Barrowby Church of England Primary School

Schedule of Governance
2021-2022

Accurate when ratified and published September 2021

There are different ways to serve the same Lord, and we can each do different things. Yet the same God works in all of us and helps us in everything we do.

1 Corinthians 12: 5-6

Reception children enjoying Native American Day

Contents

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 160 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. In 2006, 2011 and 2016, our Diocesan Inspection judged that we were an 'outstanding church school' in all areas of the inspection.

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 three 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; and
- Ensuring clarity of vision, ethos and strategic direction.

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   Len Batey
Chair of Governors   Headteacher

Governor Code of Conduct

1. Attend meetings regularly
- Give the chair/clerk as much notice as possible if you are unable to attend.
- Regular non-attendance at full governing body meetings can lead to eventual disqualification.

2. Prepare for meetings
- By attending induction training and other relevant training courses in order to increase your knowledge and ability to contribute to discussion/decision making.
- By reading all papers sent to you.
- By getting your thoughts together on the things you need to ask about and the things you want to say.

3. Be a 'team player'.
- Treat all governors as equal.
- Abide by all the decisions of the Governing Body whether you agree or not.
- Do not disagree in public with the Governing Body after a decision has been taken.
- If you want the Governing Body to reconsider a decision you must ask for it to be put on the agenda.

4. Follow proper procedures in meetings.
- Do not interrupt others when they are speaking.
- All discussion must take place through the chair: signal to the chair when you want to speak, then wait your turn.
- Do not hog the discussion or hark back to matters about which a decision has been taken, this only wastes time and cause bad feeling.

5. Remember that, as an individual you have no authority.
- You can only speak or act on behalf of the Governing Body when it has formally delegated power to you. When you have something that you think needs saying or doing, talk to the Chair, or Headteacher, and then ask for it to be put on the agenda of the next meeting.

6. Remember, 'representative' governors are not delegates.
   If you are a parent governor, teacher governor, staff governor, foundation governor or LA governor, you have a responsibility to ensure that the views of your 'constituency' are heard by the Governing Body. However, when it comes to the vote you should vote the way your conscience directs for the good of the school, after you have heard all the arguments.

7. Declare any personal interests you have.
- If the outcome of a decision that the Governing Body is about to take affects you personally, you should declare your interest. If your interest is pecuniary, either directly or indirectly, you should declare your interest and then withdraw from the meeting whilst the matter is discussed. Also, do not use your position as a governor to gain you an advantage or benefit in other situations.

8. Maintain confidentiality.
- The minutes of meetings are not for public view until they have been adopted and signed by the chair. Governors should also be discreet about the detail of discussion that takes place in governors' meetings.
- Governors must ensure that all communications remain confidential. This includes 'hard copy' of documents, and all emails to do with school/governor business.
- Individual governors should never become involved in any complaint or similar matter which may come before the governing body, to avoid being compromised. If approached about a school matter, governors must adhere to the appropriate school policies and refer the other party to those procedures.

9. Be committed.
- Visit the school during the normal working day.
- Assist with special events
- Attend social events
- Seek out and read information about the performance of your school.
- Undertake relevant training.

10. Think about the contributions you make as a governor.
- Are you making the most of the skills you have to offer?
- Are you doing all you can to help get business done?
- Are you trained to do the job effectively?
- Are you supportive of your school?

Governor Role Description

1.   Purpose of the role

1.1   Ensure clarity of vision, ethos and strategic direction for the school.

1.2   Hold the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff.

1.3   Oversee the financial performance of the school and make sure its money is well spent.

1.4   Attend at least **75%** of meetings, letting the clerk and/or chair of governors/committees know in good time if you are unable to make a meeting.

1.5   Prepare for all meetings by reading any papers provided in advance of the meeting, being ready to discuss and challenge those papers' content within the meeting.

1.6   Maintain a proactive involvement in the life of the governing body, including joining and contributing to committees and working parties, volunteering to deliver actions agreed as needed during meetings, contributing new ideas and raising issues etc. This ensures all voices and viewpoints can be taken into account.

1.7   Put the needs of current and future pupils first when considering issues and making decisions.

1.8   Ensure you are able, willing and committed to having courageous conversations with others (e.g. other governors, headteacher or other members of SLT) in the best interests of the school's current and future pupils.

1.9   Ensure you do not make decisions alone, and flag quickly to the chair if you believe another governor has made a decision alone.

2.   Develop and maintain a good knowledge of the school

2.1   Attend at least 1 focussed monitoring visit to school each academic year to observe and monitor specific areas first-hand (for example how the school is implementing policies, how children of different ages and groups are involved and engaged in the day to day life of the school, how the strategic improvements being made are affecting children in the school and to what extent the school's ethos is visible in day to day school life).

2.2   Report back your findings from any monitoring visits to the governing body in a timely way.

2.3   Ensure you have regular opportunity to review academic attainment and progress data (e.g. *Analyse School Performance* and in-year school produced data) and that you are able to understand the data provided and query and challenge any issues presented by the data with the headteacher.

2.4   Ensure you look at external/national/regional performance data in order to compare the school's performance with other similar schools locally and nationally, in order to inform school development needs.

2.5   Build and maintain good working relationships with other members of the governing body, the clerk and the school's SLT at all times.

2.6   Develop and maintain your knowledge of current national and local education policy.

2.7   Undertake regular training as identified as being beneficial to your role and responsibilities *and* attend 1 Governor Network Meeting per annum to ensure you knowledge as a governor is continually developed and up to date. Thereby allowing you to play a full part in governing body matters and, in particular, are able to work effectively in the three key areas of governance (outlined above).

2.8   Complete, annually, a skills audit and ensure this is updated with any new relevant skills developed.

2.9   Make sure you raise any concerns about governing body performance or the way the governing body (or any part of the governing body) acts in relation to legal requirements or required procedures with the chair, so that the governing body is able to develop its skills, understanding and practice in the ethos of continual development.

2.10   Ensure you act within the agreed code of conduct at all times, paying particular regard to maintaining confidentiality in relation to information and issues to which you are party.

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 Administrator Audra Midgley 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, 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

- **Autumn Term**
  6th October 2021

- **Spring Term**
  16th March 2022

- **Summer Term**
  15th June 2022

Governor Partnership – all sessions start at either 2.00pm or 7.00pm

All governors should aim to attend at least one meeting a year. Bookings can be made via this LINK. 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:

- 13th October 2021

- 2nd February 2022

- 22nd June 2022

All governors should aim to attend at least one meeting a year.
Bookings can be made via this LINK.

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 2021

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 Leads are Mr Len Batey and Miss Louise Sugden.

The Deputy Designated Safeguarding Leads are Mrs Selby, Mrs Ward 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 CLICK HERE. 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-FRP-Thursday   Mrs Ellie Atter-CS-Monday

Ex Officio Governors
Mr Len Batey (Headteacher)
Mrs Annette Rolt 13.05.2019 – 12.05.2023

Foundation Governors
(Appointed by Lincoln Diocese, and representing Barrowby Church PCC)
Mrs Kate Waghorn 29.10.18 – 28.10.2022
Mrs Sarah Cooley 26.09.2021-25.09.2025

Local Authority Governors
(Nominated by the Local Authority)
Mr Theo Banos 21.9.21 – 20.9.25

Parent Governors
Mr Steven Clark 13.03.2018 – 12.03.2022 (Elected by parents)
2 vacancies

Staff Governors
Mr Sam Caton (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

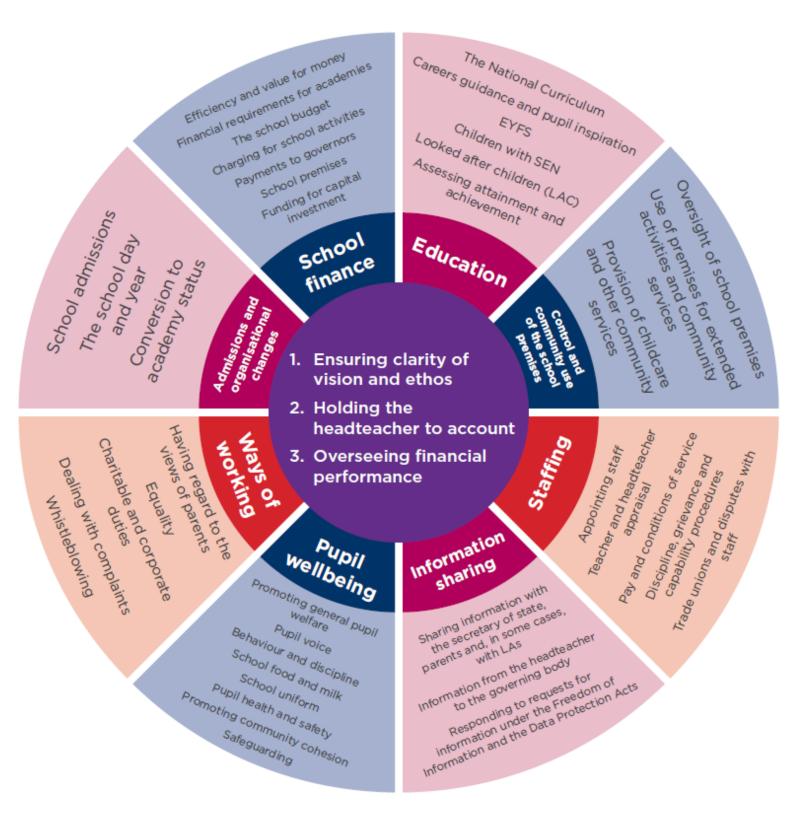## Associate Governors
Mr Chris Handley   Mr Bijal Ladva

Clerk to the Governors:
Mrs Denise Reed: Denise.reed.synergy@talk21.com.
We currently have vacancies for two Co-opted Governors.

