CHBP GOVERNORS’ HANDBOOK

2021-2022





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# FOREWORD

Hello and welcome to the CHBP Federation Governing Body. Thank you for offering your time, skills and commitment as a governor.  We are a dedicated group of volunteers and are here to support the Executive Headteacher, the Senior Leadership team and all staff to ensure that all our pupils have the best opportunities to fulfil their potential throughout their time at school.  By doing this, we play our part in raising and maintaining school standards.  The governors take on a great deal of the strategic work of the schools to ensure its effectiveness by overseeing the organisation, curriculum and budgets; the management and day-to-day running is the role of the Executive Headteacher and the Heads of Schools.

A federation is a formal partnership between schools; in our case, we have one Executive Headteacher who leads on strategy and vision, working closely with the Head of School at each site - Church Hill Primary and Brunswick Park Primary - and collaborative working between staff at both sites. The Governing Body represents both schools and all governors ensure that they do not show bias as part of the role.

This handbook aims to outline the role of the governor at the federation; you will also have a welcome and induction to meetings with myself, the Chair of Governors.  You will have lots of questions and the intention is that they will be answered here and during the induction time.  You are also welcome to visit the school by appointment and meet the staff and pupils.

There is training available and you are encouraged to undertake as much as you can to help you with the role.  There are no costs to governors.  We use a secure website called Governor Hub to share all information, such as meeting agendas and reports from staff.  The minutes of these meetings are published on the schools' websites as a public record; it is our aim to be as transparent and approachable as possible.  We have a professional governance clerk who will also provide you with valuable advice and support.

We are extremely proud of our children’s achievements and are confident that they leave us with the necessary tools to succeed – confidence, resilience and a risk-taking mind-set that will enable them to tackle the obstacles ahead. Our committed staff and governors ensure that children thrive based on the conditions in which they find themselves. We are committed to providing a positive, safe and stimulating environment for children to learn and where all are valued. We ensure that all children enjoy their learning, achieve their potential and become independent life-long learners.

We hope you find your new role a rewarding and valuable experience; please do not hesitate to get in touch with any questions you might have before the first meeting.

Sejal Rabone                       Andy Griffiths

Chair of Governors               Executive Headteacher

CHBP Federation                  CHBP Federation

# GOVERNANCE STRUCTURE

The school is a federation of Brunswick Park and Church Hill Schools, as maintained schools they are funded by the Local Education Authority (Barnet)

* **The Governors** form the governing body of the CHBP Federation which is made up of the following:
* 2 parent governors (1 elected from each school within the CHBP Federation)
* 1 staff governor elected by their colleagues across the federation
* 1 Local Authority governor
* 12 co-opted governors
* The Executive Headteacher

The total number of governors shall be 17.

*Clerk to Governors/Governance Professional*

It is a legal requirement that all governing bodies employ a Clerk to Governors. The clerk is responsible for calling all meetings of the full governing body and ensuring that agendas and papers are circulated to all members in good time for the meeting. The clerk is also there to offer legal advice, guidance and assistance to ensure that all legal acts are complied with.

## CORE FUNCTIONS OF THE GOVERNING BODY

The Governing Body has responsibility for the conduct of the school with a view to promoting high standards of educational achievement and meeting the school’s vision.

The Governing Body focuses on three strategic functions, which are reflected in the criteria Ofsted inspectors use to judge the effectiveness of governance in schools.

### Ensuring clarity of vision, ethos and strategic direction

The Governing Body is responsible for ensuring that the school has a robust strategic framework and that all statutory duties are met. This addresses the fundamental questions of: where are we now, where do we want to be, and how are we going to get there. It involves setting priorities, creating accountability and monitoring and evaluating progress towards the school’s priorities and targets.

### Holding the Executive Head to account for the educational performance of the school and its pupils, and the performance management of staff

The Governing Body supports and strengthens the leadership of the school. It plays a strategic role, so should normally avoid routine involvement in operational matters. We aim to build productive and supportive relationships with the Executive Head and staff, while holding them to account for exercising their professional judgement in the day-to-day running of the school. As governors we provide the Executive Head and senior leaders with support and advice, drawing on our knowledge and experience. We ask searching questions and respect the Executive Head’s position as professional leader of the federation.

### Overseeing the financial performance of the school and making sure its money is well spent.

The Governing Body ensures the school’s money is well spent by asking questions such as:

* + Are we allocating our resources in line with our strategic priorities?
	+ Are we making full use of all our assets and efficient use of all our financial resources?
	+ How does our spending compare with that of similar schools?
	+ How can we get better value for money from our budget?

The Department of Education publishes a **Governors’ Handbook** which sets out essential information about the duties and responsibilities of governing bodies. It is available online at

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

**An overview of the Governing Body’s key activities**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Key activities** |  | **Typical inputs** |  |
|  | **Understanding the school*** Student attainment and progress
* Student behaviour, attendance and safety
* Teaching quality and staff development
 |   | Performance dataOfsted reportsSelf-evaluationSchool visits |  |
|  |  |  |  |  |
|  | **Setting the school’s strategic direction*** Champion our vision, values and ethos
* Set priorities for school improvement
* Consider governance structure
 |  | Local aspirationsNational floor standardsParent and Student Voice |  |
|  |  |  |  |  |
|  | **Commissioning action*** Agree improvement targets and strategies
* Agree allocation of resources
* Agree how to monitor and review progress
 |  | Improvement plansBudget data |  |
|  |  |  |  |  |
|  | **Performance management of the school leaders*** Appoint Executive Heah and support their leadership
* Hold school leaders to account for progress
* Ensure financial probity and efficiency
 |  | Performance dataFinancial dataSchool visits |  |
|  |  |  |  |  |
|  | **Ensuring the Governing Body is fit for purpose*** Clarify our role and purpose
* Review constitution and ways of working
* Make sure members have necessary skills
 |  | Policy contextOfsted criteriaSelf-evaluation |  |
|  |  |  |  |  |

## MUTUAL EXPECTATIONS

|  |  |
| --- | --- |
| **The Governing Body expects that the school will:** | **The school expects that the Governing Body will:** |
| * understand and respect its statutory role and purpose
* recognise the shared commitment to improving the education provided for all pupils

 * respect governors as volunteers who bring other skills, experiences and perspectives, and value their contribution
* work openly with the Governing Body and provide clear, concise and relevant information on which to base decisions
* enable all governors to become involved in the life of the school
* contribute to the induction, training and development of governors
* ensure that where educational jargon is unavoidable, it is at least explained
 | * respect the professional expertise of the Executive Head and staff
* work openly in partnership with the Executive Head and staff for the benefit of the school and its pupils
* demonstrate its commitment to the school, collectively and individually
* act and take decisions that are in the best interests of the school and not those of self, individuals or groups
* support the school with parents/carers and in the community
* recognise the need for both governor induction and on-going training and development
 |

