



Owslebury Primary School

Beech Grove, Owslebury, Hampshire, SO21 1LS

Headteacher: Mrs Wendy Smith

Chair of Governors: Mrs Fiona Aubrey-Smith

Owslebury Primary School

Governing Board Terms of Reference 2018-2019

The overarching functions of all School Governing Boards, as set out by the Department for Education are;

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

To achieve this we follow guidelines set out by the Department for Education, which are;

- [Governance Handbook](#) (January 2017)
- [Competency Framework for Governance](#) (January 2017)
- [Clerking Competency Framework](#) (April 2017)

We also draw upon the following strategic and operational documents;

- NGA's [Being Strategic: A guide for governing boards](#)
- NGA's [What governing boards should expect from school leaders and what school leaders should expect from governing boards](#)
- Ofsted's [Framework for Inspection](#)

All governors have read and digested the content of these important documents and actively refer to them when fulfilling governance responsibilities and duties.

In addition, the following Terms of Reference set out the detail for how the Governing Board of Owslebury Primary School achieves its overarching functions.



Structure and Responsibilities

As set out in our [Instrument of Governance](#), our Full Governing Board consists of 11 governors and is led by our Chair of Governors.

We share between us, equally, the responsibilities and accountabilities that we collectively hold.

Practically, we will fulfil our responsibilities by dividing our work into 4 areas with each being led by a Vice Chair. These four areas are;

- 1) Vision & Strategy
- 2) Educational Performance
- 3) Financial Performance
- 4) People & Communities

Within each of these areas are specific aspects of governance which we have identified as requiring targeted and focused leadership for 2018-2019. Each area has an assigned Lead Governor.

[Names in green indicate which governor has taken responsibility for each area for 2018-2019.](#)

- Chair of Governors – Governance Direction and Improvement – [Fiona Aubrey-Smith](#)
 - Lead for Governor Training & Development – [Deb Tyler](#)
 - Lead for Statutory Plan and Monitoring – [Natalie White](#)
- Vice Chair – Vision & Strategy – [Alison Jordan](#)
 - Lead for Partnerships – [Fiona Aubrey-Smith](#)
 - Lead for Link-Governors – [Natalie White](#)
- Vice Chair - Educational Performance – [James Gorton](#)
 - Lead for Pupil Premium – [Chris Searle](#)
 - Lead for SEND and GAT Children – [Dan Mar-Molinero](#)
- Vice Chair – Financial Performance – [Alison Jordan](#)
 - Lead for SFVS – [Alison Jordan](#)
- Vice Chair – Personnel and Community – [Chris Westwood](#)
 - Lead for Safeguarding – [James Gorton](#)
 - Lead for Headteacher Performance Management (Chair of HTPM Committee) – [Chris Westwood](#)
 - Lead for Marketing and Communications – [Tim McMillen](#)
 - Lead for Health & Safety – [Tim McMillen](#)
 - Lead for Pay (Chair of Pay Committee) – [Chris Searle](#)
 - Statutory Committees (eg; Admission Appeals, Hearings, Dismissals)

The Chair of Governors holds overall responsibility for:

- Providing direction for the governing body to undertake, review and improve upon its responsibilities;
- Ensuring that FGB meetings balance competing priorities across our areas of work;
- Encouraging collaboration between Vice Chairs and Leads of areas of governance to ensure joined-up thinking across our areas of work;
- Coordinating the recruitment, retention, development and well being of governors, including sustainability and continuity planning;
- Meeting and communicating regularly with the Headteacher on behalf of the governing body (but not acting on behalf of the FGB except in situations such as those outlined on page 4 below);
- Communicating regularly with the Clerk, to ensure that our meetings and actions are in line with statutory responsibilities and accountabilities.

Vice Chairs hold overall responsibility for their area of work in terms of;

- Ensuing that we undertake and fulfil all our statutory responsibilities;
- Ensuring that FGB meetings contain appropriate time and discussion about priority matters;
- Delegating, Coordinating, and Supporting the work of the Lead Governors.
- Vice Chairs must be Full Governors;
- Governors should only take on one Vice Chair role, but may also take on Lead Governor roles within their or other's areas;
- The Chair of Governors may not also be a Vice Chair.

Lead Governors are responsible for:

- Ensuring that we undertake robust monitoring, audit and challenge in their nominated area;
- Lead Governors can be either Full Governors or Associate Governors (note: an Associate Governor brings their expertise to one specific area of governance and is not expected to attend all FGB meetings, nor able to vote at meetings which they do attend);
- Governors may take on multiple Lead Governor roles;
- Chair and Vice Chairs may also be Lead Governors;
- If throughout the course of the year the need for additional or amended Lead Governor roles are required, this will be identified and acted upon, and recorded in the FGB minutes.

Link Governors are responsible for:

- Undertaking, and reporting on, monitoring linked to a specific class or area of school operations (eg. the office). This governor monitoring reviews the impact that our SIP, Strategy and Policies has on operational practice.

All Governors

- Should hold either a Chair, Vice Chair or Lead Governor role;
- Should be pro-active in finding national guidance, undertaking training, and liaising with others, to ensure that they are in a position of being able to provide leadership in their area;
- Should consult our Year Planner to inform how we fulfil our statutory responsibilities;
- Should actively refer to the key governance documents outlined above to ensure that what we undertake, and how we undertake it, is appropriate and in line with good practice;
- In addition to being a Chair, Vice Chair or Lead Governor (or several of these), at least 5 governors will also be Link-Governors (see Governor Monitoring section below).

