



Governors' Handbook

Incorporating the Constitution and Standing Orders
for the Procedural Workings of the Governing Body

2017 – 2018

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These Standing Orders are made with reference to National Governors Association (NGA) Guidelines and in accordance with The School Governance (Roles, Procedures & Allowances) (England) Regulations 2013 Statutory Instrument, which came into effect on 1st September 2013.

(<http://www.legislation.gov.uk/ukxi/2013/1624/contents/made>)

Additional Guidance is also followed with reference to "Governance handbook for academies, multi-academy trusts and maintained schools" published in January 2017.

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/582868/Governance_Handbook_-_January_2017.pdf)

The Core Functions of the Governing Body

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff; and
3. Overseeing the financial performance of the organisation and making sure its money is well spent.

THE GOVERNING BODY WILL UNDERTAKE THE FOLLOWING STRATEGIC FUNCTIONS:

Establishing the strategic direction, by:

- Setting and ensuring clarity of vision, values, and objectives for the school(s)/trust
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties

Ensuring accountability, by:

- Appointing the headteacher
- Monitoring the educational performance of the school/s and progress towards agreed targets
- Performance managing the headteacher
- Engaging with stakeholders
- Contributing to school self-evaluation

Overseeing financial performance, by:

- Setting the budget
- Monitoring spending against the budget
- Ensuring money is well spent and value for money is obtained
- Ensuring risks to the organisation are managed

Aims and Values of Norley CE Governing Body

- The governing body has an ambitious vision for the success of Norley C E Primary School which will ensure that all children will be happy and safe in school, be enthusiastic learners and reach their full potential. It has the very highest of expectations for the standard of education provided to promote the best possible levels of attainment, progress and outcomes for all children; where teachers are developed to become outstanding professionals, who inspire, motivate, recognise each child's specific needs, and create appropriate levels of educational challenge for all pupils.
- The governing body has the highest expectation of good, kind, caring, courteous and dignified pupil behaviour; where all children are respectful of adults, show tolerance and respect for one another's rights and opinions, abide by the general school rules and, in taking responsibility for their own actions, behave within the spiritual, moral, cultural, social values and fundamental Christian ethos of a Church of England school.
- To fulfil these aims, the governing body undertakes to provide a strong and effective strategic leadership, working closely with the Head Teacher, Chester Diocesan Board of Education, the Local Authority and with regards to the guidance of The National Governors Association (NGA) to ensure that staff, pupils, school finances, resources and the school premises are well managed, all specific barriers to learning are overcome and a rich, interesting, stimulating and appropriately challenging curriculum is provided to engage all children into learning and achieving their attainment level targets. The governing body will also rigorously ensure the safeguarding of all children who attend the school and will always act in the best interests of their welfare and wellbeing.

Strategic Vision / Direction

As at September 2017, the Governing Body has a dual, shared vision to drive the school forward:

1. For Norley CE Primary school to move to being recognised as an outstanding school.
2. To enable pupils of the school to experience and reap the benefits of both mixed year teaching and single year teaching in smaller class sizes.

Code of Conduct

This updated and revised code of Conduct has been adopted by the governing board of Norley Church of England Primary School on 23rd November 2017.

AS INDIVIDUALS ON THE BOARD WE AGREE TO THE FOLLOWING:

Role & Responsibilities

- We understand the purpose of the board and the role of the executive leaders.
- We accept that we have no legal authority to act individually, except when the board has given us delegated authority to do so, and therefore we will only speak on behalf of the governing board when we have been specifically authorised to do so.
- We accept collective responsibility for all decisions made by the board or its delegated agents. This means that we will not speak against majority decisions outside the governing board meeting.
- We have a duty to act fairly and without prejudice, 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 the community and other schools.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school. Our actions within the school and the local community will reflect this.
- In making or responding to criticism or complaints we will follow the procedures established by the governing board.
- We will actively support and challenge the executive leaders.
- We will accept and respect the difference in roles between the board and staff, ensuring that we work collectively for the benefit of the organisation;
- We will respect the role of the executive leaders and their responsibility for the day to day management of the organisation and avoid any actions that might undermine such arrangements;
- We agree to adhere to the school's rules and policies and the procedures of the governing board as set out by the relevant governing documents and law.
- When formally speaking or writing in our governing role we will ensure our comments reflect current organisational policy even if they might be different to our personal views;
- when communicating in our private capacity (including on social media) we will be mindful of and strive to uphold the reputation of the organisation

Commitment

- We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the governing board, and accept our fair share of responsibilities, including service on committees, panels or working groups.
- We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.
- We will get to know the school well and respond to opportunities to involve ourselves in school activities.
- We will visit the school, with all visits arranged in advance with the headteacher and undertaken within the framework established by the governing board.
- When visiting the school in a personal capacity (i.e. as a parent or carer), we will maintain our underlying responsibility as a governor.
- We will consider seriously our individual and collective needs for induction, training and development, and will undertake relevant training.
- We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school's website.
- In the interests of transparency we accept that information relating to governors will be collected and logged on the DfE's national database of governors (Edubase).

Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other governors, the clerk to the governing board and school staff both in and outside of meetings.
- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
- We are prepared to answer queries from other board members in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- We will seek to develop effective working relationships with the executive leaders, staff and parents, the trust, the local authority and other relevant agencies and the community.

Confidentiality

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school.
- We will exercise the greatest prudence at all times when discussions regarding school/trust business arise outside a governing board meeting.
- We will not reveal the details of any governing board vote.
- We will ensure all confidential papers are held and disposed of appropriately.

Conflicts of interest

- We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing board's business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time.
- We accept that the Register of Business Interests will be published on the school's website.
- We will also declare any conflict of loyalty at the start of any meeting should the situation arise.
- We will act in the best interests of the school as a whole and not as a representative of any group, even if elected to the governing board.

Ceasing to be a governor

- We understand that the requirements relating to confidentiality will continue to apply after a governor leaves office.

BREACH OF THIS CODE OF CONDUCT

- If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the governing board will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- Should it be the chair that we believe has breached this code, another governing board member, such as the vice chair will investigate.

THE SEVEN PRINCIPLES OF PUBLIC LIFE

(Originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations).

- **Selflessness** - Holders of public office should act solely in terms of the public interest.
- **Integrity** - Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.
- **Objectivity** - Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.
- **Accountability** - Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
- **Openness** - Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.
- **Honesty** – Holders of public office should be truthful
- **Leadership** – Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

Membership

The Membership for the Governing Body of Norley CE Primary School has been agreed in accordance with the Instrument of Government (Appendix 1) and is as follows:

Name of Governor	Governor Category	End of Term of Office
Mrs Helen Kelly	Head Teacher	N/A
Martin Hoban	Staff	1 September 2019
Mrs Deryn O'Connor	LA	13 June 2021
Mr Peter Rugen (Vicar)	Foundation (Ex Officio)	N/A
Mrs Natalie Eastwood	Foundation (PCC appointed)	1 September 2021
Mr Roger Hoyle	Foundation (PCC appointed)	1 September 2021
Mrs Charlotte Blinkhorn	Foundation (PCC appointed)	3 October 2020
Mrs Gail Young	Foundation (PCC appointed)	3 October 2020
Mrs Julian Osborne	Foundation (PCC appointed)	29 June 2021
Vacancy	Foundation	
Vacancy	Foundation	
Mrs Harriet Pearson	Parent	1 September 2021
Mrs Linzi Garrett	Parent	29 June 2021
Mr Paul Corbishley	Parent	29 June 2021

Quorum: 7 Governors / One half of the number of governors in post

Elected Chair of the Governing Body: Natalie Eastwood for a term of 1 year

Elected Vice-Chair of the Governing Body: Harriet Pearson for a term of 1 year

Shadow Chair & Vice Chair of the Governing Body: Paul Corbishley

Elected Clerk to the Governing Body: Elaine Dobinson-Evans

Associate Member & Clerk to Business & Resources and Curriculum & Community Committees: Julie White (School Bursar)

Elected Clerk to the Pay Committee / HTPM: Deryn O'Connor

MEMBERSHIP APPROVAL & REVIEW DATES:

Introduction completed by (Shadow) Governing Body	16 th April 2013
Next review due	Autumn Term 2014
Review date completed	21.11.14
Next review due	Autumn Term 2015
Review date completed	26.11.15
Full constitution & standing orders document reviewed and updated	10.03.16
Next review due:	Autumn Term 2016
Full constitution & standing orders document reviewed and updated following restructure of committees	24.10.17
Next review date:	Autumn Term 2018

Terms of Reference for the Full Governing Body

- **To agree constitutional matters***, including procedures where the Governing Body has full discretion and responsibility.
- To work within the guidelines outlined in “A Governors’ Guide to the Law” and according to the advice and recommendation of Chester Diocesan Board of Education, CWAC & National Association of Governors.
- To ensure that the vision ,aims, values, ethos, and strategic direction of the school are clearly defined and followed.
- To provide outstanding strategic leadership and support for the school
- Set, monitor and targets within the School Development Plan (SDP) and evaluate their success or failure through rigorous Self Evaluation (SEF).
- To annually self review the effectiveness of the Governing Body.
- To recruit new members as vacancies arise and **to appoint new governors*** where appropriate
- **To hold at least three Governing Body meetings a year***
- **To appoint or remove the Chair and Vice Chair***
- **To appoint or remove a Clerk to the Governing Body***
- **To establish the committees of the Governing Body and their terms of reference***
- To appoint the Chair of any committee (*if not delegated to the committee itself*)
- **To appoint or remove a Clerk to each committee***
- **To suspend a governor***
- **To decide which functions of the Governing Body will be delegated to committees, groups and individuals and review the delegation arrangements annually***
- **To receive reports from any individual or committee to whom a decision has been delegated and to consider whether any further action by the Governing Body is necessary***
- **To approve the first formal School Budget of the financial year.***
- Ensuring the sound, proper & effective use of the school's financial resources.
- To keep the Health and Safety Policy and its practice under review and to make revisions where appropriate
- To approve, monitor, evaluate and review all school policies.
- To accept its responsibilities as the employer of all staff employed within the school (*The Governing Body of a Voluntary Aided School is legally the employer*). Reference will be made to the DFE document “*Guidance on Managing Staff Employment in Schools*” and the purchased HR support of the Local Authority .
- To manage the Pupil Admission Number (*The Governing Body of a Voluntary Aided School is its own Admissions Authority*).
- Safeguarding Children (*With reference to HM Government publication “ Working Together to Safeguard Children – published March 2015, updated February 2017*)
- Pupil/Staff Attendance
- To appoint the panel for the Head Teachers Performance Management Appraisal. Ensuring that the head teacher performs her responsibilities for the educational performance of the school well.
- Accountable for the setting and monitoring of targets, the standards in teaching and pupil attainment, progress and behaviour (*with reference to Ofsted -The framework for school inspection, SIAS inspections, School Improvement Advisor, The National Curriculum, Government Standards for Teachers*).
- To achieve strong links and maintain a high profile within the village community of Norley.

