



Barrowby Church of England Primary School

Schedule of Governance 2024-2025

Accurate when ratified and published September 2024



Year 6 London Residential Visit – Warner Bros. Studio Tours
June 2024

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Welcome to Barrowby CE Primary School

Thank you for giving your time to be a school governor and for contributing to the life of our school.

This guidance has been created to bring together the information pertinent to the role of governor here at Barrowby CE Primary school. We hope you find it useful and interesting.

We are extremely proud of our school in which pupils, parents, staff and governors all work together to create a very happy, encouraging and challenging environment for our pupils. We strive for excellence in both teaching and learning, so that all our pupils irrespective of gender, race, creed, ability or disability are encouraged to be creative, respectful and independent so that 'all children have the opportunity to fulfil their potential.'

We are proud of our long and distinguished history providing 170 years of education in Barrowby. We greatly value our historical and ongoing connections with All Saints' Church Barrowby, and with our local community; often joining with them to honour our past or celebrate the present.

We encourage and value our partnership with parents, governors and the local community, in providing the best possible education for our children, in an idyllic environment, with excellent facilities. We value highly the positive relationships within our school community which contribute greatly to our success.

Governing Bodies or Boards provide strategic leadership and accountability in schools. They have four key functions:

- Overseeing the financial performance of the school and making sure its money is well spent;
- Holding the headteacher to account for the educational performance of the school and its pupils;
- Ensuring clarity of vision, ethos and strategic direction; and
- Ensuring the voices of stakeholders are heard.

Our Governors set the aims and objectives for our school and set the policies and targets for achieving those aims and objectives. They monitor and evaluate the progress our school is making and act as a source of challenge and support to the headteacher. In practice, this means:

- Appointing and performance reviewing the head teacher and senior leaders, including making decisions about pay;
- Managing budgets and deciding how money is spent;
- Engaging with pupils, staff, parents and the school community;
- Sitting on panels and making decisions about things like pupil exclusions and staff disciplinary;
- Addressing a range of education issues within the school including disadvantaged pupils, pupils with special needs, staff workload and teacher recruitment; and
- Looking at data and evidence to ask questions and have challenging conversations about the school.

At Barrowby CE Primary School, Governors must be prepared to adopt the 'Nolan Principles of Public Life':

- Selflessness;
- Integrity;
- Objectivity;
- Accountability;

- Openness;
- Honesty; and
- leadership.

Governors should also be:

- committed to their role and to young people;
- confident in having courageous conversations;
- curious with an enquiring mind;
- able to challenge the status quo to improve things;
- collaborative to build strong relationships;
- critical to improve their own work and that of the board; and
- creative in problem solving and being innovative.

As a Governor you are warmly invited to visit school either individually or as part of the twice-yearly Governor's Monitoring Visits as well as attend the various school or church-based events and functions. Please remember to confirm with the school office if you wish to attend any of these events.

Thank you for volunteering your time to become a Governor at Barrowby Church of England Primary School and welcome to the team.

Yours sincerely



Steven Clark
Chair of Governors



Len Batey
Headteacher

Governors Code of Conduct

1. **Governors Code of Conduct**

- 1.1 We understand the purpose of the body and the role of the school leaders.
- 1.2 We accept that we have no legal authority to act individually, except when the body has given us delegated authority to do so, and therefore we will only speak on behalf of the governing body when we have been specifically authorised to do so.
- 1.3 We accept collective responsibility for all decisions made by the body or its delegated agents. This means that we will not speak against majority decisions outside the governing body meeting.
- 1.4 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.
- 1.5 We will encourage open governance and will act appropriately.
- 1.6 We will consider carefully how our decisions may affect the community and other schools.
- 1.7 We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school/group of schools. Our actions within the school and the local community will reflect this.
- 1.8 In making or responding to criticism or complaints we will follow the procedures established by the governing body.
- 1.9 We will actively support and challenge the school leaders
- 1.10 We will accept and respect the difference in roles between the body and staff, ensuring that we work collectively for the benefit of the organisation.
- 1.11 We will respect the role of the school leaders and their responsibility for the day to day management of the organisation and avoid any actions that might undermine such arrangements.
- 1.12 We agree to adhere to the school's rules and policies and the procedures of the governing body as set out by the relevant governing documents and law.
- 1.13 When formally speaking or writing in our governing role we will ensure our comments reflect current organisational policy even if they might be different to our personal views.
- 1.14 When communicating in our private capacity (including on social media) we will be mindful of and strive to uphold the reputation of the organisation.

2. **Commitment**

- 2.1 We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.
- 2.2 We will each involve ourselves actively in the work of the governing body, and accept our fair share of responsibilities, including service on committees or working groups.
- 2.3 We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.
- 2.4 We will get to know the school well and respond to opportunities to involve ourselves in school activities.

- 2.5 We will visit the school, with all visits arranged in advance with the headteacher and undertaken within the framework established by the governing body.
- 2.6 When visiting the school in a personal capacity (i.e. as a parent or carer), we will maintain our underlying responsibility as a governor.
- 2.7 We will consider seriously our individual and collective needs for induction, training and development, and will undertake relevant training.
- 2.8 We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing body, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school's website.
- 2.9 In the interests of transparency we accept that information relating to governors will be collected and logged on the DfE's national database of governors.

3. Relationships

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

4. Confidentiality

- 4.1 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.
- 4.2 We will exercise the greatest prudence at all times when discussions regarding school business arise outside a governing body meeting.
- 4.3 We will not reveal the details of any governing body vote.
- 4.4 We will ensure all confidential papers are held and disposed of appropriately.

5. Conflicts of interest

- 5.1 We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing 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.
- 5.2 We accept that the Register of Business Interests will be published on the school's website.
- 5.3 We will also declare any conflict of loyalty at the start of any meeting should the situation arise.

5.4 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.

6. Ceasing to be a governor

6.1 We understand that the requirements relating to confidentiality will continue to apply after a governor leaves office.

7. Breach of this code of conduct

7.1 If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the governing body will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.

7.2 Should it be the chair that we believe has breached this code, another governing body member, such as the vice chair will investigate.

8 The Seven Principles of Public Life

8.1 (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).

8.2 **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.

8.3 **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.

8.4 **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.

8.5 **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.

8.6 **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.

8.7 **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.

8.8 **Leadership** - Holders of public office should promote and support these principles by leadership and example.

I agree to abide by the Governors code of conduct

Name

Signature

Date

Governors signed sheet declaring agreement 17/10/2023

9. Code of Conduct for Governors

This policy is reviewed by the Head teacher, staff and Governors in accordance with Barrowby School's Policy and Review Cycle for approval by the Full Governing Body, annually.

Last reviewed: October 2024

Next review: October 2025

Governor Training & Development

In order to be an effective governor, it is necessary to undertake training and CPD and this can be done in a number of ways:

- Lincolnshire County Council has subscribed to the NGA learning link training scheme: <https://www.nga.org.uk/ConsultancyandTraining/NGA-Learning-Link-e-learning.aspx>

If you do not have login details, please contact our School Business Manager for assistance.

All governors undertake the induction modules within their first year of governance and also any training courses pertinent to any link roles or other responsibilities.

- Lincolnshire County Council and The Diocese of Lincoln also run training courses which might be of interest. More details can be found via: <https://www.lincolnshiretsa.co.uk/governance> .

If you wish to undertake any courses, please talk with the Chair of Governors to confirm the most suitable training for your needs. When you have completed a training course please fill in an evaluation form (see Appendix 3).