Meetings, Transparency and Accountability

- Full Governing Body Meetings:
 - There will be 1 formal Full Governing Board meeting per calendar month, except for August; These will be 2 hours long and held at the school. These will be Clerked by our professional Clerk;
 - The agenda will be divided into five sections and led by the relevant Vice Chair (Vision & Strategy, Educational Performance, Financial Performance, People & Communities) with the fifth section concerning Governance Direction & Improvement led by the Chair of Governors. Agenda timings and order will reflect current strategic school priorities;
 - Meeting content will be determined at high level by the Year Planner (formerly known as the Statutory Plan), with specific foci and detail determined by the relevant Vice Chair for that area;
 - All reports from staff and governors will be submitted via the [Google Drive](#) at least 7 days prior to each meeting to allow governors to review and prepare questions;

- All meetings should be attended by the Headteacher or her representative;
 - Quoracy requires half of the governing body (rounded up) to be in attendance;
 - If necessary, governors may attend meetings from a remote location, using telephone or video call to participate. This must be agreed a week in advance of the meeting and depends on technological feasibility;
 - Governors who are absent for three consecutive meetings will be subject to being dismissed from the Governing Body unless there are specific mitigating circumstances.
- Additional Meetings, Working Groups and Visits:
 - Additional meetings will take place between groups of governors and staff in order to carry out specific actions required to fulfil the responsibilities identified above. These will not be Clerked, but should be formally recorded either through written or verbal reports at the following FGB meeting to ensure records are kept of all discussion;
 - Visits to the school during the school day must adhere to the School Visits policy, agreed in advance with the Headteacher and tightly focused on agreed matters.
- All governors should adhere to the **Delegation and Decision Making Powers** in the Appendix to this document with formal decisions being brought to the FGB and subject to democratic voting.
 - If there is a need for an immediate decision where there is little or no opportunity to convene a physical meeting, then a collective decision may be made through email providing that the Chair and Clerk are confident that this does not breach any statutory duties, that all email discussion copies in all participants, that all governors have agreed to such a decision being made in this way, and that all governors clearly make their views known by assent, dissent or abstention. Such decisions must be ratified at the next FGB meeting and included in the minutes, and a full copy of the email thread filed with those minutes.

Reporting, Monitoring and Key Documents

Each of our four key areas of work has key responsibilities and accountabilities within it, as laid out by the governance documents referred to above. These are summarised at high level below with key documents identified. Acronyms are those used in the [DfE Glossary](#).

Area of Work	Governance Responsibility (and key documents within this area of responsibility)
Vision & Strategy	<p>Ensuring clarity of vision, ethos and strategic direction.</p> <ul style="list-style-type: none"> ● Vision, Values & Strategic Plan <ul style="list-style-type: none"> ○ Update current plan and extend to cover 5 years from now ○ Monitor delivery of strategic plan, listing evidence of delivery against plan throughout the year (once per term) <p>Questions to ask:</p> <ul style="list-style-type: none"> ● Does our vision look forward three to five years, and does it include what the children who have left the school will have achieved? ● Have we agreed a strategy with priorities for achieving our vision, with measures against which we can regularly monitor and review the strategy? ● How effectively does our strategic planning cycle drive the governing board's activities and agenda setting? ● Further questions to address: <ul style="list-style-type: none"> ○ Improvement Priorities: Are the measures being met? If not, is there a valid reason for this, or are excuses being made? ○ Unpredictable / external factors: Has something unforeseen changed the landscape in which the school is working?

	<ul style="list-style-type: none"> ○ Long-term sustainable improvement: Is achieving the vision still the focus, or are you constantly firefighting? ○ Courageous conversation: Are these happening? Are relationships productive? ○ Adjusting: A strategy is not a plan but an approach, and as such, must be adaptable to changing events. ○ Review: At the end of the three-to-five year period, plan enough time for a review of the school's vision that includes all pupils, parents and staff.
Educational Performance	<p>Holding the headteacher to account for the educational performance of the school and its pupils.</p> <ul style="list-style-type: none"> ● School Improvement Plan ● Headteacher Reports ● Pupil Premium Strategy ● Inclusion (SEND, GAT, LAC, EAL) Strategy ● ASP, FFT Reports ● LLP Reports ● Statutory Documents: National Curriculum, T&L policies,
Financial Performance	<p>Overseeing the financial performance of the school and making sure its money is well spent.</p> <ul style="list-style-type: none"> ● 1 year and 5 year revenue budgets (half termly review + annual sign off) ● 1 year and 3 year capital budgets (review during building work and ensure at least once 3 year forecast is given during the year – SFVS requirement) ● SFVS – complete by 31 March 2019 ● Benchmarking – complete as soon as possible after 2017/18 data released ● FMSIS – amend rota to incorporate wider governor membership and ensure tasks undertaken ● Review and challenge procurement ● Review and challenge in year budget pressures and handling ● Review and approve PAN ● Review and approve staff structures
People & Communities	<p>Ensuring our relationships with all stakeholders recognise our responsibilities for wellbeing, safety and professional development, and providing strategic input into school marketing and communications.</p> <p>Responsible for oversight of all activity pertaining to staff</p> <ul style="list-style-type: none"> ● Headteacher and Staff Performance Management Plans ● Ensure that the governing body complete the annual review of the pay review ● Ensure that the Pay Committee meet and consider the pay recommendations for both teaching and support staff in line with the statutory timescales. ● Chair the Personal Performance Review for the Head Teacher. ● Keeps up to date with changes in employment legislation that will impact the school staff. <p>Safeguarding</p> <ul style="list-style-type: none"> ● Responsible for ensuring safeguarding matters are embedded within the school with the following functions: <ul style="list-style-type: none"> ○ To keep up to date with national and local guidance

