



DETAILED
HANDBOOK FOR SCHOOL

GOVERNANCE
2016/2017

OWLS
(Oadby Wigston Leicestershire Schools)
Academy Trust

This handbook is produced as an induction and information resource for new Governors and as a framework for the Governing Bodies of the Trust to be as effective as they can in carrying out their roles and responsibilities.

(The booklet is produced to support all schools and may refer to school meaning all schools at times)

Please also see the Trust Governor Handbook.

Chair of Trustees: Dr Jonathan Tedds

Contents Page

Vision:

Oadby Wigston & Leicestershire Schools (OWLS) Academy Trust is committed to the core values of excellence, equity and effectiveness...

Promoting high levels of engagement, aspiration, achievement and enterprise across two schools.



Principles:

1. The overriding principle is the success and wellbeing of the children educated within the Trust schools.
2. There is an expectation of professional challenge, support and development between member schools.
3. Trust between members is essential for the success of the collaboration.
4. Trust is engendered by: confidentiality, openness and professionalism. The Head Teacher and teacher standards provide a framework for this professionalism.
5. The Trust members will take account of data protection policies in all work they do.
6. The Trust members abide by the principles of best value and the long term benefit and gain of all the member schools. The budget will support the priorities based on the action plan. The Trust will not hold great sums of money but it will be spent to benefit the children in the schools at that time.
7. Our work is focused on raising standards of provision in all areas of the Ofsted criteria and securing school improvements. Collaboratively we aim to respond quickly and effectively supporting and working with the local committees, developing national priorities and local initiatives. Needs are identified across the Trust and responded to effectively both by the whole group and sub-groups

Documentation:

- Trust agreement – articles
- Terms of Reference
- Planning

“On a cold winter’s day, a group of porcupines huddled together to stay warm and keep from freezing. But, soon they felt one another’s quills and moved apart. When the need for warmth brought them closer together again, their quills again forced them apart. They were driven back and forth at the mercy of their discomforts until they found the distance from one another that provided both a maximum of warmth and a minimum of pain.”

Arthur Schopenhauer

From: Buonfino, A., and Mulgan, G. (2006) Porcupines in Winter, London: The Young Foundation

**Members: Chris Garner, Phil Clarke, Miriam Johnson, Helen Tait, Rohit Gohil,
Chief Education Officer (CEO): Peter Merry, September 2016**

Governance for the schools

1. The name of the Trust is '**Oadby Wigston and Leicestershire Schools Academy Trust.**'
2. The Trust is made up of 4 schools with 3 local governing bodies.
3. The name of the governing bodies are '**The Governing Body of Glenmere Langmoor, Little Hill and Fernvale Governing Body**'

The governing body of Glenmere Langmoor shall consist of: Eleven members

- a. **four** Parent governors;
- b. **three** Staff governors, including the Heads of school at each school;
- c. **four** co-opted Governors.

The total number of governors is **Eleven**.

The governing body of Little Hill shall consist of: fourteen members

- d. **four** Parent governors;
- e. **three** Staff governors, and the head teacher;
- f. **six** co-opted Governors.

The total number of governors is **Fourteen**.

The governing body of Fernvale shall consist of: Ten members

- g. **four** Parent governors;
- h. **one** Staff governor, including the Heads of school at each school;
- i. **five** co-opted Governors.

The total number of governors is **Ten**

The total numbers of **Trustees is 9 with 5 members and two key staff**

The Academy came into effect on **24th September 2015** - (previously Glenmere Langmoor Academy Trust)

The Role of the Chair's of the Local Governing Bodies

- ❖ To ensure the business of the Governing Body is conducted properly, in accordance with legal and Leicestershire County Council delegation requirements.
- ❖ 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 CEO, Executive Head Teacher and Head Teacher based on trust and mutual respect for each other's roles.
- ❖ The Chair has an important role in ensuring that the Governing Body acts as a sounding board to the CEO and Head Teacher and provides strategic direction

The Role of the Chair of a Committee

- ❖ To ensure the business of the Committee is conducted properly, in accordance with legal requirements

- ❖ 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

The Role of the Clerk to Committees

- ❖ To advise the Committee on procedural and legal matters as appropriate
- ❖ To convene meetings of the Committee and organise agendas
- ❖ To attend meetings of the Committee and ensure minutes are taken
- ❖ To perform such other functions with respect to the Committee as may be determined by the Governing Body from time to time

The Role of the Clerk to the Governing Body

- ❖ To work effectively with the Chair of Governors, the other Governors and the CEO / Head Teacher to support the Governing Body
- ❖ To advise the Governing Body on Constitutional and Procedural Matters, duties and powers
- ❖ To convene meetings of the Governing Body
- ❖ To attend meetings of the Governing Body and ensure minutes are taken
- ❖ To maintain a register of members of the Governing Body and report vacancies to the Governing Body
- ❖ To give and receive notices in accordance with relevant regulations
- ❖ To perform such other functions as may be determined by the Governing Body from time to time.

Local Governing Body Terms of Reference

Full Board Governor meetings for Business

Meetings: (3) Termly Membership: All Governors

Quorum will be half the appointed governors (50% of voting members)

Main meetings will be to attend to the business of the School by:-

1. At the beginning of the school year electing governors to positions of leadership, responsibility and specific links to assist the Governing Body's in its monitoring role
2. At the beginning of the school year to agree its organisation, structure, membership and terms of reference for committees
3. To ensure that in all meetings minutes / reports are received from all those committees (usually in the form of their approved minutes and working papers, confidential papers excepted, which will then become part of the statutory papers and records of the school)
4. Regularly reviewing the school ethos, aims and values with stakeholders
5. Taking strategic decisions in the best interests of the schools and making outline plans based on advice and information from the CEO, Head teacher, Local Authority or Department for Education (DFE)(EFA) (Education Funding Agency)
6. Monitoring the performance of the school against targets set and the School Development Plan key priorities

7. Reviewing the School Prospectus and Profile and other information for parents/carers and other stakeholders (marketing and promotion)
8. Reviewing policies & routines (other than those delegated to committees or individuals)
9. Receiving reports from the Local Authority or DFE / EFA (Education Funding Agency)
10. Receiving the Executive / Head teacher (HT) termly report on the current situation in school and responding to issues such as, attendance, behaviour, child protection, complaints, exclusions, inclusion and special educational needs, race and disability matters
11. Promoting Community Cohesion, Well-being through the wider curriculum activities, inclusion and the extended schools agenda
12. Having regard to the governing body statutory responsibilities and the expectations in inspection
13. Developing the skills of governors through knowledge, understanding, being involved in the life and work of the school and training in challenge as 'critical friends' to the Head teacher and senior staff

The governing bodies, reporting to the members of the trust has a strategic role in the review and management of the school and therefore its key responsibilities include setting priorities, including finance spending and deployment of resources for accountability through the:-

1. Strategic Development Plan/or Strategic Plan and School Development Plan (SP and SDP)
2. The school Self-Evaluation Form (SEF)
3. The school Prospectus and Profile
4. A 3 year financial plan
5. The annual budget
6. The School Scheme of Financial Delegation and Internal Finance Procedures
7. The Governors and Staff Handbooks (Duty of Care)

- ❖ To agree constitutional matters*, including procedures where the Governing Body has discretion
- ❖ To recruit new members as vacancies arise and to appoint new governors* where appropriate
- ❖ To hold at least three Governing Body meetings a year*
- ❖ To appoint or remove the Chair and Vice Chair*
- ❖ To appoint or remove a Clerk to the Governing Body*
- ❖ To establish the committees of the Governing Body and their terms of reference* To appoint the Chair of any committee (*if not delegated to the committee itself*)
- ❖ To appoint or remove a Clerk to each committee*
- ❖ To suspend a governor*
- ❖ To decide which functions of the Governing Body will be delegated to committees, 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 Governing Body is necessary*
- ❖ To approve the first formal 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 review the delegation arrangements annually*
- ❖ To agree the work of the Governing Body and its committees for each term and beyond
- ❖ To agree, by early in the autumn term, the programme of work and calendar of meetings for the Governing Body and its committees for the school year, based on known cycles of school improvement, financial management, staffing issues and communicating with parents
- ❖ To monitor the progress of work being undertaken by committees and individuals
- ❖ To establish and keep under review Critical Incident policy and procedures

- ❖ To consider recommendations made by committees with regard to the working of the Governing Body
- ❖ To establish and keep under review a protocol for the Governing Body
- ❖ To establish and keep under review arrangements for Governors' visits to school
- ❖ To oversee arrangements for Governor involvement in formulating and monitoring the School Improvement Plan
- ❖ To make recommendations to the Governing Body to establish exceptional working arrangements where particular circumstances arise e.g. a joint committee to oversee a building project or a special committee to oversee an Ofsted inspection
- ❖ To be available and respond to matters of particular difficulty, sensitivity or emergency and offer advice to the Executive / Head Teacher
- ❖ To undertake tasks delegated to them by the Governing Body

Delegating work to committees

- ❖ A Governing Body can fulfil some of its responsibilities through a series of committees and on an annual basis must:
- ❖ define their terms of reference
- ❖ define extent of its delegated authority to each committee
- ❖ ensure it receives minutes and relevant working papers of the committee's meetings
- ❖ review the committee's remit and membership annually

Parent Staff Co-opted Associate	Local Governing Body	Finance / Staffing /Extended Schools Committee	Curriculum Committee Monitoring and Evaluation	Safe Guarding / Health and Safety Committee
Glenmere Langmoor	Claire McGorum Chris Hill Martin Satchwell Sam Pole Phil Clarke Nicola Wilkie Shanine Hlali Miriam Johnson Helen Bonser Sam Conlon Emma Houghton	Meetings: (5) termly Quorum: at least 3 voting members of governing body Membership: At least 3 governors Chair: Phil Clarke Pay Committee/Audit Chair: Chris Hill 1. Emma Houghton 2. Sam Pole 3. Phil Clarke * Chair 4. Claire McGorum 5. Miriam Johnson 6. Chris Hill 7. Martin Satchwell	Meetings: (3) Termly Quorum: at least 3 voting members of governing body Membership: At least 3 governors Quorum: at least 3 voting members of governing body Chair Claire McGorum 1. Sam Conlon 2. Shanine Hlali 3. Claire McGorum* 4. Phil Clarke 5. Miriam Johnson	Meetings: (3) Termly Quorum: at least 3 voting members of governing body Chair: Miriam Johnson Membership: At least 3 governors 1. Miriam Johnson* 2. Helen Bonser 3. Nicola Wilkie 4. Chris Hill 5. Shanine Hlali
Little Hill	Jonathan Tedds – Chair Fiona Weston – Vice Chair Stephen Mallon James Blacklaws Margaret James Andy Wilkinson Vacancy Vacancy Helen Cartledge-Splitt Michelle Upex Vina Pankhania	Meetings: (5) termly Quorum: at least 3 voting members of governing body Membership: At least 3 governors Chair: Pay Committee/Audit Chair: Jonathan Tedds 1. Jonathan Tedds 2. Fiona Weston 3. Andy Wilkinson 4. Helen Cartledge – Splitt 5. Margaret James 6. James Blacklaws	Meetings: (3) Termly Quorum: at least 3 voting members of governing body Membership: At least 3 governors Quorum: at least 3 voting members of governing body 1. Jonathan Tedds 2. Steven Mallon (Chair) 3. Michelle Upex 4. Margaret James 5. Vacancy	Meetings: (3) Termly Quorum: at least 3 voting members of governing body Quorum: At least 3 voting members Chair: Membership: At least 3 governors 1. Jonathan Tedds 2. Fiona Weston (Chair) 3. Andy Wilkinson 4. Helen Cartledge – Splitt 5. Margaret James 6. James Blacklaws

		<p>Meetings: (5) termly Quorum: at least 3 voting members of governing body</p> <p>Membership: At least 3 governors</p> <p>Chair: Phil Clarke</p> <p>Pay Committee/Audit Chair: Chris Hill</p>	<p>Meetings: (3) Termly Quorum: at least 3 voting members of governing body</p> <p>Membership: At least 3 governors</p> <p>Quorum: at least 3 voting members of governing body</p>	<p>Meetings: (3) Termly Quorum: at least 3 voting members of governing body</p> <p>Chair: Miriam Johnson</p> <p>Membership: At least 3 governors</p>
Fernvale	<p>Ali Goodman (Chair)</p> <p>Sally Shields</p> <p>Michelle Allen</p> <p>Craig Sands</p> <p>Priscilla Clarke</p> <p>Radha Kumari</p> <p>Bharat Keshwala</p> <p>Ann Fox</p> <p>Leona Smith</p> <p>Rebecca Johnson</p> <p>Natalie Hackett</p> <p>Janet Robinson</p> <p>Jade Payne</p>	<p>Meetings: (5) termly Quorum: at least 3 voting members of governing body</p> <p>Membership: At least 3 governors</p> <p>Chair: Ali Goodman</p> <p>Pay Committee/Audit Chair: Helen Tait</p> <p>Michelle Allen</p> <p>Ann Fox</p> <p>Bharat Keshwala</p>	<p>Meetings: (3) Termly Quorum: at least 3 voting members of governing body</p> <p>Membership: At least 3 governors</p> <p>Quorum: at least 3 voting members of governing body</p> <p>Chair: Sally Shields</p> <p>Ali Goodman</p> <p>Radha Kumari</p> <p>Rebecca Johnson</p> <p>Ann Fox</p>	<p>Meetings: (3) Termly Quorum: at least 3 voting members of governing body</p> <p>Quorum: At least 3 voting members</p> <p>Chair: Craig Sands</p> <p>Membership: At least 3 governors</p> <p>Will be filled at FGB 20th Spetember</p> <p>Ms Robinson</p> <p>Mrs Payne</p>

Pay Review Committee - linked with Finance/Staffing

Appeals Committee

Meetings as necessary & membership to be confirmed by the Governing Body

To receive Appeals for all issues

Members advised by Chair and Executive / Head depending on the issue to ensure no tainting

Membership: 3 governors

Training should be required for all governors in the conduct of appeals before they are asked to be a member of such a committee

Terms of reference:

- To consider any appeal against a decision to dismiss a member of staff made by the Hearings Committee
- To consider any appeal against a decision short of dismissal under the Governing Body's personnel procedures e.g. disciplinary, grievance, capability
- To consider any appeal against selection for redundancy
- Any items which individual governing bodies may wish to include*
- cannot be delegated to an individual

Appeals, staff:

Membership – not less than 3 members of the Governing Body (as per the Committee list)

(N.B. The number appointed to this committee directly affects the number required for an Appeal Committee)

Terms of reference:

- To make any determination to dismiss any member of staff (*unless delegated to the Executive / Head Teacher*)
- To make any decisions under the Governing Body's personnel procedures e.g. disciplinary, grievance, capability where the Executive / Head Teacher is the subject of the action*
- To make any decisions relating to any member of staff other than the Executive / Head Teacher, under the Governing Body's personnel procedures (*unless delegated to the Head Teacher*)
- To make any determination or decision under the Governing Body's General Complaints Procedure for Parents and others
- To make any determination or decision under the Governing Body's Curriculum Complaints Procedure, in respect of National Curriculum disapplication's, and the operation of the Governing Body's charging policy
- Elect chair annually
- Review personnel procedures (disciplinary, grievance, redundancy) annually
- Share decisions of hearings, but not the findings, with full Governing Body
- *cannot be delegated to an individual**
- Disqualification** – The Executive / Head Teacher and staff
- Only experienced governors to be appointed to this committee and if the Chair of Governors has prior knowledge of the matter to be discussed, then he should not be a member.

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 guidance contained in the 'Improving Attendance and Behaviour' document is practised in the school, with specific reference to the role assigned to the Governing Body

Membership – 3

If a governor has a connection with the pupil or the incident that could affect their ability to act impartially they should not serve at the hearing. The Chair has the casting vote.

Disqualification – The Executive / Head Teacher and staff

Any Governor with prior knowledge of the pupil or the incident.