- To maintain strong links with St John The Evangelist Church , Norley

***these matters cannot be delegated to either a committee or an individual**

Disqualification – as per Regulation 20 and Schedule 6 of the Constitution Regulations

The Terms of Reference were originally agreed by the Shadow Governing Body on: 16th April 2013 and were adopted thereafter at the first full GB meeting , held 21st November 2013. They are now reviewed annually.

Meetings of the Governing Body

- The full Governing Body should meet at least three times a year: once in each term Autumn, Spring and Summer and after the termly meetings of the following subcommittees:
 - Business & Resources
 - Curriculum & Community
- The Pay committee will meet twice a year: once to determine the pay policy and again to make decisions regarding pay recommendations.
- The Head Teachers performance Management Committee will meet twice a year: once to review the previous year’s targets, make pay recommendations to the pay committee and agree new targets, and again mid-year for an interim review.
- Other meetings such as complaints panel etc. take place on an adhoc basis as and when necessary.

Governor Skills

- Governor membership for committees and panels will be decided upon based on the previous experience of each governor and their skills / attributes.
- Governor skills will be audited using the NGA Governing Board Skills Audit ([https://www.nga.org.uk/Services/Clerking-Matters/Clerk-to-governors/Skills-Audit-\(1\).aspx](https://www.nga.org.uk/Services/Clerking-Matters/Clerk-to-governors/Skills-Audit-(1).aspx)) (Appendix 2)
- New Governors will be requested to complete a skills audit either on application or appointment.
- The Governing Body agrees that the skills audits of existing governors will be reviewed either every 2 years or if there has been a change in the skills set for a governor, whichever is sooner.
- Completed Governor skills audits will be collated and kept by the Chair of Governors.
- The Chair will use the skills audit and matrix in order to identify desired skills when any governor vacancy arises.

Election of Chair and Vice-Chair

- The Regulations say that, when the office of Chair or Vice-Chair becomes vacant, the governing body must elect a new Chair or Vice-Chair at their next governing body meeting.
- This process would apply, even if an existing Chair or Vice-Chair was re-appointed after a term of office came to an end. The office of Chair or Vice-Chair would be deemed to have become vacant on the date the term of office ended and an election process must be undertaken. This does not, of course, prevent a re-appointed governor from standing again and being re-elected to the office, if governors so wish.
- The clerk to governors chairs the meeting for the item to elect the Chair. The Chair takes over the meeting, once elected, including the item to elect the Vice-Chair.
- Disqualification: A governor who is paid to work at the school is not eligible for the office of Chair or Vice-Chair.
- The Governing Body resolves that the following process will apply to the election of Chair and Vice-Chair:
 - Governors will be able to submit written nominations prior to the full governing body meeting and/or verbal nominations at the meeting.
 - A Governor can nominate him/herself for office and does not need to be present at the meeting to be considered.
 - Nominee(s) will be asked to leave the room whilst the election process takes place.
 - If there is more than one nominee, the remaining governors will take a vote by a secret ballot and the clerk will tally the votes.
 - The nominee(s) will return to the meeting.
 - The clerk will announce the result, with the nominee polling the majority of votes being duly elected.
 - If there is a tie, each candidate will be given the opportunity to speak to the governors about their nomination and a further vote would be taken.
 - If there is still a tie, governors should discuss the strengths of the nominees further, and another vote will be taken. This process will repeat until a nominee polls a majority of the votes.

Terms of Office

CHAIR & VICE CHAIR

- The Chair and Vice Chair of Governors will have a term of office of a minimum of 1 year; the period to be decided by the Governing Body at their first meeting, usually held in the Autumn Term.
- The term of office will end on the date of the first meeting of the governing body after the first anniversary of his/her election or at the end of his/her term of office as a governor, whichever date is earlier.

OTHER CATEGORIES OF GOVERNORS

- The Governing Body resolves to have the same terms for all categories of governor (with exception of the ex officio appointment). The agreed term is four years.
- Associate Members can be appointed to the Governing Body and co-opted to specific committees.
- It is permitted that observers attend Part 1 of meetings.
- Any agreement in relation to these matters will be included clearly in the minutes at a full Governing Body meeting.

Appointment of the Clerk

- The Regulations require all governing bodies to appoint a clerk with a view to ensuring their efficient functioning. The clerk must have regard to the nature of the governing body's functions.
- The Clerk may not be a governor, an associate member of the governing body or the head teacher of the school.
- [The Governing Body resolves that the Clerk to the Governing Body is Elaine Dobinson-Evans](#)
- The key responsibilities of the clerk are:
 - Convening & attending meetings
 - The overall proceedings of meetings - ensuring that minutes are produced for approval of the Governing Body at its next meeting.
 - Formal removal of the chair or vice-chair from office
 - Formal Suspension of a governor
 - Maintain a register of membership of the Governing Body and report any vacancies at each meeting
 - Perform any specific tasks determined by the Governing Body
- The clerk to the governing body should ensure that the work of the governing body complies with the Regulations and all governors should receive a copy of "A Guide to The Law for School Governors" for reference.

Quorum

- Decisions cannot be taken at a full governing body meeting unless a minimum number (quorum) of governors is present. At least half of governors currently in post must be present for the meeting to be legal.
- Quorum for committee / panel meetings are determined within the committee details following.

Governor Training

- All Governors are encouraged to attend relevant training.
- The clerk and school bursar will provide details of available trainings to all Governors.
- The school bursar will book any relevant trainings as requested and keep a record of all governor trainings attended.
- Details of Governor trainings will be reported termly to the full GB.

Committees and Working Parties

DEFINITIONS

A **committee** of the Governing Body is set up with delegated powers, with the governing body deciding its membership, the procedures for appointing its Chair, what powers it will have, whether it will include associate members and, if so, whether they may vote. *This information must be included in the minutes at a full Governing Body meeting.* The Governing Body remain responsible for any decisions taken by committees and these decisions must be reported back to the full governing body at their next meeting. The establishment, terms of reference, constitution and membership of committees must be reviewed annually. The Chair of each committee must also be appointed annually.

A **working party** of the Governing Body is set up with the Governing Body deciding its membership and the topics it will discuss. A working party cannot make any decisions nor have any delegated powers. A working party can only bring recommendations to the full governing body (or a relevant committee if responsibility has been delegated to a committee) for approval.

MEMBERSHIP OF SUB-COMMITTEES:

- The Terms of Reference and agreed memberships of all committees are included within these **standing orders**.
- A Chair must be appointed each year to each committee, The Governing Body agrees to delegate this task.
- The Governing Body is required to appoint a clerk to each committee and delegates this decision to each committee. This cannot be the head teacher but can be another governor and could be shared between named governors.
- The Head Teacher is an Ex Officio member of every committee.

- A 'skills audit' form will be completed by each governor to enable them to be placed on the most appropriate committee / undertake an area of individual delegated responsibility most closely matched to their area of expertise , experience and interests.
- The Regulations state that the minimum quorum for committee meetings shall be three governors. If a higher quorum has been decided upon by the governing body this is noted within the committee reference.
- In the case of the Staff Dismissal Panel the quorum should be three governors, unless there are not enough governors who have not been involved in any previous action or decision connected with the dismissal, when the decision can be delegated to two governors. This also applies to the Staff Dismissal Appeals Panel but there should be no fewer governors than made the initial decision.

GOOD PRACTICE FOR COMMITTEE MEMBERSHIP

- A member of staff is not appointed to the Employee Grievance, Staff Dismissal and Staff Dismissal Appeals Panels
- The head teacher is not appointed to the Pupil Discipline Panel
- A member of staff is not appointed to any committees/panels responsible for : Personnel; Pay Review; Admissions

GOOD PRACTICE FOR COMMITTEE MANAGEMENT

- Agendas should be circulated to all committee members at least seven days in advance of the meeting.
- Committee papers should be available to all governors (not just those on the committee).
- Minutes should be circulated to all governors (not just those on the committee) within two weeks of the date of the meeting.
- Minutes should be signed by the Committee Chair at the next committee meeting to verify that the minutes are a true record.
- Any governor may attend a committee meeting but only named committee members may vote.
- Associate members do not have a vote in the committee.
- Committee members should feedback at the full governing body on the work of the committee and any decisions taken.

COMMITTEE MEETINGS

- The Governing Body has agreed that its committees should meet at least once each term.
- Committee meetings will not be open to the public but minutes shall be made available.

