

GOVERNORS MANUAL

2018-19



*We are here to feel **secure**, be **valued** and to **learn***

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BOARD OF GOVERNORS

Governor	Type of Governor
Mr John Littler	Headteacher
Mr Malcolm McIntosh	Co-opted Governor
Mr Thom Watts	Staff Governor
Mr Chris Forrest	Co-opted Governor
Mr Aswad Qadeer	Co-opted Governor
Mrs Lesley Snow	Co-opted Governor
Mr David Hughes	Parent Governor
Mr Mike Clews	Co-opted Governor
Mrs Julie Page	Local Authority Governor
Mr Gareth Fryar	Co-opted Governor
Mr Imtiaz Jamil	Co-opted Governor
Miss Kathryn Shaw	Co-opted Governor
Mrs Amanda Avery	Co-opted Governor
Mr Lee Ratcliffe	Parent Governor
Mrs Jane Dilorenzo	Associate Member

Total = 14 Governors (+ 1 Associate Members)

Clerk to Board of Governors: Kirsten Riley

Below have been members of the Board of Governors in the past 12 months

Mr Michael Scott	Parent Governor – resigned Jan 18
Mrs Julie Lawson	Co-opted Governor – resigned Dec 17

INSTRUMENT OF GOVERNMENT

Headteacher

1 x Staff Governor

2 x Parent Governors (Elected)

1 x LA Governor (Nominated by LA)

9 x Co-opted Governors (Appointed by Board of Governors)

TYPES OF GOVERNORS

Being a school governor is interesting, worthwhile and rewarding. The 'board of governors' should operate at a strategic level, leaving the headteacher and senior school leaders responsible and accountable to it for the operational day-to-day running of the school.

The board should avoid its time being consumed with issues of secondary importance, and focus strongly on three core functions:

- setting the vision and strategic direction of school;
- holding the headteacher to account for its educational performance;
- ensuring financial resources are well spent.

Governors need a robust process and framework for setting priorities, creating accountability and monitoring progress. This manual aims to set out the remit and approach of the Board of Governors of Barrow Hall Primary School so that parents, staff and potential new governors can understand the work we do to support the school. The Board of Governors agree the aims, objectives and policies for the school then monitor progress toward the agreed aims.

Governors are asked to act with integrity, honesty and objectivity and give their time voluntarily to work as part of a team. It is important that governors are aware of their roles and responsibilities and act at all times in the best interests of the school. The Board of Governors is made up of governors offering different skills and experiences. They all share a common interest in the success of the school. The categories are:

- **parent governors** – elected by and representative of parents at the school, representative not delegate;
- **staff governor** – elected by and representative of staff at the school, representative not delegate;
- **LA governor** – nominated by the local authority under agreed procedures and appointed by the Board of Governors;
- **co-opted governors** – invited and appointed by the Board of Governors to represent the local community or business and to provide additional skills;

Support for Governors

Barrow Hall utilise the Clerking Service provided by Warrington Local Authority and therefore benefit from the advice and support of The Learning Partnership. Governors are able to access National Governors' Association membership and resources as well as a termly Newsletter.

COMMITTEES

Appeals, Complaints and Hearings Committees	Pupil Discipline Committee
Any Governor subject to availability and impartiality	Any Governor subject to availability and impartiality
Headteachers Performance Management Committee	
Mr David Hughes Mrs Kathryn Shaw Mr Chris Forrest Mr Aswad Qadeer - Review Officer External Advisor – Mr Derek Barnes	

Chair to be elected annually by Board of Governors

Clerk to be appointed annually by Committee of Board of Governors

In Spring 2018, the Board of Governors reviewed the Committee Structure. It was decided to move to a model of full board meetings only.

Governing Body Meetings

Meeting 1 – Autumn (end September week 3 or 4 of term)

- 1. Governing Body** **Chair of Governors**
 - 1. Election of Chair
 - 2. Election of Vice Chair
 - 3. Appointment of Clerk to Governors
 - 4. Governor Manual:
 - Ratification of GB structure,
 - Specific governor roles for the year
 - Delegated Powers
 - Code of Conduct (to be signed by all governors)
 - Business Interest Forms (to be signed by all governors)
 - 5. Governor Safeguarding and Training Update

- 2. Headteacher’s Report** **Head**
 - 1. End of Year Outcomes Report
 - 2. Contextual Report: Pupil/Class numbers, Gender Split, disadvantaged pupils, SEND, EAL numbers
 - 3. Attendance report for previous year
 - 4. Other key achievements/emerging priorities

