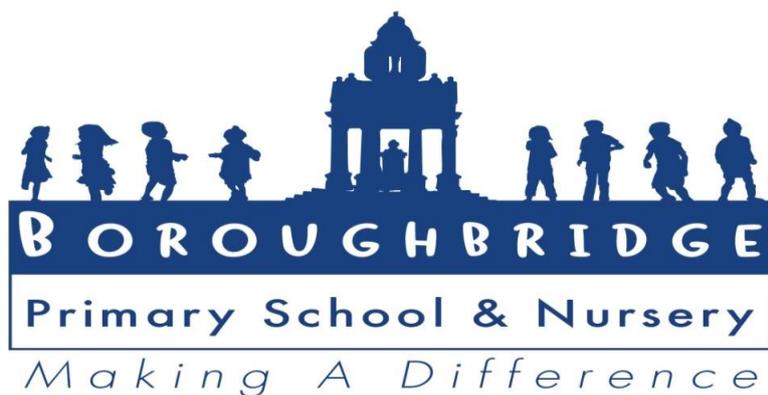


Boroughbridge Primary School & Nursery



Governor Handbook 2017 - 2018

Introduction

A very warm welcome to the academic year 2017-18!

This handbook is designed to support both new and established members of our Governing Board.

The better and more positive the relationships are between staff, children, parents and Governors, the better the performance of everyone in our school.

You are all greatly valued and very important to us.

How we created this document

On the evening of 16th September 2014, representatives of the pupils, parents, teachers, governors and the community worked together to create a vision for our school. We began by working as individuals, thinking about the aims or dreams we had for our school, and then went on to think about the values and beliefs which should provide the foundation for our vision. We tried to think about everyone involved in our school, and what they would all want. Once we had done this individually we shared our ideas, and then had to decide which ones we agreed upon. We had to think hard about this so that the final document was something which reflected everyone's views. This vision is the result of this exercise. It is important that we can all agree on the kind of Primary School & Nursery we want in Boroughbridge. This document reminds us all what we are aiming for every day in our school.



A VISION FOR OUR SCHOOL

Created by representatives of
the pupils, parents, staff,
governors and community of
Boroughbridge Primary School &
Nursery
On 16th September 2014

Our Vision

The vision for our school is to create a safe, nurturing environment which enables each child to attain greatness and a lifelong love of learning. We will encourage all our children to reach their maximum potential, independently through inclusion and first hand discovery learning.

We believe we are all individuals with different views, needs and aspirations; therefore all areas of the curriculum should be valued.

Children learn best when they are happy and following their own interests, therefore we will ensure that they are given the opportunity to share the planning of our creative curriculum.

We recognize that teamwork between staff, parents and children, working together with respect has the greatest impact on our children's learning.

We believe everyone has a place in the life of the school and our school is the heart of the community. We can make a real difference to every child in our school.

Our children value these important things:

- Honesty and fairness
- Individuality
- Personality
- Friendship and kindness
- Good manners
- Appreciation
- Development of talent
- Enthusiasm
- Understanding
- Positivity
- Creativity
- A passion for learning
- Responsible for actions
- Trying your best
- The support of parents
- The school environment
- Self-esteem

Who's Who in School?

Class	Teacher	Advanced Teaching assistant (ATA) Teaching Assistant (TA)
NURSERY	Alison Scott	Jemma Panter Tina Charlton
RECEPTION	Dawn Osman	Hazel Robinson
YEAR 1	Cassie Jenkinson	Lindsay Caciagli am
YEAR 2	Kate Gloag	Sue Ward Ali Ekin Lindsay Caciagli pm
YEAR 3	Jess Evans	Kim Sinclair pm Ali Ekin pm
YEAR 4	John Clough am Jess Evans pm	Kim Sinclair pm Ali Ekin pm
YEAR 5	Emma Ryan	Kim Sinclair am
YEAR 6	Katie Lea	Melissa Sykes

Higher Level Teaching Assistant (HLTA): Melissa Sykes

Admin Staff:

Office Manager - Leigh Carr
School Secretary - Anne Ellis
School Secretary - Karen Gittens

Caretaker: Sue Scott

Midday Supervisors: Marie Owen, Sue Ward, Tara McNeil, Kim Sinclair, Ali Ekin, Melissa Sykes, Emma Holiday Wall

PPA / NQT/ Leadership Structure

Day	Class - Teacher	Curriculum Area - Teacher
Friday Afternoon	Emma Ryan	PSHCE: Melissa Sykes
Monday Afternoon	Cassie Jenkinson	RE/Computing: Melissa Sykes
Tuesday Afternoon	Kate Gloag	RE/Computing: Melissa Sykes
Wednesday Afternoon	Jess Evans Katie Lea	Andrea Hampshire-PE and Computing QE Outreach- Drama and PE Melissa Sykes-supporting

SENIOR LEADERSHIP TEAM (SLT)

- Gail Lee -Headteacher
- Alison Scott - Deputy Head / EYFS
- Cassie Jenkinson- SENCO, AFA Champion and KS1 Team Leader
- Katie Lea- KS 2 Team leader & Literacy Co-ordinator

Subject Leaders

Area of Learning	School Leader
SENCO and KS1	Cassie Jenkinson
EYFS and Phonics	Alison Scott
English and Geography	Katie Lea
Science	Jessika Evans
Maths	Emma Ryan
Computing	John Clough
PE and History	Kate Gloag
Design Technology and Art and Design	Emma Ryan
RE	Melissa Sykes
PSHCE	Alison Scott

Role of the Governing Board

The Department for Education has produced a document entitled 'Governors Handbook'.

The full copy (and updates) can be found in the Governors electronic files.

The introduction sets out what is expected of Governing Board:

In all types of schools, Governing Boards should have a strong focus on three core strategic functions:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding the head teacher to account for the educational performance of the school and its pupils; and
- Overseeing the financial performance of the school and making sure its money is well spent. The school is funded by public money and we are accountable for how it is spent.

This amounts to a demanding role for Governing Boards

Evidence suggests that those that deliver it well do so by:

- understanding their strategic role and building a productive and supportive relationship with the head teacher;
- holding the head teacher, and senior leaders, to account for school performance and taking hard strategic decisions in the light of objective data;
- ensuring governors have the necessary skills and commitment to understand the school and school performance data;
- challenging the school to bring about improvement and hold leaders to account for performance;
- appointing an effective chair to lead and manage the governing board;
- appointing a high quality clerk to advise them on the nature of their functions and duties and ensure the governing board operates efficiently and effectively;
- evaluating their own performance regularly in the light of Ofsted expectations and other good practice; and making changes as necessary to improve their effectiveness.

In practical terms, we ask that Governors attend as many Governor meetings as possible. Meeting attendance is published in the Annual Governors Statement.

You will have responsibility for monitoring an area(s) of the School Development Plan. You may also have a link responsibility for a certain area. Each Governor is expected to make at least termly school visits and update the Governing Board on your findings.

School Development Plan

(Also referred to as the School Improvement Plan)

Each year, the school evaluates its progress against the prior years' development priorities. This, in addition to an honest and frank appraisal of the school: forms the basis for the following years Development Plan. The main areas for development are highlighted and then action plans are drawn up with details as to how we will achieve these. The success of this is dependent on Governors and Staff working together with honesty and integrity.

Each term all action plans and monitoring are evaluated and updated by the Head teacher and shared with governors. Emerging priorities are indentified for the coming term. Governors are assigned to monitor the progress of the strategies utilised and the impact they have on children's learning and progress. Governors are assigned to a particular 'part' of the School Development Plan to monitor the impact on children's learning / progress of the actions that have been undertaken.

Please refer to this years' School Development Plan for further information. Governors are given a copy of this and it is also stored in the Governors electronic files. A summary SDP is published on the schools' website.

Our Governing Board

The Governing Board at Boroughbridge Primary School & Nursery re-constituted in July 2015 as required by the Department of Education. It reviewed and further changed the Instrument of Government in July 2016.