- o To ensure safeguarding matters are kept on the agenda at school and governor meetings
- o To ensure all school policies are child focused and consider any potential safeguarding issues.
- o To ensure the school has an effective safeguarding policy in place and follows local procedures
- o To ensure the school recruits staff and volunteers in line with safer recruitment processes
- o To ensure the school has procedures for dealing with allegations of abuse made against staff and volunteers
- o To ensure the school has a well-publicised whistleblowing procedure.
- o To ensure the school has a designated senior member of staff for dealing with safeguarding issues
- o To support the work of the designated safeguarding lead
- o To ensure that records are kept securely and in one place
- o Ensure that the Single Central Record is compliant
- o To ensure the school accesses appropriate safeguarding training for all staff
- o To ensure the school completes the mandatory, annual safeguarding audit.
- o Identifying the key features of staff recruitment that help deter or prevent the appointment of unsuitable people.
- o Considering policies and practices that minimise opportunities for abuse or ensure its prompt reporting.
- o Beginning to review their own and their organisations' policies and practices in recruitment with a view to making them safer.
- o This Governor must be Safer Recruitment accredited which entails attending training and a test.
- o In event of an allegation made against a member of the school staff (with the exception of themselves), to liaise with the Local Area Designated Officer throughout the investigation.
- o In the event of an allegation made against the Safeguarding Governor a replacement safeguarding governor (designated by the FGB) will assume their duties from the point of allegation through to the conclusion of an investigation.
- o Ensures the school is fully compliant with the Prevent Strategy and conducts a regular risk assessment in relation to the threat of radicalisation throughout the school community.

Health & Safety

- Performing an annual review and Risk Assessment of the premises and site and to report maintenance and repair needs to the governing body Just a question, but is the Risk Assessment really the responsibility of a Governor - should it not be the Governors responsibility to make sure that the School is completing the Risk Assessments at the correct cadence, and that they are taking action on any issues that get raised? It just does not feel right that this

assessment is done by a volunteer rather than an employee or a third party specialist?

- Reviewing any contracts and service level agreements connected with the site and premises and make recommendations to the governing body
- Receiving and responding to information or regulations concerning the site or building. Similar question as per to my above point
- Monitoring school policies relating to Health and Safety.
- Liaising with the school's Health and Safety representative to ensure the School is following Health & Safety policies and taking action as required.

Marketing and Communications Plan

- Responsible for all aspects of governor communications with stakeholders and governor lead for the marketing of the school.
- Assist the Chair with the production of newsletter and website Blog articles (with input from other governors) See my AOB for this months FGB, I think we need to decide on how we want to communicate as an FGB and then update this accordingly
- Work with chair on any communications to parents.
- Ensure that school website contains all statutory information and is up to date.
- Provide leadership for design and optimisation initiatives for the School website.
- Lead on updating the school prospective and any other marketing literature. Assume this is meant to be prospectus, and I would challenge that this is required or appropriate in light of the new website. I would strongly advise that any content in a prospectus should exist online and we should avoid duplicating effort.
- Look for marketing opportunities for the school.
- Prepare press releases and liaise with any media leads.
- Provide website training to the School and Governing Body Personnel to ensure key personnel are empowered to update the School website.
- Make recommendations on how the School can have an appropriate voice on Social Media Channels
- Work closely with the Community governor where appropriate

• Community

Responsible for promoting the school within the local and wider community and developing links that enhance the school's community cohesion:

- Liaise with the Inclusion and Equality Governor.
- Liaise closely with our Parish Council Representative.
- Work with Communications and Marketing governor to look at marketing opportunities with the school.
- Work with Communications and Marketing governor to promote the school through all types of media.
- Co-ordinate input to the Owslebury Newsletter and the Owslebury Information System.
- Identify and follow up on opportunities for the school to engage in local community activities
- Identify any opportunities to visit/co-operate with other schools. Identify and follow up on any regional or national projects that might allow the school to engage with the wider community.

Governance Direction & Improvement	Ensuring the continued review and improvement of the direction and work of the governing board. <ul style="list-style-type: none">• Governance Improvement Plan• Governor Skills Audit• Governor Development & Training Plan
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Governor Monitoring

The aims of our monitoring work are;

- 1) To improve governor knowledge of school life;
- 2) To develop relationships between staff and governors, and children and governors;
- 3) To meaningfully probe into school improvement and policy in order to;
 - a. understand the impact that current work is having, and,
 - b. increase understanding of current issues in order to improve effectiveness of how governors hold school leaders to account.

To achieve this we will assign Link Governors to targeted groups of people who are affected by the School Improvement Plan and Policies. Each Link area will have at least 1, but no more than 2 governors, attached to it.

Link Governors will:

- 1) Be linked to a specific group of children and/or adults; **text shown in green indicates who these will be for 2018-2019**
 - a. Class 1 (Early Years) – James Gorton
 - b. Class 2 (Years 1 & 2) – Fiona Aubrey-Smith
 - c. Class 3 (Years 3 & 4) – Allison Jordan
 - d. Class 4 (Years 5 & 6) – Dan Mar-Molinero
 - e. Administrative staff – Fiona Aubrey-Smith
- 2) Visit their Link Class/Partners *at least* once per term during the school day in order to engage with children and staff. Two of these three visits will be part of the Governor In-School Days.
- 3) Undertake additional communications (telephone calls, email exchanges, visits etc) in order to meet the Monitoring Outcomes below. The quantity and nature of these communications is at the discretion of the staff and governors within the Link area.

