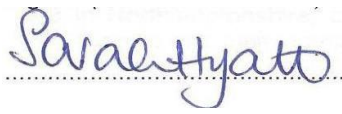

Blakesley CE Primary School



Governance Manual 2016/17

Ratified by:	Date of Ratification:
Full Governing Body on	22 nd September 2016
Signed by: Chair of Governors:	

Introduction:

This manual describes the governance structures in place at Blakesley CE Primary School, including the following:

1. Governance and Committee Structure
2. Governing Body Membership and Terms of Reference
3. Associate Members
4. Committee Structure, Membership and Terms of Reference
5. Roles and Responsibilities of the Chair, Clerk and Chairs of Committees
6. Individual Governor responsibilities
7. Scheme of Delegation
8. Scheme of Financial Delegation
9. Schedule of School Policies and Delegation of Policies to Committees
10. Annual Self-Assessment of Leadership and Management against Ofsted Outstanding School Criteria
11. Blakesley School Vision Statement and Action Plan

1. Governance and Committee Structure:

Governing
Body

Standards Committee

Resources Committee

Health, Safety and Premises Committee

Strategy Committee

Staff Discipline and Dismissal Panel

Pupil Discipline and Exclusions Panel

Pay Committee

Appeals Panel

Head Teacher Performance Management Group

2. Governing Body Membership and Terms of Reference:

Responsibilities of the Governing Body:

The Governance Handbook (January 2017) states that Governing Bodies should focus on three core strategic functions:

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

These functions are reflected in new regulations for maintained schools; and in the criteria that Ofsted inspectors use to judge the effectiveness of an outstanding school’s governing body. These criteria, in tabular form, are set out in Appendix 4. So as to assist the Governing Body in monitoring their effectiveness against each criterion are set out:

- Underpinning policies;
- Underpinning procedures;
- Responsible person or committee;
- Implementation actions;
- Supporting evidence;
- Progress towards compliance (measured as compliant, partially compliant and non-compliant).

The Governing Body will assess performance against these criteria regularly and measure progress towards compliance annually.

Instrument of Government (came into effect 2nd September 2014):

The table below describes the constitution of the Governing Body by the number and type of governors; and lists the existing governors and their terms of office:

Governor Type	No	Name	Term of Office	
			Start	End
Head Teacher	1	Ms Lucy Burman	01/01/2013	
Local Authority	1	Vacant		
Foundation (Appt)	2	Vacant		
		Mr Paul Parsons	21/10/2015	20/10/2019
Parent (elected)	2	Mr Ian Gardner	21/10/2015	20/10/2019
		Vacant		
Staff (elected)	1	Mrs Lauren Leeson	01/09/2014	31/08/2018
Co-Opted	3	Mrs Sarah Hyatt	11/09/2014	10/09/2018
		Mrs Maxine Conway	07/07/2015	06/07/2019
		Mrs Alexia Simon	12/11/2015	11/11/2019

Chair of the Governing Body	Sarah Hyatt
Vice Chair of the Governing Body	Ian Gardner
Clerk to the Governing Body	Jane Hall

The total number of governors is 10. Foundation Governors are appointed by the Peterborough Diocese Board of Education.

Role of Governing Body

The Governing Body needs to take a strategic role, act as a critical friend to the School and be accountable for its decisions. It should set strategy, aims and objectives and agree, monitor and review policies, targets and priorities. In this context, the Governing Body is responsible for formulating the School’s Vision Statement and Strategic Action Plan. The current Vision Statement is:

“We create the spark that lights the fire”. As a Church of England school at the heart of the community and in partnership with parents, Blakesley C of E Primary School is committed to enabling all pupils

achieve their full potential. We will do this through developing a love of learning within a creative, dynamic and vibrant environment based on Christian values where everyone aspires to excellence.

We aim to:

- Provide an education of the highest quality for each and every child;
- Provide a caring and welcoming school, founded on Christian principles and values, that safeguards and promotes the welfare of all;
- Foster a life-long love of learning by providing a stimulating, rich, exciting, responsive and engaging curriculum tailored to meet individual needs;
- Value and respect all members of the school and wider community and celebrate their efforts and achievements;
- Foster a successful and innovative partnership with parents, carers, the Church and community;
- Develop resilient, enthusiastic and positive children who are equipped for the next step of their educational journey and their future;
- Prepare our children for the world they will live in.

The Strategic Action Plan supporting the Vision Statement and the responsible Committees is set out in Appendix 5.

The terms of Reference for the Governing Body are:

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*
- *Any items which individual governing bodies may wish to include*

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

Membership – As per the Instrument of Government

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

These terms of reference agreed by the Governing Body	Date: 22 nd September 2016
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Quorum	One half of the number of Governors in post
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4. Associate Members:

The following Associate Members to Governing Body Committees have been appointed:

Name	Committee	Start	End
Tracey Hall	Health, Safety and Premises	27/11/2014	26/11/2018
Malcolm Alphonso	Standards	07/07/2015	06/07/2019
Joanne Wilkins	Resources	07/07/2015	06/07/2019
Robert Ward	Strategy	15/03/2016	14/03/2017
Chris Tolson	Health, Safety and Premises	22/09/2016	21/09/2017

4. Committee Structure, Membership and Terms of Reference:

The following Committees have been established, with membership as shown below:

Standards Committee: Sophie Stuart-Buttle Maxine Conway Lucy Burman Sarah Hyatt Lauren Leeson Paul Parsons Malcolm Alphonso (AM))	Resources Committee: Alexia Simon Lucy Burman Sarah Hyatt (Chair) Joanne Wilkins (AM)) Ian Gardner	Health, Safety and Premises Committee: Tracey Hall (AM) Sarah Hyatt Chris Tolson Lucy Burman
Staff Discipline and Dismissal Panel* Sarah Hyatt Alexia Simon Maxine Conway	Appeals Panel**: Vacant Paul Parsons Ian Gardner	Pupil Discipline and Exclusions Panel*: Alexia Simon Ian Gardner Sarah Hyatt
Head Teacher Performance Management Group**: Sarah Hyatt Maxine Conway Paul Parsons	Pay Committee**: Sarah Hyatt (Chair) Sophie Stuart-Buttle Ian Gardner Maxine Conway	Strategy Committee: Sarah Hyatt Rob Ward Lucy Burman Ian Gardner (Chair) Alexia Simon Sophie Stuart-Buttle Paul Parsons (Any other governor or AM who wishes to attend)

*	To meet only when required
**	To meet annually or when required

Terms of Reference for each of the Committees follow:

➤ **Standards Committee:**

- To consider and advise the governing body on standards and other matters relating to the school's curriculum, including statutory requirements and the School's Curriculum Policy
- To decide which subject options should be taught, having regard to resources, and implement provision for flexibility in the curriculum (including activities outside school day)
- To consider curricular issues which have implications for Finance and Personnel decisions and to make recommendations to the relevant committees or the Governing Body
- To make arrangements for the Governing Body to be represented at School Improvement discussions with the LEA and for reports to be received by the Governing Body
- To oversee arrangements for individual governors to take a leading role in specific areas of provision, eg SEN, Literacy, Numeracy. To receive regular reports from them and advise the Governing Body.
- To oversee arrangements for educational visits, including the appointment of a named co-ordinator
- Establish and review a sex education policy and ensure that parents are informed of their right to withdraw their children.
- To review, adopt and monitor a policy for Collective Worship
- To produce a set of written principles for the school behaviour policy and present these to the Head Teacher, parents, staff and pupils for consultation
- To appeal against LA directions to admit pupil(s)
- To review and adopt the home school agreement
- To prepare and publish the school prospectus and school profile
- To monitor and review information about school performance and report according to statutory requirements

These terms of reference agreed by the Governing Body	Date: 22 nd September 2016
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Name of Governor	Date appointed to the Standards Committee
Sarah Hyatt	September 2013
Paul Parsons	September 2016

Sophie Stuart-Buttle	September 2013
Lauren Leeson	November 2014
Lucy Burman	September 2013
Malcolm Alphonso (AM)	July 2015
Maxine Conway	September 2015

Quorum	Three members
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➤ **Resources Committee:**

- In consultation with the Head teacher, to draft the first formal budget plan of the financial year, to approve the budget plan and report it to the Full Governing Body
- To establish and maintain an up to date 3-year financial plan
- To consider a budget position statement including virement decisions at least termly and to report significant anomalies from the anticipated position to the Governing Body
- To ensure that the school operates within the Financial Regulations of the County Council
- To monitor expenditure of all voluntary funds kept on behalf of the Governing Body
- To annually review charges and remissions policies and expenses policies.
- To make decisions in respect of service agreements
- To make decisions on expenditure following recommendations from other committees
- To ensure, as far as is practical, that Health and Safety issues are appropriately prioritised
- To determine whether sufficient funds are available for pay increments as recommended by the Head teacher
- In the light of the Head Teacher Performance Management Group's recommendations, to determine whether sufficient funds are available for increments
- Comply with the SFVS regulations and standards.
- To draft and keep under review the staffing structure in consultation with the Head teacher
- To oversee the appointment procedure for all staff
- To oversee the process leading to staff reductions
- To keep under review staff work/life balance, working conditions and well-being, including the monitoring of absence
- To establish, publish and review a complaints procedure
- To establish and publish a Freedom of Information scheme and ensure that the school complies with it

These terms of reference agreed by the Governing Body	Date: 22 nd September 2016
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Name of Governor	Date appointed to the Resources Committee
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Sarah Hyatt (Chair)	September 2013
Alexia Simon	November 2015
Ian Gardner	November 2015
Lucy Burman	September 2013
Joanne Wilkins (Associate Member)	July 2015

Quorum	Three members
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➤ **Health, Safety and Premises Committee:**

- To ensure that a health and safety policy and procedures are in place
- To advise the Governing Body and Head Teacher on funding priorities, including Health and Safety, for the maintenance and development of the school's premises
- To inspect the premises and grounds three times a year (terms 1/2, 3/4 and 5/6), produce a report of the findings and to review the Asset Management Plan in order to prepare a list of priorities for maintenance and development
- To oversee arrangements for repairs and maintenance
- To make recommendations to the Resources Committee on premises-related expenditure
- In consultation with the Head teacher and the Resources Committee, to oversee premises-related funding bids
- To ensure that a Fire Risk Assessment for the premises is completed and reviewed annually with the resulting report being received by the Committee
- To review the PIC (Person in Control) handbook and monitor regularly
- To ensure all appropriate Risk Assessments are completed
- To oversee arrangements, including Health and Safety, for the use of school premises by outside users, subject to governing body policy
- To establish and keep under review a Building Development Plan
- To establish and keep under review an Accessibility Plan, and review it every 3 years

These terms of reference agreed by the Governing Body	Date: 22 nd September 2016
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Name of Governor	Date appointed to the Health Safety and Premises Committee
Chris Tolson (AM)	September 2016
Sarah Hyatt	February 2016
Lucy Burman	January 2013
Tracey Hall (AM)	September 2014

Quorum	Three members
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➤ **Strategy Committee:**

- To develop a shared vision and long term strategy for sustainability and future of Blakesley CE Primary School. The strategy will include all aspects of sustainability including headcount, leadership, staffing and any other issues as appropriate.
- The focus will be on significant strategic challenges
- It will include strategic headline key performance indicators and targets
- The strategy will consider the type of school which will offer the best opportunities for achieving a sustainable future.
- The final school strategy will be agreed by the full governing body.
- The strategy will cover a period of up to 10 years.