Wheel of Governance

Wheel of Governance

Central hub:
1. Ensuring clarity of vision and ethos
2. Holding the headteacher to account
3. Overseeing financial performance

School finance
- Efficiency and value for money
- Financial requirements for academies
- The school budget
- Charging for school activities
- Payments to governors
- School premises
- Funding for capital investment

Education
- The National Curriculum
- Careers guidance and pupil inspiration
- EYFS
- Children with SEN
- Looked after children (LAC)
- Assessing attainment and achievement

Control and community use of the school premises
- Oversight of school premises
- Use of premises for extended activities and community services
- Provision of childcare and other community services

Staffing
- Appointing staff
- Teacher and headteacher appraisal
- Pay and conditions of service
- Discipline, grievance and capability procedures
- Trade unions and disputes with staff

Information sharing
- Sharing information with the secretary of state, parents and, in some cases, with LAs
- Information from the headteacher to the governing body
- Responding to requests for information under the Freedom of Information and the Data Protection Acts

Pupil wellbeing
- Promoting general pupil welfare
- Pupil voice
- Behaviour and discipline
- School food and milk
- School uniform
- Pupil health and safety
- Promoting community cohesion
- Safeguarding

Ways of working
- Having regard to the views of parents
- Equality
- Charitable and corporate duties
- Dealing with complaints
- Whistleblowing

Admissions and organisational changes
- School admissions
- The school day and year
- Conversion to academy status

Committee Membership

Committee/Group	Members
Curriculum and Standards Committee Monday	Steven Clark Kate Waghorn Annette Rolt Ellie Atter Len Batey
Finance Resources and Personnel Committee Thursday	Theo Banos Sarah Cooley Len Batey + new Parent Governor
Admissions	Kate Waghorn Ellie Atter Fiona Barney
Complaints	Any 3 Governors
Pay Appeals Panel	Members of the CS Committee
Staff Discipline Panel	Members of the FRP Committee
Staff Discipline Appeals Panel	Any 3 Governors as available
Pupil Discipline Panel	Any 3 Governors as available
HTPM	3 trained HTPM governors: • Sarah Cooley • Theo Banos • Steven Clark
HTPM Appeals	1 trained HTPM from Grace Schools
Health and Safety	Chris Handley
SEND	Kate Waghorn & Annette Rolt
Safeguarding and Safer Recruitment	Sarah Cooley
Training	Sarah Cooley
Sport Premium	Ellie Atter
Pupil Premium	Theo Banos
EYFS	
Arts Governor	Steven Clark
Website Audit	Sam Caton
E-Safety & Online Governor	Sam Caton
RE & Collective Worship Governor	Kate Waghorn
Mental Health and Wellbeing Governor	Annette Rolt
Food In School	Theo Banos

Governor Meeting Calendar

Please see below for a comprehensive overview of Governor Meetings for 2021-2022:

Meeting Type	Meeting Date	Date Agenda set by	Documents uploaded by
Autumn 1			
1st FGB	21st Sept 2021	7th Sept 2021	14th Sept 2021
HTPM	19th Oct 2021	21st Sept 2021	28th Sept 2021
Autumn 2			
Pay Panel Review	22nd Oct 2021	8th Oct 2021	15th Oct 2021
Diocese Governor Network Meeting	13th Oct 2021		
LCC Governor Partnership	6th Oct 2021		
Wellbeing Committee	13th October		
1st CS	8th Nov 2021	25th Oct 2021	1st Nov 2021
2nd FGB	9th Nov 2021	26th Oct 2021	2nd Nov 2021
Health & Wellbeing Committee	17th Nov 2021		
1st FRP	25th Nov 2021	11th Nov 2021	18th Nov 2021
Governor Monitoring Visit	17th Nov 2021	3rd Nov 2021	10th Nov 2021
Spring 1			
2nd CS	31st Jan 2022	17th Jan 2022	24th Jan 2022
Diocese Governor Network Meeting	2nd Feb 2022		
2nd FRP	10th Feb 2022	27th Jan 2022	3rd Feb 2022
3rd FGB	8th March 2022	22nd Feb 2022	1st March 2022
HTPM Mid-Year Review	15th March 2022	1st March 2022	8th March 2022
Governor Monitoring Visit	16th March 2022	2nd March 2022	9th March 2021
LCC Governor Partnership	16th March 2022		
Spring 2			
Budget Setting Meeting	25th April 2022	11th April 2022	18th April 2022
4th FGB	17th May 2022	3rd May 2022	10th May 2022
3rd FRP	19th May 2022	12th May 2022	5th May 2022
Summer 1			
Governor Partnership	15th June 2022		
Diocese Governor Network Meeting	22nd June 2022		
3rd CS Committee***	11th July 2022	4th July 2022	27th June 2022

Full Governing Body Agendas

Full Governing Body Autumn 1

All relevant documentation (marked ==**==) is available on the governors' area of the school website. Please ensure you have read them and are ready to comment.

Any significant comments/questions should be forwarded to Mr Batey, for his 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.   Confirmation of the minutes of the previous meeting - circulated
6.   Matters arising and action points
7.   Register of Business and Pecuniary Interests – annual update
8.   Schedule of Governance: Governor Code of Conduct
9.   Existing Governors with terms due to end in the coming year
10.   Governor vacancies.

Policies
11.   List of policies to be reviewed this year including: Safeguarding, Health & Safety

Financial Update
12.   Budget Update
13.   School Fund Audit

Governor Actions
14.   Virtual Meetings/Face to Face Meetings
      Governor Partnership Meeting
- Reminder of date and attendees
- Questions re last meeting
15.   Report from Chair of Finance, Resource & Personnel Committee including pay award recommendations
16.   Report from Chair of Curriculum & Standards Committee
17.   Report from Admissions Committee
18.   Wellbeing Committee Report
19.   Sport Premium Report
20.   Pupil Premium Report
21.   Skills Audit

Continuous Professional Development
Please report any training done to Audra
22.   Governor training and planning for governor development

Monitoring & Evaluation
23.   Date and focus of next governor visit

School Development & Self Evaluation
24.   Headteacher's Report **
25.   School Development Plan**
26.   Self-Evaluation Documentation**
27.   Monitoring and evaluation schedule**
28.   Safeguarding and Child Protection Annual Report**

Standing Items
29.   Safeguarding
30.   Health and Safety
31.   GRACE Schools Collaboration**
32.   Peer to Peer Review**

Business
33.   Dates of upcoming meetings refer to Schedule of Governance
34.   Confidentiality of Business

Full Governing Body Autumn 2

All relevant documentation (marked ******) is available on the governors' area of the school website. Please ensure you have read them and are ready to comment.

Any significant comments/questions should be forwarded to Mr Batey, for his 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. Confirmation of the Minutes of the previous Meeting
6. Matters Arising from the Minutes and Action Points
7. Existing Governors with terms due to end in the coming year
8. Governor vacancies

Finance
8. Budget

Governor Actions
9. Governor Partnership Meeting
   - Reminder of date and attendees
   - Questions re last meeting
10. Report from Chair of Finance, Resource & Personnel Committee including pay award recommendations
11. Report from Chair of Curriculum & Standards Committee
12. Report from Admissions Committee
13. Wellbeing Committee Report
14. Sport Premium Report
15. Pupil Premium Report

16. Skills Audit
17. Policy ratification

Continuous Professional Development
Please report any training done to Audra
18. Governor Training and planning for governor development

Monitoring & Evaluation
19. Governor visit report and date and focus of next governor visit

School Development & Self Evaluation
20. Headteacher's Report**
21. School Development Plan**

Updates
22. Safeguarding

23.   Health and Safety
24.   GRACE Schools Collaboration
25.   Peer to Peer Review<mark>**</mark>
Business
26.   Dates of upcoming meetings refer to Schedule of Governance

27.   Confidentiality of Business

Full Governing Body Spring 2

All relevant documentation (marked <mark>**</mark>) is available on the governors' area of the school website. Please ensure you have read them and are ready to comment.

Any significant comments/questions should be forwarded to Mr Batey, for his 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. Confirmation of the Minutes of the previous meeting
6. Matters Arising from the Minutes and Action Points
7. Existing Governors with terms due to end in the coming year
8. Governor vacancies

Finance
9. Budget update

Governor Actions
10. Governor Partnership Meeting
    - Reminder of date and attendees
    - Questions re previous meeting
11. Report from Chair of Finance, Resource & Personnel Committee
12. Report from Chair of Curriculum & Standards Committee
13. Report from Admissions Committee
14. Wellbeing Committee Report
15. Sport Premium Report
16. Pupil Premium Report
17. Policy ratification

Continuous Professional Development
Please report any training done to Audra
18. Governor Training and planning for governor development

Monitoring & Evaluation
19. Governor visit report and date and focus of next monitoring visit
20. School Census [AM to confirm all in order]

School Development & Self Evaluation
21. Headteacher's Report<mark>**</mark>
22. School Development Plan<mark>**</mark>

Standing Items
23. Safeguarding
24. Health and Safety
25. GRACE Schools Collaboration

26.   Peer to Peer Review<mark>**</mark>

Business

27.   Dates of upcoming meetings refer to Schedule of Governance

28.   Confidentiality of Business

Full Governing Body Summer 2

All relevant documentation (marked **) is available on the governors' area of the school website. Please ensure you have read them and are ready to comment.