**The expectation of individual governors is that they will:**

* enhance the work of the Governing Body
* demonstrate their commitment by getting to know the school and becoming involved in school life and activities
* prepare for meetings so that they are well informed, attend meetings (Governing Body/committees/working groups) and play an active part in these
* support the school with parents/carers and in the community
* recognise the status of the Governing Body and the concept of collective responsibility
* respect confidentiality and the need to act with discretion
* accept responsibility for their own training and development

**Communication with parents**

* As a governor (and particularly as a parent governor who is elected by parents), you have a duty to listen to parents' views generally and pass them on to the governing body, if they relate to policy matters.
* You should listen to parents wherever you find them — for parent governors in particular, this will mean at class meetings, day trips, in the playground, etc. You can pass on parents' views at meetings without necessarily having to support them.
* You can report back to parents on non-confidential items. Parents are also free to view the minutes of meetings which are held in schools.
* As a governor, you may be approached by parents who have a problem or complaint. It may be that they know you well and prefer to approach you rather than school staff. If this does happen, you should listen carefully. You should make sure the parent/carer has spoken to the class teacher in the first instance, or the Head of School/Executive Head. If there is reluctance on the part of the parent/carer to approach a member of staff you can offer to accompany them, but you should make it clear that this does not mean you are taking up their cause. You should not become involved, but you can make sure the class teacher or Head is aware of any problem.

## MEMBERSHIP OF THE GOVERNING BODY: September 2021-22

*LA GOVERNOR* Cllr Lisa Rutter

*PARENT GOVERNORS* Sejal Rabone (Chair of Governors)

Suzanna MC Gloin (Vice Chair, Convenor Curriculum & Standards committee)

*STAFF GOVERNORS* Andy Griffiths (Executive Headteacher)

 Cheryl Jordan

*CO-OPTED GOVERNORS*Elly Balmforth

 Paul De Ville (convenor Resources committee)

 Megan Hallet

 Sue Markham (SEND & PP link governor from 1.1.22)

Fiona Oommen

Nicki Ross (SEND link governor) resigned 31.12.21

Nick Salt (Safeguarding link governor)

Peter White (MBE) (convenor Premises committee)

*ASSOCIATE MEMBERS* Duncan Hooper

 Jo Porter **(**Head of School)

Jo Kennedy (Head of School)

*GOVERNANCE PROFESSIONAL*  Lynn Aldrich

### Role of the Chair of Governors

* 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
* Attracting governors with the necessary skills and ensuring that tasks are delegated across the Governing Body so that all members contribute, feel that their individual skills, knowledge and experience are well used and that the workload is shared
* Building a productive relationship with the Executive Head, being a critical friend by offering support, challenge and encouragement, and ensuring the Executive Head’s performance management is rigorous and robust
* 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
* Ensuring school improvement is the focus of all policy and strategy and that governor monitoring reflects school improvement priorities
* Acting in cases that may properly be deemed ‘urgent’. This applies where a delay in exercising the function would be seriously detrimental to the interests of the school, a student, parent/carer or member of staff
* Making public statements on behalf of the Governing Body

### Role of the clerk/Governance Professional

The clerk is appointed by the Governing Body and is responsible to it. The post holder plays an important part in making sure the Governing Body's work is well organised. The main roles and responsibilities are:

* Providing advice to the Governing Body on governance, constitutional and procedural matters
* Providing effective administrative support to the governing body and its committees, including convening meetings, organising agendas, preparing papers, attending meetings, drafting and circulating minutes
* Ensuring the Governing Body is properly constituted, maintaining a register of members, monitoring terms of office, reporting vacancies, maintaining a register of pecuniary interests and keeping a record of attendance
* Managing information effectively in accordance with legal requirements, including keeping records of governors’ contact details, terms of reference and membership of committees, responsibilities of nominated governors, and ensuring that minutes, reports and papers are filed and available for public inspection, subject to the Governing Body’s ruling on confidentiality.

## CHBP COMMITTEES

The governing body has appointed 3 standing committees to which it has delegated aspects of its work. The governing body decides the membership of these committees. Additional committees and working parties can also be appointed by the governing body, to deal with special issues or projects.

However, a Governing Body cannot delegate **at all** any functions relating to:

* the constitution of the Governing Body
* appointment or removal of the Chair
* deciding arrangements for full Governing Body meetings
* the appointment of the Clerk
* the suspension of governors
* regulating Governing Body proceedings and proceedings of committees
* decisions about delegation to or the establishment, proceedings and review of committees

A Governing Body cannot delegate **to an individual** any functions relating to:

* the alteration, closure or change of category of the school
* the approval of the first formal budget plan of the financial year
* school discipline policies
* the exclusion of students
* admissions

The Governing Body reviews the establishment, terms of reference, constitution and membership of committees annually.

**KEY POINTS**

* the responsibility for any decision rests with the corporate Governing Body, regardless of who has made the decision
* the individual or committee to whom a decision has been delegated, must report to the Governing Body in respect of any action taken or decision made, in reality this means that the committee minutes are received by the FGB at the next available meeting.

You will be asked to join a committee(s) most fitting to your skill set.

Resources Committee (all matters dealing with finance, budgeting etc)

**Membership 2021**: Paul De Ville (Convenor), Fiona Oommen, Nick Salt, Duncan Hooper, Megan Hallett, Andy Griffiths. The school business manager will also be present.

Premises Committee (all matters dealing with repair, maintenance and improvement of premises)

**Membership 2021**: Peter White (convenor), Megan Hallett, Paul de Ville, Andy Griffiths, School Business manager

Curriculum and Standards Committee (all matters dealing with the curriculum and pupil welfare)

**Membership 2021:** Suzanna McGloin (convenor),EllyBalmforth, Andy Griffiths, Cheryl Jordan, Jo Kennedy, Sue Markham (SEND & PP Link governor) Jo Porter, Sejal Rabone.

You are welcome to attend committee meetings as an observer. Information about the current memberships of the committees is enclosed. AII governors are welcome to attend any of the committee meetings, not just the committee on which they serve.

### MEETINGS -When are they held?

Full Governing Body (FGB) meetings are held once a term, in the evening and last approximately 2 hours. During the pandemic all meetings have moved online (via Zoom.

Committee meetings are generally held termly at one of the schools (times vary) and generally last 2 hours. Other meetings to consider specific items may be held at other times.

Meetings are arranged at relevant times to tie in with the CHBP Federation academic and financial cycle

### Before a meeting

At CHPB all governors have access to the governance platform GovernorHub. All documentation, policies and communication is undertaken via GovernorHub to maintain GDPR compliance, security and provide an audit trail for discussions. The clerk to the governors will set you up and provide any training required to use the platform.

Prior to any meeting (at least one week beforehand) you will receive the agenda and access

Where possible, the circulation of papers at a meeting is avoided.

### What if I can't come to a meeting?

If you are unable to attend a meeting, you should give your apologies in advance to either: the Chair or the Clerk. You may wish to pass on your views on any agenda items to another attendee to ensure your views are made known.