Autumn Term 2018:

- **1st half term:** Link Governors assigned to Classes to produce a short written summary about their Class (in Sep/Oct). The purpose of this summary is to provide context about the class and staffing so that as we review policies, assessment and attendance data, curriculum plans etc over the year we do so with a meaningful understanding about how these things will affect each class / children & staff;
- **2nd half term:** Governors to use the summary above to review the internal assessment and attendance data (in Nov/Dec), and to share observations through the FGB meeting which has this as an agenda item (in other words this is part of normal meeting preparation);

Spring Term 2019:

- **1st half term:** Link Governors to review how Autumn Term SIP progress has impacted upon their class – specifically considering children in vulnerable groups (SEND, GAT, Pupil Premium, EAL, new to the school etc), and staff (teachers and supporting staff);
- **2nd half term:** Link Governors will review how Golden Threads (see list below), and focus policies (to be determined in September) have impacted upon the children and staff that they are linked to;

Summer Term 2019:

- **1st half term:** Link Governors to review how Spring Term SIP progress has impacted upon their class – specifically considering children in vulnerable groups (SEND, GAT, Pupil Premium, EAL, new to the school etc), and staff (teachers and supporting staff).
- **2nd half term:** Governors to use the summary above to review the internal assessment and attendance data (end of year), and to share observations through the FGB meeting which has this as an agenda item.

Monitoring Outcomes

Link Governors will report to the FGB on their findings in accordance with the timetable below. All reports will be verbal unless specified otherwise.

Our Golden Threads for 2018-2019 are:

- 1) Progress for ALL
- 2) Evidence informed Planning

In 2019-2020 we will begin to look at The Owslebury Difference.



Our Code of Conduct

All governors are expected to abide by the Code of Conduct for all school staff. This should be given to each governor as they join the body and reissued to all after significant update. In addition to the tenants of the code we also expect our governors to adhere to the following guidelines that specifically cover the work of governors:

General

- We have responsibility for determining, monitoring and keeping under review the broad policies, plans and procedures within which the school operates.
- We recognize that the Head teacher is responsible for the implementation of policy, day to day management of the school and the implementation of the Curriculum
- All Governors have equal status. Our overriding concern will be the welfare of the school as a whole.
- We have no legal authority to act individually, except when the governing body has given us delegated authority to do so.
- We have a duty to act fairly and without prejudice at all times, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will encourage open governance and will act appropriately.
- We will consider carefully how our decisions may affect other schools.

Commitment

- Being a Governor requires a commitment of significant amounts of time and energy.
- All Governors should involve themselves actively in the work of the Governing Body and accept a fair share of responsibilities, including service on sub-committees and working parties.
- We will consider and act upon our individual and collective needs for training and development and attend relevant courses and seminars.
- We will get to know the school well and respond to opportunities to involve ourselves in school activities.
- Regular attendance at meetings, and regular visiting of the school is essential. Non-attendance can lead to eventual disqualification.

Relationships

- We will operate as a team.
- We will seek to develop effective working relationships with the Head teacher, staff, parent groups, LA and other relevant agencies and the community.

Confidentiality

- We will observe complete confidentiality.
- We will exercise the highest degree of caution when involved in sensitive issues arising outside the Governing Body, which may have an impact on the work of the Governing Body or the operation of the school.
- Emails regarding school matters should only be sent/received via the governors email account set up by the school.
- Confidential documents should only be shared via a link to the governors Google Drive account. Hard copies of any documents should be kept securely and destroyed after 7 years.

Individual Conduct

- Governors should express their views openly within meetings, focusing on matters which relate to school improvement and which are relevant and appropriate for governance discussion.
- Governors should recognise they have no individual powers and ensure they are expressing the opinions of the Governing Body in any communications relating to the school.
- Governors should only speak or act on behalf of the Governing Body when specifically authorised.
- We accept collective responsibility for all decisions made by the governing body or its delegated agents.
- All Governors visits to the school should be within a framework that has been established by the Governing Body and must be arranged in advance with the Head teacher or deputy in their absence.
- In discharging our duties we will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school.



Owslebury Primary School

Beech Grove, Owslebury, Hampshire, SO21 1LS

Headteacher: Mrs Wendy Smith

Chair of Governors: Mrs Fiona Aubrey-Smith

2018-2019 Statutory Year Planner

The table below indicates all of the matters which we believe should be covered in order to fulfil our statutory responsibilities.

- We have a separate **Owslebury Year Planner** (spreadsheet) which shows the sequence of how operational matters align with the timing of FGB meetings (generated by HT/CoG).
- We have a separate **Governance Calendar** each year which provides meeting dates and times (generated by our Clerk).
- **Agendas** for each meeting will be constructed from the detail in the table below, and will detail the specific focus of each item, decisions to be made, and matters assigned to each individual governor for review, challenge, report or discussion (generated by our Clerk, CoG, HT and VCs).

Autumn (spread over 4 meetings)	Spring (spread over 4 meetings)	Summer (spread over 3 meetings)
<p>Governor Matters Election of chair, vice-chair Agree structure, membership & terms of reference for all committees and panels Review individual governor responsibilities/allocate governor links with class/subject/key issues from school improvement plan Agree delegated powers Confirm meeting dates & times for the year Appoint key governor roles (e.g. DTG, Forum Rep, Governor to act if there is allegation against the HT, Safeguarding, SEND...) Update register of interests Ensure governor details (including attendance) updated on website Agree GB Code of Conduct Adopt HCC Governors Good Practice Guide Governor skills audit Agree GB development plan (inc training plan) Set objectives for the governing body for the year Safeguarding & finance training checks Agree topic for WGB training and book</p> <p>Educational Performance Review progress on vision & strategy</p>	<p>Governor Matters Agree decision regarding subscription to Governor Services and/or other Governance subscriptions Review progress against GB development plan Ensure GB details are accurate on the school website Ensure compliance with School Information Regulations Check contact details/email addresses for governors and update Edubase</p> <p>Educational Performance Review termly internal pupil progress and assessment data Receive curriculum focus report Review Inspection Dashboard & School Comparison Tool Discuss LLP annual report (due between October and April) Agree updated equalities information and progress against equality objectives for publishing (and every 4 years agree new objectives) Consider pupil premium, PE sport premium, and SEN funding and the impact of this additional funding Review progress against HT objectives</p>	<p>Governor Matters Review governor training and receive report from DTG on value for money Agree governor training & development plan (including statutory training expectations such as safeguarding, finance, safer recruitment) Review governor improvement plan Agree election arrangements for GB officers Discuss officers for the following academic year Consult on schedule for GB meetings next year Undertake GB self evaluation and next set of objectives Review progress against GB development plan Agree and book Whole Governor Training Session Review terms of reference and propose amendments to the GB Review terms of office to vote renewals if applicable Review governing body performance and procedures Review school improvement plan progress Agree Governor Impact Statement & contribution to SEF Review Governor Visits procedures</p> <p>Educational Performance</p>

