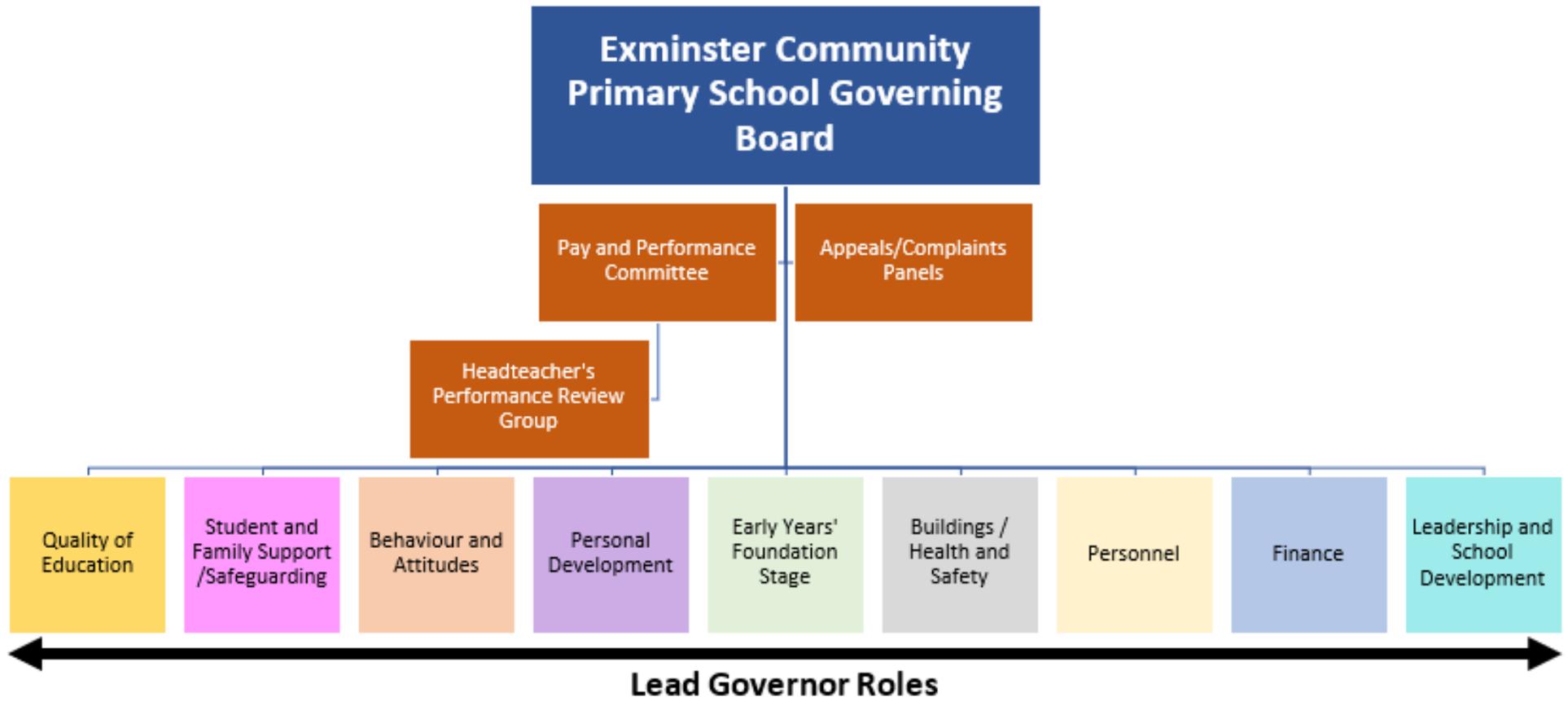


Exminster Community Primary School Governing Board Information

Constitution			
Category	Number	Details of Appointment	Term of Office
Parent	2	Elected by parent body	4 years
Local Education Authority	1	Appointed by Local Education Authority based on criteria set out by the Governing Board	4 years
Staff	1	Elected by staff	4 years
Headteacher	1	N/A	N/A
Co-opted Governors	Up to 10	Appointed by the Governing Board based on skills required	4 years

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Lead Governor Roles

These Terms of Reference for Lead Governor Roles were reviewed at a Full Governing Board meeting on 12 September 2019

Key:

D = Decision can be taken by the Lead Governor and reported back to the Full Governing Board.

R = Recommendation should be made by the Lead Governor for decision of the Full Governing Board.

1.1. Quality of Education

Lead Governor(s): Kate Beale, Gillian Ratcliff, Rebecca Dupre

The Lead Governor(s) will meet with key staff at least once each term, to monitor, triangulate and report on the outcomes below linking to the School Development Plan, taking into account the linked OFSTED requirements. The Lead Governor(s) will prepare a written, bulleted report to be discussed with the School Development Lead Governor and to be reported to the Governing Board as required. Every point beneath must be considered at least once each year.

