



**'Learn, Endeavour, Aspire, Respect, Nurture'**

**GOVERNOR  
HANDBOOK  
2020-2021**

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# WELCOME

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Dear Governor

The purpose of this handbook is to provide new governors and those already in post with details of our planned work for this next academic year. It also attempts to explain what governors are responsible for, and how the governing body operates.

The handbook also contains the Annual Statement which highlights the ways in which governors have been involved over the previous year.

All boards, no matter what type of schools or how many schools they govern, have three core functions:

- **Ensuring clarity of vision, ethos and strategic direction;**
- **Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff; and**
- **Overseeing the financial performance of the organisation and making sure its money is well spent.” DfE Governance Handbook.**

**The governors at Oxspring Primary School have included a fourth function and that is ‘The Governing Body’s organisational efficiency and effectiveness: fitness for purpose’.**

At Oxspring there is provision for 13 governors; 4 parents; 1 staff; 1 Local Authority; 6 co-opted; and the Headteacher. The governors are there to represent the children not the people who elected or co-opted them.

Currently there are 12 governors appointed.

All governors are encouraged to take an active part in the life and governance of the school. In addition they are given the opportunity to use and develop their own skills to help the

children gain as much benefit as they possibly can from their time at Oxspring Primary School.

As a Governing Body we have many responsibilities as well as facing challenges particularly when new initiatives and strategies are introduced, but by working together we can and do make a difference for the children at our school.

We are members of the National Governance Association (NGA) which offers very useful advice on its website [www.nga.org.uk](http://www.nga.org.uk) as well as emailing out a weekly newsletter in term time, and a hard copy of the bi monthly Governing Matters.

In addition the local Barnsley Governors' Association (BGA) holds regular training sessions as well as organising conferences throughout the year.

The Department for Education (DfE) also publishes a Governance Handbook. Please follow the link.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/788234/governance\\_handbook\\_2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/788234/governance_handbook_2019.pdf)

### **Rewards of being a governor**

Being a governor is a rewarding and valuable experience. While undertaking your role as governor you are:

- investing in the next generation through provision of a sound and good quality education;
- developing new skills;
- acquiring new knowledge;
- developing a sense of community involvement and partnership;
- using your personal qualities and expertise to help the school, its pupils and its staff;
- making new friends

Should you require any further information or have any questions, please do not hesitate to contact myself or Mrs Irwin Headteacher.

Kind regards

**Mike Cassidy**

**Chair of Governors**

## Our Vision

‘Embracing Learning – a school for all’

## Our School’s Mission

‘To be a learning community with a culture of ambition and achievement’

## Our Motto

‘Learn, Endeavour, Aspire, Respect, Nurture’

## Our Values



## Section 1

# ROLES OF THE GOVERNING BODY

## ROLES OF THE GOVERNING BODY:

### CONSTITUTION AND TERMS OF REFERENCE

*The Roles of the Governing Body should be read in conjunction with the Scheme of Delegation and the Terms of Reference, which provide further detail on committee and individual's financial responsibilities.*

### CATEGORIES OF SCHOOL GOVERNORS

#### Parent Governors– (all state schools)

Any parents, or carer, of a registered pupil at the school at the time of election is eligible to stand for election for parent governor. Parent governors may continue to hold office until the end of their term of office even if their child leaves the school. Governing bodies may only appoint as a parent governor a parent who has, in their opinion, the skills to contribute to effective governance and the success of the school. A parent governor is a representative and not a delegate of parents; neither is their role to promote the interests of their own children but all children.

#### Staff Governors– (all state schools)

Teaching and support staff who, at the time of the election, are employed by either the governing body or the local authority to work at the school under a contract of employment, are eligible to be staff governors. Staff governors are elected by school staff. They cease to hold office when they cease to work at the school. Their role will not be to represent staff, nor to stand alongside the Head Teacher in being held to account by the governing body, but to operate as part of the governing body to provide strategic leadership and to hold the head teacher to account.

#### LA Governor - (all state schools)

Local Authority governors are nominated by the local authority but appointed by the governing body. The local authority can nominate any eligible person as a local authority governor, but it is for the governing body to decide whether their nominee has the skills to contribute to the effective governance and success of the school and meets any other eligibility criteria they have set. An individual eligible to be a staff governor at the school may not be appointed as a local authority governor.

