

Old Park Primary School

Introducing the Governing Body

September 2016-August 2017



Issue 6: October 2016

Introduction from the Headteacher

The aim of this booklet is to provide you with information relating to the governing body for Old Park Primary School and The Patch Day Nursery.

It will cover the responsibilities of the governing body in relation to helping school provide the best possible education for its pupils.

Governors form the largest volunteer force in the country. They are people who are prepared to devote time to this role by attending meetings, training and supporting the school which makes a positive contribution to children's education.

Teresa Boddington
Headteacher

Message from the Chair

As Chair of the Governors, I am privileged to write this statement for the Old Park Primary governor's handbook.

The school's Governing Body is made up of volunteers representing parents, the local community, school staff and the local authority.

Governors will make formal decisions at full Governing Body meetings based on the recommendations from two sub-committees; Resources & Provisions and Curriculum & Standards.

The objectives of a governor should be to act in a similar way to that of a Company's Board of Directors, making strategic decisions and allowing the Head Teacher and Senior Management Team to run the day to day business of the school.

As governors we are expected to supply clear vision in helping the school to achieve its priorities with the resources it has, both provide support and hold to account the Head Teacher in equal measure and oversee the financial performance of Old Park Primary.

The duties of a school governor include:

- making decisions on the school's budget and staff
- planning for the school's future
- monitoring the curriculum which is being taught
- making sure the school encourage pupils' spiritual, moral and cultural development
- ensuring policies and procedures are in place and followed
- appointing the head teacher

Governors work closely with the Head Teacher and the Senior Management Team to ensure pupils enjoy a positive and high quality education during their time at Old Park Primary.

In 2013 Old Park Primary were inspected by OFSTED. This resulted in the school being awarded an 'Outstanding' status.

The school's OFSTED status is something for all staff, children, parents and governors to be proud of. Governors of the school are tasked with making sure these standards remain and that Old Park Primary continues to improve on the high foundation it has already built.

Oliver Knight
Chair of the Governing Body

Instrument of Government

1. The name of the school is: Old Park Primary School.
2. The school is a foundation school with a foundation (i.e. a Trust School).
3. The name of the governing body is “The governing body of Old Park Primary School”.
4. The governing body shall consist of:
 - (a) 4 parent governors
 - (b) 1 local authority governor
 - (c) 1 staff governor
 - (d) 1 head teacher
 - (e) 5 co-opted governors
 - (f) 2 foundation governors
5. Total number of governors: 14.
6. Foundation governors will be appointed by Wednesbury Learning Community Trust.
7. This instrument of government comes into effect on 1st January 2017.
8. This instrument was made by order of Sandwell Local Authority on 15th November 2016.
9. A copy of the instrument must be supplied to every member of the governing body (and the head teacher if not a governor).

Strategic View

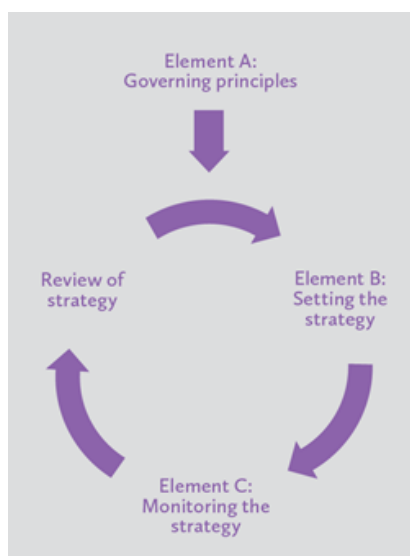
A governing board has three core functions for its school, as set out in the [2014 Department for Education's Governors' Handbook](#):

- setting the strategic direction
- holding the Headteacher to account for the educational performance of the school
- ensuring financial health, probity and value for money.

These core functions are consistent with the criteria that Ofsted will use to judge the governing board. Strong governance is a key part of a successful school.