Policies and documents that are related to this role:

Curriculum information published on school website (statutory) (D)

Collective Worship policy (recommended) (D)

Governor Visits policy and protocol (non-statutory) (D)

Sex and relationships education policy (included in PHSE policy) (statutory) (D)

PE Grant information on website – How it is spent (D)

Subject leadership has a high impact and teachers have good subject knowledge

Teachers and leaders use assessment well

Teaching is designed to help pupils remember long term content

High learner engagement is evident

Reading is prioritised to allow pupils to access the full curriculum offer, reading develops fluency, confidence and enjoyment

Intent and implementation of curriculum:

The curriculum is ambitious for all pupils

The curriculum is coherently planned and sequenced

The curriculum is successfully adapted, designed and developed for pupils with SEND and those that are Disadvantaged

Children access a broad and balanced curriculum

Across all parts of school, series of lessons contribute well to delivering the curriculum intent

Impact of curriculum:

Pupils' work across the curriculum is consistently of a high quality, pupils consistently achieve highly

Suggestions for governor visits:

- Reading interviews across all ages, reading with children – fluency, enjoyment, confidence

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- Meeting with leaders to evidence rigorous and sequential approach to the reading curriculum
- Meeting with leaders to evidence teaching of phonics
- Development of vocabulary across the school – meeting with School Learning Team/School leaders/staff interviews
- Discussions with pupils about what they have remembered about the content they have studied
- How well pupils with SEND are prepared for the next stage of education
- Work scrutiny of PP and non PP children, outcomes of spotlights, PP learning walk
- Discussions with leaders about the content and what is done to support the teachers
- Collaborative learning strategies observation and impact of these

Contacts in school:

English Team: Gail Miller, Arlene Badcott, Natalie Chandler

Curriculum Team: Bev Sydenham, Ian Moore

Pupil Premium Team: Sophie Angel, Frankie Hyde, Sarah Whalley

SEND co-ordinator: Claire Norman

1.2. Student and Family Support (SAFS) and Safeguarding

Lead Governor(s): Alwyn Reeves (SAFS and Safeguarding focus), Hamish Cherrett (Safeguarding focus)

The Lead Governor(s) will meet with the Key Leads (and visit classrooms as necessary) at least once each term, to monitor the outcomes below, taking into account linked OFSTED requirements. They will prepare a written, bulleted report to be discussed with the School Development Lead Governor and reported to the Governing Body. Every point must be considered at least once each year.

Policies and documents that are related to this role:

Link to KS2 results on school website (statutory)

Link to Ofsted report on school website (statutory)

Link to DfE performance tables on website (statutory)

Central record of recruitment and vetting (DBS) checks

SEND Policy (statutory) (R)

Information relating to SEND published on school website (statutory) (D)

Equality Policy (statutory – website) (D)

Equality Objectives (statutory - website) (D)

Supporting Pupils with Medical Conditions Policy (statutory) (R)

Child Protection Policy (statutory - website) (R)

Cyberbullying Policy (statutory) (D)

E-safety Policy (statutory) (D)

Exclusion Policy (statutory) (D)

Looked After Children Policy (recommended) (D)

Attendance Policy (recommended) (D)

Safeguarding Audit (annual review) (D)

Pupil Premium Information on website – How it is spent and strategy for the school's use of funding (D)

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SAFS:
The needs of all learners are met
All staff collaborate to assess learners' needs
Staff are well supported in tackling learners' challenges
External agencies are used to grow internal expertise
The school engages with all families
Safeguarding:
The school fully complies with and fully integrates and develops its policies and practices on safeguarding and child protection
The school implements and monitors its Behaviour Management policy
The school monitors attendance, exclusions and absences and applies the appropriate policies
The school demonstrates equality and fairness to all its learners
Additional funding to assist learners is monitored and applied in the most effective manner
Fulfilment of 'Prevent Duty' responsibilities
School identify children for Early Help and secure the help in order for pupils risk of harm to be reduced in a timely way
Manage safe recruitment and allegations about adults who may be a risk to pupils
Suggestions for governor monitoring visits:
<ul style="list-style-type: none"> • Unannounced safeguarding learning walks • Questions from safeguarding summary booklet/safeguarding reviews with governors • Involvement in safeguarding audit and review of safeguarding action plan • Learning walk with SENDCo to observe how children's needs are met, discussions with SENDCo about involvement of external agencies and impact of this involvement on the learner • Interviews with children about their learning (SEND focus), alongside pupil learning conferences
Contacts in school:
SEND coordinator: Claire Norman
Safeguarding team: Sarah Whalley, Hannah Parker, Claire Norman, Ian Moore, Paul Herring