These terms of reference agreed by the Governing Body

Date: 22nd September 2016

Name of Governor	Date appointed to the Strategy Committee
Sarah Hyatt	November 2014
Robert Ward	November 2014
Ian Gardner	November 2015
Alexia Simon	November 2015
Lucy Burman	November 2014
Paul Parsons	November 2015
Sophie Stuart-Buttle	November 2015
All governors and AMs are welcome to attend the Strategy Committee	

Quorum

Three members

➤ **Staff Discipline and Dismissals Panel:**

- 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 disapplications, and the operation of the Governing Body's charging policy.

These terms of reference agreed by the Governing Body	Date: 22 nd September 2016
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Name of Governor	Date appointed to the Staff Discipline and Dismissals Committee
Alexia Simon	November 2015
Maxine Conway	November 2015
Sarah Hyatt	September 2016

Quorum	Three members
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➤ Pupil Discipline and Exclusions Panel:

- 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 terms (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 50th 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.
- To review the School Behaviour and Discipline Policy, and make recommendations on changes to the Governing Body or relevant committee
- To differentiate between Welfare and Exclusions (appeals against fixed term or permanent exclusions).

These terms of reference agreed by the Governing Body	Date: 22 nd September 2016
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Name of Governor	Date appointed to the Pupil Discipline and Exclusions Committee
Ian Gardner	November 2015
Alexia Simon	September 2016
Sarah Hyatt	November 2015

Quorum	Three members
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➤ **Appeals Panel:**

- To consider any appeal against a decision to dismiss a member of staff made by the Staff Disciplinary 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

These terms of reference agreed by the Governing Body	Date: 17 th September 2015
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Name of Governor	Date appointed to the Appeals Committee
Paul Parsons	November 2015
Vacant	
Ian Gardner	September 2016

Quorum	Three members
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➤ **Pay Committee:**

- To establish a Salary Policy for all categories of staff and to be responsible for its administration and review
- To formulate and review a teacher appraisal policy
- To decide upon pay discretions in line with the Salary Policy and legal requirements
- To make recommendations on personnel related expenditure to the Resources Committee

These terms of reference agreed by the Governing Body	Date: 22 nd September 2016
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Name of Governor	Date appointed to the Pay Committee
Sarah Hyatt (Chair)	September 2013
Sophie Stuart-Buttle	September 2015
Ian Gardner	November 2015
Maxine Conway	November 2015

Quorum	Three members
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➤ **Head Teacher’s Performance Review Group:**

- To arrange to meet with the External Adviser to discuss the Head Teacher’s performance targets
- To decide, with the support of the External Adviser, whether the targets have been met and to set new targets annually
- To monitor through the year, the performance of the Head Teacher against the targets
- To make recommendations to the Resources Committee in respect of awards for the successful meeting of targets set.

These terms of reference agreed by the Governing Body	Date: 17 th September 2015
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Name of Governor	Date appointed to the Head Teacher’s Performance Review Group
Sarah Hyatt	September 2013
Paul Parsons	September 2016
Maxine Conway	September 2016

Review Officer	Mrs Catherine Capell
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Quorum	Two members
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5. Roles and Responsibilities of the Chair, Clerk and Chairs of Committees and Associate Members:

Please note that the role of all governors is outlined in point 2.

➤ **The Role of the Chair of the Governing Body:**

- To ensure the business of the Governing Body 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.
- To establish and foster an effective relationship with the 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 Head teacher and provides strategic direction.

➤ **The Role of the Clerk to the Governing Body:**

- To work effectively with the Chair of Governors, the other Governors and the 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.

➤ **The Role of a 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.

➤ **The Role of an Associate Member:**

- Associate members can attend full governing body meetings but may be excluded from any part of a meeting where the business being considered concerns a member of school staff or an individual pupil. They have no voting right.
- They are appointed for a period of between one and four years and can be reappointed at the end of their term of office.
- Associate members are not governors and they are not recorded in the instrument of government.
- Associate members are recruited to bring additional skills and expertise to support the work of Governing Body Committees and to help deliver the monitoring and evaluation role of all governors, in order to effectively hold the Head teacher to account for all aspects of school performance.

6. Individual Governor responsibilities:

Where governors have delegated responsibility for specific areas of work, they will be expected to work within the following terms of reference:

- To liaise with the appropriate member(s) of staff
- To visit the school with the purpose of gathering information concerning their area of responsibility and to increase their knowledge of the school
- To regularly report to the Governing Body or one of its committees, whichever has been deemed most appropriate, on developments and progress within their area of responsibility
- To monitor and evaluate progress, as appropriate and required, of the School Improvement Plan and Self Evaluations, in their area of responsibility and report back to the designated committee on a termly basis.
- To raise the profile of their area of responsibility when related matters are considered by the Governing Body

- To attend training as appropriate

The following individual governor responsibilities have been recommended (tbc):

Area of Responsibility:	Governor:	Liaising with:	Reporting to:
English (across whole school including EYFS)	Maxine Conway and Robert Ward	Mrs Amy Douglas/Mrs Leigh Fox	Standards
Maths (across whole school including EYFS)	Alexia Simon and Robert Ward	Miss Hazel Crawford	Standards
SEN	Vacant	Mrs Kate Broadway	Standards
Pupil Premium/Sports Premium	Sarah Hyatt and Malcolm Alphonso	Ms Lucy Burman	Standards
Safeguarding/Child Protection/Safer Recruitment	Sarah Hyatt and Alexia Simon	Ms Lucy Burman	FGB
RE & Collective Worship	Paul Parsons and Sophie Stuart-Buttle	Ms Lucy Burman	Standards
Modern British Values	Sophie Stuart-Buttle Vacant	Ms Lucy Burman	FGB
School Environment/ Displays/Art	Sophie Stuart-Buttle vacant	Ms Lucy Burman	Standards
Science/ICT	Joanne Wilkins and Chris Tolson	Ms Rebecca Metcalfe	Standards
Foundation subjects (history/geography)	Ian Gardner, Maxine Conway and Robert Ward	Ms Lucy Burman	Standards

These areas of responsibility will be reviewed annually.

