



HANDBOOK FOR SCHOOL GOVERNANCE

2020/2021

At Glenmere we are GREAT because we...



Grow, Respect, Enjoy and Achieve Together



Chair: Karen Sobieraj
Vice Chair: Michelle Plumtree

Part of
OWLS Academy Trust
Oadby Wigston Leicestershire Schools





Welcome to the Glenmere Local Governing Body.

Thank you for agreeing to volunteer your time and energy to help make Glenmere the best it can possibly be. By joining, you are demonstrating care for and commitment to Glenmere school, the pupils, staff and wider community, and a desire to make a meaningful contribution. For this reason, we are delighted to have you join us. We value your experiences and opinions, and hope you will feel empowered to contribute from the outset.

This handbook will hopefully help as you get to know more about being a governor at Glenmere. If you ever have any questions, please ask a fellow governor or the Head teacher. There is a lot to learn and there will be times when something is said that you don't understand. We have all been there! We are a team and are there to support each other.

The handbook will give you information about the purpose of our governing body, our place within the OWLS trust, our responsibilities and code of conduct. It also provides the terms of reference for our meetings and committees.

One of our important roles is to monitor the impact of the school's priorities outlined in the development plan. This handbook outlines our plans for monitoring and evaluation in this academic year.

I really hope you enjoy your time as a governor and find it a rewarding experience as well as contributing to our school community.

Karen Sobieraj

Chair of Governors



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Glenmere Local Governing Body

Introduction

The Governing Body of Glenmere Primary School has an important part to play in deciding the strategic direction of the school. To assist in this role, the Governing Body undertakes the majority of its work in committees. The purpose of this handbook is to not only list the responsibilities of these groups but also to assist their performance.

Currently, the Governing Body has the capacity for 12 members that work together in committees.

The governing body shall consist of:

- four Parent Governors
- Three Staff Governors
- Six Co-opted Governors

The school contact details are as follows:

Glenmere Primary School
Estoril Avenue
Wigston
Leicester
LE18 3RD

Phone: 0116 288 2228

Email: office@glenmere.net



We are one of the schools in the OWLS academy trust.



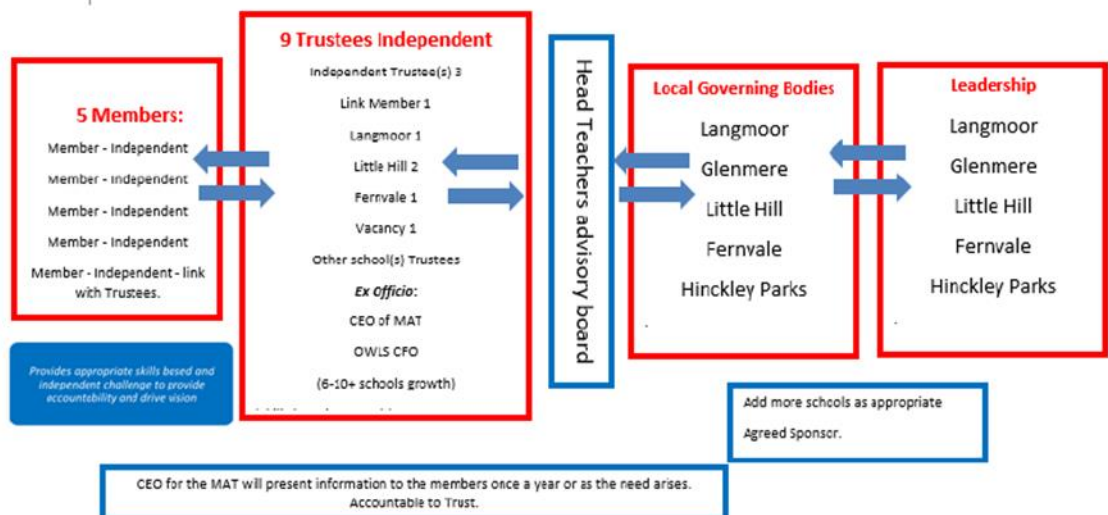
Governance of the OWLS schools

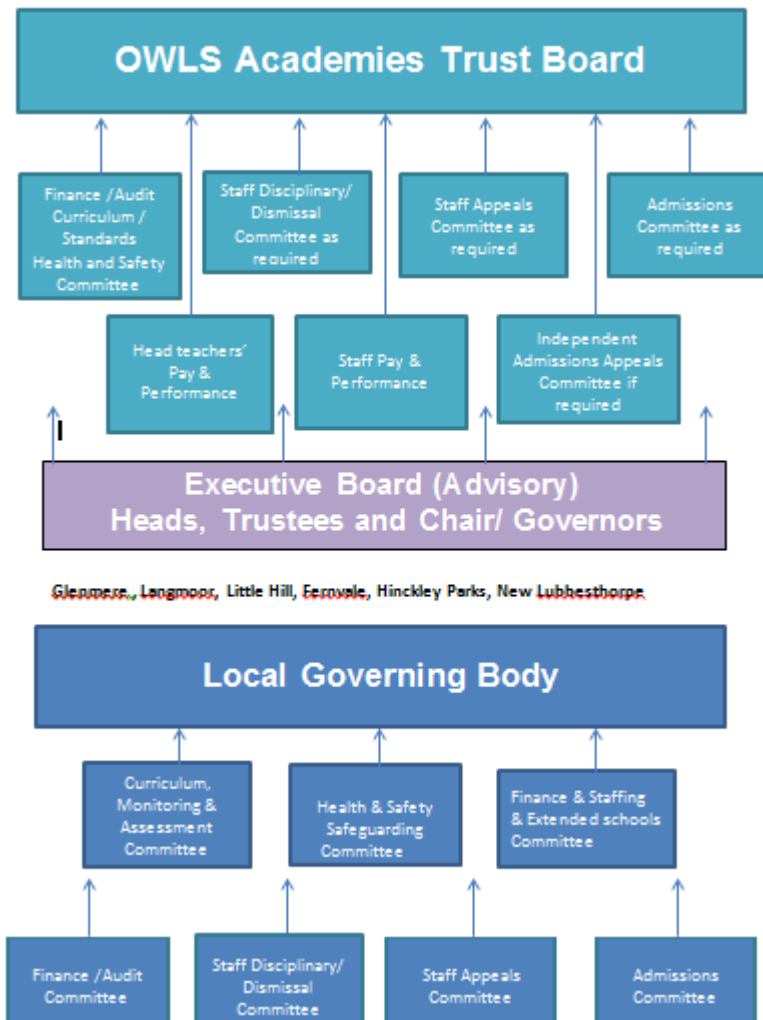
- The name of the Trust is 'Oadby Wigston and Leicestershire Schools Academy Trust.'
- The Trust is made up of 6 schools with 6 local governing bodies.
- The names of the governing bodies are 'The Governing Body of Glenmere, Langmoor, Little Hill, Hinckley Parks and Fernvale and New Lubbethorpe Governing Body'

OWLS Governance Charter/structure

OWLS is a charitable voluntary organisation which relies on the valuable input of a considerable number of non-executive volunteers, supported by an experienced team of staff.

