

Chalk Ridge Primary School

Governors’ Handbook





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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# Welcome to Chalk Ridge

We’re delighted that you’ve decided to become a governor at Chalk Ridge. We’re a real mixture of people who enjoy working as a team in support of this happy, successful school through visits, meetings, and the occasional more social event too. Our aim is for the school to reach ‘outstanding’ status, and for us to be outstanding in what we do in support of that. This handbook covers our work, and I hope will help new governors in particular understand what the role involves.

**Every good 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

Our vision for the school drives everything. It is based on five key values:

**Aspiration inclusion respect resilience and independence**

These affect everything we do and how we do it. We aim to provide an outstanding education for every child in our school; and a learning environment where all individuals are valued and nurtured. We want to encourage and challenge all children to realise their true potential. Last reviewed in 2017, we publish this school vision and ethos on the school website.

Responsibility for the remaining strategic functions, underpinning our vision, rests with our sub committees: Curriculum, Pay & Personnel and Resources. (see page 9)

Governors usually bring a huge amount of knowledge, experience and competence to this work, and there is a wide range of training and development available for newcomers to the role. We do recommend all new governors book onto a Governors’ Induction course.

There’s always plenty of up to date information on the school website <https://www.chalkridgepri.hants.sch.uk>

Once a governor, you’ll be given access to the ‘Governors’ Portal’. At the time of writing this area is being reviewed and we may ask new governors for their feedback on its use!

We’re looking forward to working with you.

**Madeline Hussey**

Chair of Governors

Autumn 2020

General Introduction

The Handbook covers the many legal duties and responsibilities we have as governors and how our Chalk Ridge governing body is organised and operates. It includes training, performance and development opportunities, and a section for new governors.

There is plenty of supporting information on government websites, at both national and county council level:-

A Department of Education Governance Handbook

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/925104/Governance_Handbook_FINAL.pdf>

Hampshire County Council’s Governors Good Practice Guide

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

Each year when we approve the Handbook, all Chalk Ridge governors sign up to the Governors’ Good Practice Guide on this site (which includes a Code of Conduct on page 14.

This site also contains a very useful guide to governors’ roles and responsibilities each term, to which we often refer: <https://documents.hants.gov.uk/governors/suggested-agenda-items.pdf>

The Governor Hub - a comprehensive range of information and training provided by Hampshire Governor Services

<https://governorhub.com/#home>

We regularly review the Handbook to reflect the current structure and processes of the governing body.

Governing Body Structure & Constitution

# **Structure of the governing body**

Constitution of the Governing Body

Our governing body has thirteen members:

* 2 parent governors,
* 1 local authority governor,
* the Head Teacher,
* 1 staff governor, and
* 8 co-opted governors.

Our current list is at: <http://www.chalkridgepri.hants.sch.uk/statutory-full-governing-body-information/>

Full Governing Body Members

Committees and Named Governors

|  |  |  |  |
| --- | --- | --- | --- |
| **FGB (13 Members)** |  |  |  |
| **Governor** | **Type** | **Role** | **End Date** |
| Madeline Hussey | Co-opted | FGB Chair & Special Educational Needs (SEN) | 11.11.2024 |
| Sue Baskerville | Co-opted (Staff) |  | 22.02.2022 |
| Clare Beswick | Headteacher |  | Not required |
| Hannah Burns | Staff |  | 2.12.2022 |
| Vicky Hart | Co-opted |  | 01.12.2023 |
| Kishor Patel | Co-opted |  | 09.02.2022 |
| Elliot Roberts | Parent | Safeguarding | 17.04.2022 |
| Ian Ross | Co-opted | FGB Vice Chair & Governor Training & Development | 29.06 2022 |
| Susan Walker | Parent | Health and Safety | 17.04.2022 |
| Donna Bullock | Co-opted |  | 30.11.2024 |
| Richard Curtis | Co-opted |  | 30.11.2024 |
| Lee Morgan | Co-opted |  | 30.11.2024 |
| Linda Parkins | LA |  | 30.11.2024 |
|  |  |  |  |
| **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 |
| Richard Curtis | Co-opted |  |  |
| Lee Morgan | Co-opted |  | 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 |
| Hannah Burns | Staff |  | 30.09.2022 |
| Vicky Hart | Co-opted |  | 01.12.2023 |
| Susan Walker | Parent |  |  |
|  |  |  |  |
| **Pay and Personnel** |  |  |  |
| Vicky Hart | Co-opted | Chair | 1.12.2023 |
| 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** |  |  |  |
| Madeline Hussey | Co-opted |  | 11.11.2020 |
| Ian Ross | Co-opted |  | 29.06 2022 |
| Linda Parkins | LA |  |  |