7. Scheme of Delegation

The scheme has been developed to clarify the responsibilities and powers of Governors and members of staff employed at the School in respect of key aspects of the management of the School and to ensure compliance with legal requirements and, where appropriate, Local Authority policies.

The delegations set out in this scheme are delegated to the specified committees of the Governing Body and/or the head teacher and/or individual Governors.

Delegations cannot be exercised by anyone other than the designated person or committee unless otherwise directed or agreed by the Governing Body.

Instead of exercising her/his delegated powers the committee, head teacher or other individual may refer the matter back up to the Governing Body or appropriate committee.

The scheme will be reviewed at the first meeting in each academic year and is made without prejudice to the powers and duties of the Governing Body and its committees.

Although decisions may be delegated, the Governing Body as a whole remains responsible for any decision.

The Scheme of Delegation for 2015/16 is shown at Appendix 1.

8. Scheme of Financial Delegation:

The Financial Management Policy and Scheme of Delegation is shown at Appendix 2.

9. List of School Policies and Delegation to Committees:

The Schedule of School Policies, review dates and delegation to Committees is shown at Appendix 3.

10. Ofsted Outstanding Criteria – School Self-Assessment:

Attached as Appendix 4.

11. Strategic Action Plan:

Attached as Appendix 5.

APPENDIX 1

At Blakesley CE Primary School, responsibility is delegated as below:

Function	Full Governing Body	Committee	Individual Governor	Head Teacher
BUDGETS				
To approve the first formal budget plan each financial year		Resources		
To monitor monthly expenditure		Resources		
To establish and charging and remissions policy		Resources		
To enter into contracts in accordance with the Scheme of Financial Delegation		Resources		
Appoint selection pane				
STAFFING				
Appoint selection panel for head teacher	FGB			
Appoint selection panel for deputy head	FGB			
Appoint selection panel for other members of the senior leadership team	FGB			
Appoint other teachers				HT
Appoint non-teaching staff				HT
To put in place a Pay Policy		Pay		
To decide upon pay discretions in line with the Pay Policy and legal requirements		Pay		
Dismissal of Head Teacher		Staff Discipline		
Initial dismissal of other staff				HT
Suspending Head Teacher		Staff Discipline		
Suspending staff (except Head Teacher)				HT

Ending suspension (Head Teacher)		Staff Discipline		
Ending suspension (except Head Teacher)		Staff Discipline		
Setting the overall staffing structure		Resources		
To agree whether or not the Chief Education Officer/Diocesan Authority should have advisory rights	FGB			
Determining dismissal payments/early retirement		Pay		
To produce and maintain a central record of recruitment and vetting checks				HT
Establish and review procedures for addressing staff discipline, conduct and grievance	FGB			
CURRICULUM				
Ensure National Curriculum taught to all pupils		Standards		
To consider any disapplication for pupil(s)				HT
To decide which subject options should be taught, having regard to resources, and implement provision for flexibility in the curriculum (including activities outside school day)		Standards		
Establish and review a sex education policy (including in primary schools where the governing body must decide whether to teach sex education) and ensure that parents are informed of their right to withdraw their children		Standards		
EXTENDED SCHOOLS				
To decide whether to offer additional activities and what form these should take	FGB			
To put in place the additional activities provided				HT
To decide whether to stop providing additional activities	FGB			
PERFORMANCE MANAGEMENT				
To formulate and review teacher appraisal policy		Pay		
To appoint the panel to carry out the appraisal of the head teacher	FGB			
To carry out appraisal of other teachers				HT
DISCIPLINE/EXCLUSIONS				

To produce a set of written principles for the school behaviour policy and present these to the head teacher, parents, staff and pupils for consultation		Standards		
To draft the content of the school behaviour policy and publicise it to staff, pupils and parents				HT
To review the use of exclusion and to decide whether or not to confirm all permanent exclusions and fixed term exclusions where the pupil is either excluded for more than 15 days in total in a term or would lose the opportunity to sit a public examination		Exclusions		
ADMISSIONS				
To consult annually before setting an admissions policy (VA and foundations schools)	N/A	N/A	N/A	N/A
Admission application decisions (VA, foundation and special schools)	N/A	N/A	N/A	N/A
To appeal against LA directions to admit pupil(s)		Standards		
PREMISES AND INSURANCE				
Buildings insurance and personal liability – GB to seek advice from LA, diocese or trustees where appropriate	FGB			
HEALTH AND SAFETY				
To ensure that a health and safety policy and procedures are in place		Health, Safety and Premises		
To ensure that health and safety regulations are followed				HT
SCHOOL ORGANISATION				
To publish proposals to change category of school	FGB			
To decide whether to convert to academy status	FGB			
Propose to alter or discontinue voluntary foundation or foundation special school	FGB			
To set the times of school sessions and the dates of school terms and holidays (except where this is the LA's role)	N/A	N/A	N/A	N/A
To ensure that school lunch nutritional standards are met				HT