OWLS MAT Governance Structure (september 2018)





Scheme of delegation

The OWLS Academy Trust Board has overall legal responsibility for the operation of the MAT and the schools within it. The Trust Board delegates authority to key groups to ensure and achieve effective leadership and governance of the Trust, this is set out in the Scheme of delegation. This Scheme of Delegation therefore provides for certain functions to be carried out by one or more of the following:

- Board of Trustees - The Board of Trustees may decide to form committees to carry out certain of its functions. The term 'Board of Trustee' will therefore include any such committees that may be formed from time to time.
- Chief Executive Officer (CEO) and Central Team
- Governing Board (LGB)
- Chief Education Officer (CEO)
- Advisory Board (AB)
- Head teacher of the school

OWLS Vision



Oadby Wigston & Leicestershire Schools (OWLS) Academy Trust is committed to the core values of excellence, equity and effectiveness...

Promoting high levels of engagement, aspiration, achievement and enterprise across two schools.

Principles:

1. The overriding principle is the success and wellbeing of the children educated within the Trust schools.
2. There is an expectation of professional challenge, support and development between member schools.
3. Trust between members is essential for the success of the collaboration.
4. Trust is engendered by: confidentiality, openness and professionalism. The Head Teacher and teacher standards provide a framework for this professionalism.
5. The Trust members will take account of data protection policies in all work they do.
6. The Trust members abide by the principles of best value and the long term benefit and gain of all the member schools. The budget will support the priorities based on the action plan. The Trust will not hold great sums of money but it will be spent to benefit the children in the schools at that time.
7. Our work is focused on raising standards of provision in all areas of the OfSTED criteria and securing school improvements. Collaboratively we aim to respond quickly and effectively supporting and working with the local committees, developing national priorities and local initiatives. Needs are identified across the Trust and responded to effectively both by the whole group and sub-groups.

Glenmere's Vision

We believe that your child must be at the centre of all we seek to achieve at Glenmere. We are concerned with the all-round development of the children in our care. We help them to have a lively interest in the world in which they live, to acquire knowledge and develop new skills.

We recognise that children develop at different rates, possess a variety of skills and abilities, have different needs and display a range of personalities and interests.

We are committed to developing the full potential of every child, regardless of ability and we value the contributions and achievements of all the children accordingly. We believe that we must work in close partnership with parents in order to achieve this.

We encourage children to take maximum advantage of the opportunities available to them as they continue through their formal education to become active participants in a fast-changing world.

We believe that each child will succeed through experiencing quality in:

- An ethos of challenge, support and encouragement to succeed
- A holistic approach to pupils' development





- A recognition of individuality and differing needs
- Valuing the contributions and achievements of all pupils
- A broad, balanced and challenging curriculum
- A rich, stimulating learning environment with a range of quality resources
- Innovative teaching that is creative and engaging

We demonstrate our commitment to working as a learning community by:

- Creating a safe and secure learning environment
- Ensuring pupils are at the centre of all we seek to achieve
- Striving for a spirit of openness, mutual respect, support and understanding
- Building on the positive and celebrating achievements
- Being aware of our weaknesses and reacting constructively to reduce them
- Actively encouraging a positive partnership between pupils, parents, staff, governors and the wider community

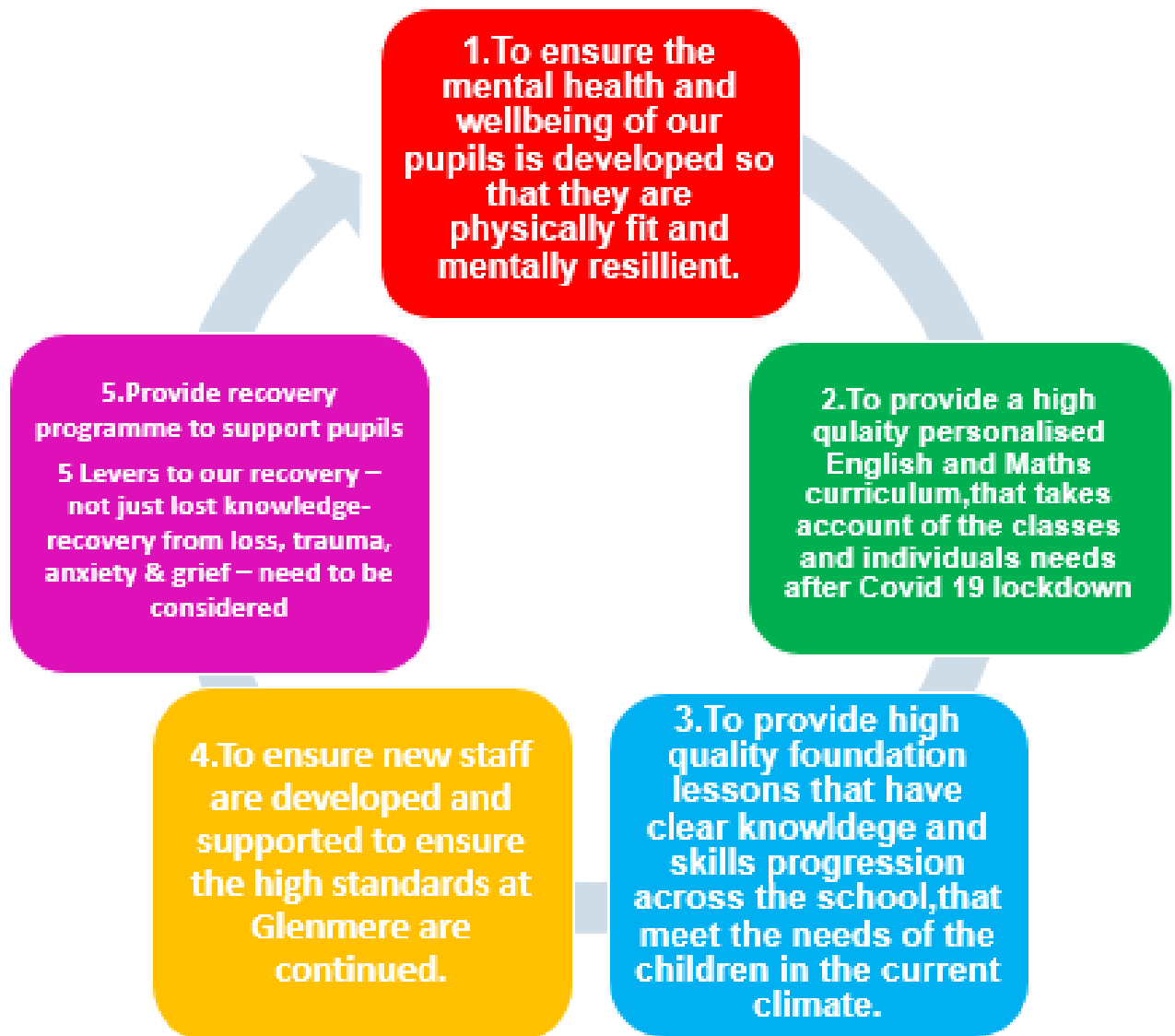
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Main priorities for school development in 2020-2021





Governor roles

Chair of the Local Governing Body

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

Clerk to the Governing Body

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

Chair of a Committee

- To ensure the business of the Committee is conducted properly, in accordance with legal requirements
- To ensure meetings are run effectively, focusing on priorities and making the best use of time available, and to ensure that all members have an equal opportunity to participate in discussion and decision-making

Clerk to Committees

- To advise the Committee on procedural and legal matters as appropriate
- To convene meetings of the Committee and organise agendas
- To attend meetings of the Committee and ensure minutes are taken
- To perform such other functions with respect to the Committee as may be determined by the Governing Body from time to time



Code of Conduct for OWLS Academy Trust Local Governing Body

This code sets out the expectations on and commitment required from school governors in order for the governing board to properly carry out its work within our school and the community.