<p>Approve/Review School Improvement Plan Review termly internal pupil progress and assessment data Review Quality of Teaching Receive curriculum focus report Receive and approve plan for off-site visits Identify GB monitoring opportunities and governor visit/monitoring plan (linked to School Improvement Plan) Agree SEN information report Monitor progress against school improvement targets Review and discuss outcomes of SATs against targets Discuss 'Analyse School Performance' (ASP) data (replaces RAISE online) & Fischer Family Trust data Receive report on internal assessment & performance data Consider issues arising from Sidney data (primary only) Set pupil performance targets Review public examination and national test results Receive report from school improvement partner/external adviser</p> <p>Financial Performance Discuss Published Admissions Number (PAN) arrangements</p> <p>Review admissions policy Confirm adoption of Manual of Finance Practice and Procedure Approve revised budget by 30 November Review/monitor spending against current budget plan Consider budgetary implications of number on roll for current year Propose budget revisions to GB to approve before 30 November Consider benchmarking data/DfE school efficiency metric tool Review emergency/disaster recovery plans Draw up freedom of information publication scheme</p> <p>Personnel & Communities Complete safeguarding audit by 30 September Ensure termly H&S audit is undertaken Confirm adoption of Manual of Personnel Practice</p>	<p>Discuss and evaluate progress against school improvement priorities Review SEN provision Review Quality of Teaching Review outcomes for all vulnerable groups Discuss staff structure & management plan for the following year Review staff development plan for current year and evaluate impact Receive staff development plan for new year Agree performance related pay progression for support staff Agree curriculum plans Review school improvement plan progress</p> <p>Financial Performance Complete & approve Schools Financial Value Statement (SFVS) return for LA by 31 March Discuss and agree priorities for next financial year based on school improvement priorities Receive report on issues arising from strategic financial planning Review financial benchmarking Agree budget for staff training & development Discuss predicted pupil numbers & budget implications Agree budget and staffing structure (maintained schools only) Evaluate resource and budget control of SEN provision Review/monitor spending against current budget plan Budget planning for next financial year(s) to meet School Improvement Priorities Review implications of school census for funding Review any outstanding invoices not yet paid Publish proposals and admissions arrangements for next autumn</p> <p>People & Communities Review engagement with PTA & School Council</p>	<p>Review termly internal pupil progress and assessment data Review Quality of Teaching Receive curriculum focus report Review progress against vision & strategy and agree high level priorities for next 1-3yr SIP Provide the GB with proposals for school improvement priorities for the new academic year Review attendance data (pupils, staff and governor) Monitor and evaluate behaviour Review racist incidents data Review transition arrangements Consider pupil premium, PE sport premium, and SEN funding and the impact of this additional funding Review outcomes in reaching school improvement, pupil progress and attainment targets Consider headline SAT's/end of Key Stage results Analyse and discuss attendance data Analyse and discuss exclusions data See and agree the school's self-evaluation form (SEF)</p> <p>Financial Performance Approve budget plan by 31 May (and return to LA) Approve financial 3 year strategic plan by 31 May Plan and approve capital spend Review/monitor spending against current budget plan Consider budgetary implications of staffing structure for new academic year Evaluate value for money Review out turn from previous financial year and ensure any significant variances are understood</p> <p>People & Communities Review child protection/safeguarding arrangements (audit to be completed by 31 Oct) Ensure termly H&S audit is undertaken Review and approve staffing structure for new academic year</p>
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<p>Review Pay Policy and Performance Management Policy Arrange external advisor for HT performance review Receive and consider HT performance review committee recommendations Ensure all staff have completed PM cycle and receive report on progress and new objectives Agree performance related pay progression for teaching staff Receive report from HT Performance Management Panel and make decision regarding HT pay progression Receive report on implementation of the Performance Management policy Agree objectives for the current year with HT (legal requirement for External Advisor to be present) Receive report on health & safety, buildings and grounds Agree communications plan (newsletters, annual parent survey, parish updates etc)</p>	<p>Ensure termly H&S audit is undertaken</p>	<p>Receive report from designated teacher for Children in Care Note and agree Professional Day Closure dates for the new academic year Review progress against HT objectives Review Promotion & Marketing arrangements Receive headteacher's report on performance management. Review and agree any formal collaboration arrangements</p>
<p>Policies for review this term: C10: Special Educational Needs D10 Child Protection / Safeguarding D30 Safety of Children on the Premises D80 First Aid D90 Supporting Children with Medical Needs D100 Emergency Management Plan D120 Acceptable use of ICT/Internet E70 Pay Policy E170 Code of Conduct</p> <p>Three-Yearly Reviews due: A40 Weekly Timetable A50 Revision of Weekly Time Taught</p>	<p>Policies for review this term: A30 Admissions A90 Marking D20 Behaviour, Rewards and Sanctions D40 Anti Bullying D50 Off Site Activities D60 Restrictive Physical Intervention D70 Health and Safety (including D75 Health and Safety Statement) D110 Fire Precautions and Procedures D160 School Security D170 Smoking E60 Performance Management of Staff E110 Equality Statement / Policy, including E120 Disability Equality Scheme E130 Accessibility Plan</p> <p>Bi-Annual Reviews due: B10 English B50 History B130 Religious Education C40 Health Education</p>	<p>Policies for review this term: A10 Teaching & Learning E10 Confidentiality E40 Lettings E80 Staff Structure E90 Complaints Procedure E160 Governor Training and Induction E180 Staff Induction</p> <p>Four-Yearly Reviews due: A60 Homework B80 Early Years B100 Art B160 Spiritual, Moral & Collective Worship (B140 & B150) C50 Community Cohesion</p>