If you miss all the meetings of the governing body for six months without prior approval you will be automatically disqualified as a governor.

### How do I participate in meetings?

You should read meeting papers carefully prior to the meeting and think about any questions you may want to ask. You may want to prepare any comments beforehand. There is no obligation to speak, but the Chair could invite your comments.

It would be helpful if you have access to GovernorHub and the papers at the meeting eg via a laptop/ device.

You should listen carefully in meetings and ensure any contribution you make is carefully considered, relevant and concise. You should feel free to ask if there is anything that you don't understand. New governors can be overwhelmed at first by the 'academic speak' and use of acronyms and you are encouraged to ask for clarification. A list of acronyms is included in your induction pack.

The Chair of Governors will manage the smooth running of the meeting and it is usual to indicate to him/her if you wish to speak.

The section 'Any Other Business' can be used to deal with any additional items not on the agenda but should only be used at the discretion of the Chair for items too urgent to be left to a later meeting.

### How do I raise matters for discussion?

If you feel something needs to be discussed at a meeting you should suggest it to the Chair well in advance, so that it can be formally placed on the agenda. That way others will have a chance to think about it beforehand and do any necessary research. This leads to a more informed discussion and a more considered outcome.

### Can I talk about the meeting when I get home?

When the meeting ends, you should be sure you are clear if anything that has been decided is confidential. In general, matters relating to staff changes and salaries are always confidential- known as Part 2 minutes (which detail any matters about an individual member of staff or pupil) and should not be discussed outside of the meeting.

Once approved as correct, the meeting minutes — including reports — become public documents. Minutes are approved at the following Governing Body or committee meeting. This means that parents, staff and others then have the right to read them. Minutes record the decisions, but not the details of the debate. Any talking you do about the meeting should follow that principle. Who said what or which way people voted should not be a matter for discussion once a decision has been reached.

### What if I see the meeting could be improved?

As a newcomer you may be a breath of fresh air. Customs may outlive their usefulness. It could be that something about the meeting, such as its time, its location or the welcome that newcomers receive, could be improved. A private word with whomever you find most approachable could set in motion an improvement, which may benefit everyone.

### Minutes of meetings

Copies of all minutes (once approved) are held on GovernorHub and in both schools are available for you to look at. However, if a meeting has discussed anything confidential or sensitive (e.g. concerning a named individual, whether a pupil or a member of staff) this item will be recorded in 'Part 2' minutes. These minutes are kept separately from the main minutes and are only available to be read by the members of the governing body present at the meeting, the Headteacher, the Clerk and the Local Authority.

## ASKING THE RIGHT QUESTIONS

Effective Governing Bodies hold their Executive Headteacher and other senior school leaders to account for improving school performance by asking the right questions.

Some of these questions might include:

* Which groups of students are the highest and lowest performing, and why?
* What are your plans for addressing underperformance or less than expected progress?
* How will we know that things are improving?
* Which year groups or subjects get the best and worst results and why?
* How does this relate to the quality of teaching across the school?
* What is your strategy for improving the areas of weakest performance?
* How are you going to raise standards for all children, including the most and least able, those with special educational needs, those receiving free school meals, boys and girls, those of a particular ethnicity, and any who are currently underachieving
* How will we know if your approach is working?
* Do we have the right staff and the right development and reward arrangements?
* Is this a happy school with an effective learning culture?
* What is our track record on attendance, behaviour and bullying?
* Are safeguarding procedures securely in place?
* What are you doing to address any current issues, and how will we know if it is working?
* Is school food healthy and popular?
* Do we listen to what pupils and parents/carers are telling us?

# UNDERSTANDING SCHOOL DATA

Governing bodies need accurate data to help them see clearly the questions they need to ask and to provide answers to their questions.

## Ofsted’s school performance dashboard

Ofsted publishes short reports known as the ‘Data Dashboard’ to show the overall performance of schools in a clear and simple way. The reports cover pupils’ attainment and progress in core subjects, their attendance, and how well the school is doing for its disadvantaged students. They show how well schools are performing compared to national averages and compared to similar schools – those whose students had similar attainment when they entered the school.

The following questions for governors, particularly those on the Curriculum & Standards Committee, are designed to enable discussion between governors and school leaders regarding the school’s performance data. The Data Dashboards should be used as a starting point; Analyse School Performance is used to look at more detailed data:

**Is this the picture that we were expecting?**

* If not, why not?
* What actions are being taken to address this?

**How is our school performing compared with other schools with a similar intake of students?**

* What are the other schools in our similar group doing differently to achieve better outcomes?
* If the school is in the top quintile, what are we doing to maintain this?

**Are there differences between groups of students?**

* Is expected progress being made by the following groups (see Analyse School Performance summary report)?
* boys and girls;
* those for whom the Pupil Premium provides support;
* those who have special educational needs or are supported by school action plus;
* the most able students.
* How is the Pupil Premium funding being used and is it making a difference?
* Do groups of students have a higher level of absence (see Analyse School Performance summary report)?

**Are all students making the levels of progress expected of them?**

* Are students with different starting points reaching the levels expected?
* For figures on expected progress by starting point of pupils (see Analyse School Performance summary report)
* What is our school doing to make sure that all pupils make at least the progress that is expected?
* Are students making at least the progress expected year-on-year as they move through the school?
* If not, is there a link with the quality of teaching in different subjects and/or year groups?
* How does the proportion of students making more than expected progress compare to with the proportions nationally? (For figures on proportions of pupils making more than expected progress, see Analyse School Performance summary report).

**Has attendance improved over the last three years?**

* If not, why not?
* What actions are being taken to address this?

## Analyse School Performance (ASP)

Analyse School Performance is a secure web-based system which includes data on student attainment, progress, absence, and exclusions. It provides an analysis of the characteristics of students, such as their ethnic mix, special educational needs, and level of deprivation. All data is compared to the relevant national average. Analyse School Performance allows schools to evaluate performance retrospectively and helps inform future targets for the school.

The Analyse School Performance summary report contains a summary of the most important data. It signposts the data that governors may want to focus on as their starting point for understanding their school’s performance. The school’s administrator can provide governors with a ‘governor’ account. This allows access to the Analyse School Performance summary report but does not allow the user to see named student data.

# Inspection and Governance

An Ofsted inspection team make judgements in four key areas:

* The quality of Education
* Behaviour & Attitudes
* Personal development
* Leadership and management

They then make an overarching judgement about the quality of education provided in the school-its overall effectiveness. There are four possible overarching judgements: **outstanding, good, requires improvement and inadequate.** Full details are available in the School Inspection Handbook [Ofsted Inspection Framework](https://www.gov.uk/government/publications/education-inspection-framework)

During an Ofsted Inspection the lead inspector meets with the Chair of Governors and/or representatives of the Governing Body. As with the meetings between inspectors and students, parents/carers and staff, meetings with governors take place without the presence of the Executive Head or senior staff. Representatives from the Governing Body and the clerk are also invited to the feedback meeting.