- 3. Staffing** **Resources Lead Governor**

1. Staffing arrangements
2. Headteacher Appraisal Arrangements

4. Safeguarding **Standards Lead Governor**

Annual Report from Deputy Headteacher/Safeguarding Link Governor

- racist incidents
- bullying incidents
- training
- vulnerable pupils
- Website Monitoring and Filtering

5. External Reports **Standards Lead Governor**

6. Governor Visits to School Forms **Nominated Governor**

7. Policies **Chair of Governors**

1. Review/Adopt School Policies
2. Safeguarding Policy annual review
3. Behaviour Policy annual review

8. Any Other Business

Part 2: Staffing related issues

Meeting 2 – Autumn Term (Early November – 1st / 2nd week of Autumn 2)

- 1. Presentation**
School Council

 - 2. Pupil Targets** **Standards Lead Governor**
Set and agree targets related to SIP

 - 4 SEND** **SEND Link Governor**
SEND Report

 - 5. Safeguarding Report** **Safeguarding Link Governor**

 - 6. School Improvement Plan/SEF** **Chair of Governors**
Review of last year's SIP
Agree new School Improvement Plan

 - 7. External Reports** **Standards Lead Governor**

 - 8. Policies** **Chair of Governors**
Review/Adopt School Policies

 - 9. Any Other Business, and Date of Next Meeting**
- Part 2:**
- Staffing** **Resources Lead Governor**
Appraisal Summary from previous year
Agree staff salaries and increases
Review staff/leadership objectives for Current Year
- Other Staffing issues**

Meeting 3 - Autumn Term (1st /2nd Week December)

- 1. Presentation** **Chair of Governors**
Middle Leadership Subject Presentation

- 2. Budget** **Resources Lead Governor**
Budget update
Pupil Premium Report
PE/Sports Funding Report
Review Financial regulations

- 2. Analysis of External Data** **Standards Lead Governor**
Inspection Dashboard
FFT Governors dashboard

- 3. Headteacher's Report** **Head**
Update on School Improvement Plan progress
Other key achievements/emerging priorities

- 4. Grounds & Premises** **Resources Lead Governor**
Site Safety and Security
Site Maintenance Programme
Health and Safety Audit Progress

- 5. Safeguarding** **Standards Lead Governor**
Termly Report from Deputy Headteacher/Safeguarding Link Governor
 - racist incidents
 - bullying incidents
 - training
 - vulnerable pupils
 - Website Monitoring and Filtering

Meeting 4 - Spring Term (week 3 or 4 of Spring Term)

- | | |
|--|---------------------------|
| 1. Presentation
Middle Leader Subject presentation | Chair of Governors |
| 2. Governing Body
Governor Visits to School Reports | Chair of Governors |
| 3. Headteacher's Report
1. End of Term Outcomes Report
- Review Pupil Year Group Progress
- Review progress of Disadvantaged Pupils
2. Attendance Report
3. Exclusions Report
4. Other key achievements/emerging priorities | Head |
| 4. External Reports | Chair of Governors |
| 5. Accessibility Plan Review | Head |
| 6. Policies
Review/Adopt School Policies | Chair of Governors |
| 7. Any Other Business, and Date of Next Meeting | |

Part 2 Staffing issues

Meeting 5 - Spring Term (week 3 or 4 of Spring 2)

- 1. Presentation** **Chair of Governors**
1. Middle Leader Subject presentation

- 2. Budget** **Resources Lead Governor/Finance Officer**
Budget Update
Review End of Year Outturn
Agree/Ratify Budget for new financial year
SFVS

- 3. School Website** **Standards Lead Governor**
Update Legally Required Information and Data

- 4. Headteacher's Report** **Head**
Update on School Improvement Plan progress
Other key achievements/emerging priorities

- 6. SEND update** **SEND Link Governor**

- 6. External Reports** **Standards Lead Governor**

- 7. Grounds & Premises** **Resources Lead Governor**
Site Safety and Security
Site Maintenance Programme
Health and Safety Audit Progress

- 8. Safeguarding** **Standards Lead Governor**
Report from Deputy Headteacher/Safeguarding Link Governor
- racist incidents
- bullying incidents
- training
- vulnerable pupils
- Website Monitoring and Filtering

- 9. Policies** **Chair of Governors**
Review/Adopt School Policies

- 10. Any Other Business, and Date of Next Meeting**

Part 2: Staffing Issues

Meeting 6 - Summer Term (week 3 or 4 of summer term)

