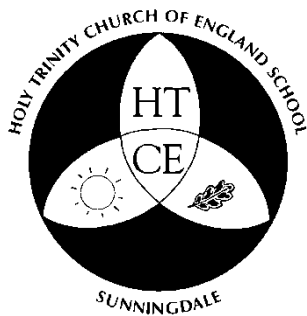




Holy Trinity Church of England Primary School

Governor Induction Pack 2016-2017

Believe. Achieve. Inspire.

Holy Trinity CE Primary School
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Welcome from the Chair of the Governing Board



Welcome to the Governing Board. Thank you for putting your head above the parapet!

Under our Instrument of Government effective from 1 September 2015 we are 12 people, supported by a Clerk, representing the community all keen to give local children the best possible educational opportunity in their primary school.

The instrument provides for seven foundation governors, elected by the Diocese (2) and the Parochial Church Council (4). The vicar of Holy Trinity Church Sunningdale is an ex-officio governor. The other governors are elected by the Local Authority (1), parents (2), and staff (1). The Headteacher is an ex-officio governor.

We are a Church of England School, which means that the Church built the school originally and still owns it: but now, in return for free education, the State pays for a large part of its maintenance. The most important aspect of the Church foundation is that a special emphasis is placed on the spiritual side of the children's education. Everything we do in Holy Trinity is based on a Christian foundation.

It is our responsibility to have a strong focus on:

- a. Ensuring clarity of vision, ethos and strategic direction,
- b. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
- c. Overseeing the financial performance of the school and ensuring spend provides value for money.

As a Church of England Voluntary Aided school we have accountabilities both to the Diocese and to the Local Authority. The Governing Board, rather than the Local Authority, is the Admissions Authority for our school. It is also the employer of staff and responsible for the school's finances.

Each September we review our Governing Board's Terms of Reference. These include a code of conduct through which we commit, for example, to doing our best to attend meetings. We allocate governors to committees and to a selection of specific responsibilities so as to spread responsibilities between governors. Our Governing Board meetings usually take place in September, November, March, May (briefly for budget approval) and June. Much of our work is delegated to the committees and delivered using electronic communication. Training for governors is provided by the RBWM and the Oxford Diocese.

I have been Chair of Governors here since the millennium and hope that like me you find your involvement as a Governor rewarding.

Richard Pelly
T: 07876 032251
E: rcpelly@btinternet.com

Welcome from the Headteacher

Dear Governor

A warm welcome to the Governing board of Holy Trinity CE Primary School. I am very proud to be working with our governing board members and leading a team of dedicated and enthusiastic staff who strongly believe that success is achievable for all.

Although I have only been Headteacher since September 2014, I have worked as a Headteacher in the borough for 4 years and remain passionate about offering the children of Holy Trinity a rich, broad and balanced curriculum - a curriculum which develops and secures subject knowledge, promotes core values and equips children with a range of life skills. I believe these combined will build the foundations for a successful education, helping every child to fulfil every aspect of their potential and enable them to meet the needs of their future.

It is my priority, to keep raising standards of progress and attainment for all of our pupils. We work hard in literacy and numeracy to ensure that every child enters the next phase of their education equipped with the academic skills they need in order to succeed. At Holy Trinity progress is paramount and is considered at every stage of teaching and learning. By involving the children in their learning, celebrating their achievements and identifying their next steps, we hope to promote both independence and lifelong learning.

We also want the children to learn and experience more than this through a varied curriculum and a range of extra-curricular and after-school opportunities that complement our work in the classroom. We value each child as an individual and aim to provide the opportunities for pupils to excel in areas.

Our school beliefs are reflected in the school development and improvement priorities (SDIP) for 2016-17. This can be found in the Governor Zone on our website.

The Governing Board (GB) has developed significantly since the last inspection and all governors understand that for them to continue to provide effective leadership which helps to shape the vision, values and direction of the school they need to be both informed and involved. This can only happen if you are willing to devote time to get to know the school, its practices and its community.

As a governor the school leadership ask you to rigorously and consistently monitor SDIP targets and data, invite you to participate in events and training opportunities throughout the year, and liaise with the staff and children of our school.

I will keep you up to date with the latest educational initiatives and explain how these might impact on our school. But primarily, I see your role as a Governor of Holy Trinity CE Primary School, to ensure we deliver the very best education possible for our children. I am very much looking forward to working in partnership with you and the other members of the Governing Board as the school goes from strength to strength.

Pamela O'Brien
Head Teacher

Purpose of Document

The Governing Board and Headteacher believe it is essential that all new governors receive a comprehensive induction and are given the necessary information and support to fulfil their role with confidence.

The purpose of this document is to:

- Welcome new governors to the Governing Board
- Explain the partnership between the Headteacher, school and Governing Board
- Give background material on the school and current issues
- Explain the role and responsibilities of governors
- Explain how our Governing Board and its committees work

In addition to reading this document, new governors are encouraged to visit the school to meet the Headteacher, staff and children; to experience its atmosphere and to understand its ethos.

This document is intended to compliment the Induction training run by the borough, or the Oxford Diocese, not to replace it.

Governors are encouraged to familiarise themselves with the information contained in the Appendices and may contact the Chair or Headteacher to ask further questions about their role and/or the school.

How to access Governor documentation

Most of the documents referenced can be found electronically on the Governors Zone area of the school website (right most menu option).

This is a secure area and you will need a login and password to gain access. Please contact the Clerk to the governors if you have not yet received your login details.

Public information about the school (including performance data, Ofsted results, curriculum information) is on the main school website and is updated regularly.