#### Co-opted Governors

Co-opted governors are appointed by the governing body. They are people who in the opinion of the governing body have the skills required to contribute to the effective governance and success of the school.

### **Associate members**

Associate members are appointed by the governing body to serve on one or more governing body committee. They may also attend full governing body meetings. They are not governors and therefore do not have a vote in governing board decisions, but may be given a vote on decisions made by committees to which they are appointed. Associate members should be appointed because of the specific expertise and experience they can contribute to the effective governance and success of the school. The governing board may appoint a pupil, school staff member or any other person so they can contribute their specific expertise and help address gaps identified in the skills of governing board members.

### **Training and Development**

All governors are expected to attend a school based induction which gives them more information about their roles, expectations and responsibilities as Link Governors.

Governors are also provided with the timetable and dates for Local Authority (LA) and Barnsley Governors Association (BGA) Governor Training, and signposted to relevant training, as well as being expected to undertake generic Induction Training offered by one of these organisations

In addition, all governors are given initial introduction to Safeguarding, particularly Keeping Children Safe in Education (KCSIE), and provided with regular updates and training as appropriate, including online safety and PREVENT.

A Training and Development record is maintained on the school's OneDrive for governors to update as appropriate.

The Governing Body maintains a Skills Audit which can be used to help identify any knowledge, experience, skills and behaviours the governing body still needs to deliver their functions effectively. Whilst no individual governor is expected to have all the skills listed in the audit, they should be covered across the governing body.

## **SCHOOL FUNDING**

### **Revenue Funding (Main Budget Allocation)**

Revenue funding comes from the local authority and is known as the delegated budget. It provides funding for the day-to-day running costs of the school, for example staff salaries, energy costs, learning resources etc.

The Department for Education (DfE) will calculate the amount of funding local authorities are to receive to spend on schools, and will distribute this in the form of a ring-fenced grant known as the Dedicated Schools Grant (DSG). The DSG is delegated to individual schools on the basis of the local funding formula, which distributes the majority of funding to schools on the basis of pupil numbers.

## **Capital Funding (DFC)**

Capital funding is made available to schools for spending on school buildings and/or furniture and equipment (including ICT equipment). The funding cannot be used to support the day-to-day running costs of the school or any routine building maintenance.

All schools receive a devolved capital allocation, which is calculated on a formulaic basis. In addition to this local authorities receive capital funding for schools, which is utilised on individual schools according to need.

## **Pupil Premium**

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

The government believes that Headteacher and school leaders should decide how to use the pupil premium. They are held accountable for the decisions they make through performance tables which show the performance of disadvantaged pupils compared with their peers and the attainment of pupil groups in particular those who attract the pupil premium.

## **The Governing Body and the School Budget**

The Governing Body has a statutory responsibility for the financial management of the school, which includes deciding how the available funding is spent. In its strategic role, it must set the educational and financial priorities for the school and ensure the budget is managed effectively. It has a legal obligation to agree the annual budget plan, which must be submitted to the local authority.

The budget for the school should follow the priorities and objectives as set out in the School Improvement Plan. The Governing Body may delegate the preparation of the budget to a committee, who should ensure that the Head Teacher and Admin / Finance Officer are also involved in the budget setting process as appropriate. The committee may also wish to have due regard to benchmarking data available for other schools in similar situations. This may be found in school or on the DfE website.

The Governing Body ensures that its financial responsibilities and those of its committees, the Headteacher and other staff are clearly defined and set down in The Financial Procedures Manual, Delegation Planner, and Terms of reference. This allows the Governing Body to ensure that appropriate and robust systems of financial control are in place and that it receives the information it needs to carry out its role.

Once the budget has been approved, the Governing Body should monitor spending regularly throughout the year to ensure that it is in line with the budget. Where significant variances are identified these should be understood and any appropriate action and subsequent amendments to the budget made.

Schools are subject to both local authority auditing of the schools financial procedures and practices and possibly external audit as part of the audit of the local authority. The

Governing Body should receive the auditor's report and ensure that any recommendations are acted upon and implemented as necessary.

As part of the inspection process, OFSTED will look at how well the school makes use of its resources and how these are linked to educational priorities.