- | | |
|--|---------------------------------------|
| 1. Presentation
Equalities Team
Middle Leadership Subject Presentation | Chair of Governors |
| 2. School Improvement Plan
Review Progress | Chair of Governors |
| 3. Headteacher's Report
End of Term Outcomes Report
- Review Pupil Year Group Progress
- Review progress of Disadvantaged Pupils
Attendance Report
Exclusions Report
Other key achievements/emerging priorities | Head |
| 4. Disadvantaged Pupils' Plan Update | Disadvantaged Pupils' Governor |
| 5. PE and Sports Premium Update | Head/PE Lead |
| 6. External Reports | Standards Lead Governor |
| 7. Governor skills audit/self evaluation of governance | Chair of Governors |
| 8. Policies
Review/Adopt School Policies | Chair of Governors |
| 9. Any Other Business, and Date of Next Meeting | |

Part 2 Staffing issues

May 18 :Budget Final outturn

Meeting 7 - Summer Term (Mid July)

- 1. Presentation**
School Council Review
Chair of School Council
- 2. Governing Body**
Evaluate Effectiveness
Skills Audit/preparation for Autumn 1 Governing Body Structure proposal
Chair of Governors
- 2. Headteacher report**
Initial End of Year Outcomes Report – statutory assessments
Update on School Improvement Plan progress
Other key achievements/emerging priorities
Head
- 3. Budget**
Budget Update
Budget Benchmarking
Resources Lead Governor
- 4. SEND update**
SEND Link Governor
- 5. Grounds & Premises**
Governor Health & Safety Walk around the School Site
Site Safety and Security
Site Maintenance Programme
Health and Safety Audit Progress
Resources Lead Governor
- 5. External Reports**
Standards Lead Governor
- 6. Policies**
Review Adopt School Policies
2018: LA H and S, Preventing Extremism
Chair of Governors
- 7. Any Other Business, and Calendar for next year**

Part 2 – Staffing issues

Governor Commitment:

- 7 Full Board Meetings (3 x Autumn Term, 2 x Spring Term, 2 x Summer Term) – minimum of 5/7 attended. Expected 2 hrs per meeting. 6pm start.
- EGMs as required
- Link Governors (SEND, Safeguarding, Health and Safety, Disadvantaged Pupils, Equalities, others are required) – 3 visits per year/1 per term. Meet with staff member with specific role
- Governor Learning Walks – 3 per year/1 per term (all governors invited, expectation of attendance at minimum of 1). Focus on SIP priorities. Approx. 1-1.5 hrs in classrooms, then summary meeting to agree visit note.
- Chair of Governors – frequent visits to school (at least fortnightly updates), plus half termly meeting re School Improvement Plan/Self Evaluation
- Standards Lead Governor – meet with HT termly re Outcomes (week 1 or 2 of each term)
- Resources Lead – meet termly with Business Manager, Head (as budget planning process)
- Staff/Governor Event – every two years or as required

Management of Meetings/Clerking

- Meetings will all be clerked by the same person (LA clerk)
- Within two weeks of the meeting, minutes and action log to be circulated. Governors agree minutes under matters arising at next meeting.
- Governors to decide on paperwork/electronic documentation (NB. school can provide iPads in meetings for governors who do not bring own device)
- Governor secure area on website to be established – all meeting papers – Part 1- to be posted here.

THE ROLE OF THE CHAIR OF THE BOARD OF GOVERNORS

- The Chair, with support from the Vice Chair, is responsible for ensuring the effective functioning of the board. It is the Chair's role to give the board clear leadership and direction, keeping it focused on its core functions.
- Chairs should encourage governors to work as an effective team, building their skills, knowledge and experience. They need to ensure that all governors are actively contributing relevant skills and experience, participating constructively in meetings, and playing their part in the work of any committees. It is their role to make sure every governor knows what is expected of them and receives appropriate induction and training. It is for the chair to have honest conversations, as necessary, if governors are not pulling their weight.
- To ensure meetings are run effectively, focusing on priorities and making the best use of time available, and to ensure that all members have an equal opportunity to participate in discussion and decision-making.
- To establish and foster an effective relationship with the Headteacher based on trust and mutual respect for each other's roles. The Chair has an important role in ensuring that the Board of Governors acts as a sounding board to the Headteacher and provides strategic direction.