In addition, we recommend that you keep up to date with the following documents all of which can be found on our website:

- | | |
|---------------------------|---|
| • Arts Summary | Outline the Arts & impact/benefit for pupils |
| • Diocesan Inspection | Results of Diocesan Inspections |
| • Parental Surveys | Comprehensive selection of survey results |
| • National Outcomes | Statutory Assessment Tests-SATs Results |
| • Newsletters | Keep up to date with our busy School Life |
| • OFSTED Report | |
| • Pupil Premium Report | Description of allocated funding and its impact |
| • Self-Evaluation | Description of school's evaluation systems |
| • School Development Plan | Outline of School Development Priorities |
| • Sport Premium Report | Description of allocated funding and its impact |

You should be familiar with the following school policies:

- Behaviour Policy
- Child Protection & Safeguarding Policy
- E-Safety Policy
- Finance Policy
- Health & Safety Policy

In addition, all school policies are available on the school website.

In addition, Lincolnshire County Council Governor Support and the Diocese run Governor Partnership Briefings 3 times a year at various locations around the county.

They are an excellent way of finding out the latest developments within education and networking with fellow governors.

Lincolnshire County Council Governor Support

Governor Partnership

- **Autumn Term**
16th October 2024
14:00 - 15:00
19:00 - 20:00
- **Spring Term**
19th March 2025
14:00 - 15:00
19:00 - 20:00
- **Summer Term**
18th June 2025
14:00 - 15:00
19:00 - 20:00

All other training available including governor induction is included within local authority governance updates that are sent out to all governors by the clerk to the governors.

All governors should aim to attend at least one meeting a year. The booking information for these sessions, and all Governor and Clerk training sessions, will be included in the Governance Support, Training and Development booklet, which will be distributed to all governors and Clerks at the beginning of the Autumn Term. If you have any questions about this event please email: GovernorSupport@lincolnshire.gov.uk.

Diocese of Lincoln Governor Support

We are offering 3 dates for our forthcoming Governor Network Meetings:

- 2nd October 2024 – Governor Briefing
- 16th October 2024 – Governor Church School Induction
- Spring 2025 – TBC
- Summer 2025 – TBC Confirmed

All governors should aim to attend at least one meeting a year. All bookings can be made via [THIS LINK](#).

Evaluating Governor Learning

As part of participating in governor continuous professional development, we have created a governor training pathway which outlines the expectations of governors to complete.

The expectation is:

- All **Essential** courses to be completed in the first full academic year of service
- All **Should** courses be completed next academic year
- All **Could** courses the following academic year and
- Finally the **As and When** courses completed the following academic year.

This is not prescriptive as far as if there is a need to complete a course sooner, please do so. Please contact your training governor or school business manager for any access issues and please contact NGA or see Appendix 10 for further guidance.

NGA Learning Link Your development journey: Maintained governors

This development plan provides a suggested pathway through Learning Link modules over the course of the governance year. These lists are not designed to be prescriptive - modules can be done in any sequence and can be started, paused and returned to at any time - but should help you decide which modules to complete during the year, and return to in subsequent years to ensure your knowledge is up-to-date.

Essential	Should	As and when
Undertaking these modules will give you a great overview of the broad spectrum of duties, whether you are a governor or a trustee	The modules build on the essential content and help prepare you for more specific tasks and duties	These modules are available for those critical situations when you have to undertake specific tasks or roles at specific times. To be used as a refresher or at the first time you find yourself in a challenging situation
Governance: your role, your responsibilities, your organisation (2 hours)	Creating a new vision for your school or trust (15 minutes)	Ofsted inspections: Step-by-step (45 minutes)
Your organisation: understanding school structures and what children should learn (2 hours)	Effective financial governance in schools and trusts (2hrs) OR Integrating Curriculum and Financial Planning (ICFP) 15 minutes	Ofsted and the inspection framework (45 minutes)
Safeguarding: the governors' role (1 hour 30 minutes)	Governance visits to schools (15 minutes)	How to: run an effective exclusion review panel (45 minutes)
Effectiveness: governance making an impact, changing lives (1 hour 30 minutes)	Stakeholder engagement (15 minutes)	How to: run an effective admissions appeal panel (45 minutes)
Holding to account: How to question and challenge (15 minutes)	Progress and attainment: using data to improve educational outcomes (2 hours)	How to: run an effective HR review panel (45 minutes)
	Could These modules will enhance your learning and give you top tips for effective practice	How to: run an effective complaints review panel (45 minutes)
	Compliance: Assuring your organisation, keeping it safe, secure, and solvent (1.5hrs)	
	Holding to account: How to conduct a courageous conversation (15 minutes)	
	Minimising Exclusions (15 minutes)	

For any course completed, on this NGA pathway or outside of this pathway such as through LCC or Diocese of Lincoln, please can you complete the below course form, provide the certificate (if applicable) and send to myself or the office. You aren't permitted to complete one of these for attendance at general staff training days such as safeguarding refreshers completed in school.



https://forms.office.com/Pages/ResponsePage.aspx?id=OBhs8y_QO0-E4-3dbtuPOhRufE1yTpxKiCvWI9oIKkZUQzBaOVRQN0xBRzczMlc5VTNMSTVDVDM0RiQIQCNOPWcu

Child Protection and Safeguarding

At Barrowby CE Primary School we are committed to Safeguarding and promoting the welfare of all our pupils.

We expect all members of our school community to share in this commitment. We see this as:

"...everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child."

Keeping Children Safe in Education-September 2024

Safeguarding is about keeping children and young people safe. All those who come into contact with children and families in their everyday work, including Governors have a duty to safeguard and promote the welfare of children.

At Barrowby Church of England Primary School:

- The Designated Safeguarding Lead is Mr Len Batey.
- The Deputy Designated Safeguarding Lead is Mrs Ward.
- Safeguarding Officers include Mrs Selby and Miss Lees.
- The Safeguarding Governor is Mrs Sarah Cooley.

If you have any issues about child protection or have concerns regarding the safety or well-being of any child in our school, do not hesitate to contact a member of our Safeguarding Team immediately.

The safety and well-being of the children in our care is of paramount importance.

The purpose of all that we do at Barrowby Church of England Primary School is to strive for excellence, to ensure that we create a happy and secure environment; one in which every child, irrespective of gender or ability achieves their potential; a place where each individual is nurtured so they can experience success and joy in learning.

If you would like to know more about our policy or procedures for Safeguarding and Child Protection, please view our policy within the school's website. Alternatively, please contact Mr Len Batey our Head teacher and Designated Safeguarding Lead.

All governors will be expected to have a DBS check and will be required to undertake annual safeguarding training to keep up to date with current guidance and legislation.

Governing Body Structure

Our governing body is made up of 12 members as follows:

All governors have equal standing.