- Information relating to a named person or any other matter that the committee considers confidential does not have to be made available for inspection.
- In the absence of the chair, the committee shall choose an acting chair for that meeting from among their number.
- In the absence of the appointed clerk the committee shall choose a clerk for that meeting from among their number (someone who is not the head teacher).
- The draft minutes of each meeting should be agreed by the committee Chair and members promptly after each meeting. They will then be circulated with the agenda for the next ordinary meeting of the full governing body and will be presented at that meeting by the chair (or in his/her absence another member of the committee).
- Any decisions taken must be determined by a majority of votes of committee members present and voting – but no vote can be taken unless a majority of those present are governors.
- In the event of a tied decision, the Committee Chair has the casting vote.

DELEGATION OF FUNCTIONS

- A governing body can delegate any of its statutory functions to a committee, a governor or the head teacher, subject to the restrictions described below. The governing body must review the delegation of functions annually. A governing body will remain accountable for any decisions taken, including those relating to a function delegated to a committee or individual (see Appendix 8)
- The following functions cannot be delegated:
 - The constitution of the governing body
 - The appointment or removal of the Chair or vice-Chair
 - The appointment of the clerk
 - The suspension of governors
 - The establishment of committees and delegation of functions
- The following functions can be delegated to a committee but cannot be delegated to an individual, even in urgent cases:
 - The alteration, discontinuance or change of category of maintained schools,
 - The approval of the first formal budget plan of the financial year
 - School discipline policies
 - The exclusion of pupils (except in an emergency when the Chair has the power to exercise these functions)
 - Admission matters (although an individual can be nominated to monitor that the admissions procedures are in line with the code of practice)

- The governing body can still perform functions it has delegated. Any individual or committee to whom a decision has been delegated **must** report to the governing body in respect of any action or decision it has made.

The Governing body agrees to the delegation to the Chair of Governors to act on its behalf (as per the regulations) in cases which may be deemed to be urgent i.e. where a delay in exercising the function would be seriously detrimental to the interests of the school, a registered pupil, their parent or a person employed to work at the school.* The Regulations state that the Vice Chair can act in the same circumstances, if the Chair is unable to exercise the function.

**delay means "delay for a period extending beyond the earliest date on which it would be practicable for a meeting of the governing body or of a committee to which the function in question has been delegated, to be held."*

- The head teacher will lead in determining staff appointments outside of the leadership group and all initial staff dismissal decisions, with advice from the Chair, subject to the adoption of the appropriate HR policies.
- In exceptional circumstances an individual governor or group of governors, with or without the head teacher, will deal with staff appointments outside of the leadership group and initial staff dismissal decisions.

The exceptional circumstances are as follows:

- A head teacher who is unwilling to perform these functions and whose previous history of service at the school did not include any such responsibilities. This gives an existing head teacher the option of preserving their current working arrangements, but when the governing body considers a new appointment for the head teacher post the normal expectation for the head teacher to undertake these responsibilities should apply.
- Where the head teacher has been directly involved in disciplinary procedures leading to dismissal, has instigated a proposal to dismiss, or is witness of particular conduct giving grounds for the dismissal in question. The arrangements for delegating initial dismissal decisions will therefore need to be considered on a case by case basis in the light of circumstances.
- Where the governing body of a school with a religious character has agreed staffing policies which provide for governor involvement in the interests of preserving the school's religious character.
- Appointments of support staff outside of the leadership group who are required to act in a senior management capacity. This ensures that the governing body may also lead in the appointment of support staff with senior management responsibilities.

- A head teacher subject to suspension, disciplinary procedures (including capability), or disciplinary sanction.
- Where the LA has made representations to the Chair of the governing body on grounds of serious concerns about the performance of the head teacher.
- Where the head teacher has failed to abide by financial limits agreed by the governing body for any school purpose.

Norley CE Governing Body Committees & Panels Structure

- Business & Resources Committee – meet termly
- Curriculum & Community Committee – meet termly
- Pay Committee – meet twice a year
- Head Teacher’s Performance Management Committee – meet twice a year

In addition the following panels meet on an adhoc basis:

- Head Teacher Recruitment Panel
- Staff Dismissal Panel
- Pupil Discipline Panel
- Complaints Panel (including staff grievance)
- Appeals Panel

In circumstances where named members are unable to attend or, in the case of certain committees, it is inappropriate for a named governor to sit on the committee / panel, governors accept that a degree of flexibility is needed and they may be called to sit on a committee / panel.

Business & Resources Committee

- The committee shall consist of not less than three governors plus the Head Teacher. It will also include the School Bursar as a co-opted non-voting member.
- All finance decisions made by the committee must be reported to the full Governing Body.

Members	Helen Kelly Roger Hoyle Gail Young Deryn O'Connor Julian Osborne Natalie Eastwood Paul Corbishley
Chair	Roger Hoyle
Clerk	Julie White
Quorum	3 Governors
Date membership & terms of reference approved	09.10.17
Next review due	Autumn 2018
Date completed	

TERMS OF REFERENCE

- To provide guidance and assistance to the Head Teacher and the Governing Body in all matters relating to budget and finance for the school.
- To Prepare and review financial policy statements including consideration of long term planning and resourcing in accordance with the School Development Plan.
- To draft the annual budget for approval by the full Governing Body.
- To monitor the income and expenditure of all public funds i.e. budget, Capital Funding allocation (DFC) and report the financial position to the Governing Body each term.
- To agree the spending level of delegation to the Head Teacher for day to day financial management of the school.
- To ensure the audit of non-public funds prior to presentation to the Governing Body and that those funds are monitored in the same manner as the public funds.
- To receive and where appropriate respond to periodic audit reports and reviews for the Local Authority.
- To draft and keep under review the staffing structure in consultation with the Head Teacher .
- To provide advice to the Governing Body on all staffing matters.
- Responsible for the appointment of all teaching and support staff (School Staffing Regulations 2009, Regulation (4) option for the head teacher plus at least 2 governors has been adopted by the Governing Body and the function then delegated to the Business & Resources committee).
- To oversee the process leading to staff reductions in conjunction with agreed procedures from the Local Authority.

- To keep under review staff working conditions and well-being, including the monitoring of staff absences.
- To make recommendations on personnel related expenditure.
- To consider any appeal against a decision on pay grading or pay awards.
- To consider and make any decisions about matters relating to discipline of staff or staff grievance in accordance with the procedures adopted the Governing Body (note the Governing Body has adopted the procedures of Cheshire West & Chester, its local authority).
- To review and recommend to the Governing Body the adoption of procedures for dealing with discipline and grievances and to ensure that staff are aware of these, in accordance with recommended Local Authority procedures.
- To advise the governing body on priorities, including health and safety, for the maintenance and development of the school's premises
- To consider premises-related expenditure prior to budget meetings
- To establish and keep under review a building development plan in conjunction with the school building consultant
- In consultation with the head teacher, to oversee the agreed prioritised premises related funding bids/contributions.
- To oversee the arrangements, including health and safety, for the use of school premises by outside users, subject to governing body policy.
- To agree charges and associated paperwork for lettings, ensuring any additional income related to such lettings from extended school provision, community use or other income generation, is recorded.
- To establish with the Head Teacher, and keep under review, an Accessibility plan, Asset Management Plan and Disaster Recovery Plan for the school.
- To discuss and revise where appropriate all relevant related school policies.
- Any additional items agreed by the Governing Body.

Curriculum & Community Committee

Members	Helen Kelly Harriet Pearson Linzi Garrett Charlotte Blinkhorn Paul Corbishley Martin Hoban Natalie Eastwood
Chair	Harriet Pearson
Clerk	Julie White
Quorum	3 Governors
Date membership & terms of reference approved	03.10.17
Next review due	Autumn 2018
Date completed	

TERMS OF REFERENCE

- To advise the governing body on standards and achievement, including statutory requirements. Review changes to the curriculum and to the assessment program.
- To ensure that each school fulfils its requirement to publish information about school performance as required.
- To contribute to the development of the school improvement plan and Self-Evaluation Form (SEF) and School Profile.
- Ensure that statutory targets are agreed, reported to the governing body and the local authority and published in the public domain as appropriate.
- To consider curriculum issues which have implications for finance and personnel decisions and to make recommendations to the relevant committees or the governing body.
- To ensure effective provision for students with Special Educational Needs (SEN), FSM and all vulnerable groups of pupils and monitor their progress.
- To challenge attainment and progress of pupils to ensure that all pupils make the progress they are entitled to.
- Ensure pupils receive a broad and balanced curriculum developing all pupils to the best of their ability – academic, sporting, musical, artistic etc.
- To monitor and review academic and pastoral arrangements to ensure the school delivers a broad and balanced curriculum in keeping with the ethos and Vision of the school.
- To ensure pupils have opportunities to help them achieve future economic well being, understand career options and acquire workplace skills.
- To ensure arrangements for educational visits follow the guidance available.
- To ensure the promotion of healthy lifestyles including healthy eating, consumption of water and appropriate education and information on health related issues.
- To ensure that there are effective and enforceable policies on safeguarding, child protection, bullying and racial issues and that all pupils have confidence that these issues will be dealt with in an appropriate manner.

- To ensure that as far as possible school is a place of positive experience and enjoyment for pupils and that the Rewards system reflects this.
- To ensure that regard is paid to pupils' spiritual, moral, social, emotional and cultural development.
- To ensure that pupils develop their understanding of their rights and responsibilities and have appropriate opportunities to make a positive contribution to the local community.
- To evaluate and review the provision of extended school services.
- To agree the School Admissions Policy ensuring it goes out to consultation every 7 years and /or if there are any changes.
- To agree Pupil Admission Numbers (PAN) and the overall strategy for appropriate sustainability of the school if and when required.
- To maintain and further develop active links with the full range of stakeholder and community groups.
- In conjunction with the Head teacher, review and recommend on issues relating to marketing publications and the school website.
- To discuss and revise where appropriate all relevant related school policies
- Any additional items agreed by the Governing Body.

