development Gov / Chair of Governors | General familiarisation of school and its organisation  Overview of Governors Handbook  Checklist - Getting to know our school over the next 12 months |  |
| First Full Governing Body Meeting | Chair | Welcome to new governor  Meet the other Governors  An opportunity to observe the meeting  An opportunity after the meeting to talk to the Chair and Head about any questions or issues arising from the meeting. |  |
| Meeting with Training Development Governor (TDG) | TDG to arrange after first full governing body meeting | Explain training policy and procedures  Agree a training plan  Answer any questions relating to the material in the Governors Handbook |  |
| Getting to know our school | Mentor | Ongoing advice and guidance on how to develop an understanding of our school  Ongoing advice and guidance for 1st year HCC Governor Induction training |  |

**General comments about induction process** (please continue on the back if necessary)

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Getting to know our school**

|  |  |
| --- | --- |
| A Size of the school | I know |
| · Is the school full?  · How many registered pupils are there at present?  · Are numbers rising or falling?  · What is the school's "standard number"? |  |
| B Curriculum | I know |
| · What is the governing body's statement of aims of the curriculum?  · How is the national curriculum covered?  · What proportion of time is spent on the various subjects?  · How far does the curriculum extend beyond the national curriculum?  · What are the arrangements for personal or social education?  · What is the governing body's policy on sex education?  · What does its statement on this say?  · How does the school provide for special education needs?  · What are the arrangements for assemblies?  · What is done by way of trips and visits during school hours?  · How many pupils learn a musical instrument?  · What are the results of the national curriculum assessment?  · What is the school's approach towards teaching pupils of different abilities and aptitudes?  · What does the school do to secure equal opportunities? |  |
| C Extra-curricular activities | I know |
| · What happens during the midday break?  · How are pupils supervised?  · What are the catering and eating arrangements?  · What clubs and similar voluntary activities are there at midday and after school?  · How are they organised?  · What sports activities are there outside of school hours?  · How are they organised?  · What trips are there outside of school hours?  · How are they organised?  · Are there school plays/concerts/gym and dance displays etc?  · How long is the school day and how is it made up? |  |
| D Resources | I know |
| · How does the Governing Body determine the allocation of the school budget-or those parts for which it is responsible?  · How does the governing body assure itself that the school's resources are used efficiently?  · In what, if any, respects are resources inadequate?  · What is the governor's charging policy?  · What is the governing body's policy on supplementing the resources available from the LA, Secretary of State or funding authority e.g. by obtaining income from letting or fundraising? |  |
| E Staffing | I know |
| · What is the current complement of teaching and non-teaching staff, full time and part time?  · Are there vacancies?  · What is the age structure, gender balance, ethnic composition and length of service pattern of the staff?  · How high is staff turnover?  · What is the salary structure?  · How does the governing body use its discretion on pay?  · What are the governing body's staffing responsibilities?  · What are the arrangements for discharging them, particularly on staff promotion, selection, pay, discipline, grievance and dismissal?  · What is the school's management structure?  · How is supply cover managed?  · What are the staff appraisal arrangements?  · What are the INSET arrangements?  · Which member of staff does what?  · What services are provided by outside contractors? |  |
| F Strategic/Improvement Plan | I know |
| · Is there a school improvement plan?  · How is the plan prepared, approved and revised?  · How does the plan feed into the governing body's work? |  |
| G Premises | I know |
| · Are the premises adequate for the purposes of the school?  · Is there too little space in any respect or more than is strictly needed?  · Is the layout functional?  · Would it be practical to improve it?  · Is the condition of the buildings, services, PE facilities and the playground acceptable?  · What about the standard of decoration, vandalism, graffiti?  · Is the building visitor friendly?  · Is it adequately signposted?  · What use of the premises is made of the premises otherwise than for school purposes?  · Under what arrangements?  · Are the cleaning arrangements satisfactory?  · Does the school have and carry out an energy efficiency policy?  · Are the premises accessible to the disabled? |  |
| H Welfare and Discipline | I know |
| · What is the pupil attendance record?  · What are the arrangements for securing good pupil attendance?  · What are the pupil welfare arrangements, generally and for pupils with special educational needs?  · How many pupil exclusions are there annually and for what periods?  · How many pupils are entitled to, and how many receive, free school meals?  · Is there a written policy or code on pupil behaviour and discipline?  · Has the governing body laid down principles on discipline?  · How effectively are good standards of behaviour secured, e.g. in relation to disruption, bullying, and racial and sexual harassment?  · What are the arrangements if child abuse is suspected?  · How is compliance with the law on health and safety of staff and pupils ensured? |  |
| J Admissions | I know |
| · What are the school's admission arrangements?  · Is the school over or under subscribed?  · Where do pupils live?  · Most locally?  · What is the broad ethnic composition of the pupils?  · What are the arrangements for liaison with receiving/feeder schools?  · How are pupils familiarised with the school?  · What are the arrangements for showing the school to the parents of prospective pupils?  · Is there a school uniform?  · Was it agreed with the governing body, the staff and the parents?  · Is it proving practical to enforce? |  |
| K Parents | I know |
| · How does the school communicate with parents?  · In what languages?  · Is there a parents' newsletter?  · How often does it come out?  · What are the arrangements for reporting on pupil progress?  · Is there a parent/teacher association (PTA)?  · What does it do?  · Who attends its meetings?  · Are there informal parents evenings or similar events?  · How do parents get to see the headteacher or class teacher?  · On what basis are parents allowed into school during school hours?  · May they and do they take part in school activities?  · What is the scheme of access to pupil records approved by the governors? |  |
| L Links with the community | I know |
| · What links are there with local firms?  · What community or charitable work do the pupils do?  · What are the relations with the local police?  · How does the school conduct its relations with the media? |  |
| M The School's Performance | I know |
| · When was the school last inspected and by whom?  · What were the Inspectors main findings?  · What action was taken in response?  · When is the school next due/likely to be inspected under the national inspection scheme? |  |
| N Primary schools | I know |
| · Is there a nursery class?  · How large is it?  · How large are the classes?  · How far do the teachers specialise?  · Which teachers are responsible for the various subjects of the National Curriculum?  · How much time do the teachers have for non-teaching duties during school hours?  · How many children go to which junior school? |  |