(more information about the different categories can be found in Appendix 1)

1	Ex Officio Governor (Ex)
3	Foundation Governors (F)
4	Co-opted Governors (C)
2	Parent Governors (P)
1	Staff Governor (S)
1	Local Authority Governor (LA) The Head Teacher (HT)

Chair of Governors

Mr Steven Clark

Vice Chairs

Mr Theo Banos

Ex Officio Governors

Mr Len Batey (Headteacher)

Foundation Governors

(Appointed by Lincoln Diocese, and representing Barrowby Church PCC)

Mrs Sarah Cooley 26.09.2021-25.09.2025

Sarah Tierney (Priest in charge) 14.9.22 -13.9.26

(1 Vacancy)

Local Authority Governors

(Nominated by the Local Authority)

Mr Theo Banos 21.9.21 – 20.9.25

Parent Governors

Mrs Sarah Eite 08.03.22 – 07.03.26 (Elected by parents)

Mrs Gabrielle Assenza 02.11.23 – 01/11/27 (Elected by parents)

Staff Governors

Mr Sam Caton 02.03.21 – 01.03.25 (Elected by school staff)

Co-opted Governors

(Appointed by the Governing Body)

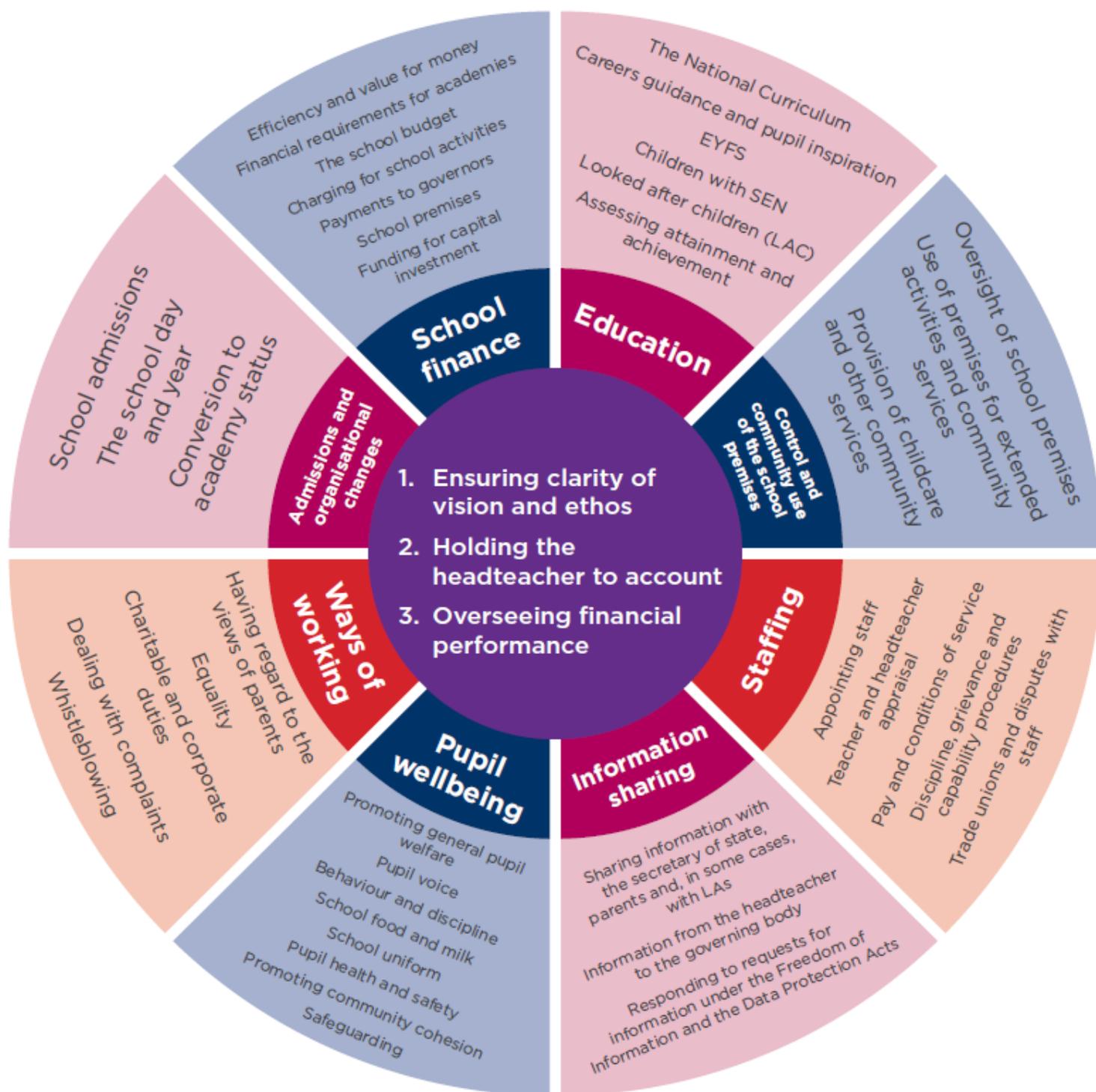
Mrs Ellie Atter 21.02.2021-20.02.2025

Mr Steven Clark 12.3.2022 – 11.3.2026

Clerk to the Governors:

Mrs Denise Reed: Denise.reed.synergy.t21@btinternet.com.

Wheel of Governance



Responsibilities

Responsibility	Governor
Admissions	Sarah Cooley Ellie Atter Sarah Eite
Attendance Governor	Ellie Atter Sarah Eite
Arts Governor	Steven Clark
Budget Setting	Theo Banos Sarah Cooley Len Batey Sarah Eite
Complaints	Any 3 Governors
E-Safety & Online Governor	Sam Caton
EYFS	Sarah Eite
Food In School	Gabrielle Assenza
GRACE School Liaison	Chair of Governors
Health and Safety	Gabrielle Assenza
HTPM	3 trained HTPM governors: <ul style="list-style-type: none"> • Sarah Cooley • Theo Banos • Steven Clark
HTPM Appeals	1 trained HTPM from Grace Schools
Mental Health and Wellbeing Governor	Sarah Cooley
Pay Progression Panel	Steven Clark Sarah Tierney Ellie Atter Len Batey
Pay Progression Appeal Panel	Any 3 Governors as available
Pupil Discipline Panel	Any 3 Governors as available
Pupil Premium	Theo Banos
RE & Collective Worship Governor	Sarah Tierney
Staff Discipline Panel	Theo Banos Sarah Cooley Len Batey Sarah Eite
Safeguarding and Safer Recruitment	Sarah Cooley
SEND	Sarah Tierney
Staff Discipline Appeals Panel	Any 3 Governors as available
Sport Premium	Ellie Atter
Training	Sarah Cooley
Website Audit	Sam Caton

Governor Meeting Calendar

Please see below for a comprehensive overview of Governor Meetings for 2024-2025:

Meeting Type	Meeting Date	Date Agenda set by	Documents uploaded by
Autumn 1			
1 st FGB	1 st Oct 2024	17 th Sept 2024	24 th Sept 2024
Pay Panel Review	8 th Oct 2024	1 st Oct 2024	1 st Oct 2024
Autumn 2			
HTPM	8 th Nov 2024	26 th Oct 2024	26 th Oct 2024
Governor Monitoring Visit	26 th Nov 2024		
2 nd FGB	10 th Dec 2024	26 th Nov 2024	3 rd Dec 2024
Spring 1			
3 rd FGB	4 th Feb 2025	21 st Jan 2025	28 th Jan 2025
Spring 2			
Governor Monitoring Visit	4 th March 2025		
HTPM Mid-Year Review	11 th March 2025	4 th March 2025	4 th March 2025
4 th FGB	25 th March 2025	11 th March 2025	18 th March 2025
Summer 1			
Budget Setting Meeting	6 th May 2025	22 nd April 2025	29 th April 2025
5 th FGB	20 th May 2025	6 th May 2025	13 th May 2025
Summer 2			
6 th FGB	8 th July 2025	24 th June 2025	1 st July 2025

Full Governing Body Agendas

Full Governing Body Autumn 1 – Curriculum Focus

All relevant documentation is available on the governors' area of the school website 7 days prior to the meeting. Please ensure you have read them and are ready to comment.

Any significant comments/questions should be forwarded to the headteacher or chair of governors, for their attention, at least 2 days prior to the meeting.