Inspectors expect governors to know about the strengths and weaknesses of the school. Governors are expected to be familiar with, and understand, performance data, including the information that the school data dashboard presents for their school. The contribution of governors to the school is evaluated as part of the judgement on leadership and management.

Ofsted has published the criteria that inspectors will use to judge the effectiveness of a school’s governance. These criteria are consistent with the core functions of all governing bodies.

 Inspectors look at the extent to which governing bodies:

* ensure clarity of vision, ethos and strategic direction
* contribute to the school’s self-evaluation and understand its strengths and weaknesses, including the impact of their own work
* support and strengthen school leadership, including by developing their own skills
* provide challenge and hold the Executive Head and other senior leaders to account for improving the quality of teaching, students’ achievement and students’ behaviour and safety, including by using the data dashboard, other progress data, examination outcomes and test results;
* use performance management systems, including the performance management of the Executive Head, to improve teaching, leadership and management
* ensure solvency and probity and that the financial resources made available to the school are managed effectively
* operate in such a way that statutory duties are met and priorities are approved;
* engage with key stakeholders
* use the Pupil Premium and other resources to overcome barriers to learning, including reading, writing and mathematics
* These criteria include a stronger focus on how governing bodies use data to challenge and hold the Executive Head to account, and how they evaluate their own impact and develop their own skills.

# GOVERNOR VISITS TO THE SCHOOL

## Context

One of the key roles and responsibilities for the Governing Body is to monitor and evaluate the effectiveness of the school. Visits to the school are just one way in which governors increase their knowledge of the working of the school. This knowledge and understanding better enables the Governing Body to carry out its roles of strategic leadership, monitoring and evaluation and holding the school to account for its performance and progress.

## Rationale

Visits enable governors to:

* Show staff and students that they are interested in the life, work and achievement of the school
* See the school at work and observe the range of achievements, attitudes and behaviour
* Get to know the staff, so that they can provide active support and work in partnership
* Be aware of the effect of change and different approaches to teaching and learning
* See evidence of the school’s policies in action
* Evaluate resources and discuss further requirements with staff
* Gain first-hand information to assist with policy making and decision taking
* Increase their understanding of the school’s strengths and areas for development
* Ask informed questions in Governing Body meetings by gaining first-hand knowledge of the workings of the school

## Frequency of Visits

New governors are invited to meet with the Executive Head and undertake an initial visit to familiarise themselves with the school. Governors are encouraged to make at least one visit to the school each academic year during school term time but are welcome and encouraged to visit more often if their commitments allow.

## Visiting classrooms and watching lessons

It is useful for governors to visit classrooms and watch lessons (where possible) in order to:

* Appreciate and understand the work of the staff (teachers and support staff) and how the students are learning
* See the response of students to their work
* Become aware of resource issues
* Be able to ask appropriate questions and hold informed discussions with professionals
* Understand as fully as possible the meaning of the results of monitoring reported to the Governing Body

However, governors are not inspectors, so are not expected to make judgements about the professional expertise of the teachers. That remains a task for senior staff and other education professionals. It would therefore be inappropriate for governors to:

* Make judgements about the quality of teaching
* Report on the progress of individual children
* Pursue personal agendas or check on their own children
* Monopolise teachers’ time

## Confidentiality

Governors should adhere to the highest standards of confidentiality. Please ensure that visit reports do not identify individuals in a critical manner.

## Governor Visit Form

A copy of the visit form should be completed at the time of the visit and emailed to the clerk, head of school and staff member for visit.

Blank copies of this form are available on GovernorHub (in the Governor Resources folder)

CHBP School Federation

Brunswick Park Primary and Nursery School

Osidge Lane,

Southgate,

London

N14 5DU

Tel: 020 8368 3468

Email: office@brunswickpark.barnetmail.net



Church Hill Primary School

Burlington Rise

East Barnet

Hertfordshire

EN4 8NN

Telephone: 020 8368 3431

Email: office@churchhill.barnetmail.net

**Governor Visit Form**

|  |
| --- |
| **Part 1: In advance of the visit** |
| **Name and role of governor(s)** |  |
| **Name and role of staff member(s)** |  |
| **Date, time and length of visit** |  |
| **Agreed focus***Make sure you focus on this agreed reason for the visit. Avoid getting distracted by other issues that haven’t been agreed with the member of staff.* | *Initial visit to meet faculty staff and gain and overview of the department**Looking at a particular subject or year group**Reviewing provision for students with SEND**Reviewing provision for students with Pupil Premium**Focusing on a particular school improvement plan priority**Monitoring the implementation of a particular school policy* |
| **Relevant school objective or priority***This might be taken from the school improvement plan (SIP) objectives or the school’s overarching vision statement.*  | *This enables clarity about the purpose of the visit which can be beneficial to further discussion at governors’ committee meetings or full governing body meetings* |
| **Questions to ask***Note specific questions you want to ask based on the SIP, or points to follow up on from a previous visit.**Consider your questions about Curriculum, SEND, Pupil Premium and Safeguarding.**Share these questions with the staff member you’re visiting in advance, so they can prepare.*  | *In addition, some possible questions to students might be:** *What do you enjoy about being at BP/CH?*
* *How well do you think your teachers know you?*
* *Do you feel safe at school?*
* *What is student behaviour like in lessons?*
* *What would make your school even better for you?*
 |

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| --- |
| **Part 2: During the visit**  |
| **What is the school doing within this area of focus?*** *Ask open questions beginning with ‘what’, ‘how’, ‘when’, ‘how often’, ‘why’, ‘who’ and ‘where’*
* *Don’t be afraid to clarify any terms or acronyms you’re not familiar with*
* *Remember you’re not there to pass judgement on staff or inspect them – you remain an observer*
* *When writing the report, use neutral language and don’t name individual teachers and students*
 |
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| **How do you know the school’s actions are having an impact?** * *Include specific evidence that demonstrates the positive impact the school is having in this area*
* *Where a positive impact hasn’t been made yet, note down why that is and what steps are being taken to make progress*
* *Add any further evidence you’d like to see to help you make a better assessment of the impact*
 |
|  |
| **What successes stood out and why?**  |
|  |
| **Specific additional comments about the school’s curriculum** |
|  |
| **Questions and clarifications to follow up with the Executive Headteacher/Head of School** |
|  |

|  |  |
| --- | --- |
| **Date proforma reviewed by the Governing Body (Curriculum & Standards Committee and/or Full Governing Body** |  |

