

Governor's Handbook

Real Power Is Having The Ability To Make Others Powerful . . .

The Mill Primary Academy

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The Mill Primary Academy Governors

The Governing Body

All Governors are volunteers who willingly give of their time to attend meetings, visit the school and meet with the staff and children. Our aim is to support the whole community of The Mill Primary Academy using our varying skills, strengths and expertise from all walks of life that enrich the progress of our work, improving our Governance of the school.

There are three full Governing Body meetings each school year. The Governing Body is split in to two committees – Quality and Standards and Resources. These committees meet every other term (assuming 6 terms in a year).

We are responsible for strategic planning, overall monitoring of the spending of the school's annual budget, ensuring the raising of educational standards, understanding data, including target setting and for ensuring all policies are reviewed as appropriate. We must also be aware of the morale and welfare of the staff and children.

The education system is always in a process of change and transition. Governors have an important part to play in supporting the Headteacher and staff in implementing changes and in holding the school to account, so we are each expected to attend the minimum of one training course each academic year. We are then able to report back at our meetings, on the area in which we have been trained, so that everyone benefits from the knowledge acquired.

Directed school visits by Governors, on topics agreed by the Governing Body, take place during school hours by arrangement with the Headteacher. Increasingly we have found the best way to do this is through designated governor visit days.

Team cohesion is a vital element of our development as a Governing Body. We want to be able to share and enjoy our responsibilities.

We are proud of the school and want to see every area of the school making progress. As a group of hard working, committed volunteers, let us aim to support the school to achieve this.

David Nixon, Sophie Gosden & Neil Small
Chair of Governors, Headteacher & Executive Head

SCHOOL VISION

Future statement

We want to be forever proud of our achievements by all our children past and present and all our staff past and present.

The vision discussion and statement is a chance to remember why we are here, how important we are, how influential we can be and how much freedom and responsibility we have.

EVERYONE has a large impact on the children's experience and perception of adults, how to behave, how to communicate, how to be.

This is our chance to pause and to reflect.

This is your chance to influence and think.

We ARE going to be the best school we can be.

We have and want our children to have high expectations.

We will take mistakes and turn them into success by creating independent children who have enquiring minds.

Through developing confidence, pride and respect we will all support and encourage, listen and innovate through clear direction on our journey to brilliance.

THE AIMS OF OUR SCHOOL

The school's main aim is to help and encourage all children to develop to their full potential. We achieve this by:

- Providing a warm, secure and welcoming environment;
- Developing in all our children an awareness of their personal responsibility to themselves and others;
- Encouraging all our children to make the best possible use of their own particular talents;
- Teaching good social behaviour and a proper regard for the right of others;
- Organising learning experiences which enable all our children to experience success;
- Providing a broad and balanced education;
- Monitoring our children's progress continuously and using the information gained to develop their learning;
- Providing experiences which develop our children's spiritual awareness;
- Working closely in partnership with parents.

For more information please read our staff handbook.



CHANGING LIVES

TKAT (The Kemnal Academies Trust) is a large Multi-Academy Trust based in the South of England with over 40 Primary and Secondary Academies in the TKAT Family.

THE TKAT VALUES

- Passion
- Collaboration
- Integrity
- Delivery

The key objective of TKAT is to ensure that the life chances of all pupils in our Academies are significantly improved as a result of our educational provision. TKAT is committed to providing outstanding teaching and learning to enable all pupils to meet the challenges of the twenty-first century.

- raising educational standards of progress and achievement
- exceptional teaching and leadership
- outstanding professional development
- effective support from the centre and school-to-school
- earned autonomy
- innovation and problem-solving

The Roles and Responsibilities of The Mill Primary Academy

Governing Body

Give the school direction by:

- determining aims and objectives;
- agreeing policies (where delegated by TKAT)
- planning for short and long-term;
- holding the school to account through monitoring and evaluating the effectiveness of the above;
- agreeing targets set by the school.

Ensure the school is well managed by:

- being aware of and respecting the different responsibilities of the Governing Body and the Headteacher;
- establishing clear procedures;
- delegating tasks to the right level;
- monitoring procedures.

Link with the community by:

- providing a three-way channel of advice and communication between parents, staff and governors.