<http://www.holytrinityschsunningdale.co.uk>

Please contact the Clerk to the governors, Mrs Carol Elsasser, if you cannot locate the document you require. <mailto:elsac001@rbwm.org.uk>

Confidentiality

Being a governor means that you must:

- Observe complete confidentiality when required to do so by the governing board, especially regarding matters concerning individual staff or students.
- The Governor's code of conduct can be found within the document [gb-terms-of-ref-15-sept-2016.pdf](#) on the Governors Zone.

Holy Trinity CE Primary School

Ethos Statement

“Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level. The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.”

School Vision Statement

Holy Trinity CE Primary School will provide the highest quality of teaching and learning for all our children. We seek a Christian environment that is open, stimulating, safe and caring. We value each individual and encourage attitudes of self-respect, responsibility and tolerance. We foster the wonder and enjoyment of discovery and teach our children to learn.

School Mantra

‘Believe. Achieve. Inspire.’

School Values

- We value the unique gifts and potential of every person
- We value working together and including everyone
- We value keeping safe, happy and healthy
- We value our trust in God through the Christian faith
- We value our school buildings, grounds and equipment

School Aims and Mission

At Holy Trinity Church of England Primary School our aims are to;

- enable every individual regardless of ability to achieve their full potential in a safe learning environment
- develop spiritual, confident, independent learners
- grow lifelong learners who make a positive contribution to society
- show mutual respect and tolerance for social, spiritual and cultural diversity

British Values

We uphold and teach pupils about British Values which are defined as:

- democracy
- rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

These values are taught explicitly through many subjects including Personal, Social, Health and Emotional (PSHE), and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum including extra-curricular activities.

In the summer term 2015, the school invited all stakeholders (including pupils, parents, teachers, and governors) to think about what the school mantra meant to them. This 'wordle' was the result and can be found displayed in many places around the school. The most frequently used words are largest.



The School Teaching Day

School day:	EYFS 8.55am -11.45am	12.50pm - 3.15 pm
	KS1 8.55 am – 11.55 am	12.50 pm – 3.15 pm
	KS2 8.55 am – 12.00 pm	1.00 pm – 3.15 pm

Classroom doors open at **08.40am** and teachers will be in class to greet their pupils. Parents may leave their child in class before the official school start at 8.55am.

Afternoon break time for KS1 is at the discretion of the class teachers. This break should last no more than 10 minutes to comply with school learning and teaching hours.

Keeping Parents Informed

It is important parents and carers are regularly informed about their child's progress and events going on in the school. The school keeps an up to date website, produces a weekly newsletter and parents are invited to key events and meetings with staff.

For more specific information please refer to the timetable of parent meetings and visits to the school, on the school website, under Parent's Zone.

Positive Behaviour: The 'Golden Rules'

The 'golden rules' are for all staff, parents, visitors and pupils to follow. Staff are required to model the rules so the children know what is expected of their behaviour and they are embedded within the school culture. The idea is we catch children being good!

- We are gentle, we do not hurt anybody
- We are kind and helpful, we do not hurt people's feelings
- We work hard, we do not waste our own or other people's time
- We are honest, we do not cover up the truth
- We listen to each other, we do not interrupt
- We look after property, we do not waste or damage things

The school believes firmly in courtesy, respect and manners. Please model at all times and teach children to use them too! Please refer to the behaviour policy for full details of the reward and sanction system operated throughout the school.

Pupil Committees

The school involves pupils in the running and decision-making of the school. Committees include;

- School Councillors
- Digital Leaders
- Sports Ambassadors
- Playground Leaders
- Lunchtime Helpers
- House and Vice Captains
- Head /Deputy Head boy and Head/Deputy Head girl

Safeguarding

School designated persons for child protection are **Pamela O'Brien (Headteacher), Jo Griffith (Deputy Headteacher) Stacey Harding (middle leader) and Val Woods (SENDCo)**

Our safeguarding governor is **Stephanie Hynard**.

We take safeguarding and child protection very seriously. All staff and visitors to the school must sign in and wear a lanyard for the purpose of identification. Governor lanyards are available from the school office.

Persons who visit the school must report to the office, sign in and obtain a visitors lanyard. As a governor you will be asked to complete a security DBS.

Identification Lanyards must be kept on at all times while on the school premises.

Staff receives training bi-annually on safeguarding and there are courses available for governors. If governors have any concerns about the safety of a pupil in school or their home circumstances (e.g. neglect, abuse, violence), this **must** be reported to the one of the designated staff for child protection. It must be recorded in writing immediately, signed and dated then handed to one of the persons above.

All governors are required to read the following document from the DoF:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550499/Keeping_children_safe_in_education_Part_1.pdf

For further information refer to the 'Safeguarding and Child Protection' policy on the school website.

Special Education Needs and Disability (SEND)

A child is defined as having special education needs (SEN) if he or she has a learning difficulty which needs special teaching. A learning difficulty means that the child has significantly greater difficulty in learning than that of most children of the same age. Or, it may mean that a child has a disability which needs different educational facilities from those generally provided by schools for children of the same age in the area.

The Government has a policy of developing a more inclusive education system. All Local Authorities must state their policy on inclusive education on their website. The presumption is that, where parents (and pupils) want it and suitable support can be provided, children with special education needs should be educated in mainstream primary and secondary schools.

Holy Trinity CE Primary School will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we will consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments need to be made for them.

At Holy Trinity we have a Special Education Needs and Disability policy which sets out the procedures for ensuring that pupils identified as having special educational needs (SEN) have their needs addressed through supported access to a broad and balanced curriculum. In meeting these responsibilities the school will have due regard to the SEN Code of Practice.

Our school SENDCo is Mrs Val Woods.