Any significant comments/questions should be forwarded to Mr Batey, for his 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-uniform
      b) Items notified in advance for inclusion on agenda
5. Confirmation of the Minutes of the previous meeting
6. Matters Arising from the Minutes and Action Points
7. Existing Governors with terms due to end in the coming year
8. Governor vacancies

Finance
9. Budget
10. Best Value Statement
11. Internal Statement of Control

Governor Actions
12. Governor Partnership Meeting
      - Reminder of date and attendees
      - Questions re last meeting
13. Report from Chair of Finance, Resource & Personnel Committee
14. Report from Chair of Curriculum & Standards Committee
15. Report from Admissions Committee
16. Wellbeing Committee Report
17. Sport Premium Report
18. Pupil Premium Report

19. Policy ratification

Continuous Professional Development
Please report any training done to Audra
20. Governor Training and planning for governor development (AM)

Monitoring & Evaluation
21. Governor Curriculum Visit**
22. Monitoring & Evaluation Schedule**

School Development & Self Evaluation
23. Headteacher's Report**
24. School Development Plan**

Standing Items

25. Safeguarding Audit: Governor Sign Off
26. Health and Safety
27. GRACE Schools Collaboration
28. Peer to Peer Review**

Business
29. Dates of upcoming meetings see table below

Meeting Type	Date

Business
30. Dates of meetings for next academic year
    - FGB
    - FRP
    - CS
    - HTPM
    - Governor Monitoring
    - Governor Partnership Meetings
    - Grace Schools meetings

31. FGB and Committees for coming Year
    Review the membership, terms of reference and delegated powers of governing body committees
    - Election of Chair of Governors
    - Election of Vice Chair(s)
    - Committee Membership: FRP & CS
      Including
      1. Admissions
      2. Complaints
      3. HTPM
      4. HTPM Appeals
    - Election of governors with specific responsibilities:
      1. Health & Safety
      2. SEND
      3. Safeguarding and Safer Recruitment
      4. Training
      5. Sports premium
      6. Pupil premium
      7. EYFS
      8. Arts Premium
      9. Website Audit
      10. RE and collective worship
      11. E-Safety & Online Governor
      12. Wellbeing

32. Confidentiality of Business

Curriculum and Standards Committee
Terms of Reference

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 Committee's resolutions to the next full meeting of the Governing Body.
- To determine any other matters referred to the Committee 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   (NGA Recommendation: Committee 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 committee will meet at least 3 times during the academic year with dates and times to be determined by the committee and will undertake the Curriculum, Planning and Delivery functions of the Former Core Committee plus Assessment and Improvement and School / Community Engagement functions.

2.2   The membership of the Committee will comprise; Vice-Chair (CS Committee), 3 serving Governors and Headteacher (or other member of the Teaching SLT as deemed appropriate). The Deputy Head, other member of staff or School Senior Administrator will be called in, where required on specific matters.

2.3   The Vice Chair (CS Committee) will chair the meeting.

2.4   The quorum shall be 3.

2.5   In the absence of the committee chair, the committee shall choose an acting chair for that meeting from among their number but not the headteacher.

2.6   In the absence of the clerk the committee shall choose a clerk for that meeting from among their number (someone who is not the headteacher or other staff member or the governor chairing the committee.)

3.   **Minutes and Voting**

3.1   Minutes of meetings will be kept as an accurate record.

3.2   The minutes of each meeting will be circulated with the agenda for the next ordinary meeting of the Full Governing Body and will be presented at that meeting by the committee chair (or in his/her absence another member of the committee).

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

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

Duties

4   Curriculum Planning and Delivery

4.1   To ensure that curriculum needs are clearly identified in the school development plan where necessary.

4.2   To receive reports from Subject Leaders on specific curriculum areas in line with the school development priorities, where necessary. Timing and content of reports to be discussed at the first committee meeting of each academic year.

4.3   In consultation with the Headteacher and appropriate staff, to monitor and keep under review the following policies and ensure any amendments are presented to the Governing Body for approval:
          (i) The policy for religious education and collective worship.
          (ii) The Sex and Relationships Education policy. (SRE)
          (iii) The Committee may wish to consider other policies (e.g., those relating to curriculum subjects, pastoral care, personal, social and health education, extra-curricular activities) presented by the Headteacher for review.

4.4   In consultation with the Headteacher, to keep under review the management and structure of the school day.

4.5   To ensure that complaints made by parents on curriculum matters follow the complaints procedure.

4.6   To determine any appeal made by a parent or request by the Headteacher for a pupil's temporary withdrawal from part of the national curriculum (disapplication).

4.7   To review, monitor and evaluate the curriculum offer.

4.8   To recommend for approval to the Full Governing Body documents relating to school improvement including but not limited to:
          • Governor Engagement & Feedback
          • Parental Surveys

- Peer to Peer Review
- Pupil Outcomes
- Self-Evaluation Form
- School Development Plan
- SIAMS (Statutory Inspection of Anglican and Methodist Schools) Evaluation
- School Improvement Group Partners
- Targets for school improvement
- Policies delegated to the committee for ratification

5   Assessment and Improvement

5.1   To monitor and evaluate the effectiveness of leadership and management.

5.2   To monitor and evaluate the impact of quality of teaching on rates of pupil progress and standards of achievement.

5.3   To monitor and evaluate rates of progress and standards of achievement by pupils, including any underachieving groups.

5.4   To monitor and evaluate the impact of continuing professional development on improving staff performance.

5.5   To set priorities for improvement and monitor and evaluate the impact of improvement plans which relate to the committee's area of operation.

5.6   To monitor and evaluate provision for all groups of vulnerable children: (LAC; SEN etc.) to ensure all their needs have been identified and addressed, and to evaluate their progress and achievement.

5.7   To receive and evaluate termly reports from the headteacher/SENCO and an annual report from Governors with link responsibilities (where appointed).

5.8   To regularly review and develop the Assessment Policy and to ensure that the policy is operating effectively.

5.9   To consider recommendations from external reviews of the school (e.g. Ofsted, Diocesan Associate Advisor, Grace Schools); to agree actions as a result of reviews and regularly evaluate the implementation of the plan.

5.10   To advise the FRP Committee on the relative funding priorities necessary to deliver the curriculum.

6.   Engagement

6.1   To monitor the school's publicity, public presentation and relationships with the wider community.

6.2   To ensure pupil achievements are identified and celebrated.

6.3   To monitor arrangements for educational visits, including the appointment of a named co-ordinator.

6.4   To ensure all statutory requirements for reporting and publishing information are met and the school website content is fully compliant and presented in an accessible way.

Curriculum and Standards Agendas

Curriculum and Standards Committee Autumn 2

All relevant documentation (marked **) is available on the governors' area of the school website. Please ensure you have read them and are ready to comment.

Any significant comments/questions should be forwarded to Mr Batey, for his attention, at least 2 days prior to the meeting.

Business
1.   Apologies for absence
2.   Approval of Minutes
3.   Matters arising
4.   Declaration of Personal/Business Interests
5.   Review / ratification of terms of reference

Curriculum Planning & Delivery
1.   School Development Plan**
2.   Development Priorities for coming year
3.   SIAMS**
4.   SEND (Report from SEND Link Gov)
5.   Arts Summary** (Report from Arts Link Gov)
6.   EYFS (Report from EYFS link Gov)
7.   Policies for ratification**

Progress and Attainment
1.   Analyse School Performance: Individual & Group Attainment**

Monitoring Activities:
1.   Y1 Phonics Screener
2.   Y2 SATS
3.   Y6 SATs
4.   Curriculum Visits

Engagement
1.   Policy Renewal

Business
1. Signposting relevant training and other information
2. Date of next meeting
3. Confidentiality of business

Curriculum and Standards Committee Spring 1

All relevant documentation (marked ==**==) is available on the governors' area of the school website. Please ensure you have read them and are ready to comment.

Any significant comments/questions should be forwarded to Mr Batey, for his attention, at least 2 days prior to the meeting.

Business
1. Apologies for absence
2. Approval of Minutes
3. Matters arising
4. Declaration of Personal/Business Interests

Curriculum Planning & Delivery
1. School Development Plan==**==
2. Development Priorities for coming year
3. SIAMS==**==
4. SEND (Report from SEND Link Gov)
5. Arts Summary==**== (Report from Arts Link Gov)
6. EYFS (Report from EYFS link Gov)
7. Policies for ratification==**==

Progress and Attainment
1. Autumn 2 Data Shot==**==

Engagement and Feedback

[Standing item]

Business
1. Signposting relevant training and other information
2. Date of next meeting
3. Confidentiality of business

<u>Curriculum and Standards Committee Summer 2</u>

All relevant documentation (marked ******) is available on the governors' area of the school website. Please ensure you have read them and are ready to comment.

Any significant comments/questions should be forwarded to Mr Batey, for his attention, at least 2 days prior to the meeting.

Business
1.	Apologies for absence
2.	Approval of Minutes
3.	Matters arising
4.	Declaration of Personal/Business Interests

Curriculum Planning & Delivery
1.	School Development Plan**
2.	Development Priorities for coming year
3.	SIAMS**
4.	SEND (Report from SEND Link Gov)
5.	Arts Summary** (Report from Arts Link Gov)
6.	EYFS (Report from EYFS link Gov)

Progress and Attainment
1.	Data Shots**
2.	EYFS**
3.	KS1 SATS**
4.	KS2 SATS**

Collaborative Partnerships
1.	GRACE Schools Collaboration
2.	Peer to Peer Review**

Engagement

[Standing item]

Business
1.	Signposting relevant training and other information
2.	Date of next meeting
3.	Confidentiality of business

Finance, Resources and Personnel Committee Terms of Reference

The Finance, Resources and Personnel Committee is a group of governors with reasonable availability of time who will consider the Finance Resources and Personnel issues affecting the school outside of the governing body and then report back to the Full Governing Body.

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 Committee's resolutions to the next full meeting of the Governing Body.
   - To determine any other matters referred to the Committee 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 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 committee will meet at least 3 times during the academic year with dates and times to be determined by the committee and will undertake the Finance, Staffing and Premises functions of the Former Core Committee.

2.2 The membership of the Committee will comprise; Vice-Chair (FRP Committee), 3 serving Governors and Headteacher (or other member of the Teaching SLT as deemed appropriate). The Deputy Head, other member of staff or School Senior Administrator will be called in, where required on specific matters.