(It is suggested that neither the Chair of Governors nor a member of staff, due to probable prior knowledge, should be a member)

If an appeals committee is required then no member of the original hearing can be a member

Clerking arrangements

Clerking arrangements for Full Governing Body meetings: Andrew Tatlow

Meetings: internal staffing

COMMITTEE	MEMBERS		
	Glenmere Langmoor	Little Hill	Fernvale
PERFORMANCE MANAGEMENT	1. Phil Clarke 2. Nicola Wilkie 3. Peter Merry	1. Jonathan Tedds 2. Fiona Weston 3. Margaret James	Ali Goodman Michelle Allen Ann Fox
SAFE GUARDING - HEALTH AND SAFETY	1. Miriam Johnson* 2. Helen Bonser 3. Nicola Wilkie 4. Chris Hill 5. Shanine Hlali	1. Fiona Weston (Chair) 2. Jonathan Tedds 3. Andy Wilkinson 4. Helen Cartledge- Split	Craig Sands Ms Robinson Mrs Payne
CURRICULUM	1. Sam Conlon 2. Shanine Hlali 3. Claire McGorum* 4. Phil Clarke 5. Miriam Johnson	1. Stephen Mallon (Chair) 2. Rohit Gohil 3. Margerat James 4. Helen Cartledge- Splitt 5. Jonathan Tedds	Ali Goodman Sally Shields Radha Kumari Rebecca Johnson Ann Fox
FINANCE/ STAFFING, EXTENDED SCHOOLS	1. Emma Houghton 2. Sam Pole 3. Phil Clarke * Chair 4. Claire McGorum 5. Miriam Johnson 6. Chris Hill 7. Martin Satchwell	1. Andy Wilkinson (Chair) 2. Fiona Weston 3. Jonathan Tedds 4. Michelle Upex	Ali Goodman Helen Tait Rebecca Johnson Bharat Keshwala
AUDIT	1. Sam Conlon 2. Shanine Hlali 3. Phil Clarke 4. Claire McGorum 5. Miriam Johnson 6. Chris Hill * Chair 7. Martin Satchwell	1. Steven Mallon 2. Vacancy 3. Vacancy	Ali Goodman Helen Tait Bharat Keshwala
Pay Committee	1. Chris Hill 2. Phil Clarke 3. Martin Satchwell	1. Jonathan Tedds 2. Fiona Weston 3. Margaret James	Ali Goodman Michelle Allen Ann Fox
Clerk			Kathryn Christie-Smith

BEHAVIOUR/PUPIL EXCLUSION	1. Nicola Wilkie 2. Emma Houghton 3. Miriam Johnson	1. Vacancy 2. Vacancy 3. Steven Mallon	Craig Sands Bharat Keshwala Michelle Allen
MONITORING GROUP (School Dev Plan)	Open to all Governors	Open to all Governors	Open to all Governors
TRAINING DEVELOPMENT GOVERNOR	1. Claire McGorum	Vacancy	

GOVERNORS RESPONSIBLE IN SPECIFIC AREAS

AREA	GOVERNOR		
	Glenmere Langmoor	Little Hill	Fernvale
SEN (Special Educational Needs)	1. Claire McGorum - Glenmere 2. Sam Pole - Langmoor	Fiona Weston	Bharat Keshwala
Computing	1. Chris Hill	Jonathan Tedds	Ms Robinson
(More Able Children)	1. Claire McGorum	Fiona Weston	Sally Shields
LITERACY / ENGLISH	1. Sam Conlon - Glenmere 2. Nicola Wilkie - Langmoor	Steve Mallon	Sally Shields
NUMERACY / MATHS	1. Phil Clarke / Glenmere 2. Helen Bonser - Langmoor	Vacancy	Ali Goodman (temporary)
CHILD PROTECTION	1. Nicola Wilkie 2. Miriam Johnson	Jonathan Tedds	Ali Goodman
PUPIL PREMIUM	1. Chris Hill		

CURRICULUM AREA	GOVERNOR		
ART	1. Phil Clarke	Vacancy	Vacancy
DESIGN AND TECHNOLOGY	1. Phil Clarke	Vacancy	Bharat Keshwala
GEOGRAPHY	1. Martin Satchwell	Andy Wilkinson	Radha Kumari
HISTORY	1. Phil Clarke	Andy Wilkinson	Radha Kumari
PHYSICAL EDUCATION	1. Chris Hill	Helen Cartledge-split	Michelle Allen
RELIGIOUS EDUCATION/ PSHE	1. Miriam Johnson	Helen Cartledge-split	Ali Goodman
SCIENCE	1. Martin Satchwell	Jonathan Tedds	Craig Sands
MUSIC	1. Shanine Hlali	1.	Vacancy
MODERN FOREIGN LANGUAGE	1. Shanine Hlali	1.	Radha Kumari
Assessment	1 Emma Houghton - Lang 2 Helen Bonser - Glen	1	Ann Fox

STAFF DISMISSAL/PUPIL EXCLUSION POOL			ADMISSIONS /APPEALS/ COMPLAINTS POOL		
Glenmere Langmoor	Little Hill	Fernvale	Glenmere Langmoor	Little Hill	Fernvale
1. Nicola Wilkie 2. Martin Satchwell 3. Miriam Johnson	Jonathan Tedds Steven Mallon Fiona Weston	Ali Goodman	1. Phil Clarke 2. Miriam Johnson 3. Nicola Wilkie	Jonathan Tedds Steven Mallon Fiona Weston	Ali Goodman

Finance / Staffing /Extended Schools Committee Terms of Reference

Main Functions

1. To assist the Governing Body in fulfilling its responsibilities in the management of the school budget, staffing, Extended school arrangements and school voluntary funds by :-
 - a. drawing up the budget for approval by the governing body
 - b. exploring different expenditure options and assessing expenditure bids
 - c. forecasting likely future pupil rolls and income levels
 - d. monitoring budgeted income and expenditure
 - e. monitoring and adjusting in-year expenditure levels - virement
 - f. ensuring accounts are properly finalised at year end reviewing the outturn
 - g. administering the school's voluntary/private funds
 - h. evaluating the effectiveness of financial decisions
2. To attend to all financial matters delegated by the Governing Body as directed by the School Scheme of Financial Delegation and Internal protocols for budget holders, achieve, report to EFA and sustain Financial Management and Governance self-assessment - FMGS.

Finance

1. Drafting proposals for the Governing Body on how the school's delegated budget should be spent, in accordance with their SDP and the statutory curriculum requirements laid down by government
2. Monitoring the annual budget and ensuring the budget is managed effectively.
3. Ensuring the school meets all its statutory obligations, and through the head teacher complies with its financial regulations.
4. Decide whether to delegate their powers to spend the delegated budget to the executive / head teacher if so, they should establish the financial limits of delegated authority.
5. Be consulted by the DFE on significant changes to the EFA's fair funding.
6. The best means can be determined for giving governors the financial information they need for decision-making purposes.
7. Establishing formal procedures and a timetable for budget planning – following academy finance timeline.
8. Ensuring that only a balanced sound budget is approved.
9. Ensuring that financial records are maintained that can provide auditors and inspectors with explanations they consider necessary.
10. Responding promptly to recommendations made by auditors or inspectors.
11. Ensuring that the school obtains best value for money when purchasing goods and services.
12. Establishing a charging policy for the supply of goods and services (lettings).
13. Establishing and maintaining a register of business interests of governors and staff who influence financial decisions. This should be open to examination by governors, staff, parents and the DFE/EFA.
14. Ensuring that financial duties of staff are clearly described to avoid potential conflicts.

15. Ensuring in conjunction with the Strategic Director, Executive / Head teacher that:

- salary payments are only made to school employees
- salary payments made in accordance with appropriate conditions of employment
- salary payments only made for services provided to the school
- appropriate deductions are made (Tax and NI)
- payroll changes are accurately recorded and promptly processed
- deciding, after careful consideration, whether or not to insure risks not covered by the DFE
- Authorising the disposal or write off of stock, procedures for taking school equipment off site and its return (Lap tops etc.)
- Following EFA DFE Academies financial handbook

General

1. To make minutes of all meetings available to governors.
2. The Finance/Staffing/Extended schools Committee will consist of a minimum of 4 members and will usually meet once every term before the full Governor's meeting where possible. A majority of Governors to school managers is required to constitute a meeting. A quorate of (50%) voting members is required.
3. Extent of delegation – The committee has delegated power to act in all matters as set out above, subject to the School Scheme of Financial Delegation.
4. Review – The committee membership and terms of reference will be reviewed at the first meeting of the Governing Body held during the autumn term.
5. Training - to see that all Governors and members of staff involved with finance are offered training as appropriate and this is record as appropriate.
6. To ensure that all documents and routines are in place so that the school can achieve the FMGS.

Staffing

Main Functions

1. Receive reports and monitor all staffing issues - determine the staff complement and a pay policy for the school (in accordance with School Teachers Pay and Conditions and advice from the Local Authority and DFE / EFA).
2. Ensure that all essential duties are carried out and all requisite controls are exercised without unnecessary duplication of effort by staff and governors, respectively – monitoring work/life balance.
3. In turn, ensure that staff fully understand their roles and responsibilities, especially in respect of financial management, agree with the record of them in their job descriptions, and can be held accountable for how they carry them out.
4. Review and recommend the school staffing structure to the governing body.
5. Review on a regular basis all staffing policies, taking advice from the Local Authority, EFA after their local consultation with unions and associations.
6. Review Performance Management policy and codes of practice in the school - establish a written performance management policy to govern staff appraisal, after making sure that all staff have been consulted.
7. Be responsible for the Performance Management of the Strategic Director, Executive / Head teacher.
8. Receive reports on Pupils numbers and staff projections – financial implications for budget.
9. Receive the Executive / Head teacher's staffing review.
10. Manage all Staff Appointments – meetings as necessary in line with policy and delegations.

The role of the Strategic Director / Executive / Head teacher with the Governors Finance Committee

1. To be responsible to the Governors for the day to day financial management of the school.
2. To implement DFE / EFA financial regulations and report to Governors on changes and developments.

3. To ensure that regular financial monitoring occurs, audits and records are carried out efficiently and effectively.
4. To be accountable for all school monies, stock and assets.
5. To present the Governors with monthly reports on the school's finances and raise any issues which might have implications for the school current or future budgets.
6. To discuss short and long term plans and work with the governors to develop appropriate strategic plans.
7. To attend courses to update skills and knowledge and to arrange for financial training for other members of staff.

The role of the School Bursar/Secretary with the Governors Finance Committee

1. To carry out the administration of the school finances alongside the Strategic Director / Executive / Head teacher and attend Governor Finance meetings as appropriate.
2. To institute a regular back up system for digital data making sure that the school computer system is safeguarded with appropriate passwords.
3. To issue orders, check and reconcile invoices and expenditure making sure that the proper signatures and cash handling systems are used.
4. To ensure that the correct income is due to the school and to ensure that the school makes correct payments by due dates.
5. To check that all governor and staff registers of pecuniary interest, the asset register and equipment taken off site records are up to date.
6. To attend appropriate courses and training in financial matters.
7. To complete all Paperwork requested by EFA and accountants returning according to academy timelines.

MEMBERSHIP

The committee should consist of up to no more than 14 Governors of whom one is the Executive Head / Head Teacher. The Finance Committee shall endeavour to maintain a link (through a common Governor) to the other two Governor Committees; i.e., Curriculum and Health & Safety. If the Chair of the Finance Committee is unavailable to attend a meeting, a Vice Chair will be appointed for the meeting and will assume the role of Chair in all matters.

QUORUM

The quorum shall be 50% representation of members.

MEETINGS

The Committee shall meet termly or twice a term as necessary.

TERMS OF REFERENCE

Monetary

To provide guidance and assistance to the Strategic Director / Executive Head/ Head Teacher, Strategic Leadership team and the Governing Body in all matters relating to budgeting and finance.

To review financial policy statements, including consideration of long term planning and resourcing. Monitor and ensure that the requirements of the Statement of Internal Control are adhered to and that the document is signed as required.

At the Summer and then Autumn Term meeting approval of the formal budget plan for the new financial year.

To receive regular reports on the Schools income and expenditure, showing a comparison of those against the budget estimates and to take remedial action where necessary.

ensuring the annual accounts are produced in accordance with the requirements of the Companies Act and the DfE EFA guidance issued to academies;

- authorising the award of contracts over £5,000;
- authorising changes to the academy personnel establishment and
- reviewing the reports of the Responsible Officer on the effectiveness of the financial procedures and controls. These reports must also be reported to the full Governing Body.

To ensure financial action points and recommendations, as provided by internal and external audit control, are actioned, monitored and successfully implemented;

To review the School Finance Policy on an annual basis.

To check on Governors travelling and subsistence expenses.

The Finance Committee will consider all audit matters and consideration of audit proposals in their meetings as and when appropriate. Any decisions relating to audit matters taken by the Finance Committee will be reported to the Full Governing Body at the earliest opportunity.

School Development Plan

To consider each year's strategic and school development plan, identify the priorities and present an annual budget to the Governing Body for approval.

Site and Buildings

To receive regular reports on the Schools property and to make recommendations on the work to be done in collaboration with the Management Committee.

Assist with the preparation and implementation of Contracts for the works arising out of the above.

Personnel

To agree and regularly review policies and procedures relevant to current School Teachers pay, conditions of Employment and to make recommendations as appropriate to Management/Pay Committees with due reference to Performance Management. NB Pay decisions for teaching staff not on Leadership Scale will, wherever possible, be made prior to the relevant proposed pay increase which will take effect from September of that year.

To review the Staffing Structure as appropriate in relation to the Schools Development Plan.

Policies

1.To review and implement policies on:-Appointments – recruitment and retention, Pay Policy for teaching staff, senior teaching staff (UPS) teaching Assistants and other support staff.

2. To review and submit to the Full Governing Body a Performance Management policy and a Code of Practice.

3. To review, implement and monitor policies for staff discipline, capability, and dismissals, staff grievances and complaints, redundancy and redeployment, harassment, equal opportunities, race, gender, access and disability, staff absence, leave of absence.

Other issues

1. To carry out staffing appointments in line with school agreed policy, routines and procedures, (see agreed school policies).

2. To monitor the effectiveness of the whole school staffing structure to meet the needs of the pupils' curriculum.

3. To have regard and apply the directions from the National Restructuring of the Workforce Agreement.
4. To be informed about the annual School Teachers Pay and Conditions Document and Other matters affecting the working conditions and well-being of staff, including stress, and work/life balance.
5. To recognise that the Executive / Head teacher may meet with Union and Association representatives.
6. To deal with staff grievances, with the power to co-opt governors not in membership of the committee if required.
7. To act as the Staff Dismissal Committee in cases of dismissal on grounds of discipline or capability and to act as the Staffing Appeals Committee within the redundancy procedure adopted by the Governing Body.
8. To advise the Governing Body on other personnel matters.
9. To respect that some of the matters discussed could have a detrimental effect on staff morale and are often considered confidential for a particular period. Governors are to be reminded that they must act as a corporate body and such minutes should be separate and available only to those at that meeting or on that committee.

Pay review Committee

Main Functions

1. To review and adopt a pay policy, linked to Performance Management for senior staff, for the Governing Body's approval based on national and local agreements.
2. To act as the Governing Body's Pay Committee within the terms of the Academy /Local Authority Pay Policy.
3. To carry out an annual review of pay and the staffing structure as set out in the School Pay Policy, and based on recommendations from the Executive / Head teacher.

Audit Committee Terms of Reference:

MEMBERSHIP

The committee should consist of all non-staff governors. The Strategic Director, as Accounting Officer of the Academy, will not be a member of this committee but will be expected to attend the meetings to discuss any agenda items.

In the absence of the Chair of the Audit Committee for any meeting, a Vice Chair will be appointed and will assume the full role of Chair for the meeting.

QUORUM

The quorum shall be (50%) voting members.

MEETINGS

The Audit Committee shall meet at least three times per year. The meetings will be scheduled to start half an hour after each termly Full Governors Meeting /Finance meeting.

AIMS AND TERMS OF REFERENCE

The Audit Committee's main responsibility is to ensure that internal financial control within the school is robust and transparent. The Committee will be required to fulfil four primary roles;

- To review the risks to internal financial control, including ensuring that reports produced following the annual internal audit visit are received and scrutinised.
- To ensure that any action points within the received report are in place and monitored;

- To ensure any action points arising from the External Audit of the school's accounts are similarly in place and monitored;
- To ensure that an annual Statement of Internal Control (SIC) is signed by the Chair of the Audit Committee, together with the Executive/ Head Teacher, Chair of the Finance Committee and Chair of Governors. The SIC should be distributed annually to the Full Governing Body shared with the EFA with the FMGS.

Safe Guarding / Health and Safety Committee

Main functions

1. To assist the Governing Body in matters relating to premises, materials, equipment, health and safety and safe guarding issues for all those at the school and employed at the school.
2. To monitor all Risk Assessments and oversee the site, buildings and facilities for development and maintenance, monitor the asset register and security.
3. Premises:
 - To take reasonable steps to ensure that the school's premises (including grounds), materials and equipment are not a risk to health or safety.
 - To review and monitor a health & safety, Attendance and Behaviour routines and policy for the schools.
 - To contribute to and monitor and evaluate the school's Asset Management Plan (AMP). BCP Business Continuity Plan.
 - To ensure that risk assessments are carried out, as required according to safeguarding legislation.
 - To ensure that the school complies with all appropriate health and safety legislation.
 - To ensure that the school complies with fire regulations and that evacuation procedures are in place and operating effectively.
 - To ensure that appropriate first-aid arrangements are in place.
 - To ensure that appropriate procedures are in place for the day-to-day repair and maintenance of the premises and to authorise expenditure (revenue and capital) within budgets set by the governing body.
 - To receive reports from the Executive / Head teacher and / or staff on LAC/child protection and safeguarding.
 - To consider the state of the premises and consider recommendations repairs/renovations/improvements.
 - To ensure value for money in relation to premises related contracts and services. To implement the principles of 'Best Value'.
 - To ensure that security measures are effective and recommend improvements where necessary.
 - To consider the detailed design, costs and implementation of major works to the school and/or its grounds, including refurbishment and rebuilding, and to make recommendations to the governing body (The Governing Body may appoint a Working Party, with a clear, timed remit, from this committee for specific projects).
 - To monitor attendance, racist, hate and behaviour incidents across the schools.