Business

- Opening reflection
- Apologies for absence
- Declarations of Governors' interests in this agenda
- Chair:
 - a) Comments and correspondence
 - b) Items notified in advance for inclusion on agenda
- Approve and retain minutes of the previous meeting and make available
- Matters arising and action points
- Update and publish the governing board's register of pecuniary interests
- Review the schemes for financing schools
- Review and adopt a governing board code of conduct
- Review and publish governor meeting attendance for previous academic year
- Review committee structure, membership and terms of reference
- Elect a chair and vice chair and agree term of office
- Existing Governors with terms due to end in the coming year
- Engage in any necessary succession planning
- Governor vacancies
- Ensure GIAS and the school website are updated with governing board membership

Policies

- Review and approve policies in accordance with the policy review cycle including:
 - Safeguarding Policy - review safeguarding arrangements and procedures
 - Health & Safety Policy
 - Directed Time Policy

School Development & Self Evaluation

- Arts Summary
- Headteacher's Report
- Pupil Premium Report – Review draft strategy statement
- School Development Plan
- Self-Evaluation Documentation
- SEND Report – review and approve prior to publication
- SIAMS
- Sport Premium Report – Review spending and impact report

Monitoring & Evaluation

- Monitoring and evaluation schedule
- Admissions Committee Update - Consult on any changes to the admissions arrangements or consult if it has not been changed for seven years
- Analyse School Performance: Evaluate pupil outcomes using relevant performance data from the previous academic year
- GRACE Schools Collaboration

- Peer to Peer Review
- Update on staff and pupil wellbeing - Committee Report if meeting held
- Headteacher's performance and pay review
- Review staff appraisal arrangements and pay review
- EYFS (Report from EYFS link Gov)
- Governor visit report and date and focus of next governor visit
- Agree Governor attendance at:
 - Y1 Phonics Screener
 - Y4 Multiplication Checker
 - Y6 SATs
 - Agree date and focus for next monitoring activity

Financial Update

- Budget Monitoring Report
- School Fund Audit

Continuous Professional Development

Please report any training completed

- Monitor and maintain governor CPD including governor training pathway
 - Reminder of dates, courses, links
- Undertake governor skills audit and agree board development priorities
- Conduct an evaluation of governing board diversity

Health & Safety

- Health and Safety
- School Food
- Safeguarding
 - Safeguarding and Child Protection Annual Report

Business

- Evaluate communication methods with relevant external stakeholders such as diocese, community groups, sponsors
- Dates of upcoming meetings refer to Schedule of Governance
- Confidentiality of Business

Full Governing Body Autumn 2 – Finance, Resources and Personnel Focus

All relevant documentation is available on the governors' area of the school website 7 days prior to the meeting. Please ensure you have read them and are ready to comment.

Any significant comments/questions should be forwarded to the headteacher or chair of governors, for their attention, at least 2 days prior to the meeting.

Business

1. Opening reflection
2. Apologies for absence
3. Declarations of Governors' interests in this agenda
4. Chair:
 - a) Comments and correspondence
 - b) Items notified in advance for inclusion on agenda
5. Approve and retain minutes of the previous meeting and make available
6. Matters arising and action points
7. Update and publish the governing board's register of pecuniary interests
8. Existing Governors with terms due to end in the coming year
9. Engage in any necessary succession planning
10. Governor vacancies
11. Ensure GIAS and the school website are updated with governing board membership

Policies

12. Review and approve policies in accordance with the policy review cycle

School Development & Self Evaluation

All documents available on the school website:

13. Pupil Premium Report
14. School Development Plan
15. Sport Premium Report
16. Arts Summary
17. Headteacher's Report
18. Self-Evaluation Documentation
19. SEND Report
20. SIAMS

Monitoring & Evaluation

21. Admissions Committee Update
22. EYFS (Report from EYFS link Gov)
23. GRACE Schools Collaboration Update
24. Local Authority Review
25. Update on staff and pupil wellbeing - Committee Report if meeting held
26. Governor visit report and date and focus of next governor visit
27. School Census

Financial matters

28. Budget Report
29. SFVS - Start process and agree date for sign off
30. Appraisal and Performance Related Pay + financial implications from recommendations.
31. Staff Pay Award Recommendations
32. School Fund Certification

Health and Safety

- 33. Health and Safety
- 34. School Food
- 35. Safeguarding

Continuous Professional Development

Please report any training completed

- 36. Monitor and maintain governor CPD including governor training pathway
 - Reminder of dates, courses, links

Business

- 37. Dates of upcoming meetings refer to Schedule of Governance
- 38. Confidentiality of Business

Full Governing Body Spring 1 – Curriculum & Standards Focus

All relevant documentation is available on the governors' area of the school website 7 days prior to the meeting. Please ensure you have read them and are ready to comment.

Any significant comments/questions should be forwarded to the headteacher or chair of governors, for their attention, at least 2 days prior to the meeting.

Business

1. Opening reflection
2. Apologies for absence
3. Declarations of Governors' interests in this agenda
4. Chair:
 - a) Comments and correspondence
 - b) Items notified in advance for inclusion on agenda
5. Approve and retain minutes of the previous meeting and make available
6. Matters arising and action points
7. Update and publish the governing board's register of pecuniary interests
8. Existing Governors with terms due to end in the coming year
9. Engage in any necessary succession planning
10. Governor vacancies
11. Ensure GIAS and the school website are updated with governing board membership

Policies

12. Review and approve policies in accordance with the policy review cycle

School Development & Self Evaluation

All documents available on the school website:

13. Pupil Premium Report
14. School Development Plan
15. Sport Premium Report
16. Arts Summary
17. Headteacher's Report
18. Self-Evaluation Documentation
19. SEND Report
20. SIAMS

Monitoring & Evaluation

21. Analyse School Performance:
 - Individual & Group Attainment / Autumn 2 Data Shot
22. Monitoring and evaluation schedule
23. Admissions Committee Update
24. EYFS (Report from EYFS link Gov)
25. GRACE Schools Collaboration Update
26. Local Authority Review
27. Update on staff and pupil wellbeing - Committee Report if meeting held
28. Governor visit report and date and focus of next governor visit

Financial Update

29. Budget Report
30. SFVS Confirmation

Health & Safety

33. Health and Safety

- 34. School Food
- 35. Safeguarding

Continuous Professional Development

Please report any training completed

- 36. Monitor and maintain governor CPD including governor training pathway
 - Reminder of dates, courses, links

Business

- 37. Dates of upcoming meetings refer to Schedule of Governance
- 38. Confidentiality of Business

Full Governing Body Spring 2 – Finance Resources & Personnel Focus

All relevant documentation is available on the governors' area of the school website 7 days prior to the meeting. Please ensure you have read them and are ready to comment.

Any significant comments/questions should be forwarded to the headteacher or chair of governors, for their attention, at least 2 days prior to the meeting.