## **GUIDANCE FOR LINK GOVERNORS**

- The governing body bases its decision on its development priorities.
- All decisions are focused on driving school improvement in partnership with senior and middle leaders.
- Link Governors are assigned to subjects which have been identified as needing development and are therefore strategic priorities, as well as:
  - Safeguarding
  - SEND
  - Health & Safety
  - Finance

Where appropriate Link Governors should begin with any actions or priorities specified in the School Improvement Plan (SIP) as their starting point for establishing an overview of their subject or area and raise questions for the first visit from that.

For areas such as SEND, Safeguarding, and H&S, evaluating the relevant policies will be an easy and useful place to start.

Link governors should establish the focus for the coming year at the beginning of the school year and draw up an action plan with the relevant member of staff using the model pro forma which includes examples of monitoring strategies.

Not all monitoring needs to take place in school. Questions can be emailed to the appropriate member of staff and responses emailed back.

Visits should have a clear, prearranged agenda and the School Visits Protocol must be followed. The agenda is usually set at the previous meeting as the next step or stage of development in the monitoring cycle. National Governance Association (NGA)

recommends that each individual governor visits the school at least once a year. Some Link Governors may find a termly visit more useful but they should not normally be more frequent than this and should not interfere with the day to day running of the school.

(There will also be opportunities to attend a 'Governor Day' 3 times a year where there will be an overall School Improvement Plan priority focus or Governor Self Review.)

Visits should involve the link governor meeting with the member of staff responsible for their area or subject in order to gather background information and context, observing in action, looking at books, and if possible having the opportunity to speak to children and/or other staff members as appropriate.

During any visit to the school it is important to remember that the role of governors is strategic not operational, and should not take the form of inspections, or judgement of teaching.

A Governor Monitoring Form should be completed following the visit or contact, uploaded onto the relevant file in OneDrive, ensuring a copy is sent to the staff member involved,

and the Headteacher for the Governors' Monitoring file. Link governors may find it helpful to maintain their own file.

### Reporting back to the Governing Body.

Link governors should report back to the governing body regarding their visits, monitoring and outcomes. This should happen at least yearly, but could be after each monitoring visit/liaison. Reporting can be in a short written form and uploaded onto OneDrive before a FGB meeting, and/or given verbally and minuted by the clerk. **Where governors are keeping others informed of progress regarding a particular project or 'commissioned activity' then notes or copies of emails may be more appropriate to upload into the relevant file.**

A planning timetable will be produced at the beginning of each year indicating when each area/subject should be reported on, so that not all governors are reporting at the same time. Governors may of course, make more frequent reports as appropriate.

<b>Oxspring Primary School Governor Roles and Responsibilities</b>		
<b>Role</b>	<b>Governor</b>	<b>Member of Staff</b>
<b>Chair of Governors</b>	Mike Cassidy	
<b>Vice Chair</b>	Gemma Mahoney	
<b>Safeguarding</b>	Marie Hollingworth	Sharon Irwin
<b>SEND</b>	Michelle Jowett	Helen Rolling
<b>Health &amp; Safety</b>	Colin Gratton-Rayson	Sharon Irwin
<b>English</b>	Hannah G-Jordan	Sarah Grobler / Alison Tomlinson
<b>Maths</b>	Colin Gratton-Rayson	Emma Wright
<b>EYFS</b>	Tracey Connolly	Nicola Reeve/Alison Tomlinson
<b>STEM</b>	Richard Abdy	Nicola Reeve
<b>Pupil Parliament</b>	Mike Cassidy	Sharon Irwin/Alison Tomlinson
<b>PHSE/ SEL/ Personal Development</b>	Marie Hollingworth/Charlie Hinchcliffe	Emma Wright
<b>Pupil + Staff Wellbeing</b>	Marie Hollingworth/ Charlie Hinchcliffe	Sharon Irwin/Emma Wright
<b>GDPR</b>	Richard Abdy	Sharon Irwin
<b>Finance/Pupil /Sport Premium</b>	Richard Abdy +TBC	Rachel Laslett
<b>Data and Assessment</b>	Gemma Mahoney	Sharon Irwin
<b>Newsletter Co-ordinator</b>	Hannah G Jordan	Sharon Irwin
<b>School Marketing</b>	Mike Cassidy + Richard Abdy+ Gemma Mahoney	Sharon Irwin
<b>Headteacher's Performance Review Panel</b>	Mike Cassidy + Gemma Mahoney	
<b>Pay Panel</b>	Colin Gratton-Rayson; Michelle Jowett; Marie Hollingworth	
<b>Appeal Panel</b>	Helen Sparks/ Charlie Hinchcliffe/Tracey Connolly	
<b>Training &amp; Development Record and Skills Audit on OneDrive –</b>	Governors to update as appropriate	