At Holy Trinity, the responsibility for SEND provision has been delegated to the 'Standards, Achievement and Curriculum Committee' (SACC) and our SEN governor is Stephanie Hynard. The role of the SEND governor is:

- Helping to raise awareness of SEND issues at governing board meetings
- Ensuring that the school's notional SEN budget is appropriately allocated to support pupils with SEN
- Giving up-to-date information to the governing board on the quality and effectiveness of SEN and

- disability provision within the school
- Helping to review the school's policy on provision for pupils with SEND
- Assuring the governing board that the school website publishes the school's SEND offer and SEN information report

Disability Discrimination Act (2005) DDA and the Disability Equality Duty (DED)

The Disabilities Discrimination Act defines a disabled person as someone who has "a physical or mental impairment which has a substantial or long-term affect on his or her ability to carry out normal day-to-day activities". The Act places a duty of care on the governing bodies of schools when carrying out their functions to have regard to the need to:

- Promote equality of opportunities between disabled people and other people.
- Eliminate discrimination that is unlawful under the DDA.
- Eliminate harassment of disabled people that is related to disability.
- Promote positive attitude towards disabled people.
- Encourage participation in public life by disabled people.
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

These duties are known collectively as the Disability Equality Duty and they apply to disabled pupils and staff and disabled people who use the service provided by schools.

Most able Pupils

The government is committed to promoting the education of able, gifted and talented children.

- Gifted describes learners who have the ability to excel academically in one of more subjects such as English, Drama, Technology.
- Talented describes learners who have the ability to excel in practical skills such as Sport, Leadership, Artistic Performance or in an Applied Science.

Schools are required to indicate as part of their annual school census which of their pupils are gifted or talented.

Staffing Structure (as of September 2016)

The current staff list (with photos) can be found on the school website under About Us/Meet the Team.

Staff Responsibility (2016-2017)

Staff and a member of the Governing Board are assigned to curriculum teams which are headed up by the middle management team. Team managers report back to the Governing board via the Headteachers report (FGB meetings) and through Governor visits. Please refer to the latest version of this document 'Staff Responsibilities 2016-2017' which can be found in the Governor Zone, School Development and Improvement Plan, Whole School Priorities, Staff Responsibilities.

Holy Trinity CE Primary School

Staffing Structure & Operational Areas of Responsibility (2016-2017)

Pamela O'Brien (Head Teacher)	
• Whole School Development • Health and Safety • Safeguarding & Child Protection • Vision & Values • Admission Arrangements	• Performance Management • Standards & Progress • Leadership & Management • Strategic Development
Governors assigned to specific areas of responsibility	

Val Woods (SENCO 2 days)	Jo Griffiths (Deputy Head)
SEN+D • Intervention arrangements • Parent liaison • Vulnerable groups (provision map pupil premium, EAL, LAC, GtT)	Assessment • Data tracking and analysis • Feedback and Marking • TA line manager • Website • Teaching & Learning • Behaviour • Safeguarding & Child Protection
LINK GOVERNOR: Stephanie Hynard	LINK GOVERNOR: Aileen Boaler

Curriculum Teams

Michelle Wallbanks KS2 Creativity	Jo Griffith (Su Tomes EYFS) Humanities	Stacey Harding KS1 Communication
• Mathematics • Art & Design • Design & Technology • Music • Cookery • Drama	• Science • Physical Education • Computing • Geography • History • EYFS	• English • MFL • Collective Worship • PSHE/P4C • RE • SMSC
Michelle Wallbanks (Teacher)	Su Tomes (Teacher)	Stacey Harding (Teacher)
Deborah Donnellan (Teacher)	Fiona Fargher (Teacher)	Elizabeth Neale (Teacher)
Anita Thomas-Titre (TA KS1/ELSA)	Rachel Brown (Teacher)	Lori Smith (Teacher)
Janine Bohdjalian (TA KS1)	Jane Jeremiah (TA KS2)	Sharon Reader (TA KS1)
Fiona Jans (TA KS1)	Rhian Hunt (TA KS1)	Tracy Duncan (NNEB EYFS)
Debbie Marriner (TA KS2)	Sarah Hing (TA EYFS)	Yvonne Hunter (TA KS2)
June Puckett (TA KS2)	Alisa Lazar (TA KS2)	Emma Free (HLTA KS1)
LINK GOVERNOR: Sue Sleigh	LINK GOVERNOR: Tim Fettes LINK GOVERNOR (EYFS): Peter Grover	LINK GOVERNOR: Reverend Roy

Caretaker Sandra Hill	Financial & Safety Manager Wendy Poulter	Administration Sarah Lawson
• Grounds Maintenance • Building Maintenance • Cleaning • After school opening • Site Safety and Security • Main key holder	• Budget planning • Staff wages • Purchasing & Sales • Caretaker line manager • Catering • Medical • Breakfast club • Single Central Record Keeping/DBS	• Receptionist • Newsletter • Pupil administration • Admission arrangements • General administration & record keeping • Attendance records • SIMS updates
LINK GOVERNOR: Ian Meadows	LINK GOVERNOR: Catherine Miller	

Clerk to the Governing Body: Carol Elsasser

School funding

There are three main types of funding: Delegated Formula Budget Allocation, school generated income & Capital Budget

1. Delegated Formula Budget Allocation

The Local Authority (LA) receives a Dedicated Schools Grant (DSG) from the Education Funding Agency (EFA) which is made up of three blocks: Schools, High Needs & Early years. The schools are funded from the schools' block using a formula agreed by consultation with schools & ratified with the Schools Forum (SF). This budget is delegated to the schools for the governing board to agree with headteacher on how this is to be spent and to draw up a budget plan accordingly.