Support the school by:

- having a relationship with the Headteacher and staff based on trust and mutual respect;
- being visible and credible with staff, parents and the local community;
- maintaining confidentiality and respecting corporate decisions.

The Governing Body is responsible for:

- conduct of the school;
- setting aims and objectives for the school;
- ensuring that the Curriculum is relevant and fit for purpose;
- ensuring that statutory requirements are carried out;
- finance, including the setting and monitoring of budgets;
- ensuring policies are in place, implemented and fit for purpose;
- complying with the requirements of OFSTED for school inspections;
- overseeing staff recruitment and appointment;
- delegation of certain powers to the Headteacher and / or committees;
- setting meaningful targets to ensure the continuing improvement of the school.

The Local Governing Body (LGB) is accountable to the board of TKAT as well as to the communities they serve.

Some of the above may be delegated.

The Role and Responsibilities of The Mill Primary Academy School Governor

The role and responsibilities of a Governor includes (but is not limited to) the following:

- Supporting the Headteacher and staff in providing meaningful and effective learning experiences for all our children;
- Taking responsibility with the entire Governing Body for carrying out collective statutory duties;
- Becoming familiar with the TKAT Scheme of Delegation which apply to our academy;
- Contributing personal skills and experience to enhance the knowledge of the Governing Body;
- Becoming a member of at least one committee or panel;
- Attending as many meetings of the Full Governing Body as possible;
- Making regular visits to the school in line with the Governing Body's policy on visits;
- Supporting school functions (productions, curriculum evenings, open days, Friends Association events etc.) whenever possible;
- Becoming familiar with the staff of the school;
- Acting as an ambassador for the school in the local community and beyond;
- Being actively involved in the life of the school through the points listed above.
- Upholding the TKAT values and vision

Every Governor has equal status within the Governing Body

The Role of the Chair of Governors

In addition to the areas outlined in 'The Role and Responsibilities of Governors' the Chair of Governors should:

- Ensure the business of the Governing Body is conducted properly, in accordance with legal and TKAT delegated requirements;
- Ensure meetings are run effectively, focusing on priorities and making the best use of time available, and to ensure that all members have an equal opportunity to participate in discussion and decision-making;
- Establish and foster an effective relationship with the Headteacher based on trust and mutual respect for each other's roles. The Chair has an important role in ensuring that the Governing Body acts as a sounding board to the Headteacher and provides strategic direction.

Governors disqualified from holding this position – the Headteacher, Staff Governors, pupils and anybody employed by the trust. This role is subject to approval by the Chief Executive Officer on behalf of the board of TKAT.

The Role of the Vice-Chair of Governors

In addition to the areas outlined in 'The Role and Responsibilities of Governors' the Vice-Chair of Governors should:

- Assist the Chair in their function thus keeping the work load to a reasonable level;
- Assist in the preparation of reports and other documents as required;

- Meet and support the Chair and Headteacher as required;
- In the absence of the Chair, chair meetings of the Full Governing Body;
- When the Chair is unavailable take urgent action on behalf of the Governing Body where necessary and inform all governors of any such action as soon as possible;
- When chairing the meeting of the Full Governing Body to have a second or casting vote should the need arise.

The Role of the Clerk to Governors

The key responsibilities and tasks of the clerk, who is appointed by the governing body, are:

- To work effectively with the Chair of Governors, the other Governors and the Headteacher to support the Governing Body;
- To advise the Governing Body on constitutional and procedural matters, duties and powers;
- To convene meetings of the Governing Body;
- To attend meetings of the Governing Body and ensure minutes are taken;
- To maintain a register of members of the Governing Body and report vacancies to the Governing Body;
- To give and receive notices in accordance with relevant regulations;
- To perform such other functions as may be determined by the Governing Body from time to time.

People disqualified from taking this role are: Governors, Associate Members, the Headteacher.