Governors Framework

The Framework is designed to reflect the cyclical nature of the governing board's work. The element that should be started with will depend on what level of development the governing board is at and where it is in the annual cycle. The Framework is intended to be flexible enough to allow schools to exercise autonomy, yet robust enough to enable governors to hold senior leaders to account. Over the past few years governance has evolved as the education landscape has become increasingly complex, and there now exists a diverse range of governance structures. Governing bodies need to adapt their framework for their own school.



Governing Principles

To successfully carry out its responsibilities, the governing board needs to agree some broad principles about the way it works. The eight aspects of effective governance from National Governors Association are set out below:-

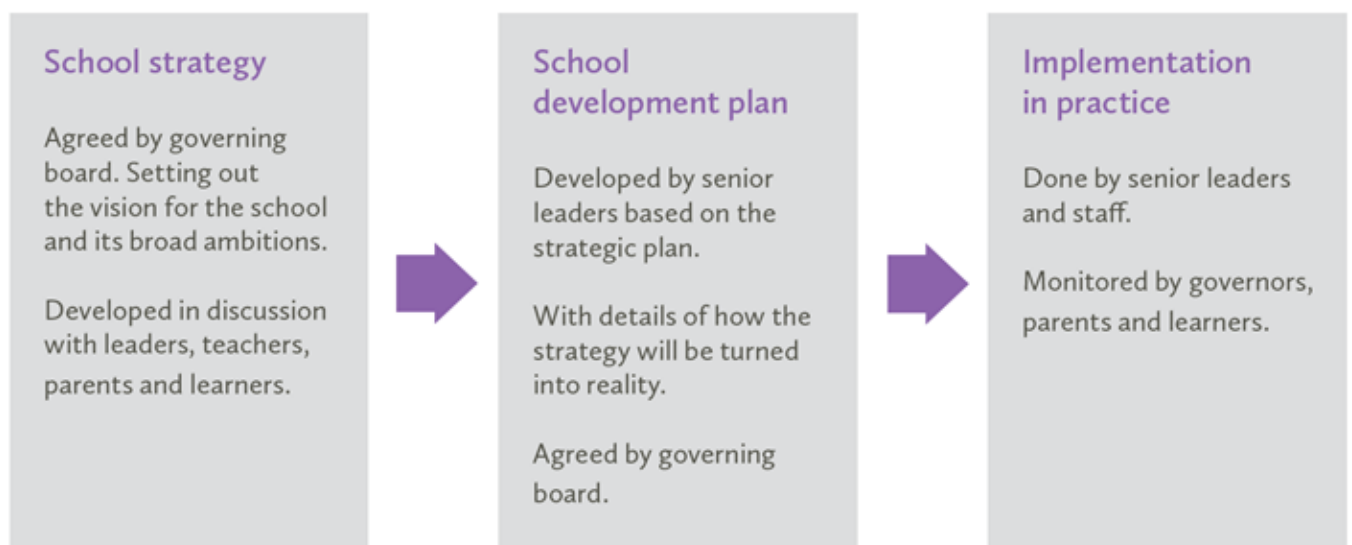
- The right people round the table
- Understanding the role and responsibilities of the governing board
- Good chairing
- Professional clerking
- Good relationships based on trust
- Knowing the school – the data, the staff, the parents, the children, the community
- Committed to asking challenging questions
- Confident to have courageous conversations in the interests of the children and young people.

Setting the strategy

It is important that governors understand where the line lies between their strategic responsibilities and the management responsibilities of the Headteacher and senior leaders. Stepping over that line is inappropriate and can make the Headteacher's job harder.

Creating the Strategy

Every school needs to have a long-term strategy, based on a shared vision. It is the job of the governing board, working with the Headteacher and senior leaders, to agree a strategic plan for the coming three to five years. It is then the job of the senior leaders to turn the strategic plan into a school development plan, updated each year, and to implement this in practice with the support and scrutiny of governors.