The SF Terms of Reference are extensive and includes being able to make decisions on LA proposals including those relating to some areas of the DSG central expenditure.

GAG – this is an element of the academies funding

<https://www.gov.uk/guidance/academies-funding-allocations#general-annual-grant>

ESG is a central grant to fund services it is not allocated to schools

<https://www.gov.uk/government/publications/education-services-grant-2015-to-2016>

School funding publications

<https://www.gov.uk/government/publications/schools-funding-arrangements-2016-to-2017>

2. School Generated income

All income the school generates through lettings & extended day provision (breakfast club) can be added to the school budget. Like the delegated budget this income will form part of the budget plan and the spend agreed with governing board.

3. Capital Budget

All schools receive a devolved formula capital allocation which, as its name implies, is calculated on a formulaic basis of a lump sum and an amount per pupil. Capital budget is delegated to schools for spending on school buildings. Schools have the ability to add to this budget from their delegated schools budget with Governor & LA approval. Schools also have the ability to bid for funding from the Schools Condition Grant which is now held centrally. Spend from this is agreed by a panel when all bids have been received.

The Governing Board of a school must set out the educational and financial priorities for the school and must ensure that the budget is managed effectively. It has a legal obligation to agree the annual budget which must be submitted to the EFA via the local authority. Most governing bodies delegate the preparation and planning of the budget to a committee: at Holy Trinity this is the Finance and Resources Committee, whose remit is set out in their Terms of Reference.

Premiums

Pupil Premium

Pupil premium gives schools extra funding to raise the attainment of disadvantaged pupils from reception to year 11. From April 2012, 'disadvantaged pupils' was extended to children eligible for free school meals at any point in the past 6 years. It is paid directly to schools as they are best placed to assess what additional provision their pupils need. Ofsted inspections report on how schools' use of the funding affects the attainment of their disadvantaged pupils.

Schools are required to publish the following information on their website:

- The amount of the school's allocation from the pupil premium grant in respect of the current academic year;
- Details of how it is intended that the allocation will be spent;
- Details of how the previous academic year's allocation was spent, and;
- The effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated.

Sports premium

Schools receive PE and sport premium funding based on the number of pupils in years 1 to 6. (This information is determined using the January 2015 school census.)

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.

This means that schools should use the premium to:

- develop or add to the PE and sport activities that your school already offers
- make improvements now that will benefit pupils joining the school in future years

Parent Teacher Association (PTA)

The PTA oversees fundraising on behalf of the school. The PTA looks to recruit up to 2 class representatives per class who provide a link between individual classes and the PTA committee. The support from class representatives is vital when it comes to organising events from selling tickets to organising rotas of help. It holds its AGM in the Autumn term each year where they welcome both existing interested parties and those keen to get involved.

Full details of the PTA and committee members are available from the school office or on the school website.

Policies

Schools are by law required to hold certain policies and documents. There is also regulation on how often each policy must be reviewed and the level of approval required. These documents are made public on the school website. The school hold many other policies which are recommended but not statutory. These can be found in the Governors zone on the website.

New governors should familiarise themselves with the following policies at the beginning of their term of office:

- Teaching for Learning policy
- Behaviour Policy
- Safeguarding and Child Protection policy
- Governor Visits policy

For the complete list of policies, please refer to the Policies spreadsheet which is located in the Governors zone/Policies.

There are many other key documents which are essential reading for governors – refer to Appendix 5.

The Governing Board

Key responsibilities of a Governing Board

There are 14 key responsibilities of a Governing board. These can be found in the Ofsted School Inspection Handbook (found on the Governors Zone). These responsibilities are also covered in the RBWM Induction courses for new governors (see Training section below.)

Legal Framework & Accountability

Although being a school governor may at first seem a heavy responsibility, you need to remember that a governor has no responsibility or power as an individual. The governing board is a corporate body of which you are a part. Provided that you always take joint decisions with the rest of the governing board in good faith and in line with all the advice available, you will not be personally liable for those decisions.

The governing board is bound by statutory requirements, overseen by the Department for Education (DfE) and is accountable to the public and to the parents for the way in which the school is directed and managed. The staff of the school is accountable to the governing board for the delivery of the curriculum, use of resources and for the quality and effectiveness of the teaching and learning that is taking place.

The statutory requirement of the Governing Board is to conduct the school with a view to **promoting high standards of educational achievement** (School Standards & Framework Act 1998). Achievement should be considered both in terms of academic education but also in terms of personal and social development and welfare e.g. are the children developing in confidence, able to work collaboratively in teams as well as independently etc.

Governors should look for evidence of **continual** progress in Holy Trinity pupils in addition to specific attainment alone i.e. results from formal examinations at the end of Key Stage 1 and Key Stage 2. Such formal examinations provide a snapshot into the pupil's ability and are not all encompassing across the broader curriculum (tests are taken in Numeracy and Literacy). Further information on the respective roles of the governing board and the headteacher are published by the DfE: The Governors Guide to the Law 2012 (<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00061-2012>)

Committee Structure and Terms of Reference

The **Terms of Reference** Regulations introduced in 2003 are aimed at helping governing bodies and headteacher to work together as effectively as possible. The DfE publication, **The School Governance (Procedures) (England) Regulations 2003** gives guidance on these regulations and every governor should be acquainted with it.

The policy document 'ORGANISATION OF THE GOVERNING BOARD, COMMITTEES AND TERMS OF REFERENCE' (located on the Governor Zone) describes the structure of the governing board at Holy Trinity CE school. The document is reviewed annually and agreed by all governors at the first meeting of each new academic year. It defines the organisation of the governing board into committees and the authority it delegates to them and it describes the responsibilities and quorums for each committee. This document also includes a code of conduct which all governors *must* adhere to.