Head Teacher Recruitment Panel

- The Governing Body will be responsible for selecting an appointments panel for the Head Teacher and Deputy Head Teacher as and when required.
- For the appointment of Mrs Helen Kelly, as the new head teacher, the agreed selection interview panel was Mrs Joy Rutherford (then Chair), Mr Pete Rugen (Vicar & then Vice Chair), Mr Roger Hoyle (Foundation Governor & then Personnel Committee), Mrs Deryn O'Connor (LA Governor & then Personnel Committee) & Mrs Angela Askwith (Foundation Governor & then Personnel Committee). The HT Advisor Martin Bell and Diocese Advisor Gail Fulbrook were also approved.

Head Teacher's Performance Management Committee

- The committee shall consist of not less than two governors plus an external advisor. In Voluntary Aided and Voluntary Controlled Schools, at least one of the members must be a Foundation Governor. In Aided Schools, if the membership is three, then two must be Foundation Governors. It is recommended that the Chair of Governors is also included in the committee.
- Disqualifications: The Head Teacher, Staff Governors and any person employed to work at the school.
- All decisions made by the Head Teacher's Performance Management Committee must be reported to the full Governing Body.

Members	Natalie Eastwood Deryn O'Connor Roger Hoyle External Advisor
Clerk	Committee to decide as and when needed
Quorum	2 Governors + external advisor
Date membership & terms of reference introduced	16.04.13
Next review due	Autumn 2014
Date completed	21.11.14
Next review due	Autumn 2015
Date completed	26.11.15
Next review due	Autumn 2016
Date completed	24.11.16
Next review due	Autumn 2017
Date completed	23.11.17
Next review due	Autumn 2018

TERMS OF REFERENCE:

- To arrange to meet with the School Improvement Adviser to discuss and set the Head Teacher's performance targets.
- To decide, with the support of the School Improvement Adviser, whether the targets have been met and to set new targets annually.
- To review the performance of the Head Teacher against the targets each term.
- To make annual pay progression decisions for the Head Teacher in respect of pay awards for the successful meeting of targets set (following performance management review in consultation with the School Improvement Adviser).
- Head Teacher to be notified of revised salary by the committee chair within prescribed letter format and in accordance with set deadline dates.
- To report findings back to full GB at Autumn term meeting.

Pay Committee

- It is recommended the pay committee meet twice a year: once to agree the pay policy; and again to make annual pay progression decisions.
- Disqualifications: The Head Teacher, Staff Governors and any person employed to work at the school.

Members	Deryn O'Connor Roger Hoyle Julian Osborne Natalie Eastwood
Chair	Natalie Eastwood
Clerk	Deryn O'Connor
Quorum	3 Governors
Date membership & terms of reference approved	26.10.17
Next review due	Autumn 2018
Date completed	

TERMS OF REFERENCE

- To establish and review a Performance Management policy (Appraisal) for all staff.
- To make annual pay progression decisions for teachers after recommendations from the head teacher and linked to appraisal process. All staff to be notified of revised salary by the committee chair within prescribed letter format and in accordance with set deadline dates.

Staff Dismissal Panel

- Shall consist of a minimum of 3 members plus the Vice Chair of Governors.
- Disqualifications: The Head Teacher if the decision being made is regarding the Head Teacher; any governor who has a child taught by the member of staff concerned.
- If a governor on the panel has a child taught by a member of staff concerned, the chair of governors will select another governor to be a member on the panel in that instance.

Members	To be selected at time by Chair of Governors
Chair	To be selected at time by Chair of Governors
Clerk	Panel to decide as and when needed
Quorum	4 Governors (one of which may be the Head Teacher)
Date membership & terms of reference introduced	16.04.13
Next review due	Autumn 2014
Date completed	21.11.14
Next review due	Autumn 2015
Date completed	26.11.15
Next review due	Autumn 2016
Date completed	24.11.16
Next review due	Autumn 2017
Date completed	23.11.17
Next review due	Autumn 2018

TERMS OF REFERENCE

- To make any determination to dismiss any member of staff
- To make any decisions under the Governing Body's personnel procedures e.g. disciplinary, grievance, capability where the head teacher is the subject of the action
- To make any decisions relating to any member of staff other than the head teacher, under the Governing Body's personnel procedures
- To make any determination or decision under the Governing Body's General Complaints Procedure for Parents and others
- To make any determination or decision under the Governing Body's Curriculum Complaints Procedure, in respect of National Curriculum misapplication, and the operation of the Governing Body's charging policy

Pupil Discipline Panel

- The Governing Body may nominate a pool of governors from which three or five will serve as the Discipline Panel to consider particular exclusions. If, through non-attendance of a governor, four members consider exclusion, the chair has the casting vote.
- The Governing Body agree that those who are nominated will serve with integrity on the panel and in an impartial manner.

- Disqualification: The Head Teacher (though they may be called to give evidence to the committee); Staff governor; any Governor with prior knowledge of the pupil or the incident.
- The Governing Body agrees that any governors with any personal knowledge of the child/family must also be excluded from selection.
- It is accepted that if the disqualifications results in an inability to form a panel from our own Governing Body, governors from other schools may be drawn upon.

Members	To be selected at time by Chair of Governors
Chair	Panel to decide as and when needed
Clerk	
Quorum	Minimum of 3 Governors (or may have 5 still ensuring a majority vote)
Date membership & terms of reference introduced	16.04.13
Next review due	Autumn 2014
Date completed	21.11.14
Next review due	Autumn 2015
Date completed	26.11.15
Next review due	Autumn 2016
Date completed	24.11.16
Next review due	Autumn 2017
Date completed	23.11.17
Next review due	Autumn 2018

TERMS OF REFERENCE

- To consider representations from parents in the case of exclusions of 5 days or less (*Committee may not re-instate*)
- To consider representations from parents in the case of exclusions totalling more than 5 but not more than 15 school days in one term (*meeting to be held between 6th and 50th school days after receiving notice of the exclusion*)
- To consider the appropriateness of any permanent exclusion or any exclusion where one or more fixed period exclusions total more than 15 school days in one term or where a pupil is denied the chance to take a public examination (*meeting to be held between 6th and 15th school days after receiving notice of the exclusion*)
- To ensure that the guidance contained in the 'Improving Attendance and Behaviour' or similar document is practised in the school, with specific reference to the role assigned to the Governing Body.
- To review the School Behaviour and Discipline Policy, and make recommendations on changes to the Governing Body or relevant committee

Complaints Panel (including staff grievance)

- A complaints panel will be established in circumstances where complaints have failed to be resolved by the headteacher and the complainant makes a formal written complaint to the Governing Body via the Chair of Governors.
- The Chair may nominate a pool of governors from which three will serve as the panel to consider formal complaints.
- The Governing Body agree that those who are nominated will serve with integrity on the panel and in an impartial manner.
- Disqualification: The Head Teacher (though they may be called to give evidence to the panel); Staff governor (though they may be called to give evidence to the panel); any Governor with prior knowledge of, or involvement in, the incident.
- The Governing Body agrees that any governors with any personal connections to the complainant must also be excluded from selection.

Members	To be selected at time by Chair of Governors
Chair	Chair of Governors to decide as and when needed
Clerk	
Quorum	Minimum of 3 Governors (or may have 5 still ensuring a majority vote)
Date membership & terms of reference introduced	23.11.17
Next review due	Autumn 2018

TERMS OF REFERENCE

- To consider all written formal complaints within 21 school working days of receipt.
- To carry out procedures as detailed in the school's complaints policy.
- Thoroughly investigate any formal written complaint, coordinate a complaints hearing, ensure all reports and documentation is available to all parties, agree an outcome and action from the following:
 - dismiss the complaint in whole or in part;
 - uphold the complaint in whole or in part;
 - decide on appropriate action to be taken to resolve the complaint;
 - recommend changes to the school's systems or procedures to ensure that problems of a similar nature do not recur.

Appeals Panel

- The panel must not consist of fewer members than the complaints panel.
- Disqualification: The Head Teacher and any members of the complaints panel relevant to the appeal.
- It is recommended that only experienced governors be appointed to this panel and that the Chair of Governors, due to probable prior knowledge, should not be a member.

Members	Rev Peter Rugen Others to be selected at time by Chair of Governors
Chair	Rev Peter Rugen
Clerk	Panel to decide as and when needed
Quorum	3 Governors
Date membership & terms of reference introduced	16.04.13
Next review due	Autumn 2014
Date completed	21.11.14
Next review due	Autumn 2015
Date completed	26.11.15
Next review due	Autumn 2016
Date completed	24.11.16
Next review due	Autumn 2017
Date completed	23.11.17
Next review due	Autumn 2018

TERMS OF REFERENCE

- To consider any appeal against a decision to dismiss a member of staff made by the Staff Dismissal panel
- To consider any appeal against a decision short of dismissal under the Governing Body's personnel procedures e.g. disciplinary, grievance, capability
- To consider any appeal against selection for redundancy
- To consider any appeal against a pay decision, including Head Teacher's Performance Management
- To consider any appeal against a decision made by the complaints panel
- To consider any appeal against a decision made by the pupil discipline panel

Delegation of Responsibility to Individuals

- Only named individuals to whom specific responsibility has been delegated is able to act accordingly and all such individuals expected to work within the following Terms of Reference.
- The NGA Maintained Delegation Planner (Appendix 3) has been used in establishing the delegation of responsibility to individuals.
- Disqualification – The following functions CANNOT be delegated to an individual:
 - The alteration, closure or change of category of maintained schools
 - The approval of the first formal budget plan of the financial year
 - School discipline policies
 - Exclusions of pupils (except in an emergency when the chair has the power to exercise these functions)
 - Changes to Admissions Arrangements

Date delegated areas of responsibility introduced	16.04.13
Next review due	Autumn 2014
Date completed	21.11.14
Next review due	Autumn 2015
Date completed	26.11.15
Next review due	Autumn 2016
Date completed	24.11.16
Next review due	Autumn 2017
Date completed	23.11.17
Next review due	Autumn 2018