Becoming a Governor

The role of governor can be demanding but very rewarding. Parent governors serve a 4 year term of office and under usual circumstances, can expect to spend between 10 and 20 days a year on governing duties. These include:

- attending meetings of the governing board, usually outside of school hours and contributing to governing board business;
- reading reports and papers and keeping up to date on the progress the school is making; and
- visiting the school from time to time during the school day.

You will be expected to sign a governors' Code of Conduct, and to have:

- a strong commitment to the role and improving outcomes for children;
- the inquisitiveness to question and analyse;
- the willingness to learn;
- good inter-personal skills;
- appropriate levels of literacy in English (unless a governing board is prepared to make special arrangements); and
- sufficient numeracy skills to understand basic data.

Ofsted

Over the past few years Ofsted has put an increasing emphasis on the effectiveness of governance when inspecting schools and academies.

School inspection acts in the interests of children, young people, their parents and employers. It encourages high-quality provision that meets diverse needs and fosters equal opportunities. School inspections will:

Support and promote improvement by:

- establishing a clear standard for an acceptable education – only a 'good' school is good enough
- adjusting the focus and type of inspection to have the greatest impact
- clearly identifying strengths and weaknesses
- identifying precise actions to underpin recommendations
- explaining and discussing inspection findings with those whose work has been inspected
- monitoring the weakest schools, providing challenge and support to senior leaders, staff and those responsible for governance

Be proportionate by:

- adjusting the frequency of inspection having regard to previous inspection outcomes and risk assessment
- deploying resources where improvement is most needed, or where inspection can add most value

Focus on pupils' and parents' needs by:

- taking account of pupils' and parents' views in the planning and conduct of inspection
- drawing on pupils' and parents' views to inform inspectors' judgements and the outcomes of inspection
- minimising risk to children, young people and adults by evaluating the effectiveness of schools' procedures for safeguarding
- evaluating the extent to which schools provide an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender, race, religion or belief, or sexual orientation

Focus on the needs of schools by:

- providing high-quality and timely communication with schools
- making use, as far as possible, of the existing data, documentation and systems of the schools inspected and avoiding placing unnecessary burdens on them
- taking account of schools' self-evaluation

Be transparent and consistent by:

- making clear judgements based on sound evidence
- inspecting and reporting with integrity

Governors Challenge

Providing effective challenge to the Headteacher and other senior leaders is an important part of the governing board's role.

Critical Friend

To provide the Head Teacher and staff with support, advice and information, drawing on its members' knowledge and experience.

- **Critical:** it has responsibility for monitoring and evaluating the school's effectiveness.
- **A friend:** it exists to promote the interests of the school and its pupils.

Terms of Reference

- The following committees established by the Governing Body comply with the School Governance (Procedures) (England) Regulations 2003.
- **The Head Teacher can attend all meetings of any committee established by the governing body but in some instances this may only be in an advisory capacity. When an issue is being discussed which directly affects the Head Teacher they must, as with any other governor in a similar position, declare an interest and physically withdraw from the meeting.**
- The Legal minimum quorum for committee meetings is three voting governors.

- Associate members may be appointed to a committee by the Governing Body and may be given voting rights **however**, the number of governors serving on the committee must be greater than the number of those who are not governors.
- No vote on any matter can be taken at a committee meeting unless the majority of members present are members of the governing body.
- The appointed Clerk will undertake the Clerking of the Committee.
- The minutes shall be included as an Agenda item for consideration at the next meeting of the full Governing Body where appropriate.
- All decisions made by Committees with delegated powers should be reported to the next full meeting of the Governing Body. If the minutes are not finalised a brief statement of the conclusions reached should be given.
- The Chair of the Committee will be appointed at the first committee meeting of the academic year.
- All governors are encouraged to attend training regularly and review training needs annually.

School Policies

All policies are required to be approved and adopted by the Governing Body.