**Policy and Procedure for Governors Visiting School**

**Chalk Ridge Primary School**

**Governor Visits and Protocol Policy**

**Introduction**

The governing body has a duty to oversee the direction and policies of the school, to monitor its standards and be held to account for its conduct and performance. Visiting the school is the best way to learn how it functions, and to keep under review how it operates so the governing body’s first hand knowledge is increased, informing strategic decision making. **Visits should generally relate to the priorities determined by the SchoolDevelopment Plan. The governing body should plan visits to cover a wide range of school work and each visit should be agreed and have a clear purpose.** Governors should arrange their visits with the headteacher who has responsibility for the day-to-day management of the school.

**Purpose of visits**

**Potential benefits to governors:**

* To develop relationships with staff.
* To monitor the improvement plan and policies in action.
* To inform decision making within the governing body.
* To recognise different teaching styles and techniques.
* To understand the environment in which teachers teach.
* To recognise and celebrate success.
* To get to know the children.
* To find out what resources are needed and prioritise them.

**To teachers:**

* To ensure that governors understand the reality of the classroom.
* To get to know governors.
* To understand better the governors’ roles and responsibilities and work with them.
* To have an opportunity to reflect on practice through discussion.
* To highlight the need for particular resources.

**What a visit is not about:**

* A form of inspection to make judgements about the professional expertise a teacher.
* Pursuing a personal agenda.
* Monopolising school/teacher time.

**Informal Visits:**

Visits may also take place in an informal capacity. It is vital that everyone is clear about the capacity in which they are visiting and not to confuse the role.