This Governing Board is made up of Nine Governors:

- Three Parent Governors – who are elected by the parent body
- One Local authority Governor – nominated by our County Authority and approved by the Governing Board.
- One Staff Governor – elected by the staff of the school
- The Head teacher
- Three Co-opted Governors – a person may be co-opted by the Board for a particular skill(s)

The Board can also have:

- Associate Governors – These Governors cannot vote and either act in a ‘Consultancy’ Role to the Governing Board or are a new Governor who has yet to undertake New Governor Training.

A governor’s term generally lasts four years. Governors can seek to take on additional terms if they choose and can leave the Governing Board at any time should they need to do so.

The Clerk to Governors (Stephen Loach) produces the minutes of the meetings and ensures the meetings are carried out with due process. He also acts as a resource and advisor to the Governing Board.

What is expected of a Governor?

Individual Governors are expected to:

- enhance the work of the governing board to enable a strong focus on raising standards, so that every child achieves their potential
- demonstrate their commitment by getting to know the school and becoming involved in school life and activities. (In Governance terms getting to know the school involves reviewing data: monitoring impact of teaching on pupil outcomes, understanding the financial status of the school and generally understanding the challenges the school faces internally and externally. Refer to the National Governors Association website for Getting to Know Your School Guidance Notes).
- take personal responsibility for their ongoing training and development
- prepare for meetings so they are well informed, having read all of the papers sent out with the agenda
- attend meetings (Governing Board/working groups) and play an active part
- support the school with parents and in the Community
- recognise the corporate status of the governing board and the concept of collective responsibility
- respect confidentiality and the need to act with circumspection

Refer to the Governor Role Descriptions for more information.

Structure of the Governing Board

Refer to Governing Board Context Chart.

The Governing Board elects a Chair and a Vice Chair annually from its members, both these posts can be joint appointments. Mary Kelly and Colin Fenny are joint Chairs of the Governing Board. Colin is the 'traditional' Chair and Mary is the Strategic Development Chair

Julia Charlesworth is the Vice Chair.

Governors are accountable to the Vice Chair and to the Chairs.

Please refer to the Governing Board Structure Chart on the website / Governors e-files.

This Governing Board does not have any Committees. Governors are either School Development or Resources based and have particular links/responsibilities.

All Governors attend all Governing Board Meetings. Meetings dates are set with regard to various 'landmark' dates throughout the academic and financial year. Refer to the Meeting Agenda Cycle or more information regarding the content of each meeting.

Extra meetings and working parties are set up as required

We have a yearly Governors Planner which sets out the Governor activities/ work for the academic year.

Governors are either School Development or Resources based

Chairman of Governors: Colin Fenny

**Chairman of Governors: Strategic Development
Mary Kelly**

Vice Chair: Julia Charlesworth

Resources

Claire Brocklesby

Colin Fenny

School Development

Julia Charlesworth

Rachel Simpson

Jess Evans

Sally Godley straddles both

Rob Young straddles both

Headteacher straddles both

Governors monitoring responsibilities / links

Link	Governor
Child Protection, Safeguarding	Sally Godley
Pupil Data: Achievement & Progress Pupil Premium & Sports Premium	Julia Charlesworth
Health & Safety School Council Pupil Voice	Rob Young
Strategic Development British Values	Mary Kelly
Human Resources	Clare Brocklesby / Sally Godley
Headteacher & Staff Performance	Sally Godley (Lead Governor), Clare Brocklesby & Colin Fenny
Finance	Colin Fenny
Effectiveness of the Early Years Provision Special Educational Needs	Rachel Simpson
Governor Training, Education & Induction	Jess Evans

As part of succession planning to ensure a smooth transition of relevant roles and responsibilities during this academic year:

- Mary will be mentoring Colin re: Chair's role and responsibilities.
- Clare will be 'handing over' all HR related responsibilities (including matters / time lines relating to staff performance) to Sally.