## Oxspring Primary School

### Code of Conduct for Governors

2020-21

#### Code of Conduct

To help keep our children safe and to help safeguard governors and the school from any unnecessary difficulties, we have created the following governors' 'code of conduct' which we ask all governors to agree to:

- I will sign in and out of school and will wear the governor lanyard throughout my visit.
- I will ensure that all doors and gates are closed behind me.
- I will not open the door to any unknown adult. I will direct any visitors to the school office. If the school office is closed, I will direct them to a member of staff
- I will keep everything that I see and hear in school confidential.
- I will not discuss another child with anyone outside school. I will observe confidentiality in respect of all information gained through my participation as a governor. (All information held by schools should be handled with care. Some information is especially sensitive. Sensitive and/or personal information requires additional caution in the way it is treated. For example, governors should not discuss nor disclose personal information about pupils, staff, other governors or parents /carers).
- I have been given a copy of 'Keeping Children Safe in Education' (updated September 2019), the Behaviour Policy and the safeguarding induction sheet. I understand that Safeguarding and promoting the welfare of children is everyone's responsibility. I understand my role in keeping the children safe at Oxspring Primary School and have been made aware of the safeguarding procedures.
- If I have concerns about a child, I will share them immediately with Headteacher and Designated Safeguarding Lead (Mrs Irwin), the Assistant Headteacher and Deputy Designated Safeguarding Lead (Mrs Rolling) or the class teacher.
- If a parent raises a concern with me, I will refer them to the class teacher or the Headteacher.
- When working in school, I will not use my mobile phone (except in the staffroom at break times).
- I will not take any photos of children in school
- I will not post anything confidential about school on social media.
- I have been made aware of the fire drill procedures.
- I have had the opportunity to discuss any induction questions with a senior member of staff.

If you are happy to follow these procedures and understand the importance of our confidentiality arrangements, please sign below. Please be aware that, in the interests of the children's safety, if this 'Code of Conduct' is not followed, we may have to decline any future inclusion in school and/or offsite activities. Thank you for your understanding.

Governor:.....  
..... (Print name)

I have read, understand and agree to follow Oxspring Primary School's Governors' 'Code of Conduct'.

Signed:.....

Date.....



## SOURCES OF INFORMATION

<http://www.barnsleyga.org/bga/index.php/support/governors-handbook>

<http://www.barnsleyga.org/bga/index.php/information/external-links>

<https://www.nga.org.uk/Home.aspx>

<https://www.gov.uk/education/school-governance>

<https://www.barnsley.gov.uk/services/children-families-and-education/safeguarding-families-in-barnsley/safeguarding-children-in-barnsley/>

<https://www.gov.uk/government/organisations/ofsted>

## Section 2

### Planning, monitoring and reviewing.



**Oxspring Primary School**  
**Governing Body Meetings**  
**2020 – 2021**

*Learn, Endeavour, Achieve, Respect, Nurture*

<b>Meetings</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>FGB</b>	20.10.20 (Tuesday) 6pm 24.11.20(Tuesday) 6pm	21.1.21(Thursday) 6pm 23.03.21(Tuesday) 6pm	18.05.21(Tuesday) 6pm 01.07.21(Thursday) 6pm
<b>SAM</b>	22.09.20(Tuesday) 6pm 10.11.20(Tuesday)	09.03.21 (Tuesday)	08.06.21(Tuesday)
<b>Special</b>	As required	As required	As required
<b>Governor Days</b>	10.11.20(Thursday)	09.03.21(Tuesday)	08.06.21(Tuesday)

## OXSPRING PRIMARY SCHOOL GOVERNORS' YEAR PLANNER 2020 – 2021

The effectiveness and performance of the Governing Body will be determined by the tasks and actions set out below.

To ensure these actions are fully addressed they will be reported at both FGB and SAM meetings throughout the year as agenda items.

Individual and groups of governors will be invited to take responsibility for ensuring these tasks are completed and reported to the FGB.

