



Penarth Group School

Positively Growing Success

Working with the Governing Board

Date reviewed	19 th March 2019
Date of next review	June/July 2020
Date approved by Governors	19 th March 2019

Penarth Group School GOVERNING BODY

Position	Name
Governing Body Chair Proprietor / Director	Mrs Patricia Swallow
Headteacher	Mr Steve Watson
Staff Governor - Deputy Head of Centre	Mrs Carol Nolan
Co-opted Governor – Vice Chair	Ms Wendy Jackson
Co-opted Governor	Mrs Judith Dearden
Penarth Group Governor - Operations Manager	Mr John Allen
Parent & Carer Governor	Mr Ron Allen
Penarth Group Governor – Area Manager	Mrs Analeise Allen
Parent Governor	TBC
Clerk to Board	

**Penarth Group School
GOVERNING BODY RESPONSIBILITIES**

Chair	Mrs Patricia Swallow
Vice-Chair	Ms Wendy Jackson
Child Protection / Safeguarding Governor	Mrs Judith Dearden
The following link governor responsibilities:	
Health and Safety and Premises Link Governor	Mr John Allen
Inclusion (SEN, LAC, Young Carers) Link Governor	Ms Wendy Jackson
Spiritual, Moral, Social and Cultural Development of Pupils Link Governor	Mr Ron Allen
Literacy Link Governor	Mrs Patricia Swallow
Numeracy Link Governor	Mrs Carol Nolan
ICT / School Website Link Governor	Ms Wendy Jackson
Behaviour/Attendance Governor	Mrs Analeise Allen
Teaching/Learning Governor	Ms Wendy Jackson

Penarth Group School
GOVERNING BODY COMMITTEES

Curriculum and Standards Committee (Target Setting)	Governors:	Chair and/or Vice Chair, Headteacher or 1 other Governor
	Quorum:	2
Finance and Personnel Committee (incorporating Pay Committee)	Governors:	Chair and/or Vice Chair, Headteacher or 1 other Governor
	Quorum:	2
Premises Committee (including Health & Safety and Asset Management)	Governors:	Chair and/or Vice Chair, Headteacher or 1 other Governor
	Quorum:	2
Pay Appeals Committee	Governors:	The remaining members of the Governing Body, excluding those employed at the school and those with a pecuniary interest.
	Quorum:	2
Complaints Committee (Parental complaints)	Governors:	Any available governor
	Quorum:	2
Pupil Discipline Committee (Pupil Exclusions)	Governors:	Any available governor
	Quorum:	2
Appointed Governors for Headteacher Performance Review	Governors:	Chair and any available governor – with the exception of staff and parent governors
	Quorum:	2

STAFFING COMMITTEES

Suspension Committee	Governors:	Any available governor – with the exception of staff and parent governors
	Quorum:	2
Discipline and Grievance Committee	Governors:	Any available governor – with the exception of staff and parent governors
	Quorum:	2
Discipline and Grievance Appeal Committee	Governors:	Any other governor not on the original Discipline and Grievance Committee
	Quorum:	2
Appointments Committee (Teaching and Support Staff)	Governors:	Chair and/or Vice Chair, Headteacher + 1 other Governor as available in rotation (<i>with at least one governor training in safeguarding</i>)
	Quorum:	2

The purpose of Governance is to provide confident, strategic leadership and create robust accountability, oversight and assurance for educational and financial performance at Penarth Group School.

The Governing Board at Penarth Group School has three core functions:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of the staff; and
- Overseeing financial performance of the school and making sure its money is well spent.

Governance - Inspectors will consider whether Governors: *Taken from the Ofsted Handbook*

- work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition.
- provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school.
- provide support for an effective headteacher or are hindering school improvement because of a lack of understanding of the issues facing the school
- performance manage the headteacher rigorously.
- understand impact of teaching, learning and assessment on the progress of pupils at the school.
- ensure that assessment information from leaders provides Governors with sufficient and accurate information to ask probing questions about outcomes for pupils.
- ensure that the school's finances are properly managed and effectiveness of use evaluated.
- are transparent and accountable, including in the recruitment of staff, Governance structures, attendance at meetings and contact with parents.