2.3 The Vice Chair (FRP Committee) will chair the meeting.

2.4 The quorum shall be 3

2.5 In the absence of the committee chair, the committee shall choose an acting chair for that meeting from among their number (not the headteacher)

2.6 In the absence of the clerk the committee shall choose a clerk for that meeting from among their number (someone who is not the headteacher or other staff member or the governor chairing the committee.)

3.   Minutes and Voting

3.1   Minutes of meetings will be kept as an accurate record.

3.2   The minutes of each meeting will be circulated with the agenda for the next ordinary meeting of the Full Governing Body and will be presented at that meeting by the committee chair (or in his/her absence another member of the committee).

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

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

Duties

4.   Finance

4.1   To consider the financial implications of the School Development Plan (SDP), in consultation with the Headteacher, prior to the SDP's submission to the Governing Body.

4.2   To support the Headteacher in setting the annual budget and to consider the proposed budget prior to its submission to the Governing Body for approval, taking account of the School's priorities in the SDP.

4.3   To monitor the expenditure of the school's annual budget by carrying out a mid (financial) year review and if necessary revise the budget in response to the first six month's expenditure. The school will provide the Governing Body with a summary report at each full governing body meeting.

4.4   To authorise virement, as permitted by the LA's scheme, between internal orders, providing the sum in question does not exceed £10,000.

4.5   To approve expenditure between £10,000 and £15,000; expenditure below £10,000 to be at the discretion of the Headteacher; expenditure above £15,000 to be referred to the Governing Body. If necessary (in an emergency) the latter may be referred to those available of the FRP Committee, if it is impractical to convene a Full Governing Body meeting in the time available.

4.6   To consider the financial implications of any recommendation from other committees or working parties as appropriate.

4.7   To maintain an oversight of the financial procedures of the school and the requirements of the LA in relation to the school's budget share.

4.8   To annually review, complete and submit the Statement of Internal Control, the Best Value Statement and the School Financial Value Standard (SFVS). - To

oversee any remedial action identified as part of the SFVS. - To receive and act upon any issues identified by a local authority audit.

4.9   To ratify decisions in respect of service level agreements.

4.10   To ensure that sufficient funds are set aside for pay increments as set out in the Pay Policy and as recommended by the headteacher.

5.   Premises

5.1   To keep the health and safety policy, including security arrangements, under review and recommend any amendments to the Governing Body for approval. The Committee should have particular regard to reducing the risks to staff, pupils and other users of the school premises and ensure that risk assessments are carried out regularly.

5.2   To ensure compliance with any statutory direction by the LA in relation to health and safety and also with the school's health and safety policy and to receive regular reports on fire drills, accidents, dangerous occurrences.

5.3   To maintain awareness of priorities for repairs and maintenance of the premises taking into account the LA's Asset Management Plan and the Governors' liabilities.

5.4   To monitor the condition of the school premises and delegate to the Headteacher to report to the LA any issues with the Asset Management Plan for which the LA is liable.

5.5   To delegate to the Headteacher the power to ensure that adequate insurance is provided for the school premises and the contents, and liaise with the LA as appropriate.

5.6   To make reasonable efforts to achieve maximum energy conservation.

5.7   To oversee arrangements for the use of school premises by outside users and the community subject to:
  • The school's policy on the use of school premises;
  • The scale of charges for school lettings;
  • The trust deed.

To keep under review the school's policy for the use of school premises and submit any amendments to the Governing Body for approval, and to liaise with the Foundation Governors regarding use of the school on a Sunday.

5.8   To be aware of service agreements for such matters as grounds maintenance, school cleaning, etc.; to monitor any such agreements that may be made with the LA or other bodies.

5.9   To provide support and guidance for the governing body and the headteacher on all matters relating to the maintenance and development of the premises and grounds, including Health and Safety.

5.10   To ensure that an annual inspection of the premises and grounds takes place and a report is received identifying any issues.

5.11   To ensure the Governing Body is informed of the report and of a proposed order of priorities for maintenance and development, for the approval of the governing body.

5.12 To review, adopt and monitor a Health and Safety policy.

5.13 To ensure that the Governing Body's responsibilities regarding litter, refuse and dog excrement are discharged according to Section 89 of the Environmental Protection Act 1990, so far as is practicable.

6.   Staffing

6.1   To keep under review personnel policies relating to grievance, discipline, redundancy, capability, sickness absence, pay and conditions of employment (including contracts) performance management and staff development and to refer any changes to policies to the Governing Body for approval.

6.2   To approve the staffing complement and staffing structure (both teaching and non-teaching) in consultation with the Headteacher.

6.3   To undertake accredited Safer Recruitment Training and achieve the required level of competence.

6.4   To recruit and appoint all permanent teaching staff as necessary.

6.5   To have power to delegate to the Headteacher to appoint other teaching and non-teaching posts.

6.6   The Committee will:
- Review and determine each year the levels of pay for all teaching staff.
- This must be within the approved budget and in accordance with the current School Teachers' Pay and Conditions document.
- Consider and approve any honoraria for staff recommended by the Headteacher in accordance with the school's policy.
- Review each year the levels of pay for all non-teaching staff. This must be within the approved budget and in accordance with the National Joint Council for Local Government Service or other appropriate bodies, including any local agreements.
- Determine any application for early retirement and the level of enhancement of pension payments and lump sum payment in accordance with the pay policy and in consultation with the LA.

6.7   To monitor and evaluate the arrangements for the performance management of all staff in the school.

6.8   To ensure that the school is staffed sufficiently for the fulfilment of the school's development plan and the effective operation of the school.

6.9   To monitor the operation of the school's Appraisal Policy - including the arrangements and operation of the school's appraisal procedures for the Headteacher.

6.10   To monitor a Pay Policy for all categories of staff.

6.11   To ensure that staffing procedures (including recruitment procedures) follow equalities legislation and safer recruitment practice and to review these procedures as necessary.

6.12   To monitor and evaluate the staff and governor induction and exit interview process.

6.13   To annually review procedures for dealing with staff discipline and grievances and make recommendations to the Governing Body for approval.

6.14   To monitor approved procedures for staff discipline and grievance and ensure that staff are kept informed of these.

6.15   In consultation with staff, to oversee any process leading to staff reductions.

6.16   To monitor the annual and longer-term salary budgets and other costs relating to personnel, e.g. training.

6.17   To ensure that from 2018, the requirements of the General Data Protection Regulations are met.

- **Safeguarding**

7.1   To consider any safeguarding issues as might have arisen from the last Full Governors or Committee Meeting

7.2   To receive a report or update from the Governor with responsibility for Safeguarding as to the progress of the Safeguarding Audit and associated action points and the outcome of random checks carried out on the Single Central Record.

Finance, Resources and Personnel Agendas

<u>Finance, Resources and Personnel Committee Autumn 1</u>
All relevant documentation (marked <mark>**</mark>) is available on the governors' area of the school website. Please ensure you have read them and are ready to comment.

Any significant comments/questions should be forwarded to Mr Batey, for his attention, at least 2 days prior to the meeting.

Business
1. Apologies for absence
2. Approval of Budget meeting minutes and previous Committee minutes
3. Matters Arising
4. Declaration of Personal/Business Interest

Financial matters
1. Appraisal and Performance Related Pay + financial implications from C&S recommendations.
2. Budget Update<mark>**</mark>
   - **6 months in should present 50% spent**
3. Budget review of previous year & consider/review carry forward<mark>**</mark>
4. Policy Review
   - School's Pay Policy
   - Finance Policy incl. Virement Policy
   - Charging Policy
5. Budget Report<mark>**</mark>
6. Staff Pay Award Recommendations
7. Standard Teachers Pay and Conditions document<mark>**</mark>
8. SFVS<mark>**</mark>-Start process and agree date for sign off
9. CFR Benchmarking Report for Governors

Health and Safety
1. Review Risk Management plan
2. Review Asset Management plan
3. Safeguarding issues

Staffing
1. Review implementation of the recommendations in the "Reducing teacher workload" reports.
2. Policy Review
   - Whistleblowing Policy

Finance, Resources and Personnel Committee Spring 1

All relevant documentation (marked **) is available on the governors' area of the school website. Please ensure you have read them and are ready to comment.

Any significant comments/questions should be forwarded to Mr Batey, for his attention, at least 2 days prior to the meeting.

Business
1. Apologies for absence
2. Approval of Budget meeting minutes and previous Committee minutes –
3. Matters Arising
4. Declaration of Personal/Business Interest

Financial matters
1. Budget Update**
   - **Review against pro rata spend against projection.**
2. Longer term Budget Planning 3-5 year school plan
3. Appraisal and PRP midyear review

Health and Safety
1. Review Risk Management Plan
2. Review Asset Management plan
3. Safeguarding issues

Staffing
1. Consider Effectiveness of Leadership and Management

Finance, Resources and Personnel Committee Summer 2

All relevant documentation (marked **) is available on the governors' area of the school website. Please ensure you have read them and are ready to comment.

Any significant comments/questions should be forwarded to Mr Batey, for his attention, at least 2 days prior to the meeting.

Business
1. Apologies for absence
2. Approval of Budget meeting minutes and previous Committee minutes –
3. Matters Arising
4. Declaration of Personal/Business Interest

Financial matters
1. Review last year's Budget performance with 'Financial benchmarking and other financial reviews' from DfE School Efficiency Tool.
2. Right to request Wraparound and holiday Childcare**
3. Best Value Statement
4. Statement of Internal Control
5. SFVS sign off

Health and Safety
1. Review Report from Chris Handley and review policy amendments as provided by Headteacher on the new policy amendment Governor template
2. Maintain and manage the Risk Register and asset register
3. Safeguarding issues

Staffing
1. Review Headteacher half year review with supporting evidence and tracking**
2. Review staff half year reviews with supporting evidence and tracking
3. Safeguarding – Headteacher to report any concerns FPR committee should be made aware of

Meeting close/reminder of Confidentiality

Budget Meeting
1. Agree Budget and Staffing Structure
2. Financial Benchmarking and other financial reviews

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   Members of the CS Committee but not the Chair of Governors
- Staff Discipline   Members of the FRP Committee
- 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.)