Role of the Premises Officer

1. To keep monthly records of the use of gas, electricity and water
2. To monitor site security and access, breakages and vandalism and to report regularly to the Head teacher on any issues.

3. To ensure that the school is clean, tidy and the site is free from litter, being accountable for materials and equipment as necessary, both storage and safety and to liaise with local refuse collection.
4. To supervise all workmen and contractors on site, especially in terms of health and safety.
5. To ensure that all electrical appliances are tested regularly.
6. To carry out fire drills with the Executive / Head teacher and keep appropriate records.
7. To attend the Governors Health and Safety committee as necessary.
8. To work with governors in conducting a regular site 'walk about' looking at both internal and external maintenance from a Health and Safety point of view.
9. To manage the rolling programmes for internal and external maintenance of floors, walls, ceilings, windows, water, electricity, gas / oil, grounds, fencing and facilities.
10. To attend training as necessary.

Curriculum Committee Monitoring and Evaluation

Business may form a small part of these meetings where something urgent cannot be held over to the next full business meeting.

Terms of Reference

1. To review all curriculum policies, schemes of work and to receive subject reports on a rolling programme.
2. To monitor school standards, draft school targets and receive reports based on the data in the school Raise online document and other assessments.
3. To monitor pupil achievement, progress, attainment and performance quality throughout the school
4. To receive reports from the Head teacher and staff on the balance, quality and content of the curriculum provision.
5. To receive reports from the Head teacher and staff on the organisation of classes and deployment of staff, attitudes and the quality of teaching and learning.
6. To monitor Inclusion, Special Educational Needs and provision for gifted and talented pupils, disability, race issues and exclusions. To advise the Governing Body on curriculum issues, sex and relationships education provision, Religious Education (RE). And Collective Worship
7. To be involved with the school cycle for Self-evaluation, inspection and School Development Planning.

Members:

No	Type	OWLS ACADEMY TRUST
1	Member	Chris Garner
2	Member	Phil Clarke
3	Member	Miriam Johnson
4	Member	Helen Tait
5	Member	Rohit Gohil

Trustees:

No	Type	OWLS Academy Trust
1	Trustee	Jonathan Tedds - Chair
2	Trustee	Nicola Wilkie
3	Trustee	Mark Elton

4	Trustee	Stephen Mallon
5	Trustee	Peter Merry (<i>CEO, ex officio</i>)
6	Trustee	Margaret James
7	Trustee	Claire McGorum
8	Trustee	Fiona Weston
9	Trustee	Alison Goodman
	Key Staff	Krystyna Biddles – Finance (<i>ex officio</i>)
	Key Staff	Kirsten McClaren – HR (<i>ex officio</i>)

Protocol for Formal School Visits – See Appendix 1. –

The first step to a successful visit is for the governing body to establish an agreed code of conduct and policy framework within which individual governors can plan their visits. (It is important that governor visits are viewed as a positive learning experience and equally important to develop a culture within school that encourages and supports governor visits.)

The following sections list examples of good practice when planning and conducting a formal visit that could be included within a policy.

Before

- Check to see if there is a policy for governors' visits.
- Clarify the purpose of the visit. Is it linked to the School Development Plan, ECM, year group, curriculum area or other area of responsibility e.g SEN Governor? How does this determine the itinerary?
- Discuss an agenda with the head teacher well in advance. Make sure that the date chosen is suitable for the purpose identified.
- Find out if there is a prompt sheet/checklist, agreed by staff and governors, to guide governors' visits.
- Essential to discuss the proposed agenda with any staff involved. How do they want governors to integrate into the lesson? Which documents and/or policies should be read in advance to prepare for the visit (e.g. curriculum planning/mapping)
- Be clear beforehand exactly what you are observing. Try to prepare questions for staff in advance. The teacher may be able to guide you on this.
- Discuss with the head teacher if any supporting information is available – Ofsted report, development plan, SEF, performance data.
- Arrange a time to discuss your observations with the teacher and to clarify observations. This should take place as soon as possible after the visit.

During

- Check in at Reception and adhere to the School's security procedures
- Be punctual.
- Keep to the agreed timetable but be flexible.
- Decide with the teacher how you will be introduced and what your role in the classroom will be.
- Get involved with the children if the teacher has agreed that this would be appropriate.
- Remember it is a visit not an inspection. Observe discreetly. Remember that note-taking can be disconcerting.
- Don't distract the teacher from his/her work but be prepared to talk and show interest.
- Be courteous, friendly not critical.
- Interact, don't interrupt.
- Remember why you are there. Don't lose sight of the purpose of your visit.
- Listen to staff
- Be interested and enthusiastic
- Before you leave (if this is a class visit) thank the teacher and the pupils/students and tell them how much you have enjoyed your visit

After

- Discuss what you have observed with the teacher. Use the opportunity to clarify any issue you are unclear about. For example, did your presence have any impact on the atmosphere in the classroom? If so, how?
- Refer to the purpose of the visit. Consider together whether it has been achieved.
- Thank the teacher for supporting you in your role as a governor. Be open, honest, positive.
- Make notes as soon as possible after your observation while it is still fresh in your mind.
- Discuss your observations with the class teacher and head teacher. Ask questions in a friendly/non-threatening way. Be prepared to take the comments of others on board.
- Agree with the head teacher how and when you will report on your visit to the governing body.
- Write up your report and circulate a draft to the head and any staff involved. Be prepared to amend it. Aim to achieve a positive report that is agreed by those involved. A written report should not name individuals and, like others governing body official documents, will usually be open for public inspection after the governing body has considered and approved it.

- Evaluate the visit yourself by asking the following questions:
 - were the objectives of the visit fulfilled?
 - was everyone involved properly prepared?
 - did you see what you wanted to see?
 - what would you do differently next time?
 - were there areas you would like to know more about?
 - what effect has the visit had on you, the school and the governing body?

- Hope to be invited back!

- Be sure to follow up activities/recommendations.

- Remember, a visit can only provide a snapshot of the school or class at a particular time!

Code of Conduct for OWLS Academy Trust Local Governing Body

For Members and Trustees see full Governance Structure Document.

This code sets out the expectations on and commitment required from school governors in order for the governing board to properly carry out its work within our school and the community.

Core Values

The Local governing Body will at all times:

- Observe the highest standards of impartiality, integrity and objectivity in relation to the governance
- Be accountable to its stakeholders and regulatory bodies for its activities

Expectations

All local governing body members are required to follow the seven principles of public life.

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.

The Local Governing Body has the following core strategic functions in line with the OWLS Academy Trust core values:

Establishing the local school strategic direction by:

- Setting the local vision, values, and objectives for the school
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties

Ensuring accountability by:

- Monitoring progress towards targets
- Monitoring the performance management of staff (excluding Headteacher)
- Engaging with stakeholders
- Contributing to school self-evaluation

Ensuring financial probity in accordance with scheme of delegation of the Local Governing Body for each school.

As individuals on the Local Governing Body we agree to the following:

Role & Responsibilities

- We understand the purpose of the trustees, local governing body and the role of the headteacher.
- We accept that we have no legal authority to act individually, except when the trustees or local governing body has given us delegated authority to do so, and therefore we will only speak on behalf of the Local Governing Body when we have been specifically authorised to do so.
- We accept collective responsibility for all decisions made by the trustees, local governing body or its delegated agents. This means that we will not speak against majority decisions outside the governing board meeting or trustee board.
- 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 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.
- In making or responding to criticism or complaints affecting the school we will follow the procedures established by the governing body and trustee board.
- We will actively support and challenge the headteacher.

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 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 well and respond to opportunities to involve ourselves in school activities.
- We will visit the school as individuals at least twice per annum for monitoring purposes, with all visits to school arranged in advance with the staff and undertaken within the framework established by the governing board and agreed with the headteacher. A written report of the visit will be presented to the local governing body.
- We will consider seriously our individual and collective needs for training and development, and will undertake relevant training

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.
- 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, parents, community, trustee board and other relevant agencies.

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 governing board meeting.
- We will not reveal the details of any governing board vote.

Conflicts of interest

- We will record any pecuniary or other business interest that we have in connection with the trustee board or local governing body'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.
- Similarly, we will declare any personal interest, such as friend and family connections, and offer to leave the room.
- 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 body.

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, the matter will be brought to the Chair of the trustees board who will determine the course of action and ensure the matter is investigated.

Trustee declaration on appointment

OWLS Academy Trust

I confirm that I am willing to act as a director of the Academy Trust ("**a Trustee**"). I further confirm that I am not disqualified from so acting by virtue of any provisions of the Articles of Association of the Academy Trust, including, but not limited to, the requirement that I am not disqualified from acting as a charity trustee or director by virtue of section 178 of the Charities Act 2011.

I confirm that I will abide by the terms of reference.

I confirm that I will abide by the confidentiality requirements.

I confirm that I will abide by the requirement to state conflict of interests.

Signed

Date.....

Please sign and retain the additional copy of this document with your records.

OWLS Academy Trust: a company limited by guarantee

Company registration number: 8537140

Registered office: LE2 5HS

Provisional Diary Dates 2016/17 Glenmere

Tuesday 30 th August	School Opens – Autumn Term
Tuesday 4 th October	Full Governing Body Meeting
Tuesday 4 th – 6 th October	Year 5 Residential Trip to Beaumanor
Tuesday 11 th October	Year 5 Class Assembly
Tuesday 11 th October	Parents' Meeting
Wednesday 12 th October	Parents' Meeting
Monday 17 th – 21 st October	Half Term
Monday 24 th October	School Opens
Date to be confirmed	KS2 Wigston School Cross Country Race at Bushloe
Tuesday 1 st November	Year 6 Class Assembly
Monday 7 th November	Maths Afternoon
Monday 11 th November	Whole School Cross Country
Tuesday 15 th November	Year 4 Class Assembly
Wednesday 23 rd November	Reception Class Christmas Play p.m.
Thursday 24 th November	Reception Class Christmas Play a.m.
Thursday 8 th December	KS1 Christmas Play p.m.
Friday 9 th December	KS1 Christmas Play a.m.
Wednesday 14 th December	KS2 Christmas Party p.m.
Thursday 15 th December	KS1 Christmas Party p.m.
Friday 16 th December	End of Term
Date to be confirmed	Christmas Lunch
Wednesday 4 th January	School Opens – Spring Term
Tuesday 10 th January	Literacy Afternoon
Tuesday 7 th February	Year 2 Class Assembly
Monday 13 th – 17 th February	Half Term
Monday 20 th February	School Opens
Tuesday 7 th March	Year 3 Class Assembly
Tuesday 21 st March	Year 4 Class Assembly
Wednesday 22 nd March	Parents Meeting
Thursday 23 rd March	Parents Meeting
Monday 27 th March	Family Day
Tuesday 4 th April	Year 1 Class Assembly
Friday 7 th April	End of Term
Monday 24 th April	School Opens – Summer Term
Wednesday 26 th April	Science Afternoon
Monday 1 st May	May Bank Holiday
Tuesday 9 th May	Reception Class Assembly
Monday 29 th May – 2 nd June	Half Term
Date to be confirmed	Life Education Bus
Date to be confirmed	Science Afternoon
Date to be confirmed	Reception Class Assembly
Thursday 8 th June	KS2 Sports Day a.m.
Friday 9 th June	KS1 Sports Day a.m.
Tuesday 20 th June	Full Governing Body Meeting
Monday 3 rd July	Year 5/6 Production a.m.
Tuesday 4 th July	Year 5/6 Production p.m.
Wednesday 5 th July	Year 5/6 Production p.m.

Langmoor Dates for your Diary 2016 - 2017 ☺ - Provisional

30 August 2016	SCHOOL OPENS
12 th September	PTA AGM - 3.30pm
12 th /13 th September	Life Education Centre to Visit
27 th September	School Photograph for families and individual children
October 4 th	Full Governing Body Meeting
7 th October	Class 5 Class Assembly
11 th /12 th October	Parents' Meetings (Tues/Weds)
14 th October	Harvest Assembly - HB
17 th - 21 st October	Half term
24 th October	Pupils return to school after half term break
3 rd November	The Wind in the Willows - Image Musical Theatre
7 th December	Key Stage 1 Christmas performance 2.00pm & 6.00pm
14 th December	EYFS performance
14 th December	Christmas Disco
16 th December	END OF TERM
4 th January	SCHOOL OPENS
10 th February	Class 2 Class Assembly
13 th - 17 th February	Half term
27 th February	Class Photos
March 7 th	Full Governing body meeting - 6.00pm
10 th March	Class 3 class assembly
22 nd /23 rd March	Parents Meetings (Weds/Thurs)
31 st March	Class 4 Class Assembly
5 th April	Easter Disco
7 th April	END OF TERM
24 th April	SCHOOL OPENS
1 st May	May Bank Holiday
5 th May	Class 1 Class assembly
24 th May	Key Stage 2 performance 2.00pm and 6.30pm
29 th May - 2 nd June	Half term
13 th June	Sports Day - Possible change
16 th June	Reception Class assembly
17 th June	Summer Fair TBC
June 20 th	Full Governing body meeting - 6.00pm
20 th June	Reserve Sports Day
5 th July	Disco
13 th July	End of Summer term

Diary dates for Fernvale

Tuesday 30 th August	School Opens – Autumn Term
Wednesday 7 th September	Parents Phonics and Reading evening EYFS
Tuesday 20 th September	Full Governing Body meeting
Tuesday 11 th October	Parent's evening
Wednesday 12 th October	Parent's evening
Monday 17 th – 21 st October	Half Term
Monday 24 th October	School Opens
Monday 21 st November	Full Governing Body meeting
Tuesday 22 nd November	Multiplication/Phonics/handwriting parent and pupil event
Friday 9 th December	EYFS Christmas Play p.m.
Monday 12 th December	KS1 Christmas Play P.m. and evening
Tuesday 13 th December	KS2 Christmas Play P.m. and evening
Thursday 15 th December	KS2 Christmas party p.m.
Friday 16 th December	KS1 Christmas Party p.m.
Date to be confirmed	End of Term
Wednesday 4 th January	Christmas Lunch
Tuesday 12 th January	School Opens – Spring Term
	Science Day – Afterschool Parent and pupil event
Monday 13 th – 17 th February	Half Term
Monday 20 th February	School Opens
Tuesday 21 st February	Parents evening
Wednesday 22 nd February	Parents evening
Friday 24 th February	EYFS class assembly
Friday 3 rd March	Year 1 Class assembly
Wednesday 8 th March	Full Governing Body meeting
Friday 10 th March	Year 2 Class assembly
Friday 17 th March	Year 3 Class assembly
Friday 24 th March	Year 4 Class assembly
Friday 31 st March	Year 5 Class assembly
Friday 7 th April	End of Term
Monday 24 th April	School Opens – Summer Term
Wednesday 26 th April	Science Afternoon
Monday 1 st May	May Bank Holiday
Monday 29 th May – 2 nd June	Half Term
Date to be confirmed	Life Education Bus
Wednesday 21 st June	Full Governing Body Meeting
Tuesday 27 th June	Sports day
Monday 10 th – 12 th July	Class change over days
Thursday 13 th July	End of Summer term

Teacher	Email	Subject	Governor/Email	Monitoring month
Mel Muddimer		Computing/RE / Geography	Chris Hill (Comp)/ Martin Satchwell (Geo)/ Miriam Johnson (RE)	Feb Comp
Haylie Boyle		Senco/Music	Claire McGorum (SEN)/ Vacancy (Music)	
Suzi Eassom		PE/MFL	Chris Hill (PE)/ Vacancy (MFL)	Sept MFL Feb PE
Sam Johnson		Art/DT	Phil Clarke (Art/DT)/	Jan Art/DT
Tammy Dorrington		Lit (writing)/ Curriculum	Sam Conlon (Lit)	May Lit
Tash Hartley		Lit (reading)/ History	Phil Clarke (His)/ Sam Conlon (Lit)	May Lit Jan History
Emma Houghton		Science	Matthew Taunton (Sci)	Dec Science Mar Science
Sam Conlon		Assessment/ Numeracy/G&T	Claire McGorum (GT)/ Phil Clarke (Num)/ Emma Houghton (Num)	Oct Maths June G&T Apr Assessment
Liz Redfern		PSHE	Miriam Johnson(PSHE)	
Peter Merry				

Month	SEND	Update Strategic Plan and review Aims	Policy review	Subject leader meetings	Class visits	Curriculum Data	Behaviour overview	Safeguarding checks	H & S checks	HT Reports	SIP Reports	Standards & progress	Seeking parental views	Seeking pupils' views
Sept		All	Committees (programme)	Phil MFL		Emma Mathew Assement Curriculum Committee	Nicola Mirriam Steve		Paul Groom					
Oct				Emma Phil Helen Maths Ali Goodman		Curriculum Committee			Craig Sands	All	All	Curriculum Data committee		
Nov	SEND Claire Fiona Bharat			Miriam & Nicola Safe Guarding Sally Shields Literacy	Phil Margaret		Bharat Keshwala	Nicola & Miriam Helen Ali Goodman						
Dec				Matt Science Craig Sands Science								Curriculum Data committee		
Jan			Committees (programme)	Phil Art /D&T History Bharat	Nicola Michelle	Emma Mathew Assement Curriculum Committee Curriculum Committee		Nicola & Miriam Ali Goodman	Paul Groom Andy					
Feb				Chris Hill Computing PE Michelle			Phil Jonathan		Craig Sands	All	All	Curriculum Data committee		Helen/ Emma Helen Rebecca
Mar	SEND Claire Fiona Bharat			Matt Science	Mike James		Bharat Keshwala						Full Governors	
April				Emma Sam assessment										

May			Committees (programme)	Nicola Literacy Langmoor		Emma Mathew Assessment Curriculum Committee		Nicola & Miriam Ali Goodman	Paul Groom Craig Sands				Phil / Nicola	
June	SEND Claire Fiona Bharat			Claire more able Little Hill – all subjects	Miriam Steve	Curriculum Committee	Bharat Keshwala			All	All			Helen/ Emma Helen
July				Liz Matt			Phil					Curriculum Data committee		

MONITORING AND EVALUATION PLAN FOR GOVERNORS 2016 – 17 – Across the Trust

Thank you for all your time and efforts. Please ensure that your brief reports are passed to the headteacher for comment and then to the Clerk to Governors for circulation to all governors prior to the next meeting.