The Ofsted inspection report of Oct/Nov 2017

Key Finding regarding Governance:

- Governors are passionate about the school. They take a keen interest in both pupils and staff.
- Governors are supportive of the headteacher. Governors are committed to improving the school and aware of their shortcomings.

The Ofsted inspection report of Oct/Nov 2017

Identifies that in order to improve further the school needs to:

- Understand their roles and responsibilities as Governors.
- Increase confidence in challenging and supporting the Senior Leadership Team (SLT).
- Know the school well enough to make a significant contribution to the school's improvement.
- Hold school leaders to account robustly / stringently for the school's performance.
- Records of meetings to highlight challenge to leaders by Governors.
- Make good use of the wealth of information available to evaluate pupils' performance.
- Increase Governor visits to the school, ensuring that visits made offer sufficient rigour.

As part of the Governing Board team, a Governor is expected to:

1. Contribute to the strategic discussions at Governing Board meetings which determine:
 - the vision and ethos of the school.
 - clear and ambitious strategic priorities and targets for the school.
 - that all children, including those with Special Educational Needs / Disabilities (SEND), have access to a broad and balanced curriculum.
 - the school's budget, including the expenditure of the pupil premium allocation.
 - the school's staffing structure and key staffing policies.
 - the principles to be used by school leaders to set other school policies.

2. Hold executive leaders to account by monitoring the school's performance; this includes
 - agreeing the outcomes from the school's self-evaluation and ensuring they are used to inform the priorities in the School Development Plan (SDP).
 - considering all relevant data and feedback provided on request by school leaders and external sources on all aspects of school performance.
 - asking challenging questions of school leaders.
 - ensuring senior leaders have arranged for the required audits to be carried out and receiving the results of those audits.
 - ensuring senior leaders have developed the required policies and procedures and the school is operating effectively according to those policies.
 - acting as a link Governor on a specific issue, making relevant enquiries of the relevant staff, and reporting to the Governing Board on the progress on the relevant school priority.
 - listening to and reporting to the school's stakeholders: pupils, parents, staff, and the wider community, including local employers.

3. Ensure the school staff have the resources and support they require to do their jobs well, including the necessary expertise on business management, external advice where necessary, effective appraisal and Continuing Professional Development (CPD), and suitable premises and that the way in which those resources are used has impact.

4. When required, serve on panels of Governors to:
 - appoint the Headteacher and other Senior Leaders.
 - appraise the Headteacher.
 - set the headteacher's pay and agree the pay recommendations for other staff.
 - hear the second stage of staff grievances and disciplinary matters.
 - hear appeals made regarding student exclusions

The role of a Governor is largely a thinking and questioning role, not a doing role.

A Governor does **NOT**:

1. write school policies.
2. undertake audits of any sort – whether financial or Health & Safety - even if the Governor has the relevant professional experience.
3. spend time with the pupils of the school.
4. Fundraise. This is the role of a school PTA. The Governing Board should consider income streams and the potential for income generation, but not carry out fundraising tasks.
5. undertake classroom observations to make judgements on the quality of teaching – the Governing board monitors the quality of teaching in the school by requiring data from the Headteacher, Senior Leaders and from external sources.
6. do the job of the school staff; if there is not enough capacity within the paid staff team to carry out the necessary tasks, the Governing board need to consider and rectify this.

In order to perform this role well, a Governor is expected to:

- get to know the school, including visiting the school occasionally during school hours and in agreement with the Headteacher, and gaining a good understanding of the school's strengths and weaknesses.
- attend induction training and regular relevant training and development events.
- attend Governing Board meetings and read all the papers before the meeting.
- act in the best interests of all the pupils of the school.
- behave in a professional manner, as set down in the Governing Board's Code of Conduct, including acting in strict confidence.

Note> This role description does not cover the additional roles taken on by the chair, vice-chair and chairs of committees.