To ensure the provision of free school meals to those pupils meeting the criteria				HT
To establish a data protection policy and review it at least every two years				HT
Maintain a register of pupil attendance				HT
INFORMATION FOR PARENTS				
Adopt and review the home school agreement		Standards		
Establish, publish and review a complaints procedure		Resources		
To establish and publish a Freedom of Information scheme and ensure that the school complies with it		Resources		
GOVERNING BODY PROCEDURES				
To draw up an instrument of government and any amendments thereafter	FGB			
To appoint (and remove) the chair and vice chair of a permanent or a temporary governing body	FGB			
To appoint and dismiss the clerk	FGB			
To appoint and remove community or sponsor governors (if constituted under 2007 regulations) or co-opted governors (if constituted under 2012 regulations)	FGB			
To set up a register of governors' business interests	FGB			
To approve and set up a governors expenses scheme	FGB			
To consider whether or not to exercise delegation of functions to individuals or committees	FGB			
To regulate the GB procedures (where not set out in law)	FGB			
FEDERATIONS				
To consider formation a federation or joining an existing federation	FGB			
To consider requests from other schools to join the federation	FGB			
To leave the federation	FGB			
INCLUSION AND EQUALITY				
To establish and review a special educational needs (SEN) policy	FGB			

To establish and publish annually an “Equality Information and Objectives Statement” and review equality objectives every four years	FGB			
To designate a “responsible person” for children with SEN in community, voluntary and foundation schools	FGB			
To designate a “responsible person” for looked after children in community, voluntary and foundation schools	FGB			
To establish an accessibility plan and review it every three years		Health, Safety and Premises		
To establish and review annually a child protection policy and relevant procedures	FGB			

Appendix 2

Financial Management Policy and Scheme of Delegation

1.	<p>AIMS:</p> <p>The Governors of Blakesley Primary School believe that sound financial management policies are essential to the fulfilling of their statutory duties under government legislation. Sound financial management is achieved by:</p> <ul style="list-style-type: none">• Defining the roles and responsibilities of staff and governors under the SFVS in schools' procedures• Providing a framework to ensure that a consistently high standard of education is maintained for their pupils within the available resources• Preparing the budget in accordance with the identified priorities of the school as identified in the Self Evaluation Framework and School Development Plans
2.	<p>ORGANISATION FOR RESPONSIBILITY AND ACCOUNTABILITY:</p>
	<p>A. Delegated Budget:</p> <p>All governors of the school have a collective responsibility for actions agreed in accordance with their own Standing Orders and regulations. Joint liability exists for such actions within the terms of the Education Act 1988.</p> <p>The governors and Head Teacher are responsible for the proper financial management and probity of their school</p> <p>If it is suspected that money or property of the school have been stolen or misappropriated, or that a financial irregularity has occurred, the governors and/or Head Teacher must immediately report the matter to the Director Children and Young People's Service and the Executive Director (Finance). Reference must also be made to the school's Whistleblowing Policy.</p> <p>The governors have delegated day to day spending authority within the approved annual budget for the school to the Head Teacher. The Head Teacher delegates to subject leaders an annual budget to support teaching and learning within that particular area. Teaching staff placing orders must ensure that there is sufficient money within their budget and that all ordering processes follow school procedures.</p> <p>A register of governor pecuniary interests must be maintained and available for inspection by governors, staff, parents and the Head Teacher must immediately report the matter to the Director, the Executive Director (Finance) and their representatives.</p> <p>B. Orders:</p> <p>All orders must be raised through SIMS onto official order stationery and must only be made where there is sufficient budgetary provision. Orders may be placed by any authorised person (eg Head Teacher, Bursar or Admin Assistant) and signed by the Head or Deputy.</p>

Orders placed orally should be immediately placed on SIMS and the printed order marked accordingly.

On receipt of goods, the delivery is checked against the consignment notes and original order. The invoice is passed to the Bursar for payment, where a check is made on goods delivered, quantity and price. The invoice is then signed as correct and passed to the Head before payment is processed.

The Bursar then prepares cheque payments through SIMS. The cheques are then checked and signed by the authorised signatories, with the cheque stub being initialled by the Head.

No member of staff may authorise cheque payments relating to expenditure incurred or services supplied by themselves or their relatives.

Cheques must be signed by two authorised signatories, one of whom should normally be the Head Teacher. Any cheque over £20,000 must also be signed by the Chair of Governors, Vice Chair or Chair of Resources.

C. Petty Cash

An arrangement has been made for cash facilities at Lloyds Bank, Brackley and National Westminster Bank Northampton for a maximum sum of £50 to be cashed. The maximum to be held at the school at any one time is to be £50 and this is to be locked in a secure place whenever the premises are vacant.

Petty cash may be used to reimburse any member of staff who make a purchase other than by official order.

A Petty Cash voucher must be signed for all transactions and retained within the existing float until reconciled.

When the bank statement is received (normally monthly), all cheques must be reconciled on SIMS.

When necessary, a reimbursement claim is made to NCC (usually monthly) for all cheques issued including petty cash cheques. In order to do this, the following documentation must be supplied:

- SIMS Local Bank Account Reimbursement Claim for the period
- SIMS Petty Cash expenditure analysis for the period
- SIMS Bank Statement Comparison Report to date
- Monthly reconciliation on SIMS for salaries and any central invoices
- Monthly Transaction Document received to reconcile any payments not on the imported information.

D. Quotes and Tenders:

Where work is obviously less than £1,000 quotations are sought at the discretion of the Head Teacher.

For items between £1,000 and £10,000 two quotations are required from independent suppliers.

Items over £10,000 at least three quotations must be sought.

Three tenders are required for items over £30,000 unless governors decide otherwise, in which case the consent of the Director of Schools must be received.

Unforeseen items over £5,000 should be brought to the attention of the Chair of Resources Committee and be placed on the agenda for the next Resources Committee or full Governing Body meeting.

For the avoidance of any doubt – value in this context includes both an immediate cost and any contract cost over a set period of time – eg a service contract for 10 years at a cost of £1,500 pa. A cost for a contract such as this should be treated as the lifetime cost of the contract ie £15,000; and not the annual cost ie £1,500.

E. The Data Protection Act:

The school is registered appropriately under the Act.

F. Virements:

The Head Teacher may make provisional virements of up to £1,000 at any one time, subject to reporting these to the next Resources Committee meeting for formal confirmation.