Matrix - Governing Body Membership and Committee Structure 2016/17

(Revised 19th September 2016)

Chair: Oliver Knight

Vice Chair: Tracy Wallis

Term of Office end date	Governor	Type	Quorum 3 Resources & Provisions committee	Quorum 3 Pupil Disc OR Complaints committee	Quorum 5 Outcomes committee	Quorum 3/+ <i>(equal to/more than the panel who made original decision)</i> Staff Appeals committee
~	Mrs T Boddington (<i>Head</i>)	<u>HEAD</u>	✓ Staffing - Advisory	Advisory	✓	Advisory
	VACANCY	COP				
13 Nov 2020	Mr D Giles	COP				
27 Sept 2019	Mrs L Edwards	PAR	✓	✓		
31 Dec 2016	Mr D Ellis	STA(n/t)	✓	✓ (potential decl int)		
~	Mrs J Ellis (Business Director)	OBS/ADV	Obs	Obs		~
13 Nov 2020	Miss S Price-Hunt	COP				
27 Sept 2019	Ms K Harding	PAR	✓	✓	✓	
11 May 2018	Ms N Hunt	COP		✓ (potential decl int)	✓	
18 Oct 2020	Mr M Asad	COP		✓		
26 Oct 2019	Mr O Knight	LA	✓	✓	✓	
27 Sept 2019	Mrs S Pearce (<i>D/Hd</i>)	COP	✓	✓ (potential decl int)	✓	
14 July 2019	Mrs R Piatt	PAR		✓	✓	✓
5 Apr 2019	Mrs S Trotman	FOU	✓	✓	✓	
29 June 2019	Mrs T Wallis	FOU		✓	✓	✓

(4 non-staff)

(3+ non-staff with new Govs)

- **Selection Panel:** Head included with appt of Deputy -
- Consideration to new appointments to vacancies – 1 vacancy on R&P committee, mindful of balance of non-staff required on Appeals.

Governor Gallery



Chair of Governors
Local Authority
Mr O. Knight



Vice Chair of Governors
Foundation
Mrs T. Wallis



Headteacher
Mrs T. Boddington



Deputy Headteacher
Mrs S. Pearce



Co-opted Governor
Miss N. Hunt

Co-opted Governor
Vacancy



Co-opted Governor
Mr D Giles



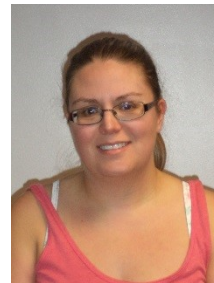
Co-opted Governor
Miss S Price-Hunt



Parent Governor
Mrs L. Edwards



Parent Governor
Mrs K. Harding



Parent Governor
Mrs R. Piatt



Parent Governor
Mr M. Asad



Staff Governor
Mr D. Ellis



Foundation Governor
Mrs S. Trotman



Clerk
MS T. Gagliarde



Observer
Mrs J. Ellis

Adopt-A-Governor (reviewed annually)

Each September, Governors are asked to ‘adopt’ a subject area in school where they can support the member of staff to manage and deliver their area of expertise in line with the school improvement plan.