Business

1. Opening reflection
2. Apologies for absence
3. Declarations of Governors' interests in this agenda
4. Chair:
 - a) Comments and correspondence
 - b) Items notified in advance for inclusion on agenda
5. Approve and retain minutes of the previous meeting and make available
6. Matters arising and action points
7. Update and publish the governing board's register of pecuniary interests
8. Existing Governors with terms due to end in the coming year
9. Engage in any necessary succession planning
10. Governor vacancies
11. Ensure GIAS and the school website are updated with governing board membership

Policies

12. Review and approve policies in accordance with the policy review cycle

School Development & Self Evaluation

All documents available on the school website:

13. Pupil Premium Report
14. School Development Plan
15. Sport Premium Report
16. Arts Summary
17. Headteacher's Report
18. Safeguarding and Child Protection Annual Report
19. Self-Evaluation Documentation
20. SEND Report
21. SIAMS

Monitoring & Evaluation

22. Analyse School Performance:
 - Individual & Group Attainment / Autumn 2 Data Shot
23. Admissions Committee Update
24. EYFS (Report from EYFS link Gov)
25. GRACE Schools Collaboration Update
26. Local Authority Review
27. Update on staff and pupil wellbeing - Committee Report if meeting held
28. Governor visit report and date and focus of next governor visit

Financial matters

29. Budget Report
30. Medium Term Finance Plan (1-5 year projections)
31. CFR Benchmarking Report for Governors
32. Statement of Internal Control
33. Appraisal and PRP midyear review
34. Review Headteacher Performance

Health and Safety

- 35. Health and Safety
- 36. School Food
- 37. Safeguarding

Continuous Professional Development

Please report any training completed

- 39. Monitor and maintain governor CPD including governor training pathway
 - Reminder of dates, courses, links

Business

- 40. Dates of upcoming meetings refer to Schedule of Governance
- 41. Confidentiality of Business

Full Governing Body – Budget Setting Meeting

All relevant documentation is available on the governors' area of the school website 7 days prior to the meeting. Please ensure you have read them and are ready to comment.

Any significant comments/questions should be forwarded to the headteacher or chair of governors, for their attention, at least 2 days prior to the meeting.

Business

1. Opening Reflection
2. Apologies for absence
3. Declarations of Governors' interests in this agenda
4. Chair:
 - a) Comments and correspondence
 - b) Items notified in advance for inclusion on agenda

Financial matters

5. Proposed Budget Report 2025 - 2026
6. Best Value Statement
7. Statement of Internal Control

Business

8. Dates of upcoming meetings refer to Schedule of Governance
9. Confidentiality of Business

Full Governing Body Summer 1 – Finance, Resource & Personnel Focus

All relevant documentation is available on the governors' area of the school website 7 days prior to the meeting. Please ensure you have read them and are ready to comment.

Any significant comments/questions should be forwarded to the headteacher or chair of governors, for their attention, at least 2 days prior to the meeting.

Business

1. Opening reflection
2. Apologies for absence
3. Declarations of Governors' interests in this agenda
4. Chair:
 - a) Comments and correspondence
 - b) Items notified in advance for inclusion on agenda
5. Approve and retain minutes of the previous meeting and make available
6. Matters arising and action points
7. Update and publish the governing board's register of pecuniary interests
8. Existing Governors with terms due to end in the coming year
9. Engage in any necessary succession planning
10. Governor vacancies
11. Ensure GIAS and the school website are updated with governing board membership

Policies

12. Review and approve policies in accordance with the policy review cycle

School Development & Self Evaluation

All documents available on the school website:

13. Pupil Premium Report
14. School Development Plan
15. Sport Premium Report
16. Arts Summary
17. Headteacher's Report
18. Self-Evaluation Documentation
19. SEND Report
20. SIAMS

Monitoring & Evaluation

21. Analyse School Performance:
 - Individual & Group Attainment / Spring 2 Data Shot
22. Monitoring and evaluation schedule
23. Admissions Committee Update
24. EYFS (Report from EYFS link Gov)
25. GRACE Schools Collaboration Update
26. Local Authority Review
27. Update on staff and pupil wellbeing - Committee Report if meeting held
28. Governor visit report and date and focus of next governor visit

Financial matters

31. Budget Report
32. Medium Term Finance Plan (1-5 year projections)
33. Review and approve final budget for next year
34. Review Wraparound Childcare

Health and Safety

35. Health and Safety
36. School Food
37. Review Risk Management plan
38. Review Asset Management plan
39. Safeguarding - Audit, Scheduling Proforma and Report

Continuous Professional Development

Please report any training completed

40. Monitor and maintain governor CPD including governor training pathway
 - Reminder of dates, courses, links

Business

41. Dates of upcoming meetings refer to Schedule of Governance
42. Confidentiality of Business

Full Governing Body Summer 2 – Curriculum & Standards Focus

All relevant documentation is available on the governors' area of the school website 7 days prior to the meeting. Please ensure you have read them and are ready to comment.

Any significant comments/questions should be forwarded to the headteacher or chair of governors, for their attention, at least 2 days prior to the meeting.

Business

1. Opening reflection
2. Apologies for absence
3. Declarations of Governors' interests in this agenda
4. Chair:
 - a) Comments and correspondence
 - b) Items notified in advance for inclusion on agenda
5. Approve and retain minutes of the previous meeting and make available
6. Matters arising and action points
7. Update and publish the governing board's register of pecuniary interests
8. Existing Governors with terms due to end in the coming year
9. Engage in any necessary succession planning
10. Governor vacancies
11. Ensure GIAS and the school website are updated with governing board membership

Policies

12. Review and approve policies in accordance with the policy review cycle

School Development & Self Evaluation

All documents available on the school website:

13. Pupil Premium Report
14. School Development Plan
15. Sport Premium Report
16. Arts Summary
17. Headteacher's Report
18. Self-Evaluation Documentation
19. SEND Report
20. SIAMS

Monitoring & Evaluation

21. Analyse School Performance:
 - Individual & Group Attainment / Summer 2 Data Shot
 - EYFS
 - Phonics Screener
 - KS1 SATS
 - Y4 Multiplication Checker
 - KS2 SATS
24. Sport Premium Report
25. Admissions Committee Update
26. EYFS (Report from EYFS link Gov)
27. GRACE Schools Collaboration Update
28. Peer to Peer Review
29. Update on staff and pupil wellbeing - Committee Report if meeting held
30. Governor visit report and date and focus of next governor visit

Financial Update

31. Budget Report

Health and Safety

32. Health and Safety – Fire Safety
33. School Food
34. Review Risk Management plan
35. Review Asset Management plan
36. Safeguarding
37. Premises - Contracts

Continuous Professional Development

Please report any training completed

39. Monitor and maintain governor CPD including governor training pathway
 - Reminder of dates, courses, links

Business

40. Review FGB Structure for coming year – including chair and vice chair election, terms of reference and governing board responsibilities and panels.
41. Review the membership, terms of reference and delegated powers of governing body committees
42. Dates of upcoming meetings refer to Schedule of Governance
43. Confidentiality of Business

Terms of reference for the Complaints/ Pay/ Pay Appeals/ Staff Discipline/ Staff Discipline (Appeals)/ Pupil Discipline Panels

To act on matters referred to the panel by the Full Governing Body.

- To liaise and consult with other committees where necessary.
- To consider safeguarding and equalities implications when undertaking all committee functions.
- To report the Committee's resolutions to the next full meeting of the Governing Body.
- To keep the terms of reference under review and recommend any changes to the Governing Body prior to the annual review of committees.

Information relating to a named person or any other matter that the committee considers confidential does not have to be made available for inspection.

1. Membership and Quora

1.1 Due to nature of the business of these panels, the membership of them will comprise as follows:

- | | |
|----------------------------|--------------------------------------|
| • Complaints Panel | Any 3 governors. |
| • Pay Panel | Any 3 governors |
| • Pay Appeals Panel | Any 3 governors other than the chair |
| • Staff Discipline | Any 3 governors |
| • Staff Discipline Appeals | Any 3 governors |
| • Pupil Discipline | Any 3 governors |

1.2 The Quora shall be as follows

- | | |
|----------------------------|-----------|
| • Complaints | 3 members |
| • Pay Panel | 3 members |
| • Pay Appeals Panel | 3 members |
| • Staff Discipline | 3 members |
| • Staff Discipline Appeals | 3 members |
| • Pupil Discipline | 3 members |

1.3 Where there are insufficient governors within Barrowby CE Primary School Governing Body who have no prior knowledge of the issue (i.e. not tainted); the Governing Body retains the right to ask the governing bodies of schools within the Grace Collaboration for governors to sit on the panel(s).