No	Type	Name	Address	Tel	E-Mail	National Insurance Number
1	Parent	Claire McGorum				
2	Parent	Mathew Taunton				
3	Parent	Martin Satchwell				
4	Parent	Chris Hill				
1	Community Co-opted	Nicola Wilkie				
2	Community Co-opted	Vacancy				
3	Community Co-opted	Miriam Johnson				
4	Community Co-opted	Phil Clarke				
1	Staff	Peter Merry				
2	Staff	Liz Redfern				
3	Staff	Helen Bonser				

Fernvale Primary School

Governors' Contact Details

No	Type	Name	Address	Tel	E-Mail	National Insurance Number
1	Parent	Helen Tait				
2	Parent	Sally Shields				
3	Parent	Michelle Allen				
4	Parent	Craig Sands				
5	Parent	Priscilla Clarke				
1	Community Co-opted	Ali Goodman (Chair)				
2	Community Co-opted	Radha Kumari				
3	Community Co-opted	Bharat Keshwala				
4	Community Co-opted	Ann Fox				
5	Community Co-opted	Leona Smith				
1	Staff	Natalie Hackett				
2	Staff	Rebecca Johnson				

SUGGESTED DATES OF GOVERNORS' MEETINGS 2016-2017

Autumn Term 2016

Monday September 12 th 2016	Langmoor	Members Meeting 6.00pm
Monday, September 19 th , 2016	Little Hill	6.00 p.m. LGB
Monday, November 21 st , 2016	Little Hill	6.00 p.m. LGB
Tuesday October 4 th 2016	Langmoor	6.00pm LGB
Monday, November 28 th 2016	Langmoor	6.00 p.m. – Accountants - + trustee
– ALL GOVERNORS FINANCE GROUP MEETING TO FOLLOW		

Spring Term 2017

Monday January 16 th 2017	Langmoor	AGM 6.00p.m. Members meeting
Monday, March 6 th 2017	Little Hill	6.00 p.m. LGB
Tuesday March 7 th 2017	Langmoor	6.00p.m. LGB
Monday, March 13 th 2017	Little Hill	6.00pm – Trustee's

Summer Term 2017

Monday, June 19 th 2017	Little Hill	6.00 p.m. LGB
Tuesday June 20 th 2017	Langmoor	6.00 p.m. LGB
Monday June 26 th , 2017	5.00pm	One-meeting-with
Trustee's/accountants at Langmoor		

Dates for Curriculum Monitoring Evaluation Meetings 2016-2017

Monday September 5 th 2016	6.00 p.m.	Little Hill LGB
Monday November 7 th 2016	6.00 p.m.	Little Hill LGB
Monday January 9 th 2017	6.00 p.m.	Little Hill LGB
Monday May 8 th 2017	6.00 p.m.	Little Hill LGB
Monday July 3 rd 2017	6.00 p.m.	Little Hill LGB
Wednesday, September 14 th , 2016	5.00 p.m.	Glenmere LGB
Wednesday, January 18 th , 2017	5.00 p.m.	Langmoor LGB
Wednesday, June 7 th , 2017	5.00 p.m.	Glenmere LGB

Dates for Safe Guarding - Health & Safety Committee Meeting 2016-2017

Monday September 12 th 2016	10.30 a.m.	Little Hill LGB
Monday January 16 th 2017	10.30 a.m.	Little Hill LGB
Monday June 12 th 2017	10.30 a.m.	Little Hill LGB
Wednesday, September 14 th , 2016	6.30 p.m.	Glenmere LGB
Wednesday, January 18 th , 2017	6.30 p.m.	Langmoor LGB
Wednesday, June 7 th , 2017	6.30 p.m.	Glenmere LGB

Dates for Governors Finance, Staffing and Extended Schools Committee Meetings 2016-2017

Monday September 12 th 2016	9.30 a.m.	Little Hill LGB
Monday January 16 th 2017	9.30 a.m.	Little Hill LGB
Monday June 12 th 2017	9.30 a.m.	Little Hill LGB
Thursday, September 15 th , 2016	5.00 p.m.	One meeting Langmoor LGB
Thursday, January 19 th , 2017	5.00 p.m.	One meeting Langmoor LGB
Thursday, June 8 th , 2017	5.00 p.m.	One meeting Langmoor LGB
Monday June 26 th , 2017	5.00pm	One-meeting-with
Trustee's/accountants at Langmoor		

All Glenmere Langmoor Finance meetings are at Langmoor

Teaching Staff GLENMERE	Days worked and times	Year Group	Curriculum Responsibility
Peter Merry	Tue all day, Fri all day		Executive Head teacher, Self - Evaluation Monitoring
Sam Conlon	Mon-Fri		Head of school, Assessment, Numeracy, G&T, EVC,performance management, Pupil premium
Mel Muddimer	Mon - Fri	Reception	ICT, RE, geography
Suzi Eassom	Mon - Fri	Yr 1	PE, MFL
Tash Hartley	Mon Tues, Wed & Thurs	Yr. 5	Literacy(reading),History
Haylie Boyle	Mon - Fri	Yr. 2	SENCO,music
Liz Redfern	Mon - Fri	Unqualified Teacher Yr2 a.m. PPA/release cover	Healthy Schools Coordinator PSHE,
Tammy Dorrington	Mon - Fri	Yr4	Literacy(writing),curriculum, training/ supporting SENCO
Sam Johnson	Mon-Fri	Yr3	Art and DT
Emma Houghton	Mon-Fri	Yr. 6	Science, school council, enterprise group
Support Staff			
Alison Burnett	Mon - Fri	Nursery Nurse	
Stephen Chapman	Mon - Fri (Wed,Thur Langmoor)	ICT Assistant/Cover Supervisor	
Hazel Lowe	Mon - Fri	Cover Supervisor	
Julia Matthews	Mon,Tues,Wed & Thurs	TA -office	Stock orders
Beckie Edney	Mon - Fri	LSA-	
Lianne Peake	Mon, Wed, Thurs & Fri	LSA	Intervention groups
Lisa Squires	Mon - Fri	Cover Supervisor	
Sophie Penny	Mon,Tues, Wed & Thurs	Cover supervisor	
Chris Dickson			
Kyle Dickson			
Office Staff			
Shirley Holyland	Mon - Fri	Secretary	
Mrs. Krystna Biddles	Wed a.m	Bursar	
Justine Pavey	Mon, Tues, & Fri		
Graham Whitmore	Mon - Fri	Key Holder	
Paul Groom	Wed pm	Site Manager	
Dining Supervisors			
Lorraine Grey	Mon-Fri		
Beverley Naylor	Mon - Fri		
Lorraine Jackson	Mon-Fri		
Hazel Lowe	Mon - Fri		
Beckie Edney	Mon - Fri		
Paige Murray	Mon - Fri		
Dave Harris			

Teaching Staff LANGMOOR	Days worked and times	Year Group	Curriculum Responsibility
Peter Merry		Executive HT	EVC
Helen Bonser	FT	Head of School	English, Assessment
Kim Mayer-Gibb	FT	Yr 4	RE, PSHE - school council SEND support
Emma Payne	W, T, F	Yr 1	Maths, G&T
Julie Bromell	M, T	Yr 1	PE
Jane Smith	FT	Yr 1 (on sick leave)	SEND/Music
Joy Wilkinson	FT	Yr 5	NQT
Nimisha Chudasama	FT	Yr 2	Humanities, MFL
Nasba Ayub	FT	Yr 3	IT, Science
Sophie Waterfield	FT	EYFS	Art, DT
Support Staff			
Katherine James		Nursery Nurse	
Satvir Kaur	FT	LSA	
Dhanna Ghilotti	FT	LSA	Mentor/First Aid/Stock
Joy Masson	FT	LSA	Library/school/Mentor
Grainne Dillion-Hooper	T, W, Th, Fr	LSA	Mentor
Sam Mills	M to Fri mornings	LSA	
Teena Harvey	M to Fri afternoons	LSA	
Morgan Macleod	FT	LSA	
James Biddles	M, T, W, Th	Sports Coach	
Office Staff			
Mrs Krystyna Biddles	FT	School Business Manager	
Maxine Webb	FT	Office Staff	
Belinda Forbes	M- F am	Office Staff	
Paul Groom		Site Manager	
Sarah Bull		Cleaner	
Sharon Baggley		Cleaner	
Kids Club			
Paige Smith			Kids Club
Jessica Thompson			Kids Club
Sally Harrison			Kids Club
Dining Supervisors			
Helen Whitmore			
Rehana Ghani			
Saroj Pattni			
Sam Mills			
Sharon Baggley			
Debbie Smolinski		Cook	
Joan Cattell		Cook - cover	
Peripatetic Music Teachers		Leicestershire Arts Instruments	Day
Teacher provided by Leics Arts		Strings	Tuesday

<u>Little Hill</u> <u>Staff List</u> Mrs Vina Pankhania – Headteacher	Full Time	Staffing, Premises Health & Safety, Safeguarding, Y6, Monitoring & Evaluation, SEF School Improvement, Assessment Standards, Performance Management, Administration, Finance, Governors, Strategic Direction, Complaints, CPD, Sports and Pupil Premium, Technician Management, PM Team Leader, KS1 Manager, PM Team Leader. LAC	
Mrs Helen Cartledge-Splitt Deputy Headteacher	Full Time	Support Staff Manager, PM Team Leader, Timetabling, EVCO, Curriculum Overview and Coordinator Development. Coaching and Mentoring for Teaching. First Aid.	
Mr Sam Williams- Assistant Headteacher	Full time	KS2 Manager, PM Team Leader, Maths.	
Mrs Thea Roberts – Inclusion Manager		Inclusion which includes SEND, G & T, Intervention, Medical, LAC PEP, PEEPS, Care Plans	
Miss Claire Worthington	Full time	Extended Services	
Mrs Katrina Clark	Full time	Design and Technology with L.G.C. Healthy Schools (Whole School Nutrition), NQT Tutor.	
Mrs Nicola Martin	0.6	Music and Performances with Artsmark.	
Mrs Michelle Upex	0.6	Geography and Outdoor Learning	
Mr Ben Parker	Full time	ICT and Computing	
Mrs Fiona Gavagan	Full time	PSHE, SRE with RRS	
Mrs Karen Meadows	0.6	MFL, International Links	
Mrs Hannah Gray	Full time	PE, Sports Funding, Healthy Schools (Physical Activity)	
Ms Sarah Young	0.6	Pupil Premium Co-ordinator	
Miss Deborah Trahearn	Full time	English Co-ordinator with Library	
Miss Charlotte Thompson	Full time	History	
Miss Emma Jarvis	Full time	Science	
Miss Joanna Partridge	Full time	Art and Design	
Miss Amy Stewart	Full time	RE and Assemblies	
Mrs Rea Siddons	0.85	Reading Coaching Mentor	
Miss Rachel Holt	Full time		

Mrs Kirsty Smith	Mon-Thurs	HLTA
Mrs Beverley White	Full Time	HLTA
Ms Jenni Brunlett	Full Time	Nursery Nurse
Mrs Deirdre Wilde	Full Time	Nursery Nurse
Mr Malcolm Campbell	Full Time	Cover Supervisor
Mrs Kay Wilkinson	Full Time	Cover Supervisor
Mrs Rachel Hulls	Mornings and Lunchtimes	Cover Supervisor
Mrs Denise Griffiths	Full Time	Cover Supervisor
Mrs Julie Gardiner	Mornings and Lunchtimes	LSA
Miss Shona Morris	Full Time	LSA
Mrs Louise Preston	Afternoons	First Aider and Admin
Miss Clare Rawson	Full Time	LSA
Mrs Nuala Richardson	Full Time	LSA
Mrs Goog Stenfalt	Mornings and Lunchtimes	LSA
Miss Eve Taylor	Mornings and Lunchtimes	LSA
Mrs Katherine Cain	Mornings and Lunchtimes	LSA
Mrs Megan Hayward	Mornings and Lunchtimes	LSA
Mrs Vikki Cornish	Full Time	Communication Support Worker
Mrs Ranjit Kandola	Full Time	LSA
Mrs Lisa Douglas	Weds afternoons	LSA
Midday Supervisor Little Hill	Days worked and times	Curriculum Responsibility
Mrs Kamaljit Bahra	Mon-Fri	
Mrs Lisa Groves	Mon-Fri	
Mrs Noreen Hassan	Mon-Fri	
Mrs Susan Hing	Mon-Fri	
Mrs Elaine Howard	Mon-Fri	
Mrs Lesley Kalinski	Mon-Fri	
Miss Lisa Kirkpatrick	Mon-Fri	
Mrs Catherine Paramore	Mon-Fri	
Miss Louise Vann	Mon-Fri	
Office Little Hill	Days worked and times	Curriculum Responsibility
Mrs Elaine Fairman	Full Time	School Secretary
Mrs Tracey Sharpe	Full Time	Admin Assistant
Mrs Kirsten McLaren	1 ½ days	School Business Manager
Mrs Louise Preston	4.5 Days	Admin Support
Premises Little Hill	Days worked and times	Curriculum Responsibility
Mr Martin Bird	Full Time	Premises Manager
Mr Steve Burfoot	Tues – 4 hours	ICT Technician
Mr Mo Chhibu	4 Days	ICT Technician

Teaching Staff FERNVALE	Days worked and times	Year Group	Curriculum Responsibility
Natalie Hackett	FT	Head teacher	EVC, DSL, Assessment, Science, NQT, RE, PSHE, SEND support, GT, Pupil Premium, Music
Rebecca Johnson	FT	Deputy Head Teacher	EYFS/KS1 Leader, DSL, Humanities, DT, School council
Catherine Dobson	FT	Year 5	Literacy, KS2 phase leader
Catrin Yendall	FT	Year 4	Maths, MFL
Beena Patel	FT	Year 3	Computing
Amanda Hallett	FT	Year 2	PE
Alice Wain	FT	Year 1	Art
Deb Harding	PT (2days)	Maternity leave	Music
Anya Chadwick	PT (1 day a month)	SENCO	SEND
Support Staff			
Ann Sime	PT	Nursery Nurse	
Gaynor Boyd	PT	LSA	
Sam Swinfield	FT	Nursery Nurse / LSA/ lunchtime support	
Anne Bates	PT	LSA	Garden, First aid
Vicky Florio	FT	HLTA/ LSA/ lunchtime support	
Claire Frearson	PT	HLTA/LSA	Computing support
Hajra Issa	PT	LSA	
Helen Peers	FT	LSA, Breakfast club, Lunchtime support	
Jodie Kirkup	FT	HLTA/LSA	
Bev Howell	PT	LSA	
Rachel Ingham	PT	LSA	
Lynn Mallaby	PT	LSA	
Samantha Foote	FT	LSA/ lunchtime support	
Nicola Sinfield	FT	LSA/ lunchtime supervisor	
Emily Davies	PT	LSA	
Penny Fisher	PT	LSA	
Office Staff			
Jodie Wilson	FT	Office Manager	
Lynda Sharpe	PT	Office assistant	
Raj Mistry	PT	Bursar	
Site			
Vacancy	FT	Premises officer	
Louise Headley	FT	Cleaner	
Chloe Pettitt	FT	Cleaner	
Breakfast Club Leader			
Jenny Booth	FT		
Dining Supervisors			
Tracy Rodak	FT		
Sue Shipley	FT		
Ann Pettitt	FT		
Luke Mason	PT	ICT technician	

School visits

What school visits are for

To govern a school effectively you need to understand how it works. This was borne out by a study of outstanding governing bodies carried out in 2011 by Ofsted (*School Governors: Learning from the best*). One of the features that was common to the majority of these governing bodies was the attendance of governors during the school day:

“governors routinely attend lessons to gather information about the school at work. All the governors who were interviewed visit their schools regularly and talk with staff, pupils and parents. Clear protocols for visits ensure that the purpose is understood by school staff and governors alike. Alongside the information they are given about the school, these protocols help them to make informed decisions, ask searching questions and provide meaningful support.” In effect governors should make visits to:

- help to build an effective working relationship with the staff
- have a better understanding of the context in which they work
- generate evidence that helps the governing body to evaluate the school’s performance.