Disqualification – the Headteacher, Staff Governor, Staff Members

The Chair has no distinct power or accountability different to any other Governor but it is important for the Chair to

- Have a positive relationship with Headteacher (offering challenge and support)
- Have awareness of procedural requirements for governance (supported by the Clerk)
- Ability to organise discussions and meetings
- Have knowledge & understanding of the school
- Be available to make emergency decisions
- An awareness of skills in leadership and teamwork
- Be willing to support and represent the school

More information on the Role of the Chair, see “Leading Governors”
www.gov.uk

THE ROLE OF THE CLERK TO THE BOARD OF GOVERNORS

- ❖ To work effectively with the Chair of Governors, the other Governors and the Headteacher to support the Board of Governors.
- ❖ To advise the Board of Governors on constitutional and procedural matters, duties and powers.
- ❖ To convene meetings of the Board of Governors including distribution of agenda papers and reports.
- ❖ To attend meetings of the Board of Governors and ensure minutes are taken.
- ❖ To maintain a register of members of the Board of Governors and report vacancies to the Board of Governors.
- ❖ To give and receive notices in accordance with relevant regulations.

Disqualification – Governors, Associate Members, the Headteacher

The Clerking Service to the Full Governing Body is provided by Warrington LA and is subject to annual subscription to the service.

THE BOARD OF GOVERNORS

The Board of Governors needs to take a strategic role, hold the Headteacher to account for school performance and be accountable for its decisions. It should set aims and objectives and agree, monitor and review policies, targets and priorities

- Ensuring clarity of vision, ethos and strategic direction;
- Holding the headteacher to account for the educational performance of the school 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.
- To agree constitutional matters, including procedures where the Board of Governors has discretion
- To recruit new members as vacancies arise and to appoint new governors where appropriate
- To appoint or remove the Chair and Vice Chair
- To appoint or remove a Clerk to the Board of Governors
- To suspend a governor
- To decide which functions of the Board of Governors will be delegated to groups and individuals
- To receive reports from any individual or committee to whom a decision has been delegated and to consider whether any further action by the Board of Governors is necessary
- To approve the budget plan of the financial year
- To keep the Health and Safety Policy and its practice under review and to make revisions where appropriate
- To monitor progress of the school towards achieving the priorities in the School Improvement Plan
- To provide support and challenge to the SLT
- To establish and keep under review a protocol for Governor Visits to school
- To establish and review the Remits for Linked/Named Governor e.g. SEN Governor, Safeguarding Governor, in accordance with decisions of the Governing Body to appoint such Governors.
- To consider curricular issues which have implications for Financial decisions and to make recommendations to Board
- To ensure that the school fulfils its statutory and moral responsibility to safeguard the physical and emotional wellbeing of our children;
- To agree school curricular targets for statutory annual tests;

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| <ul style="list-style-type: none"> • To monitor progress towards curricular and attendance targets; • To review appropriate policies and support the headteacher in implementing those policies • To support the headteacher in ensuring the maintenance and development of standards of teaching and learning; • To review the termly Link Adviser (or appointed external officer) report; • To monitor the impact of Pupil Premium spending; • To monitor relevant external and internal pupil progress data • To oversee arrangements for educational visits, including the appointment of a named co-ordinator |
| <ul style="list-style-type: none"> • To provide advice to Governing body and Head on all Finance matters. • To plan and set school budget. • To monitor all financial information reports and to report, as appropriate, to the Governing body. • To consider the spending plans of other committees and to advise the Governing body. • To agree the level of delegation to the Head for day-to-day financial management of the school. • To ensure that the requirement for non-public funds ('School Fund') to be audited is carried out at least annually. • Consider & make initial decisions re: staff discipline/grievances in accordance with procedures. • Review & recommend for Governing body adoption, procedures for dealing with discipline/grievances and ensure staff awareness. • Undertake formal consultations on Personnel matters. • Draft & review when necessary, redundancy criteria for Governing body approval. • Review salaries of Head, Deputy & Assistant Head annually. • Review Head's salary to be undertaken by Performance Management Group in accordance with procedures. • Review staffing whenever a vacancy arises, at least annually per school development plan (Spring). • To achieve the aims of the whole school pay policy in a fair and equal manner; • To apply the criteria set by the whole school pay policy in determining the pay of each member of staff at the annual review; • To make decisions on expenditure following recommendations from other committees; |
| <ul style="list-style-type: none"> • To determine whether sufficient funds are available for pay increments as recommended by the head teacher; In the light of the head teacher Performance Management Group's recommendations, to determine whether sufficient funds are available for increments; • To minute clearly the reasons for all decisions and report the fact of |