School term	Core Function 1: Ensuring clarity of vision, ethos & strategic direction	Core Function 2: Holding the Head Teacher to account for the educational performance of the school and its pupils	Core Function 3: Overseeing the financial performance of the school and making sure its money is well spent	Governing Body's organisational efficiency and effectiveness: fitness for purpose
<b>Autumn</b>	<ul style="list-style-type: none"> <li>• Agree the focus of governance during the “recovery phase” and how staff and pupils are readjusting to the requirements of the RA</li> <li>• In collaboration with LA “Managing Change” process determine staffing levels for 2021/22 and beyond.</li> <li>• Ensure staff well-being and workload is a priority.</li> <li>• Publish an annual statement for 2020/21.</li> <li>• Plan strategic approach to increase pupil numbers.</li> <li>• Review statutory policies which are a priority.</li> </ul>	<ul style="list-style-type: none"> <li>• Determine level of reporting from senior leaders (that is reasonable and proportionate)</li> <li>• Link Governors to monitor with Senior/middle Leaders how the school is adjusting to a revised curriculum, lost learning time and additional SEND provision.</li> <li>• Identify level of staff and pupil well-being via link governor involvement and FGB meetings.</li> <li>• Review Head Teacher’s performance and pay</li> <li>• Receive HT report on PM and anonymized staff PM targets</li> <li>• Review performance data where relevant and appropriate.</li> <li>• Agree school performance targets and approve SIP.</li> <li>• Note LA attendance target</li> <li>• Monitor attendance and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Identify additional costs linked to RA requirements.</li> <li>• Publish details of pupil premium and its impact</li> <li>• Monitor financial impact of SEND provision on budget and additional funding.</li> <li>• Publish details of use of sports premium and its impact on pupil participation and staff training.</li> <li>• Monitor budget costs of SIP priorities.</li> <li>• Pay Panel to receive/agree recommendations for staffing pay progression.</li> </ul>	<ul style="list-style-type: none"> <li>• Agree focus and roles of link governors</li> <li>• Agree calendar/frequency of meetings for the coming year during the “recovery phase”</li> <li>• Agree policy review cycle for 2020-21 taking “recovery phase” into consideration.</li> <li>• Update ROI including Business Interests</li> <li>• Update Skills Audit and identify individual governor aspirations</li> <li>• Identify governors’ training needs including induction of new governors.</li> <li>• Ensure school website includes all information required by DfE</li> <li>• Review GB’s Code of Practice ( If necessary)</li> <li>• Consider how governor days can be achieved within the new restrictions.</li> <li>• Update School Governors Handbook</li> <li>• Identify ways of networking with other local governing bodies to share good practice and to consider closer collaboration.</li> <li>• Review/ report/adapt if necessary Governor Year Planner</li> </ul>