# Useful websites for governors

|  |  |
| --- | --- |
| **Website** | **Description** |
| **www.gov.uk/dfe** | Department for Education |
| **www.**[**gov.uk**](http://www.gov.uk) | GOV.UK*Government services and information, including Education and Llearning, the Disclosure and Barring Service and the National College for Teaching and Leadership.* |
| [**www.inspiringgovernors.org**](file:///C%3A%5CUsers%5CHead%5CDownloads%5Cwww.inspiringgovernors.org) | Inspiring Governors Alliance*Includes information on key resources and reports for governors* |
| [**www.nga.org.uk**](http://www.nga.org.uk) | National Governors’ Association *Briefing, resources and publications from the representative body for school governors in England.* |
| [**www.ofsted.gov.uk**](http://www.ofsted.gov.uk) | Office for Standards in Education (Ofsted)*Inspection reports, Parent View and School Performance Data Dashboards are available in the Inspection Reports section. Also has a Publications and Research area. Ofsted also produces a regular newsletter.* |
| [**www.tes.co.uk**](http://www.tes.co.uk) | Times Educational Supplement*The world's leading education newspaper online recruitment resource for schools and colleges looking to find new teaching and support staff.* |

# Term dates 2021-22

**AUTUMN TERM – 2021**

Wednesday 1st September - Friday 22nd October

HALF-TERM: Monday 25th October - Friday 29th October

Monday 1st November - Friday 17th December

(Christmas Break Monday 20th December- Monday 3rd January 2022)

**SPRING TERM 2022**

Tuesday 4th January - Friday 11th February

HALF-TERM: Monday 14th February - Friday 18th February

Monday 21st February - Friday 1st April

(EASTER Break Monday 4th -18th April)

**SUMMER TERM 2022**

Tuesday 19th April - Friday 27th May

MAY BANK HOLIDAY: - Monday 2nd May

HALF-TERM: Monday 30th May - Friday 3rd June (Includes bank holidays 2nd June and 3rd June) Monday 6th June - Friday 22nd July Term ends at 1.30pm

School closed for staff training days: Wednesday 1st, 2nd & 3rd September 2021, Tuesday 4th January 2022, Friday 1st July 2022.

# Appendix A:

## Code of Conduct for School Governing Boards

This code sets out the expectations on and commitment required from school governors, trustees and academy committee members in order for the governing board to properly carry out its work within the school/s and the community. It can be amended to include specific reference to the ethos of the particular school. Unless otherwise stated, ‘school’ includes academies, and it applies to all levels of school governance.

This code can also be tailored to reflect your specific governing board and school structure, whether that is as a maintained school or academy, either as a single school or group of schools. Where multiple options are given, i.e. senior executive leader/headteacher and governor/trustee/academy committee member, please amend to leave the option relevant to your governing board.

Once approved by the governing board, the Code will apply to all governors/trustees/academy committee members**.**

**This Code should be read in conjunction with the relevant law and for academies, their articles of association and agreed scheme of delegation. It should be adapted as appropriate depending on the governance setting and level of delegation.**

**The governing board has the following strategic functions:**

Establishing the strategic direction, by:

* Setting and ensuring clarity of vision, values, and objectives for the school(s)/trust
* Agreeing the school improvement strategy with priorities and targets
* Meeting statutory duties

Ensuring accountability, by:

* Appointing the lead executive/headteacher (where delegated)
* Monitoring the educational performance of the school/s and progress towards agreed targets
* Performance managing the lead executive/headteacher (where delegated)
* Engaging with stakeholders
* Contributing to school self-evaluation

Overseeing financial performance, by:

* Setting the budget
* Monitoring spending against the budget
* Ensuring money is well spent and value for money is obtained
* Ensuring risks to the organisation are managed

**As individuals on the board we agree to the following:**

**Role & Responsibilities**

* We understand the purpose of the board and the role of the executive leaders.
* We accept that we have no legal authority to act individually, except when the board has given us delegated authority to do so, and therefore we will only speak on behalf of the governing board when we have been specifically authorised to do so.
* We accept collective responsibility for all decisions made by the board or its delegated agents. This means that we will not speak against majority decisions outside the governing board meeting.
* We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
* We will encourage open governance and will act appropriately.
* We will consider carefully how our decisions may affect the community and other schools.
* We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school/group of schools. Our actions within the school and the local community will reflect this.
* In making or responding to criticism or complaints we will follow the procedures established by the governing board.
* We will actively support and challenge the executive leaders
* We will accept and respect the difference in roles between the board and staff, ensuring that we work collectively for the benefit of the organisation;
* We will respect the role of the executive leaders and their responsibility for the day to day management of the organisation and avoid any actions that might undermine such arrangements;
* We agree to adhere to the school’s rules and polices and the procedures of the governing board as set out by the relevant governing documents and law
* When formally speaking or writing in our governing role we will ensure our comments reflect current organisational policy even if they might be different to our personal views;
* when communicating in our private capacity (including on social media) we will be mindful of and strive to uphold the reputation of the organisation

**Commitment**

* We acknowledge that accepting office as a governor/trustee/academy committee member involves the commitment of significant amounts of time and energy.
* We will each involve ourselves actively in the work of the governing board, and accept our fair share of responsibilities, including service on committees or working groups.
* We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.
* We will get to know the school/s well and respond to opportunities to involve ourselves in school activities.
* We will visit the school/s, with all visits arranged in advance with the senior executive leader/headteacher and undertaken within the framework established by the governing board.
* When visiting the school in a personal capacity (i.e. as a parent or carer), we will maintain our underlying responsibility as a governor/trustee/academy committee member.
* We will consider seriously our individual and collective needs for induction, training and development, and will undertake relevant training.
* We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school’s website.
* In the interests of transparency we accept that information relating to governors/trustees/academy committee members will be collected and logged on the DfE’s national database of governors (Get information about schools).

**Relationships**

* We will strive to work as a team in which constructive working relationships are actively promoted.
* We will express views openly, courteously and respectfully in all our communications with other governors/trustees/academy committee members, the clerk to the governing board and school staff both in and outside of meetings.
* We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
* We are prepared to answer queries from other board members in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
* We will seek to develop effective working relationships with the executive leaders, staff and parents, the trust, the local authority and other relevant agencies and the community.

**Confidentiality**

* We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school.
* We will exercise the greatest prudence at all times when discussions regarding school/trust business arise outside a governing board meeting.
* We will not reveal the details of any governing board vote.
* We will ensure all confidential papers are held and disposed of appropriately.

**Conflicts of interest**

* We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing board’s business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time.
* We accept that the Register of Business Interests will be published on the school/trust’s website.
* We will also declare any conflict of loyalty at the start of any meeting should the situation arise.
* We will act in the best interests of the school as a whole and not as a representative of any group, even if elected to the governing board.

**Ceasing to be a governor/trustee/academy committee member**

* We understand that the requirements relating to confidentiality will continue to apply after a governor/trustee/academy committee member leaves office

**Breach of this code of conduct**

* If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the governing board will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
* Should it be the chair that we believe has breached this code, another governing board member, such as the vice chair will investigate.

**The seven principles of public life**

(Originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations).