5.3 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   (NGA Recommendation:
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

2.2   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.

3.2   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.

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

4.   Duties

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

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

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

4.4   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.

Useful Links

Ofsted Framework : https://www.gov.uk/government/consultations/education-inspection-framework-2019-inspecting-the-substance-of-education

The Governance Handbook Explanation and guidance for Governor:
https://www.nga.org.uk/Knowledge-Centre/Compliance/Government-legislation-and-guidance/Governors-Guide-to-the-Law.aspx

https://www.lincolnshiretsa.co.uk/governance
to contact them either email via governorsupport@lincolnshire.gov.uk or ring them on 01522 553240.

https://governingmatters.wordpress.com/ a blog on current pertinent topics by a school governor.

https://hello.theschoolbus.net/blog/preventing-overwhelm-a-guide-for-governors/ - very useful for any governor feeling overwhelmed by the breadth of information

https://hello.theschoolbus.net/resources/keeping-children-safe-in-education-quiz/quiz/ - light quiz aimed to test knowledge of keeping children safe in education.

https://hello.theschoolbus.net/resources/strategic-governance-quiz/quiz/ - quiz examining governing body strategy.

https://hello.theschoolbus.net/resources/big-fat-quiz-of-the-academic-year-2016-17/quiz/ - quiz reviewing all things related to governing.

https://www.bettergovernor.co.uk individual have to register (but it is free) Useful for links to webinars

https://www.youtube.com/watch?v=LgwsB4vkP7Y a recording of an Ofsted webinar from June this year on the new short inspections and what it means for governors

http://www.open.edu/openlearn/free-courses/full-catalogue scroll down to the courses entitled School Governors the courses are free but you do need to register.

I am giving you a new command.
You must love each other, just as I have loved you.
John 13:34-35

Review of the Governance Schedule

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 May 2021
Next scheduled review July 2022

Appendices

Appendix 1

Different Categories of Governor

<u>Foundation Governors   3 members</u>

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 It is the particular responsibility of Foundation Governors to uphold the Christian character and ethos of the school and to present the views of the Diocesan Board of Education to the Governing Body.

<u>Co-opted Governors   4 members</u>

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

<u>Parent Governors   2 members</u>

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.*

<u>Staff Governors   1 member</u>

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.

<u>Local Authority (LA) Governor 1 member</u>

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

<u>Head Teacher</u>

Is an ex officio position by right of office.

Appendix 2
Key dates in the School Governance Year

These can be found in the resources section of the Governor Support website
https://www.lincolnshiretsa.co.uk/page/?title=Library+of+Key+Resources&pid=274

Appendix 2
Key dates in the School Governance Year

Appendix 3
Chair of Governors' Role Description

Chair of Governors' Role Description

1.   **Name:**

2.   **School:**   Barrowby Church of England Primary

3   **Title of Role:**   Chair of Governors

4.   **The role of the chair is to:**

4.1   Ensure clarity of vision, ethos and strategic direction for the school

4.2   Hold the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff.

4.3   Oversee the financial performance of the school and make sure its money is well spent.

4.4   Chair meetings of the full governing body (FGB).

4.5   Give the governing body a clear lead and direction.

4.6   Work closely with the Clerk to help manage their contribution to the governors.

4.7   Carry out any duties delegated by the governing body.

4.8   Take any urgent action on behalf of the governing body.

5.   **With the governing body the chair should ensure that:**

5.1   Meetings run efficiently with the governing body's time used effectively.

5.2   Collective responsibility is accepted by all governors for decisions taken.

5.3   Business and affairs are conducted in accordance with statutory requirements and regulations.

5.4   A clear vision, ethos and strategic direction are set for the school.

5.5   The focus is on strategic leadership and on driving school improvement, without becoming involved in managerial matters.

5.6   Scrutiny, monitoring and challenge reflect the school improvement priorities.

5.7   The headteacher is held to account for the educational performance of the school and its students, and for the performance management of staff.

5.8   Financial performance of the school is appropriately monitored and that resources are providing value for money.

5.9   Governors understand their role, responsibilities and accountability.

5.10   Governors work as an effective team, and in small groups, or with delegation of responsibilities to share the overall workload.

5.11   The individual skills, knowledge and experience of governors are used.

5.12   Governors with the necessary skills are attracted to allow for the effective governance and success of the school.

6.   The chair should also work with the headteacher to:

6.1   Foster an effective relationship based on trust and mutual respect for each other's roles.

6.2   Promote and maintain high standards of educational achievement.

6.3   Offer support, candour and respect.

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

7.   Date:

Signed_____ Chair of Governors

Signed_____ Headteacher

Appendix 4
Vice Chair of Governors' Role Description

Vice Chair of Governors' Role Description

2. **Name:**

2. **School:** Barrowby Church of England Primary

3. **Title of Role:** Vice Chair of Governors

4. **Purpose of the role**
4.1 Ensure clarity of vision, ethos and strategic direction for the school

4.2 Hold the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff

4.3 Oversee the financial performance of the school and make sure its money is well spent.

4.4 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.

5. **Responsibilities for this role**

5.1 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.

5.2 Ensure you are kept fully informed by the chair of all current developments and issues.

5.3 Act as a support to the chair by listening to and discussing issues arising.

5.4 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.

5.5 Develop strong, trusting working relationships with the chair, Headteacher and other senior leaders in the school.

5.6 Attend steering committee meetings and play a full part in setting the agenda for the governing body.

5.7 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.

5.8 Working with the Chair of Governors to develop the governance priorities for inclusion in the SDP.

5.9 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.

6. **Date:**

Signed_____ Vice Chair of Governors

Signed_____ Headteacher

Appendix 5
Training Evaluation form

Barrowby Church of England Primary School

Short Course / Twilight / INSET Workshop Evaluation

Name:

Session/Course Title:

Date:

Important Messages/Practice to take away:

Possible Impact (evidence):

Appendix 6
The Role of the Foundation Governor

The inclusion of Foundation Governors on the governing bodies of both Aided and Controlled schools is one of the distinguishing characteristics of a Church school. The Foundation Governors represent the historic link with the original establishment of the school and its distinctive religious ethos.

In most ways Foundation Governors are the same as other governors. All governors are entrusted with the responsibility for formulating policies which produce a well managed school. Their duties cover monitoring the curriculum, finance, personnel and premises to ensure that the school functions efficiently. A minority are in place ex-officio (by right of office). These are usually the local incumbent and, occasionally, representatives of trusts or other bodies.

Most Foundation Governors are appointed by either the Diocesan Board of Education or the Parochial Church Council. This is in recognition of the fact that the PCC is the voice of the Church in the locality and the Diocesan Board has responsibility for formulating policies which affect all Church schools in the diocese. The exact composition of a school's governing body is determined by its Instrument of Government. Foundation Governors serve a four year term of office which may be renewable.

In Voluntary Aided schools Foundation Governors form the majority of governors. This reflects the financial contribution made by the Church to the maintenance and improvement of the buildings, and the requirement that Voluntary Aided schools should provide Christian religious education and worship in accordance with the school's Trust Deed.

In Voluntary Controlled schools Foundation Governors are in the minority. This puts a great responsibility on these governors to try to ensure the continuation of the character and ethos of the school. The Church's interest in education stems from a philosophy that education is not just about acquiring knowledge which will enable children to earn a living in a competitive world. It begins from a position that this is God's world and everything in it has value. Religious education is important, but it is not the only subject which reflects spiritual values. The whole curriculum is given value by being considered in this way. To quote Archbishop William Temple – Education is about fullness of life.

This is why Foundation Governors should be at particular pains to make sure that all people in a school are valued. Church schools do not have a monopoly on caring, but in the Church school community no one, regardless of role, should be undervalued. Particular attention needs to be given to the admission criteria with regard to special needs policies to ensure that the school is reflecting God's love for the whole world. Management policies need to be looked at in this light. Relationships between governors and staff are very important in this context.

For Christians, worshipping together is very important. Because of the nature of their Trust Deeds, Church schools should provide worship which is in accordance with the custom and practice of the Church of England. You cannot make anyone worship, but

it seems reasonable to expose children to a variety of forms of worship in a Church school. The aim should be not to produce confirmation candidates or servers for the local church, but to enrich the life of the school and church community.
Revised September 2020.

In Controlled schools the teaching of Religious Education is generally in accordance with the Local Authority Agreed Syllabus. In Aided schools, a diocesan syllabus may be used; in the Diocese of Lincoln it is recommended that the appropriate LA Agreed Syllabus be used. Whichever syllabus is used, and whether the RE teaching is cross-curricular or separate, Foundation Governors can give a lead in ensuring that it does have sufficient resources of time and money. There is a danger that, not being part of the National Curriculum, RE may be squeezed out.

Another role Foundation Governors should develop is to be a link between the faith community (or communities) which support the school. This can be done through reporting back to Parochial Church Councils (PCCs) or other church organisations, trying to ensure that the school is kept in the cycle of prayer used in the parish, promoting the interests of the school to parishioners and encouraging the parish to consider giving financial support to the governing body. Although the school might be labelled C. of E. please remember that other local denominations may regard the school as a Church school in the broadest sense and may wish to be kept in regular contact.

If you ask governors what is the most important task they do, most will say 'the appointment of staff, especially heads and deputies'. The right leadership can make such a difference in maintaining the distinctive ethos of a Church school. The diocesan education team will support governors with the recruitment of the Headteacher. It is important that interview tasks and questions explicitly establish the candidate's commitment and ability to develop the Christian character of the school.

However Foundation Governors interpret their role, it is an important part of the ministry of the Church. As for any ministry to which people are called, there will be a need for In-service training to enable them to keep abreast of the changes and developments in the education field and to deepen understanding on any number of issues which face a school. Each Local Authority provides a variety of general courses for all school governors, and in addition the Diocesan Education team holds sessions for head teachers and governors of Church schools periodically throughout the diocese.