All other virements are to be approved and minuted by the Resources Committee for the information of the full Governing Body.

G. Back Up Procedures:

The server backs up the computer system daily. One back up tape is held off the premises.

H. Inventories:

An up to date inventory of school property should be maintained and updated at least once per year. Serial numbers and identification marks should be recorded where appropriate as well as adequate descriptions for insurable items. The Bursar has delegated responsibility for this task under the direction of the Head Teacher.

I. Lettings:

The governors have adopted the NCC's Lettings Schedule and Rates of Payment as a general guide, but have delegated authority to the Head Teacher to negotiate actual letting charges, subject to keeping governors fully informed of the actual position at meetings of the Resources Committee.

J. Private Fund:

Formal annual accounts will be prepared covering activities in the School Fund Account for presentation to the governors (at Resources Committee) and for audit purposes. Preparation of these accounts will conform to the relevant provisions in the Schools' Financial Management Handbook, Private Funds Appendix 3. In particular, individual balance sheets for each school trip or specific school activity will be prepared in order to make the results of such activities clearer to all concerned.

K. Value Added Tax (VAT):

The Governing Body will comply with current VAT regulations.

L. The Annual Budget:

The annual notification of budget is received by the Head Teacher and Bursar. The school's budget plan must be prepared with a view to breaking even or creating a surplus at the end of the financial year. If a deficit budget is anticipated, the Director of Schools Finance must be notified immediately. The budget will be prepared in accordance with the identified priorities of the School as identified in the Self Evaluation Framework and the School Development Plan.

Development Planning Cycle:

- a) Autumn Term: Staff should formulate plans for the new financial year in discussion with the Head Teacher. These plans are presented to the relevant Committees for governors, as appropriate, to formulate a costed School Improvement Plan.
- b) Spring Term: Based on the School Development Plan, the Resources Committee will recommend a draft budget for the coming year to governors, within the constraints of the provision budget allocation from the LA. The final step will be approval of a Budget by the Resources Committee (reported to the full Governing Body) to match the final LA allocation when it is received in late March or early April.
- c) Summer Term: The monitoring procedures outlined below will commence based on the final approved budget.

M. Budget Monitoring:

In the Autumn and Spring Terms, contingencies and surplus balances will be examined and vired to other headings following recommendations by the Head Teacher and the Resources Committee.

At least once each term, the Resources Committee will report to the full governing body on the progress of the school against its agreed budget, highlighting any variances of significance. In the Autumn and Spring terms forecasts of the likely outcome for the year will also be circulated to aid forward planning processes.

N. Reconciliation of FAMIS and SIMS:

The school accepts responsibility for ensuring that the statutory record of the school's accounts held on the County Council's accounting system accurately

reflects income and expenditure incurred by the school. The school will notify NCC if budget changes and debits are not properly recorded on the NCC account. In practice, the principal procedure is reconciliation between the NCC account and the school's SIMS records.

Accounting procedures utilise the SIMS computer system and follow the LA's Financial Management Handbook.

O. Balances and Contingencies:

It is a fundamental aim of the school that the income for one financial year is used in that year. It is not the policy of the school to hold large balances or contingencies. The exceptions to this general rule will be:

- A reserve of capital money may be retained to cover major but irregular works as identified by the Health Safety and Premises Committee as part of any school premises plan.
- A small general contingency fund (not exceeding 8% of the total annual budget) to cover any unforeseen overspending or changes in external circumstances.

P. Overall Guidelines:

The Head Teacher and staff are recommended to:

- Establish an appropriate framework of financial control in the public interest
- Establish procedures which seek value for money
- Ensure clear segregation and accountability for actions taken and not taken

The Head Teacher should:

- Ensure that clear records of financial transactions and decisions are maintained
- Ensure the delegation of responsibility is accompanied by clear accountability and appropriate level of management supervision and monitoring
- Ensure that financial procedures include adequate internal control
- Ensure that these financial regulations and other financial instructions are available to staff

Q. Controls Assurance (Statement of Internal Control):

The Resources Committee should be responsible for completing the pre-certification checklist required in order that governors can ratify a Statement of Internal Control. This statement should set out the processes that are in place to ensure effective financial management of the school and its resources, whilst making it clear that "absolute" assurance cannot be given as internal control systems cannot prevent or detect all errors or irregularities.

This statement forms part of the financial management self-assessment (SFVS) and should be completed annually after financial year end processes have been completed.

Appendix 3

List of School Policies and Delegation to Committees:

Title	On website	Last review	Owning Working Party / Committee	Next review due
Admissions Policy	Yes	Oct 16	Standards	Sept 17
Adult Code of Conduct	no	Sep-14	Resources	Sep-16
Anti-bullying Policy	Yes	Feb 16	Resources	Feb 17
Attendance Policy	Yes	Sep-14	Resources	Sep-16
Bereavement	Yes	Jan 17	Standards	Jan 20
Good Behaviour Policy	Yes	Feb 16	Resources	Feb 18
Calculation Policy	Yes	Jun-14	Standards	Jun-15
Charging and Remissions Policy	Yes	Nov 16	Resources	Nov 17
Child Protection and Safeguarding Policy	Yes	June 16	Standards	June 17
Collective Worship Policy	Yes	Nov 16	Resources	Nov 18
Complaints	No	Nov 16	Premises	Nov 18
Critical Incident Policy	No	May-13	Resources	Sep-15
Data Protection	Yes	May-15	Resources	May 17
Drugs Education				
Curriculum Policy				
Disability Equality Scheme				
Drugs Education Policy	Yes			
Early Years Foundation Stage Policy	No	Sep-11	Standards	Sep-16
Educational Visits and Activities	Yes	Apr 16	Premises	Apr 17
Equal Opportunities Policy	Yes			
Freedom of Information	Yes	May 15	Resources	Sept 17
Handwriting Policy	Yes	Mar-15	Standards	Mar-17
Health, Safety and Welfare Policy	Yes			
Homework policy	Yes	Nov 15	Standards	Nov 17
Inclusion	Yes	May 15	Standards	May 17
Managing Medicines	Yes	Oct 16	Premises	Oct 18
Marking and Feedback Policy	Yes	Mar-15	Standards	Mar-17
Nut Allergy Policy	Yes	Nov-14	Premises	Nov-16
PSHE and Citizenship	Yes			
Personal Hygiene for Lunchtime Staff	No	Mar-15	Premises	Mar-17
Physical Education Policy	Yes	Feb 16	Standards	Feb 18
Positive Handling & Physical Intervention Policy	Yes	Jan 17	Standards	Sept 18
Religious Education Policy	Yes	Feb 16	Resources	Feb 18
SEND Report and Local Offer	Yes			
School Uniform Policy				
Sex and Relationships Education Policy	Yes	Mar-15	Standards	Mar-16
Teaching and Learning Policy	Yes	Jan 17	Standards	Jan 19