At every FGB meeting the following will be included;

- Declaration of Interests and Pecuniary Matters
- Minutes and Matters arising

Reports: One written report per term, with verbal updates at meetings between;

- HT Reports (see template)
- COG Report (including feedback from Governor Visits)
- DTG Report (including training undertaken, induction progress, DBS checks, governor recruitment)

Important Notes on the information above:

Agenda Items: These have been compiled as a result of reviewing DfE guidance, The Key Governance Year Planner and HCC Year Planner. Annual review of this will be necessary to take account of changes to statutory responsibilities.

Policy Reviews: The policy review cycle above has been taken from our '[Policy Review Schedule](#)' which is managed by our Clerk. Annual review of the table above will be necessary as only policies due this year for their 2/3/4 yearly review have been included and will change each year.



Owslebury Primary School

Beech Grove, Owslebury, Hampshire, SO21 1LS
 Headteacher: Mrs Wendy Smith
 Chair of Governors: Mrs Fiona Aubrey-Smith

Appendix A – Personnel

Membership of the governing body is defined by our [Instrument of Governance \(16th March 2015\)](#);

- Clerk
- Head teacher
- Staff Governor
- Parent Governors (2)
- LA Governor
- Co-opted Governors (6)
- Associate Governors (as required)

For the academic year 2018-2019 this is;

Name	Type / Elected by	Pecuniary Interests	Office Ends
Eleanor Belton	Clerk	Employed by the school	N/A
Wendy Smith	Head Teacher	Employed by the school	N/A
Natalie White	Elected by Staff	Employed by the school	21/09/19
Fiona Aubrey-Smith	Co-opted by FGB		15/03/19
Dan Mar-Molinero	Co-opted by FGB		25/05/20
Chris Westwood	Co-opted by FGB		18/09/20
Allison Jordan	Elected by Parents	Parent	20/11/20
Tim McMillen	Elected by Parents	Parent	20/11/20
James Gorton	Co-opted by FGB		9/5/21
Chris Searle	Co-opted by FGB	Employed by feeder school	9/5/21
<i>vacancy</i>	Local Authority		
<i>vacancy</i>	Co-opted by FGB		
Deb Tyler	Associate Governor - HTPM		18/7/21
Penny Bowes	Associate Governor - HTPM		18/7/21



Owslebury Primary School

Beech Grove, Owslebury, Hampshire, SO21 1LS

Headteacher: Mrs Wendy Smith

Chair of Governors: Mrs Fiona Aubrey-Smith

APPENDIX B: GOVERNING BODY DECISION PLANNER

THIS PLANNER SHOWS TO WHICH LEVEL THE GOVERNING BODY MAY LEGALLY DELEGATE FUNCTIONS (RESPONSIBILITY)

KEY

Level 1: Full governing body

Level 2: A committee of the governing body* (note that for 2018-2019 this will be the FGB for all matters relating to Resources and Teaching and Learning)

Level 3: An individual governor

Level 4: Headteacher.

Column blank: Action could be undertaken by this level.

Column blocked off: Function cannot be legally carried out at this level.

*Committee Details

A Resources Committee (including Pay Committee)

B Teaching & Learning Committee

C Admissions Committee

D Dismissal Appeal Committee

E Admissions Appeal Committee

X Committee to be specified as need arises

F Pay and Conditions Committee

Governors must remember that although decisions may be delegated, the governing body as a whole remains responsible for any decision made under delegation

Key Function	No	Tasks	Decision Level			
			1	2	3	4
1 Budgets	1.1	To approve the first formal budget plan each financial year	X			
	1.2	To monitor monthly expenditure.				X
	1.3	To review and approve any budget revisions and make recommendations to the FGB with regards to ratification.		A		
	1.4	To approve any revised budget	X			
	1.5	To establish a charging and remissions policy		A		
	1.6	Miscellaneous financial decisions up to delegated level				X
	1.7	To enter into service contracts (GB may wish to agree financial limits)		A		
	1.8	To make payments				X
	1.9	Review the £1000 delegation of financial powers to the Head Teacher	X			
2 Staffing	2.1	Headteacher appointments (selection panel)	X			
	2.2	Deputy appointments (selection panel)	X			
	2.3	Appoint other teachers				X
	2.4	Appoint non teaching staff				X

	2.5	Agree a pay policy		A		
	2.6	Pay discretions (based on the HT recommendation report)		A		
	2.6	Establishing disciplinary/capability procedures				X
	2.7	Dismissal of headteacher	X			
	2.8	Dismissal of other staff				X
	2.9	Suspending head	X			
	2.10	Suspending staff (except head)				X
	2.11	Ending suspension (head)	X			
	2.12	Ending suspension (except head)		D		
	2.13	Determining staff complement		A		
	2.14	In voluntary and foundation schools to agree whether or not the Chief Education Officer/diocesan authority should have advisory rights				
	2.15	Determining dismissal payments/ early retirement		D		
3. Performance Management	3.1	To formulate a performance management policy				
	3.2	To approve and monitor performance management policy		A		
	3.2.	To implement the performance management policy				X
	3.4	To review annually the performance management policy		A		
	3.5	To review the pay recommendations of the Head Teacher and approve/reject as determined		F		
4 Strategic	4.1	To revise and prepare the Strategic Plan		X		
	4.2	To review and revise the Strategic Plan	X			
	4.3	To communicate the Strategic Plan to the wider school community		X		
	4.4	To approve the School Improvement Plan	X			
	4.5	To approve the SEF	X			
	4.6	Prepare the Action Plan post OFSTED	X			
	4.7	Approve the Action Plan post-OFSTED		X		
	4.8	To make arrangements for representation at School Improvement discussions with the LA and for reports to be received by the governing body	X			
5 Target Setting	5.1	To set and publish targets for pupil achievement		B		
6 Curriculum	6.1	Ensure National Curriculum (NC) taught to all pupils and to consider any disapplication for pupil(s)				X
	6.2	To establish a curriculum policy				X
	6.3	To implement curriculum policy				X
	6.4	To agree or reject and monitor curriculum policy		B		
	6.5	Responsible for standards of teaching				X
	6.6	Ensure the quality of teaching is monitored effectively		B		
	6.7	To decide which subject options should be taught having regard to resources, and implement provision for flexibility in the				X

