



Croft Church of England Primary School

Governor Handbook

2016 -2017

Introduction

A very warm welcome to the academic year 2016 -2017.

This Handbook is designed to support both new and established members of the Governing Body.

The better the relationships are between staff, pupils, parents and Governors, the better the performance of everyone in school.

Vision

Our school vision has been created through consultation with parents, staff, pupils and the community over the past 12 months.

We looked at the strengths of the school and what is important to us and identified what we would like the school to be in the future. As a Church of England School we felt that this vision should be based around core Christian values.

Our vision is at the heart of what we are doing and aiming for every day in school.

Our Mission

'Achievement for Everyone'

Our vision for Croft Church of England Primary School reflects our passionate commitment to ensure that all children feel safe, happy and achieve their full potential as unique individuals and learners. This will be achieved by all children, staff, parents and governors working together in partnership.

Our Ethos

The ethos is the characteristic spirit of the school.

Croft Church of England Primary School works in partnership with the community to provide an education of the highest quality within the context of Christian belief and Practice, and understanding of shared values. We celebrate the diversity of the wider community and are committed to the principles of inclusion and equality of opportunity.

Values

Values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social values, to become aware of, and involved in the life and concerns of their community and society, and so develop their capacity to be active and effective future citizens.

As a Church school we embrace the following Christian values: Reverence, Wisdom, Thankfulness, Humility, Endurance, Service, Compassion, Trust, Peace, Forgiveness, Friendship, justice, Hope, Creation, Koinonia. We have added happiness to this list.

The most important of these, in the opinions of parents, staff, governors and pupils, in connection with our school were:

FRIENDSHIP

Friendship is fundamental to the development and fulfilment of ourselves and others, and the good of the community.

REVERANCE

Develop self-respect, and respect for others. Promote inclusion, and appreciate and value the diversity of people's circumstances and backgrounds.

ENDURANCE

Maintain a 'can do' attitude and aspire to achieve goals.

COMPASSION

Show care and concern, and exercise goodwill toward others.

KOINONIA

The members of our school family are interdependent: all are needed and valued and each person is important to the whole community. We work together to ensure all feel included and valued.

PEACE

Be safe together and live in harmony - Christian love and unity

HAPPINESS

Find pleasure, contentment and joy.

Aims

Aims reflect our beliefs and values, and represent our vision and what we want to achieve as a school community. Our aims are translated into priorities to move the school forward and meet the challenges of an ever changing world. Our Aims are:

VALUES CENTRED

Promote Christian values in our children and school community. Foster positive attitudes to all people, races, religions and ways of life.

DYNAMIC & INNOVATIVE

Deliver a dynamic and innovative curriculum that challenges, excites and inspires children to achieve their best and instil in everyone a love of learning.

CELEBRATE SUCCESS

To nurture, support and challenge everyone to perform at their best and feel proud of what they have achieved. Build self-esteem through the celebration of children's achievements.

HIGH EXPECTATIONS

Set high expectations to enable pupils to become effective, enthusiastic, independent learners. Prepare children for the future by giving them the attributes to flourish, building resilience and a can do attitude to life.

CARING AND SUPPORTIVE

Create a happy, caring and supportive environment based on a spirit of co-operation between the

school, the Church and the local community. Ensure that the spiritual, moral, social and cultural development of children is at the heart of the school Improvement plan so that children are happy, safe, healthy, confident, polite and enthusiastic learners, ready for the next stage of their education.

COMMUNITY ORIENTATED

Help children develop an understanding of citizenship and empower them to make valuable contributions locally and globally. Engage with the school and wider community to enrich and enhance children's achievement and personal development.

ACCOUNTABLE AT ALL LEVELS

Promote collective responsibility for raised standards and improved pupil outcomes by ensuring that adults and children understand their role in contributing to the success of the school.

LEARNING CENTRED

Create an inclusive learning culture where children and adults within the school community are challenged in their thinking, strive for continuous improvement and are committed to life-long learning.

INCLUSION

Treat children and adults fairly, equitably, and with dignity and respect, to maintain an inclusive school culture.

WELL ORGANISED AND SYSTEMATIC

Children and adults embed consistently applied policies and practices that ensure the effective day-to-day running of the school and support strategic leadership and management.