Others:				
NCC/LGSS Policy List Adopted (Statement)	Yes	Nov 16	Resources	Nov-17
School Prospectus	Yes	Mar-14	Strategy	Spring 2016

Appendix 4

Annual Self-Assessment of Leadership and Management against Ofsted Outstanding School Criteria.

Outcome (capability) Descriptor	Underpinning policies	Underpinning procedures	Date approved/ to be approved	Responsible person or committee	Implementation Actions	Supporting Evidence	Progress towards compliance (%)
Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.	Behaviour policy Anti-bullying policy Staff code of conduct			FGB Chair of Standards Committee			Compliant
Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.	Equal opportunities policy Marking and teaching policy Homework policy Handwriting policy Teaching and learning policy Equality policy Single equality policy Assessment policy?			FGB Chair of Standards Committee		Finance committee minutes Standards committee minutes FGB committee minutes Annual Pupil premium audit Raise data reports Strategic action plan	Compliant
The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.	Equal opportunities policy Marking and teaching policy Homework policy Handwriting policy Teaching and learning policy Equality policy Single equality policy Assessment policy?			FGB Chair of Standards Committee		Raise data, specifically covering the narrowing gap, and English and Maths data Rising stars data Headteacher report (including PP breakdown)	partially compliant
Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.	Equal opportunities policy Equality policy Single equality policy Disability equality scheme	Audit and subject monitoring procedures Agenda formulation		FGB Chair of Standards Committee Chair of Finance Committee		Subject monitoring Monitoring of the School development plan in subject monitoring and FGB/Standards committee minutes Audits for pupil premium, SEN and sports allowances Meetings calendar/governing manual FGB minutes	Compliant
Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.	Governing body membership			FGB	Seek an annual input from the school council at FGB meeting Make parent pupil and staff views/matters a standing item on the FGB agenda Annual survey completion on Parent View at parents evenings Regularly scheduled student survey Dropbox for feedback in reception	Parent view Parent surveys Pupil surveys Staff meetings PDET consultations	non-compliant

<p>Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.</p>	<p>Pay and appraisal policy Govenors skills matrix Teachers skills matrix Teaching and learning policy Vision strategic action plan Govenor training record</p>			<p>FGB Chair of Pay Committee Chair of Standards Committee</p>		<p>Subject monitoring Audits Headteacher reports Appraisals Headteacher performance management School development plan Lesson observations Cluster arrangement documents Certificates of training (teachers and govenors) Minutes from appropriate committees</p>	<p>partially compliant</p>
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Appendix 5

Blakesley CE Primary School Vision Statement and Strategic Action Plan

Blakesley CE Primary School

Vision Statement

“We create the spark that lights the fire”. As a Church of England school at the heart of the community and in partnership with parents, Blakesley C of E Primary School is committed to enabling all pupils achieve their full potential. We will do this through developing a love of learning within a creative, dynamic and vibrant environment based on Christian values where everyone aspires to excellence.

We aim to:

- Provide an education of the highest quality for each and every child;
- Provide a caring and welcoming school, founded on Christian principles and values, that safeguards and promotes the welfare of all;
- Foster a life-long love of learning by providing a stimulating, rich, exciting, responsive and engaging curriculum tailored to meet individual needs;
- Value and respect all members of the school and wider community and celebrate their efforts and achievements;
- Foster a successful and innovative partnership with parents, carers, the Church and community;
- Develop resilient, enthusiastic and positive children who are equipped for the next step of their educational journey and their future;
- Prepare our children for the world they will live in.

Strategic Action Plan

1. Size (Delegated to Strategy Committee)

Increase the number of pupils so as to maximise funding available within the constraints of the existing school buildings whilst not compromising the School’s USPs

- 1.1 Currently our Published Admission Number is 17 so the maximum we could currently grow to is 7 year groups of 17 each – a total of 119 pupils.
- 1.2 Our current number is 67 with an anticipated number on roll at September 2016 of around 78.
- 1.3 One of our unique selling points is the small size of classes and the ratio of teacher and TA to pupils, which is much lower than in many schools. Each class has teacher and one TA although there is a second TA in Class 2 specifically linked to one child. Currently between 15 and 20 in each class of mixed year groups.
- 1.4 The optimum size for the School should be around 100 with 4 classes of 25 pupils so retaining mixed year groups.
- 1.5 This enables the small size of year groups and classes and high teacher / TA ratios to be retained.
- 1.6 It is noted that as the numbers on roll increase the budget increases also but that there will always a 12-month time lag as the pupil census taken annually informs the budget setting for the following academic year.

2. Governance (Delegated to Strategy Committee)

Review school's Vision and strategic direction.