1.3. Behaviour and Attitudes

Lead Governor(s): Frankie Hyde, Stephen McDonald
The Lead Governor will meet with the Key Leads (and visit classrooms as necessary) at least once each term, to monitor the outcomes below, taking into account linked OFSTED requirements. They will prepare a written, bulleted report to discuss with the School Development Lead Governor and the Governing Body. Every point must be considered at least once each year.
Policies and documents related to this role:
Behaviour Principles (statutory - website) (R)
Positive Behaviour Management Policy (statutory – website) (R)
Shared values are established across the school community
Learners are stakeholders and decision makers

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Positive behaviour is self-sustaining
Spaces promote learning
Displays support learning
Pupils behave with consistently high levels of respect for one another and play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured and bullying, harassment and violence are never tolerated
Pupils have consistently highly positive attitudes and commitment to their education, are highly motivated and actively support the well-being of others
Pupils behave consistently well, high levels of self-control. Where pupils struggle with this, school take actions to support them to engage and succeed in their education.
<p>Suggestions of governor monitoring visits:</p> <ul style="list-style-type: none"> • Observing behaviour around school at different times of the school day (structured guidance provided for looking at this) • Speaking to staff about behaviour in the school (LSAs, MTAs, admin, catering, teachers) • Speak to a range of pupils about behaviour at school • Look at parental feedback and questionnaires about what they say about behaviour and relationships • Look for patterns in behaviour figures and ask questions about what school is doing to combat these (provided from the behaviour team) • Attend a behaviour team meeting and ask questions to challenge and support
<p>Contacts in school:</p> <p>Behaviour team: Ian Moore, Hannah Parker, Sinead Coville, Frankie Hyde, Claire Madge</p>

1.4. Personal Development

<p>Lead Governor(s): Ian Rogers</p> <p>The Lead Governor(s) will meet with the Head teacher/SLT once a term, or as needed, to monitor the outcomes below, taking into account linked OFSTED requirements. They will prepare a written, bulleted report to discuss with and will discuss with the Leadership Lead Governor and the Governing Body. Every point must be considered at least once each year.</p>
<p>Policies and documents related to this role:</p> <p>Complaints Procedure (statutory - website) (D)</p> <p>Data Protection Policy (statutory) (D)</p> <p>Freedom of information publication scheme (statutory) (D)</p> <p>Privacy Notice (statutory) (D)</p> <p>Statement of the school's Vision and Values published on school website (statutory)</p> <p>Home School Agreement (non-statutory) (D)</p>
Pupil character is developed through the shared values
Enrichment activities broaden horizons – pupils have access to a wide, rich set of experiences with opportunities for pupils to develop their talents and interests

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Learner voice has high status
The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality
School provides high quality pastoral support, develop children's understanding of physical and mental well-being and understand healthy relationships
School prepares pupils for life in modern Britain effectively developing British values of democracy, the rule of law, individual liberty , tolerance and respect.
School promotes equality and diversity
School promotes responsible, respectful, active citizens who contribute positively to society
Pupils are well prepared for their next steps of education
Suggested governor monitoring visits: <ul style="list-style-type: none"> • Meeting with leader for careers guidance to see the intent, implementation and impact of the programme • Interview children about pupil responsibilities eg. Eco Alert group, School Learning Team • Meeting with PSHE leader to look at impact of PSHE programme • Meeting with key leads on development of mental health programme within school, impact of strategy • Pupil interviews with Civic Award

1.5. Early Years' Foundation Stage

Lead Governor(s): Gillian Ratcliff The Lead Governor will meet with the EYFS lead at least once each term, to monitor the outcomes below, taking into account linked OFSTED requirements. They will prepare a written, bulleted report to discuss with the School Development Lead Governor and Governing Body. Every point must be considered at least once each year.
Policies and documents related to this role:
There is high ambition for ALL pupils that is embodied by all staff
The impact of the curriculum on what children know, can remember and do is strong
There is deep engagement and sustained high levels of concentration
Children are highly motivated and eager to join in
The children can share and cooperate well, demonstrating high levels of self-control and respect
There is an ambitious curriculum that is coherently planned and sequenced, developing knowledge and skills for future learning
There is a sharp focus on wide vocabulary development, with secure phonics preparing for confident and fluent readers
The EYFS curriculum and pedagogy is managed in relation to the learning needs of their children
Information is presented clearly to children, staff communicate well and check understanding, identify misconceptions and provide clear explanations to improve learning, adapting teaching as necessary
Reading to the children is exciting and engaging
Staff are knowledgeable about the teaching of early mathematics
The curriculum and care practices promote and support children's emotional security and development of character
Impact:

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Detailed knowledge and skills developed, ready for next stage in Y1, enjoy and listen attentively, positive attitudes, manage own feelings and behaviour.