Role of Quality and Standards Governor

The Quality and Standards Governors will be responsible for carrying out tasks as indicated in the Year Planner including:

- Monitoring Literacy (reading and writing) and meeting with the lead teacher(s)
- Monitoring Maths and meeting with the lead teacher(s)

Reviewing:

- Curriculum arrangements
- Safeguarding arrangements
- Lunch/play arrangements
- Arrangements for staff CPD (continued professional development)
- Teaching, Learning and Assessment, feedback and marking policies
- Standards of work and quality of work, presentation and marking
- Foundation Stage provision
- and transition arrangements in to school and between classes and years

Role of Resources Governor

The Resources Governors will be responsible for carrying out tasks as indicated in the Year Planner including:

- Monitoring the Budget
- Monitoring reports by TKAT auditors
- Reviewing RIDOR reportable Accidents

Reviewing:

- the Single Central Record (SCR) of Recruitment and Vetting
- Appraisal, Performance Management and Capability Policy
- Progress on Health & Safety Action Plan
- Progress on Premises Action Plan

BOTH committees are responsible for any other tasks delegated to them by the Governing Body. Regular reports of activity will be made to the Governing Body at the earliest opportunity. BOTH committees will be appointed by the Governing Body at the start of each academic year.

Main principles – SEND (Special Educational Needs and Disabilities)

These are brief guidelines and are no way a comprehensive list.

- The school has a 'SENCO'. This post includes SEND, vulnerable groups and our developing Family Team.
- All pupils have access to the Full Curriculum. Differentiation is designed to meet the needs of individual learners (see Appendix).
- Inclusion is about the presence, participation and achievement of all children.
- The expectations for SEND children are the same as for those children without SEND. This expectation is the same regardless of the level of SEND.

For all children we:

- Collect assessment information and identify children who are stuck separate to those with Special Educational Needs or Disability. All the Interventions and the level of support are identified on the class provision map.
- Track progress and monitor effectiveness of teaching, including interventions and specialist support.

For pupils eligible for the Pupil Premium we:

- Track group interventions
- Track individual interventions
- Track additional support provided through this funding

The Academy will produce an annual report on Pupil Premium. Whilst the governors may wish to nominate one person for this key area the whole governing body needs to be clear about what the Academy is doing to ‘mind the gap’ with this additional funding.

Please see the Appendix for more information.

SEND

Staffing

Classes *generally* have a teaching assistant all morning. Please see the staff handbook for a full list of staff and classes. We have two classes in each year apart from Reception and Years 2 & 3. This will increase to three classes in all year groups as the school grows.

Reception have a teaching assistant all day.

Year 1 have a teaching assistant all day, although this may reduce depending on need.

The SENCO has some part time teaching assistants delivering speech and language programmes, maths and other interventions including behaviour support. There is currently part time Nurture support.

All our teaching assistant staffing is based on need. Some flexibility is built in where we are able, in order to deal with unexpected need and regular reviews of provision are undertaken.

All teaching assistants are used to help children make good progress. They are timetabled and directed towards children who need specific support.

For further details please see our SEND handbook.

Achievement

We want our children, firstly, to be 'Life-long Learners'. To achieve this, we believe our children must:

- be self-motivated and self-disciplined.
- have the skills to seek out knowledge and information.
- achieve the best they are able to.
- experience a broad, rich, challenging curriculum and a range of experiences.
- be ready to meet the demands of the future.
- be able to work with a variety of people to achieve an end result.
- be able to communicate effectively what they know.

N.B. Our work with the children at all ages is planned carefully to meet these aims.

Composition of the Local Governing Body

Type and Number of Governor	How Selected	By Whom	Term in Office in Years
2 x Parent	Elected	Parents	4
2 x Staff	Elected	Elected by Staff	4
1 x Staff	Appointed	Headteacher	permanent
4 x Ordinary Governors	Appointed	Governing Body	4

- A governor is disqualified from office if he / she fails to attend, without the consent of the Governing Body, all meetings for a continuous period of six months from the date of the first meeting that he / she misses.
- A governor who resigns must inform the Clerk to the Governing Body in writing.

TKAT contacts for Governors

Name	Title	Email address
Mrs Karen Roberts	CEO	
Mrs Liz Harrison	Deputy CEO	
Mr David Linsell	Director of Education with responsibility for Governance	david.linsell@tkat.org
Mrs Claire Lee	Lead Clerk for governors	claire.lee@tkat.org

The Governors Intranet can be found online at:

<https://insight-gov.tkat.org>

Clerk to Governors:

Email: clerk@themill-tkat.org

Telephone: 01293 571893

Organisation of the Governing Body

In order to be more efficient, the Governing Body has delegated some powers and responsibilities to individual Governors who will report to the Governing Body. Ad Hoc panels will be used for advisory purposes where necessary and will report to the Full Governing Body on all decisions made.