Core Values

The Local Governing Body will at all times:

- Observe the highest standards of impartiality, integrity and objectivity in relation to the governance
- Be accountable to its stakeholders and regulatory bodies for its activities

Expectations

All local governing body members are required to follow the seven principles of public life.

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. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

Integrity - Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

Objectivity - In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

Accountability - Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

Openness - Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

Honesty - Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership - Holders of public office should promote and support these principles by leadership and example.

The Local Governing Body has the following core strategic functions in line with the OWLS Academy Trust core values:

Establishing the local school strategic direction by:

- Setting the local vision, values, and objectives for the school
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties



Ensuring accountability by:

- Monitoring progress towards targets
- Monitoring the performance management of staff.
- Engaging with stakeholders
- Contributing to school self-evaluation

Ensuring financial probity in accordance with scheme of delegation of the Local Governing Body for each school.

As individuals on the Local Governing Body of Glenmere School we agree to the following:

Role & Responsibilities

- We understand the purpose of the trustees, local governing body and the role of the head teacher.
- We accept that we have no legal authority to act individually, except when the trustees or local governing body has given us delegated authority to do so, and therefore we will only speak on behalf of the Local Governing Body when we have been specifically authorised to do so.
- We accept collective responsibility for all decisions made by the trustees, local governing body or its delegated agents. This means that we will not speak against majority decisions outside the governing board meeting or trustee board.
- 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 government 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 affecting the school we will follow the procedures established by the governing body and trustee board.
- We will actively support and challenge the head teacher.

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 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 as individuals at least twice per annum for monitoring purposes, with all visits to school arranged in advance with the staff and undertaken within the framework established by the governing board and agreed with the head teacher. A written report of the visit will be presented to the local governing body.
- We will consider seriously our individual and collective needs for training and development, and will undertake relevant training

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.
- 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 governors 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 head teacher, staff, parents, community, trustee board and other relevant agencies.

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 business arise outside a governing board meeting.
- We will not reveal the details of any governing board vote.

Conflicts of interest

- We will record any pecuniary or other business interest that we have in connection with the trustee board or local governing body'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.
- Similarly, we will declare any personal interest, such as friend and family connections, and offer to leave the room.
- 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 body.

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, the matter will be brought to the Chair of the trustee's board who will determine the course of action and ensure the matter is investigated.



Local Governing Body Terms of Reference

Full Governing Body Meetings (FGB)

Meetings: (3) 1 in Autumn term and 1 each in Spring and Summer terms

Membership: All Governors

Quorum: half the appointed governors (50% of voting members)

Main meetings will be to attend to the business of the School by: -

1. At the beginning of the school year, electing governors to positions of leadership, responsibility and specific links to assist the Governing Body in its monitoring role.
2. At the beginning of the school year to agree its organisation, structure, membership and terms of reference for committees.
3. To ensure that in all meetings minutes / reports are received from all those committees (usually in the form of their approved minutes and working papers, confidential papers accepted, which will then become part of the statutory papers and records of the school).
4. Regularly reviewing the school ethos, aims and values with stakeholders.
5. Taking strategic decisions in the best interests of the schools and making outline plans based on advice and information from the CEO, Head teacher, Local Authority or Department for Education (DFE)(ESFA) (Education and Skills Funding Agency)
6. Monitoring the performance of the school against targets set and the School Development Plan key priorities.
7. Reviewing the School Prospectus and other information for parents/carers and other stakeholders (marketing and promotion).
8. Reviewing policies & routines (other than those delegated to committees or individuals).
9. Receiving reports from the Local Authority or DFE / ESFA (Education and Skills Funding Agency).
10. Receiving the Head teacher (HT) termly report on the current situation in school and responding to issues such as attendance, behaviour, child protection, complaints, exclusions, inclusion and special educational needs, race and disability matters.
11. Promoting Community Cohesion, Well-being through the wider curriculum activities, inclusion and the extended school's agenda.
12. Having regard to the governing body statutory responsibilities and the expectations in inspection.
13. Developing the skills of governors through knowledge, understanding, being involved in the life and work of the school and training in challenge as 'critical friends' to the Head teacher and senior staff.

The local governing body, reporting to the members of the trust, has a strategic role in the review and management of the school and therefore its key responsibilities include setting priorities, including finance spending and deployment of resources for accountability through the: -

1. Strategic Development Plan/or Strategic Plan and School Development Plan (SP and SDP)
2. The school Self-Evaluation Form (SEF)
3. The school Prospectus
4. A 3-year financial plan
5. The annual budget
6. The School Scheme of Financial Delegation and Internal Finance Procedures
7. The Governors and Staff Handbooks (Duty of Care)



All members of the governing body shall work within the following terms of reference

- To agree constitutional matters, including procedures where the Governing Body has discretion
- 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
- 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 budget plan of the financial year
- To keep the Health and Safety Policy and its practice under review and to make revisions where appropriate
- To review the delegation arrangements annually
- To agree the work of the Governing Body and its committees for each term and beyond
- To agree, by early in the autumn term, the programme of work and calendar of meetings for the Governing Body and its committees for the school year, based on known cycles of school improvement, financial management, staffing issues and communicating with parents
- To monitor the progress of work being undertaken by committees and individuals
- To establish and keep under review Critical Incident policy and procedures
- To consider recommendations made by committees with regard to the working of the Governing Body
- To establish and keep under review a protocol for the Governing Body
- To establish and keep under review arrangements for Governors' visits to school
- To oversee arrangements for Governor involvement in formulating and monitoring the School Improvement Plan
- To make recommendations to the Governing Body to establish exceptional working arrangements where particular circumstances arise e.g. a joint committee to oversee a building project or a special committee to oversee an Ofsted inspection
- To be available and respond to matters of particular difficulty, sensitivity or emergency and offer advice to the Executive / Head Teacher
- To undertake tasks delegated to them by the Governing Body



Delegating work to committees

- A Governing Body can fulfil some of its responsibilities through a series of committees and on an annual basis must:
- define their terms of reference
- define extent of its delegated authority to each committee
- ensure it receives minutes and relevant working papers of the committee's meetings
- review the committee's remit and membership annually



The Committees

Pay Review Committee - linked with Finance/Staffing

Appeals Committee

Meetings: as necessary.