- 2.1 Implement recommendations made following External Review of Governance.
- 2.2 Progress with transition to an academy with PDET.
- 2.3 Use PDET as vehicle for continuous development of the School's governance structures.
- 2.4 Continue to develop governors who systematically challenge senior leaders on the deployment of staff and resources; as well as on any variations in outcomes for pupil groups, to ensure excellent outcomes for all pupils.

3. Marketing (Delegated to Resources Committee)

Develop and maintain a marketing strategy.

- 3.1 Website - often the first place parents will look when searching for schools; hold a website review session and then review on a regular basis. Undertake regular review and maintenance to ensure all the things the School can offer are effectively displayed and good news stories are launched immediately.
- 3.2 Regular updates in the Parish Magazine written by the children.
- 3.3 Production of leaflets and poster (Village Noticeboards, Doctors Surgeries, Estate Agents etc);
- 3.4 Work with the press to ensure that good news is broadcast as widely as possible (eg the League Tables results)
- 3.5 Develop an "annual pipeline" of what specific marketing is needed and when - eg timing of applications for school places.

4. Communications (Delegated to Resources Committee)

Enhance communication with parents – formal and informal routes

- 4.1 Address all parent's anxieties about their child starting school and how we can provide reassurance about all these
- 4.2 Meet all new parents before their children start school.
- 4.3 Use Pre-school and childminders to spread information.
- 4.4 Rising 5's visits to school (and teacher's home visits prior to starting school).
- 4.5 Praise assemblies.
- 4.6 Regular newsletters– can we improve these?
- 4.7 Look at school year and what information is needed when through that cycle – as well as whole journey through the school and what is important at different stages of the journey.
- 4.8 Ensure best use is being made of before and after school clubs and the opportunities they present.
- 4.9 Develop strategies to communicate with the wider community and stakeholders.

5. Policies (Full Governing Body to delegate to appropriate Committees)

Develop and maintain a set of School policies aligned delivery of Ofsted 'Outstanding' outcomes.

- 5.1 Review policies systematically ensuring that they reflect most recent statutory and best practice requirements.
- 5.2 Review each policy as it comes up for renewal so rolling programme developed.

- 5.3 No national policy development occurs – this is left up to each school. Look to informal sharing of policy development with Cluster and other schools and identify private sector resources to assist.
- 5.4 PDET to take a lead on development of a set of policies across all their academy schools so that for key policies there will be consistency across all PDET schools. Where policies remain with schools PDET will develop an external reference group of Head Teachers which should make this an improved process.

6. Resources (Delegated to Resources Committee)

Continue to maintain and enhance the School's fabric.

- 6.1 Identify and maximise all funding streams – ie Santander Community Projects.
- 6.2 Continue to work effectively with FABS and Foxley Trust to secure additional funds outside main school budget.
- 6.3 Provide “added value items” which cannot be afforded within the mainstream school budget.

7. Curriculum (Delegated to Standards Committee)

Teach a curriculum that is designed to enthuse and engage children whilst ensuring that knowledge and skills are learned rigorously and expectations are high.

- 7.1 Continually reviewing the curriculum and how it is taught.
- 7.2 Continually reviewing and revising the School timetable to maximise learning opportunity, including reviewing the length and times of the school day, but in the context of whole impact for pupils and parents and linking with reviewing how before and after school clubs operate and impact on children going to external after school activities immediately as school currently closes. Any review and change to be undertaken in partnership with parent and pupils.

8. What is taught (Delegated to Standards Committee)

Integral to the transfer to Academy status, ensure that pupils are taught a broad, balanced and varied curriculum, including core subjects, which inspires children to learn.

- 8.1 Ensure that the range of subjects taught help pupils to acquire knowledge, understanding and skills in all aspects of their education.
- 8.2 Continue to provide the “bells and whistles” to complement the curriculum taught – including a programme of school trips and other experiences in and out of school – the “sparks that light the fire”.
- 8.3 Continue to take an holistic approach so that the curriculum is the golden thread linking many subjects together – blended curriculum approach.

9. Staff (Delegated to Standards Committee)

Aim for excellence in teaching throughout the School.

- 9.1 Provide high quality continuous professional development, which encourages, challenges and supports teachers' improvement.
- 9.2 Adopt a robust appraisal process.
- 9.3 Undertake lesson observation (including external moderation).
- 9.4 Develop all staff as strong, confident leaders both within the School and in individual subjects.

- 9.5 Develop teachers who are motivated and trusted to innovate in ways that are right for the school and their pupils.
- 9.6 Recruit and retain excellent staff (teaching and non-teaching).
- 9.7 Appreciate and value all staff.

10. School Improvement Plan (Delegated to Standards Committee)

Aim for continuous improvement and use the School Improvement Plan together with the school self-evaluation as a key part of the continuous improvement methodology.

- 10.1 Three-year SIP with one-year detail.
- 10.2 Develop a clear understanding of the School's strengths and weaknesses through rigorous self-analysis and focus.
- 10.3 Monitor, evaluate and report progress to Governing body and committee meetings.
- 10.4 Underpinned by robust subject action planning, quality control, external moderation.

11. External Factors (Full Governing Body)

Continue to be aware of the impact of external factors including legislative and policy changes and to incorporate these where appropriate.

- 11.1 Review and update this Action Plan with Governing Body annually.

12. Church (Delegated to Foundation Governors)

Preserve and enhance the School's religious character in accordance with the principles of the Church of England and the School's instrument of Governance.

- 12.1 Develop relationship with St Mary Blakesley and the Diocese through the active involvement of the incumbent and Foundation Governors (one of whom is the incumbent).
- 12.2 Implement findings of Section 48 Inspection by the Diocese every five years (last done in June 2012) and when addressing policy and implementation issues ensure that the requirements of the School's instrument of Governance is taken into account.

13. Community (Delegated to Strategy Committee)

Develop the School's integration with the community.

- 13.1 Working with FABS, Church and other village groups.