		curriculum (including activities outside school day)				
	6.8	Responsibility for individual child's education				X
	6.9	To oversee the provision of sex education – to establish and keep up to date a written policy		B		
	6.10	To prohibit political indoctrination and ensuring the balanced treatment of political issues	X			
	6.11	To establish a charging and remissions policy for activities (non NC based)		A		
7 Discipline/Exclusion	7.1	To establish a discipline policy		B		
	7.2	To review the use of exclusion and to decide whether or not to confirm all permanent exclusions and fixed term exclusions where the pupil is either excluded for more than 15 days in total in a term or would lose the opportunity to sit a public examination. (Can be delegated to chair/vice-chair in cases of urgency)	X			
	7.3	To direct reinstatement of excluded pupils (Can be delegated to chair/vice-chair in cases of urgency)	X			
8 Admissions	8.1	To consult annually before setting an admissions policy (but in community and controlled schools only where the LA has delegated this power to the governing body)	X			
	8.2	To consult annually before setting an admissions policy (VA and Foundation schools)				
	8.3	To establish an admissions policy (special schools where pupils do not have a statement) acting with LA				
	8.4	Admissions: application decisions (but in community and controlled schools only where the LA has delegated this power to the governing body)		E		
	8.5	Admissions: application decisions (VA, Foundation and special schools)				
	8.6	To appeal against LA directions to admit pupil(s) (Voluntary, Foundation and special schools; also community and VC schools where LA is the admissions authority)	X			
9 Religious Education	9.1	Responsibility for ensuring provision of RE in line with school's basic curriculum (all schools) NB this must fall into line with locally agreed syllabus		B		
	9.2	Decision to revert to previous RE syllabus (Foundation Schools except VA of religious character)				
	9.3	Decision to provide RE according to trust deed/specified denomination in VA schools with religious character (Foundation and VC schools of religious character at request of parents)				

	9.4	Decision to provide RE in line with locally agreed syllabus (VA schools – only if parents request it. All other schools not covered in 49 above)				
10 Collective Worship	10.1	In all maintained schools to ensure that all pupils take part in a daily act of collective worship (after consulting GB)				X
	10.2	To make application to the advisory councils, SACRE, concerning the requirements for collective worship (schools without a religious character) to disapply (after consulting GB)				X
	10.3	Arrangements for collective worship (schools without religious character (after consulting GB)				X
	10.4	Arrangements for collective worship in Foundation schools of religious character, VC or VA schools (after consulting head)				
11 Premises & Insurance	11.1	Buildings insurance and personal liability– GB to seek advice from LA, diocese or trustees where appropriate (it is suggested that the GB as a whole should be involved in this decision)		A		
	11.2	Developing school buildings strategy or master plan and contributing as required to LA Asset Management Planning arrangements (it is suggested that the GB as a whole should undertake this decision)	X			
	11.3	Procuring and maintaining buildings, including developing properly funded maintenance plan		A		
12 Health & Safety	12.1	To institute a health and safety policy (in community and VC schools this would be the LA)	X			
	12.2	To ensure that health and safety regulations are followed		A		
13 Safeguarding	13.1	To ensure the annual safety audit is completed		B		
	13.2	To ensure that the school maintains a robust and holistic safeguarding culture	X			
	13.3	Effectively monitor the application of the school's behaviour policy		B		
14 School Organisation	14.1	To publish proposals to change category of school	X			
	14.2	Proposal to alter or discontinue voluntary foundation or foundation special school				
	14.3	To set the times of school sessions and the dates of school terms and holidays except in community and VC schools where it is the LA				
	14.4	To ensure that the school meets for 380 sessions in a school year		B		
	14.5	To ensure that school lunch nutritional standards are met where provided by the governing body.		B		
15 Information For Parents	15.1	To prepare and publish the school prospectus		B		
	15.2	To prepare and publish the school profile		B		

	15.3	To ensure provision of free school meals to those pupils meeting the criteria				X
	15.4	Adoption and review of home-school agreements		B		
16 GB Procedures	16.1	To draw up instrument of government and any amendments thereafter	X			
	16.2	To appoint (and remove) the chair and vice-chair of a permanent or a temporary governing body	X			
	16.3	To appoint and dismiss the clerk to the governors	X			
	16.4	To hold a full governing body meeting at least three times in a school year or a meeting of the temporary governing body as often may require	X			
	16.5	Undertake regular Governor Self Evaluations - approve and monitor the actions arising	X			
	16.6	To recruit suitable replacements as vacancies arise	X			
	16.7	To suspend a governor	X			
	16.8	To appoint and remove community or sponsor governors.	X			
	16.9	To set up a Register of Governors' Business Interests	X			
	16.10	To approve and set up a Governors Expenses Scheme		A		
	16.11	To discharge duties in respect of pupils with special needs by appointing a "responsible person" in community, voluntary and Foundation Schools			X	
	16.12	To consider whether or not to exercise delegation of functions to individuals or committees and review these annually	X			
	16.13	To regulate the GB procedures (where not set out in law)	X			
	16.14	The establishment of committees and their terms of reference	X			
	16.15	Final approval of policies as recommended by committees.	X			
	16.16	Co-ordinate governors visits with the Head Teacher and/or the appropriate member of staff			X	
	16.17	Liaise with neighbouring schools			X	
	16.18	Promote the school			X	
17 Federations	17.1	To consider forming a federation or joining an existing federation	X			
	17.2	To consider requests from other schools to join the federation	X			
	17.3	To leave a federation	X			
18 Extended Schools	18.1	To decide to offer additional activities and to what form these should take	X			
	18.2	To put into place the additional services provided				X
	18.3	To ensure delivery of services provided	X			X
	18.4	To cease providing extended school provision	X			