SDIP and SEF

The School Development and Improvement Plan (SDIP) and the school Self-Evaluation Form (SEF) are key documents which you will hear mentioned often.

OFSTED considers both documents are important in assessing whether the leadership team are continually improving pupil and school performance in a safe and secure learning environment. Governors agree the school priorities based on the information and data received by the school. It is

important that governors familiarise themselves with these documents and monitor against the priorities outlined. The 'SDIP on a page' is updated for each academic year and includes Governor Priorities, School Key Objectives and Expected Outcomes and Success Criteria.

Copies are available on the secure Governor Zone on the school website.

Monitoring Premiums

Governors are required to monitor the school's spending and effect on:

- a) pupil premium - governors are responsible for monitoring the impact of pupil premium on pupil achievement
- b) sports premium – governors are responsible for monitoring and evaluating the impact of how the grant has been spent (including the effect on increasing levels of pupil participation)

Key Data

Governors need to be aware of two types of school data.

- a) Data provided to parents, for example pupil reports
- b) Assessment data which monitors pupil progress

Data for parents:

Interim Pupil reports	These are given out at Parent Consultation sessions and enable parents and children to know what their child is achieving both academically and personally. They provide clear targets for each child and enable parents to work with their child if they wish. They are signed and therefore give a paper trail to show that parents have been involved.
End of Year Pupil Reports	These are given at the end of the academic school year and sent home to parents. A slip is provided to give feedback to the school. These contain both written and assessment data for each pupil split out by curriculum subjects.

Assessment Data

In the past this has been a government led process. However as from September 2015 each and every school had to decide how they are going to measure assessment of pupils. Some schools have joined a 'cluster' to have a consensus of assessment data. Others are using their own systems. Pupils should be assessed at their own level and pupil progress based on their achievements and not marked against other pupils or schools. This new assessment for our school came into play along with the new curriculum in Sept 2014. The new curriculum has Age Related Expectations (ARE) and our assessments show pupils:

- who have reached these ARE
- who are above ARE
- and who are working towards ARE

New governors should look through the powerpoint presentation on the school website (About Menu, Assessment) which explains Holy Trinity's approach to assessment.

Children are assessed against the following levels of outcomes:

Well below ARE	Below ARE	Expected	Above ARE	Beyond ARE
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EYFS assessment data

EYFS has its own method of assessment – Early Years teaching staff complete an EYFS Profile for each child in Reception class and will make profile judgements on the basis of cumulative observational evidence recorded over the course of the year. This method has been in place for a number of years.

Assessment Systems

Teaching staff at HT are using the following systems:

- DE tracker for all years
- Tapestry for EYFS curriculum based tracker system
- EexBa for Baseline assessment for EYFS
- SIMS for LA data reporting for Year 6 and Year 2. Staff can track their pupils and provide information on how each pupil or each group of pupils are achieving. (For example they can break down data by Pupil Premium, SEN, BOYS, GIRLS etc.) This is the data that is used for SEF and feeds into RAISEonline data.

Data available to Governors

Our designated Governor for Data is **Aileen Boaler**. Remember that not all governors need to have a detailed knowledge of all the data but we do need to be aware what data is available and where we can find it.

Data can be found in the Governors Zone under Data or within the Headteacher's report.

There are 3 levels of data available –

Ofsted Data Dashboard	a very high level comparison
RAISEonline	very detailed
Governor FFT Dashboard	sits in between

Ofsted Data Dashboard

The data dashboard is designed to show at a glance how well previous cohorts demonstrated characteristics of good or better performance. It contains a brief overview of published data for the last three years. It shows progress first, including from the main starting points. It includes the key groups for example, disadvantaged pupils, those who have special educational needs (SEN), girls and boys. Achievement of disadvantaged (previously known as FSM/Children Looked After) pupils is compared with the national performance of other (non-disadvantaged) pupils. Cohort sizes are shown; data for very small groups should be treated with caution. This helps Governors to identify successes but also key areas that need to be targeted. The Clerk to Governors forwards this report on to Governors when it is released.

RAISEonline

The data on the school website was produced in Feb 2016 by Ofsted, based on 2015 data. However the Headteacher's report always has the latest figures. The aim of the summary report is to help you see how effectively a school is performing in terms of the achievement, attendance and behaviour of its pupils. The report is made available to schools to help with their self-evaluation and planning to raise standards, and is used by inspectors to inform their planning for an inspection. The figures allow governors to ask themselves questions that are essential for evaluating pupils' performance, which they can then follow up with challenging questions to leaders.

Follow-up questions by governors might include:

- Why?
- How do performance/absence/exclusions in all current year groups compare with this?
- How might curriculum provision, teaching or leadership and management be linked to it?
- What actions are being taken to address this in all year groups?
- What evidence do you have of the impact of these actions?
- Which uses of the pupil premium are being effective in raising progress and attainment?
- Is attainment above average? How much is attainment rising?
- In which subjects is attainment strong/weak?
- Is progress above average (100). How much is progress rising?

FFT (Fisher Family Trust) Dashboard

This was 'designed by governors for governors' and was developed in partnership with the National Governors' Association and the Wellcome Trust.

"Ofsted expects that at least one person on the governing board has in depth knowledge about the school's performance, but inspectors will be impressed by the fact that any governor can pull this out of their pocket and say 'I know and understand how my school is doing because I've seen this and it tells me.'" Emma Knights, Chief Executive of the National Governors' Association

There is a video available on the NGA website and YouTube. There are also training guides and presentations available on the FTT website.