What visits are not for

Visits are not about making judgements on the quality of individual teachers’ work; that is the headteacher’s responsibility. Nor are they about checking on the progress of individual children or pursuing personal agendas.

What should the governing body do?

Building a working relationship

Most governing bodies have a system of linking governors to one area of the school’s work. This might be a link with a year group (more common in primary schools) or with a subject (more common in secondary schools). Some other governing bodies instead organise walks in which two or three governors go round with the headteacher visiting several classes. Whichever system your school uses, the link provides a means of getting to know a member of staff, of showing interest in what they do, and understanding what their job entails. A visit may involve time spent in a classroom watching a lesson or lessons, but time spent talking to a teacher out of lesson time can be equally valuable.

This contact also increases the staff’s understanding of the role and work of the governing body.

Developing an understanding

The prime purpose of a governor visit should be self-education. You cannot make meaningful and useful strategic decisions about the school unless you know how it works and the challenges it faces. The education is not just for the individual governor but for the whole governing body. It is therefore important to report back to the governing body to share what has been learned.

Generating evidence

Making school visits isn’t a matter of just wandering in and going where you want to. In fact governors do not have a right to go into their school without the agreement of the headteachers. Visits should be planned and focused.

The terms of reference for committees of an effective governing body will explicitly address monitoring and evaluating the implementation of the school development plan (SDP) and statutory

policies. They will also state the responsibility that each committee has for challenging or validating the grades decided on by the school's leadership team following self-evaluation. Your visit should relate to an area that you are involved with.

Governors should be able to observe policies and plans being implemented on a day-to-day basis, and their findings should help the whole governing body and its committees make well-informed judgments about their relevance and impact.

Deciding what to focus on

It is helpful if the SDP and statutory policies state explicitly what monitoring activity will be undertaken, by whom and when. This can include information about the timing and focus of governors' visits.

Ideally the governing body will, with the help of the headteacher and staff, organise a schedule of visits throughout the year. The aim could be to achieve a minimum of one visit per governor per year. Some governors may be able to do more. Visits may be conducted in pairs, perhaps putting a new and inexperienced governor with one who has more experience. Another strategy could be to pair a staff governor with a lay governor. The headteacher and leadership team could guide the governing body on the areas of the curriculum, policies, self-evaluation document, school improvement plan priorities and targets that could be covered each term to ensure coherence with the school's self-evaluation activities.

Some schools organise "Governors' Days" when as many governors as possible visit the school and observe different activities. Sometimes these are followed on the same day by a meeting to discuss the evidence that has been gathered.

Conduct of visits

When organising and conducting a visit, you should be courteous and considerate, at all times respecting the professional roles of the headteacher and staff. You should confirm with the headteacher the date, timing and focus of each visit at least one week in advance.

This will include agreeing what will be observed and to whom it would be useful to talk. (However, once the initial schedule has been drawn up the headteacher may prefer you to liaise directly with the staff concerned.) You should prepare by reading any relevant documentation or guidance.

Teachers and support staff should also be courteous and considerate, recognising the contribution made by the governing body to the school. They could make practical suggestions on the organisation of governors' visits to ensure that they are productive and enjoyable for all concerned. This could include specifying the evidence that could be shared with governors. Whenever practical they could be proactive in fostering the working relationship; for example, by inviting their link governor to relevant staff meetings and training sessions.

You must be sensitive to issues relating to confidentiality. You should not expect to study data about specific named children. While staff should take every care to anonymise any information or examples of work, you may find you identify individuals in any discussions of the progress and attainment of children in vulnerable or underperforming groups, such as children with special needs or looked-after children. You must be fully mindful of and committed to absolute confidentiality in such circumstances.

Asking questions

In considering your visit in advance it is very helpful to think of questions you would like to ask. Some examples of these are given at the end of this document.

You could discuss with the headteacher how best to use these questions to help you gradually build up a picture of the school's strengths and areas for development. Think about what evidence could be provided in relation to each question. For example, you wouldn't need to ask if children were proud of their work if you observed them in class, sharing their work with their peers, pointing out where their work is displayed, taking it home to show their parents.

Reporting

At the end of your visit, you should discuss what you have observed with the staff involved and clarify any points you are uncertain about. Avoid using the term “feedback” as that is what happens following a formal lesson observation by a line manager. You should jointly agree key points to report to the governing body.

Also discuss your observations with the headteacher, if that has been agreed, and decide how and when you will report to the governing body. If you have any concerns about what you have seen, this is the time to discuss them, and to agree whether to include them in the report and if so how. Criticism of a teacher is never appropriate in a report.

It is important to have an agreed proforma for reporting, such as:

- Name of governor
- Date of visit
- Focus of visit
- Observations – what I saw and heard (not judgements)
- Key issues to be considered by the governing body
- Date shared with the headteacher
- Date shared with the governing body – circulated to all governors

At a later stage there may be some action arising from the visit which could be added to the report form.

Evaluating the impact of visits

Governors’ visits will be an agenda item at committee and governing body meetings. At the final meeting of each academic year a governor charged with this responsibility could report the number of visits conducted in the previous year and the areas of focus. This report, together with minutes of meetings when reports of visits were discussed, will enable your governing body to judge the extent to which the information gathered informed the governing body’s understanding of the school’s performance. This will also generate data for the governance section of the school’s self-evaluation file.

Staff governors could be asked to seek feedback from colleagues. They could be asked to identify what worked well and what if anything needs to be reconsidered. They could also be asked to describe the extent to which their colleagues’ understanding of the governing body’s role has been enhanced.

Where to go for more information

David Marriott, *Monitoring and Evaluation: A practical guide for school governors*, Adamson Publishing, 2011, has a chapter on school visits by governors

Michele Robbins and Martin Baxter, *Policies and Statutory Documents: A guide for school governors and headteachers*, Adamson Publishing 2012 contains a model policy and guidance on governors’ visits

Ofsted, *School Governors: Learning from the best*, 2011, available from www.ofsted.gov.uk

Appendix. Examples of questions to ask

Of any teacher when observing a lesson

Help me to understand how you plan your lessons: how do you get from the National Curriculum to deciding what Karen or Tom will be doing in science today?

How do you judge how well pupils are learning and making progress?

What learning resources are available to your pupils and how do they learn effectively?

How do you cope with the needs of different pupils?

How do you decide to seat children and arrange the classroom? Does it ever vary and why?

How do you encourage parents to be involved in their children's learning?

If focusing on pupil voice by attending a school council meeting Ask the children:

How did you come to be involved?

Do you enjoy what you're doing?

What's the most important thing you've done?

Ask the teacher facilitating their work:

Is there a good mix involving all the groups of children in the school?

If focusing on safeguarding

What audits are carried out internally?

What happens to the evidence gathered?

What is the process for checking risk assessments with governors?

Who is the Senior Designated Person and have they received training within the past two years? What record is there of that? Did it result in any changes in practice?

Have all staff – including support staff and admin staff – received child protection training in the past three years? What record is there of that? How does the Senior Designated Person know that staff are following agreed policy and practice?

- How would we know that the single central record showing vetting and barring checks is complete? What happens with supply staff?
- How do we ensure internet security? What rules apply to staff about use of their own laptops?
- What are the key challenges in relation to the security of the site?

Exploring children's enjoyment of learning

What processes do we have in place to involve pupils in decision making about teaching and learning, safety and behaviour? Do we have examples of where pupils' views have helped to change practice?

To what extent do these processes represent the views of all pupils, including those from minority groups, those with learning difficulties and those who rarely ask or answer questions? How do we know? What have we done in response listening to pupils?

Have we carried out subject audits to find out how interested and motivated pupils are in lessons and what particular things they like or dislike about the subject? What were the findings? What action has been taken?

How well do pupils from disadvantaged backgrounds do? What support is given to them?

Do teaching staff have regular joint planning meetings to discuss what teaching and learning approaches work best across the curriculum to interest and motivate pupils? Have there been any significant changes in practice? If so what impact have they had?

How do subject co-ordinators gain access to, and keep up to date with, resources that are proven to involve pupils most effectively in teaching and learning? Are they being used to best effect? Are we achieving value for money?

What training do teaching staff have to ensure they understand how information and communications technology such as interactive whiteboards can best be used to make learning attractive to pupils? How effective is it?

Are pupils engaged, working hard, making a good effort, applying themselves, concentrating and productive?

Are pupils happy with their work? Are they proud of it?

Are pupils interested in their work and in what they are learning? Or are they easily distracted?

Are resources sufficient?

Governor monitoring visit

Name of governor:
Date of visit:
Staff visited:
Monitoring visit's link to School Development Plan:
Objective:
Focus:
Governor's report of visit:
Additional questions to ask:

Governor Monitoring

All governor visits must be pre-planned with the headteacher. Monitoring visit reports should be shared with the headteacher and Chair of Governors before they are shared with the full governing body.

Governor Monitoring

Effective monitoring should contribute to school self-evaluation and effectiveness. Governor's involvement in monitoring serves a number of key purposes:

- to enable governors to check the robustness of systems and procedures
- to develop the governors' understanding of the school's strengths and weaknesses, thus enabling governors to make informed decisions about key issues
- to enable governors to be sure that the school is carrying out its statutory duties and the policies that have been agreed
- to contribute to school self-evaluation by bringing an 'outside' view to the school
- to enable governors to challenge the school appropriately on the 'right' issues

It is vital to understand the reasons for governors' involvement in monitoring and to understand that the governors' role is not one of inspection.

What type of information is needed to help the governing body support and challenge the school, regarding the Ofsted September 2012 framework?

Evaluative information about how well pupils are doing in key subjects. Comparisons of achievement between groups of pupils compared to other groups in the school and compared to the national.

Evaluative reports/ presentations on:

- the **impact** of the schools initiatives and interventions to improve achievement
- the quality of teaching and what leadership and management have done and are doing to improve it
- the quality of behaviour and the robustness of safety, including safeguarding and the outcomes of initiatives to improve
- The quality of the curriculum, its impact on the quality of SMSC and how well it is adapted for the school's pupils

Governors can use the following sources of information to help with monitoring and evaluation:

- the school's self evaluation
- Strategic School Development Plan or school's Raising Attainment Plan
- reports from focused governor visits
- Ofsted inspection reports
- performance data, including RAISEonline reports and the data dashboard
- reports from the local authority or from external consultants
- reports and presentations from the headteacher and other staff
- reports about overall staff performance management and the link to salary progression.
- pupil, staff and parental/ carer questionnaires, pupil attitude surveys
- financial information – budgetary reports

First hand monitoring

In addition to these sources of monitoring, an Ofsted expectation is that governors undertake first hand monitoring through visits to the school and other suitable methods for gathering information. For example, with reference to seeking the views of parents and carers the Department for Children Schools and Families (DCSF) outlined the following in their publication 'Stronger Governance Systems'(June 2009):

'Governing bodies often rely on feedback from school leadership teams for information gathered on the views of parents and pupils. This will no longer be sufficient; schools will need to have systems in place to enable governors to gather views for themselves and more importantly take appropriate action in response to the views of users in their strategic role in school leadership.'

'This does not mean that governors themselves will be expected to act directly on complaints or pieces of information they receive – this is the job of the head and staff of the school – but they should have mechanisms in place to gather information and to make informed proportionate strategic decisions based on a sound evaluation of the evidence.'

First hand monitoring has the following advantages:

- to enable governors to check, first hand, the robustness of systems and procedures
- to help governors to understand the teaching and learning process
- to see policies in action
- to provide an insight into the daily work of the school
- to demonstrate to staff and pupils that governors are interested in what goes on in school
- to build and enhance positive relationships between staff and governors
- to support staff in their review work

We have provided governors with some practical materials to help them to carry out some first-hand monitoring. It is hoped, that once governors understand the concept of how this monitoring can be undertaken, they will then be able to apply the principle to other areas of monitoring.

Monitoring Protocols and Policy for School Visits

Before any monitoring visits take place, it is vital that the governing body have in place a policy for governor visits and that this policy is regularly reviewed. This policy should include certain school protocols, for example:

- if governors are to be involved in discussions with pupils are these to be together with a member of staff or alone? (ensure that any governors who have discussions with groups of pupils have an enhanced *Disclosure and Barring Service (DBS)* check (formerly a CRB check)
- if governors do have discussion with groups of pupils, they should be reminded that they need to tell the children that they are looking for an overview, and children should not refer to members of staff or other children by name (instead use the phrase 'a girl in my class...' or 'one of the teachers...')
- governors also need to be made aware that if anything concerns them about what they hear, they need to refer the situation to the appropriate member of staff as soon as possible (for minor concerns) or to the headteacher/ head of safeguarding for any serious concerns

Governing bodies will often find that some of their most effective first hand monitoring is carried out in conjunction with a member of staff from the school.

Monitoring Proformas

Enclosed as part of this handbook are six suggested monitoring visits that governing bodies might wish to use. Electronic copies are available on Leicestershire's Electronic Information Service (EIS).

How to use the Monitoring Proformas

It is recommended that the Chair or other nominated person first spends time with the headteacher or other senior teacher looking through the proformas in order to:

- check that the recommendations on the monitoring proformas are suitable for use in your particular school and that they do not contravene your own governor visit policy
- make changes so that the proforma best suits your individual school and the areas that you actually need/ want to monitor
- decide which governors might be best suited to particular monitoring, due to their specific governors roles or skills, whether for some specific monitoring the governors might be most effective paired with a member of the school staff. It may be appropriate to only monitor part of an area during a governor visit, some schools may wish to split their monitoring into smaller sections or combine areas in different ways.

Governor Monitoring Visit Report

Safeguarding

The Ofsted framework 2012 indicates that inspectors will only 'drill down' into some more detailed aspects of safeguarding if in the course of the inspection, concerns are raised about the robustness of safeguarding. However, it is still recommended that governors continue to monitor this area in depth.

Name	
Date of Visit	
Focus of Visit	Safeguarding
Purpose of Visit	
Links with School Improvement	
Classes/staff visited	
Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, had lunch etc.	

Legal Policies and Documents	Date last updated
Child protection policy	
Health and safety policy	
Behaviour and discipline policy	
Policy re allegations against staff policy	
Race equality policy	
Disability equality policy	
Single Central Record (document)	

Other related recommended/ relevant policies	Date last updated
Safeguarding policy	
Safer recruitment policy	
Induction policy	
Anti-bullying policy (including cyber bullying and homophobic bullying)	
E-safety policy (which incorporate an acceptable usage policy)	
Physical intervention policy	

This part of the monitoring visit is not in as much detail as a health and safety visit would be in specific areas, but it should give governors an overview of the whole subject of safeguarding.

	Comments/ dates:
Are risk assessments in place for all buildings/ rooms and for the grounds? When were they last updated and have previous recommendations been followed up?	
Has there been a risk assessment completed for each school visit that has taken place in the last year?	
Does the school appear to be safe and secure? Walk the site inside and out to check for any areas of concern. Sample fire extinguishers and portable appliances to ensure they have been checked annually, ensure fire escape routes are clearly marked and fire doors are kept clear. Are any doors unlocked/ open that could pose an unacceptable risk to security?	
Are visitors checked in and out of the building? Are procedures for signing in and out robust? Are there procedures for visually identifying these visitors once in the building that are good enough, so that any potential intruders can be challenged?	
Have termly fire drills been carried out?	
Are the records kept for servicing fire extinguishers, emergency lighting, checking water tanks, sampling the chlorine level in swimming pools etc. up to date?	