Chalk Ridge Primary School 2020/21

Governors Meeting Dates and Day Closures

|  |  |  |  |
| --- | --- | --- | --- |
| **Meeting** | **Autumn** | **Spring** | **Summer** |
| Curriculum and Standards | Tuesday 15th September  Tuesday 3rd November | Tuesday 23rd February | Tuesday 27th April  Tuesday 8th June |
| Resources | Wednesday 16th September Wednesday 11thNovember | Wednesday 27th January | Wednesday 5th May Wednesday 9th June |
| Full Governors | Monday 28th September  Monday 30th November | Monday 1st March | Monday 10th May  Monday 12th July |
| Pay and Personnel | Friday 25th September | Friday 5th February | Friday 2nd 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.

Our Core Functions

Setting Strategic Direction

Chalk Ridge’s strategic direction is set by its Annual School Development Plan (SDP). With the head and other leaders, the FGB develops and approves the SDP, based on self-evaluation, and data assessment. Our committees regularly analyse its progress, together with a review of our (many) policies to ensure they are up to date, accurate and meet current regulatory standards.

Policies are the school’s ‘window to the world’ and must reflect and underpin our vision for the school. Each policy is the responsibility of one of the subcommittees.

Holding Executive Leaders to Account for the Educational Performance of the Organisation and its Pupils, and the Performance Management of Staff

Included in the School Development Plan, the FGB sets school performance targets which are reviewed and tracked in FGB meetings, Committee Meetings, Governor Visits, Headteacher Reports and the Head’s Performance Review. The Head has school performance targets for individual staff which the Pay & Personnel Committee monitors anonymously. We are also helped with independent monitoring by senior county advisers and specialists.

Overseeing School Financial Performance and Making Sure Money is Well Spent

Our Resources Committee achieves this following the principles of the Schools Financial Value Standard (SFVS) - <https://www.gov.uk/guidance/schools-financial-value-standard-and-assurance-sfvs>. This ensures the budget underpins the School Development Plan and resources are planned to support maximum impact on pupil progress and outcomes.

### 

Outstanding Governance

**What does Outstanding Governance look like for us at Chalk Ridge?**

(Subject to change post pandemic)

Osted’s Outstanding Grade Descriptor for Leadership and Management.

<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>

Key Roles

Chair and Vice Chair of Governors

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

* Leads effective governance
* Builds the team
* Builds a good relationship with the head
* Ensures focus on the School Development Plan
* Leads the business

The Chair 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.

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

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. More importantly, the clerk helps the FGB understand its role, functions and legal duties, supporting the chair to facilitate strategic debate and decision making. This is crucial in helping the board exercise its functions quickly and confidently, to allow it to can stay focused on its core functions.

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

Headteacher

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

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

Schools’ Strategic Data

# There are seven areas of data which governors need to monitor:

# **Pupil numbers/attendance and exclusions**

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

**Curriculum planning – staff and class sizes**

Curriculum planning is coordinated as a joint exercise with that of our budget, to ensure we meet the needs of **all** pupils (including those with additional needs) and is affordable.

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

**Financial management and governance**

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

**Quality assurance**

Hampshire County Council is responsible for the financial monitoring and audit of Chalk Ridge.  It is required to publish [schemes for financing schools](http://www.gov.uk/government/publications/schemes-for-financing-schools) setting out the financial relationship between it and all the schools they maintain.

Other reviews which the school might undertake, for example, could includetheoutcomes of annual reviews, including but not limited to school improvement, risk registers, pupil premium and safeguarding reviews.

**Safeguarding and well-being**

All schools **must** comply with the [keeping children safe in education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) statutory guidance. Governors must ensure they read and follow this guidance. We must have effective safeguarding policies and procedures in place too. They have to be available publicly on our website and updated annually (as a minimum).' ([Governance Handbook 2019 6.7](https://www.gov.uk/government/publications/governance-handbook))

Governors should analyse health and safety/ accident reports, review areas of non-compliance.

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

As the strategic leaders of Chalk Ridge, it’s vital that we’re connected with, and answerable to, the community we serve. To measure levels of satisfaction, governors should monitor staff feedback, staff surveys, and exit interview summary reports. We should devise ways of collecting feedback from children and parents; and monitor attendance rates at open days or parents' evenings. Plus reviewing the number of complaints received.