*Although these tasks are open to delegation under the Education (School Government)(Terms of Reference) (England) Regulations 2000, the expectation would be that these decisions would be undertaken by the full Governing Body.

Appendix C: Policy Administration

This provides a clear guide to the governing body and teaching staff on how the school's policies should be stored and updated.

Policy Numbering

The policy reference system is designed to group policies under defined subheadings. These subheadings are:

- A General Education
- B Subject Education
- C Specialist Education Areas
- D Safeguarding and Safety
- E Legislative and Administrative

In general, new policies are usually given a sequential number in denominations of 10 (10, 20,30 etc). However, if a new policy needs to be linked or related to an existing, a number can be allocated that implies the relationship but doesn't require other policies to be re-numbered. For example; were we to require an Algebra Policy we could give it the number B21, linking it to Maths (B20) but leaving all other policies unchanged.

Policy Index

The policy index is held and updated by the administration officer.

The index should include:

- The Date last reviewed/updated
- The date of the next scheduled review
- The number of years per review cycle
- The name of the body responsible for reviewing the policy
- An indication of whether the policy is mandatory under government guidelines
- An indication of whether the policy's review is part of the safeguarding audit undertaken by the school each year
- An indicator showing whether the policy is currently under review
- An indicator to show whether this policy is displayed on the school website

The index should be shared, via email, with the teaching staff and governors at the commencement of every school year.

The clerk to the governors should distribute the index along with the agenda and papers for the first Full Governing Body meeting of the school year.

When a policy is updated and returned to the administration officer, to replace the current version, the officer will update the index and set the next review date in accordance with the review cycle.

The policy index should be made available for parents to see via the governors' page on the school website.

Configuration Control

The central policy folder will be maintained by the administration officer and no edits can take place to the policies in this folder. These will be referred to as our "live" policies.

When a policy needs to be reviewed/updated the proposed editor should request a copy of the live policy.

The administration officer will send the copy and note in the policy index that there is a review/update being conducted

The editor can then make the changes to the copy and this can be circulated for review and approval.

On the policy gaining ratification (and any changes required being made) the editor or clerk should send the administration officer the new version.

The administration officer will now place this new version in the central policy folder, update the index as appropriate and that policy is now live.

Editing Policies and the Policy Template

All the policies use a set template which provides a basic structure that unifies all the documents

Every document has a review history which should be updated on each review.

Basic instructions on how to use the template can be found in Appendix B.

If a new policy is required the template document is available from the administration officer.

The School Website and Freedom of Information

Certain policies will be placed on the school's website.

If a policy is shown on the index as being on the website the administrative officer should ensure the webmaster updates with any new versions.

If any party requests to see a policy then the request should be forwarded to the administrative officer who should send (or make available as appropriate) the "live" version in the central folder. Any other version of the policy should not be shared outside the review group of staff and governors.

Editing a Policy – A Guide to the Template

This guide assumes that you are editing the document in WORD 2010 (or later)*

Creating a New Policy

- Ask for the administrative officer to send you the template if you haven't got it already.
- Open the template and proceed as required. A few styles are there as an example. Simply delete them. You can then proceed as indicated in the Edit section below.
- Remember to update the footer by double clicking on the greyed out information at the bottom of the page
- When you exit the document for the first time, you will need to save it the new file name (policy number and name all in upper case e.g. E00 POLICY.doc). The policy template will remain unchanged ready for use next time you need it.

Editing and Using the Styles

- Open the file
- Click on the HOME tab
- Edit or add as required
- To alter or check the style you are using (see below) simply highlight the text and then select the style from the styles at the top right of the screen
- If you want a drop down list of all the styles – there is a small check box in the bottom right hand corner of the styles menu. This will produce a pop up list which can be dragged and dropped to the side of your document.
- If in doubt use the "clear formatting" or "normal" option which will remove all numbering.
- If you are in a section that has a reference (Heading 1 -3) when you hit return the program will assume you want the next line to be numbered sequentially. If this isn't what you want, simply highlight and then select the style you require.

** For older versions of word you should open the document and then click on the Format menu and select "Styles and Formatting". The style menu will appear to the right of your document*

REVIEW

Editor requests copy of the current copy from Admin Officer

Admin Officer sends a copy of the live policy and updates policy index to indicate policy is under review

Editor changes policy as required and distributes for review

Policy is reviewed, changed if necessary and approved.
Remember to update the policy review history

Policy is sent to Admin Officer by either the editor or the clerk of meeting where the policy was approved (the responsibility must be determined at the meeting)

Admin Officer replaces the "live policy" in the central folder with the updated file.

Admin Officer updates the policy index with the associated dates of this review and the next scheduled review

Update website if this policy is available online

NEW

Editor requests copy of the current template from Admin Officer and should determine an appropriate reference number for the policy

Admin Officer sends a copy of the Template and confirms the new number with the editor

Editor writes the policy and distributes for review

Admin Officer places the new policy in the central folder

Admin Officer updates the policy index with the new reference and associated dates. The next scheduled review based on the cycle indicated in the policy review history.