Governing Body	three meetings per year (minimum)
Committees	three times a year (minimum)
Ad hoc panels	meetings as required

The agendas will always be kept to minimum and reading of policies etc. will have to be done in advance.

Governor Visits

- We try and arrange governor visit days where all governors attend and have a chance to talk about what they find.
- Governors are also encouraged to participate in or attend whole class events such as outings, productions or assemblies.
- Governors do not have an automatic right to enter school and should be prepared to negotiate the timing of a visit. Each Governor should liaise firstly with the Headteacher and then with the class teacher with regard to the timing, purpose and content of their visit.
- The purpose of a visit is to learn. Governors should be prepared to take part in the activities of the classroom with the children and alongside the teacher.
- Governors may wish to request some time with the Headteacher in association with the class visit.
- After a visit a report should be written (using the proforma provided) for circulation to the governing body and given in draft, in the first instance, to the Headteacher.
- Governors are reminded that they are not 'inspectors' or education professionals and therefore should not make written or verbal judgements on what they perceive to be the quality of teaching or learning.
- In addition to the above all Governors should make themselves familiar with the working of the school and should be seen to support the school by attending events and fund-raising activities.

The Mill Primary Academy School Governors

Meeting Timetable – 2018/19

Full Governing Body
Resources Committee
Quality & Standards Committee

	Date	Committee Structure
TERM 1	26 th September 2018	LGB
	15 th October 2018	Governor Visit Day
TERM 2	14 th November 2018	Quality & Standards
	28 th November 2018	Resources
TERM 3	16 th January 2019	LGB
TERM 4	13 th March 2019	Quality & Standards
	27 th March 2019	Resources
TERM 5	24 th April 2019	LGB
TERM 6	5 th June 2017	Resources
	10 th June 2019	Governor Visit Day
	10 th July 2019	LGB

The Mill Primary Academy School Governors

Governor School Visit Record (can be found on the school website under Governors)

Good Governance Reminders: <ul style="list-style-type: none">• Agree date of visit Headteacher/SMT/Staff Member• Minimise disruption to the school• Give key personnel time to prepare for meeting		
Name(s):		Date of Visit:
School Improvement Plan/Reference(s):		
Success Criteria:		
Key Personnel Met:		
Position	Name	✓ Confirm Meeting

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Report
Follow up action agreed with Headteacher:

Signed: _____

Governor: _____

Headteacher: _____

Date: _____

Monitoring Questions For Governors

Standards

- How is our school currently performing?
- Are our children making better than expected rates of progress?
- How do standards in year groups, classes, and/or subjects compare with national standards?
- How does the school's performance compare with the National data?
- How does the school's performance compare with that of similar schools?
- How does the school's current performance compare its previous performance?
(*What is the trend in results over the last three years?*)
- Have some subjects/year groups shown a marked improvement this year? ***If so, why?***
- Are some groups of pupils doing better than others? ***If so, why? (e.g. looked after children, gender, ethnicity, SEN)***
- What are the attitudes of pupils towards their learning?

Quality of Teaching

- How do teachers plan their lessons?
- How do teachers ensure that all pupils are appropriately challenged?

- How do teachers explain to pupils what they are going to teach?
- How do teachers keep track of progress?
- What do teachers do when they see pupils underachieving?
- To what extent do teachers seek the views of their pupils about learning?
- Does the school know what teaching styles work and why?
- What professional support do teachers get to help them teach more effectively?
- How do the support staff, contribute to teaching and learning?
- How do the support staff, support pupils to ensure they have equal opportunities to learn and develop?
- How do support staff, support pupils to help them make their own decisions and take responsibility for their own actions.
- What professional support do support staff get to help to maintain and improve their contribution to raising pupil achievement?

The Mill Primary Academy School Governors

Standing Orders of The Mill Primary Academy School Governing Body

Roles and Responsibilities

The governing body is responsible for fulfilling strategic duties and supporting and constructively challenging the Headteacher. The Headteacher maintains all day-to-day management responsibility of the school.

The governing body will monitor the progress of the school.

Composition

The composition of the governing body of The Mill Primary Academy School is determined by the Instrument of Government. The Clerk to the Governing Body will provide governors with a copy of the Instrument of Government.