Such visits may include:

* The chair making a regular visit to the headteacher.
* Lending a helping hand with a school event.
* Helping in a class.
* Attending a school function.

|  |
| --- |
| **Headlines for governor visits** |
| **Before visits take place (informing staff)** |
| * Contact staff you wish to meet/observe and advise them of the type of meeting (e.g. meeting or observation) * Arrange a mutually convenient time and complete a “previsit” form for staff involved. * Advise on any resources required e.g. policies, documents, children’s work, specific groups of children, meeting room etc. * Make clear the links between the meeting, the improvement plan and governor activities * Make clear the evidence you will be presenting/reporting back to governors. |
| **During visits (focus and evaluation)** |
| * **The visit is to collect evidence and not to make judgements** * Write notes for your visit log to present to governors * If necessary ask for copies of non-confidential information that you feel is relevant evidence for your focus. * Ask questions of staff and pupils which answer HOW activities link to the development plan. * At the end of the visit review the purpose and discuss with staff whether this has been achieved. If not consider how/when you can revisit this. * Be courteous, polite, observe discreetly, listen to staff and pupils, ask questions. |
| **After the visit (reporting)** |
| * Make your report as soon as possible after the visit. * First send your report to the staff involved in the visit and invite them to make comments. * Send a copy of the completed report to the HT and clerk * Submit your report to be reviewed at the next relevant governors meeting. |

Examples of foci for visits.

* Subjects, key stages or classes
* Target groups e.g. pupil premium, more able, SEN, level 4/5 borderline
* Literacy/numeracy standards
* Assessment and progress
* Buildings and maintenance
* Impact of change.

**Chalk Ridge Primary School**

**Governor evaluation – Record of visit (pre-visit form)**

|  |
| --- |
| **Time and Date of visit:** |
|  |
| **Purpose:** |
|  |
| **Information given:** |
|  |
| **Evaluation focus:** |
| **Why has this been chosen?**  **What are the intended outcomes?**  **What impact will this have on the educational standards achieved in the school?** |
| **Activities that will take place:** |
|  |
| **Who is involved?** |
|  |
| **What will they need to provide?** |
|  |

**Chalk Ridge Primary School**

**Governor evaluation – Record of visit (evaluation form)**

|  |
| --- |
| **Time and date:** |
| **People involved:** |
|  |
| **Purpose of visit relating to relevant point on the improvement plan:** |
|  |
| **Summary of visit:** |
|  |
| **Student observation points:** |
|  |
| **Key points arising:** |
|  |
| **Questions arising from activities/observation:** |
|  |
| **Comments/feedback from staff involved:** |
|  |
| **IMPACT OF GOVERNORS VISIT:** |
|  |

Governing Body Decision Planner

|  |
| --- |
| THIS PLANNER SHOWS TO WHICH LEVEL THE GOVERNING BODY MAY LEGALLY DELEGATE FUNCTIONS  KEY  Level 1: Full governing body  Level 2: A committee of the governing body  Level 3: An individual governor  Level 4: Headteacher.  Column blank: Action could be undertaken by this level.  Column blocked off: Function cannot be legally carried out at this level.  \*Although decisions may be delegated, the governing body as a whole remains responsible for any decision made under delegation\* |