Governors & OFSTED

The Office for Standards in Education, Children's Services and Skills (OFSTED) is required by law to carry out inspections of all schools. The inspectors judge the overall effectiveness of the school but also look at individual aspects of the school. One of these aspects is the quality of leadership and management at all levels in the school, and in particular the effectiveness with which governors discharge their responsibilities.

Inspections are carried out at short notice with only half a days' notice required. The inspectors will talk to the Head, School Staff but will also expect to talk to members of the Governing Board.

OFSTED look to see evidence of the effectiveness of the Governing Board in **challenging and supporting** the school so that weaknesses are tackled decisively and statutory requirements met. To this end, it is important that the decisions and actions of the governing board are properly documented in approved minutes.

The starting point for the inspection is the school's website where inspectors will view a number of areas including whole school data, pupil premium and sport funding information, curriculum and assessment. They will telephone the school to ask for further information prior to the visit and arrange the visit.

As part of the inspection process, OFSTED will usually wish to speak to a group of governors – it is expected that this will include the Chair of Governors. At Holy Trinity we aim to have at least 3 governors available to meet with OFSTED.

We have not had an inspection since March 2014 and we would anticipate being inspected this academic year 2016/17. It is therefore worthwhile outlining what the inspectors expect to see in the area of governance.

At the end of the inspection process, the inspectors will hold an oral feedback session in which they will inform the school of their main findings. Again, at least one member of the Governing Board should try to attend this meeting, usually the Chair of the Governing Board.

Refer to Appendix 4 for a list of typical questions currently being asked by Ofsted.

Governors and SIAMS

The inspection process for Diocesan Church Schools is now called '**Statutory Inspection of Anglican and Methodist Schools**'. The inspections are distinct and separate to those by Ofsted and consequently follow a timetable independent of Ofsted. The principal objective of the inspection is to evaluate the distinctiveness and effectiveness of the school as a church school.

A SIAMS inspection asks the following questions:

- How well does the school, through its distinctive Christian character, meet the needs of all learners?
- What is the impact of collective worship on the school community?
- How effective is the religious education?
- How effective are the leadership and management of the school as a church school?

As part of the inspection process, SIAMS inspectors will usually wish to speak to a group of governors. It is expected that this will include the Chair of Governors and the link governor for the Communications team.

Governor visits to the school

The governors are part of the school leadership team and are there to ensure the school is carrying out duties and responsibilities in line with statutory requirements. The Headteacher and staff welcome and value your input into making our school even better than it already is.

To visit the school, governors are expected to make an appointment with the Head or lead staff member stipulating the reason for the visit prior to school visit. During the visit, governors will be required to sign in and will receive a 'governor' lanyard in line with our Safeguarding policy.

Visits should relate specifically to the SDIP priorities and your area of responsibility. Chairs of each committee are responsible for planning a schedule of governor visits throughout the academic year. Once you have completed your visit you will be required to produce a 'visit report' which should be handed to the Headteacher.

Governors must be familiar with the Governor Visit policy available on the Governor Zone on the website. The Visit form can be found in the Appendix of the policy.

Training and Development

At Holy Trinity CE school our governor training and development programme is designed to support you in acquiring the knowledge and skills needed to respond to the challenge of governance.

We have two types of training available:

- 1) RBWM training – These sessions usually take place at Dedworth middle school in Windsor, starting at 7.30pm and are run by Clive Haines, Schools Leadership Development Manager
- 2) Diocese training

Both of these training schedules are available electronically in the Governors Zone.

All new governors are expected to attend the New Governors Induction training which is split into 3 sessions:

- Part 1 - Strategic Vs Operation
- Part 2 - Challenge and Supportive Role
- Part 3 - Evidence Building for Accountability

These sessions are repeated each term and do not necessarily have to be attended in order.

At Holy Trinity CE school, the governing board regularly review the skills of their governors to ensure they have sufficient expertise to carry out their core duties effectively. New governors will be asked to complete a skills audit. Note that an individual governor is not expected to have all the skills listed in the audit, but they should be covered across the governing board as a whole. It is also important for governors to know their school and community, so skills relating to these areas are also relevant.

Governors should talk to their committee chairs regarding any training they would like to attend. Committee chairs are responsible for identifying any training needs within their committees.

There are also sometimes governor briefings designed to raise awareness of current developments and issues in education. Recent examples of these have been Admissions briefings and SEN briefings. They are often aimed at specific roles on the governing board.

APPENDIX 1

Governing Board Organisation

Committee Allocations

At the first governing board meeting of each academic year the allocation of governors to each committee is agreed.

This table of allocations is included for illustrative purposes but do check the Governors Zone for the latest version.

	Governors	GB	Finance &	Pay	School	Admissions	Appointed
			Resources	Panel	Committee	Committee	Until
			Committee				
Diocesan Foundation							
AB	Aileen Boaler	1			1		16.09.17
RP	Richard Pelly	1	1	1	1	1	31.08.18
PCC Foundation							
P	Peter Grover	1	1	1			31.08.19
IM	Ian Meadows	1	1			1	31.08.19
SH	Stephanie Hynard	1			1	1	01.09.19
RB	Rev Roy Burgess	1			1		31.08.17
BA	Barry Aherne	1	1				2.10.20
Local Authority							
TF	Tim Fettes	1	1	1			4.10.20
Parent Governors							
CM	Catherine Miller	1	1				31.08.18
SS	Sue Sleigh	1			1	1	31.08.17
Staff Governors							
PO	Pam O'Brien	1	1	1	1	1	Ex officio
JG	Jo Griffith	1			1	1	31.08.16
	Total	12	7	4	7	6	
	Quorum	6	4	3	4	3	
Clerk							
CE	Carol Elsasser	1			1		
WP	Wendy Poulter		1	1			
SL	Sarah Lawson					1	

Specific Governor Roles

Specific governor roles (or 'Link Governor' roles) are also agreed at the first Governing Body meeting of the Autumn term.