Chairperson

The governing body shall decide the term of office for the chairperson. This will be one year in normal circumstances. The chairperson shall cease to hold office in the event that they cease to be a governor.

Vice-Chair

The governing body shall decide the term of office for the vice-chair. This will be one year in normal circumstances. The chairperson shall cease to hold office in the event that they cease to be a governor.

Elections for chair and vice-chair

In advance of the elections for chairperson and vice-chairperson the governing body shall determine the process. This process shall incorporate a secret ballot in the event of a tie for nominations. In the event of a secret ballot the chair and vice-chair shall withdraw from the vote.

Nominations for chairperson shall be sought by the Clerk to the Governing Body in advance of the meeting at which the election is due to take place. In the event that no nominations are received a member of the governing body shall act as a chairperson for the meeting and the election will be adjourned until the next meeting.

During the election the clerk to the governing body shall act as chairperson.

In the event that the chairperson is absent the Vice-Chair shall conduct the meeting.

In the event that both Chairperson and Vice-Chair are absent, a member of the governing body shall act as chairperson for that meeting.

Should the Chair of the governing body resign or have to relinquish his/her office a successor will be appointed at the next full governing body meeting. The Vice-Chair will act as chairperson until the next meeting when an election can take place. If no successor can be appointed, the Vice-Chair will continue to act as Chair until the next meeting.

In the event that both the Chairperson and the Vice-Chair resign from office or have to relinquish their office the governing body shall hold a special meeting within ten days.

The chairperson can be removed from office by the governors following the procedures set out in [Regulation 9 of the School Governance \(Roles, Procedures and Allowances\) \(England\) Regulations 2013](#).

Election and appointment of new governors

Election of staff and parent governors is undertaken in accordance with the guidance established by TKAT. TKAT has delegated its responsibility for these elections to the Headteacher who may in turn delegate it to another person. The Clerk to the governing body shall manage the election process.

The governing body has responsibility for the appointment of co-opted governors. When appointing co-opted governors the governing body shall take into account the skills and expertise of the applicants.

The governing body reserves the right to appoint associate members to serve on the governing body for a period of one to four years subject to voting limitations outlined in the regulations.

The governing body shall ensure induction of new governors by following the Induction Policy. The clerk shall issue an induction pack as identified in the policy to all new governors and assign a mentor.

Suspension of governors

The governing body may agree to suspend a governor for a period of up to six months under prescribed reasons in accordance with the [School Governance \(Roles, Procedures & Allowances\) \(England\) Regulations 2013](#).

Governing Body Meetings

The governing body will hold a full governing body meeting at least three times in one academic year.

Meetings of the governing body shall be set for an academic year at the first (administrative) meeting of the full governing body in September.

Full governing body meetings shall start at a time that is acceptable to all members of the governing body and agreed at the first full governing body meeting of the academic year. Start time of meetings is currently 4.30 p.m.

The quorum for governing body meetings is 50% of the governors in post. Meetings which are inquorate shall not go ahead. Meetings that become inquorate may go ahead but no decisions may be taken.

All meetings shall be convened by the clerk to the governing body as set out in regulation 13 of the School Governance (Roles, procedures & allowances) (England) Regulations 2013. This is subject to direction from the Chair in the event of the need for an urgent meeting.

Any three members of the governing body may request a meeting by submitting a written request to the clerk to the governing body outlining the purpose of the meeting.

The governing body shall receive written notice of the meeting together with the agenda and supporting papers no later than seven clear days before the meeting. In the event that the Chairperson has convened an urgent meeting this regulation shall be disregarded.

The governing body has agreed that it is acceptable to send agendas and supporting papers via e-mail provided the governing body members are able to receive electronic information.

Agenda

The agenda for the full governing body meeting shall be prepared by the clerk in consultation with the Chair of governors and Headteacher.

Any member of the governing body may request an item to be included on the agenda by writing to the clerk.

Any other urgent business

Where urgent items need to be raised that are not covered elsewhere on the agenda a governor may raise the item under urgent business. If the item is not urgent or is not deemed urgent by the governing body it shall not be discussed and will be included on the agenda of the next meeting. Matters for inclusion in A.O.B. should be notified to the Clerk at least 48 hours prior to the meeting whenever possible.

Attendance at meetings

The clerk to the governing body will keep a record of all attendances at governing body meetings.