Staff

HEAD TEACHER & SENCO

Mr Simon Robson

TEACHING STAFF

Early Years

Mrs Julie Prudhoe

Year 1 and 2

Mrs Gemma McManus

Year 3 and 4

Mrs Lucy Lancaster/ Mrs Nicola Carbert

Year 5 and 6

Miss Helen Rogan

SCHOOL SECRETARY

Mrs Sue Dent

ADMIN ASSISTANT

Mrs Kate Banks

TEACHING ASSISTANTS

Early Years

Mrs Joanne Little

Mrs Amanda Hinley

Mrs Lyndsey Robinson

Year 1 and 2	Mrs Karen Halliday
	Mrs Caroline Tate
	Ms Nicola Turnbull
Year 3 and 4	Mrs Ruth Marksby
	Miss Tia Lewis
Year 5 and 6	Mrs Jackie Schmidt
	Ms Rachael Brown
OUT OF SCHOOL CLUB STAFF	Miss Kerry Wilford (Manager)

PERIPATETIC MUSIC STAFF

Violin & Cello Teacher	Mr Nigel Bellamy
Woodwind & Brass Teacher	Mr Tim Waters
Guitar Teacher	Mr Simon O'Byrne
Keyboard & Piano Teacher	Mrs Janet Devlin

PREMISES STAFF

Mr Mike Harrison

CATERING STAFF

Cook in Charge	Mrs Sharron Breeze
Catering Assistant	Mrs Carol Geldard

MIDDAY SUPERVISORS

Mrs Sally Lilly	Mrs Karen Halliday
Mrs Ruth Marksby	Mrs Jackie Schmidt

PPA Cover

Cover is provided in EYFS on Wednesday afternoon by Mrs Little.

Cover is provided in Class 2 on Friday afternoon by Apollo Arts – Music and Gymnastics

Cover is provided in Classes 3 and 4 on Thursday afternoons by Apollo Arts – Music and Mrs Alison Vardy – French and on Fridays by Mrs Maria Lynch - Science

Subject Leaders

Area of Learning	Subject Leader
Literacy	Helen Rogan
Maths	Gemma McManus
EYFS	Julie Prudhoe
Science	Gemma McManus
Computing	Lucy Lancaster
PE	Nicola Carbert
R.E. and Collective Worship	Lucy Lancaster
History	Lucy Lancaster
Geography	Gemma McManus
Design Technology	Julie Prudhoe
Art and Design	Simon Robson
Music	Simon Robson
MFL - French	Simon Robson
PSHE, SMSC, British Values	Julie Prudhoe Lucy Lancaster
SEN	Simon Robson
More Able	Simon Robson

Role of the Governing Board

The Department for Education provides a 'Governance Handbook' for trustees of academies and multiacademy trusts and governors of maintained schools.

The latest version is November 2015. It can be found through a link under the Reference Section of the Governing Body log in of the school website.

The introduction explains the core functions of the Governing Board:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding the Head Teacher to account for the educational performance of the school and its pupils, and the performance management of staff;
- Overseeing the financial performance of the school and making sure its money is well spent.

The core features of effective governance also apply at any scale and in any context, and are common to good governance practice in the charity and corporate sectors. They include the importance of the board having:

- The right people with the necessary skills, time and commitment, and sufficient diversity of perspectives to ensure internal challenge, all actively contributing in line with clearly defined roles and responsibilities under an effective chair and an explicit code of conduct, and with active succession planning;
- Clear governance structures with tightly defined remits, particularly in relation to functions delegated to committees or other bodies;

- Clear separation between the strategic and operational in terms of the role of the board and its school leaders;
- A positive relationship between the board and its school leaders enabling robust constructive challenge on the basis of a good understanding of objective data particularly on pupil progress, staff performance and finances;
- The support and advice of an independent and professional clerk and, in the case of academies, company secretary;
- Robust processes for financial and business planning and oversight and effective controls for compliance, propriety and value for money; and
- Processes for regular self-evaluation, review and improvement including; skills audits, training and development plans, and independent external reviews as necessary.

In practical terms, we ask that Governors attend as many Governor meetings as possible. Meeting attendance is published in the Annual Statement.