Membership: 3 governors to be confirmed by the Governing Body.

Purpose: To receive Appeals for all issues.

Training should be required for all governors in the conduct of appeals before they are asked to be a member of such a committee.

**Members advised by Chair and Executive / Head depending on the issue to ensure no tainting*

Terms of reference:

- To consider any appeal against a decision to dismiss a member of staff made by the Hearings Committee
- 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
- Any items which individual governing bodies may wish to include
- cannot be delegated to an individual

Appeals, staff:

Membership – not less than 3 members of the Governing Body (as per the Committee list) (N.B. The number appointed to this committee directly affects the number required for an Appeal Committee)

Terms of reference:

- To make any determination to dismiss any member of staff (*unless delegated to the Head Teacher*)
- 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 (*unless delegated to the Head Teacher*)
- 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 disapplication's, and the operation of the Governing Body's charging policy
- Elect chair annually
- Review personnel procedures (disciplinary, grievance, redundancy) annually
- Share decisions of hearings, but not the findings, with full Governing Body
- *cannot be delegated to an individual**
- Disqualification** – The Head Teacher and staff
- Only experienced governors to be appointed to this committee and if the Chair of Governors has prior knowledge of the matter to be discussed, then he should not be a member.



Pupil Discipline Committee:

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' document is practised in the school, with specific reference to the role assigned to the Governing Body

Membership – 3

If a governor has a connection with the pupil or the incident that could affect their ability to act impartially they should not serve at the hearing. The Chair has the casting vote.

Disqualification – The Head Teacher and staff

Any Governor with prior knowledge of the pupil or the incident.

(It is suggested that neither the Chair of Governors nor a member of staff, due to probable prior knowledge, should be a member)

If an appeals committee is required, then no member of the original hearing can be a member

Finance / Staffing /Extended Schools Committee Terms of Reference

Main Functions

1. To assist the Governing Body in fulfilling its responsibilities in the management of the school budget, staffing, Extended school arrangements and school voluntary funds by: -
 - a. drawing up the budget for approval by the governing body
 - b. exploring different expenditure options and assessing expenditure bids
 - c. forecasting likely future pupil rolls and income levels
 - d. monitoring budgeted income and expenditure
 - e. monitoring and adjusting in-year expenditure levels
 - f. ensuring accounts are properly finalised at year end reviewing the outturn
 - g. administering the school's voluntary/private funds
 - h. evaluating the effectiveness of financial decisions
2. To attend to all financial matters delegated by the Governing Body as directed by the School Scheme of Financial Delegation and Internal protocols for budget holders, achieve, report to ESFA and sustain Financial Management and Governance self-assessment - FMGS.



Finance

1. Drafting proposals for the Governing Body on how the school's delegated budget should be spent, in accordance with their SDP and the statutory curriculum requirements laid down by government
2. Monitoring the annual budget and ensuring the budget is managed effectively.
3. Ensuring the school meets all its statutory obligations, and through the head teacher complies with its financial regulations.
4. Decide whether to delegate their powers to spend the delegated budget to the executive / head teacher if so, they should establish the financial limits of delegated authority.
5. Be consulted by the DFE on significant changes to the ESFA's fair funding.
6. The best means can be determined for giving governors the financial information they need for decision-making purposes.
7. Establishing formal procedures and a timetable for budget planning – following academy finance timeline.
8. Ensuring that only a balanced sound budget is approved.
9. Ensuring that financial records are maintained that can provide auditors and inspectors with explanations they consider necessary.
10. Responding promptly to recommendations made by auditors or inspectors.
11. Ensuring that the school obtains best value for money when purchasing goods and services.
12. Establishing a charging policy for the supply of goods and services (lettings).
13. Establishing and maintaining a register of business interests of governors and staff who influence financial decisions. This should be open to examination by governors, staff, parents and the DFE/ESFA.
14. Ensuring that financial duties of staff are clearly described to avoid potential conflicts.
15. Ensuring in conjunction with the Strategic Director, Head teacher that:
 - salary payments are only made to school employees
 - salary payments made in accordance with appropriate conditions of employment
 - salary payments only made for services provided to the school
 - appropriate deductions are made (Tax and NI)
 - payroll changes are accurately recorded and promptly processed
 - deciding, after careful consideration, whether or not to insure risks not covered by the DFE
 - Authorising the disposal or write off of stock, procedures for taking school equipment off site and its return (Lap tops etc.)
 - Following ESFA DFE Academies financial handbook

General

1. To make minutes of all meetings available to governors.
2. The Finance/Staffing/Extended schools Committee will consist of a minimum of a minimum of 4 members and will usually meet once every term before the full Governor's meeting where possible. A majority of Governors to school managers is required to constitute a meeting. A quorate of (50%) voting members is required.
3. Extent of delegation – The committee has delegated power to act in all matters as set out above, subject to the School Scheme of Financial Delegation.
4. Review – The committee membership and terms of reference will be reviewed at the first meeting of the Governing Body held during the autumn term.
5. Training - to see that all Governors and members of staff involved with finance are offered training as appropriate and this is record as appropriate.



6. To ensure that all documents and routines are in place so that the school can achieve the FMGS.

Staffing

Main Functions

1. Receive reports and monitor all staffing issues - determine the staff complement and a pay policy for the school (in accordance with School Teachers Pay and Conditions and advice from the Local Authority and DFE / ESFA).
2. Ensure that all essential duties are carried out and all requisite controls are exercised without unnecessary duplication of effort by staff and governors, respectively – monitoring work/life balance.
3. In turn, ensure that staff fully understand their roles and responsibilities, especially in respect of financial management, agree with the record of them in their job descriptions, and can be held accountable for how they carry them out.
4. Review and recommend the school staffing structure to the governing body.
5. Review on a regular basis all staffing policies, taking advice from the Local Authority, ESFA after their local consultation with unions and associations.
6. Review Performance Management policy and codes of practice in the school - establish a written performance management policy to govern staff appraisal, after making sure that all staff have been consulted.
7. Be responsible for the Performance Management of the Strategic Director, Head teacher.
8. Receive reports on Pupils numbers and staff projections – financial implications for budget.
9. Receive the Head teacher's staffing review.
10. Manage all Staff Appointments – meetings as necessary in line with policy and delegations.

The role of the Strategic Director / Head teacher with the Governors Finance Committee

1. To be responsible to the Governors for the day to day financial management of the school.
2. To implement DFE / ESFA financial regulations and report to Governors on changes and developments.
3. To ensure that regular financial monitoring occurs, audits and records are carried out efficiently and effectively.
4. To be accountable for all school monies, stock and assets.
5. To present the Governors with monthly reports on the school's finances and raise any issues which might have implications for the school current or future budgets.
6. To discuss short and long term plans and work with the governors to develop appropriate strategic plans.
7. To attend courses to update skills and knowledge and to arrange for financial training for other members of staff.