1.4 The panel(s) will be convened as and when required during the academic year.

2. Minutes and Voting

2.1 Minutes will be taken by the Clerk to Governors

Details of panel decisions will be kept as an accurate record and provided to the Chair of Governors' in time for FGB meetings.

2.2 In the absence of the clerk the committee shall choose a clerk for that meeting from among their number (excluding the headteacher or other staff member, the governor chairing the committee or the Chair of Governors.)

1.3 Any decisions taken must be determined by a majority of votes of panel members present and voting – but no vote can be taken unless the panel is quorate and a majority of those present are governors.

Terms of reference for the Admissions Panel

1 General Terms -

- To act on matters delegated by the full governing body.
- To liaise and consult with other committees where necessary.
- To contribute to the School Development Plan.
- To consider safeguarding and equalities implications when undertaking all committee functions.
- To report the Panel's resolutions to the next full meeting of the Governing Body.
- To determine any other matters referred to the Panel by the Governing Body.
- To keep the terms of reference under review and recommend any changes to the Governing Body prior to the annual review of committees.

1.1 Meetings will not be open to the public but minutes shall be made available – attendees can be invited to attend a committee meeting where appropriate.)

1.2 Information relating to a named person or any other matter that the committee considers confidential does not have to be made available for inspection.

2. Membership and Quorum

2.1 The membership of the Committee will comprise; Chair of Governors and 3 serving Governors

1.2 The Quorum shall be 3

2.3 The panel will be convened as and when required during the academic year.

3. Minutes and Voting

3.1 Details of admissions decisions will be kept as an accurate record by the Senior Administrator and provided to the Chair of Governors' in time for FGB meetings.

1.2 Any decisions taken must be determined by a majority of votes of panel members present and voting – but no vote can be taken unless the panel is quorate and a majority of those present are governors.

1.3 The Deputy Head, School Business Administrator or other staff member will be called in where required on specific matters.

2. Duties

4.1 To consider Mid Term admissions in accordance with school's Admissions Policy.

2.2 To monitor the admission of children from the reserve list.

2.3 To carry out its duties in accordance with the LA Admissions and Admissions Appeals arrangements.

2.4 To monitor the admission and appeals process and bring appropriate matters to the attention of the Governing Body.

4.5 To report any decisions taken on behalf of the Governing Body to the next full Governing Body meeting.

Review of the Schedule of Governance

- 1.1 The Schedule of Governance outlines the purpose, organisation, and management of Governance at our school.
- 1.2 The Schedule of Governance reflects the consensus of opinion of the Full Governing Body.
- 1.3 It has been drawn up as a result of Governor discussion and has the full agreement of the full Governing Body.
- 1.4 The schedule of Governance is available to all stakeholders and can be seen on request.
- 1.5 The Schedule of Governance is reviewed by the Head teacher and Governors in accordance with Barrowby School's Policy and Review Cycle, every year.

Last reviewed and updated September 2024

Next scheduled review September 2025

Appendix 1 – Governor Categories

Foundation Governors **3 members**

Two are appointed by the Diocese of Lincoln and one is the Incumbent who is an ex officio governor by right of their office. The primary duty of the Foundation Governors is to uphold the school character including the Christian character and ethos of the school and to present the views of the Diocesan Board of Education to the Governing Body.

Co-opted Governors **4 members**

These are elected by the governing body due the skill set they are able to bring to the role of governor.

Parent Governors **2 members**

These governors are elected by the parents of the school and sit on the governing body as a representative parent *and not as the parents' representative*.

Staff Governors **1 member**

This governor is elected by the staff of the school and sits on the Governing Body as a representative staff member and *not as the staff's representative*.

Local Authority (LA) Governor **1 member**

LA Governor are nominated by the LA but appointed by the governing body to be a link between the LA and its schools.

Head Teacher

Is an ex officio position by right of office.

Appendix 2 – Chair of Governor’s Role Description

Chair of Governors' Role Description

Name:

1. **School:** Barrowby Church of England Primary
2. **Title of Role:** Chair of Governors
3. **The role of the chair is to:**
 - 3.1 Ensure clarity of vision, ethos and strategic direction for the school
 - 3.2 Hold the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff.
 - 3.3 Oversee the financial performance of the school and make sure its money is well spent.
 - 3.4 Chair meetings of the full governing body (FGB).
 - 3.5 Give the governing body a clear lead and direction.
 - 3.6 Work closely with the Clerk to help manage their contribution to the governors.
 - 3.7 Carry out any duties delegated by the governing body.
 - 3.8 Take any urgent action on behalf of the governing body.
4. **With the governing body the chair should ensure that:**
 - 4.1 Meetings run efficiently with the governing body’s time used effectively.
 - 4.2 Collective responsibility is accepted by all governors for decisions taken.
 - 4.3 Business and affairs are conducted in accordance with statutory requirements and regulations.
 - 4.4 A clear vision, ethos and strategic direction are set for the school.
 - 4.5 The focus is on strategic leadership and on driving school improvement, without becoming involved in managerial matters.
 - 4.6 Scrutiny, monitoring and challenge reflect the school improvement priorities.
 - 4.7 The headteacher is held to account for the educational performance of the school and its students, and for the performance management of staff.
 - 4.8 Financial performance of the school is appropriately monitored and that resources are providing value for money.
 - 4.9 Governors understand their role, responsibilities and accountability.
 - 4.10 Governors work as an effective team, and in small groups, or with delegation of responsibilities to share the overall workload.
 - 4.11 The individual skills, knowledge and experience of governors are used.
 - 4.12 Governors with the necessary skills are attracted to allow for the effective governance and success of the school.
5. **The chair should also work with the headteacher to:**
 - 5.1 Foster an effective relationship based on trust and mutual respect for each other’s roles.
 - 5.2 Promote and maintain high standards of educational achievement.

5.3 Offer support, candour and respect.

5.4 Ensure rigorous, robust and fair performance management for the headteacher.

6. Date:

Signed _____ Chair of Governors

Signed _____ Headteacher

Appendix 3 – Vice Chair of Governor’s Role Descriptor

Vice Chair of Governors' Role Description

Name:

1. **School:** Barrowby Church of England Primary
2. **Title of Role:** Vice Chair of Governors
3. **Purpose of the role**
 - 3.1 Ensure clarity of vision, ethos and strategic direction for the school
 - 3.2 Hold the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff
 - 3.3 Oversee the financial performance of the school and make sure its money is well spent.
 - 3.4 To provide support to the chair in fulfilling their role and take the place of the chair in any aspect of governance in their absence, should they be unable to fulfil their role for any reason.
4. **Responsibilities for this role**
 - 4.1 Develop a good understanding of the full remit of the chair’s role and be ready to step in to act in the chair’s absence if needed and to aid succession planning.
 - 4.2 Ensure you are kept fully informed by the chair of all current developments and issues.
 - 4.3 Act as a support to the chair by listening to and discussing issues arising.
 - 4.4 Support the chair in implementing the chair of governor’s leadership role, by acting on any areas or issues delegated to you by them and keeping the chair informed of progress on these.
 - 4.5 Develop strong, trusting working relationships with the chair, Headteacher and other senior leaders in the school.
 - 4.6 Attend steering committee meetings and play a full part in setting the agenda for the governing body.
 - 4.7 Regularly review and keep up to date with requirements on the governing body in relation to publishing of data/information and ensure the school website is up to date with all current requirements, holding named governors to account where they have individual responsibility for ensuring specific aspects are up to date on the school website.
 - 4.8 Working with the Chair of Governors to develop the governance priorities for inclusion in the SDP.
 - 4.9 Hold meetings, where necessary, with the Headteacher and other members of school staff e.g. SLT Senior Administrator to discuss issues arising from committee meetings.