You will have responsibility for monitoring an area(s) of the School Development Plan. You may also have a link responsibility for a certain area. Each Governor is expected to make at least termly visits and update the Governing Board on your findings.

School Development Plan

Each year the school evaluates its progress against the prior year's development priorities. This, in addition to an honest and frank appraisal of the school: forms the basis for the following year's Development Plan. This is part of a three year School Development Plan.

The main areas for development are highlighted and then actions drawn up with details of how we will achieve these. The success of this is dependent on Governors and Staff working together with honesty and integrity.

Each term all action plans and monitoring are evaluated and updated by the Head Teacher and shared with Governors. Emerging priorities are identified for the coming term. Governors are assigned to monitor the progress of the strategies and the impact they are having on children's learning and progress. Governors are assigned to a particular 'part' of the School Development Plan to monitor the impact on children's learning and progress of the actions being undertaken.

Please refer to this year's School Development Plan for further information. This is found on the Governors' section of the school website.

Our Governing Board

The Governing Board of Croft Church of England Primary School was reconstituted in September 2014 and is now made up of:

- 2 Foundation Governors, appointed by the Diocese
- 4 Parent Governors, elected by the parent body

- 2 Co-opted Governors, appointed for their particular skills
- 1 Local Authority Governor,
- The Head Teacher,
- 1 Staff Governor, elected by the staff of the school
- Associate Members, these governors cannot vote. They provide advice and support to the Governing Board.

A Governor's term of office usually lasts for four years. Governors can seek additional terms if they choose, except Parent Governors when their child has left school. Governors can leave the Governing Board at any time should they need to do so.

The Clerk to Governors is Sue Dent. She produces the minutes of the meetings and ensures meetings are carried out with due process. She also acts as a resource and adviser to the Governing Board.

What is expected of a governor?

Individual Governors are expected to:

- Enhance the work of the Governing Board to ensure a strong focus on raising standards, so that every child achieves their potential
- Demonstrate their commitment by getting to know the school and becoming involved in school life and activities. (In Governance terms getting to know the school involves reviewing pupil data, monitoring the impact of teaching on pupil progress and outcomes, understanding the financial status of the school and generally understanding the challenges the school faces internally and externally. See National Governors' Association (NGA) website for Getting to Know your School guidance notes).
- Take personal responsibility for their ongoing training and development
- Prepare for meetings so they are well informed, having read all of the papers issued for the meeting with the agenda
- Attend meetings (Governing Board/ Working Groups) and play an active part.
- Support the school with parents and in the community
- Recognise the corporate status of the Governing Board and concept of collective responsibility
- Respect confidentiality and the need to act with circumspection.

Refer to the Governor Role Descriptions for more information.

Structure of the Governing Board

Refer to the Governing Board Structure. The Governing Board elects a Chair and Vice Chair from its members annually.

This year there will be two Vice Chairs, one with responsibility for Resources and Pay and Performance, the other with responsibility for School Development.

The Vice Chairs will ensure that Governors with responsibilities in their areas will carry out their relevant duties. Governors are accountable to the Vice Chair of Resources or the Vice Chair of School Development.

The Governing Board will not have any Committees. All Governors will attend all Governing Board meetings. These will be joint Resources and School Improvement meetings.

See Agenda Plan and Governors' Yearly Plan for more information about the content of each meeting. Extra meetings and working parties will be set up as needed.

Chair of Governors Alison Russell	
Vice Chair Resources & Pay Performance Michelle Patterson	Vice Chair School Development Georgie Sale
Finance	Michelle Patterson
Staffing	Alison Russell
Buildings & H&S	Derek Blenkarn
Safeguarding Governor Derek Blenkarn/ Paul Knapp	
Head Teacher	

Governors have responsibility (a 'link') for an area of the School Development Plan

School Development Plan	
Link Area	Link Governor/s
The Quality and Standards of Education	Georgie Sale/ Susan Thornton/ Alison Russell
Quality of Teaching, Learning and Assessment	Gemma McManus
Leadership and Management	Alison Russell/ Viv Waugh
Personal Development, Behaviour and Welfare	Paul Knapp/ Michelle Patterson
Effectiveness of the Early Years Provision	Denise Wilson Bainbridge