The role of the 'Link Governor' is to monitor the school's progress in their allocated area against the School Development and Improvement Plan (SDIP) and feedback to the Governing Board.

(Please refer to the Governors Zone for the latest updates)

Role	Lead Governor
Performance Management 1	Richard Pelly
Performance Management 2	Aileen Boaler
Communications Team, includes SIAMS & RE	Rev Roy Burgess
Creativity Team	Sue Sleigh
Humanities Team	Tim Fettes
Safeguarding, Child Protection, SEN+D & Inclusion	Stephanie Hynard
Health & Safety	Ian Meadows
PTA link	Aileen Boaler
Assessment, Feedback & Marking	Aileen Boaler
Chairman GB	Richard Pelly
Vice Chairman GB	Aileen Boaler
Chairman F&R Committee	Catherine Miller
Chairman Standards, Achievements and Curriculum Committee	Aileen Boaler
Chairman Admissions Committee.	Sue Sleigh
Academy Lead	Peter Grover
Early years & transition	Peter Grover
Building Project group	Aileen Boaler
	Catherine Miller

Governors at a Glance

To put names to faces, please refer to the 'Meet the Governors' section on the school website. This can be found under the 'Community Zone', Governors (note not 'Governors Zone'). Scroll down to the bottom of the page.

Questions that Governors May Ask

These questions are not meant to be mandatory or exhaustive, they are offered simply as typical questions that will help inform you about the school. During your initial period as a governor some of these questions will occur naturally, others will crop up at a later stage and whilst every governor will have their own way of asking the questions it is important that a respectful approach often secures much more informative responses. These questions will themselves generate further questions.

Policies:

- What are the stated aims and ethos of the school and are they effectively implemented?
- What policies does the governing board have, where are they, how are they drawn up and reviewed?
- How focused is the governing board on the welfare and progress of pupils?
- Have policies been reviewed in the light of Human Rights legislation?

Meetings:

- What committees does your governing board have and what are their terms of reference?
- What matters have been delegated by the governing board and to whom?
- What targets are set by the school's Development Plan and how do governors contribute to the plan?
- Do the agendas and papers for governing board meetings keep you fully informed?

Legal Framework:

- Who are your fellow governors and by whom have they been elected or appointed?

Curriculum:

- Is there a curriculum policy? Has the LA's Curriculum Statement been taken into account?
- Does the school offer a 'broad and balanced' curriculum and meet National Curriculum requirements?
- What are the policies regarding religious education, worship, sex education and home-school agreements?
- How are literacy and numeracy tackled?
- Do the Head teacher's reports provide information about school and pupil targets, test and examination results and school performance in a way that enables the governing board to monitor progress?
- What is the school's homework policy?

School Budget:

- How many pupils are on the roll and how does this affect the budget?
- What is the size of the budget, how is it apportioned internally and how is it planned to be spent?
- How is the budget kept under regular review?
- Who has authority to spend and up to what level, and what financial controls are in place?

Staffing:

- What are the governing board's procedures for appointing staff, reviewing salaries, dealing with discipline and grievances and consultation?
- Is there a governing board policy about governor's visits to the school?
- How do staff and governors get to know each other?

Accountability:

- How does the governing board assess the school's performance and effectiveness?
- How are the Annual Report to Parents and the School Prospectus prepared?
- What is the school's Home-School Agreement?
- What arrangements are there for consulting parents and dealing with complaints?
- To what extent is the school involved in the community and vice-versa?
- Is training available to the governing board as a whole to help discharge their corporate responsibilities?

Special Educational Needs:

- What is the governing board policy relating to SEN?
- Does the Annual Report to Parents include a statement about the implementation of the school's SEN policy?
- Is there a governor specifically allocated to monitor SEN on behalf of the governing board?
- Who is the school's SENCO?
- How many pupils are recognised as having SEN and how many have EHC plans?

Pupils:

- Is there equal access for all pupils to all areas of the curriculum?
- Is there a positive policy of inclusion of all pupils despite any problems they may have?
- What arrangements are made for the pastoral care of pupils?
- What is the school's behaviour policy and how is it monitored?
- Are instances of any exclusions regularly reported to the governing board?
- Does the school celebrate pupils' achievements?
- How does the school cope with bullying?

Questions from Ofsted for governors

These are examples of questions which Ofsted may ask Governors.

Governors' understanding of their role and the school

- What are the strengths and weaknesses of the school?
- How do governors evaluate the strengths and weaknesses of the schools?
- When was the last review of effectiveness conducted? What strengths and areas for development were identified?
- What action was taken to improve where there were weaknesses?

Use of funding

- How is the pupil premium funding being spent? How effective is this?
- What impact is the spending having on the achievement and personal development of disadvantaged pupils? How do you know?
- How is the additional funding for PE and sports being spent? How effective is this?
- What impact is it having on pupils' fitness and health? How do you know?

Safeguarding

- How do you ensure that policies are kept up to date?
- How do you ensure that policies are put into practice?
- Have you ensured that all staff have read Keeping Children Safe in Education?
- How effectively have possible risks to pupil safety, such as female genital mutilation (FGM), radicalisation and sexual exploitation, been addressed in training, policies and procedures?

Pupil achievement

- What are the strengths and weaknesses in relation to pupil attainment?
- What are the reasons for these strengths and weaknesses?
- What are the strengths and weaknesses in relation to pupil progress?
- What are the reasons for these strengths and weaknesses?
- Does the governing board address underachievement, and hold the headteacher to account?