AREA OF DELEGATION	AGREED INDIVIDUAL GOVERNOR
Maths	Julian Osborne
English / Literacy	Linzi Garrett
Science	Paul Corbishley
SEND	Helen Kelly / Natalie Eastwood
Vulnerable Groups	Natalie Eastwood
PE	Martin Hoban
PSHCE + ECM	Charlotte Blinkhorn

Design Technology & Food	Natalie Eastwood
ICT / Computing	Paul Corbishley
MFL	Harriet Pearson
Humanities: Geography/History	Roger Hoyle
Arts Education (includes music)	Charlotte Blinkhorn
Environmental Ed. / curriculum outside the classroom	Gail Young
RE	Rev Peter Rugen
EYFS	Charlotte Blinkhorn
Health and Safety	Deryn O'Connor
Child Protection/Safeguarding	Deryn O'Connor
Pupil Attendance	Deryn O'Connor
School/Gov/LA/ Diocese Liaison	Rev Peter Rugen, Natalie Eastwood & Harriet Pearson (as Chair & Vice Chair of governors)
Target Setting	Linzi Garrett to report to Curriculum & community committee <i>NB Head Teacher personal targets delegated to HTPM Committee not an individual.</i>
Safer Recruitment	Helen Kelly & Deryn O'Connor
Admissions Support	Natalie Eastwood <i>NB any changes to admissions policy or PAN cannot be delegated to an individual but is within Curriculum & community terms of ref.</i>
Staff & Parent Voice	Harriet Pearson

TERMS OF REFERENCE

- To liaise with the appropriate member(s) of staff.
- To visit the school with the purpose of gathering information concerning their area of responsibility and to increase their knowledge of the School (see protocol on school visits).
- To regularly report to the Governing Body or the relevant committee, whichever the Governing Body deems most appropriate, on developments and progress within their area of responsibility.
- To attend development training as appropriate.
- To carry out the other general requirements and duties of a 'Link Governor' as stated in any information given to designated Link Governors.

Governor Visits

- Without a good knowledge of the school, it is impossible to govern effectively. In order to assist and inform their governance, all governors will visit the schools as regularly as possible, insofar as their own commitments allow.
- Each year a timetable of Governor visits (Appendix 6) will be drawn up by the Head Teacher, which will schedule one visit each month and agree the focus for each visit, ensuring all the school development priorities are covered.
- Governor Visits will be carried out in accordance with the relevant policy (Appendix 5) and use the Governor visits Guidelines (appendix 7).
- Governors may wish to make use of the key questions to consider when on a visit (appendix 8).
- Following a visit, each Governor will complete and circulate a Governors visit record sheet (appendix 9).

Governing Board Work Yearly Plan

- The work to be undertaken by the full GB and each committee is planned out with specific actions needing to be taken at certain times throughout the academic year. These agreed actions are detailed in the School Governors' Yearbook, which is updated each academic year, along with the detailed planner provided by the Clerk and Second2None School Support.

Governing Body Self-Review Working Party

- The Governing Body undertakes to conduct an annual self-review of its overall effectiveness. The NGA's recommended governor audit evaluation form and matrix is approved for this purpose. The governing body has also adopted the "Governors' Toolkit" and the NGA "20 questions" as its self-review reporting tools. [https://www.nga.org.uk/About-Us/APPG/Home/Twenty-Questions-\(1\).aspx](https://www.nga.org.uk/About-Us/APPG/Home/Twenty-Questions-(1).aspx)
- A governing body working party will be agreed at the Summer Term GB meeting and a report of its findings will be published accordingly.
- A copy of the "Governors Toolkit" is held in school along with any self-evaluation reports.
- At its summer reception on 9/7/12, the All Party-Parliamentary-Group (APGG) on Education Governance & Leadership, together with the NGA and Ten Governor Support, published 20 key questions that governors should use to assess their performance as outlined below.
- The following two links, explains about the reviews of governance and also the National College's website where you can find the list of people able to provide governance reviews:
- <http://www.education.gov.uk/nationalcollege/review-of-governance>
- <http://www.education.gov.uk/nationalcollege/docinfo?id=178499&filename=nlg-reviewers-list.pdf>

The agreed members for the self-review working party for academic year 2017-18 are:

Natalie Eastwood

Paul Corbisley

Deryn O'Connor

Charlotte Blinkhorn

Freedom of Information Act

The Governing Body agrees to delegate to Head teacher the day-to-day responsibility for the Freedom of Information Act and the provision of advice, guidance, publicity and interpretation of the school's policy.

Declaration

- The (*Shadow) Governing Body, at its meeting on 16th April 2013 resolved to adopt the Constitution and Standing Orders document. A copy has been forwarded to the clerk to the governing body for the formal governing body records and a copy has been retained at the school and by each governor for reference.
- *The Shadow Governing Body automatically became effective as the full Governing Body on the date of the de-federation of Norley and Kingsley St John's Schools, which was 1st September 2013.
- The Constitution and Standing Orders have since been updated and reviewed annually therein as agreed.

Signature.....(Chair of Governors)

Date of Signature.....

Appendix 1 – Instrument of Government

1. The name of the school is Norley Church of England Primary School.
2. The school is a Voluntary Aided School.
3. The name of the governing body is “The Governing body of Norley Church of England Primary School”.
4. The governing body shall consist of: Headteacher; 3 elected parent governors; 1 LA governor; 1 elected staff governor; 8 Foundation governors
5. The total number of Governors is 14.
6. Foundation Governors, other than the ex-officio Foundation Governor shall be appointed as follows: 3 Governors by the Chester Diocesan Board of Education; 4 Governors by the Parochial Church Council of St John The Evangelist Church, Norley
7.
 - a) The holder of the following office shall be a Foundation Governor ex-officio: The principal officiating minister in the parish of Norley.
 - b) The Archdeacon of the Archdeaconry in which the school is situated shall be entitled to appoint a Foundation Governor to act in the place of the ex-officio Foundation Governor whose governorship derives from the office named in (a) above, in the event that the ex-officio Governor is unable or unwilling to act as a Foundation Governor, or has been removed from office under regulation 21 (1) of the Regulations.
8. The Archdeacon of the Archdeaconry in which the school is situated shall be entitled to request the removal of any ex-officio Foundation Governor and to appoint any substitute Governor.
9. There is a trust for the school.
10. Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church at parish and diocese level.

The school aims to serve its community by providing education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all its pupils.
11. This instrument of government comes into effect on 1st September 2013, as approved by Chester Diocesan Board of Education.
12. This instrument was made by order of Cheshire West & Chester Council on *(to be signed by the LA for Shadow GB meeting being held on 22nd April 2013)*.

Appendix 2 - NGA Governing Body Skills Audit

Governors, trustees and academy committee members of single schools Knowledge, experience, skills and behaviours	Level of knowledge or skills/behaviour, rate on scale of:				
	No	→	→	→	Yes
	1	2	3	4	5
1. Strategic leadership					
I am committed to improving education and welfare for all pupils.					
I understand current national education policy and the local education context.					
I have previous experience of being a board member in another sector or a governor/trustee in another school.					
I have experience of chairing a board/governing board or committee.					
I have experience of strategic planning and applying this to set and preserve the culture of the organisation.					
I am committed to the school's vision and ethos of the trust.					
I am able to question and challenge, working as part of a team to identify viable options through collective decision making.					
I am able to work in a professional manner, avoiding conflicts, acting with transparency and integrity.					
I am confident I can identify when to seek independent/professional advice.					
I have experience of stakeholder management and engagement including communicating with and taking account of the views of parents and pupils.					
I have experience of promoting community cohesion.					
I am proficient in prioritising, assessing and mitigating risk.					
I have experience of school sector risk management, including managing conflicts of interest/loyalty.					
2. Accountability					
I understand the importance of collecting high quality data and have expertise using data to interpret/evaluate performance and identify trends to target improvement.					
I have expertise in curriculum development, school assessment and progress/attainment.					
I have experience of working with leaders to establish expectations for improvement and outcomes.					
I have experience of agreeing the range and format of information and data needed in order to hold leaders to account.					
I have experience of providing challenge to leaders on strategies for monitoring and improving behaviour and safety.					
I have an understanding of the board's duties in relation to safeguarding including Prevent.					
I have an understanding of special education needs and disabilities (SEND).					
I have financial management expertise, with experience of funding allocation/budget monitoring and contributing to financial self-evaluation and efficiency drives.					
I have experience of basing funding decisions on organisational priorities and the ability to interpret financial data and question financial performance against strategic priorities.					
I have experience of procurement/purchasing.					

I have experience of property and estate-management.					
I have experience of HR policy and processes, including employment legislation, recruitment, performance management and pay.					
I have experience of school sector HR policy and processes.					
I have experience of change management (overseeing a merger or an organisational restructure).					
I have experience of preparing for and responding to external oversight.					
I have experience of inspection and oversight in the school sector.					
3. People					
I am willing to devote time, enthusiasm and effort to the duties of and responsibilities of a governor/trustee.					
I am a strong communicator and committed to building strong collaborative relationships.					
I am able to discuss sensitive issues with experience of conflict resolution and influencing consensus.					
I am able to demonstrate a commitment to ethical behaviour and values, honesty, independence of thought and sound judgement.					
I am committed to equal opportunities and the promotion of diversity.					
I am willing to reflect, listen and learn from a diversity of views, to receive and provide feedback and accept impartial advice.					
4. Structures					
I am familiar with the strategic nature of the board's functions and how this differs from and works with others including senior leaders.					
I have experience of reviewing governance structures.					
5. Compliance					
I have experience of complying with legal, regulatory and financial frameworks and statutory guidance.					
I understand and accept the legal duties, responsibilities of a governor/trustee.					
Governing boards are responsible for ensuring schools comply with a whole range of legal responsibilities. I have experience ensuring legal compliance in this way and a commitment to understanding the full range of legal responsibilities.					
I understand the importance of adhering to organisation policies e.g. on parental complaints or staff-discipline issues.					
I have the confidence and ability to speak up when concerned about non-compliance.					
6. Evaluation					
I am aware of my own strengths and weaknesses and committed to personal development.					
I have experience of evaluating board decisions and am willing to contribute to board self-review.					