Other Governor Links

Link	Governor
Child Protection, Safeguarding, H & S	Derek Blenkarn/ Paul Knapp
Pupil Data: Attainment & Progress	Georgie Sale
P.E.	Derek Blenkarn
R.E. and Collective Worship/ SIAMS	Viv Waugh
Special Educational Needs, , Pupil Premium	Denise Wilson Bainbridge
Gifted and Talented	Alison Russell
SRE & Drugs Education	Paul Knapp

School Council/ PSE	Paul Knapp
Human Resources	Alison Russell
Governor Training and Induction	Sue Dent/ Alison Russell
Parent Link	Michelle Patterson

Panels and Statutory Committees

Panel	Number of Governors	Governors
Headteacher's Performance Management	3 including Chair of Governors and a Foundation Governor (no staff Governor)	Lead Governor AR AR, VW, GS
Headteacher's Performance Review Officer Provides appeal for HT PM	1 Governor	ST
Performance Pay Panel Decides validity of performance pay recommendations.	Same as HT performance Management Panel	AR, VW, GS
Pay Appeals Panel	3 (no staff)	DWB, ST, DB
Staff Discipline Panel	3 (no staff)	ST, MP, PK
Staff Discipline Appeals Panel	3 (no staff)	VW,DWB,DB
Complaints	3 (no staff)	VW,DWB, GS
Pupil Discipline Committee	3 (no staff)	DWB,PK,VW
Pupil Discipline Appeals	3 (no staff)	DB,MP,ST

Terms of Reference for Committees:

Headteacher's Performance Review Panel

Membership: 3 Governors including Chair of the Governing Body and a Foundation governor and the Educational Development Adviser. Excluding staff governors.

Delegation: The Committee has full-delegated powers.

1. To determine the performance management objectives for the Headteacher
2. To review the performance of the Headteacher
3. To make recommendations to the Governing Body on Headteacher's pay

Headteacher's Performance Review Officer

Membership: One Governor not involved in the performance review and not a staff governor.

1. To listen to any complaint made by the Headteacher in relation to their performance management and any pay decisions.
2. To make recommendations to the remaining Governing Body.

Staff Pay Appeals Panel

Membership: Any 3 Governors as available but excluding staff governors and governors involved with performance pay.

Quorum: 3 Governors

Delegation: The Committee has full delegated powers.

1. To hear appeals regarding performance related pay recommendations by the Headteacher
2. To uphold or dismiss the appeal.

Staff Discipline Committee

Membership: Any 3 governors as available but excluding staff governors.

Quorum: 3 Governors

Delegation: The Committee has full-delegated powers.

1. To consider matters relating to staff discipline;
2. To determine whether an employee should cease to work at the school;
3. Should the need arise, and in consultation with staff, to draft and review policies for redundancy and other terminations for approval by the Governing Body and to establish criteria for selection;
4. To apply the agreed criteria in the selection of staff for redundancy or other terminations.

Staff Discipline Appeals Committee

Membership: Any 3 Governors as available but excluding staff governors and governors involved in the issue through the Staff Discipline Committee.

Quorum: 3 Governors

Delegation: The Committee has full-delegated powers.

1. To hear appeals against initial decisions of the Staff Dismissal Committee or the Headteacher about matters relating to the discipline of staff, dismissal of staff. Other terminations or staff redundancy in accordance with the adopted policies;
2. To uphold or dismiss and appeal.

General Complaints Committee

Membership: Any 3 Governors as available excluding Staff Governors and the Chair of the Governing Body.

Quorum: 3 Governors.

Delegation: The Committee has full-delegated powers.

1. To determine an appeal of any formal complaint made pursuant to the schools' formal complaints procedure;
2. To consider and review the schools' formal complaints procedure and make recommendations to the Governing Body.

Pupil Discipline Committee

Membership: Any 3 Governors as available but excluding Staff Governors.

Quorum: 3 Governors

Delegation: The Committee has full delegated powers.

For any exclusion, either fixed term or permanent, of more than five days:

1. To consider the actions of the Headteacher in excluding the pupil;
2. To consider representations made by parents;
3. To make a decision to uphold; not to uphold; or otherwise to vary the Headteachers' decision to exclude the pupil.