5. **Date:**

Signed _____ Vice Chair of Governors

Signed _____ Headteacher

Appendix 4 – Governor Role Description

Governors Role Description

Name:

1. **School:** Barrowby Church of England Primary
2. **Title of Role:** Foundation / Co-opted / parent / Staff / LA / Ex Officio
3. **Purpose of the role**
 - 3.1 Ensure clarity of vision, ethos and strategic direction for the school.
 - 3.2 Hold the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff.
 - 3.3 Oversee the financial performance of the school and make sure its money is well spent.
 - 3.4 To ensure the voices of stakeholders are heard.
4. **Governing body strategic responsibilities**

Governing bodies work closely with headteachers and senior leaders. Headteachers are responsible for day-to-day management whereas the role of the governing body is strategic. As such, governors are responsible for:

 - 4.1 Determining the mission, values and long-term ambitious vision for the school.
 - 4.2 Deciding the principles that guide school policies and approving key policies.
 - 4.3 Working with senior leaders to develop a strategy for achieving the vision.
 - 4.4 Ensuring that parents, pupils, staff and the wider community are involved, consulted and informed as appropriate
 - 4.5 ensuring that all pupils have access to a broad and balanced curriculum such that pupils are well prepared for the next stage of their education and adult life
 - 4.6 setting the school's budget and ensuring it is managed effectively together with premises and other resources
 - 4.7 agreeing the school's staffing structure and keeping it under review to ensure it supports delivery of the strategy
 - 4.8 ensuring robust risk management procedures are in place and that risk control measures are appropriate and effective
5. **Monitoring and evaluating school performance**

Governors must monitor the priorities that have been set to ensure progress is being made by:

 - 5.1 measuring the school's impact and progress towards its strategic objectives
 - 5.2 ensuring the required policies and procedures are in place and the school is operating effectively in line with these policies
 - 5.3 evaluating relevant data and feedback provided by school leaders and external reporting on all aspects of school performance
 - 5.4 asking challenging questions of school leaders in order to hold them to account
 - 5.5 holding the headteacher to account for standards, financial probity and compliance with agreed policies

- 5.6 visiting the school to monitor implementation of the strategy and reporting back to the board (this could be in a link governor capacity)
- 5.7 ensuring that there are policies and procedures in place to deal with complaints effectively

6. Panels and committees

When required, governors are expected to serve on panels or committees in order to:

- 6.1 appoint the headteacher and other senior leaders
- 6.2 appraise the headteacher and make pay recommendations
- 6.3 hear staff grievances and disciplinary matters
- 6.4 review decisions to exclude pupils.
- 6.5 deal with formal complaints

7. Contribution to the governing body

Governors should ensure that they are making a positive and meaningful contribution to the governing body by:

- 7.1 attending meetings (a minimum of 3 full governing board meetings and a number of committee meetings each year), reading papers and preparing questions for senior leaders in advance
- 7.2 establishing and maintaining professional relationships with senior leaders and colleagues on the board
- 7.3 getting to know the school, including visiting the school occasionally during school hours
- 7.4 undertaking induction training and developing knowledge and skills on an ongoing basis

8. Date:

Signed _____ Governor

Signed _____ Headteacher.

Appendix 5 – School Staff

Teaching Staff	Role
Len Batey	Head Teacher
Sarah Banfield	Reception/Y1 Class Teacher
Natasha Selby	Reception/Y1 Class / EYFS/Key Stage 1 Team Leader
Sue Watson	Year 1/ 2 Class Teacher
James Liversidge	Year 1/ 2 Class Teacher
Kristina Goodband	Year 1/ 2 Class Teacher
Sam Caton	Year 3 Class Teacher
Tabitha Ward	Year 4 Class Teacher / Assistant Head Teacher
David Olalere	Year 5 Class Teacher
Shelley Tinkley	Year 5 & 6 Class Teacher
India Lees	Year 6 Class Teacher/ SENDCo
HLTA	
Jen Stanley	HLTA
Classroom Support	
Mel Watson	Teaching Assistant / Lunchtime Controller
Belinda Hart	Teaching Assistant / Lunchtime Supervisor
Su Clark	Teaching Assistant / Lunchtime Supervisor
Louise Gadd	Teaching Assistant / Lunchtime Supervisor
Juliet Rowlands	Teaching Assistant
Amanda Bird	Teaching Assistant
Denise Kay	Teaching Assistant
Ava Reed	Level 3 Apprentice
Lily Smith	Level 4 Apprentice
Administration Staff	
Thomas Liddiard	School Business Manager
Michelle Holmes	Administrator
Alex Duller	Administrator
Wrap Around Care Supervisors	
Nikki Rafferty	Wrap Around Care Supervisor
Allison Hands	Wrap Around Care Supervisor
Alex Burley	Wrap Around Care Supervisor / Lunchtime Supervisor
Lunchtime Supervisors	
Lynne Doncaster	Lunchtime Supervisor / Cleaner
Katherine Walpole	Lunchtime Supervisor
Sumayya Syedmuhammed	Lunchtime Supervisor
Site Staff	
Tanya Walton	Caretaker

Appendix 6 – Educational Jargon

DBS	Disclosure & Barring Service
EAL	English as an additional language
EHC Plan	Educational Health Care Plan - An education, health and care plan is a document that says what support a child or young person who has special educational needs should have.
EIF	Education Inspection Framework – The published OFSTED inspection framework for schools to follow.
EYFS	Early Years Foundation Stage. A framework of care and Education for children from birth to five years of age.
FSM	Free School Meals
G & T	Gifted and Talented - Gifted are those with high ability in one or more academic subject and the talented are those with high ability in sport, music, visual or performing arts.
HLTA	Higher Level Teaching Assistant
IDSR	Inspection Data Summary Report
IEP	Individual Education Plan for SEN pupils
INSET	In-Service Education and Training - Training for staff which takes place during the school year.
LA	Local Authority
LAC	Looked After Children
MFL	Modern Foreign Language
MTFP	Medium Term Finance Plan
NOR	Number on Roll
NQT	Newly Qualified Teacher
Ofsted	Office for Standards in Education
PAN	Published Admission Number
PPA	Planning, Preparation and Assessment time to which teachers are entitled
PSHE	Personal Social Health and Economic education
QTS	Qualified Teacher Status
RAISE	Reporting and Analysis for Improvement through School Self-Evaluation
RQT	Recently Qualified Teacher
SATs	Standard Attainment Tests/Tasks - National Curriculum Tests and Tasks which take place at the end of Key Stage 1 and at the end of Key Stage 2.
SCR	Single Central Record - Schools must hold a single central record of all adults working with pupils. The records hold security and ID checks among other specific information.
SDP	School Development Plan
SES	Self-Evaluation Summary
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SFVS	Schools Financial Value Statement
SLT	Senior Leadership Team
SMSC	Spiritual, Moral, Social and Cultural (development)
TA	Teaching Assistant
TAC	Team Around the Child

Appendix 7 – Monitoring Guidance

Governors' Visits to the school

Purpose of visits

Visiting school on a planned, regular basis allows governors/trustees to:

- better understand their school's strengths and areas for development
- determine if agreed policies and procedures are working in practice
- identify how resources are being used
- show staff and pupils that they are interested in the life, work and achievements of a school
- experience the culture and ethos of the school

Focus of Visits

- strategic priorities and key policies agreed by the governing board
- the evaluation of progress: are the things people say are happening actually happening?
- seeking assurance that the needs of pupils are being met (such as safeguarding and SEND)

Frequency of visits

The frequency of governance visits should be in accordance with the schedule established by the governing board and agreed with school leaders and relevant staff. Visits should be scheduled to allow governors/trustees to see relevant activities and strategic milestones.