AREA	GOVERNOR	TEACHER
Achievement English/Maths/Data	Oliver Knight Tracy Wallis	Helen Fry (SLT , AH) Mark Evans (AH) Michelle Batty (AH) Luke Mills (Maths) Natalie Hunt (English) Cody Boddington (SLT)
Humanities & MFL History Geography MFL	Becky Piatt	Christine Billings (His) Michelle Batty (His) Maddie Smith (Geo) Amy Judd (MFL)
Social, Moral, Spiritual and Cultural RE/School Council/House System/ SEMH/PSHE/Pupil and Parent liaison/ Community	Kelly Harding Vacancy	Sunita Sahota (RE) Chris Seale (SEMH) Eve Taylor (Parent Liaison) Zoe Reed (HLTA) Therapeutic Mentoring Mel Osell (HLTA) Nurture
IT & Science Computing	Vacancy Natalie Hunt	Mark Evans (AH Computing) Paul Kerton (E-Mentor) Jenny Wyre (Sci)
EYFS	Lisa Edwards Vacancy	Michelle Batty (SLT, AH) Davinder Kaur (HLTA) Key worker Nicola Johnson
PE, Forest Schools & outdoor learning	David Ellis Sue Trotman	Nicola Johnson (PE co-ord) David Ellis (Site Man & Forest Lead) Christopher Light (Sports Coach and first aid)
Inclusion SEN/Safeguarding	Kelly Harding Oliver Knight Sam Pearce	Samantha Pearce (Dep H & SENco) Laura Payne (Dep SENco) E.Taylor(Parent Liaison)
The Arts, Art and Design Art/Design technology/Music/Drama	Becky Piatt Sue Trotman	Vicky Truran (Art) Sarah Jarass (D & T) Rachel Warner (The Arts)
Teaching & Learning Assessment for Learning	Lisa Edwards	Katie Cooper-Sayer (SLT) Natalie Hunt (English) Luke Mills (Maths)
Leadership and Management Data/Target Setting/Performance Management/CPD/Monitoring Cycle	Oliver Knight Sue Trotman Tracy Wallis	Cody Boddington (HT) Sam Pearce (DH) Mark Evans (AH) Helen Fry (AH) Michelle Batty (AH)
Patch Day Nursery	Lisa Edwards	Emma Pate (Patch Nursery Manager)
Business/Facility Management/Site/Health	Mohammed Asad	Jan Ellis (Business Director) David Ellis (H&S) Chris Light (First Aid/Medical)

Special Responsibility Governor (reviewed annually)

SPECIAL RESPONSIBILITY GOVERNORS – 2016/17	
Chair	Oliver Knight
Vice-Chair	Tracy Wallis
ASGB Representative	Chair – named contact (could be shared with Vice)
Child Protection Governor	Chair of Governors
Health & Safety Governor	VACANCY (tbc)
Head's Appraisal Governors	1. Oliver Knight 2. Kelly Harding 3. Tracy Willis Susan Lowry – External Adviser Date for Head's PM to be agreed
Special Needs Governor	Kelly Harding
Target Setting Governor <i>SIA autumn term core visit – date to be agreed</i>	Member of Governors with named responsibility for L&M: OK/ST/TW
Safer Recruitment Trained Governor(s) <i>Accredited training life cycle 5 years</i>	Sue Trotman – expires 5 Dec 2016 O Knight – expires 28 Nov 2019 T Wallis/K Harding – to apply L.Edwards- NSPCC accredited

These are named Governors as requested by the Local Authority to support key areas or responsibility.

Governor Roles

Community (Co-opted) Governor

A community Governor usually lives and works in the community of the school they are committed to supporting.

Foundation (Trust) Governor

A Foundation or Trust Governor acts as a link between the school and the Wednesbury Learning Community Trust. Their role acts as an ambassador for both the school and trust and ensures the school is represented at the trust.

Associate Governor

An Associate Governor can be given voting rights but in order to exercise this, the number of governors serving on the committee must be greater than those who are not governors.

Parent Governor

Parent governors are elected by other parents at the school to serve for four years. They should be a parent of a child on the school roll at the time of their election. If their children leave the school before the end of their term of office, they may continue to the end of term of office.

Although elected by parents, parent governors are not mandated to express any views apart from their own. They may, however, wish to express other parents' views to the governing body where appropriate.

Parent governors may receive complaints about the school. These should be referred directly to the Head Teacher without the parent governor becoming involved unless to help make an appointment with the Head Teacher. If the complaint is about the Head Teacher the complaint should be referred to the Chair of Governors. No contact details are to be released.

The governing body as a whole has a responsibility for communication with parents. Many governing bodies now produce a parents' newsletter.

Your governing body should discuss and record in the minutes what can be reported on and how. The governing body might agree that parent governors can share decisions with parents (not who said what) unless the matter is confidential or it has been agreed that other channels are more appropriate for reporting e.g. a letter from the head teacher or Chair or governors or in a newsletter.