Quality of teaching

- What do you know about the quality of teaching and how do you know this?
- How is good teaching rewarded and underperformance tackled?

British values

- How do governors ensure that pupils are receiving appropriate preparation for life in a diverse and modern Britain?
- How well are pupils taught the values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith?

Questions specific to primary schools

- How do you know how well children in Early Years are doing?
- How do you use the school's data on Early Years pupils?
- How is Early Years pupils' achievement monitored from their baseline attainment on entry?
- How has universal free school meals for pupils been implemented?
- What has been the impact so far of universal free school meals?
- How is the PE and sport premium spent? What is its impact?
- How are you involved in decisions about the information on the PE and sport premium spending to go on the school website?
- How well is the school doing in the national phonics check? Are all groups of pupils achieving equally well? How are disadvantaged pupils being supported?

Key Documents and Useful resources

	Location
Governors Handbook	Governor Zone/GB Terms of Ref, Code of Conduct and Reference Materials
Mission Statement, Manta, School Values, British Values	About Us/Vision and Values
School Development and Improvement Plan on a Page (SDIP)	Governor Zone/GB Terms of Ref, Code of Conduct and Reference Materials
School Self-evaluation form (SEF)	Governor Zone, About Us/OFSTED and SEF
Last OFSTED report (Holy Trinity School Ofsted Report 2014.pdf)	About Us/OFSTED and SEF
Last SIAMS report (SIAMS report June 2014.pdf)	About Us/School Performance
Overview of the curriculum for Reception, Key Stage 1 and Key Stage 2	About Us/Curriculum/Holy Trinity Curriculum
Key dates for the academic year	Parents Zone/Calendar
School Newsletters	Home/Virtual Office/Newsletters and Latest News
Latest Headteacher's report	Governors Zone/ Governing Board Meetings
Governing Board Instrument of Government	Governors Zone/GB Terms of Ref, Code of Conduct and Reference Materials
Teaching for Learning policy	About Us/Policies
Behaviour Policy	About Us/Policies
Child Protection & Safeguarding policy	About Us/Policies
Governor Visits policy	Governors Zone/Policies

APPENDIX 6

Declaration of Business Interest form

Governors hold an important public office and their identity should be known to their school and wider communities. In the interests of transparency, a governing board should publish on its website up-to-date details of its governance.

At governing board meetings governors will be asked to complete a 'Declaration of Business Interest' form and any information given will be held on the Register of Interests. The governing board then has to publish this information on the school website. These interests may include:

- relevant business and pecuniary interests governance roles in other educational institutions;
- any material interests arising from relationships between governors or relationships between governors and school staff (including spouses, partners and close relatives);
-

Other information which has to be published includes:

a) the structure and remit of the governing board and any committees, and the full names of the chair of each;

b) for each governor who has served at any point over the past 12 months:

- their full names,
- date of appointment,
- term of office,
- date they stepped down (where applicable),
- who appointed them (in accordance with the governing board's instrument of government),
- their attendance record at governing board and committee meetings over the last academic year.

APPENDIX 7

Skills Audit

The Skills Audit is a useful tool to assess the skills, knowledge and experience of our governing board. It helps to identify any skills and knowledge we still need to deliver our core functions effectively. It helps us when looking to appoint new governing board members and it also assists in determining training needs.

New governors will be asked to complete a skills audit. If you have not been sent one to complete please ask the Chair of Governors.

The most recent Skills Audit Analysis of our governing board can be found on the Governors Zone/Governing Board Meetings.

Glossary of Terms

This is a useful glossary that explains some of the strange acronyms that you might hear during your time as a governor.

ARE	Age Related Expectations
CPD	Career Professional Development
DBS	Disclosure and Barring Service formally CRB
DFE	Department for Education
DT	Design and Technology
EAL	English as an Additional Language
EIA	Education Improvement Adviser
ELSA	Emotional Literacy Support Assistant
EMAG	The Ethnic Minorities Advocacy Group
EYFS	Early Years Foundation Stage (Reception Year)
FSM	Free School Meals
HMI	Her Majesty's Inspector
HR	Human Resources
HT	Headteacher
INSET	In-Service Education and Training
ICT	Information, Communication and Technology
KS1	Key Stage 1 (Year 1 and 2)
KS2	Key Stage 2 (Year 3 to Year 6)
LA	Local Authority
LADO	Local Authority Designated Officer
NGA	National Governors' Association
NNEB	National Nursery Examination Board
NQT	Newly Qualified Teacher
OFSTED	Office for Standards in Education, Children's services and skills
OT	Occupational Therapy
PAN	Published Admission Number
PE	Physical Education
PPA	Planning, Preparation and Assessment (10% guaranteed)
PPF	Pupil Premium Fund
PTA	Parent and Teacher Association
QTS	Qualified Teacher Status
RBWM	Royal Borough of Windsor and Maidenhead
RE	Religious Education
SACRE	Standing Advisory Council on Religious Education
SATs	Standard Assessment Tasks and Tests
SDIP	School Development and Improvement Plan
SEF	Self-Evaluation Form
SENDCo	Special Educational Needs & Disabilities Coordinator
SEN or SEND	Special Education Needs and Disability
SIAMS	Statutory Inspection of Anglican and Methodist Schools
SIMS	Schools Information and Management System
SMSC	Spiritual, Moral, Social and Cultural
SP&G	Spelling, Punctuation and Grammar
STRB	School Teachers' Review Body. Makes recommendations to the Secretary of State on teachers' pay.
TA	Teaching Assistant
TLRs	Teaching and Learning Responsibilities (addition pay rewarded)
VA	Voluntary Aided