Governor School visits - Setting expectations for visits

Please refer to the Governor Visits Policy for more information

While Ofsted's inspection handbook makes no explicit reference to Governors, Trustees or Governing Committee members visiting their schools, inspectors will be looking for evidence of how well Governing Boards know their school and learning from visits can form an important part of this.

Every visit should have a clear, prearranged focus. This is important because it helps those Governing use their time, as well as that of school staff, productively.

The focus of the visit will generally relate to the Governing board's monitoring of the school strategy or to developing a rounded understanding of the school's strengths and weaknesses.

In most cases, the visit should link to objectives and targets set out in the vision and strategy formulated by the Governing Board.

Visits should involve the member of staff responsible for the objective or target meeting with the member of the Governing board in order to provide background information and context, showing the initiative in action, and if possible, providing the opportunity for them to speak to pupils or staff members who are affected by it.

During any visit to the school it is important to remember that the role of those Governing is strategic, not operational.

Visits by members of the Governing Board should not be confused with inspections.

Model visit Protocol

Governors can draw on a range of evidence in order to carry out their duties and one source of information is their own visits to their school. This protocol applies to school visits made for the purpose of Governance and not to visits to the school site that individual may make in other capacities e.g. as parents or members of staff.

All school visits will:

- Have a clear focus, linked to strategic priorities, agreed by the full Governing board.
- Be arranged with adequate notice through the Headteacher and relevant staff.
- Be of value to the Governing board which is demonstrable to outside agencies.

It is not the role of those Governing to form judgements about the performance of school staff during visits and individuals will make every effort to avoid this impression.

Conduct: Those Governing will comply with the school and Governing board's codes of conduct and the standards of presentation expected of staff. They will be mindful that they are representing the whole Governing board through their words and actions.

Follow Up: Those Governing will have the opportunity to discuss the visit, including any concerns, with the Headteacher immediately or soon after the visit. The Governor Visit Report will be completed after each visit. A draft will be shared with the Headteacher and any other members of staff involved in the visit and, when agreed, a final version will be included in the papers for discussion in the next Governing Board Meeting.

Confidentiality: This should be adhered to regarding visits. Comments should be limited to the Headteacher or Senior Leader with who the visit was arranged but not with other staff or with parents. Individual children or staff members.

Note:

This document should be read in conjunction with;

- *Governor Visit Policy*
- *Child Protection and Safeguarding Policies*
- *Teaching and Learning Policy*
- *Behaviour Policy*
- *Data Protection Policy*
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Appendix:

Appendix 1: Governors Appraisal Form Template

Appendix 2: Governors Visit Record

Appendix 3: Governor Visit Report Form

Governor Appraisal Form

Governor Name: _____

Governing Body Chair: Penarth Group School – Patricia Swallow

Date of Appraisal: _____

Attendance Figures *Add academic year*: Governing Body Attendance: ____ out of 4;

%

REVIEW OF *Add academic year*: What were your highlights, concerns, contribution, and learning's?

What are your specific areas of interest relating to being a Governor?

INCREASING EFFECTIVENESS: What are your objectives/aspirations for the next 12 months?
(please include detail on how you intend to influence/action these)

1.

2.

3.

Have you accessed any training this year, if so, what?

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What subjects would you like to be covered as part of the Governor Training Programme?	1. 2. 3.
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Do you have any personal development or support needs?	YES / NO (if yes please provide details)
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Governor's Comments:

Chair's Comments:

Signed:

Governor: _____

Chair: _____

Governor School Visit Record

Date	Who were involved	Reason for visit	Action points from the visit
TERM 1			
TERM 2			
TERM 3			

Governor Visit Report Form

Governor Name:

Date of visit:

Time of visit:

Focus of visit:

Link to Penarth Group Schools' School Development Plan (SDP):

Summary of Activities carried out on the visit:

What have I learned as a result of my visit (*relate this back to the focus of the visit*):

Aspects I would like clarified / questions that I have:

Actions of the Governing Board to consider:

Any other comments for future visits:

Signed: _____

*Circulation: Headteacher
Chair of Governors
Clerk to Governors*