The role of the School Bursar/Secretary with the Governors Finance Committee

1. To carry out the administration of the school finances alongside the Strategic Director / Head teacher and attend Governor Finance meetings as appropriate.
2. To institute a regular back up system for digital data making sure that the school computer system is safeguarded with appropriate passwords.
3. To issue orders, check and reconcile invoices and expenditure making sure that the proper signatures and cash handling systems are used.
4. To ensure that the correct income is due to the school and to ensure that the school makes correct payments by due dates.
5. To check that all governor and staff registers of pecuniary interest, the asset register and equipment taken off site records are up to date.



6. To attend appropriate courses and training in financial matters.
7. The complete all Paperwork requested by ESFA and accountants returning according to academy timelines.

MEMBERSHIP

The committee should consist of up to no more than 12 Governors. The Finance Committee shall endeavour to maintain a link (through a common Governor) to the other two Governor Committees; i.e., Curriculum and Health & Safety. If the Chair of the Finance Committee is unavailable to attend a meeting, a Vice Chair will be appointed for the meeting and will assume the role of Chair in all matters.

QUORUM

The quorum shall be 50% representation of members.

MEETINGS

The Committee shall meet termly.

TERMS OF REFERENCE

Monetary

To provide guidance and assistance to the Strategic Director / Head Teacher, Strategic Leadership team and the Governing Body in all matters relating to budgeting and finance.

To review financial policy statements, including consideration of long term planning and resourcing.

Monitor and ensure that the requirements of the Statement of Internal Control are adhered to and that the document is signed as required.

At the Summer and then Autumn Term meeting approval of the formal budget plan for the new financial year.

To receive regular reports on the Schools income and expenditure, showing a comparison of those against the budget estimates and to take remedial action where necessary, ensuring the annual accounts are produced in accordance with the requirements of the Companies Act and the DfE ESFA guidance issued to academies;

- authorising the award of contracts over £5,000;
- authorising changes to the academy personnel establishment and
- reviewing the reports of the Responsible Officer on the effectiveness of the financial procedures and controls. These reports must also be reported to the full Governing Body.

To ensure financial action points and recommendations, as provided by internal and external audit control, are actioned, monitored and successfully implemented;

To review the School Finance Policy on an annual basis.

To check on Governors travelling and subsistence expenses.

The Finance Committee will consider all audit matters and consideration of audit proposals in their meetings as and when appropriate. Any decisions relating to audit matters taken by the Finance Committee will be reported to the Full Governing Body at the earliest opportunity.



School Development Plan

To consider each year's strategic and school development plan, identify the priorities and present an annual budget to the Governing Body for approval.

Site and Buildings

To receive regular reports on the Schools property and to make recommendations on the work to be done in collaboration with the Management Committee.

Assist with the preparation and implementation of Contracts for the works arising out of the above.

Personnel

To agree and regularly review policies and procedures relevant to current School Teachers pay, conditions of Employment and to make recommendations as appropriate to Management/Pay Committees with due reference to Performance Management. NB Pay decisions for teaching staff not on Leadership Scale will, wherever possible, be made prior to the relevant proposed pay increase which will take effect from September of that year.

To review the Staffing Structure as appropriate in relation to the Schools Development Plan.

Policies

1. To review and implement policies on: -Appointments – recruitment and retention, Pay Policy for teaching staff, senior teaching staff (UPS) teaching Assistants and other support staff.

2. To review and submit to the Full Governing Body a Performance Management policy and a Code of Practice.

3. To review, implement and monitor policies for staff discipline, capability, and dismissals, staff grievances and complaints, redundancy and redeployment, harassment, equal opportunities, race, gender, access and disability, staff absence, leave of absence.

Other issues

1. To carry out staffing appointments in line with school agreed policy, routines and procedures, (see agreed school policies).

2. To monitor the effectiveness of the whole school staffing structure to meet the needs of the pupils' curriculum.

3. To have regard and apply the directions from the National Restructuring of the Workforce Agreement.

4. To be informed about the annual School Teachers Pay and Conditions Document and Other matters affecting the working conditions and well-being of staff, including stress, and work/life balance.

5. To recognise that the Head teachers may meet with Union and Association representatives.

6. To deal with staff grievances, with the power to co-opt governors not in membership of the committee if required.

7. To act as the Staff Dismissal Committee in cases of dismissal on grounds of discipline or capability and to act as the Staffing Appeals Committee within the redundancy procedure adopted by the Governing Body.

8. To advise the Governing Body on other personnel matters.

9. To respect that some of the matters discussed could have a detrimental effect on staff morale and are often considered confidential for a particular period. Governors are to be reminded that they must act as a corporate body and such minutes should be separate and available only to those at that meeting or on that committee.



Pay review Committee

Main Functions

1. To review and adopt a pay policy, linked to Performance Management for senior staff, for the Governing Body's approval based on national and local agreements.
2. To act as the Governing Body's Pay Committee within the terms of the Academy /Local Authority Pay Policy.
3. To carry out an annual review of pay and the staffing structure as set out in the School Pay Policy, and based on recommendations from the Head teachers.

Audit Committee Terms of Reference:

MEMBERSHIP

The committee should consist of all non-staff governors. The CEO, as Accounting Officer of the Academy, will not be a member of this committee but will be expected to attend the meetings to discuss any agenda items.

In the absence of the Chair of the Audit Committee for any meeting, a Vice Chair will be appointed and will assume the full role of Chair for the meeting.

QUORUM

The quorum shall be (50%) voting members.

MEETINGS

The Audit Committee shall meet at least three times per year.

AIMS AND TERMS OF REFERENCE

The Audit Committee's main responsibility is to ensure that internal financial control within the school is robust and transparent. The Committee will be required to fulfil four primary roles;

- To review the risks to internal financial control, including ensuring that reports produced following the annual internal audit visit are received and scrutinised.
- To ensure that any action points within the received report are in place and monitored;
- To ensure any action points arising from the External Audit of the school's accounts are similarly in place and monitored;
- To ensure that an annual Statement of Internal Control (SIC) is signed by the Chair of the Audit Committee, together with the Executive/ Head Teacher, Chair of the Finance Committee and Chair of Governors. The SIC should be distributed annually to the Full Governing Body shared with the ESFA with the FMGS.

Safe Guarding / Health and Safety Committee

Main functions

- I. To assist the Governing Body in matters relating to premises, materials, equipment, health and safety and safe guarding issues for all those at the school and employed at the school.
2. To monitor all Risk Assessments and oversee the site, buildings and facilities for development and maintenance, monitor the asset register and security.
3. Premises:
 - To take reasonable steps to ensure that the school's premises (including grounds), materials and equipment are not a risk to health or safety.