	<b>Core Function 1: Ensuring clarity of vision, ethos &amp; strategic direction</b>	<b>Core Function 2: Holding the Head Teacher to account for the educational performance of the school and its pupils</b>	<b>Core Function 3: Overseeing the financial performance of the school and making sure its money is well spent</b>	<b>Governing Body's organisational efficiency and effectiveness: fitness for purpose</b>
<b>Spring</b>	<ul style="list-style-type: none"> <li>Assess impact of pandemic and identify further priorities for action if necessary.</li> <li>Review progress and complete Managing Change process with a view of agreeing staffing structure for 2021/22</li> <li>Agree recruitment process for DH appointment</li> <li>Review policies as per cycle of review</li> </ul>	<ul style="list-style-type: none"> <li>Conduct Head Teacher's mid-year PM review</li> <li>Monitor staff mid-year PM reviews and impact</li> <li>Monitor staff and pupil well-being via survey.</li> <li>Monitor CPD and impact</li> <li>Monitor pupil performance</li> <li>Monitor attendance and behaviour</li> <li>Review SIP progress towards targets.</li> <li>Receive LAC report</li> </ul>	<ul style="list-style-type: none"> <li>Complete SFVS and send to LA by 31 March</li> <li>Review and cost projected staffing structure with "Managing Change" recommendations</li> <li>Identify significant areas of overspend against planned</li> <li>Review SLAs benefits against costs.</li> <li>Receive Indicative Budget and agree SLA's for 2021/22</li> <li>Consult, and publish agreed staffing structure for 2021/22</li> </ul>	<ul style="list-style-type: none"> <li>Elect Chair (Spring 1)</li> <li>Elect Vice Chair (Spring 1)</li> <li>Report Link Governor involvement</li> <li>Update Training and Development records.</li> <li>Review governor effectiveness and communication with staff/pupil and parents.</li> <li>Review/report/ adapt if necessary Governor Year Planner</li> </ul>
<b>Summer</b>	<ul style="list-style-type: none"> <li><b>Review of 2020/21</b></li> <li>Overall impact of current SIP on all aspects of school</li> <li>Outstanding policies as per cycle of review( If required)</li> <li>Retention/recruitment of GB for 2021/22</li> <li>Appoint DH and other staff if necessary.</li> <li>Prepare draft Annual Statement of 2020/21</li> </ul>	<ul style="list-style-type: none"> <li><b>Review of 2020/21</b></li> <li>Pupil performance and progress</li> <li>Attendance and behaviour during 2020/21</li> <li>Admissions and destinations of school leavers</li> <li>Attendance of staff</li> <li>Pupil exclusions</li> <li>Monitor CPD and impact on teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>Agree/approve budget and staffing levels for the new financial year</li> <li>Review impact of additional funding on SEND provision</li> <li>Identify significant costs of SIP priorities and tangible impact on school's performance</li> <li>Ensure Consistent Financial Report (CFR) declaration completed and returned</li> <li>Ensure Audit of School fund completed</li> </ul>	<ul style="list-style-type: none"> <li><b>Governance Review/report of 2020/21</b></li> <li>Effectiveness of governance model; conduct self-review and evaluate achievements over the last year</li> <li>Impact and outcomes of monitoring</li> <li>Governor attendance</li> <li><b>Agree priorities for 2021/22 including:</b></li> <li>Review the allocation, and responsibilities and roles of link governors aligned with draft SIP and school priorities</li> <li>Calendar/frequency of meetings</li> <li>Produce draft Year Planner</li> </ul>

## Oxspring Primary School Governing Body Monitoring and Evidence Overview 2020-21

### Areas currently focused for school improvement

#### **1. Quality of Education - Full reopening of school during the ongoing COVID-19 pandemic**

**1.1** - To complete a full reopening of school in line with the National, DFE and BMBC guidelines and health and safety requirements.

**1.2** - To implement a recovery curriculum which addresses the impact of COVID-19 and effectively supports 'closing the gap' for **all** groups of pupils from EYFS to Year 6, including SEND, disadvantaged and more able (focusing on phonics and reading, writing, maths and the EYFS prime areas of learning, within a broad and balanced curriculum)

#### **2. Behaviour and attitudes: In light of COVID-19, review and embed systems and strategies for enhancing pupil voice, behaviour and attitudes to learning**

**2.1** - To review and update whole school routines, expectations and attitudes towards learning linked to our Oxspring values and ethos.

#### **3. Personal Development Further extend opportunities for the personal development and welfare of all pupils.**

**3.1** - To support the safeguarding, emotional and mental health needs of pupils (families) and staff as a result of the impact of COVID-19.

#### **4. Leadership and Management: Enhance leadership and management effectiveness at all levels.**

**4.1** - To enable subject leaders to complete curriculum development work in their subject areas and monitor and review the quality of provision.

**4.2** - To review and enhance systems and procedures for governance, including financial sustainability and the role of the link governor.

**4.3** - To review and update SEND systems and procedures in line with statutory guidance following COVID-19 restrictions, to identify, assess and support SEND and vulnerable pupils.

**5. EYFS** - To further develop the learning environment, curriculum and provision in EYFS which effectively 'closes the gaps' and meets the needs of all groups of pupils.

**5.1** - To provide a learning environment that meets the needs of the children whilst following National, DFE and BMBC guidelines and health and safety requirements.

**5.2** - To implement a recovery curriculum which addresses the impact of COVID-19 and effectively supports 'closing the gap' for all groups of pupils.