A person is disqualified from election or appointment as a parent governor of a school if they are an elected member of the LA, or if they work at the school for more than 500 hours in any consecutive 12-month period (at the time of election or appointment). If a serving parent Governor subsequently starts to work at the school for more than 500 hours in a consecutive 12-month period, they would serve out their term of office. (Governors Guide to the Law, Chapter 2.8)

Staff Governor

The role of a staff governor can be both challenging and rewarding:

Staff governors are elected by other staff at the school to serve for, in most cases, four years. If a staff governor leaves a school then they stop being a governor.

All governors are equal. Staff governors are not restricted to matters of staff interest only.

They may become members of personnel committees dealing with staffing matters, may help appoint a Head Teacher and contribute to discussions about pay policy, redundancy or discipline.

They should not participate in discussion if they have a personal interest in the outcome, but then nor should any other governor.

If staff governors wish to raise any matters with the governing body, they should follow the procedures for putting items on the agenda for their governing body. It is courteous to first discuss such matters with the Head Teacher.

Staff governors offer their own views as a member of staff to the governing body. It should be recognised that this is a personal view and not necessarily the view of the majority of staff.

Elected staff governors are not mandated to express any views apart from their own. However, they should report in good faith any widely held staff view, even if in a vote they decide to vote differently.

If a staff governor is going to be absent for some time (e.g. secondment, maternity or sick leave) and does not wish to resign, the governing body could consider inviting staff to elect a staff member to attend as an observer during the absence. The observer would not have a vote.

Staff governors should visit the school as a governor and may support the preparation and planning of visits by other governors.

All governors should be aware of the confidentiality of discussion in governors' meetings and it is advisable to clarify during a meeting those items the governing body is happy to have reported (not who said what) and those which should not be reported because they have been identified as confidential

Committees

At Old Park we have two main committees as well as the full governing body meetings, these are Resources and Outcomes.

Resources Sub committee (Finance, Staffing, Health and Safety)

The areas of responsibility are:-

Finance:

Review/approve all policies relevant to Finance and roles of the Committee.

Produce & approve the annual budget and present it to the full Governing Board for information.

Review the actual expenditure and monitoring statements at least once a term.

Receive & Review financial projections.

Approve expenditure and virements of sums over **£10,000** (*as agreed 19-9-2016*), sums below that amount are delegated to the Head Teacher

Conform to the Schools Financial Value Standards in Schools.

Assess the financial progress towards achieving the objectives in the School Improvement Plan.

Review of leases & contracts – including traded services.

Ensure Best Value principles apply.

Review the financial implications on the budget of the Pay & Conditions document.

Receive LA Budget and Out turn Statement (when published by the LA)

Receive the annual accounts and certificate of audit of the School Fund Account and other voluntary funds held within school

Assess the schools insurance cover to ensure that it provides adequate protection against risks.

Review and approve the petty cash to be held by the school.

Ensure LA financial procedures are complied with.

Obtain quotations with a view to placing contracts/orders, once the relevant Committee has drawn up a specification.

Staffing:

Review/approve all policies relevant to Staffing and roles of the Committee

Consider applications from staff for variation to contract (secondments, early retirements, leave of absence, reduced working hours etc.)

Ensure all personnel records are held securely.

Review annually the staffing structure of the school ensuring that it meets the requirements of the curriculum and is in line with the School Improvement Plan.

Review staff work / life balance, working conditions and well-being, including the monitoring of absence.

Implement the Appraisal Policy and monitor teacher appraisal process.

Equal Opportunities

Establish & maintain rolling programme for Disclosure & Barring Service (DBS) Checks.

Staff training and CPD

Premises Health & Safety:

Review the schools Health & Safety Policy on an annual basis.

Receive a regular report on accident statistics, near misses and incidents of violence or aggression.