Single Central Record of Recruitment and Vetting Checks (SCR)	
<p>The SCR must include the following information.</p> <ul style="list-style-type: none"> • an identity check; • a barred list check; • an enhanced DBS check; • a prohibition from teaching check; • Childcare (Disqualification) Regulations 2009 declaration; • further checks on people living or working outside the UK; • a check of professional qualifications; and • a check to establish the person's right to work in the United Kingdom. <p>The SCR must indicate whether particular checks are required and <u>when and by whom each check was carried out, for example, the identify check, the qualification check and the DBS check</u>. It might be a good idea to jointly do this SCR check with the person responsible for updating it, so that they can clarify any issues which arise.</p>	
	Checked
Is a single central record (SCR) of staff in place?	
Does the SCR indicate that identity checks have been carried out and by whom? Note: although good practice, it is not required to show addresses on the SCR.	
Is there evidence on the SCR that all teachers have been checked against the Children's Barred List (previously List 99)? (If a teacher has an enhanced DBS/ CRB disclosure in place they have been checked against List 99 or the Children's Barred List.)	
Is there evidence that all staff directly employed since March 2002, and who have not had continuity of employment, have been DBS (previously CRB) checked, if they have regular contact with or unsupervised access to children?	
Have all staff appointed since 12 May 2006 (September 2003 for academies), whether or not they have regular contact with children, been DBS (CRB) checked, unless they have continuity of employment?	
In an academy have all governors had an enhanced DBS check and identity check?	
Does the SCR include evidence that supply teachers have been checked against the Children's Barred List (or List 99) or have an enhanced DBS (CRB) disclosure? Note: in the case of agency staff it is sufficient that the employer has provided written confirmation that the required checks have been carried out. There is no requirement for separate or individual dates when these checks were done or the names of those who carried out the checks.	
Does the SCR include all others who have been chosen by the school to work regularly or intensively with children, for example volunteers or governors who also work as volunteers within the school?	
In a primary school does the SCR record that a Childcare Disqualification declaration has been completed?	
Does the SCR record qualifications – where the qualification is a requirement of the job, for example those posts where a person must have qualified teacher status or national professional qualification for headship?	

Does the SCR record evidence of 'right to work' in the United Kingdom and suitability checks for those who are not nationals of a European Economic Area country who were recruited after 1 January 2007?	
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Discussion with designated child protection person and other relevant staff.	Comments/ information
Who is the Designated person for child protection? Who undertakes this role when the designated person is not available?	
When did the most recent training take place for the designated person? This must be within the last 2 years. What training has the reserve designated person had? (The level of this training will be for individual schools to assess. Obviously what would be seen as a requirement in a special school would be different to what would be deemed appropriate in a very small primary school).	
When did the last training for all other staff last take place? This must be within the last 3 years. How does the school ensure that nobody is missed out e.g. due to absence on the day of training/ part-time staff etc?	
Which members of the staff and governors have undertaken the safer recruitment training? Have sufficient members undertaken the training to ensure that safe recruitment procedures are being followed. Check that these procedures are in place regarding the take up of references etc.	
Does the school's log show of any incidents of bullying and/ or harassment in the last 12 months? Is there evidence that these have appropriately followed up? Do the same names appear more than once? Do any pupils being bullied have anything in common?	
Does the school's log of racist incidents show any records in the last 12 months? Is there evidence that these have been appropriately followed up? Do	

Discussion with designated child protection person and other relevant staff.	Comments/ information
the same names appear more than once?	
<p>The school should record both minor accidents and more serious ones (which should be recorded in more detail on an official form). Are the procedures for recording both minor and more serious accidents sound and are the methods for contact with parents appropriate to the age of the pupils in the school? For example, in a primary school there may be 'accident notes' for pupils to take home for parents after very minor injuries. For more serious injuries such as a 'bump to the head' how does the school know that the parent or carer was informed? Is there any pattern to where or how accidents are occurring?</p>	
<p>Can the school demonstrate that actions following any concerns raised about a pupil have followed correct guidelines and that the subsequent impact of any actions have been supportive to the pupil concerned? N.B. no pupils' names should be discussed and any records shown should have the identity of the child removed.</p> <p>If the Child Protection Policy gives examples of forms that staff complete when they have a concern about a child, are these being completed and procedures followed?</p>	

Discussion with designated child protection person and other relevant staff.	Comments/ information
<p>Does the school appear to work well with a range of agencies and are all important telephone calls e.g. to social services logged in writing for the school's own use? Are records securely locked away?</p>	
<p>Is the absence of 'at risk' pupils being monitored? Does the school have a method for following up the absence (on the first day of absence) for any pupil in case parents are not aware of their child's absence? Does the school feel that this system is effective? If not why not and how could it be improved?</p>	
<p>Ask to have a very brief discussion with 2 or 3 staff who have different roles in the school. Do these staff understand and follow 'routes' for concerns regarding child protection? Do they know who the designated person is, who to talk to in their absence and what forms (if appropriate) they should complete from the child protection policy? Do they feel that the training they have received has adequately prepared them for knowing what to look out for and how to proceed if they have a concern?</p>	
<p>Evaluate the Child Protection Policy. Does it set out a clear framework for how the staff that links in well with other policies, such as bullying or physical intervention?</p> <p>Does it set out responsibilities and expectations of staff and other relevant adults clearly, particularly in identifying and reporting possible or actual instances of abuse? Does it make it clear who are the designated members of staff?</p>	

Discussion with designated child protection person and other relevant staff.	Comments/ information
Does it indicate how the policy will be implemented, monitored and evaluated? Does it indicate how parents or carers will be made aware of the policy and relevant procedures?	

Discussion with pupils Some of these questions need careful consideration and any governor undertaking such discussion should ideally be the named governor for child protection, so that they have had relevant training and understand the importance of phrasing questions correctly. It should be explained to pupils that they should not name specific members of staff or other pupils, but should refer using generic terms such as 'one of the teachers....' or 'a girl in my class...' Make sure that you seek the views not only of the pupils in the discussion group, but also ask them to answer the questions with reference to other pupils in the school.	
How well do the pupils feel that the school raises awareness regarding their personal safety when not in school? e.g. to help them to keep safe from strangers, when using mobile phones or the Internet, when crossing busy roads etc. through stories/ films in assembly, talks from visitors, lessons, discussions in class etc.	
How safe do pupils feel in school? What makes them feel safe, if not, what concerns do they have? Do they know the feelings of other pupils in the school? Do they know of any groups or individuals who have concerns?	
Have you or anyone you know at the school ever been bullied? If yes, what sort of things happened, how was it reported and how was it stopped? (Assuming that it was, if not find out why not, or if there are current concerns).	
How safe do pupils feel on the way to and from school? Are they happy to stay for after school clubs, does it concern them walking home in winter perhaps when it is dark? Do they feel safe on the school bus? Is behaviour generally good to and from school? If not, what are the problems? Are these referred to a member of staff?	

Does the School Council have any 'safety' items on its agenda? What are these and have they been involved with talking about any issues or making any improvements?	
Is there a peer support/ buddy scheme in school for new or vulnerable pupils? If so how does it work? Do you feel that it's any good? Tell me why it works/ does not work.	
Do you feel that pupils adopt safe practices (including those with physical disabilities or special educational needs) for example in physical education or science and technology lessons? Do pupils generally follow the safety rules?	
Do pupils say that they know who to go to if they have a problem? Would they actually ask for help if necessary?	
How well do pupils say the school deals with their concerns?	

Was the information for doing this monitoring visit available, easily accessible and well organised	
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Overall, do you feel that the school is following its own policies for safeguarding albeit possibly with some attention to minor detail?	
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Comments and Recommendations

Points requiring further discussion at full governors:

Signed _____
 Signed _____
 (Governor)
 Coordinator)

(Headteacher /

Governor Monitoring Visit Report

Safeguarding (Completed)

Example of a completed monitoring report

Name	<i>Deborah Greaves</i>
Date of Visit	<i>23 September 2013</i>
Focus of Visit	Safeguarding
Purpose of Visit	<i>To ascertain the status of all procedures appertaining to the safeguarding of pupils in line with best practice as outlined in DCSF guidance: Safeguarding Children and Safer Recruitment in Education.</i>
Links with School Improvement	<i>To meet the statutory requirement of governors to monitor and review the effectiveness of the school in safeguarding and caring for the welfare of its pupils.</i>
Classes/staff visited	<i>Headteacher – David Jones Office Manager – Sonia Smith 2 teachers and 1 teaching assistant Groups of 8 pupils from years 2 - 6, incl. 2 from school council, 1 SEN</i>
Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, had lunch etc. <ul style="list-style-type: none"> ▪ <i>Checked policies are in place and up to date</i> ▪ <i>Reviewed documents</i> ▪ <i>Discussions with staff and pupils</i> ▪ <i>Walked the school site inside and out</i> 	

Legal Policies and Documents	Date last updated
Child protection policy	<i>Sept 13</i>
Health and safety policy	<i>July 13</i>
Behaviour and discipline policy	<i>Feb 13</i>
Policy re allegations against staff policy	<i>April 13</i>
Race equality policy	<i>Jan 13</i>
Disability equality policy	<i>Jan 12</i>
Single Central Record (document)	<i>Sept 13</i>

Other related recommended/ relevant policies	Date last updated
Safeguarding policy	<i>Sept 13</i>
Safer recruitment policy	<i>April 13</i>
Induction policy	<i>Jan 13</i>
Anti-bullying policy (including cyber bullying and homophobic bullying)	<i>Jan 13</i>
E-safety policy (which incorporate an acceptable usage policy)	<i>Sept 10</i>

Physical intervention policy	July 12
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This part of the monitoring visit is not in as much detail as a health and safety visit would be in specific areas, but it should give governors an overview of the whole subject of safeguarding.

	Comments/ dates:
Are risk assessments in place for all buildings/ rooms and for the grounds? When were they last updated and have previous recommendations been followed up?	<i>Yes, were last updated Apr 13, during governors H&S visit. Only one recommendation not yet completed regarding broken internal door handle to class 4. Not yet been replaced – no apparent reason.</i>
Has there been a risk assessment completed for each school visit that has taken place in the last year?	<i>Yes, 19 trips since the start of Apr 13, all have trip risk assessment.</i>
Does the school appear to be safe and secure? Walk the site inside and out to check for any areas of concern. Sample fire extinguishers and portable appliances to ensure they have been checked annually, ensure fire escape routes are clearly marked and fire doors are kept clear. Are any doors unlocked/ open that could pose an unacceptable risk to security?	<i>Site appears to be in good order, fire extinguishers checked, have labels showing check Apr13, portable appliances Apr 13, but first item I checked was a fan heater in the SEN room which had no label – it appears the SEN teacher brought it in today from home! Will be taken home tonight and Premises Officer has organised suitable portable heater from school store for room. Rooms have plan of school and escape routes clearly marked. All outside doors secured at appropriate times, in line with policy.</i>
Are visitors checked in and out of the building? Are procedures for signing in and out robust? Are there procedures for visually identifying these visitors once in the building that are good enough, so that any potential intruders can be challenged?	<i>During the school day only way in is through front door. Visitors can enter foyer, but need to be 'buzzed' through into school after signing in and being given yellow school visitor badge. All visitors seen in school today (identified for me by HT during our tour of the school) had badges on. HT gave example of visitor recently, whose badge had been covered up by their coat on their way out being challenged by a group of Y6 pupils asking, 'Can I help you? Shall I take you to the school office?' So pupils appear to show understanding for the badge system and safety re. Visitors.</i>
Have termly fire drills been carried out?	<i>Yes, including one at lunchtime. Buildings usually cleared in less than 2 minutes, but records show that earlier this term a Y6 child deliberately hid in toilets and was not found on usual sweep system (there was a supply teacher in the class at the time) HT has already discussed this with staff and action has been taken to improve sweep patterns.</i>

	Comments/ dates:
Are the records kept for servicing fire extinguishers, emergency lighting, checking water tanks, sampling the chlorine level in swimming pools etc. up to date?	<i>Yes, all appear up to date and well organised in clear folders.</i>

Single Central Record of Recruitment and Vetting Checks (SCR)	
<p>The SCR must include the following information.</p> <ul style="list-style-type: none"> • Identity, name, address, date of birth • Qualifications where these are legally required for the post • GTC Registration – qualified teachers only • List 99 • Enhanced DBS/ CRB Disclosure • Right to work in the UK • Overseas checks <p>The SCR must indicate whether particular checks are required and <u>when and by whom each check was carried out, for example, the identify check, the qualification check and the CRB check.</u> It might be a good idea to jointly do this SCR check with the person responsible for updating it, so that they can clarify any issues which arise.</p>	
	Checked
Is a single central record (SCR) of staff in place?	No, we found one member of staff missing from register, but there was evidence elsewhere that all checks had been carried out for this person.
Does the SCR indicate that identity checks have been carried out and by whom? Note: although good practice, it is not required to show addresses on the SCR.	✓
Is there evidence on the SCR that all teachers have been checked against the Children's Barred List (previously List 99)? (If a teacher has an enhanced DBS/ CRB disclosure in place they have been checked against List 99 or the Children's Barred List.)	✓
Is there evidence that all staff directly employed since March 2002, and who have not had continuity of employment, have been DBS (previously CRB) checked, if they have regular contact with or unsupervised access to children?	✓
Have all staff appointed since 12 May 2006 (September 2003 for academies), whether or not they have regular contact with children, been DBS (CRB) checked, unless they have continuity of employment?	✓
Does the SCR include evidence that supply teachers have been checked against the Children's Barred List (or List 99) or have an enhanced DBS (CRB) disclosure? Note: in the case of agency staff it	✓

is sufficient that the employer has provided written confirmation that the required checks have been carried out. There is no requirement for separate or individual dates when these checks were done or the names of those who carried out the checks.	
Does the SCR include all others who have been chosen by the school to work regularly or intensively with children, for example volunteers or governors who also work as volunteers within the school?	✓
Does the SCR record the date when the DBS (CRB) or Children's Barred List (or List 99) check was carried out (and who carried out the check) except in the case of agency staff?	✓
Does the SCR record qualifications – where the qualification is a requirement of the job, for example those posts where a person must have qualified teacher status or national professional qualification for headship?	✓
Does the SCR record evidence of 'right to work' in the United Kingdom and suitability checks for those who are not nationals of a European Economic Area country who were recruited after 1 January 2007?	✓

Discussion with designated child protection person and other relevant staff.	Comments/ information
Who is the Designated person for child protection? Who undertakes this role when the designated person is not available?	<i>David Jones (HT). In his absence, the DH Jo Tucker undertakes role.</i>
When did the most recent training take place for the designated person? This must be within the last 2 years. What training has the reserve designated person had? (The level of this training will be for individual schools to assess. Obviously what would be seen as a requirement in a special school would be different to what would be deemed appropriate in a very small primary school).	<i>David Jones renewed Jan 13, DH has actually done designated person training now – Sept 13. Both certificates in folder.</i>
When did the last training for all other staff last take place? This must be within the last 3 years. How does the school ensure that nobody is missed out e.g. due to absence on the day of training/ part-time staff etc?	<i>Sept 13, school has list of all employees with signatures to show attendance at Sept 13 course, One member of staff absent, but they are on list from last year, so training still valid within 3 year period.</i>
Which members of the staff and governors have undertaken the safer recruitment training? Have sufficient members undertaken the training to ensure that safe recruitment procedures are being followed. Check that these	<i>Staff – David Jones HT, Jo Tucker DH, Amerjeet Gill – Senior Teacher. Governors: Myself, Michael Phillips (Chair) and Sarah Payne (VC) Office manager showed me the procedures for a teacher recruited Sept 13 and went</i>

Discussion with designated child protection person and other relevant staff.	Comments/ information
procedures are in place regarding the take up of references etc.	<i>through her 'tick list' which she uses to ensure that procedures are always followed.</i>
Does the school's log show of any incidents of bullying and/ or harassment in the last 12 months? Is there evidence that these have appropriately followed up? Do the same names appear more than once? Do any pupils being bullied have anything in common?	<i>Two incidents recorded. Different pupils and HT showed me records of meetings and letters to parents regarding the matter. Records were for Apr 13, with no further occurrences, but bullied pupils and those who bullied, are still being informally monitored by class teacher.</i>
Does the school's log of racist incidents show any records in the last 12 months? Is there evidence that these have been appropriately followed up? Do the same names appear more than once?	<i>No incidents recorded.</i>
The school should record both minor accidents and more serious ones (which should be recorded in more detail on an official form). Are the procedures for recording both minor and more serious accidents sound and are the methods for contact with parents appropriate to the age of the pupils in the school? For example, in a primary school there may be 'accident notes' for pupils to take home for parents after very minor injuries. For more serious injuries such as a 'bump to the head' how does the school know that the parent or carer was informed? Is there any pattern to where or how accidents are occurring?	<i>Minor accident book appears to have suitable recording including child's name, class, date, nature of accident and treatment given. Good range of note proformas to be sent home with child. For bumped head, procedure is for either class teacher to see parent/ adult who collects child or for older pupils, a tear off slip is used for parents to sign and return to school. Concern that some bumps on the head record a 'wet tissue' for treatment given – apparently the school is short of cold compresses! More serious accidents for staff and pupils recorded on LA accident book forms and countersigned by HT with action taken to prevent similar accident reoccurring.</i>