- To review and monitor a health & safety, Attendance and Behaviour routines and policy for the schools.
- To contribute to and monitor and evaluate the school's Asset Management Plan (AMP). BCP Business Continuity Plan.
- To ensure that risk assessments are carried out, as required according to safeguarding legislation.
- To ensure that the school complies with all appropriate health and safety legislation.
- To ensure that the school complies with fire regulations and that evacuation procedures are in place and operating effectively.
- To ensure that appropriate first-aid arrangements are in place.
- To ensure that appropriate procedures are in place for the day-to-day repair and maintenance of the premises and to authorise expenditure (revenue and capital) within budgets set by the governing body.
- To receive reports from the Head teachers and / or staff on LAC/child protection and safeguarding.
- To consider the state of the premises and consider recommendations repairs/renovations/improvements.
- To ensure value for money in relation to premises related contracts and services. To implement the principles of 'Best Value'.
- To ensure that security measures are effective and recommend improvements where necessary.
- To consider the detailed design, costs and implementation of major works to the school and/or its grounds, including refurbishment and rebuilding, and to make recommendations to the governing body (The Governing Body may appoint a Working Party, with a clear, timed remit, from this committee for specific projects).
- To monitor attendance, racist, hate and behaviour incidents across the schools.

Role of the Premises Officer

1. To keep monthly records of the use of gas, electricity and water
2. To monitor site security and access, breakages and vandalism and to report regularly to the Head teacher on any issues.
3. To ensure that the school is clean, tidy and the site is free from litter, being accountable for materials and equipment as necessary, both storage and safety and to liaise with local refuse collection.
4. To supervise all workmen and contractors on site, especially in terms of health and safety.
5. To ensure that all electrical appliances are tested regularly.
6. To carry out fire drills with the Head teacher and keep appropriate records.
7. To attend the Governors Health and Safety committee as necessary.
8. To work with governors in conducting a regular site 'walk about' looking at both internal and external maintenance from a Health and Safety point of view.
9. To manage the rolling programmes for internal and external maintenance of floors, walls, ceilings, windows, water, electricity, gas / oil, grounds, fencing and facilities.
10. To attend training as necessary.

Pupil, Data and Curriculum Committee

Business may form a small part of these meetings where something urgent cannot be held over to the next full business meeting.



Terms of Reference

1. To review all curriculum policies, schemes of work and to receive subject reports on a rolling programme.
2. To monitor school standards, draft school targets and receive reports based on the data in the school Raise online document and other assessments.
3. To monitor pupil achievement, progress, attainment and performance quality throughout the school
4. To receive reports from the Head teachers and staff on the balance, quality and content of the curriculum provision.
5. To receive reports from the Head teachers and staff on the organisation of classes and deployment of staff, attitudes and the quality of teaching and learning.
6. To monitor Inclusion, Special Educational Needs, Pupil Premium and provision for gifted and talented pupils, disability, race issues and exclusions. To advise the Governing Body on curriculum issues, sex and relationships education provision, Religious Education (RE). And Collective Worship
7. To be involved with the school cycle for Self-evaluation, inspection and School Development Planning.

The Local governing role in the Trust

The role of a Local Governor within a Multi-Academy Trust is an important one. In developing our governance arrangements, the Trust Board has sought to ensure that the responsibility to govern is vested in those closest to the impact of decision making and that such responsibility matches the capacity of those assuming responsibility. In conjunction with the Trust Board establishes Local Governing Bodies for each of the Academies, for the most part made up of individuals drawn from the Academy's community, both as elected and appointed members.

The Local Governors in conjunction with appropriate colleagues from the Executive Board as advisors are accountable to the Trust Board (who in turn is accountable to the Department for Education) as well as to the communities they serve.

The broad duties of the Local Governing Body are summarised as:

- To contribute to and fulfil the vision and ethos of OWLS in so far as it relates to the Academy, ensuring that the Academy achieves the aims and ambitions it has for its pupils, having regard in particular to the benefits of being part of a family of schools which stresses the importance of collaboration and mutual support;
- To implement and review from time to time the strategic plan for the Academy, focussing on the Academy's performance and achieving sustained school improvement and having regard to any locally agreed priorities identified by the Trust Board;
- To act as a critical friend to the Academy's senior leadership team, being ready to challenge and hold senior leaders to account for all aspects of the Academy's performance;
- To oversee the management of the finances of the Academy, assessing the annual budget prepared by the Academy's Head teacher or equivalent (with the support of the Academy's senior leadership team) and submitting such for approval by the Trust Board, ensuring that the Academy works within its budget and the Academy's senior leadership



team adopts and implements appropriate risk and financial management policies and practices;

- To support the Trust Board in ensuring that insurance or equivalent risk protection is put in place and maintained for all risk areas including damage to property, employer liability, public and third party liability and director liability in accordance with any policy issued by the Trust Board from time to time;



School visits

What school visits are for

To govern a school effectively you need to understand how it works. This was borne out by a study of outstanding governing bodies carried out in 2011 by Ofsted (*School Governors: Learning from the best*). One of the features that was common to the majority of these governing bodies was the attendance of governors during the school day:

“governors routinely attend lessons to gather information about the school at work. All the governors who were interviewed visit their schools regularly and talk with staff, pupils and parents. Clear protocols for visits ensure that the purpose is understood by school staff and governors alike. Alongside the information they are given about the school, these protocols help them to make informed decisions, ask searching questions and provide meaningful support.”

In effect governors should make visits to:

- help to build an effective working relationship with the staff
- have a better understanding of the context in which they work
- generate evidence that helps the governing body to evaluate the school's performance.

Things you are not expected to have to do during a visit

During a visit you will not be expected to grade lessons, you will observe, to enable you to see how different areas are taught. You will look at groups of children but will not make judgements on individual children. During the visit you will have an area of focus and this will be linked to school strategic plan, it is important that visits are not used to follow up any personal agendas.

What should the governing body do?

At Glenmere we have a system of linking governors with subject co-ordinators and having groups of governors responsible for monitoring specific priorities from the school development plan.

Building a working relationship

The link provides a means of getting to know a member of staff, of showing interest in what they do, and understanding what their job entails. A visit may involve time spent in a classroom watching a lesson or lessons, but time spent talking to a teacher out of lesson time can be equally valuable. This contact also increases the staff's understanding of the role and work of the governing body.

Developing an understanding

The prime purpose of a governor visit should be self-education. You cannot make meaningful and useful strategic decisions about the school unless you know how it works and the challenges it faces. The education is not just for the individual governor but for the whole governing body. It is therefore important to report back to the governing body to share what has been learned. The report form we use is shown in appendix 4.

Generating evidence

Visits will be arranged with through the head teacher or the co-ordinator of a subject. Before the visit you will need to look at the school strategic plan. During the visit you may observe lessons, look in books, talk to pupil's, staff and meet with the co-ordinator.



Deciding what to focus on

It is helpful if the SDP and statutory policies state explicitly what monitoring activity will be undertaken, by whom and when. This can include information about the timing and focus of governors' visits.

Ideally the governing body will, with the help of the head teachers and staff, organise a schedule of visits throughout the year. The aim could be to achieve a minimum of one visit per governor per year. Some governors may be able to do more. Visits may be conducted in pairs, perhaps putting a new and inexperienced governor with one who has more experience. Another strategy could be to pair a staff governor with a lay governor. The head teachers and leadership team could guide the governing body on the areas of the curriculum, policies, self-evaluation document, school improvement plan priorities and targets that could be covered each term to ensure coherence with the school's self-evaluation activities.