Appendix 3 – Governing Body Delegation Planner

Key

Level 1: Full governing body

Level 2: A committee of the governing body

Level 3: An individual governor

Level 4: Headteacher.

Blue box Function **cannot** be legally carried out at this level.

✓ Action could be undertaken by this level.

✗ Although legally possible to delegate to this level, the NGA would not recommend it. Significant decisions, monitoring and evaluation are best undertaken by the governing body or a committee with delegated authority, not by individuals. As long as it is line with the regulations governing bodies are free to decide for themselves.

Area		Function	Level				In our school, this responsibility is delegated to:
			1	2	3	4	
Budgets	1.	To approve the first formal budget plan each financial year (whether this can be delegated to a committee of the governing body depends on your local authority's scheme of financial delegation)	✓	✓			Full GB
	2.	To agree annual action plans and monitor how school premiums are spent (i.e. PE and sports premium, Year 7 numeracy and maths catch up premium, service premium and the pupil premium)	✓	✓	✗	✗	Business & Resources Committee
	3.	To monitor monthly expenditure	✓	✓	✗	✓	Headteacher
	4.	To establish a charging and remissions policy	✓	✓	✗	✗	Business & Resources Committee

Area		Function	Level				In our school, this responsibility is delegated to:
			1	2	3	4	
	5.	To enter into contracts (GB should agree financial limits)	✓	✓	✗	✓	Headteacher
Staffing	6.	Appoint selection panel for headteacher	✓				Full GB
	7.	Appoint selection panel for deputy head	✓				Full GB
	8.	Appoint selection panel for other members of the senior leadership team	✓	✗	✗	✗	Full GB
	9.	Ratify or reject decisions of appointed selection panels	✓				Full GB
	10.	Appoint other teachers	✗	✗	✗	✓	Headteacher and selected Governors
	11.	Appoint non-teaching staff	✗	✗	✗	✓	Headteacher
	12.	To put in place a pay policy	✓	✓	✗		Pay committee
	13.	To make pay decisions in line with the pay policy and legal requirements ¹	✗	✓	✗	✓	Pay Committee
	14.	Dismissal of headteacher	✗	✓	✗		Staff dismissal panel
	15.	Initial dismissal of other staff	✗	✗	✗	✓	Headteacher
	16.	Suspending head	✗	✓	✓		Staff dismissal panel
	17.	Suspending staff (except head)	✗	✗	✗	✓	Headteacher
	18.	Ending suspension (head)	✓	✓	✓		Full GB

Area		Function	Level				In our school, this responsibility is delegated to:
			1	2	3	4	
	19.	Ending suspension (except head)	✓	✓	✓		Full GB
	20.	Setting the overall staffing structure	✓	✓	✗	✗	Full GB
	21.	In voluntary and foundation schools to agree whether or not the Chief Education Officer/diocesan authority should have advisory rights	✓	✓	✗		Full GB
	22.	Determining dismissal payments/ early retirement	✓	✓	✗	✗	Business & resources committee
	23.	To produce and maintain a central record of recruitment and vetting checks	✗	✗	✗	✓	Headteacher
	24.	Establish and review procedures for addressing staff discipline, conduct and grievance	✓				Full GB
Curriculum	25.	Ensure National Curriculum (NC) taught to all pupils	✓	✓	✗	✓	Headteacher Curriculum & Community committee
	26.	To consider any disapplication for pupil(s)	✗	✗	✗	✓	Headteacher
	27.	To decide which subject options should be taught having regard to resources, and implement provision for flexibility in the curriculum (including activities outside school day)	✓	✓	✗	✗	Curriculum & Community Committee
	28.	Establish and review a sex and relationships education policy (including in primary schools where the GB must decide whether to teach sex education) and ensure that parents are informed of their right	✗	✗	✗	✓	Headteacher

Area		Function	Level				In our school, this responsibility is delegated to:
			1	2	3	4	
		to withdraw their children					
	29.	Provide clear advice, informed by statutory guidance, on which a strategy for careers advice and guidance can be based	✗	✗	✗	✓	Headteacher
	30.	Responsibility for ensuring that provision of religious education (RE) meets statutory requirements and/or the requirements of any trust deed	✓	✓	✗	✓	Headteacher
	31.	To ensure that all pupils take part in a daily act of collective worship in line with statutory requirements				✓	Headteacher
Extra-curricular provision	32.	To decide whether to offer additional activities and what form these should take	✓	✗	✗	✗	Full GB
	33.	To put into place the additional services provided	✗	✗	✗	✓	Headteacher
	34.	To decide whether to stop providing additional activities	✓	✗	✗	✗	Full GB
Performance management	35.	To adopt and review teacher appraisal policy	✓	✓	✗		Pay Committee
	36.	To appoint the panel to carry out the appraisal of the head teacher	✓	✓	✗		HTPM committee
	37.	To carry out appraisal of other teachers (or delegate to line managers in the school)				✓	Headteacher
Discipline/exclusions	38.	To review 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	✗	✓			Pupil Discipline panel

Area		Function	Level				In our school, this responsibility is delegated to:
			1	2	3	4	
		urgency)					
	39.	To produce a set of written principles for the school behaviour policy and present these for consultation	✓				Full GB
	40.	To draft the content of the school behaviour policy and publicise it to staff, students and parents.				✓	Headteacher
Admissions	41.	To annually determine admission arrangements (VA and foundation schools)	✓	✓			Curriculum & Community Committee
	42.	To carry out consultation where changes to admission arrangements are proposed, or the governing body has not consulted on their arrangements in the last seven years (VA and foundation schools)	✓	✓			Curriculum & Community Committee
	43.	Admissions: application decisions (Governing bodies of VA and foundation schools must establish a dedicated admissions committee to allocate places, where they choose to delegate authority to committee level)	✗	✓			Curriculum & Community Committee
	44.	To establish and publish an admissions appeal timetable (VA and foundation schools)	✗	✓			Curriculum & Community committee
	45.	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)	✗	✓			Curriculum & Community committee
Premises & insurance	46.	Buildings insurance and personal liability– GB to seek advice from LA, diocese or trustees where appropriate	✓	✗	✗		Full GB

Area		Function	Level				In our school, this responsibility is delegated to:
			1	2	3	4	
Health & safety	47.	To ensure a health and safety policy and procedures are in place	✓	✓	✗		Business & Resources Committee
	48.	To ensure that health and safety regulations are followed	✗	✗	✗	✓	Headteacher
School organisation	49.	To publish proposals to change category of school	✓	✓	✗	✗	Full GB
	50.	To decide whether to convert to academy status ²	✓	✗	✗	✗	Full GB
	51.	Propose to alter voluntary foundation or foundation special school	✓	✗	✗	✗	n/a
	52.	Propose to discontinue voluntary foundation or foundation special school	✓				n/a
	53.	To set the times of school sessions and the dates of school terms and holidays (except in community, special and VC schools where this is the LA's role)	✓	✗	✗		Full GB
	54.	To ensure that school lunch nutritional standards ³ are met	✗	✗	✗	✓	Headteacher
	55.	To establish a data protection policy and review it at least every two years and register with the Information Commissioner's Office	✗	✓	✗	✓	Headteacher
	56.	Maintain a register of pupil attendance	✗	✗	✗	✓	Headteacher
57.	To ensure provision of free meals to those pupils meeting the criteria, including Universal Infant Free School Meals (if applicable)	✗	✗	✗	✓	Headteacher	

Area		Function	Level				In our school, this responsibility is delegated to:
			1	2	3	4	
Information for parents	58.	To determine whether to publish a home-school agreement (no longer a statutory requirement)	✓	✓	✗	✓	Headteacher
	59.	Overall responsibility for ensuring that statutory requirements for information published on the school website, including details of governance arrangements, are met	✓	✓	✗	✗	Curriculum & Community Committee
	60.	To establish, publish and review a complaints procedure	✓	✓	✗	✗	Full GB
	61.	To establish and publish a Freedom of Information scheme and ensure the school complies with it	✓	✓	✗	✓	Headteacher
GB roles, procedures and development	62.	Ensure focus on three core strategic functions: 1. Ensuring clarity of vision, ethos and strategic direction 2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff 3. Overseeing the financial performance of the school and making sure its money is well spent	✓				Full GB
	63.	To draw up an instrument of government and any amendments thereafter	✓				Full GB
	64.	To appoint (and remove) the chair and vice-chair of a permanent or a temporary governing body	✓				Full GB / Clerk
	65.	To appoint and dismiss the clerk to governors	✓	✓	✗	✗	Full GB
	66.	To appoint and remove co-opted governors	✓				Full GB

Area		Function	Level				In our school, this responsibility is delegated to:
			1	2	3	4	
	67.	To appoint local authority governors	✓				Full GB
	68.	To set up and publish a register of governors' business and pecuniary interests	✓	✓	✗		Full GB
	69.	To set the structure and remit of the governing body and any committees including governor appointment details, term of office and attendance record	✓				Full GB
	70.	To publish the structure and remit of the governing body and any committees including governor appointment details, term of office and attendance record	✗	✗	✗	✓	Chair / Headteacher / Clerk
	71.	To submit governor information to the DfE database of governors via Edubase	✗	✗	✗	✓	Headteacher
	72.	To approve and set up a governors expenses scheme	✓	✓	✗	✗	Business & Resources Committee
	73.	To consider whether or not to exercise delegation of functions to individuals or committees	✓				Full GB
	74.	To regulate the GB procedures (where not set out in law)	✓				Full GB
	75.	To agree governor induction and training programme	✓				Full GB
	76.	To review progress against strategic plan and evaluate governing body performance	✓				Full GB
Formal	77.	To consider forming or joining a group of schools	✓				Full GB