Discussion with designated child protection person and other relevant staff.	Comments/ information
<p>Can the school demonstrate that actions following any concerns raised about a pupil have followed correct guidelines and that the subsequent impact of any actions have been supportive to the pupil concerned? N.B. no pupils' names should be discussed and any records shown should have the identity of the child removed.</p> <p>If the Child Protection Policy gives examples of forms that staff complete when they have a concern about a child, are these being completed and procedures followed?</p>	<p><i>Looked through forms used for CP with HT. He talked me through the system the school has in place from when a member of staff raised a concern, to recording concern, through to contact with parents and social services (or other agency as appropriate). All files are kept locked in HT office and information is shared only with staff who 'need to know'.</i></p>
<p>Does the school appear to work well with a range of agencies and are all important telephone calls e.g. to social services logged in writing for the school's own use? Are records securely locked away?</p>	<p><i>HT showed me an example (with ID removed) of a recent case. Detailed records evident, together with a number of recorded multiagency meetings. HT gave details of which agencies were involved, why and how they all worked together.</i></p>
<p>Is the absence of 'at risk' pupils being monitored? Does the school have a method for following up the absence (on the first day of absence) for any pupil in case parents are not aware of their child's absence? Does the school feel that this system is effective? If not why not and how could it be improved?</p>	<p><i>Office manager does 1st day of calling absence for all pupils, but always starts with the 3 pupils who are currently on the CP list. Problems that she encounters include the fact that parents keep changing their mobile number and not informing the school. Some parents who recognise the school number appear to choose to let their phone go to answer phone.</i></p>
<p>Ask to have a very brief discussion with 2 or 3 staff who have different roles in the school. Do these staff understand and follow 'routes' for concerns regarding child protection? Do they know who the designated person is, who to talk to in their absence and what forms (if appropriate) they should complete from the child protection policy? Do they feel that the training they have received has adequately prepared them for knowing what to look out for and how to proceed if they have a concern?</p>	<p><i>Spoke to 2 teachers and 1 teaching assistant. All appeared confident with the procedures they follow should they have a concern. One teacher gave me an account of a recent concern raised and the procedure followed All said that the training had been useful and felt well equipped to deal with any concerns.</i></p>

Discussion with designated child protection person and other relevant staff.	Comments/ information
<p>Evaluate the Child Protection Policy. Does it set out a clear framework for how the staff that links in well with other policies, such as bullying or physical intervention?</p> <p>Does it set out responsibilities and expectations of staff and other relevant adults clearly, particularly in identifying and reporting possible or actual instances of abuse? Does it make it clear who are the designated members of staff?</p> <p>Does it indicate how the policy will be implemented, monitored and evaluated? Does it indicate how parents or carers will be made aware of the policy and relevant procedures?</p>	<p><i>Framework is easy to follow and makes reference to a number of other policies where procedures stated are identical. Expectations required of staff are clear and proformas in policy are the same currently being used by staff. Clearly names designated person.</i></p> <p><i>No indication of <u>how</u> the policy will be evaluated, simply states when. Regarding parents, clear in prospectus that they can ask for copy of policy or is available as download on school website.</i></p>

Discussion with pupils Some of these questions need careful consideration and any governor undertaking such discussion should ideally be the named governor for child protection, so that they have had relevant training and understand the importance of phrasing questions correctly. It should be explained to pupils that they should not name specific members of staff or other pupils, but should refer using generic terms such as 'one of the teachers....' or 'a girl in my class...' Make sure that you seek the views not only of the pupils in the discussion group, but also ask them to answer the questions with reference to other pupils in the school.	
How well do the pupils feel that the school raises awareness regarding their personal safety when not in school? e.g. to help them to keep safe from strangers, when using mobile phones or the Internet, when crossing busy roads etc. through stories/ films in assembly, talks from visitors, lessons, discussions in class etc.	<i>Generally yes, pupils gave examples of recent 'Don't play on the railways' film for Y6 and story about not talking to strangers in whole school assembly. Pupils feel that as a class they often talk about these kinds of issues in their class 'circle time'.</i>
How safe so pupils feel in school? What makes them feel safe, if not, what concerns do they have? Do they know the feelings of other pupils in the school? Do they know of any groups or individuals who have concerns?	<i>All said yes and that their friends at school feel the same way. Not aware of any groups/ individuals who don't feel safe.</i>
Have you or anyone you know at the school ever been bullied? If yes, what sort of things happened, how was it reported and how was it stopped? (Assuming that it was, if not find out why not, or if there are current concerns).	<i>No worries, except one pupil said that a boy in his class was bullied last term. He didn't seem to know the details, but said that he knew the boy's parents had a meeting with the headteacher and he thinks it's stopped now.</i>

How safe do pupils feel on the way to and from school? Are they happy to stay for after school clubs, does it concern them walking home in winter perhaps when it is dark? Do they feel safe on the school bus? Is behaviour generally good to and from school? If not, what are the problems? Are these referred to a member of staff?	<i>Generally yes, but one pupil said that he had a bad experience after football practice last term. He went out to wait on the road for his parent to pick him up in the car as usual, but parent didn't come. He tried to get back into school, but there was no one in the office and he couldn't make anyone hear the bell. Said he felt scared at the time because it was dark. About fifteen minutes later a teacher going home found him sitting in the foyer and rang his dad, who had been delayed. She stayed with him until his dad arrived.</i>
Does the School Council have any 'safety' items on its agenda? What are these and have they been involved with talking about any issues or making any improvements?	<i>School Council recently had a meeting about the adventure playground because lots of pupils said that they were falling off it when it was wet. It is not meant to be used when it's wet, but it seems the only way pupils know not to use it, is because the lunchtime supervisors tell them verbally (and some would pretend that they didn't know, causing others to think it had been reopened etc.) The School Council designed a 'closed' sign, one being put at each end of the adventure playground when it's too wet to use.</i>
Is there a peer support/ buddy scheme in school for new or vulnerable pupils? If so how does it work? Do you feel that it's any good? Tell me why it works/ does not work.	<i>Y5 buddy up with Y3 for the first month that they spend in the junior playground. All pupils who had experience of this said they really liked it and the Y3 pupils said it made them feel good having an older friend.</i>
Do you feel that pupils adopt safe practices (including those with physical disabilities or special educational needs) for example in physical education or science and technology lessons? Do pupils generally follow the safety rules?	<i>Yes, Y6 pupils gave an example of the rules in their recent technology lesson when they had used cool glue guns, the rules for them and said they thought the whole class had used them safely.</i>
Do pupils say that they know who to go to if they have a problem? Would they actually ask for help if necessary?	<i>All pupils said they felt confident to talk to just about any member of staff if they had a problem, but most agreed that their class teacher would be their first choice.</i>
How well do pupils say the school deals with their concerns?	<i>There were some complaints that a few children felt that the lunchtime supervisors didn't always follow up problems very well, especially if they were with one particularly aggressive boy in Y6. Some of the pupils in the group felt that this pupil wasn't always told off by them when he should be because he loses his temper when he's told off, so they feel that he 'gets away with it'.</i>
Was the information for doing this monitoring visit available, easily accessible and well organised	<i>Information was extremely well organised, all labelled in folders. Premises folders were particularly easy to follow and the records meticulous.</i>

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Overall, do you feel that the school is following its own policies for safeguarding albeit possibly with some attention to minor detail?	Overall I have been impressed by what I have seen and nearly everything that I checked was in line with our policies, with only a few things that need to be discussed. SCR information very well organised, although one member of staff missed off, they have now been added. Office manager was glad that the error was found now rather than during Ofsted.
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Comments and Recommendations

E-safety policy needs reviewing (last reviewed ?July 10)

HT said he was not aware of the boy re the incident after football practice – a bell that rings in the staffroom/ corridor when the office is unmanned would have helped, together with tightening procedures for staff to ensure that all pupils are safely collected after clubs. This particular football practice is run by an outside sports company, so this also needs to be discussed with them.

Discussed concerns that some pupils in the group had regarding the pupil who they felt ‘got away’ with poor behaviour and that they sometimes felt that lunchtime supervisors didn’t always solve their problems. HT agreed that this was an area of concern and teachers had recently commented that they are increasingly spending time at the beginning of the afternoon session dealing with problems and arguments that had taken place at lunchtime. HT also agreed that there was a concern with one particular child and felt that there should be a meeting arranged to see if this pupil should have 1:1 support at lunchtime. Training for lunchtime supervisors is overdue and HT intends to arrange training for this term. New cold compresses will be purchased and made available to all staff.

HT said he will follow up broken door handle with PO and remind staff on next week’s bulletin that they cannot bring in electrical equipment from home. Whole school had been reminded about importance of everyone leaving the school building during a fire drill and the consequences of ‘hiding’ which could endanger the lives of the fire service if they had to enter a burning building.

HT said that updating parents’ mobile numbers was a constant battle. He was always including this issue on newsletters and would continue to do so. We discussed how we should evaluate the Child Protection Policy before renewal. Agreed that a questionnaire (devised by safeguarding governor, with help from DH) will be given to all staff about how well they think the school helps them to deal with child protection and what they think could be improved before the policy is renewed.

I really enjoyed my visit and would like to thank all the pupils and staff, including the headteacher, who helped me with this monitoring. A huge amount of work is undertaken by staff to ensure the safety of the children at our school.

Points requiring further discussion at full governors:

Review of E-safety policy.

HT said he will feedback the outcomes from our ‘comments and recommendations’ in his next HT report to governors.

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Signed Deborah Greaves Signed Dave Jones
 (Governor) (Headteacher / Coordinator)

Governor Monitoring Visit Report
Closing the gap in the achievement of groups of pupils, e.g. SEN pupils

Name	
Date of Visit	
Focus of Visit	A specific area of the School Development Plan e.g. To close the gap in the achievement of DSEN pupils in mathematics.
Purpose of Visit	
Links with School Improvement	
Classes/staff visited	
Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, had lunch with pupils etc.	

Discussion with SENCo	
	Comments:
Outline of gap as shown by RAISEonline and by school tracking.	
What interventions and initiatives has the school undertaken to narrow the gap in maths between DSEN and non DSEN pupils?	
How successful have these been? (school should be able to show how DSEN pupils' progress has accelerated over the period of time that the interventions have run). Which have not been successful and why?	

What training did teachers or teaching assistants (TAs) have in order to undertake the interventions or initiatives? How well did it prepare them for the work? (ask the teachers and TAs as well as the SENCo).	
If the pupils were taken out of class to undertake the intervention/s, what lessons did they miss? Did they miss the same lesson each day or week? Does the SENCo think that the pupils missed out on important or particularly enjoyable lessons in order to do these interventions? Ask the pupils how they felt about missing other lessons to do the intervention?	
What are the current gaps in maths for each year group and across the school for attainment (compared to the DSEN national group) and progress (compared to the non DSEN peers in school)?	

Discussion with pupils/ teachers or TAs who teach the intervention –The governor could either sit in with the SENCo or take a group of pupils to ask the same questions. It is likely that the school will also survey a wider range of pupils via a questionnaire.

It is also recommended for the governor to visit a lesson/s to watch some of the interventions in action.

Did children appear to enjoy the lesson and know what they are learning? Ask them to show you some of their work/ give you some feedback about the intervention lessons and if they feel they have improved. How do they feel about missing other lessons to come to the intervention?

What resources were being used, were they of good quality and were they in sufficient quantities? Does the teacher/ TA feel that the initiative has been well resourced and has the amount of training been sufficient?

Comments

Comments and Recommendations

Points requiring further discussion at full governors:

Signed _____

(Governor)

Signed _____

(Headteacher / Coordinator)

Governor Monitoring Visit Report
Monitoring of an aspect of the School Development Plan,
e.g. to improve achievement in boys' writing.

Name	
Date of Visit	
Focus of Visit	A specific area of the School Development Plan e.g. To improve achievement in boys' writing
Purpose of Visit	
Links with School Improvement	
Classes/staff visited	
Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, had lunch etc.	

Attach a photocopy of the relevant part of the School Development Plan to this monitoring report (See example and how the actions and success criteria can be used to support monitoring)

Discussion with Literacy Coordinator	
Actions from the SDP	Comments:
<ul style="list-style-type: none"> <i>Undertake an initial attitude survey of pupils to ascertain their attitudes to writing etc....</i> <p>What were the findings of this survey?</p>	
<ul style="list-style-type: none"> <i>Lead INSET to provide ideas and materials.....</i> <p>Date this took place – how well received was it and were there any specific challenges?</p>	
<ul style="list-style-type: none"> <i>Lead INSET to introduce new marking policy etc.....</i> <p>Date this took place – how well received was it and were there any specific challenges?</p>	

<ul style="list-style-type: none"> • <i>Purchase a wider range of age appropriate reading books etc.....</i> <p>When did these books start being used, by which year groups? Was sufficient money provided to be effective? Have a look at some of the books with Lit. Coordinator to ascertain why these books are important and how well received they have been.</p>	
<ul style="list-style-type: none"> • <i>'First hand' experiences, visual stimuli or drama evident in Literacy lessons at least 3 times a week, etc.....</i> <p>What have been the findings of your monitoring of teachers' planning, lesson observations and work scrutinies? Ask the Literacy Coordinator to show you some examples of pupils' writing targets in books and how these are being linked to marking. How successful does the Literacy Coordinator feel the initiative has been? How could it have been improved?</p>	
<ul style="list-style-type: none"> • <i>Gender difference at Key Stages 1 & 2 equal to the national in July 2013 etc.....</i> <p>Did we achieve our target? If not do we know why not and what actions does the Literacy Coordinator think that we still need to undertake? Are we likely to achieve our 2014 target? If not, what are the problems?</p>	

Discussion with pupils – it might be possible at this stage for the governor to be involved in pupil discussions to undertake a second attitude survey of pupils to ascertain any changes in their attitudes to the previous survey. The Literacy Coordinator will have details of the questions previously asked. The governor could either sit in with the Literacy Coordinator or take a group of pupils to ask the same questions. It is likely that the school will also survey a wider range of pupils via a questionnaire.

It might also be possible/ relevant for the governor to visit a lesson/s to watch some of the initiatives in action.

What did you see that was relevant to the initiative? Did pupils appear to enjoy the lesson and know what they were learning? Did you get the chance to ask them to show you their targets/ show you some of their work/ give you some feedback about whether they have enjoyed writing recently/ their favourite book etc.

Try to talk to boys as well as girls in order to gauge any differences in attitude or enjoyment.

What resources were being used, were they of good quality and were they in sufficient quantities? Does the teacher feel that the initiative has been well resourced and has the amount of training been sufficient?

Comments

Comments and Recommendations

Points requiring further discussion at full governors:

Signed _____

(Governor)

Signed _____

(Headteacher / Coordinator)

Extract from a School Development Plan (SDP) – to be used in conjunction with understanding how to monitor an aspect of the SDP

Objectives	Actions	Person Responsible	Start Date	Success Criteria	Evaluation Monitoring
To raise the standard of boys' writing in line with that of our girls and ensure the school culture promotes boys' motivation in writing	Undertake an initial attitude survey of pupils to ascertain their attitudes to writing, understanding of their writing ability and perceived usefulness of teachers' feedback, and their enjoyment of current Literacy lessons and cross curricular writing.	Literacy Coordinator.	Dec 2013	<ul style="list-style-type: none"> 'First hand' experiences, visual stimuli or drama evident in Literacy lessons at least 3 times a week, evidenced through teachers planning and lesson observations. Attitude surveys show the gap between boys' and girls' positive attitudes for reading and writing closing by at least 10%, at least a 10% improvement of boys enjoying Literacy lessons, reading in school, perceiving that they are at least 'quite good' at writing and feel that they know how to improve their work due to effective teacher feedback. Lesson observations and feedback from teachers shows an improvement in attitudes. E.g. Boys on task for longer periods of time and are keen to complete work. Boys keen to access a range of reading material that provides stimulus for writing. Boys reading independently away from direct adult support Gender difference at Key Stages 1 & 2 equal to the national in July 2014 Boys in line with girls by July 2013 Boys demonstrate correct criteria and style for specific genre. All pupils know their writing targets, what to do to improve their work and there is evidence that individual targets are linked to marking. 	<p>Learning walks Pupil discussions and written questionnaires Lesson Observations Scrutiny of planning work 2013 and 2014 KS1 & 2 national test results In school monitoring by Headteacher and Literacy Coordinator</p> <p>Governors' Monitoring Visit Sept 2014</p>
	Lead INSET to provide ideas and materials to ensure the following: <ul style="list-style-type: none"> provision of 'first hand' relevant experiences through the curriculum provision of visual stimuli for writing eg. film clips, graphic novels increase opportunities for speaking and listening activities through role play and drama 	Literacy Coordinator. LA Literacy Advisor to lead INSET	Feb 2014		
	Lead INSET to introduce new marking policy, including: <ul style="list-style-type: none"> provision of high quality individual feedback that values their writing pupils to have individual writing targets linked to new school marking policy 	Deputy Head	March 2014		
	Purchase a wider range of age appropriate reading books incl. graphic novel material to provide relevant reading material for boys, esp. low ability.	Literacy Coordinator	Dec 2013		
	Undertake a second attitude survey of pupils to ascertain any changes in their attitudes to previous survey	Literacy Coordinator	Feb 2014		

Governor Monitoring Visit Report

Monitoring the achievement of FSM/ pupil premium pupils

Name	
Date of Visit	
Focus of Visit	Achievement, with a particular focus on the achievement of those supported through the pupil premium (this proforma can easily be adapted to cover any group of pupils)
Purpose of Visit	
Links with School Improvement	
Classes/staff visited	
Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, had lunch etc.	