Arranging and Preparing for Visits

Visits should be arranged through the headteacher, with adequate notice, and agreed with the relevant members of staff.

Due regard should be given to:

- how the visit fits with the schedule of board and committee meetings, to allow for timely feedback and discussion
- how to avoid visits clashing with important events and/or busy periods in school life
- the workload implications for staff who are likely to be involved in the visits

Governors/trustees are encouraged to prepare for their visit. This may include:

- reading and familiarising yourself with the governing board's protocol for visits and the expected conduct
- reading and familiarising yourself with the school's policy for visitors (this is different from the governor/trustee visits policy) that includes relevant health, safety and safeguarding instructions
- reading the background information relating to the focus of the visit, such as relevant section(s) of the strategic plan, performance data, policies, stakeholder information
- clarifying the purpose of the visit with the head teacher and or relevant member of staff
- confirming the visit schedule and activities

Conduct on visits

When visiting the school in a governing capacity, you should:

- arrive in good time and follow the school's procedures (such as signing in and producing identification)
- adopt a friendly approach that puts everyone at ease
- be respectful of the school at work and if you wish to take notes, check that those you are with are comfortable with this
- if you are taking notes, be clear with everyone that this is for feedback purposes and that you are not recording judgements (for example on the quality of their teaching)
- ask relevant questions that are closely linked to the purpose of your visit
- acknowledge the staff and pupils you meet
- relax and enjoy yourself and look at what is happening discreetly.
- get involved with pupils' activities when invited, but don't intervene.
- show an interest/ask questions, but don't monopolise the teacher's time.
- never comment on the teacher's conduct, or on individual pupils.
- do not allow yourself to become an instrument for advancing particular issues.
- do not express your own opinions if pressed on controversial issues.
- Always thank the teacher/Teaching Assistants when leaving the classroom.

Curriculum Monitoring Visits

The following is specific guidance for *Curriculum Monitoring Visits*:

What are the pupil's attitudes to learning?

- Behaviour
- Responses through the lesson
- Work/learning behaviour e.g. pupils on task

What is the atmosphere in the classroom like?

- Atmosphere
- responses made by the children to the governor/teacher/TA
- inclusiveness of all children in the lesson (including those with special needs, or English as an acquired language)

How is the Teaching Assistant being used?

- Supporting/extending pupils

Were resources used effectively?

- Resources being used, their condition and adequacy
- Whether the area of the curriculum needs more resources in the future

Governors/ trustees are also expected to behave in line with the governing board's code of conduct, being aware of the need to maintain confidentiality. Governors are asked not to comment on the quality of teaching on a monitoring visit, as this is a professional matter, and is the role of the Headteacher. Therefore, teachers will not be required to provide Governors with lesson plans.

Expectations following a visit

A report should be completed as soon as possible after each visit. A draft will be shared with the headteacher and any other members of staff involved in the visit and, when agreed, a final version will be included in the papers for discussion in the next governing board meeting.

Appendix 8 – Monitoring Visit Recording

Please use the below links to access the necessary forms needed to complete the appropriate governor monitoring visit report. If you are completing more than 1 type of visit, please ensure you complete all applicable forms.



Governor Monitoring Visit – General

Please use this form if no other form below is appropriate for recording your visit:

<https://forms.office.com/e/yTTxtKqe4V>

Governor Monitoring Visit – Curriculum

Please use this form to record any monitoring visit surrounding curriculum including English, Reading, Writing and Mathematics:

<https://forms.office.com/e/n1Hu9YemvT>



Governor Monitoring Visit – Statutory Assessments

Please use this form to record any monitoring visits on statutory assessments including EYFS Baseline, Phonics Screener, KS1 SATs, and KS2 SATs:

<https://forms.office.com/e/Rc0gHT4M3e>

Governor Monitoring Visit – Personal Development, Behaviour and Welfare

Please use this form to record any monitoring visits on daily routines including start of the day, playtime, lunchtime, dining and end of day:

<https://forms.office.com/e/MFWsYpT7KR>



Governor Monitoring Visit – Collective Worship

Please use this form to record any collective worship monitoring visits within school:

<https://forms.office.com/e/aPBpSU58Ga>

Governor Monitoring Visit – Safeguarding

Please use this form to record any monitoring visits for Safeguarding:

<https://forms.office.com/e/qLEQHqHXex>



Governor Monitoring Visit – Recording Safeguarding Concerns

Please use this form to record any monitoring visits for recording safeguarding concerns:

<https://forms.office.com/e/yn3Lf8evfU>

Governor Monitoring Visit – Single Central Record (Also recorded on SCR)

Please use this form to record any monitoring visits for the Single Central Record:

<https://forms.office.com/e/hnQvaVZZ9K>



Appendix 9 – Safeguarding Monitoring and Compliance Schedule

Reports on findings to be presented at FGBs and recorded in monitoring visit forms.

Safeguarding Compliance Checklist for Governors

Follow the following link to find the Safeguarding Compliance Checklist for Governors. This can be re-entered by the required person at any point throughout the year if this is filled in periodically:

<https://forms.office.com/e/urjnUytu0L>

Date	Action-
Autumn 1	Go through LCC safeguarding checklist and complete notes field as far as possible.
Autumn 2 [Governor Monitoring Morning]	Meet with Headteacher to clarify checklist (Report back at 2 nd FGB)
Autumn 2 [Governor Monitoring Morning]	Confirm that SCR and Staff Files are up to date (LCC SCR Monitoring Checklist informs) (Report back at 2 nd FGB)
Autumn 2 [Governor Monitoring Morning]	Confirm LCSP Pathway and Safer Recruitment training is upto date (Report back at 2 nd FGB)
Autumn 2 [Governor Monitoring Morning]	Confirm all Staff and Gobs have signed for KCSIE and undertaken safeguarding refresher training. (Report back at 2 nd FGB)
Spring 2 [Governor Monitoring Morning]	Confirm that SCR and Staff Files are up to date (LCC SCR checklist informs) (Report back at 4th FGB)
Summer 2	Check LCC Safeguarding Assurance Return has been completed and signed off. (Report back at 6 th FGB)

Appendix 10 – Governor Training Guide

Accessing NGA Platform

Visit <https://www.nga.org.uk/> to begin log in.

All governors have NGA accounts. They can sign in using their school email address. If password is forgotten please select “Reset Password” and follow the process sent to your school email address.

Accessing Training Modules

- 1) Visit <https://www.nga.org.uk/training/learning-link/>
- 2) You should then be able to click log in and enter your details or enter your Barrowby email and go through the forgot my password route.
- 3) Then you can click “Training and development” and this will then give you the different training options to browse including “Training for individuals” and “E-Learning” – the modules on the pathway below I believe are all E-Learning.
- 4) If you click into E-Learning then you can click “Browse all modules” and then find the one you wish to complete. You can narrow down how many there are by selecting “maintained school” under the “organisations” filter also.
- 5) Click the e-learning you wish to do and then select “Go to Learning Link”. This is the following link but I’m not sure if this will work without the steps above, but might be worth a try (<https://nga.vc-enable.co.uk/Home>)
- 6) Then select “Learning” and begin to type in the name of the course and select it once it appears and click “Start”
- 7) You can also select the Individual Training and explore what is in there and again report any courses done back to myself or the admin team for us to update the training pathway.