Area		Function	Level				In our school, this responsibility is delegated to:
			1	2	3	4	
Collaboration							
Academies	78.	To consider approach and time scale to academy conversion	✓	✓			Full GB
	79.	To consider forming or joining an existing Multi-academy-trust (MAT)	✓	✓			Full GB
Federations	80.	To consider forming a federation or joining an existing federation	✓	✓			Full GB
	81.	Review of structure including any subsequent conversion to MAT status	✓				Full GB
Inclusion and equality	82.	To establish and approve a special educational needs (SEN) policy	✓				Full GB after designated Governor recommendation
	83.	To publish and update at least annually a SEN information report (meeting requirements set out in the Special Educational Needs and Disability Regulations 2014)	✓	✓	✗	✓	Headteacher
	84.	To designate a qualified teacher to be responsible for co-ordinating SEN provision (the SEN co-ordinator or SENCO)	✗	✗	✗	✓	Headteacher
	85.	To appoint a designated teacher for looked-after children	✗	✗	✗	✓	Headteacher
	86.	To establish an accessibility plan and review it every three years	✓	✓	✗	✓	Headteacher & SEND designated governor

Area		Function	Level				In our school, this responsibility is delegated to:
			1	2	3	4	
Safeguarding	87.	To have due regard to the need to prevent people from being drawn into terrorism and to oversee the incorporation of the necessary procedures and practices outlined in the <i>Prevent</i> duty into the child protection policy	✓				Full GB
	88.	To adopt and review annually a child protection policy and relevant procedures	✓	✓	*		Either / both sub committees

Appendix 4 - Agreed Financial Delegations and Spending Limits

(SEE ALSO MANUAL OF INTERNAL PROCEDURES)

Single Purchase Expenditure Limits (within agreed budget heading allocations only)	Decision Level	Comments
£0 - £1,000	Bursar	For purchases IBS, competitive quotation procedure desirable – decision & rationale to be recorded if competitive quotes not sought
£1000.01 - £5,000	Head Teacher	Competitive quotation procedure desirable – decision & rationale to be recorded if competitive quotes not sought
£5,000.01 - £10,000	Business & Resources Committee	3 competitive quotes required – selection of cheapest desired (exceptions to be approved by Finance Committee)
> £10,000	Full Governing Body	Competitive tender leading to formal contract
> £100,000	Full Governing Body	LEA (Revenue cost)/ Diocese (Capital cost) to be consulted
No expenditure shall be committed unless sufficient provision exists within the School budget, without the approval of the Business & Resources Committee.		
In financial matters, the full Governing Body, its Committees, and all school personnel will observe all the financial regulations of Cheshire West & Chester Council, will adopt the publication “Financial Management Standard for Cheshire Schools” and will apply “Best Value” principles to all purchases.		

Appendix 5 – Governor Visits to School Policy

As a Church of England Primary school, we are a caring community that seeks to express the Christian faith in every aspect of school life. This commitment extends to all staff and children within the school.

The governing body and staff are committed to working in partnership with the head teacher to provide the best possible education for our children.

The school and its governing body are committed to safeguarding and promoting the welfare of its children and expect all staff and volunteers to share in this commitment.

Review and Implementation:

Review and re-adoption on annual basis – Summer Term GB meeting

Introduction: Purpose of Visits

Without a good knowledge of the school, it is impossible to govern effectively. In order to assist and inform their governance, all governors will visit the schools as regularly as possible, insofar as their own commitments allow.

The evaluation and monitoring process allows governors:

- Governors to keep up to date with developments
- Learn more about the work and organisation of the school
- To inform planning and policy making
- To monitor implementation of the school Development Plan and review its impact and success
- How well the schools are doing
- The barriers and constraints the schools face
- The school's capacity for change and development

Key Principles.

With Reference to the Governing Body Core Aims & Values Statement, Constitution, Code of Practice and Standing Orders:

- Throughout visits governors and staff will do all they can to further positive and mutually supportive relationships between staff and governors.
- Governors accept that the day to day management of the school is the responsibility of the head teacher. Included within the head teacher's responsibility is that of ensuring pupils receive high quality teaching, and governors accept that it is not appropriate for

them to conduct visits with a view to forming judgements on the quality of teaching and learning within the school. However governors should have access to monitoring information regarding the quality of teaching and learning within the schools.

- The head teacher and governors should agree effective ways of involving governors in school self evaluation and reporting the outcome of these meetings to the Governing Body (See School Visit Record and Governor Monitoring Form).
- When visiting school during the school day governors will be aware of safeguarding and confidentiality issues in their interactions with pupils.
- The head teacher and staff accept that, while governors do not have an automatic right to enter the school, it is appropriate for governors to do so, and will not unreasonably refuse a request made to visit the school.
- The head teacher is committed to involving governors in the life of the school and will provide them with sufficient information about individual school events and activities to facilitate this. This may include reference to existing evaluations, Ofsted/SIAS reports, data.

Focus of Governor Visits (See also Governor's Visits Guidance (appendix 4))

This may include, but need not be restricted to:

- Attendance at and/or participation in collective worship or specific celebration assemblies;
- Attendance at sports days or at other sports events;
- Attendance at celebrations such as awards ceremonies;
- Attendance at and/or participation in school council meetings or school council committee meetings;
- Visiting classes/participating in lessons (as agreed with the headteacher and individual teachers in appropriate circumstances);
- Assisting in any areas in which they might be individually skilled.

Governors with special responsibilities will also visit the schools as required to enable them to fulfil their roles effectively. This will include governors with responsibility for:

- Specified Curriculum areas
- Special Educational Needs (including Looked After Children)
- Gifted and Talented;
- Safeguarding Children.
- Pupil Attendance
- Health and Safety

Timetable of Visits

- When visiting the schools, governors will agree in advance a mutually convenient time and duration for the visit with the head teacher and (where appropriate) other members of staff affected and will make every effort to minimise any disruption caused by their visit.

- Governors should coordinate to plan out who is monitoring what and when to avoid overload
- If possible we hope that all governors will be able to visit the schools during the working day at least once a year. However, it may be appropriate to make a series of short visits of up to half an hour to discuss and review progress across the year.
- All new governors are offered an introductory visit as soon as possible after their appointment.

Format for visits: Visits to classrooms

- The school welcomes governors' presence in lessons. The school will prepare for such visits by providing visitors with information about the purpose of the lesson and suggestions for the role a governor might play, e.g. a sample list of questions that pupils might be asked during their independent work.
- Visits to the classroom may involve any of the following:
 - Governors supporting a group of children on a set task
 - informal observations of children at work
 - Opportunities to speak with children on their work in progress
 - Opportunities for observing displays of work in the classroom which show progress over time
 - Opportunities for pupils to demonstrate work to governors
 - Where possible, governors are expected to be present at the start of a lesson – this will enable the teacher to introduce them to the class and explain the reason for their presence.
- Governors should be aware of the confidentiality of what they see and hear. The governing body agrees that any report, written or oral, made to the governing body following classroom visits, will have been discussed with the head teacher and member(s) of staff beforehand. The governing body recognises that no teacher or other member of staff should be identifiable through the report, and that no qualitative judgement about a professional matter, i.e. the quality of teaching in individual lessons, will be made.
- The governing body recognises that any information about any individually named pupil's attainment or progress should not form part of the visit or be communicated in any subsequent report.
- Governors recognise that no comment about the lesson, its content or the pupils should be made within the hearing of any pupil.
- Governors agree that visits to classrooms containing pupils from their own families should be avoided where possible.
- Governors should be discreet so as not to disrupt a lesson in progress

Format for Visits: Activities away from classrooms

- Individual governors are encouraged to gain a deeper understanding of the work of the schools through links to specific subjects/key stages. This may include classroom visits to see their subject 'at work' or an opportunity to meet curriculum leaders to discuss policy,

progress against the Federation Strategic Plan pertaining to their subject, standards, and resources.

- Governors may also be invited to attend relevant training days, or specific staff meetings.

Governor visits should not be used to:

- Check the progress of their own children
- Pursue personal agendas
- Monopolise teachers time
- Interrupt/give ideas or suggestions during teaching time

Evaluation

Evaluations involve weighing the information and evidence that has been gathered against the success criteria objectively, Governors can sometimes do this more dispassionately than school staff who have been very involved in a project.

- Governor's visits and evaluation reports will link to progress and impact against agreed actions in the School Development Plan. The plan identifies work for specific governors and committees.
- Dates should be agreed for formal evaluation sessions.
- Governors will feed back to the full governing body observations and outcomes from their visits. It would be good practice to share this feedback with the Head Teacher/Chair of Governors in advance of the meeting.
- Governor visits will be included in minutes at full GB meetings and may be linked to agenda items.
- Governors will complete the School Record of Visit form and this will be discussed with HT prior to wider circulation.
- The Clerk to GB will keep a record of all GB school visits and completed record of visits
- The Clerk to GB will circulate records of visits as directed by HT/Chair of Governors.
- Governor visits will be used to inform the work of committees.
- Governor visits will be used to evaluate progress against the Federation Development Plan and contribute to future planning.
- The Governor Monitoring Form – can be used as a suggested template for key questions to follow up visits
- Staff and Governors will also be asked to evaluate the effectiveness and success of the visits to inform future Governor Visits policy. The policy will be reviewed on an annual basis.