Some schools organise "Governors' Days" when as many governors as possible visit the school and observe different activities. Sometimes these are followed on the same day by a meeting to discuss the evidence that has been gathered.

Conduct of visits

When organising and conducting a visit, you should be courteous and considerate, at all times respecting the professional roles of the head teachers and staff. You should confirm with the head teachers the date, timing and focus of each visit at least one week in advance.

This will include agreeing what will be observed and to whom it would be useful to talk.

(However, once the initial schedule has been drawn up the head teachers may prefer you to liaise directly with the staff concerned.) You should prepare by reading any relevant documentation or guidance.

Teachers and support staff should also be courteous and considerate, recognising the contribution made by the governing body to the school. They could make practical suggestions on the organisation of governors' visits to ensure that they are productive and enjoyable for all concerned. This could include specifying the evidence that could be shared with governors.

Whenever practical they could be proactive in fostering the working relationship; for example, by inviting their link governor to relevant staff meetings and training sessions.

You must be sensitive to issues relating to confidentiality. You should not expect to study data about specific named children. While staff should take every care to anonymise any information or examples of work, you may find you identify individuals in any discussions of the progress and attainment of children in vulnerable or underperforming groups, such as children with special needs or looked-after children. You must be fully mindful of and committed to absolute confidentiality in such circumstances.

Asking questions

In considering your visit in advance it is very helpful to think of questions you would like to ask.

You could discuss with the head teachers how the best questions to use to help you gradually build up a picture of the school's strengths and areas for development. Think about what evidence could be provided in relation to each question. For example, you wouldn't need to ask if children were proud of their work if you observed them in class, sharing their work with their peers, pointing out where their work is displayed, taking it home to show their parents.

Reporting

At the end of your visit, you should discuss what you have observed with the staff involved and clarify any points you are uncertain about. You should jointly agree key points to report to the governing body.

Also discuss your observations with the head teachers, if that has been agreed, and decide how and when you will report to the governing body. If you have any concerns about what you have seen,



this is the time to discuss them, and to agree whether to include them in the report and if so how. Criticism of a teacher is never appropriate in a report. (Appendix 4)

Evaluating the impact of visits

Governors' visits will be an agenda item at committee and governing body meetings. At the final meeting of each academic year a governor charged with this responsibility could report the number of visits conducted in the previous year and the areas of focus. This report, together with minutes of meetings when reports of visits were discussed, will enable your governing body to judge the extent to which the information gathered informed the governing body's understanding of the school's performance. This will also generate data for the governance section of the school's self-evaluation file.

Staff governors could be asked to seek feedback from colleagues. They could be asked to identify what worked well and what if anything needs to be reconsidered. They could also be asked to describe the extent to which their colleagues' understanding of the governing body's role has been enhanced.



Appendix 1

GOVERNOR ROLES 2020-21(chairs to be appointed in first meeting back)

Committee members – Academic Year 2020/21

Staffing and Finance Committee
1.Emma Carton
2. Michelle Plumtree(chair)
3. Ryan Upfield
4. Tami Dorrington
5. Karen Sobieraj
6.Kerry Towers
7.Janine O'Brien
Pupil Data and Curriculum Committee
1. Kerry Towers
2. Peter Harvey
3. Ryan Upfield
4. Wendy Fleming
5. Karen Sobieraj
6. Kiren Sanga
7. Tim Gilbert-chair
8. Michelle Plumtree
Safeguarding, Health and Safety Committee
1. Tim Gilbert
2. Peter Harvey-vice chair
3 Emma Carton
4.Hannah Leigh
5.Wendy Fleming-chair
6.Kiren Sanga
7. Karen Sobieraj
8.Janine O'Brien

Performance management
1. Karen Sobieraj
2. Peter Harvey
3.Peter Merry



Audit Committee(only meet if there is a problem)
1.Tim Gilbert
2. Emma Carton
3.Karen Sobieraj
4.Michelle Plumtree
5.Kerry Towers
6.Janine O’Brien

Pay Committee
Janine O’Brien
Karen Sobieraj
Michelle Plumtree

Behaviour/Pupil Exclusion Committee
1.Karen Sobieraj
2. Wendy Fleming
3. Kerry Towers

Monitoring Group – School Development Plan
All Governors



Curriculum Area and Specific Areas of Responsibility

CURRICULUM AREA	GOVERNOR	Glenmere	Term for monitoring
ART and DT	Ryan Upfield / Kiren Sanga	Tash Hartley	Summer 2 nd half term
GEOGRAPHY and history	Wendy Fleming	Kieran Matthews	Spring first half term
PHYSICAL EDUCATION/SPORTS GRANT	Janine O'Brien	Tash Hartley	Spring 2 nd half term

RELIGIOUS EDUCATION/ PSHE/British Values	Wendy Fleming	Tom Dandolo R.E PSHE – Gabbi Podgers (while Emma Carton is on maternity leave) British Values – Gabbi Podgers	R.E Spring 1 st half term PSHE and British values-Summer 1 st half term
SCIENCE/STEM	Kerry Towers	Ryan Upfield	Autumn 2 nd half term
MUSIC	Emma Carton / Peter Harvey	Tammy Dorrington	Summer second half term.
MODERN FOREIGN LANGUAGE	Tammy Dorrington / Janine O'Brien	Tammy Dorrington	Spring second half term
ASSESSMENT	1 Karen Sobieraj	Sam Conlon	Summer 2 nd half term
SEN (Special Educational Needs)	Hannah Leigh / Kiren Sanga	Tammy Dorrington	Spring 1 st half term
COMPUTING	Michelle Plumtree	Rea Siddons	Any time in spring term
	Emma Carton	Sam Conlon	Spring second half



MORE ABLE			term
LITERACY / ENGLISH	Karen Sobieraj	Ryan Upfield (while Emma Carton is on maternity leave)	Summer second half term Visit this spring half term to look at reading project.
NUMERACY / MATHS	Kerry Towers	Sam Conlon	Aut 2nd half term
PUPIL PREMIUM	.Tim Gilbert	Sam Conlon	Summer second half term
EYFS	Tim Gilbert	Gabbi Podgers	Spring or Autumn term
SAFE GUARDING	.Karen Sobieraj Wendy Flemming	DSL-Sam Conlon	Autumn 2 nd half term
Health and safety	Peter Harvey	Graham Whitmore	Spring 2 nd half

Appendix 2 - **Governing Body Contact Details – July 2020**

No	Type	Name	Address	Tel	E-Mail
	head teacher	Sam Conlon			headteacher@glenmere.net
1	Parent	Michelle Plumtree			
2	Parent	Hannah Leigh			
3	Parent	Karen Sobieraj			
1	community	Janine O'Brien			
2	Community Co-opted	Kerry Towers			
3.	Community Co-opted	Peter Harvey			
4.	Community Co-opted	Wendy Fleming			
5	Community Co-opted	Tim Gilbert			
6	Community Co-opted	Kiren Sanga			
1	staff	Tammy Dorrington			
2	staff	Ryan Upfield			
3	staff	Emma Carton			