Suggested governor monitoring visits:

- Discussions with EYFS leader
- Observations of practice in EYFS
- Pupil interviews

Contacts in School:

EYFS Lead – Marie Greenslade

1.6. Finance

Lead Governor(s): John Collins, Liam Hatton

The Lead Governor will meet with the Head teacher/SLT at least once each term, to monitor the outcomes below, taking into account linked OFSTED requirements. They will prepare a written, bulleted report to discuss with the School Development Lead Governor and Governing Body. Every point must be considered at least once each year.

Policies and documents related to this role:

Charging and Remissions (statutory - website) (D)

Governor Allowances/Expenses (statutory) (D)

Finance Policy (statutory) (R)

Schools Financial Value Statement (statutory) (R) – Includes reference to the Business Continuity Plan and Emergency Management Plan

Lettings policy (statutory) (D)

Scrutinise all factors in relation to the anticipated income and expenditure of the school

Review and agree formal budget plans and recommend to the Governing Board

Monitor budgets at least termly to challenge variances and report to the Governing Board

Ensure Governors understand and are knowledgeable of the SFVS and ensure the yearly return is completed

Monitor statistics, performance indicators and direct action where appropriate

To discuss strategic financial expenditure with the School development Lead Governor, to achieve budgeted and appropriate direction of resources

1.7. Personnel

Lead Governor(s): Vacancy

The Lead Governor will meet with the Head teacher/SLT once a term, or as needed, to monitor the outcomes below, taking into account linked OFSTED requirements. They will prepare a written, bulleted report to discuss with and will discuss with the Leadership Lead Governor and the Governing Body. Every point must be considered at least once each year.

Policies and documents that are associated with this role:

Contract of employment for each member of staff

Redundancy and Selection Criteria policy (statutory) (D)

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Staff Capability policy (statutory) (D)
Staff Discipline policy (statutory) (D)
Staff Grievance policy (statutory) (D)
Staff Leave and Absence policy (statutory) (D)
Managing Staff Sickness Absence policy (statutory) (D)
Maternity Policy (non-statutory) (D)
Flexible Working Requests Policy (non-statutory) (D)
Shared Parental Leave policy (statutory) (D)
Teachers' Appraisal policy (statutory) (D)
Teachers' Pay policy (statutory) (R)
Whistleblowing policy (statutory) (D)
With the Headteacher, strategically review the current and likely future staffing structure
Review policies and practice with required Human Resources and legislative processes
Ensure that strategic pay and performance management is consistent with school development and learners' outcomes
Provide challenge and support to SLT in staff appraisal, management and support
Ensure Governors are updated and trained for any committee and support roles
Advise Finance and Leadership Lead Governor(s) of strategic impact on staff changes

1.8. Buildings, Health and Safety

Lead Governor(s): Paul Frazer
The Lead Governor will meet with the Head teacher/SLT once a term, or as needed, to monitor the outcomes below, taking into account linked OFSTED requirements. They will prepare a written, bulleted report to the Governing Body and will discuss required strategic resources with the Finances Lead Governor. Every point must be considered at least once each year.
Policies and documents related to this role:
Accessibility Plan (statutory)
Asset Management Plan
Health and Safety Policy (statutory) (D)
The school is safe, accessible and suitable for all users and visitors
There is an appropriate plan for maintenance, repair, and where necessary, replacement of capital items
Plans for long-term expenditure and future developments to premises are appropriate for the likely needs of the school
Consider and advise on strategic priorities of capital expenditure and development
Review efficient and cost-effective use of school premises
Discuss and agree likely resource allocation with Headteacher/SLT and Finance Lead Governor

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1.9. Leadership and School Development

Lead Governor(s): Talitha Kerrigan, Rebecca Dupre, Stephen McDonald

The Lead Governor(s) will meet with the Key Leads (and visit classrooms as necessary) at least once each term, to monitor the outcomes below, taking into account linked OFSTED requirements. They will prepare a written, bulleted report to discuss with their counterpart Lead Governor and the Governing Body. Every point must be considered at least once each year

Policies and documents related to this role:

School Development Plan

Leadership

Clear ambitious vision, values and outcomes are apparent and reflect focus on learning and achievement

Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment

Leaders engage effectively with pupils and others in their community

Professional Development is targeted for staff is targeted and highly effective

There are high levels of support for staff well-being issues

The Headteacher, and the SLT provide effective leadership, support and challenge to staff and each other

Distributed leadership is evident throughout the school with clearly defined roles and responsibilities

School teams are designed around cohorts of learners and time is dedicated to plan for learners' needs

Leaders are adept at managing change and developing the capacity of staff, engage effectively with staff and are aware and take account of the main pressures on them, they are realistic and support staff workload

Achievement data is used effectively by leaders to view efficacy and accountability of staff

The School Development Plan is fully integrated in learning and evidence of its efficacy is monitored

Achievement data is evaluated and triangulated by the SLT to understand any challenges to school development

Governors understand the OFSTED framework and are applying best practice