Comply with current fire safety legislation & regulations: 'level one' fire risk assessment should be carried out by the school on an annual basis; 'level 2' or technical fire risk assessment is reviewed bi-annually.

Ensure Risk Assessments are carried out and reviewed on a regular basis.

Inspect the school site and buildings to enable maintenance and improvement, including security. (Site visit)

Review and Authorise upcoming offsite activities, ensuring that health and safety planning and risk assessments that have been undertaken for them.

Receive reports and audits from Health & Safety representatives (to include Caretaking & Cleaning)

Ensure staff & Governors undertake appropriate Health & Safety Training.

Monitor all safeguarding procedures.

Ensure that Health & Safety documents and records are up to date:

- Fire log book
- Asbestos on site

Premise log book (PAT Testing, Glazing Inspections, annual check of PE/Playground Equipment

Establish & review an Accessibility Plan

Review e-safety policy & procedures

Planned building works/contractors on site

Health and safety training

Receive minutes of School Central Safety committee – if schools have received this

Pay:

Review Staff Pay Progression in accordance with the Governing Body Pay Policy and Annual Appraisal Cycle

Outcomes Sub committee (Curriculum and Standards)

Achievement:

Monitor and review information on school performance to include Raise Online & OFSTED data dashboard.

Monitor and review school targets

Monitor and review in year progress for all year groups and all groups of pupils

Compare school performance against national data

Reporting to parents according to statutory requirements

Monitor achievement for all groups of pupils (inc. pupil premium)

Monitor pupils work and carry out pupil conversations

Monitor school target setting systems and how this is reported to parents.

Teaching & Learning:

Review Raise Online / Data Dashboard ensuring the school is meeting standards

Ensure targeted support and action plans are in place for all teachers who are not at least good

Monitor and review quality of teaching across the school. Monitor teaching for groups of pupils (including pupil premium)

Monitor intervention groups for all groups of pupils

Monitor homework arrangements

Curriculum:

Ensuring the school is meeting national curriculum requirements and to review the Curriculum Policy Statement ensuring it meets pupils needs by:

- Monitor and review the curriculum with a focus on basic skills
- Monitor skills coverage of curriculum in all subjects
- Parental engagement
- Review and update SEF (Self Evaluation Form)
- Monitor and review School Improvement Plan
- Monitor how school are developing pupils' spiritual, moral, social and cultural development

Behaviour & Attendance:

Review Behaviour Policy and monitor school behaviour.

Review and monitor attendance data against school and national targets.

Training

The school purchases an annual service level agreement from SIPS Governance Department. This provides a range of professional training courses to assist the governors in their role.

Communication

In order to carry out their role effectively, Governors need to be aware of the views of the school community. Though the school conducts regular surveys you may feel you need more direct contact, particularly if you wish to discuss an issue specific to your family. This may be done by :-

- email governors@oldpark.sandwell.sch.uk
- letter addressed to Chair of Governors, c/o Old Park Primary School

The school newsletter is a good source of information about the work of the Governors as they oversee all school activity. Alternatively, you may wish to access the Governor page on our school website, Twitter or Facebook page as follows:

Website	-	www.oldparkprimary.com/governors/
Twitter	-	twitter.com/oldpark
Facebook	-	www.facebook.com/oldparkprimary

Please remember, we like to hear about what you feel we do well in addition to any concerns you may have.

Safeguarding

All governors are required to have Disclosure and Barring service (DBS) carried out to enable them to be appointed.

Governing Body Involvement during 2015/16

The governors attended the planned schedule of meetings and designated members attended ASGB meetings which is a national association for governance information.

Our hardworking governors supported Old Park in 2015/16 through: -

- Attending school performances and assemblies
- School visits and enrichment activities
- Forest school sessions and tree planting
- Summer Fair
- Year 6 leavers trip
- Year 6 leavers assembly
- Pupil progress meetings
- Staff meetings
- Parents evening
- Coffee/tea afternoons with parents
- Inspire workshops
- Headteacher appraisal