In the event that a governor is unable to attend a meeting that governor must contact the clerk directly to offer apologies. If the governor is not able to contact the clerk then that governor should contact the chairperson or, as a last resort, the school office.

Where a governor has offered apologies for absence the governing body will decide whether the apology should be accepted and this shall be shown on the minutes of the meeting.

If a governor fails to attend meetings for a continuous period of six months and has failed to submit apologies or the governing body has not accepted those apologies, the governor shall be disqualified in accordance with the regulations.

Governors, headteacher where s/he is not a governor, the clerk and associate members are the only persons legally entitled to attend a governors' meeting unless the governing body has specifically invited somebody.

In the event that the Headteacher is unable to attend a meeting an Assistant Headteacher may attend on the headteacher's behalf.

The governing body may request any non-governor (including Associate Members) to leave the meeting at any time.

Meeting Minutes

The clerk to the governors shall take minutes of all meetings. In the clerk's absence a governor [excluding the headteacher] may offer to take the minutes on that occasion.

Where an item is confidential they shall form a separate minute on separate (pink) paper and be filed separately.

Minutes shall be kept consecutively in a loose-leaf file. The file shall be stored at the Headteacher's office.

The meeting minutes shall be produced within seven days and be sent to the Chairperson of the meeting for approval. Once approval has been received the minutes shall be circulated to every member of the governing body within 14 days of the meeting.

The governing body shall approve the minutes at the next meeting and minutes will be signed by the Chair of the meeting to which those minutes relate.

Approved minutes (except confidential items) shall be available for public inspection in accordance with the regulations.

Correspondence

The governing body will determine who may write letters on behalf of the governing body.

In the event that the Chairperson has taken Chair's action for an urgent item of correspondence the chairperson shall report to the full governing body at the next meeting.

Decision Making

All decisions must be made by the corporate governing body unless the governing body has delegated the function to a member or members of the Governing Body.

Governors may agree alternative arrangements for governors to participate or vote at meetings of the Governing Body, for example by telephone or video conference, where necessary.

A simple majority decides the outcome of any vote and in the event of a tie the chairperson shall have the casting vote. (This does not apply when it relates to a selection panel vote for recommendation of the appointment of Headteacher or Deputy Headteacher).

Decisions of the governing body are binding upon all members.

Business and Pecuniary Interests

A register of pecuniary interests will be held by the clerk. At the business meeting at the start of the academic year each governor shall be required to sign a Pecuniary Interest Form. New governors shall be required to sign a Pecuniary Interest Form.

Business Interests will be a standing agenda item and governors are required to declare any business or personal interest in any agenda item.

Any person entitled to attend a full governing body meeting (including associate members and the headteacher where s/he is not a governor) must withdraw and not vote where there could be a conflict of interest between the individual and the governing body.

Delegation of Functions

No individual governor may take action unless that action has been formally delegated to the individual governor by the governing body.

Delegation of functions shall be reviewed annually by the governing body.

The governing body shall act in accordance with the **School Governance (Roles, Procedures & Allowances) (England) Regulations 2013** when agreeing delegation.

Committees

The governing body shall review **any** committee structure annually.

Each committee shall have terms of reference to which the committee must adhere.

Each committee shall be clerked by the clerk to the governing body.

The members of The Mill Primary Academy School Governing Body shall adhere to these standing orders and all policies agreed by the governing body at all times. September 2018

Scheme of Delegation of The Mill Primary Academy School Committees

Title: Finance and Resources

Membership:

The committee shall consist of not fewer than three Governors plus the Executive Headteacher. The Chair shall be elected by the Committee.

Quorum:

Three Governors (two of whom must be non-staff governors)

Meetings:

The Committee shall meet at least three times a year, prior to the main Governing Body meeting and otherwise as required. Agenda and minutes to be produced by the Chair, the Executive Headteacher and the Clerk as necessary.

Terms of Reference:

- 1 To provide guidance and assistance to the Head and the Governing Body in all matters relating to budgeting and finance, school premises and grounds and health and safety.
- 2 To prepare and review financial policy statements, including consideration of long-term planning and resources.
- 3 To consider each year's annual management plan priorities and present an annual budget reflecting the School Improvement Plan to the Governing Body for approval.
- 4 To monitor the income and expenditure of all funds, including budget share and any other funds devolved by the Education Funding Agency (EFA), and report the financial situation to the Governing Body three times a year.
- 5 To recommend the level of delegation to the Head for the day-to-day financial management of the school.
- 6 To be able to import a new working budget and make minor changes up to a value of £5,000.
- 7 To receive and, where appropriate, monitor the adoption of any recommendations from periodic audit reports of public funds.