**Selflessness** - Holders of public office should act solely in terms of the public interest.

**Integrity** - Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

**Objectivity** - Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

**Accountability** - Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

**Openness** - Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

**Honesty** – Holders of public office should be truthful

**Leadership** – Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

# Appendix B:

## Glossary of Terms

**Academy** Academies are publicly funded independent schools. Academies have different governance arrangements from other schools

**Academy committee** A committee of the trust board in a Multi Academy Trust (MAT). The role and responsibility of any committee is defined in the MAT’s scheme of delegation

**Academy converter** A school which converted to academy status voluntarily (usually high performing at the time of conversion), having previously been a local authority maintained school

**Academy sponsor led** A school which converted to academy status with the support of a sponsor (usually lower performing at the time of conversion)

**Admissions Code** A document providing statutory guidance on schools admission with which all schools must comply

**Articles of Association** The Articles of Association is the formal governing document for an academy and sets out its rules for operating, including the composition of the governing board

**ASCL** Association of School and College Leaders – a headteacher union

**Associate members** Individuals appointed by the governing body of a maintained school. They are not part of the governing body, but are allowed to attend meetings and sit on committees and can be given voting powers. They are appointed for 1-4 years, with the opportunity for re-appointment. An associate member could be a pupil, member of staff or someone with expertise in a particular area. Academies’ Articles of Association allow them to appoint non-governors to committees and give them voting rights

**A level** General Certificate of Education Advanced level – usually completed by some 16-18 year olds after GCSE

**ATL** Association of Teachers and Lecturers – a union for education professionals

**Assessment without levels** A common phrase to describe changes to the primary curriculum. Grade descriptions and levels have now been removed from the national curriculum and it is up to primary schools to decide how they track pupil progress and attainment. Children will still sit SATs exams in KS1 and KS2 as a national benchmark, however they will no longer be given a grade. Instead, they will be given a scaled score, with a score of 100 or above showing that a pupil has met national expectations

**Attainment 8** A headline measure of school performance at GCSE introduced from 2016. Measures the achievement of a pupil across English, maths and six further qualifications (three of which must count in the EBacc measure)

**Attainment targets** These establish what children of different abilities should be expected to know and be able to do by the end of each key stage of the national curriculum NGA Document ©National Governors’ Association 2015 4

**AWPU** Age-Weighted Pupil Unit – the sum of money allocated to the school for each pupil according to age. This is the basic unit of funding for the school

**Baseline assessment** Assessment of pupils’ attainment on entry to year 1 – it is not statutory, but many local authorities encourage schools to carry it out. Schools may now decide to conduct baseline assessments in reception, but again this is not a statutory requirement

**Capital funding** Spending on projects, improvements, and extensions to the school’s land and buildings

**Chair’s action** In maintained schools the chair is allowed to take decisions without asking the governing body if a delay will be detrimental to the school, a member of staff, a pupil or a parent. In academies, this power is not automatic and must be delegated to the chair

**Chief Executive Officer (CEO)** The lead professional and head of the executive branch for a group of academies known as a multi-academy trust (MAT). Although not being a headteacher in any school, they will be ultimately accountable to the governing board for all aspects of the MAT as a whole

**Coasting school** A school or academy whose performance falls within the government’s coasting definition and is therefore eligible for intervention

**Clerk** The Clerk is the ‘constitutional conscience’ of the governing board. They provide advice on governance, constitutional and procedural matters. They also offer administrative support to the governing board and relay information on legal requirements

**Collaboration** An agreement between two or more schools to work together on one particular issue. They keep their individual governing boards, but may set up a joint committee to which they can delegate powers

**Community schools** Maintained schools at which the Local Authority (LA) is the employer, owns the land and buildings and sets the admission criteria. The LA also take a proportion of income known as ‘top slice’ for the provision of central services such as HR, legal etc.

**Community special schools** Maintained schools which make special educational provision for pupils with statements of special educational needs and disabilities (SEND) or education, health and care plans (EHCs), whose needs cannot be fully met from within mainstream provision. The LA is the employer, owns the land and buildings and sets the admission criteria

**Competency framework for governance** A document developed by the DfE, setting out the skills, knowledge and behaviours needed for effective governance

**Competitive tendering** Obtaining quotes or tenders from alternative suppliers before awarding contracts

**Co-opted governor/trustee** Appointed by the governing board, generally on the basis of their skills

**CPD** Continuing Professional Development for school staff or the governing board NGA Document ©National Governors’ Association 2015 5

**DDA** Disability Discrimination Act

**Delegated budget** Money provided to schools, which governors can manage at their discretion

**Delegated powers** Authority given to a committee, an individual governor or the headteacher to take action on behalf of the governing board. In multi academy trusts this also refers to powers delegated to academy committees

**Designated person** Liaises with other services on behalf of young people in care and has a responsibility for promoting their educational achievement

**DfE** Department for Education – the government department responsible for schools and children (formerly DCSF)

**Directed time** Time when a teacher must be available to carry out duties, including attending staff and parent meetings, under the direction of the headteacher – a maximum of 1265 hours in a school year

**Disapplication** A term used where national curriculum requirements may not apply to a pupil

**DSG** Dedicated School Grant – funding from central government to the LA, the majority of which is then delegated directly to individual schools through the LA’s funding formula

**EEF** Education endowment foundation

**EAL** English as an Additional Language

**EBacc** A school performance measure based on achievement of GCSEs in ‘core academic subjects’ of English, maths, history or geography, the sciences and a language

**EBD** Emotional and Behavioural Difficulties

**Education Forum** Established by the government as a consultative group including the National Governors’ Association (NGA), the Local Government Association (LGA) and all the teaching and headteacher unions

**EFA** Education Funding Agency – it is responsible for all revenue and capital funding for schools and is part of the DfE

**EHC plans** Education, health and care plans – the document which replaces statements of SEN and Learning Difficulties Assessments for children and young people with special educational needs

**ESO** Education Supervision Order, which LAs may apply for to deal with cases of poor attendance at school

**Ethos** The morals, values and beliefs that do, or at least should, underpin the school culture

**EWO** Education Welfare Officer – a professional worker who visits pupils’ homes and deals with attendance problems and other welfare matters in co-operation with the school

**Ex officio** Able to attend meetings by virtue of holding a particular office NGA Document ©National Governors’ Association 2015 6

**Exclusion** The temporary or permanent removal of a pupil from school for serious breaches of the school’s behaviour and discipline policy

**Executive headteacher** Unlike a traditional headteacher who leads one school only, an executive headteacher is the lead professional of more than one school; or a lead professional who manages a school with multiple phases; or who has management responsibility significantly beyond that of a single school site

**Extended schools/ services** Schools that provide a range of services and activities often beyond the school day, to help meet the needs of the pupils, their families and the wider community

**Federation** Two or more local authority maintained (or community) schools governed by one governing body

**FFT** Fischer Family Trust – a non-profit company that provides data and analyses to LAs and schools in England and Wales

**Form of entry** The number of classes of 30 children that a school admits each year

**Foundation governor/trustee** Appointed by the foundation board

**Foundation schools** Maintained schools in which the governing body is the employer, owns the land and buildings and sets the admission criteria

**Foundation special schools** Maintained special schools, which have the same freedoms as foundation schools (see above)

**Foundation stage** Curriculum followed by children below statutory school age, in schools and nursery/pre-school provision

**Free school** A type of academy, either a new school set up in response to parental demand or a fee-paying school joining the state education system

**FSM** Free school meals – pupils are eligible for FSM if their parents receive certain benefits

**Funding agreement** The document which sets out the relationship between an academy/MAT and the Education Funding Agency (EFA)/Department for Education (DfE)

**GCSE** General Certificate of Secondary Education

**Governor services** May be ‘in-house’ in larger MATs but often externally commissioned, governor services provide essential support to the governing board which may be in the form of training, advice or clerking services. This has historically been offered by the local authority through a service level agreement. Academies and maintained schools are free to buy into their local authority’s governor services or seek alternative arrangements.