Appendix 7

List of School Policies

Accessibility Policy
Admissions
Adults on School Premises
Adventure Playground
Allergens
Anti-Bullying
Appraisal - Support Staff
Art and Design
Arts
Assessment
Attendance
Attendance Registers
Behaviour
Bereavement
Charging and Remission
Clean Air
Collective Worship
Complaints
Computing
Confidential Reporting
Critical Incident & Business Recovery
Cultural
Data Protection/GDPR
Display
Drugs in Education
DT
EAL
Early Years
Educational Visits
Electronic Payments
English
Equal Opportunities
Equality and Diversity
Exclusion
EYFS
Finance
First Aid
Food in School
Geography
Handwriting
Health and Safety
History
Homework
ICT and e-safety
ICT Procedures and Security Policy
Music Tuition
Laptop Security
Learning

Marking and Feedback
Maths
Lock Down Policy
Maternity Leave Policy
Medicines in School
MFL
Monitoring & Evaluation
Music
Outdoor Learning
Pandemic Contingency
PE
Nappy Changing Policy
Pay Policy
Peer to Peer Abuse Policy
Personal Relationships at Work
Phonics
Physical Activity
Photography and Filming Policy
Positive Handling
PSHCE
Pupil Absence from School
Racist Incidents
RE
Reading for Pleasure
Record Keeping
Safeguarding and Child Protection
Safeguarding Staff
Recruitment Selection Policy
School Pay
Schools Record Management Policy
Science
Security
SEND
SMSC
Social Media
SPAG
SRE
Staff Absence
Staff Code of Conduct
Support Staff Appraisal
Supporting Pupils with Medical Conditions
Teacher Appraisal and Capability Policy
Teaching
Teaching Assistant
Time Off Work Policy
Volunteers in School
Website Maintenance
Writing Spelling

Leave of Absence
Appendix 8
School Staff

Teaching Staff	Role
Len Batey	Head Teacher
Louise Sugden	Year 1/ 2 Class Teacher / Deputy Head Teacher
Sarah Banfield	Reception/Y1 Class Teacher
Natasha Selby	Reception/Y1 Class / EYFS/Key Stage 1 Team Leader
Shelley Tinkley	Year 1/ 2 Class Teacher
James Liversidge	Year 1/ 2 Class Teacher
Laura-Jo Webster	Year 3 Class Teacher
Sam Caton	Year 4 Class Teacher
Emily Kirk	Year 5 Class Teacher
Tabitha Swatton	Year 5 Class Teacher / Key Stage 2 Team Leader
India Lees	Year 6 Class Teacher/ SENDCo
Kristina Goodband	Key Stage 2 PPA Cover
HLTA	
Sue Watson	HLTA
Classroom Support	
Mel Watson	Teaching Assistant / Lunchtime Controller
Belinda Hart	Teaching Assistant / Lunchtime Supervisor
Su Clark	Teaching Assistant / Lunchtime Supervisor
Juliet Rowlands	Teaching Assistant
Amanda Bird	Teaching Assistant
Val Morris	Teaching Assistant
Denise Kay	Teaching Assistant
Jen Stanley	1:1 Teaching Assistant
Administration Staff	
Audra Midgley	School Business Administrator
Michelle Holmes	Administration Assistant
Breakfast Club Supervisors	
Nikki Rafferty	Wrap Around Care Supervisor / Lunchtime Supervisor
Allison Hands	Wrap Around Care Supervisor
Lunchtime Supervisors	
Lynne Doncaster	Lunchtime Supervisor
Amanda Howitt	Lunchtime Supervisor
Lee Cruttenden	Lunchtime Supervisor
Sumayya Syedmuhamed	Lunchtime Supervisor
Site Staff	
Trevor Warner	Caretaker
Becky Allen	Cleaner
Tanya Walton	Cleaner

Appendix 9
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 10
Curriculum Monitoring Visit Guidance

Barrowby Church of England Primary School

<u>Governors' Curriculum Visits to the school</u>

Before the visit:

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.

Governors are reminded of the need for confidentiality and will focus on the following aspects during their *Curriculum Monitoring Visit*:

> ### *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
>
> ### *Outcomes*

During the visit:
- Relax and enjoy yourself and look at what is happening discreetly.
- Record your observations on the questionnaire provided.
- 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.

After the visit:
- Discuss your observations with the Deputy Headteacher.

Appendix 11
Monitoring Visit-Reading

Barrowby Church of England Primary School

Summary of Governor's Curriculum Visit			
Governor's name:	**Date:** **Time:**	**Duration:**	
Class visited:	**Lesson Subject:** Reading		

What are pupils' attitudes to learning?	**YES**	**NA**
All children demonstrate Core Value of **RESPECT** at all times to adults and children alike		
Behaviour is good		
Children respond to instructions quickly		
Majority of class/group put hands up to contribute (when requested)		
Children talk with purpose to either teacher/TA/pupil(s)		
Children display good listening skills		
Any other comments:		

What is the atmosphere in the classroom like?	**YES**	**NA**
All children are encouraged to demonstrate Core Value of **INDEPENDENCE** as appropriate e.g. collecting resources, working without support, given responsibility		
Children enjoy their learning		
Children respond appropriately to stimulus		
Children are actively engaged		
Any other comments:		

How is the Teaching Assistant Support being used?	**YES**	**NA**
Out of class, leading elements of direct teaching to a small group		
In class, supporting individuals/groups of pupils during teacher input		
Guided group work e.g. supporting a small group either within or outside of the classroom		
1:1 support e.g. working with 1 child directly supporting learning		
Provide feedback to children either verbally or in written format on work		
Offering feedback to teacher about outcome e.g. Guided format, verbally at end of lesson (PLEASE ASK TA)		
Any other comments:		

Were resources used effectively? (please answer for those in use today)	**YES**	**NA**
All children are encouraged to demonstrate Core Value of **CREATIVITY** as appropriate i.e. personalised responses to task e.g. freedom to organise/communicate answers, use of different media		
Pupils interact with the Interactive Whiteboard/Screen		
Resources easily accessible for children		
Pupils have access to Reading resources		
Pupils use technology e.g. laptops or IPads or tablets or Cameras as appropriate		
Teachers/TA use IPad to support marking and feedback e.g. display work on the whiteboard		
Pupils (small group/class) use the outdoor environment		
Any other comments:		

Outcomes	YES	NA
Verbal e.g. Children's discussion-use of talk e.g. Talking Partners at some point in the lesson		
Reading e.g. Children required to read from IWB, displays around room, to peers, within books, prompts		
Written e.g. Children required to complete/add answers to worksheets		
Written e.g. Children required to organise responses in books		
Assessment e.g. as appropriate, (e.g. R/Y1) evidence recorded using ICT e.g. to record pupils learning in photographs, video, sound		
Attitude e.g. Children demonstrate confidence within their Spelling/Grammar & Punctuation learning		
Any other comments:		

Appendix 12
Monitoring Visit-Writing

Barrowby Church of England Primary School

Summary of Governor's Curriculum Visit			

Governor's name:	Date:	Time:	Duration:
Class visited:	Lesson Subject: Writing		

What are pupils' attitudes to learning?	YES	NA
All children demonstrate Core Value of **RESPECT** at all times to adults and children alike		
Behaviour is good		
Children respond to instructions quickly		
Majority of class put hands up to contribute (when requested)		
Children talk with purpose to either teacher/TA/pupil(s)		
Children display good listening skills		
Any other comments:		

What is the atmosphere in the classroom like?	YES	NA
All children are encouraged to demonstrate Core Value of **INDEPENDENCE** as appropriate e.g. collecting resources, working without support, given responsibility		
Children enjoy their learning		
Children respond appropriately to stimulus		
Children are actively engaged		
Any other comments:		

How is the Teaching Assistant Support being used?	YES	NA
A Teaching Assistant was available in the lesson		
Teaching Assistant had been given instruction from the teacher e.g. verbal or had access to a lesson plan		
Out of class, leading elements of direct teaching to a small group		
In class, supporting individuals/groups of pupils during teacher input		
Guided group work e.g. supporting a small group either within or outside of the classroom		
Worked with more than one group of children throughout the lesson		
'Floated' from table to table offering advice and guidance for pupils		
1:1 support e.g. working with 1 child directly supporting learning		
Provide feedback to children either verbally or in written format on work		
Offering feedback to teacher about outcome e.g. Guided format, verbally at end of lesson (PLEASE ASK TA)		
Any other comments:		

Were resources used effectively? (please answer for those in use today)	YES	NA
All children are encouraged to demonstrate Core Value of **CREATIVITY** as appropriate i.e. personalised responses to task e.g. freedom to organise/communicate answers, use of different media, extended writing		
Pupils interact with the Interactive Whiteboard/Screen		
Resources easily accessible for children		
Pupils have access to Writing resources		
Pupils use technology e.g. laptops or IPads or tablets or Cameras as appropriate		
Teachers/TA use IPad to support marking and feedback e.g. display work on the whiteboard		
Pupils (small group/class) use the outdoor environment		
Any other comments:		

Outcomes	YES	NA
Verbal e.g. Children's discussion-use of talk e.g. Talking Partners at some point in the lesson		
Reading e.g. Children required to read from IWB, displays around room, to peers, within books, prompts		
Written e.g. Children required to complete/add answers to worksheets		
Written e.g. Children required to organise responses in books and write at length		
Assessment e.g. as appropriate, (e.g. R/Y1) evidence recorded using ICT e.g. to record pupils learning in photographs, video, sound		
Attitude e.g. Children demonstrate confidence within their Spelling/Grammar & Punctuation learning		
Any other comments:		