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

Governor Training, Performance, Development

**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 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 6 months of joining
* 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. It should identify any actions we could implement to improve our effectiveness and performance.
* 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 all 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>

Visit Protocols

|  |
| --- |
| **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:** |
|  |

Annex 1

Glossary Of Terms

A further 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!

ADD Attention Deficit Disorder

ARE Age Related Expectations

ASD Autistic Spectrum Disorder

ASP Analyse School Performance (replaced RAISE Online)

BLW Working below the expected standard

BME Black and Minority Ethnic

CATs Cognitive Ability Tests

CiC Children in Care

CPD Continuing Professional Development

CYPP Children and Young People’s Plan

DfE Department for Education

DIS Disadvantaged – Eligible for free school meals in last 6 years or is/has been a child in care of the Local Authority

EAL English as an Additional Language

E Bacc English Baccalaureate

EHCP Education Health and Care Plan

ELG Early Learning Goal

EOTAS Education other than at school

EXS Expected Standard

EYFS Early Years Foundation Stage: for children up to the age of 5

FFT Fischer Family Trust

FSM Free School Meals

GCSE General Certificate of Secondary Education:

GLD Good Level of Development – meeting at least expected in prime and specific ELGs

GDS Greater Depth Standard

GPS Grammar Punctuation and Spelling – sometimes referred to as SPaG

HAM Hampshire Assessment Model

HIAS Hampshire Inspection and Advisory Service (assist with school developments)

HMI Her Majesty’s Inspectorate for Education

HS High Score

KS Key Stages within the National Curriculum

IDSR Inspection Data Summary Report: Ofsted report available for each school

INSET In-Service Education and Training of Teachers

LA Local Authority

LAC Looked After Child (also Child Looked After = CLA) – a child in the care of the LA

LLP Leadership and Learning Partner

LSA Learning Support Assistant

MIS Management Information System (school data and information)

MLD Moderate Learning Difficulty

NC National Curriculum

NEET Not in Education, Employment or Training

NOR Number on Roll: The total number of pupils on the school’s register

NPQH National Professional Qualification for Headship

NQT Newly Qualified Teacher

OFSTED Office for Standards in Education

‘OTHER’ Descriptor for non-disadvantaged pupils in data sets

P Levels Used to assess pupils’ achievements. (mainly Special schools)

P Lite Perspective Lite – software that enables schools to analyse performance data

PAN Published Admissions Number

PKS Pre-Key Stage

PP Pupil Premium

PPA Planning, Preparation and Assessment time

PSED Personal, Social and Emotional Development

QTS Qualified Teacher Status.

SAP A financial and human resources system used by Hampshire County Council

SATS Standard Assessment Tasks: Tests to find out if a child’s academic ability

SEF Self-Evaluation Form

SEMH Social, Emotional and Mental Health

SEND Special Educational Needs and Disability

SEND Special Educational Needs and/or Disability

SIM School Improvement Manager

SIMS School information Management System (pupil and staff data, registers)

SIP School Improvement Plan

SLD Severe Learning Difficulties

SS Standardised Score

UPR Upper Pay Range

WTS Working towards the expected standard

Annex 2

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 school and the governing body.
* To enable new governors to contribute fully to the work of the governing body as quickly as possible

**Implementation:**

After a new governor accepts the governorship of the school they will be issued with a welcome email from the Chair of Governors, which will outline the induction procedures, which will include the following:

1. An Introduction to Chalk Ridge, including an introduction to the school and its organization by the Head Teacher
2. An introduction to the governing body documentation and materials initially focused on the list below
3. A meeting with the Development & Training Governor (DTG) to review the new governors skill matrix and to agree a training and development plan
4. The assignment of a governor "mentor" by the DTG
5. Attendance at the HCC induction course for new governors.
6. The opportunity to attend the Curriculum & Standards, Resources and Pay & Personnel committees to provide a better insight into the work of each committee to enable the new governor to choose which one to join.