Appendix 6 – Governor Visits Timetable 2017-18

Month	Governor	Focus
September	Deryn O'Connor	Safeguarding
October	Paul Corbishley	ICT / Computing
November	Peter Rugen	RE and Ethos- SDP 5
December	Roger Hoyle	History/Geography
January	Harriet Pearson	MFL and SDP 3
February	Julian Osborne	Maths SDP 1
March	Natalie Eastwood	Vulnerable group including SEND
April	Linzi Garratt	English SDP 2
May	Gail Young	Environment and outdoor
June	Lottie Blinkhorn	PSHCE- SDP 4
July	Paul Corbishley	Science

School Development Plan (SDP) Priorities for 2017-18

- SDP 1 Maths
- SDP 2 Writing (spelling grammar and punctuation)
- SDP 3 Middle leadership and monitoring of curriculum subjects
- SDP 4 Behaviour- Introduction of Heartsmart
- SDP 5 Revisit Mission Statement, ethos and vision

Appendix 7 – Governor Visits Guidelines

If a visit is being undertaken to enhance the governing body's understanding of an aspect of the school's work, it should be planned carefully.

Why visit?

- To know more about the work and organisation of the school.
- To keep up to date.
- To inform governors planning and policy making.
- To monitor implementation of the School Development Plan or to review its success.
- To learn and offer visible support.

Before you go.....

- What or who has prompted your decision to visit?
- What are your/other people's expectations?
- Is it linked to the School Development Plan?
- Discuss a visit plan with the head teacher well in advance. Make sure that the date chosen is suitable for the purpose identified.
- Find out if there is a prompt sheet/checklist, agreed by staff and governors, to guide governors' visits.
- Time permitting; discuss the proposed visit plan with any staff involved. How do they want governors to integrate into the lesson?
- Be clear beforehand exactly what you are observing. Try to prepare questions for staff in advance. The head teacher may be able to guide you on this. Are there any questions that can be answered by observation?
- Discuss with the head teacher if any supporting information is available – OFSTED report, development plan, performance data.

While you are there.....

- Keep to the agreed timetable but be flexible.
- Decide with the teacher how you will be introduced and your role in the classroom.
- Look relaxed. Blend in. Avoid being conspicuous. Get involved if the teacher has agreed that this would be appropriate.
- Remember it is a visit not an inspection – don't take a clip-board!
- Observe discreetly. Remember that note taking can be disconcerting.
- Don't distract the teacher from his/her work but be prepared to talk and show interest.
- Be courteous, not critical. Be quick to praise and slow to make judgements.

- Remember why you are there. Don't lose sight of the purpose of your visit.
- Remember that teaching and learning will have changed since your days at school.

Afterwards – reflecting on your visit.....

- Did you achieve your aim?
- What difficulties did you meet?
- Discuss what you have observed with the teacher. Use the opportunity to clarify any issue you are unclear about. For example, did your presence have any impact on the atmosphere in the classroom? If so, how?
- Thank the teacher for supporting you in your role as a governor.
- Make notes as soon as possible afterwards (on the Governor Visits Record sheet)
- Discuss your observations with the head teacher in case there are any misunderstandings that need to be clarified. (A visit can only be a snapshot of the school or a class at a particular time).
- Do not write like an inspector (even if you are one), and don't make written observations about the quality of teaching and learning. If there are concerns, raise them with the head teacher.
- Agree with the head teacher how and when you will report on your visit to the governing body.
- Write your report and circulate a draft to the head teacher and any staff involved. Keep it short. Be prepared to amend it. Aim to achieve a report that is agreed by those involved.
- Do not name staff or pupils except in exceptional circumstances (e.g. when in a teacher's class for a lengthy period of time). Check with the head teacher if you are unsure.
- Circulate your agreed report to all governors and upload it to the governors website.
- Be prepared at the next Governors meeting to, if requested, make a short verbal introduction to the report and answer any questions other governors may have. Do not go through your report in full detail, or read it out.

When monitoring the ethos/culture of the school, any of the following could be involved and form a basis of any observations and evidence. It is not an exhaustive list and other indicators could be added.

Aspects Present? What I saw or heard (evidence)	Tick
There are high expectations of all	
Federation/School vision and aims are displayed	
Staff follow up students who are not adhering to the school's standards – uniform, behaviour etc	

Mutual respect is evident in the way that staff and pupils relate to each other	
Pupils work without disturbing others	
Pupils do not interrupt each other or staff	
Staff do not interrupt each other or pupils	
Pupils do not intimidate or belittle each other	
Teachers are courteous when they speak to pupils and the reverse is true	
The school promotes positive attitudes to ethnic and cultural diversity	
Staff and pupils are aware of the school's Race Equality Policy	
Pupils are encouraged to recognise and respect social ethnic and cultural differences and similarities	
Positive images of people from various ethnic groups and their cultural backgrounds are displayed in the school	
School diary/calendar shows full range of ethnic religious festivals	
Special dietary needs are catered for	
Curriculum content and resources reflect ethnic and cultural diversity	
Pupils have rights as well as responsibilities	
School council information is displayed	
Pupils are acting as mentors/buddies/counsellors for their peers	
High quality teaching and resources support learning	
Home-school contracts list the rights of each partner (as well as responsibilities)	
Pupils help to determine the rules and sanctions	

Suggestion box	
Staff interactions with pupils model the values of the school	
Pupils' achievements are celebrated	
A wide range of work is displayed, not just excellent work	
Displays, photos cover a range of achievements – academic, social, cultural, sporting, both in and out of school	
Positive and public appreciation of effort as well as success - awards, assemblies, badges, stickers, certificates etc	
The school environment is looked after by all	
Pupils and staff show respect for people, living things, property and the environment	
Litter-free, clean tidy corridors, reception area, classrooms, toilets	
Displays are up-to-date	
Equipment all in good working order	
Teaching and learning are enjoyable for both adults and pupils	
Laughter, enthusiasm, energy, active participation are evident in learning situations	
Pupils are encouraged to explore, to enquire and to become confident, independent learners	
Low rates of absenteeism – pupils and staff	
High involvement in extra-curricular activities	
Nobody is left out	

Appendix 8 – Key Questions to consider on Governor Visits

In addition to the points raised in the Governor Visit Guidelines document (appendix 7), you may also find the following questions useful as things to consider when conducting your visit. Remember to complete the agreed Governor Visits Recording Sheet (appendix 9) after your visit. Once you have agreed your record of the visit with the Headteacher, circulate it to all governors and upload it to the Governor website.

1. What is the purpose of and focus for your visit?
2. Are timescales being met?
3. Have actions taken place as expected?
4. Are costs in line with estimates?
5. Are team members aware of their roles and responsibilities?
6. Have team members concerned received feedback, support and training as appropriate?
7. What constraints or barriers have been identified?
8. What steps have been taken to overcome any constraints or barriers?
9. What progress or success has occurred so far?
10. What is the expected impact on pupils, teaching and learning?
11. Are there any ways in which the progress or success could be used to impact positively on other developments?
12. Have the results of monitoring been communicated to stakeholders?
13. How has this been communicated and when?
14. What are the next steps?

Appendix 9 - Governor Visits Recording Sheet

Norley CE Primary School

Record of Governor Visit:Date of Visit.....

Name of Governor/s visiting the school

Length of visit and staff/pupils seen

Purpose of visit – agreed in advance with HT/curriculum leader/class teacher
Links with school Development Plan. Please reference specific aspect of plan visit relates to or priority area.
Governor observations and comments – e.g What did you see? What did you learn? What would you like clarified?

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Key issues arising for feedback to GB/HT/Chair of committees/curriculum coordinator e.g. use of resources, progress in implementing an agreed policy or protocol
Follow up visits agreed at time of visit. E.g. to meet with curriculum coordinator, meet with group of pupils, follow up meeting with HT
Actions following GB meeting record any action agreed by GB or committees with regard to this visit

Each Governor visit record must be sent HT following the visit. Once agreed with HT, it should be circulated to all Governors and uploaded to the Governors website. The GB clerk will be notified of all governors visits for inclusion as an item on each full GB Meeting Agenda.

Appendix 10 – NGA 20 questions every governing board should ask itself

GOVERNING BOARD EFFECTIVENESS

Right skills: Do we have the right skills on the governing board?

1. Have we completed a skills audit which informs the governor specification we use as the basis of governor appointment and interview?

Effectiveness: Are we as effective as we could be?

2. How well do we understand our roles and responsibilities, including what it means to be strategic?

3. Do we have a professional clerk who provides legal advice and oversees the governing board's induction and development needs?

4. Is the size, composition and committee structure of our governing board conducive to effective working?

5. How do we make use of good practice from across the country?

Role of the chair: Does our chair show strong and effective leadership?

6. Do we carry out a regular 360° review of the chair's performance and elect the chair each year?

7. Do we engage in good succession planning so that no governor serves for longer than two terms of office and the chair is replaced at least every six years?

8. Does the chair carry out an annual review of each governor's contribution to the board's performance?

VISION, ETHOS AND STRATEGY

Strategy: Does the school have a clear vision and strategic priorities?

9. Does our vision look forward three to five years, and does it include what the children who have left the school will have achieved?

10. Have we agreed a strategy with priorities for achieving our vision with key performance indicators against which we can regularly monitor and review the strategy?

11. How effectively does our strategic planning cycle drive the governing board's activities and agenda setting?

Engagement: Are we properly engaged with our school community, the wider school sector and the outside world?

12. How well do we listen to, understand and respond to our pupils, parents and staff?

13. How do we make regular reports on the work of the governing board to our parents and local community?

14. What benefit does the school draw from collaboration with other schools and other sectors, locally and nationally?

EFFECTIVE ACCOUNTABILITY

Accountability of the executive: Do we hold the school leaders to account?

15. How well do we understand the school's performance data (including in-year progress tracking data) so we can properly hold school leaders to account?

16. Do governors regularly visit the school to get to know it and monitor the implementation of the school strategy?

17. How well does our policy review schedule work and how do we ensure compliance?

18. Do we know how effective performance management of all staff is within the school?

19. Are our financial management systems robust so we can ensure best value for money?

Impact: Are we having an impact on outcomes for pupils?

20. How much has the school improved over the last three years, and what has the governing board's contribution been to this?