Appendix 13
Monitoring Visit-Mathematics

Barrowby Church of England Primary School

<table>
<tr><td colspan="3" align="center">Summary of Governor's

Curriculum Visit</td></tr>
<tr><td>Governor's name:</td><td>Date: Time:</td><td>Duration:</td></tr>
<tr><td>Class visited:</td><td colspan="2">Lesson Subject: Mathematics</td></tr>
</table>

What are pupils' attitudes to learning?	YES	NA
All children demonstrate Core Value of **RESPECT** at all times to adults and children alike		
Behaviour is good		
Children respond to instructions quickly		
Majority of class put hands up to contribute (when requested)		
Children talk with purpose to either teacher/TA/pupil(s)		
Children display good listening skills		
Children are actively engaged		
Any other comments:		

What is the atmosphere in the classroom like?	YES	NA
All children are encouraged to demonstrate Core Value of **INDEPENDENCE** as appropriate e.g. collecting resources, working without support, given responsibility		
Children enjoy their learning		
Children respond appropriately to stimulus and are beginning to demonstrate mathematical resilience e.g. persistence in solving problems or applying mathematical thinking in unfamiliar contexts		
Mathematics is purposeful e.g. real life problems or linked to other areas of the curriculum or in context		
Any other comments:		

How is the Teaching Assistant Support being used?	YES	NA
Out of class, leading elements of direct teaching to a small group		
In class, supporting individuals/groups of pupils during teacher input		
Guided group work e.g. supporting a small group either within or outside of the classroom		
1:1 support e.g. working with 1 child directly supporting learning		
Provide feedback to children either verbally or in written format on work		
Offering feedback to teacher about outcome e.g. Guided format, verbally at end of lesson (PLEASE ASK TA)		
Any other comments:		

Were resources used effectively? (please answer for those in use today)	YES	NA
All children are encouraged to demonstrate Core Value of **CREATIVITY** as appropriate i.e. personalised responses to task e.g. freedom to organise/communicate answers, use of different media or resources		
Pupils interact with the Interactive Whiteboard		
Resources easily accessible for children		
Pupils have access to mathematical equipment e.g. cubes, counting beads, number fans		
Pupils use technology e.g. laptops or IPads or tablets or Cameras as appropriate		
Teachers/TA use IPad to support marking and feedback e.g. display work on the whiteboard		
Pupils (small group/class) use the outdoor environment		
Any other comments:		

Outcomes	YES	NA
Verbal e.g. Children's discussion-use of talk e.g. Talking Partners at some point in the lesson		
Reading e.g. Children required to read from IWB, displays around room, to peers, within books, prompts		
Written e.g. Children required to complete/add answers to worksheets		
Written e.g. Children required to organise responses in Mathematics books i.e. supporting logical reasoning		
Assessment e.g. as appropriate, (e.g. R/Y1) evidence recorded using ICT e.g. to record pupils learning in photographs, video, sound		
Attitude e.g. Children demonstrate confidence within their Mathematical learning		
Any other comments:		

Appendix 14
Monitoring Visit-Collective Worship

Barrowby Church of England Primary School

<table>
<tr><td colspan="5" align="center">Summary of Governor's

Collective Worship Visit</td></tr>
<tr><td>Governor's name:</td><td colspan="2">Date: Time:</td><td colspan="2">Duration:</td></tr>
<tr><td colspan="5">Adults Leading Assembly:</td></tr>
<tr><td colspan="3" align="center">**What was the purpose of the Collective Worship/Assembly? (Choose 1)**</td><td align="center">**YES**</td><td align="center">**NA**</td></tr>
<tr><td colspan="3">Explored different aspects of beliefs/faith e.g. linked to bible, aspects of Religious education work</td><td></td><td></td></tr>
<tr><td colspan="3">Celebrate pupil achievement e.g. through sharing: examples of work, commendations</td><td></td><td></td></tr>
<tr><td colspan="3">Exploration of PSHCE (Personal, Social, Citizenship and Health Education) e.g. stories with morals</td><td></td><td></td></tr>
<tr><td colspan="3">Opportunity to praise through Choral Practice e.g. exploring the words/meanings behind hymns sung</td><td></td><td></td></tr>
<tr><td colspan="3">Special Assembly e.g. Visitor, Visiting Clergy/Adult, Class Assembly, Nativity, Performance</td><td></td><td></td></tr>
<tr><td colspan="5">Any other comments:

</td></tr>
<tr><td colspan="3" align="center">**What are pupils' attitudes to Collective Worship/Assembly?**</td><td align="center">**YES**</td><td align="center">**NA**</td></tr>
<tr><td colspan="3">All children demonstrate Core Value of **RESPECT** at all times to adults and children alike e.g. enter/exit hall quietly and sensibly, participate in quiet reflection (prayer)</td><td></td><td></td></tr>
<tr><td colspan="3">Behaviour is good</td><td></td><td></td></tr>
<tr><td colspan="3">Children display good listening skills</td><td></td><td></td></tr>
<tr><td colspan="3">Children contribute (when requested) in assembly e.g. put up hands, sing etc</td><td></td><td></td></tr>
<tr><td colspan="5">Any other comments:

</td></tr>
<tr><td colspan="3" align="center">**What features of Collective Worship/Assembly were evident?**</td><td align="center">**YES**</td><td align="center">**NA**</td></tr>
<tr><td colspan="3">Appropriate atmosphere established e.g. music playing as pupil enter/exit hall, quiet moments</td><td></td><td></td></tr>
<tr><td colspan="3">Children were given opportunities for quiet reflection e.g. candles were lit to signify the holy trinity, moments provided in assembly for quiet</td><td></td><td></td></tr>
<tr><td colspan="3">Children celebrate through song linked to theme of assembly e.g. either groups or whole school</td><td></td><td></td></tr>
<tr><td colspan="3">Children participate in or lead prayer</td><td></td><td></td></tr>
<tr><td colspan="3">Children actively engaged e.g. offering suggestions, requested to interact</td><td></td><td></td></tr>
<tr><td colspan="5">Any other comments:

</td></tr>
<tr><td colspan="3" align="center">**Outcomes**</td><td align="center">**YES**</td><td align="center">**NA**</td></tr>
<tr><td colspan="3">Verbal e.g. Children's discussion-response to questions asked</td><td></td><td></td></tr>
<tr><td colspan="3">Reading e.g. Children required to read from hall screen, prayer, extracts of work</td><td></td><td></td></tr>
<tr><td colspan="3">Attitude e.g. Children actively engaged in the act of collective worship e.g. listening, singing, contributing</td><td></td><td></td></tr>
<tr><td colspan="5">Any other comments:

</td></tr>
</table>

Appendix 15
Monitoring Visit-Start of the Day-Personal Development

Barrowby Church of England Primary School

Summary of Governor's				
Start of the Day-Personal Development, Behaviour & Welfare Visit				

Governor's name:		Date:	Time:	Duration:
Adult Supervision *(Please indicate the amount of staff in each position)*				
Small Playground:	**Playground:**		**Adventure Playground:**	**First Aid:**

What are pupils' attitudes on entering school, at the start of the day?	YES	NA
Children are happy		
Children demonstrate Core Value of **RESPECT** at all times to adults and children alike e.g. walk sensibly into school, polite when spoken to, listen to adults when needed		
Children demonstrate Core Value of **CREATIVITY** e.g. imaginative play, role play games, practising singing or dancing		
Children demonstrate Core Value of **INDEPENDENCE** e.g. organise own games, collect equipment and return after play		
Children display good communicating skills e.g. talk & listen to each other		
Children collaborate together e.g. take turns, skipping, playing imaginative games, discussing topics, reading		
Any other comments:		

What features of play/break were evident?	YES	NA
Appropriate atmosphere established e.g. children playing, minimal disruptive behaviour(s)		
Children were given opportunities to use outdoor equipment e.g. skipping ropes, Connect 4		
Children were using the playground markings provided e.g. hopscotch, snakes and ladders, theatre, lines		
Children using the seating areas provided e.g. to talk with friends, socialise, play games		
Children respond to instructions in a timely manner e.g. 1st whistle stand still (or climb down from adventure playground), 2nd whistle walk to the line		
Children wait quietly in their lines and demonstrate Core Value of **RESPECT** at all times to adults and children alike e.g. walk sensibly into school		
Any other comments:		

Outcomes	YES	NA
Behaviour is good		
Attitude e.g. Children using time to socialise, relax		
Pastoral e.g. Adults supported pupil incidences as needed e.g. First Aid, pastoral support to resolve conflict		
Evidence of Pupil Leadership e.g. children supporting each other, children leading games		
Any other comments:		

Appendix 16
Monitoring Visit-Playtime-Behaviour & Attitudes

Barrowby Church of England Primary School

Summary of Governor's
Personal Development, Behaviour & Welfare Visit

Governor's name:	Date:	Time:	Duration:

Adult Supervision
(Please indicate the amount of staff in each position)

Small Playground:	Playground:	Adventure Playground:	First Aid:

What are pupils' attitudes during play/break?	YES	NA
Children are happy		
Children demonstrate Core Value of **CREATIVITY** e.g. imaginative play, role play games, practising singing or dancing		
Children demonstrate Core Value of **RESPECT** at all times to adults and children alike e.g. hold doors open, walk sensibly into and around school, polite when spoken to, listen to adults when needed		
Children demonstrate Core Value of **INDEPENDENCE** e.g. organise own games, collect equipment and return after play		
Children display good communicating skills e.g. talk & listen to each other		
Children collaborate together e.g. take turns, skipping, playing imaginative games, discussing topics, reading		
Any other comments:		

What features of play/break were evident?	YES	NA
Appropriate atmosphere established e.g. children playing, minimal disruptive behaviour(s)		
Children were given opportunities to use outdoor equipment e.g. skipping ropes, Connect 4		
Children were using the playground markings provided e.g. hopscotch, snakes and ladders, theatre, lines		
Children using the seating areas provided e.g. to talk with friends, socialise, play games		
Children were using the Adventure Playground		
Children respond to instructions in a timely manner e.g. 1st whistle stand still (or climb down from adventure playground), 2nd whistle walk to the line		
Any other comments:		