**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/582868/Governance_Handbook_-_January_2017.pdf>

* Up to date minutes for the current school year
* Copy of the diary dates in school – see school website and newsletters
* School Improvement Plan
* The school’s latest OFSTED report and Data Dashboard (via appropriate links)
* Details of training courses – “New to Governance – Essential Courses for Governors”
* Checklist – Getting to Know Our School (see below in this document)
* The Chalk Ridge Governing Body Handbook

**The Governing Body Handbook**

* Organisation of the governing body
* List of the membership of the governing body
* Meeting Dates
* Core Functions and Key Roles
* Strategic Data
* Training & Development
* Visits’ Protcols

Annexes

* List of abbreviations used in governor meetings
* New Governor Induction
* Decision Planner

**New governors will be provided with access to the school’s Governor Portal, where all governor documents are stored, together with HCC’s “Governorhub”.**

**New Governors Induction Training**

All new governors will be asked to complete a Skills Audit, as part of the process to identify training and development needs. The D&T Governor will meet with all new governors to review this, previous training received (where governors are new to the school, but not to the role of school governor) and the expectations of new governors against “New to Governance : Essential Courses for All Governors”. The purpose of this meeting is to define an initial training plan for the new governor.

The following Hampshire Governors training courses are recommended as the minimum requirement for new Governors. The training plan will target as many of these courses in the first year as possible.

**1. Induction for Governors**

**2. Holding Leaders to Account**

**3. Understanding Data**

**4. Protecting Children**

**5. Understanding the Primary Curriculum**

**6. Understanding SEN**

**7. Understanding Finance**

**8. Understanding Personnel**

**9. OFSTED**

As mentioned above, new governors will choose which committee they wish to join. Depending on Committee Membership, additional courses may be prioritized.

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

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

<https://app.governorhub.com/s/hampshire/training>

**New Governor Induction – Roles & Responsibilities**

In order to ensure a robust and effective induction process, it is critical that there is clarity over the roles and responsibilities associated with it. The table below summarises this view, with additional role descriptors developed as required.

|  |  |
| --- | --- |
| **Process/Process Step** | **Responsibility** |
| Overall New Governor Induction Process | Chair of Governors |
| Implementation of the process for each new governor | Development & Training Governor |
| Introduction to the School, including access to Governor Portal, Governorhub etc | Head Teacher |
| Identification & Allocation of Governor Mentor | D&T Governor |
| Development of new governor training plans | Development & Training Governor |
| On-Going support for new governor during the first year | Governor Mentor |
| Formal reviews with new governor during the first year:   1. Interim (3 & 9 months) 2. Half-Full Year (6 & 12 months) | 1. Development & Training Governor 2. Chair of Governors |

**New Governor Induction Process Review**

The Governing Body is committed to ensuring that this process provides new governors with all the support they need to contribute fully to the work of the governing body as quickly as possible, and to feel part of the Chalk Ridge family.

In order to ensure this, formal reviews will be performed as outlined in the table above. These will include, but not be restricted to, a review of the following:

1)New governor allocation to / participation in committees

2)New Governor Induction Programme checklist completed (see below)

3)Feedback from Chairs of Committees regarding new governor engagement / contribution

4)New governors have undertaken training required / documented in training plan

5)Specific feedback from one-one meetings between D&T Governor, Chair and new governors

**Governors Induction Programme Checklist**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Event** | **Responsible** | **Aims** | **Completed** |
| Introduction to Chalk Ridge Primary School (as soon as possible and before the first Full Governing Body meeting) | Head / DTG/ Chair of Governors | General familiarisation of school and its organisation  Overview of Governors Handbook  “Getting to know our school” Checklist (see below) |  |
| Access to Governor Portal / Governor Hub confirmed | Head / DTG | Ensuring new governors have access to HCC and school on-line resources to support their learning & development |  |
| 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 Development & Training Governor (DTG) | DTG to arrange after first full governing body meeting | 1. Explain training policy and procedures  2. Review new governor Skills Matrix  3. Agree a training plan  4. Answer any questions relating to the material in the Governors Handbook |  |
| Allocation of Governor Mentor | DTG | An existing/experienced governor will be identified and allocated to work with and fully support each new governor |  |
| Attend Committee Meetings | DTG / Committee Chairs | New governors given the opportunity to attend committees to assist in their choice of which to join:   * Curriculum & Standards * Resources * Pay & Personnel |  |
| Getting to know our school | Mentor | On-going advice and guidance on how to develop an understanding of our school/governor activities  On-going advice and guidance for 1st year |  |
| Formal Reviews   * Interim 1(3 mnths)/Interim 2 (9 mnths) * Half-Year * Full Year | DTG  Chair  Chair | Series of reviews to ensure that the New Governor Induction process is being effectively implemented and that new governors are being supported to fully contribute |  |

**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? |  |

Annex 3

Governing Body Decision Planner

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| 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.