- these decisions to the next meeting of the full governing body;
- To keep abreast of relevant development and to advise the governing body when the schools pay policy needs to be revised;
 - To work with the head teacher in ensuring that the governing body complies with the Appraisal Regulations 2012 (teachers).
 - To advise the Governing Body on priorities, including Health and Safety, for the maintenance and development of the school's premises
 - To oversee arrangements for repairs and maintenance
 - To oversee premises-related funding bids
 - To oversee arrangements, including Health and Safety, for the use of school premises by outside users, subject to governing body policy
 - To establish and keep under review a Building Development Plan
 - To establish and keep under review an Accessibility plan

Membership – As per the Instrument of Government

Quorum:	One half of the number of Governors in post
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ADDITIONAL / SPECIAL COMMITTEES

HEARINGS AND/OR APPEALS COMMITTEE

Terms of reference:

- To make any decisions under the Board of Governors' personnel procedures e.g. disciplinary, grievance, capability where the Headteacher is the subject of the action*
- To make any determination or decision under the Board of Governors' General Complaints Procedure for Parents and others
- To consider any appeal against a decision to dismiss a member of staff *
- To consider any appeal against a decision short of dismissal under the Board of Governors' personnel procedures e.g. disciplinary, grievance, capability*
- To consider any appeal against selection for redundancy*

*cannot be delegated to an individual

Disqualification – The Headteacher. Members of any Hearing Committee may not sit on any subsequent Appeal Committee.

Membership – not less than 3 Governors

(NB. The number appointed to any Hearing Committee directly affects the number required for an Appeal Committee)

(It is suggested that only experienced governors be appointed to this committee and that the Chairman of Governors, due to probable prior knowledge, should not be a member)

Clerking – Local Authority Clerking Service

PUPIL DISCIPLINE COMMITTEE

Terms of reference:

- To consider representations from parents in the case of exclusions of 5 days or less (*Committee may not re-instate*)
- To consider representations from parents in the case of exclusions totalling more than 5 but not more than 15 school days in one term (*meeting to be held between 6th and 50th school days after receiving notice of the exclusion*)
- To consider the appropriateness of any permanent exclusion or any exclusion where one or more fixed period exclusions total more than 15 school days in one term or where a pupil is denied the chance to take a public examination (*meeting to be held between 6th and 15th school days after receiving notice of the exclusion*)
- To ensure that the DfE guidance is followed in the school, with specific reference to the role assigned to the Board of Governors.
- To review a decision to uphold a permanent exclusion subject to direction or recommendation to do so by an Independent Review Panel.
- To review the School Behaviour and Discipline Policy, and make recommendations on changes to the Board of Governors or relevant committee

Membership – 3 Governors

NB: The Board of Governors may nominate a pool of governors from which three will serve as the Discipline Committee to consider particular exclusions. If a governor has a connection with the pupil or the incident that could affect their ability to act impartially they should not serve on the Committee.

Disqualification – The Headteacher, Any Governor with prior knowledge of the pupil or the incident.

Clerking –TBA

Terms of reference:

- To arrange to meet with the External Adviser (or Link Adviser subject to purchase of School Improvement Service Contract) to discuss and agree the Headteacher's performance targets
- To decide, with the support of the External Adviser, whether the targets have been met and to set new targets annually
- To monitor through the year the performance of the Headteacher against the targets
- To make recommendations to the Finance Committee in respect of awards for the successful meeting of targets set

Membership – 3 Governors

Disqualification –The Headteacher and Staff Governors

LINK GOVERNORS

LINKED GOVERNOR	MEMBER OF STAFF
Safeguarding Governor – Chris Forrest	Jane Dilorenzo (DHT)
SEN Governor – Aswad Qadeer	Thom Watts (SENCo)
Disadvantaged Pupils – Amanda Avery	John Littler
Health and Safety – Mike Clews	Rob Bate
Malcolm McIntosh - Equalities Governor	Jenni Hewitson

In addition, a link Governor will be allocated to each School Improvement Plan Key Priority

For 2018-19:

The Effectiveness of Leadership and Management			
1	Ensure ALL subject leaders are relentless in maintaining high quality systems for monitoring the quality of teaching and learning and pupils' progress through national accreditation in their subject.	John Littler	David Hughes
2	Ensure that all teachers, led by the Pupil Premium Champion, are unrelenting in meeting targets for each pupil on the Disadvantaged Pupils' Plan	John Littler	Amanda Avery
3	Implement promotion of highly transferable concepts into the curriculum to ensure opportunities to make links in learning are maximised	John Littler	David Hughes
4	Use Sugar Tax alongside Sports Premium to further increase physical activity by all pupils	Steph Forrester	David Hughes
5	Governors to ensure that they communicate the school vision and priorities clearly to the school community and beyond	Chris Forrest	Chris Forrest
6	Achieve Stonewall Silver Award and work towards Gold Award	Jenni Hewitson	Malcolm McIntosh
7	Complete the Lead Practitioner Programme, demonstrating clear and lasting impact of metacognition approaches on pedagogy across school	Ray Rudd	Chris Forrest
8	Establish Staff Well Being programme to and be able to demonstrate positive and measurable impact	Heather Flute	Chris Forrest
9	Continue to support other schools in developing effective SEND and Safeguarding procedures	Jan Shaw	Chris Forrest
Quality of Teaching, Learning and Assessment			
10	Ensure consistency of high standards of work and expectations in lessons in ALL subjects throughout school	Jane Dilorenzo	David Hughes
11	Develop consistent, whole school approach to teaching and learning of multiplication tables	Jane Dilorenzo	David Hughes
12	Ensure all children read frequently and are further developing their love of reading, further embedding excellent practice developed in 17-18 and supporting high standards in writing, especially for boys	Claire Lawton	David Hughes

13	Further improve progress in Computing through effective, systematic CPD	Chelsea Evans	David Hughes
14	Further improve progress in Geography through effective, systematic CPD	Una McCullagh	David Hughes
15	Further improve progress in History through effective, systematic CPD	Rachel Mather	David Hughes
16	Ensure high expectations in all PE lessons, especially for Y6 girls.	Steph Forrester	David Hughes
Personal Development, Behaviour and Welfare			
17	Establish lunchtime nurture 'drop in' provision to support vulnerable pupils as required	John Littler	Amanda Avery
18	Improve attendance of Disadvantaged pupils	Jan Shaw	Amanda Avery
The Effectiveness of Early Years Provision			
18	Ensure ALL of the learning environment (including new outdoor area) is fully accessed by pupils and provides consistently high quality and challenging learning opportunities which fully develop all the characteristics of effective learning	Claire Lawton	David Hughes
20	Ensure even swifter intervention for pupils at risk of not achieving GLD	Claire Lawton	David Hughes
21	Ensure all boys consistently access appropriately challenging reading and writing learning activities in all learning areas	Claire Lawton	David Hughes
Outcomes for Pupils			
22	Ensure progress rates place the school in at least the top 20% of schools (at least 91% of pupils achieve the expected level in Maths, 89% in Reading) at the end of Y6	Thom Watts	David Hughes
23	Ensure 41% achieve a high score in reading and in 41% in maths at the end of Y6	Thom Watts	David Hughes
24	Ensure at least 78% are working at 5.5 COMBINED at end of Y5 and RWM at ARE/GD are sustained/improved	Carla Bonner	David Hughes
25	Ensure at least 74% are working at 5.5 COMBINED at end of Y4 and RWM at ARE/GD are sustained/improved	Jane Dorenzo	David Hughes
26	Ensure at least 80% are working at 5.5 COMBINED at end of Y3 and RWM at ARE/GD are sustained/improved	Lea Shaw	David Hughes
27	Ensure at least 75% of boys working at 3.5+ in Writing at the end of Y3	Lea Shaw	David Hughes
28	Ensure 81% Combined ARE at end of Key Stage 1 other outcomes at least in line with 2017 at ARE/GD (ARE: Comb: 76; R: 82; W: 78; M: 88; GD: Comb: 17; R: 41; W: 24; M: 35; Phonics Cumulative Y2: 99%)	Ray Rudd	David Hughes
29	Ensure boys achieve 86% in Reading and 80% Writing at the end of Key Stage 1	Ray Rudd	David Hughes
30	Ensure at least 78% are working at 1.5 COMBINED at end of Y1 and RWM at ARE/GD are sustained/improved	Kate Blundell	David Hughes
31	Ensure at least 90% achieve the level of the phonics screen (boys?)	Kate Blundell	David Hughes
32	Ensure at least 86% of pupils achieve ELG in Literacy and Maths	Claire Lawton	David Hughes