|  |  |  | Decision Level | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Key Function | No | Tasks | 1 | 2 | 3 | 4 |
| **Budgets** | 1 | To approve the first formal budget plan each financial year |  | √ |  |  |
|  | 2 | To monitor monthly expenditure. |  | √ |  |  |
|  | 3 | To establish a charging and remissions policy |  | √ |  |  |
|  | 4 | Miscellaneous financial decisions |  | √ |  | √ |
|  | 5 | To enter into contracts (GB may wish to agree financial limits) |  | √ |  | √ |
|  | 6 | To make payments |  |  |  | √ |
| **Staffing** | 7 | Headteacher appointments (selection panel) | √ |  |  |  |
|  | 8 | Deputy appointments (selection panel) | √ |  |  |  |
|  | 9 | Appoint other teachers |  | √ |  | √ |
|  | 10 | Appoint non teaching staff |  | √ |  | √ |
|  | 11 | Agree a pay policy |  | √ |  |  |
|  | 12 | Pay discretions |  | √ |  |  |
|  | 13 | Establishing disciplinary/capability procedures |  | √ |  |  |
|  | 14 | Dismissal of headteacher |  | √ |  |  |
|  | 15 | Dismissal of other staff |  | √ |  |  |
|  | 16 | Suspending head |  | √ |  |  |
|  | 17 | Suspending staff (except head) |  | √ |  | √ |
|  | 18 | Ending suspension (head) |  | √ |  |  |
|  | 19 | Ending suspension (except head) |  | √ |  |  |
|  | 20 | Determining staff complement |  | √ |  |  |
|  | 21 | In voluntary and foundation schools to agree whether or not the Chief Education Officer/diocesan authority should have advisory rights | NA | NA | NA |  |
|  | 22 | Determining dismissal payments/ early retirement |  | √ |  |  |
| **Curriculum** | 23 | Ensure National Curriculum (NC) taught to all pupils and to consider any disapplication for pupil(s) |  | √ |  | √ |
|  | 24 | To establish a curriculum policy |  |  |  | √ |
|  | 25 | To implement curriculum policy |  |  |  | √ |
|  | 26 | To agree or reject and monitor curriculum policy |  | √ |  |  |
|  | 27 | Responsible for standards of teaching |  |  |  | √ |
|  | 28 | To decide which subject options should be taught having regard to resources, and implement provision for flexibility in the curriculum (including activities outside school day) |  |  |  | √ |
|  | 29 | Responsibility for individual child’s education |  |  |  | √ |
|  | 30 | Provision of sex education – to establish and keep up to date a written policy |  | √ |  | √ |
|  | 31 | To prohibit political indoctrination and ensuring the balanced treatment of political issues |  | √ |  | √ |
|  | 32 | To establish a charging and remissions policy for activities (non NC based) |  | √ |  |  |
| **Headteacher’s Pay Review Group** | 33 | To formulate a Headteacher’s Pay Review Group policy |  | √ |  |  |
|  | 34 | To establish a Headteacher’s Pay Review Group policy |  | √ |  |  |
|  | 35 | To implement the Headteacher’s Pay Review Group policy |  |  |  | √ |
|  | 36 | To review annually the Headteacher’s Pay Review Group policy |  | √ |  |  |
| **Target Setting** | 37 | To set and publish targets for pupil achievement |  | √ |  |  |
| **Discipline/**  **Exclusions** | 38 | To establish a discipline policy |  | √ |  |  |
|  | 39 | To review the use of exclusion and to decide whether or not to confirm all permanent exclusions and fixed term exclusions where the pupil is either excluded for more than 15 days in total in a term or would lose the opportunity to sit a public examination. (Can be delegated to chair/vice-chair in cases of urgency) |  | √ |  |  |
|  | 40 | To direct reinstatement of excluded pupils (Can be delegated to chair/vice-chair in cases of urgency) |  | √ |  |  |
| **Admissions** | 41 | To consult annually before setting an admissions policy (but in community and controlled schools only where the LA has delegated this power to the governing body) |  | √ |  |  |
|  | 42 | To consult annually before setting an admissions policy (VA and Foundation schools) | NA | NA |  |  |
|  | 43 | To establish an admissions policy (special schools where pupils do not have a statement) acting with LA | NA | NA |  |  |
|  | 44 | Admissions: application decisions (but in community and controlled schools only where the LA has delegated this power to the governing body) |  | √ |  |  |
|  | 45 | Admissions: application decisions (VA, Foundation and special schools) | NA | NA |  |  |
|  | 46 | To appeal against LA directions to admit pupil(s) (Voluntary, Foundation and special schools; also community and VC schools where LA is the admissions authority) |  | √ |  |  |
| **Religious Education** | 47 | Responsibility for ensuring provision of RE in line with school’s basic curriculum (all schools)  NB this must fall into line with locally agreed syllabus |  | √ |  |  |