**5.3** - To provide a curriculum that inspires and motivates the large percentage of boys in this year's cohort.

GOVERNOR QUESTIONS	EVIDENCE	GOV/COMMITTEE WITH OVERVIEW	POINT IN CYCLE OF SCHOOL IMPROVEMENT		
			Autumn	Spring	Summer
<b>What are the strengths and weaknesses of the school and how do we know this?</b>	School Improvement Plan/SEF	All GB		March	July
	Involvement in performance appraisal	MC/GM for HT	Oct via Zoom?	March	
	Report on performance appraisal by HT	FGB	Nov		
	Pupil Parliament/Pupil Voice	MC reports as Link Governor/PP Minutes	Subject to RA restrictions)	Subject to RA restrictions)	Subject to RA restrictions)
	Evaluation of Data	SAM and Full GB Headline data in HT report Mid-year review	To be decided	Termly	Termly
	Informal and formal visits to school	All GB/ Link governors	Subject to RA restrictions)	Subject to RA restrictions)	Subject to RA restrictions)
	Talking with staff and monitoring activities Talking to children about their learning	SAM/Link Governors Link Governors	Termly ( Subject to RA restrictions)	Termly ( Subject to RA restrictions)	Termly ( Subject to RA restrictions)
	Attending school evaluation officer (SEO) monitoring visit to agree rating (Currently yellow) and receive her written "Building A Picture"	CoG/ Vice CoG HT Appraisal Oct, LA Standards visit	Autumn Dates TBA Subject to RA restrictions)		
	Use of external evaluation of the school e.g. Moderation when appropriate/ LA Standards visit. Peer to Peer support, Penistone Pyramid Reports as appropriate.				
	Headteacher reports of summative headlines	Full GB	Termly	Termly	Termly

GOVERNOR QUESTIONS	EVIDENCE	GOV/COMMITTEE WITH OVERVIEW	POINT IN CYCLE OF SCHOOL IMPROVEMENT		
			Autumn	Spring	Summer
<b>How do we know about the quality of teaching in school and what is it?</b>	Report on performance appraisal of staff by HT	FGB	Oct	March	
	Visits to school - Governor days HT Reports	All governors	Tied to action plan	Tied to action plan	Tied to action plan
	Pupil Premium report of progress Comparison with National picture HT data reports summary HT termly reports	SAM group/ Link Governor Report			FGB meeting
	Annual update on SEF	FGB		March	
<b>How is the Pupil Premium being used, what impact has it had, how do we know this?</b>	Pupil premium action plan Review of impact report Anonymised tracking data Anonymised case studies	SAM / HT Reports			
	Meetings with SENDCO/Link Governor	SAM group updates	TBD( Subject to RA restrictions)	( Subject to RA restrictions)	( Subject to RA restrictions )
<b>How are we involved in performance management?</b>	Performance appraisal of HT and mid-year review of progress towards targets	HT provides a report for PM Governors the Full GB on her targets and progress	PM Governors With PM Consultant Report to FGB Subject to RA restrictions)	Update/ review to FGB	
	Review performance of teaching staff at least twice a year to monitor progress and to inform pay decisions. Evaluations of performance. HT report of impact of performance appraisal on teaching and support staff.	HT Report to FGB			June

GOVERNOR QUESTIONS	EVIDENCE	GOV/COMMITTEE WITH OVERVIEW	POINT IN CYCLE OF SCHOOL IMPROVEMENT		
			Autumn	Spring	Summer
<p><b>What are the strengths/areas of development for our governing body?</b></p> <p><b>How do we decide the focus for development?</b></p>	<p>Skills Audit</p> <p>Governor Development and Self- Review Day</p> <p>See Governor Development Plan/ Year Planner</p> <p>Training and Development records/spreadsheet</p>	<p>Full GB</p> <p>Lead by COG/Vice COG</p>	<p>Review previous year</p>		<p>June</p>
<p><b>How do we hold the school to account?</b></p> <p><b>What examples of good practice do we have in holding the school to account?</b></p>	<p>Stakeholder consultation Parent survey, children survey, staff survey.</p> <p>Monitoring Subject Leader roles and their impact through individual presentations and repo</p>	<p>HT/Link Governor for Well-being reporting back to FGB</p> <p>Subject Leader presentations and meetings with Link Governors</p>	<p>( Subject to RA restrictions)</p>	<p>February</p> <p>( Subject to RA restrictions )</p>	<p>Termly</p> <p>Y6 Leavers Parent reports to whole school ( Subject to RA restrictions )</p>
	<p>GB attending Risk Assessment Standards Review meetings with School Evaluation Officer -</p>	<p>COG/Vice Chair</p>	<p>TBA( Subject to RA restrictions)</p>		
	<p>Headteacher Reports, e.g. to Full GB, on performance management, on consultations</p>	<p>Full GB,</p>	<p>Termly</p>	<p>Termly</p>	<p>Termly</p>
	<p>School Improvement Plan</p>	<p>Full GB then monitored by SAM</p>	<p>Termly</p>	<p>Termly</p>	<p>Termly</p>
	<p>Frequent reviews of expenditure against Gov set budget</p>	<p>FGB/ Finance Group</p>	<p>Termly</p>	<p>Termly</p>	<p>Termly</p>
	<p>Use of external evaluations, e.g. Healthy Schools, IIP,</p>		<p>As completed</p>		