Governors' Calendar for 2018-19

<u>AUTUMN TERM 2018</u>		
Standards Governor Visit (with Chair if possible)	Tuesday 11 th September – 1-2pm	Summary of EOY Outcomes. Priorities for 18-19, link to SIP. Prep for Board Meeting 1
Disadvantaged Pupils' Governor visit	Tuesday 11 th September – 2-3pm	Summary of EOY Outcomes. PP Action Plan. Review of 17-18. Prep for Board Meeting 1
Full Board Meeting 1	Thursday 27th September - 6pm	See agreed agenda in manual
Safeguarding Governor visit	TBC – before half term	Safeguarding action plan and audit review. Inspection of SCR. Case study. Prep for Board Meeting 2
LA Finance Officer Meeting	Thursday 4 th October – 10am	
Governors' Learning Walk	Tuesday 16 th October – 930-1130am	Key School Improvement Priority focus.
SEND Governor Visit	Week of 8/10/18	Prep for Board Meeting 2 SEND outcomes, Action Plan
Half Term		
Full Board Meeting 2	Thursday 1st November – 6pm	See agreed agenda in manual
Finance Governor Visit/ LA Finance Officer Meeting	Tuesday 13 th November – 10am	Preparation for Board Meeting 3
Health and Safety Governor visit	Week of 19 th November	Walk round. H and S audit actions. Follow up from previous visit
Full Board Meeting 3	Tuesday 11th December – 6pm	See agreed agenda in manual
<u>SPRING TERM 2019</u>		
Standards Governor Visit (with Chair if possible)	Monday 14 th January 1-2pm	Summary of EOterm Outcomes/milestones. Prep for Board Meeting 4
Disadvantaged Pupils' Governor visit	Monday 14 th January 2-3pm	Progress towards Action Plan/Milestones Prep for Board Meeting 4
Finance Governor Visit/ LA Finance Officer Meeting	Thursday 17 th January – 10am	Budget update
Full Board Meeting 4	Thursday 24th January – 6pm	See agreed agenda in manual
Governors' Learning Walk	Wednesday 13 th February – 9.30-11.30	Key School Improvement Priority focus

SEND Governor Visit	Week of 11/2/18	Prep for Board Meeting 5 Progress towards Action Plan
Half Term		
Safeguarding Governor Visit	Friday 1st March – 8-9.30am	Termly Report. Prep for Board Meeting 5
Health and Safety Governor Visit	Friday 1st March 9.30-10.30	Audit update, walk round.
Finance Governor Meeting	Tuesday 5th March – 10am	Prep for Board Meeting 5 Budget Update. Budget for 19-20 prep for ratification at Board meeting
Full Board Meeting 5	Tuesday 12th March – 6pm	See agreed agenda in manual
<u>SUMMER TERM 2019</u>		
Standards Governor Visit (with Chair if possible)	Friday 26th April – 1-2pm	Summary of EO term Outcomes/milestones. Prep for Board Meeting 6
Disadvantaged Pupils' Governor visit	Friday 26th April – 1-2pm	Progress towards Action Plan/Milestones Prep for Board Meeting 4
Full Board Meeting 6	Thursday 9th May – 6pm	See agreed agenda in manual
Half Term		
Governors' Learning Walk	Thursday 13th June – 9.30-11.30	Key School Improvement Priority focus/SATs Monitoring
Finance Governor Visit	Week of 17/6/19	Budget update
SEND Governor visit	Week of 17/6/19	Progress towards action plan
Safeguarding Governor Visit	Friday 5th July 8.30-9.30	Termly Report. Prep for Board Meeting 7
Health and Safety Governor Visit	Friday 5th July 9.30-10.30	Audit update, walk round.
Full Board Meeting 7	Monday 15th July – 6pm	See agreed agenda in manual Need to be Thursday to allow for KS2 results to be published

Termly visits will also be arranged by the Equalities Governor

This code sets out the expectations on and commitment required from governors in order for the Board of Governors to properly carry out its work within the school and the community. It can be amended to include specific reference to the aims and ethos of the particular school. It has been completed with reference to 'Model Procedures: Code of Conduct: Legislation, Policies and Procedures' (2018) National Governors' Association.

The purpose of the Board of Governors

The Board of Governors is the school's accountable body. It is responsible for the conduct of the school and for promoting high standards. The Board of Governors aims to ensure that children are attending a successful school which provides them with a good education and supports their well-being. Over the past decade the responsibilities of governing bodies have grown; and the 'Every Child Matters' agenda has meant that schools are now accountable for children's health and well-being in the community and for a wide range of extended services provision out of school hours.

The Board of Governors:

Sets the strategic direction of the school by:

- Setting the values, aims and objectives for the school
- Agreeing the policy framework for achieving those aims and objectives
- Meeting statutory duties
- Agreeing the school improvement strategy which includes approving the budget (and associated risks) and agreeing the staffing structure

Challenges and supports the school by monitoring, reviewing and evaluating:

- The implementation and effectiveness of the policy framework
- Progress towards agreed School Improvement Plan priorities
- The implementation and effectiveness of the school improvement strategy
- The budget and the staffing structure

Ensures accountability by:

- Regularly reviewing the Self Evaluation Form, including through external advisers
- responding to School Improvement Partner and Ofsted reports when necessary

- holding the headteacher to account for the performance of the school
- ensuring parents and pupils are involved, consulted and informed as appropriate
- engaging with stakeholders and making information available to the community

Appoints and performance manages the headteacher who will deliver the aims (through the day to day management of the school, implementation of the agreed policy framework and school improvement strategy and delivery of the curriculum) and report appropriately to the Board of Governors.