|  | 48 | Decision to revert to previous RE syllabus (Foundation Schools except VA of religious character) | NA | NA | NA | NA |
|  | 49 | Decision to provide RE according to trust deed/specified denomination in VA schools with religious character (Foundation and VC schools of religious character at request of parents | NA | NA | NA | NA |
|  | 50 | Decision to provide RE in line with locally agreed syllabus (VA schools – only if parents request it. All other schools not covered in 49 above) | NA | NA | NA | NA |
| **Collective Worship** | 51 | In all maintained schools to ensure that all pupils take part in a daily act of collective worship (after consulting GB) |  |  |  | √ |
|  | 52 | To make application to the advisory councils, SACRE, concerning the requirements for collective worship (schools without a religious character) to disapply (after consulting GB) |  |  |  | √ |
|  | 53 | Arrangements for collective worship (schools without religious character (after consulting GB) |  |  |  | √ |
|  | 54 | Arrangements for collective worship in Foundation schools of religious character, VC or VA schools (after consulting head) | NA | NA | NA |  |
| **Premises & Insurance** | 55 | Buildings insurance and personal liability– GB to seek advice from LA, diocese or trustees where appropriate (it is suggested that the GB as a whole should be involved in this decision) |  | √ |  |  |
|  | 56 | Developing school buildings strategy or master plan and contributing as required to LA Asset Management Planning arrangements (it is suggested that the GB as a whole should undertake this decision) |  | √ |  |  |
|  | 57 | Procuring and maintaining buildings, including developing properly funded maintenance plan |  | √ |  |  |
| **Health & Safety** | 58 | To institute a health and safety policy (in community and VC schools this would be the LA) | √ |  |  |  |
|  | 59 | To ensure that health and safety regulations are followed |  | √ |  | √ |
| **School Organisation** | 60 | To publish proposals to change category of school | √ |  |  |  |
|  | 61 | Proposal to alter or discontinue voluntary foundation or foundation special school | NA | NA |  |  |
|  | 62 | To set the times of school sessions and the dates of school terms and holidays except in community and VC schools where it is the LA | NA | NA | NA |  |
|  | 63 | To ensure that the school meets for 380 sessions in a school year | √ |  |  |  |
|  | 64 | To ensure that school lunch nutritional standards are met where provided by the governing body. |  | √ |  |  |
| **Information For Parents** | 65 | To prepare and publish the school prospectus |  | √ |  |  |
|  | 67 | To ensure provision of free school meals to those pupils meeting the criteria |  |  |  | √ |
|  | 68 | Adoption and review of home-school agreements |  | √ |  |  |
| **GB Procedures** | 69 | To draw up instrument of government and any amendments thereafter | √ |  |  |  |
|  | 70 | To appoint (and remove) the chair and vice-chair of a permanent or a temporary governing body | √ |  |  |  |
|  | 71 | To appoint and dismiss the clerk to the governors | √ |  |  |  |
|  | 72 | To hold a full governing body meeting at least three times in a school year or a meeting of the temporary governing body as often may require | √ |  |  |  |
|  | 73 | To appoint and remove community or sponsor governors. | √ |  |  |  |
|  | 74 | To set up a Register of Governors’ Business Interests | √ |  |  |  |
|  | 75 | To approve and set up a Governors Expenses Scheme |  | √ |  |  |
|  | 76 | To discharge duties in respect of pupils with special needs by appointing a “responsible person” in community, voluntary and Foundation Schools | √ |  |  |  |
|  | 77 | To consider whether or not to exercise delegation of functions to individuals or committees | √ |  |  |  |
|  | 78 | To regulate the GB procedures (where not set out in law) | √ |  |  |  |
| **Federations** | 79 | To consider forming a federation or joining an existing federation | √ |  |  |  |
|  | 80 | To consider requests from other schools to join the federation | √ |  |  |  |
|  | 81 | To leave a federation | √ |  |  |  |
| **Extended Schools** | 82\* | To decide to offer additional activities and to what form these should take | √ |  |  |  |
|  | 83 | To put into place the additional services provided |  | √ |  |  |
|  | 84 | To ensure delivery of services provided |  | √ |  |  |
|  | 85\* | To cease providing extended school provision | √ |  |  |  |