**Governing board** Refers to the board of maintained schools (governing body) and academies/MATs (board of trustees)

**Governing body** Refers to the governing body of a maintained school only NGA Document ©National Governors’ Association 2015 7

**Headteacher Board** Each Regional Schools Commissioner (RSC) has a board of elected headteachers of academies in their area to advise on and scrutinise their decisions

**HLTA** Higher Level Teaching Assistant

**HMCI** Her Majesty’s Chief Inspector of Schools

**HMI** Her Majesty’s Inspector

**HSE** Health and Safety Executive

**IEP** Individual Education Plan for pupils with special educational needs

**IGCSE** International GCSE

**INSET** In-Service Education and Training – courses for practising teachers and other school staff

**Instrument of Government** A legal document setting out the composition of maintained school governing bodies

**KS 1–4** Key stages 1-4. The four stages of the national curriculum: KS1 for pupils aged 5-7; KS2 for 7-11; KS3 for 11-14; KS4 for 14-16. KS5 applies to 16-19 year-olds but is not part of the national curriculum

**Local association** A group of governors and trustees from different schools in the local area. Local associations vary in size and capacity. The smallest local associations may offer an informal support network for local governors whereas larger local associations may organise useful local events and provide formal support and training opportunities

**LA** Local authority – the LA has certain responsibilities regarding education, for example the educational achievement of looked-after children and for school places planning. It will also provide other services to schools, which may be provided via a service level agreement to maintained schools and in many cases academies

**LA Governor** Nominated by the LA but appointed by the governing body

**LAC** Looked After Children – Children who are in care provision. May also refer to children who have been in care at any time in the last six years

**LGA** Local Government Association – national organisation supporting and representing local government

**LGB** Local governing body – a term often used to describe a committee of a trust board for an individual school within a MAT. See LGC, academy committee

**LGC** Local governing committee – a term often used to describe a committee of a trust board for an individual school within a MAT. See LGB, academy committee

**LACSEG** Local Authority Central Spend Equivalent Grant – the funding academies receive to meet their additional responsibilities NGA Document ©National Governors’ Association 2015 8

**Maintained schools** Publicly funded schools overseen by the local authority. These schools must follow the national curriculum and national pay and conditions guidelines.

**MAT** Multi academy trust – where two or more academies are governed by one trust (the members) and a board of trustees (the trustees)

**MAT board** Common term for the board of trustees overseeing a multi academy trust

**Mixed ability** A teaching group in which children of all abilities are taught together

**NAHT** National Association of Head Teachers – a headteacher union

**NASBM** National Association of School Business Managers

**NASUWT** National Association of Schoolmasters Union of Women Teachers – a teaching union

**National College** National College for Teaching and Leadership – the organisation responsible for national training programmes for school leaders, aspiring school leaders and the development of leaders of Children’s Services. In particular, it is responsible for the National Professional Qualification for Headship, the Chairs of Governors’ Leadership Development Programme and National Clerks’ Development Programme

**National curriculum** This was established by the 1988 Education Reform Act to ensure that all pupils receive a broad and balanced education, which is relevant to their needs. Academies do not need to follow the national curriculum, but many still choose to

**National Schools Commissioner (NSC)** A civil servant responsible for co-ordinating the work of the eight RSCs

**NFER** National Foundation for Educational Research

**NGA** National Governors’ Association. The national membership organisation for school governors

**Non-teaching (support) staff** Members of the school staff employed to provide services in a school, such as teaching assistants, cleaners and office staff

**NOR** Number on roll

**NPQH** National Professional Qualification for Headship – training for new or aspiring headteachers

**NQT** Newly Qualified Teacher

**NUT** National Union of Teachers – a teaching union

**Ofqual** Office of the Qualifications and Examinations Register – the regulator of examinations and qualifications

**Ofsted** Office for Standards in Education, Children’s Services and Skills – the body which inspects education and training for learners of all ages and inspects and regulates care for children and young people NGA Document ©National Governors’ Association 2015 9

**PAN** Published Admissions Number – the number of children the LA (or governing board of a foundation or voluntary aided school or academy trust) determines must be admitted to any one year group in the school

**Parent governor/trustee** Member of the governing board elected by the parents of the school’s pupils

**Partnership governor** In schools with a religious character these governors must be appointed with the purpose of preserving and promoting the religious ethos

**Peripatetic teacher** One who teaches in a number of schools, to give specialist instruction, e.g. in music

**PE and sports premium** Funding for years 1 to 6 to provide additional PE and sport beyond that already provided in the curriculum

**PFI** Private Finance Initiative – enables local authorities to enter into contracts with the private sector for the provision of new and/or improved capital assets (infrastructure for example) and related services

**PGCE** Post-Graduate Certificate of Education

**PGR** Parent Governor Representative – elected to serve on a local authority committee discharging the education functions of the LA

**PI** Performance Indicators (sometimes called key performance indicators). Used to evaluate the success of a school or of a particular activity in which it engages

**PPA** Planning, Preparation and Assessment – 10% guaranteed non-contact time for teachers

**Progress 8** A headline measure of school performance at GCSE introduced from 2016. It aims to capture the progress a pupil makes from the end of KS2 to the end of KS4

**PRP** Performance Related Pay – schools following the STCPD must now ensure teachers’ pay is linked to their performance

**PRU** Pupil Referral Unit – alternative education provision for pupils unable to attend a mainstream school or special school

**PSP** Pastoral Support Programme for pupils at serious risk of permanent exclusion

**PTA** Parent Teacher Association – or PSA (Parent Staff Association)

**PTA UK** National membership organisation for parent teacher associations – formerly NCPTA

**PTR** Pupil/Teacher Ratio – this is calculated by dividing the number of pupils in a school by the number of full-time equivalent teachers

**Public Sector Equality Duty** decisions affect people who are protected under the Equality Act 2010 NGA Document ©National Governors’ Association 2015 10

**Pupil premium** Funding allocated to schools to support pupils eligible for FSM, in care, or who have parents in the armed forces

**Pupil profile** Broad evaluation of a pupil’s personality, interests and capabilities – this forms part of the pupil’s Record of Achievement

**QTS** Qualified Teacher Status

**Quorate** A meeting is quorate if a sufficient number of members are present. Decisions can only be ratified if a meeting is quorate

**Quorum** The minimum number of members present at a meeting before decisions can be made

**Regional Schools Commissioners (RSCs)** Civil servants that act on behalf of the Secretary of State. Their responsibilities include intervening in underperforming academies and free schools, making decisions on conversion to academy status, and encouraging and deciding on applications for academy sponsors. There are eight RSCs serving different regions, reporting to the Schools Commissioner.