For governing bodies to carry out their role effectively, governors must be:

- Prepared and equipped to take their responsibilities seriously;
- Acknowledged as the accountable body by the lead professionals;
- Supported by the appropriate authorities in that task; and
- Willing and able to monitor and review their own performance.

The role of a governor

In law the Board of Governors is a corporate body, which means:

- 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;
- Governors 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.
- All governors carry equal responsibility for decisions made, and
- although appointed through different routes (i.e. parents, staff, Local Authority Community, the Board), the overriding concern of all governors has to be the welfare of the school as a whole.

General

- We understand the purpose of the Board of Governors and the role of the headteacher as set out above
- We are aware of and accept the Nolan seven principles of public life: see appendix
- We accept that we have no legal authority to act individually, except when the Board of Governors has given us delegated authority to do

so, and therefore we will only speak on behalf of the Board of Governors when we have been specifically authorised to do so.

- 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 government and will act appropriately. 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 accept collective responsibility for all decisions made by the Board of Governors or its delegated agents. This means that we will not speak against majority decisions outside the Board of Governors meeting.
- 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. Our actions within the school and the local community will reflect this.
- 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
- In making or responding to criticism or complaints affecting the school we will follow the procedures established by the Board of Governors.

Commitment

- We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the Board of Governors, and accept our fair share of responsibilities.
- We will make full efforts to attend all meetings and where we cannot attend explain in advance in full why we are unable to.
- We will get to know the school well and respond to opportunities to involve ourselves in school activities.
- Our visits to school will be arranged in advance with the staff and undertaken within the framework established by the Board of Governors and agreed with the headteacher.
- We will consider seriously our individual and collective needs for training and development, and will undertake relevant training

- We are committed to actively supporting and challenging the headteacher.
- Governors 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 will be collected and logged on the DfE's national database of governors (Edubase).

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, 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 governors 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 headteacher, staff and parents, 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 business arise outside a Board of Governors meeting.
- We will not reveal the details of any Board of Governors vote.
- We will ensure all confidential papers are held and disposed of appropriately.

Conflicts of interest

- We will record (and publish on the school website) any pecuniary or other business interest that we have in connection with the Board of Governors' business in the Register of Business Interests.
- We will declare any pecuniary interest - or a personal interest which could be perceived as a conflict of interest - in a matter under discussion at a meeting and offer to leave the meeting for the appropriate length of time.
- 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.
- We understand that the requirements relating to confidentiality will continue to apply after a governor leaves office

Breach of this code of practice

- If we believe this code has been breached, we will raise this issue with the Chair and the Chair will investigate; the Board of Governors should only use suspension 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.
- We understand that any allegation of a material breach of this code of practice by any governor shall be raised at a meeting of the Board of Governors, and, if agreed to be substantiated by a majority of governors, shall be minuted and can lead to consideration of suspension from the Board of Governors.
- We are aware of the provisions of regulation 15(1) of the School Governance (Procedures) (England) Regulations 2003, as amended, which pertain to the grounds for suspension as a school governor and of Schedule 6 to the School Governance (Constitution) (England) Regulations 2007 relating to the disqualifications from the role of school governor and of Schedule 4 to the School Governance (Constitution) (England) Regulations 2012 relating to the disqualifications from the role of school governor (held as a separate document)

The Board of Governors of Barrow Hall Community Primary School initially adopted this code of practice in Autumn 2015 and reviews it as part of this manual at least annually. In Autumn 2018, it was reviewed in line with updated NGA Guidance. Governors will sign the Code at the first Board of Governors meeting of each school year.

Undertaking:

As a member of the Board of Governors I will always have the well-being of the children and the reputation of the school at heart; I will do all I can to be an ambassador for the school, publicly supporting its aims, values and ethos; I will never say or do anything publicly that would embarrass the school, the Board of Governors, the Headteacher or staff.

Signed

Printed name

Date:

Appendix: 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. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

Integrity

Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

Objectivity

In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

Accountability

Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

Openness

Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

Honesty

Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership

Holders of public office should promote and support these principles by leadership and example.