Pupil Discipline Appeals Committee

Membership: Any 3 Governors as available but excluding Staff Governors and governors involved in the Pupil Discipline Committee.

Quorum: 3 Governors

Delegation: The Committee has full delegated powers.

For any exclusion, either fixed term or permanent, of more than five days:

1. To consider the actions of the Headteacher in excluding the pupil;
2. To consider representations made by parents;
3. To make a decision to uphold; not to uphold; or otherwise to vary the Headteachers' decision to exclude the pupil.

Meetings

Whenever possible, all full Governor meetings are held in school on Tuesdays, starting at 6.00pm. Working parties or panels may meet during the day.

Governors are expected to make a positive contribution to meetings:

- Prepare by reading any documents which have been circulated or loaded onto the Governors' passworded section of the school website. Prepare any questions.
- If you are unable to attend, ensure you have notified the Clerk in advance of the meeting
- Arrive promptly
- Be mindful that meetings are a professional dialogue, we do not necessarily have to agree, but we should be respectful of others opinions
- Make your comments brief and stick to the point
- Support the person chairing the meeting and recognise their role
- If you have any items for the agenda, forward them to the Chair/ Vice Chair in advance (at least two weeks before the meeting)

Asking questions

Effective Governing Bodies hold their Head Teacher to account for improving school performance by asking the right questions.

In relation to Pupil Performance, Governors may ask:

- Which year groups, subjects and groups of pupils (Lower Ability, Middle Ability, Higher Ability, SEN, Pupil Premium, Boys, Girls, Ethnic groups) get the best and worst results and why, and how does this relate to the quality of teaching across the school?
- What is your strategy for improving the areas of weakest performance?
- How will we know if this approach is working?

In relation to the Quality of Teaching, Governors may ask:

- Have we got the right staff and the right development and reward arrangements?
- What is the school's approach to implementation of performance related pay?

In relation to the wellbeing of pupils, Governors may ask:

- Is this a happy school with a positive learning culture?
- What is our track record on attendance, behaviour and bullying?
- Are safeguarding procedures securely in place?
- How good our wider offer to pupils, are we offering a good range of sports, arts and voluntary activities?
- Is school food healthy and popular?
- Do we listen to what pupils and parents are telling us?
- What are we doing to address current issues and how will we know if is working?

Please see the Department for Education and NGA websites for further information on this.

School Visits and Governor Monitoring

Please refer to the Governor Visits to School Policy.

Governors need to know their school.

Many Governors find that visiting, particularly during the day. Is a helpful way of finding out about the school.

Visits can also be an important part of robust school accountability.

Through pre-arranged visits, Governors can check that the school is implementing the policies and improvement plans they have signed off, and see for themselves how their vision and plans for the school are working in practice.

Visits also provide an opportunity to arrange meetings with pupils, staff and parents about what they think of the school and how it is changing.

While it may be helpful to see classes at work, Governors are not inspectors and it is not in their role to assess the quality or method of teaching.

Governors are not school managers and should not interfere in the day to day running of the school. Both are the role of the Head Teacher.

It is vital that you are clear about the focus for your visit and if it is an official Monitoring Visit or an Informal one. Please speak with the Chair or Vice Chairs for more information.

Please see presentation by Andrea Offord of the Swaledale Alliance on Governor Monitoring on the Governors' Log In section of school website.

'Governor Monitoring – being Ofsted ready'



Support for Governors

Support for Governors is available from:

- NYCC – website and Governance team cyps.northyorks.gov.uk
There is a Governor Support Unit and information in 'The Red Bag' keeps schools up to date.
- National Governors' Association (NGA) www.nga.org.uk
All Governors should receive a weekly newsletter by e mail and a log in to access information
- Modern Governor <http://moderngovernor.com/accessmg>
All Governors have access to this online training system
- SGOSS – the Governor recruitment charity

Where can I find?

All documents for Governors' meetings will be loaded to the Governors' Log In section of school website.

The Governors' Section of the School website has all information for general circulation.

Thank you to Mary Kelly, Chair of Governors, Boroughbridge Primary School & Nursery for kindly giving permission to adapt their handbook for our use.