Guidelines for Committees

- 1 Dates for meetings to be set annually by the Headteacher & Chair of Governors at the end of the preceding academic year
- 2 The Committee to elect its own Chair and Vice-Chair (this may not be the Headteacher) and procedures for minute taking to be arranged at the first meeting of the year.
- 3 Agendas to be agreed by the Chair and appropriate member of the Senior Leadership Team for distribution to all Governors at least one week before the meeting.
- 4 Minutes to be produced within two weeks of the meeting for distribution prior to the main Governors Meeting when the Chair of the Committee should give a short oral report on agreed action points.
- 5 Members of staff to be invited to attend meetings as appropriate.

Title: Quality and Standards

Membership:

The committee shall consist of not fewer than three Governors. The Chair shall be elected by the Committee.

Quorum:

Three Governors (two of whom must be non-staff governors)

Meetings:

The Committee shall meet at least three times a year, prior to the main Governing Body meeting and otherwise as required. Agenda and minutes to be produced by the Chair, the Executive Headteacher and the Clerk as necessary. We would expect to invite speakers and other interested parties to attend or join the committee as appropriate.

Terms of Reference:

1. To agree Performance Targets set by the school.
2. To ensure that data tracking and monitoring systems are secure and robust.
3. To ensure that Quality Assurance systems are in place to monitor the standards of teaching and learning and curriculum provision.
4. To ensure that the school curriculum meets the needs of all students and is delivered effectively and provides value for money.
5. To review developments with stakeholders, within the community and with all partners.
6. To ensure that structures are in place for the support of all students, including those with Special Educational Needs.
7. To ensure students receive appropriate guidance.
8. To provide support and guidance to the school in developing policies and programmes for PSHE, personal effectiveness, community cohesion, citizenship and transition from school to the wider world in the context of equality and diversity.

Guidelines for Committees

1. Dates for meetings to be set annually by the Headteacher and Clerk at the end of the preceding academic year
2. The Committee to elect its own Chair and Vice-Chair and procedures for minute taking to be arranged at the first meeting of the year.
3. Agendas to be agreed by the Chair and appropriate member of the Senior Leadership Team for distribution to all Governors at least one week before the meeting.
4. Minutes to be produced within two weeks of the meeting. They will be made available as soon as they have been agreed and distributed to all governors prior to the main Governors Meeting when the Chair of the Committee should give a short oral report on agreed action points.
5. Members of staff to be invited to attend meetings as appropriate.

Appendix – Pupil Premium

Purpose

The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Accountability

The government believes that headteachers and school leaders should decide how to use the pupil premium. They are held accountable for the decisions they make through:

- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium
- the reports for parents that schools have to publish online

How schools present the information in their online statement is a matter for each school. There is certain information that must be in the report: the school's pupil premium allocation 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 impact of this expenditure on the educational attainment of those pupils at the school, in respect of whom grant funding was allocated. You can link to examples of reports schools have produced from this page to get different ideas for how the information can be presented.

Funding

In most cases the pupil premium is paid direct to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what additional provision their pupils need.

For pupils from low-income families in non-mainstream settings the local authority decides how to allocate the pupil premium. The authority must consult non-mainstream settings about how the premium for these pupils should be used.

Local authorities are responsible for looked after children and make payments to schools and academies where an eligible looked after child is on roll.

Details of the arrangements for funding the pupil premium, including allocations at school level, parliamentary constituency level and local authority level can be found using the links on this page. A [template](#) document is also available from www.education.gov.uk.

Appendix – Differentiation

Differentiation – a definition

‘Differentiation is the matching of work to the differing capabilities of individuals or groups of pupils in order to extend their learning.’

Ofsted

In school there are three main categories of differentiation:

- By task – setting different tasks for pupils of different ability. This category can focus on the same topic/ learning objective or may be entirely different work.
- By outcome – setting open-ended tasks, allowing pupil response at different levels.
- By support – giving more help to an individual or a small group, or to certain pupils within a group.