\*Although these tasks are open to delegation under the Education (School Government)(Terms of Reference) (England) Regulations 2000, the expectation would be that these decisions would be undertaken by the full Governing Body.

Glossary Of Terms

A glossary of terms is available on the governor services website:

<https://www.hants.gov.uk/educationandlearning/governors/governors-intranet/advice-support-centre/glossary-of-terms>

Education is a minefield as far as acronyms and abbreviations are concerned!! We hope this guide will help you pick your way through the Ed-speak jungle!

|  |  |
| --- | --- |
| AO | Administrative Officer |
| CPD | Continuing Professional Development |
| CSD | Children’s Services Department |
| CYPP | Children and Young People’s Plan |
| DfES | Department for Education and Skills |
| EBD | Emotional and Behavioural Difficulties |
| ECM | Every Child Matters |
| Ed. Psych | Educational Psychologist (often referred to as EP) |
| ELSA | Early Learning Support Assistant |
| EOTAS | Education other than at school |
| EPS | Education Personnel Services |
| ESL (E2L) | English as a Second Language |
| EWO | Educational Welfare Officer |
| FFT | Fischer Family Trust data |
| FSM | Free School Meals |
| GNVQ | General National Vocational Qualification |
| HIAS | Hampshire Inspection and Advisory Service: Inspectors and Teacher Advisors who assist with the delivery of the curriculum. |
| HLTA | Higher Level Teaching Assistant |
| HMI | Her Majesty’s Inspector: The National Inspectorate for Education |
| INSET | In-Service Education and Training of Teachers |
| ICT | Information Communication Technology: Computers etc! |
| IEP | Individual Education Plan |
| KS | Key Stages within the National Curriculum: Pupils are phased under Key Stages 1,2,3 and 4, the phases ending at the close of the school year in which the child becomes 7,11,14 and 16. Thus KS 1 covers ages 5 - 7, & so on. |
| LA | Local Authority |
| LSA | Learning Support Assistant |
| MFL | Modern Foreign Languages |
| MLD | Moderate Learning Difficulty |
| NC | National Curriculum |
| NCSL | National College of School Leadership |
| NOR | Number on Roll: The total number of pupils on the school’s register |
| NPQH | National Professional Qualification for Headship - a qualification to prepare people for headship |
| NPQICL | National Professional Qualification for Integrated Centre Leaders |
| NQT | Newly Qualified Teacher |
| NVQ | National Vocational Qualification |
| OFSTED | Office for Standards in Education: The agency set up by the Government to administer school inspections. |
| P levels | Pre-levels, used to assess pupils pre-national curriculum achievements. |
| PANDA | Performance and Assessment Data: National data which compares your school’s performance with other comparable schools |
| PPA | Planning, Preparation and Assessment time |
| PSHE | Personal, Social and Health Education |
| QCA | Qualifications and Curriculum Authority |
| QTS | Qualified Teacher Status. |
| RE | Religious Education |
| RI or Reggie | Registered Inspector: The inspector who leads the inspection team in a school. |
| SACRE | Standing Advisory Council on Religious Education |
| SAP | A financial and human resources computer system used by Hampshire County Council |
| SATS | Standard Assessment Tasks: Activities designed to find out what level a child is at in national curriculum subjects. This term is still often used by schools but the correct description is now: End of Key Stage Assessments: Teacher assessments and tests taken by pupils at the end of the key stage 1, 2 and 3 to determine what level each pupil has reached in certain national curriculum subjects. In some cases levels are subdivided into grades A, B & C. |
| SDP | School Development Plan |
| SEF | Self Evaluation Form for Schools |
| SEN | Special Educational Needs |
| SENCO | Special Educational Needs Co-ordinator. |
| SIDNEY | Screening and Identification of Dyslexia in early years: All infant schools in Hampshire are recommended to use this. |
| SIM | School Improvement Manager |
| SIP | School Improvement Plan |
| SLD | Severe Learning Difficulties |
| SMT | Senior Management Team |
| SSE | School Self-evaluation |
| SSIM | Strategic School Improvement Manager |
| SSP | School Strategic Plan |
| TLR | Teaching and Learning Responsibilities |
| WFR | Workforce remodelling |