Glenmere Primary School Governor monitoring visit

Name of governor:
Agreed date of visit:
Staff visited:
Monitoring visit's links to School Development Plan Priorities:
<i>How does the visit relate to a priority in the School Development Plan?</i>
Universal Priorities - The following 4 priorities need to be taken into account during each and every visit: 2d to monitor pupils' learning attitudes. 3a to ensure the school's Aims and Vision remain established 3b to continue to monitor and evaluate the school's Behaviour and Discipline policy 3c To continue to develop an independent and challenging learning culture
Agreed focus of the visit
<i>Previously agreed by the governing body with the Head Teacher</i>
Questions to ask staff
<i>You may wish to link these questions to the school improvement plan and/or governor monitoring plan</i>
Questions to ask pupils
<i>You may wish to link these questions to the school improvement plan and/or governor monitoring plan</i>



Governor's report of visit:
<i>(e.g. What did you see? What did you discuss? How long did the visit last? What did you learn? What would you like clarified? How does what you say relate to the priorities you were looking at?)</i>
Additional questions to ask:
Any key issues arising for the governing body:
<i>(e.g. the way resources are allocated, progress in implementing a key policy, evidence of the impact of the governing body's work on pupils' achievement)</i>



Glenmere Primary School - Literacy

Monitoring Visit Report /sample report

Name	
Date of Visit	1 st March 2019
Focus of Visit	Literacy
Purpose of Visit	Review provision across school – including the consideration of data, staff-training, schemes of learning, teaching methods, assessment, displays, interventions and incentives.
Links with School Improvement	Year 6 SATs results indicate reading (especially inference) to be an area of comparative weakness. Strategies implemented across whole school to improve this.
Classes/staff visited	Literacy Coordinator
Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, had lunch etc. Meeting with Literacy Coordinator including thorough review of data and strategies for improvement (as indicated in Purpose of Visit). Walk around of school viewing a range of work from pupils of different years and displays.	

Description of activity: Discussion with literacy co-ordinator	
Questions Asked	Comments:
How are students across the school progressing in literacy? How have problems with reading been addressed?	Literacy Coordinator has comprehensive knowledge of the data and has identified trends as well as pupils who may struggle to achieve the required standards. 2016-17 SATs results have highlighted comprehension as a main area of concern (more details follow). Boys and girls alternate year on year as to which gender achieves more highly, so it is clear there is no teaching bias. Underachieving students receive interventions through additional adult support where possible: selected pupil premium students work with an additional adult who attends two days a week specifically for this purpose. A volunteer also assists in the capacity. Teaching time has been reviewed and daily comprehension sessions now occur across all years. Head teacher has observed a new method of teaching comprehension - Book Talk



<p>How is pupils' written work monitored?</p>	<p>– at Little Hill and this is to be implemented from year one upwards. Pupils are currently rewarded for regular reading by reading awards, but this is being reviewed, with the possibility of introducing a raffle system which may encourage more excitement and participation. New books have been ordered at appropriate level of challenge (as 2016-17 was the first year of year 6, new books were particularly necessary here). Partial funding for these has been provided by a very successful book fair (raising £600) and by the PSA. The use of class novels is also being developed. Parental involvements is also very much encouraged at Glenmere, and numerous events (in this area and others) are hosted.</p>
<p>Are staff confident in supporting students in making progress?</p>	<p>There is a very consistent approach across the school (evident through looking at books from different classes). Pupils have Independent Writing Books which showcase their best work. In Years 2 and 6, this is regularly cross-referenced with the National Assessment Frameworks which are displayed at the front of books and so demonstrate very clearly how pupils' writing corresponds to standards. Pupils also have books for cross-curricular writing, which had previously been neglected</p> <p>Staff have had additional training on grammar and reading, and a chart has been distributed which clearly outlines the expected standards for every year group. Literacy leads from across the trust meet termly to moderate books from across all year groups and consistency in marking was largely present. Year 6 books were externally moderated last year and having undergone this process enables staff to feel more confident in assigning levels. Interventions for White British Boys are to be developed following training across the MAT, if these are effective the intervention may be expanded.</p>

Comments and Recommendations

It is abundantly clear that a great deal of thought and effort has already gone into addressing the problems with reading highlighted by the SATS results. Staff have received additional training, and the whole school has changed in its approach to ensure that there is no learning gap in year 3, 4, and 5 as may have existed previously. New teaching methods, such as Book Talk, are to be implemented which seek to engage all



pupils in discussion about texts, encouraging confidence and collaboration. Interventions are ongoing and rewards are used effectively to incentivise reading. These rewards are being reviewed, and possibly a similar scheme could operate for writing although this is a less problematic area.

Points requiring further discussion at full governors:

-Follow up to discover if new strategies (particularly Book Talk and WBB intervention) have impact. Long term, this impact can be measured objectively by data, but as pupils' levels of confidence and engagement ideally will be affected foremost, teachers' feedback will be first.

Signed _____
(Governor)

Signed _____
(Head teacher / Co-ordinator)

Appendix 4

Meeting Dates 2020-21

Glenmere governor dates 2020-2021

Full Governors Meetings Thursday 5pm	Full gov Thursday 5pm at Glenmere primary school Thursday 1st OCT 5pm Thursday 4th March 5pm Thursday 17th June 5pm
Curriculum Thursday 5pm	Thursday, September 17 th , 2020 5.00pm Thursday, January 14 th , 2021 5.00pm Thursday, June 10 th , 2021 5.00pm
Health/Safety Wednesday 9a.m	Health and safety 9a.m at Glenmere Wednesday, September 16 th , 2020 -9.00 a.m. Wednesday, January 20 th , 2021 9.00 a.m. Wednesday, June 9 th , 2021 -9:00a.m.
Finance/ Staffing Thursday 5pm	Finance 5pm at Glenmere Thursday Sept 24 th 5pm Thursday jan 28 th 5pm Thursday May 27 th 5pm



Trust meetings

SUGGESTED DATES OF GOVERNORS MEETINGS 2020 – 2021

Trust Dates and Details	
AGM	Monday January 11 th 2021 New Lubbesthorpe 6.00pm
Trust - please check venue details	Monday, November 30 th , 2020 New Lubbesthorpe Primary School 6pm Monday, March 8 th 2021 New Lubbesthorpe Primary School 6pm Monday July 5 th , 2021 New Lubbesthorpe Primary School 6pm + Trustee's/accountants
Trust Finance Meeting - please check venue details	Tuesday, September 8 th , 2020 9.30am at New Lubbesthorpe Tuesday November 17 th 2020 9.30am at New Lubbesthorpe Friday, February 5 th , 2021 9.30am at New Lubbesthorpe Thursday March 25 th , 2021 9.30am at New Lubbesthorpe Friday May 14 th , 2021 9.30am at New Lubbesthorpe Tuesday, June 15 th , 2021 9.30am at New Lubbesthorpe