Outcomes	YES	NA
Behaviour is good		
Attitude e.g. Children using time to socialise, relax		
Pastoral e.g. Adults supported pupil incidences as needed e.g. First Aid, pastoral support to resolve conflict		
Evidence of Pupil Leadership e.g. children supporting each other, children leading games		
Any other comments:		

Appendix 17
Monitoring Visit-Lunchtime-Behaviour & Attitudes

Barrowby Church of England Primary School

Summary of Governor's **Lunchtime-Personal Development, Behaviour & Welfare Visit**			

Governor's name:	Date:	Time:	Duration:

Adult Supervision
(Please indicate the amount of staff in each position)

Small Playground:	Playground:	Adventure Playground:	First Aid:

What are pupils' attitudes during Lunchtime?	YES	NA
Children are happy		
Children demonstrate Core Value of **CREATIVITY** e.g. imaginative play, role play games, practising singing or dancing		
Children demonstrate Core Value of **RESPECT** at all times to adults and children alike e.g. hold doors open, walk sensibly into and around school, polite when spoken to, listen to adults when needed		
Children demonstrate Core Value of **INDEPENDENCE** e.g. organise own games, collect equipment and return after play		
Children display good communicating skills e.g. talk & listen to each other		
Children collaborate together e.g. take turns, skipping, playing imaginative games, discussing topics, reading		
Any other comments:		

What features of play/break were evident?	YES	NA
Appropriate atmosphere established e.g. children playing, minimal disruptive behaviour(s)		
Children were given opportunities to use outdoor equipment e.g. bikes & trikes, scooters, Connect 4		
Children were using the playground markings provided e.g. hopscotch, snakes and ladders, theatre, lines		
Children using the seating areas provided e.g. to talk with friends, socialise, play games		
Children were using the Adventure Playground		
Children respond to instructions in a timely manner e.g. 1st whistle stand still (or climb down from adventure playground), 2nd whistle walk to the line		
Any other comments:		

Dining Experience	YES	NA
Lunchtime staff prepared the 'Dining Experience' for pupils e.g. ensuring food is at the right temperature; hall is set out and ready; water on tables; deploy Lunchtime Buddies to assist younger children		
Children move to/from and around the lunchtime dining hall sensibly thus demonstrating Core Value of RESPECT		
Children are able to collect equipment/carry food on trays to tables, thus demonstrating Core Value of INDEPENDENCE		
Children are settled, enjoying their lunch i.e. some discussion with children at their tables; raising hand for assistance		
Any other comments:		

Outcomes
Behaviour is good
Attitude e.g. Children using time to socialise, relax
Pastoral e.g. Adults supported pupil incidences as needed e.g. First Aid, pastoral support to resolve conflict
Evidence of Pupil Leadership e.g. children supporting each other, children leading games

Appendix 18
Monitoring Visit-Statutory Assessment Visit

Barrowby Church of England Primary School

<table>
<tr><td colspan="4">Summary of Governor's

Statutory Assessment Visit</td></tr>
<tr><td colspan="2">Governor's name:</td><td>Date: Time:</td><td>Duration:</td></tr>
<tr><td>EYFS Baseline:</td><td>Phonics Screener:</td><td>Key Stage 1 SATs:</td><td>Key Stage 2 SATs:</td></tr>
<tr><td colspan="4">Adults with access to the test material:</td></tr>
</table>

Security	YES	NA
Are the test materials kept in a locked cupboard?		
Is there a log, recording who opens the locked cupboard?		
Have the consignment notes been signed by 2 responsible school adults?		
Are unused test materials sealed in packaging?		
Are used test papers sealed?		
Do 2 adults collect the test papers and take them to the test rooms?		
Are the tests opened in front of the children?		
Any other comments:		

Administration of test	YES	NA
Is there a test timetable?		
Have all adults read the Test Administrators Guidance (TAG) prior to the scheduled test?		
Do all adults administering a test attend daily briefing meetings?		
Do supporting adults understand their specific roles, when supporting the children?		
Is there sufficient adults in the test rooms?		
Are the tests administered in accordance with ARA?		
Are any transcription etc carried out in accordance with ARA?		
Is the support provided to pupils in accordance with normal classroom practice?		
Any other comments:		

Packaging and collection of Test Scripts	YES	NA
Do 2 adults collect the test papers; remove them from class and oversee the packaging?		
Is the Attendance Register marked?		
Do all test papers remain confidential e.g. adults do not check through complete test papers?		
Are the test papers packaged and sealed, ready for delivery?		
Do 2 adults lock the papers in the cupboard and sign the log?		
Does the Administrator ask the Parcel Force representative to sign for collection?		
Any other comments:		

Outcomes	YES	NA
The security of all test materials is in accordance with current guidance?		
The test is administered in accordance with the ARA?		
All test materials remain confidential, are packaged and collected in accordance with current guidance?		
Any other comments:		

Appendix 19

Governor Safeguarding Checklist

Lincolnshire Safeguarding Children Partnership

Safeguarding Compliance Checklist for Governors

Section 175 of the Education Act 2002 places a statutory duty on Local Authorities and governing bodies of maintained schools to have arrangements in place to ensure that they safeguard and promote the welfare of children. Section 157 of the Act places the same responsibilities on Independent Schools and Academies. The governing body is accountable for ensuring that the school has effective policies and procedures in place in accordance with DfE guidance *'Keeping Children Safe in Education'* (2019).

This checklist has been designed to support Governing Bodies, Directors and Head teachers to undertake a relatively quick check to ensure that the school is compliant with statutory guidance. Links to further guidance and training are embedded in the electronic copy of the checklist.

The following links have been provided to assist with your self-assessment:

'Keeping Children Safe in Education'

LSCB Safer recruitment guidance

LSCB training

LSCB "Managing Allegations of Abuse Made Against Persons who Work with Children and Young People"

Protocol on Sharing Information in Order to Safeguard and Promote the Welfare of Children

'Prevent Duty Guidance: for England & Wales', HM Government (2015)

The Prevent duty: Departmental advice for schools and childcare providers'

Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools'

Sexual violence and sexual harassment between children in schools and colleges', DfE (May 2018)

Brook Traffic Light tool

Sex and Relationships guidance

NSPCC Pants materials for Primary Schools

Education inspection framework

PSHE curriculum

Safeguarding Compliance Checklist for Governors

Date of completion: **Person(s) undertaking the check:**

	Compliant Yes No		If No, list actions	Date to be completed
1. The school has developed a safeguarding and child protection policy which is reviewed annually and conforms to statutory requirements and LSCP procedures. The policy is clearly dated, highlighting the timescale for review.				
2. A copy of the safeguarding and child protection policy, alongside Part One (and Annex A) of Keeping children Safe in Education 2019, a staff code of conduct, behaviour policy and the school's safeguarding response to children missing education are provided to all staff at induction. Evidence of this induction is retained by the school.				
3. The policy is publicly available via the school or college website or by other means and parents are made aware of the school's statutory responsibilities in accordance with the policy.				
4. Governor/Trustees have ensured that all staff have read Part One of Keeping children Safe in Education 2019. Those staff who work directly with children have also read Annex A.				
5. The Headteacher and at least one Governor have completed safer recruitment training.				
6. The school compliant safer recruitment procedures identified in Keeping children Safe in Education 2019 and makes sure that all appropriate checks are carried out on new staff and volunteers				

who will work with children including all relevant Disclosure & Barring Checks.				
7. All safer recruitment checks are evidenced in the Single Central Record and this checked regularly for accuracy by Governors/Trustees				
8. Procedures are in place for dealing with allegations of abuse against members of staff and volunteers that comply with national and LSCP guidance.				
9. A member of the governing board (usually the chair) has been nominated to be responsible for liaising with the LA and partner agencies in the event of an allegation of abuse being made against the Headteacher.				
10. The school has developed a code of conduct for staff that clearly outlines the school's expectations in relation to the behaviour of all staff and volunteers. This is provided to all staff and volunteers at induction.				
11. Designated Safeguarding Lead: A senior member of the school's leadership team has been designated to take lead responsibility for dealing with child protection issues, to provide advice and support to staff and work with other agencies and they have received appropriate training to equip them to fulfil the role. The role is explicitly stated in the role holder's job description.				
12. There is an alternative person identified to fulfil the role in the DSL's absence and there is always cover for this role. The role is explicitly stated in the role holder's job description and they are trained to the same standard as the Lead DSL.				
13. All other staff and governors have undertaken appropriate training about their role and responsibility and refresher training at the required				

intervals.				
14. The school keeps up to date records of all staff safeguarding training including levels of training and dates.				
15. In addition to regular training all staff receive regular safeguarding updates to provide them with relevant skills and knowledge to safeguard children.				
16. The Governors are assured the school are able to keep detailed, accurate, secure written records of safeguarding concerns and understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners				
17. That governors and all staff are aware that there is specific guidance on a range of safeguarding issues which they can access. Staff should be aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. All staff should be aware safeguarding issues can manifest themselves via peer or peer abuse. Staff are clear as to the school's policy and procedures with regards to peer on peer abuse.				
18. The Designated Safeguarding Lead has received Prevent awareness training and the school has appropriate arrangements in place to prevent pupils being drawn into terrorism in line with the Prevent duty.				
19.The school has appropriate arrangements in place to risk assess, implement appropriate interventions and support both the 'victim' and				

'perpetrator.'				
20. The Governing Body regularly receives a report outlining how the school is fulfilling the statutory requirements for safeguarding; these reports and any identified actions are clearly referenced in the minutes of meetings.				
21. The wider curriculum is broad and balanced including the teaching of British Values/Cultural Capital and safeguarding				
22. The school ensures pupil's voice is heard and considered.				