**Resolution** A formal decision which has been proposed, seconded and agreed – not necessarily by a vote – at a meeting

**Revenue funding** Revenue funding can be spent to provide services and buy items that will be used within a year. Examples include salaries, heating, lighting, services and small items of equipment

**ROA** Record of Achievement

**SACRE** Standing Advisory Council on Religious Education – local statutory board which advises on religious education and collective worship

**SATs** Standard Assessment Tasks – used for national curriculum assessment

**Scheme of delegation** A document defining the lines of responsibility and accountability in a MAT, sometimes referred to as a Roles and Responsibilities document

**School business manager** A professional employed by a school with responsibility for financial management and often other areas such as human resources and health and safety management. Usually part of the senior leadership team

**School census** A statutory return which takes place during the autumn, spring, and summer terms. Maintained schools and academies should take part in the census

**School development plan** The operational document describing how the school will work towards the strategic priorities set by the governing board NGA Document ©National Governors’ Association 2015 11

**Schools Forum** A Schools Forum has been established in each LA area to advise on the allocation of the funding for schools – the majority of places on this board should be filled by governors and headteachers, preferably in equal numbers

**Secondment** The release of staff on a temporary basis for work elsewhere

**SEND** Special Educational Needs and Disabilities – learning difficulties for which special educational provision has to be made

**SENCO** SEN Co-ordinator – the teacher responsible for co-ordinating SEND provision in the school

**SENDIST** Special Educational Needs and Disability Tribunal

**Service level agreement** A contract between a service provider (the local authority or another private sector provider) and a school that defines the level of service expected from the service provider

**Service premium** Funding allocated to schools to support pupils whose parents are serving in HM armed forces, or have at any time since 2011, or who are in recipient of a child’s pension from the ministry of defence

**Secretary of State for Education** The senior government minister with responsibility for education. Leads the Department for Education

**Setting** A system of organising pupils into ability groups for particular subjects

**SFVS** Schools Financial Value Standard – a means for the governing board to assess its financial processes, capabilities and skills

**Short inspection** A one day Ofsted inspection carried out at ‘good’ schools (or special schools, nurseries, and PRUs judged ‘outstanding’)

**SIMS** Schools Information and Management System – a computer package to assist schools in managing information on pupils, staff and resources, provided by Capita

**Special school** Pupils with a statement of special educational needs and disabilities (SEND) or an education, health and care plan, whose needs cannot be fully met from within mainstream provision

**Special Unit (or Resourced Provision)** A unit attached to a mainstream school to cater for children with specific special needs

**Sponsor** An organisation or person who has received approval from the DfE to support an underperforming academy or group of academies. Examples of sponsors include academies, businesses and charities.

**SSAT** Specialist Schools and Academies Trust

**Staff governor/trustee** Elected by those who are paid to work at the school NGA Document ©National Governors’ Association 2015 12

**Statementing** Officially assessing a child as having special educational needs. In 2014 this procedure was replaced by education, health and care plans

**STPCD** School Teachers’ Pay and Conditions Document – an annually published document which forms a part of the contract of all teachers and headteachers in maintained schools in England and Wales. Many academies will also follow the STPCD

**Strategic plan** The school’s strategic document which sets out a small number of key priorities for the school over the next 3-5 years. The governing board should take the lead on developing the strategic plan

**STRB** School Teachers’ Review Body – makes recommendations to the Secretary of State on teachers’ pay

**Streaming** Placing pupils in classes according to their ability across a range of subjects

**TA** Teaching Assistant

**Teaching schools** Schools that work with others to provide CPD for school staff

**Teaching school alliances** Led by teaching schools and include schools that are benefiting from support as well as strategic partners

**Terms of reference** The scope and limitations of a committee’s activity or area of knowledge

**TLR** Teaching and Learning Responsibility – payments made to teachers for an additional responsibility

**Trust Deed** The deed by which a voluntary aided or a voluntary controlled school has been established

**Trustee board** The governing board of a single academy trust or MAT

**UNISON** Union of Public Employees. Many school support staff will be members of tis union

**Virtual school headteacher** Looked after children are on a virtual school roll, and each local authority will employ an experienced teacher to oversee the educational progress of all children under the care of that particular LA. The virtual school headteacher will have the specialist knowledge to provide extra support to designated teachers. They will also work with professionals in the Children's Services department of the council and with all schools in the area to promote the education of children in care

**VA** Voluntary Aided - A school set up and owned by a voluntary board, usually a church board, largely financed by the LA. The governing board employs the staff and controls pupil admissions and religious education. The school’s buildings and land (apart from playing fields) will normally be owned by a charitable foundation. VA schools set their own admissions criteria in line with the admissions code. NGA Document ©National Governors’ Association 2015 13

**Value Added (VA)** The progress schools help pupils make relative to their individual starting points – rather than looking at raw results VA also takes into account the prior attainment, thus enabling a judgment to be made about the effect of the school on pupils’ current attainment

**VC** Voluntary Controlled: usually a denominational school wholly maintained but with certain residual rights regarding religious worship

**Vertical grouping** Classes formed (in primary schools) with children of different age groups

**Virement** The agreed transfer of money from the budget heading to which it has been allocated to another budget heading

**Vision** The school’s vision should, in a few sentences, describe what the school will look like in three to five years’ time

**VOICE** A teaching union

**Vocational** A subject that would not be considered academic in the traditional sense. Students in key stage 4 and key stage 5 may undertake a vocational apprenticeship or qualification as a viable alternative to GCSEs or A levels

**Work experience** A planned programme as part of careers education, which enables pupils to sample experience of a working environment of their choice in school tim

# Appendix C:

## Key Priorities for 2021-22



**CHBP School Improvement Plan 2021-22**

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| **KEY DEVELOPMENT POINTS** |
| To ensure feedback is consistently of a high quality across the school and makes a marked impact on the progress of ALL pupils. |
| To redevelop and adjust the Year 3 curriculum so that all pupils are effectively supported and challenged and have access to a broad and inspiring curriculum. |
| To ensure that ALL LSAs make a marked impact on pupil achievement. |
| To continue to develop the teaching of computing, French and Music and to introduce the new RSE curriculum. |
| To develop EYFS provision so that it is in line with the new EYFS framework and so that there are high levels of challenge for ALL pupils. |
| To ensure that ALL pupils with SEND make excellent progress from their starting points. |