Legal Policies and Documents	Date last updated

Other related recommended/ relevant policies:	Date last updated

Analysing your data

Using RAISEonline complete the tables starting on page 10 of this booklet for primary governors and page 15 for secondary governors, complete, with the headteacher/ senior member of staff, the information in exercises 3, 5 and 6 for primary and 4, 6 and 7 for secondary The tables will help you compare the achievement of pupils premium pupils at your school to those nationally and most importantly with other pupils in the school. Ideally, we recommend completing these forms with the headteacher or senior member of staff or at a governors' data training session.

Discussion with headteacher/ head of school assessment	Comments:
<p>Discuss with the headteacher or senior member of staff what the 2013 gaps are. How do these compare to 2012 or 2011 gaps. Are the gaps closing between FSM/ pupil premium pupils and the non group? If not, why not? What is the overall strategic plan that the school is using to close the gaps?</p>	
<p>What was attainment overall and FSM/ pupil premium pupil using RAISEonline for 2013? +N.B. Be cautious if the FSM/ pupil premium group is less than 20% of the cohort, as mathematically it is not sound practice to evaluate such a small group using statistics. It is recommended that for small group anonymised individual tracking records are used). Is the attainment lower for the FSM/ pupil premium group compared to their group nationally or lower than when compared to the non group within the school? How does this compare with the attainment of FSM/ pupil premium pupils throughout the rest of the school when compared to the non group in each year group?</p>	
<p>What is progress for FSM/ pupil premium pupils compared to the non group across the school? Is progress for the pupil premium pupils similar to the non group or better (due to catch up working effectively). If pupil premium pupils are making less progress then why are interventions not working sufficiently well?</p>	
<p>Are there any patterns of apparent underachievement (in particular subjects) in the school that you or senior staff are concerned about regarding FSM/ pupil premium pupils? If yes, what actions are being taken?</p>	
<p>Do they have a list of pupils who have made insufficient progress? What proportion of these pupils are FSM/ pupil premium pupils compared to the non group?</p>	
<p>Ask the member of staff to talk you through the initiatives that are in place for pupil premium pupils, with particular focus on those who are making less progress.</p>	

<p>Discuss the school's targets for English and mathematics and for 5 A-Cs (including and excluding English and maths in secondary) with the headteacher or senior teacher.</p> <p>Are FSM/ pupil premium pupils on track to achieve them?</p> <p>If not, what action has been/ is going to be taken and how serious is the underachievement?</p>	
<p>If the school 'sets' or 'streams' for certain lessons or subjects, are FSM/ pupil premium pupils under-represented in for example, the top set?</p>	
<p>Check on the progress of any excluded FSM/ pupil premium pupils.</p> <p>Has the school monitored the progress of pupils with particularly poor attendance?</p> <p>If the school has a concern about either of these groups of pupils, what action have they taken?</p>	

Discussion with pupils:

Make sure that you speak to equal numbers of FSM/ pupil premium pupils and pupils from the non group representing different year groups. It may not be appropriate for the governor to know which individual pupils represent which group (confidentiality). This would be a matter for the school and the governing body to decide, possibly with the support of parents and carers.

<p>What lessons/ subjects do you enjoy? Why do you enjoy these lessons/ subjects?</p> <p>Ascertain if there are any subjects that pupils do not enjoy based on their enjoyment of the teaching. What is it about the subjects/ lessons that you enjoy or about the ones that you do not enjoy?</p>	Comments
<p>Do you know how well you are doing in your subjects? How do you know? Does the quality of feedback to you vary between lessons or subjects? Ask the pupils to show you some of their books. Ask them to show you examples of feedback that they found useful and examples of feedback that they did not</p>	

Discussion with pupils:

Make sure that you speak to equal numbers of FSM/ pupil premium pupils and pupils from the non group representing different year groups. It may not be appropriate for the governor to know which individual pupils represent which group (confidentiality). This would be a matter for the school and the governing body to decide, possibly with the support of parents and carers.

find useful. Do they try harder in some lessons than in other? Why?

Discussion with headteacher/ senior leader	
What was the total of the Pupil Premium grant this year? Ask for a break down of the complete expenditure and discuss in detail the school's rational for each of the key expenditure items. Discuss the evaluation of the overall impact on achievement that the grant has had and make a discussion whether or not you believe, based on the evidence presented during this visit (and other reports received by the governing body) whether the money has been well spent. Does the headteacher/ senior leader think it has been well spent? Discuss any areas of disagreement and any areas where it is felt by either party that the money could have been spent to achieve greater impact.	
Is there a clear explanation on the school's website of the expenditure and impact of the pupil premium spending (without identifying any individual pupils)? This is a legal requirement.	

Comments and Recommendations

Points requiring further discussion at full governors:

Signed _____ Signed _____
 (Governor) (Headteacher / Coordinator)

Governor Monitoring Visit Report

Attendance and punctuality

Name	
Date of Visit	
Focus of Visit	Attendance and Punctuality
Purpose of Visit	
Links with School Improvement	
Classes/staff visited	
Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, had lunch etc.	

Legal Policies and Documents

School's attendance targets:

Other related recommended/ relevant policies:	Date last updated
Attendance and punctuality policy	

The following 2 tables (published in May 2012) are extracts from 'Inspecting Attendance – Guidance' published by Ofsted. Governors should consider the grade boundaries when agreeing attendance targets. No updated tables have since been published, but are expected.

Primary schools			
Percentile range	Absence 2010-11	Attendance	Descriptor for attendance
Top 40%	4.67% and below	95.33% and above	Above average
Middle 20%	4.68% to 5.28%	95.32% to 94.70%	Average
Lowest 10 th -40 th %	5.29% to 6.72%	94.71%–93.28%	Below Average
Lowest 10%	6.73% and above	93.27% and below	Low

Secondary schools			
Percentile range	Absence 2010–11	Attendance	Descriptor for attendance
Top 40%	6.05% and below	95.22% and above%	Above average
Middle 20%	6.06 to 6.75	93.25% to 93.94%	Average
Lowest 10 th -40 th %	6.67% to 8.32%	91.68%–93.24%	Below average
Lowest 10%	8.33 and above	Below 91.67% and below	Low

Discussion with headteacher or person responsible for attendance and punctuality	Comments:
Attendance	
What is the percentage attendance of the school over the last 3 years?	2010/ 2011 - 2011/ 2012 – 2012/ 2013 – Current -
Do most large groups of pupils attain this attendance level or are there some groups bringing down the overall percentage? If so, what are these groups and how are they impacting on the school's overall percentage?	
Is the school expecting to reach its attendance target? If not, what are the major issues?	
What percentage of pupils currently has an attendance percentage of equal to or below 80% and below 85%? How many pupils does this represent? How many of these are 'persistently' absent? Are there any groups of pupils whose attendance fails into this category? What are the reasons for this low attendance?	
What actions does the school take to improve pupils' attendance for pupils with high and persistent absence? Does the school operate a first day of absence calling or text system? How successful does the school feel that this is? If there are groups with low attendance, what has the school done to engage with these groups?	

Discussion with headteacher or person responsible for attendance and punctuality	Comments:
Can the school clearly demonstrate examples where these initiatives have been successful in individual cases in improving attendance of pupils that has been low and when absence has been persistent?	
What has been the success overall for improving attendance?	
What rewards does the school give/ actions does the school take, to improve the attendance of all pupils, including giving attendance a high profile?	
Punctuality	
Does the school have clear procedures for being 'late'? Is there an absolute late time after which pupils must be signed in? Are doors closed or can pupils who should be signed in as late simply slip into class? Is the time and are the procedures for lateness consistent across the school?	
What percentage of pupils currently have a punctuality percentage of equal to or below 85%? How many pupils does this represent?	
How many pupils were late this morning? What percentage of pupils does this represent? Was today a typical day? Do the same family or individual names repeatedly occur in the late book? Focussing on this group (if they exist) are the reasons for lateness acceptable?	

Discussion with headteacher or person responsible for attendance and punctuality	Comments:
What actions does the school take to improve pupils' punctuality for pupils with low punctuality?	
Can the school clearly demonstrate examples where these initiatives have been successful in individual cases for punctuality?	
What has been the success overall for improving punctuality?	
For secondary schools how does the school monitor the punctuality of pupils to lessons? Are they late to particular lessons persistently or are particular groups of pupils late to lessons? If so why and what is being done to address this?	
What rewards does the school give or actions taken, to improve the attendance of all pupils, including giving attendance a high profile?	
Using the Ofsted school inspection handbook, behaviour and safety section, which includes information on how inspectors judge attendance and the tables above, through discussion with the headteacher or senior teacher, which grade best fits? Notice that the grade descriptors comment on 'groups of pupils'	Agreed grade:
Is this the same grade as that given in the section that describes attendance in the SSE? If not, explain reasons.	

Discussion with pupils	
<p>Make sure that you have a range of pupils who have a good attendance/punctuality record as well as those who do not. You will find that the discussion will work best if you do not know which pupils these are. If the school has only average or below attendance, it will be worth significantly exploring the views of pupils on both attendance and punctuality in order to support potential new initiatives. It will also be worth seeking the views of parents in this situation, possibly through a questionnaire.</p>	
How important is attending school for you?	Comments

<p>Does it bother you if you cannot come to school? Tell me why.</p> <p>What does the school do to encourage you to attend? How effective do you think these incentives and initiatives are? If you do not think they work, what do you think would work either for yourselves or other pupils in the school?</p>	
<p>What about punctuality? Have you ever been late?</p> <p>Is being at school on time important to you? Are there any consequences if you are late? Are you encouraged to be at school on time? Does this have an impact on whether or not you are late?</p>	

<p>Overall, is the school following its own policies for attendance and punctuality apart from minor issues?</p>	
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<p>Comments and Recommendations</p>
<p>Points requiring further discussion at full governors:</p>

Signed _____

 (Governor)

Signed _____

 (Headteacher / Coordinator)

Governor Monitoring Visit Report

Spiritual, Social, Moral and Cultural Education

Name	
Date of Visit	
Focus of Visit	<i>Spiritual, Social, Moral and Cultural Education.</i>
Purpose of Visit	
Links with School Improvement	
Classes/staff visited	
Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, had lunch etc.	

Recommended Policies and Documents	Date last updated
Spiritual, Social, Moral and Cultural Education Policy	

	Comments/ dates:
What activities do pupils take part in that promote social skills?	
How does the school help pupils to develop awareness and a respect towards gender, race, religion, culture, sexual orientation and disability?	
How well does the school prepare pupils for the next stage in their education e.g. for secondary school or for work or 6 th form?	
What skills does the school teach that enables pupils to participate fully and positively in democratic, modern Britain?	
What are some of the barriers that some pupils have to learning? How does the school help them to overcome these?	

Discussion with pupils

Make sure that you have a group of pupils from different genders, ethnic groups, cultures, religions and socio economic backgrounds where possible. It goes without saying that some issues relating to religion, culture and socio-economic background are very sensitive, so do take advice from the headteacher and/ or a senior teacher before undertaking this discussion with pupils.

How well do you feel you and other pupils get on with pupils with backgrounds and cultures that are different from your/ their own within school? Do you have friends from other backgrounds and cultures in school? Do you feel that everyone mixes? Explain why you think this is. Do you feel that there are individuals or groups who either choose not to mix or find it difficult to mix?

Comments

What about in the local community? How well do you feel people get on with different groups? Do you have friends from other cultures, religions and background in the local community?

Do the pupils in your group (and other groups that you know about) feel safe in school in relation to unwanted comments etc. regarding their culture/ religion/ background?

Do the pupils in your group (and other groups that they know about) feel safe in the local community in relation to unwanted comments etc. regarding their culture/ religion/ background?

What do pupils feel that the school has done to promote good relationships and mutual understanding in school and in the local community between groups of pupils? For example, if there are few chances to mix with other cultures, have they been visited or been to visit school, which has pupils from different backgrounds etc. to their own? What impact has this had?

What cultural experiences have pupils had the opportunity to participate? For example, theatre, museums, places of worship, concerts etc?	
What are the pupils' attitudes to right and wrong in school and outside of school? Do they feel that pupils in school show respect for 'doing what is right?' How is this similar or different to pupils' general behaviour when outside of school? If there appears to be issues with pupils choosing to do the 'wrong thing' investigate what pupils think the school could do to promote better attitudes about right and wrong.	
How well do you feel that the pupils you spoke to during your visit, at the very least, accept each other's differences? What picture overall did you make of how well pupils in the school mix with pupils from other backgrounds, both in school and in the local community?	
Check the school's log for any incidents of bullying and harassment. Are there any worrying patterns of pupils from particular cultures, religions etc. recorded?	
The school's log of racist incidents. Are there any worrying patterns of pupils from particular cultures, religions etc. recorded?	

Comments and Recommendations

Points requiring further discussion at full governors:

Signed _____
(Governor)

Signed _____
(Headteacher / Coordinator)

Governor Monitoring Visit Report

Physical education and sports grant (primary schools)

Name	
Date of Visit	
Focus of Visit	
Purpose of Visit	Visit to check on impact of the Sports Grant
Links with School Improvement	
Classes/staff visited	
Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, had lunch etc.	

Discussion with PE Coordinator	
<p>Section 1</p> <p>Impact of the Sports Grant – The school will have chosen to impact on <u>all or some of the following areas.</u></p> <p>The school should be able to provide a range of evidence to support its evaluation.</p>	<p>Comments:</p>
<p>How has the grant increased participation rates in such activities as games, dance, gymnastics, swimming and athletics?</p>	
<p>How has the grant increased pupil numbers and/ or success in competitive school sports?</p>	

How much more inclusive has the physical education curriculum has become?	
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How has the grant help growth in the range of provisional and alternative sporting activities?	
How has the grant supported improvement in partnership work on physical education with other schools and other local partners?	
How has the grant helped to secure links with other subjects that contribute to pupils' overall achievement and their greater social, spiritual, moral and cultural skills?	
Is there a greater awareness amongst pupils about the dangers of obesity, smoking and other such activities that undermine pupils' health? If yes, what evidence has the school got to support this judgement?	
If part of the sports grant was used to fund additional sports clubs. What has been the uptake of these sessions? What age groups have benefited from each of them? Overall, has the uptake been well balanced regarding the significant groups of pupils in the school? E.g. gender, pupil premium pupils, ethnicity, SEN etc. (unless the clubs were set up to address an initial imbalance in the take up for sport or a specifically identified need). In this case, the school should have evaluated the impact of this initiative.	

Section 2. If possible, pre-arrange to either sit in on one of the coordinator's interviews with a group of pupils about the impact of the sports' grant or pre-arrange to watch part of one or more PE or sports coaching sessions that are linked to the expenditure of the sports grant.

If you have the opportunity:

Did the pupils appear to enjoy the lesson/
coaching session?

Did the resources used seem to be
appropriate?

How easy or hard did the pupils appear to
find their skills they were learning?

Does the observation help to evaluate/
provide evidence towards any of the
questions in section 1?

Comments

Section 3

Ask for a full break down of the grant
and how it was spent.

Do the cost of each initiative add up to
the original full grant? If not, this needs
to be explored with the school, if need
be through audit trails.

Does the school judge that the money
was well spent and achieved its aims,
providing good value for money?

On the evidence provided to the governor,
does the governor agree with the school's
judgement? If not, outline the reasons.

Comments and Recommendations

Points requiring further discussion at full governors:

Signed _____
(Governor)

Signed _____
(Headteacher / Coordinator)