Meetings

Wherever possible, all governor meetings are held on an evening in school, starting at 5.30pm. Working parties may hold also meetings during the day.

Governors are expected to make a positive contribution to meetings:

- Prepare by reading any documents which have been circulated before the meeting
- If you are unable to attend, ensure you have given your apologies in advance
- Arrive promptly
- Be mindful that meetings are a professional dialogue – we do not necessarily have to agree, but we should be respectful of others opinions
- Make your comments brief and stick to the point
- Support the person chairing the meeting and recognise their role
- If you have any items for the agenda, forward them to the Chair / Vice Chair of the meeting in advance

Asking questions

Effective governing boards hold their head teacher and other senior school leaders to account for improving school performance by asking the right questions.

In relation to the performance of pupils, governing bodies might ask:

- Which year groups, subjects and groups of pupils get the best and worst results and why, and how does this relate to the quality of teaching across the school?
- What is your strategy for improving the areas of weakest performance?
- How will we know if your approach is working?

In relation to the quality of teaching, governing boards might ask:

- Have we got the right staff and the right development and reward arrangements?
- What is the school's approach to implementation of pay reform and performance related pay?

In relation to the wellbeing of pupils, governing boards might ask:

- Is this a happy school with a positive learning culture?
- What is our track record on attendance, behaviour and bullying?
- Are safeguarding procedures securely in place?
- How good is our wider offer to pupils – are we offering a good range of sports, arts and voluntary activities?
- Is school food healthy and popular?
- Do we listen to what pupils and parents are telling us?
- What are you doing to address any current issues, and how we will know if it is working?

A wealth of information is available on this subject. Please refer to Department of Education, NGA and Modern Governor websites.

Governor School Visits

Refer to relevant policies

Governors need to know their school.

Many Governors find that visiting, particularly during the day, is a helpful way to find out about the school.

Visits can also be an important part of robust school accountability.

Through pre-arranged visits, Governors can check that the school is implementing the policies and improvement plans they have signed off, and see for themselves how their vision and plans for the school are working in practice.

Visits also provide an opportunity to arrange meetings with pupils, staff and parents about what they think of the school and how it is changing.

While it may be helpful to see classes at work, Governors are not inspectors and it is not their role to assess the quality or method of teaching.

Governors are not school managers and should not interfere in the day-to-day running of the school. Both are the role of the head teacher.

It is vital that you are clear about the focus for your visit and if it is an official Monitoring Visit or an Informal one. Please speak with either of the Chairs or Vice Chair if you require more information.

Support for Governors

Support for governing boards is available from:

- **NYCC** – Website and Governance team
<http://cyps.northyorks.gov.uk>
The 'Red Bag' on this site contains relevant important information and issues which require Governors attention.
- **National Governors Association (NGA)**, Independent Organisation for School Governors.
Our School is a Gold member of this organisation. You will be given a “Log in” password by the Chair.
We are entitled to free advice on any Governance issues: including legal. Contact them via the Gold hotline 01212373782 or email gold@nga.org.uk
You can subscribe to their weekly email updates which are very informative.
- **Modern Governor.**
We subscribe to this on-line education resource: www.moderngovernor.com
When you complete a Module please inform us at the next Governing Board Meeting and complete an Education / Training Evaluation form for our CPD Folder. MG also provides a free App with a glossary of education terminology abbreviations and their meanings. The MG on-line Blog is very informative
- **SGOSS** – the Governor Recruitment charity to help Governing Boards recruit highly-skilled new governors.
<https://www.sgoss.org.uk>
- **Inspiring Governance** – is the national online matchmaking service which connects skilled volunteers interested in serving as Governors. inspiringgovernance.org

Where can I find?

All the School Governor Policies and information referred to in this handbook (unless otherwise stated) can be found in:

- the Governors section on the School website and / or
- the Governors electronic files accessed via the Governors email address.

Thank you to Sally Valentine: Chair of Governors at Sowerby Community Primary School for kindly giving permission for Boroughbridge Primary School & Nursery to adapt their Handbook for our usage.