GOVERNOR QUESTIONS	EVIDENCE	GOV/COMMITTEE WITH OVERVIEW	POINT IN CYCLE OF SCHOOL IMPROVEMENT		
			Autumn	Spring	Summer
	Personnel meetings, e.g. disciplinary, flexible working requests, grievances, parent complaints		As needed		
<b>How do we and the school communicate with parents?</b>	Website, newsletters, surveys, assemblies, parents evenings, orbit, 1:1 meetings, Notice Boards/messages on windows, text message, , online payment system, , performances, subject briefings, new to school events, annual induction to new year group meetings, daily contact as needed, Individual Education plan meetings three X a year, feedback form interventions.	Link Governor newsletter HT	On Going	On Going	On Going
<b>What contribution have we made to improving provision?</b>	Minutes of FGB and SAM meetings	All Governors	Termly	Termly	Termly
			Autumn	Spring	Summer
<b>What are the procedures for safeguarding and how have we ensured that school meets requirements?</b>	Policies approved by GB and checked in place Report to Full GB by Headteacher includes Health and Safety, Any external evaluations e.g. Safeguarding checks by LA	Full GB	Across the Year		
	Website checked for relevant info	Link Governor TBD			
	Regular SCR and recruitment document check	Chair/SG Link Governor	Twice a year		
	Regular meeting with Safe Guarding Lead (staff)	Safe Guarding Governor	Termly	Termly	Termly
	Recruitment - Safer Recruitment trained Governors and staff	Chair / Vice Chair	As needed		
<b>How do we know that the school provides value for money?</b>	Financial links to budget headings and School Improvement Plan	Finance Link Governor/SBM			
	Benchmarking	TBD			
	Quality of building and resources	Health and Safety Governor			
	Impact of Pupil Premium monies	SAM via HT/ Link Governor			
	School meals - cost and quality	Finance Governor	Review at least once during year		
	Impact on learning (achievement) against staffing costs.	All Governors		Review by HT/ Finance Governor/s	

## School policies

Policies are a set of general guidelines based on the school's vision and ethos which help to form a consistent framework under which the school operates.

Governors consider whether the policy is still consistent with the vision and values of the school and whether it is having an impact. Policies should not just be written and stored, but should actively influence and support staff and governors in managing certain situations including health and safety, behaviour, health and well-being of staff and pupils and teaching and learning.

Further details of how often and when certain policies are reviewed can be located in Teams Governors Files under Policies.

<b>Oxspring Primary School Review schedule of policies 2020-21</b>				
Autumn 2020	Spring 2021	Summer 2021	School year 21/22	To decide
Safeguarding Procedures/ Child Protection Policy FGB Meeting 1	Capability of staff	Data Protection GDPR	Health and Safety	Freedom of information
Designated teacher for LAC FGB Meeting 1	SEND	Allegations of abuse against staff	First Aid in schools	Learning Behaviour and exclusions/Behaviour Principles
Risk Assessment Covid-19 FGB Meeting 1	Supporting pupils with medical conditions	EYFS	Premises Management	Instrument of Government
Appraisal/Pay policy FGB Meeting 2	Equality information and objectives	NQT Induction	Charging and remissions	Teaching and Learning
ROI FGB Meeting 1	Whistleblowing Procedures	Children with health needs who cannot attend school	School Complaints	Collective worship.
	Relationships and Health Education	Staff discipline, conduct and grievance	Accessibility plan	
Managing Staff Attendance ( If required)				