



ST JOHN'S CE PRIMARY SCHOOL WATFORD

GOVERNANCE PLAN

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1. Introduction and vision

1.1 Introduction to the Governance Plan

The Governance Plan sets out:

- The vision for St John's Primary School
- The structure and operational procedures of the Members' Trust, the Governing Body (Board of Trustees) and the Steering Group during the pre-opening phase;
- The transition from the pre-opening phase to post-opening
- The structure and organisation of the Governing Body/Board of Trustees after the school opens.
- Processes for strategic planning for developing the school
- Processes for securing accountability

The Trust's constitution and framework for governance arrangements are set out in the Memorandum and Articles of Association for St John's, as recommended for church school academies.

In the governance structure at St John's, Trustees will be referred to as Governors, and hence the Board of Trustees as the Governing Body.

1.2 The vision for St John's Primary School

The vision for the school encompasses four key areas:

i) Educational Excellence

The school will provide a creative and exciting curriculum, which enables children to exceed national standards with a clear emphasis on spoken English, reading, writing, maths and computing.

The school is committed to:

- Being fully inclusive and meeting the needs of all children;
- Delivering the National Curriculum in creative and exciting ways;
- Ensuring high standards of achievement that exceed national standards;
- Giving high priority to spoken English, reading, writing, maths and computing;
- Challenging all children to achieve their full potential and preparing them to move to next stage of their education with confidence.

ii) Development of the whole child

The school is committed to all aspects of a child's development, supporting them to become responsible and moral members of the community, to make healthy lifestyle choices and to become creative and inquisitive life-long learners. Children will have opportunities for reflection and spiritual growth. High standards of behaviour will be expected, and through education inside and outside the classroom, the school will raise awareness of core British values and prepare children for life in modern Britain. High standards of behaviour will be expected.

iii) Christian Ethos

The Christian ethos of loving your neighbour, respecting each other, and valuing diversity will be integral to our school life. The ethos of the school will:

- Be rooted in Christian values;

- Enable all children to explore the Christian faith, experiencing collective worship and prayer;
- Enable children to have an understanding of people of faith.

iv) Community

The school will be at the heart of our community, serving those that need us and instilling values of service and community in its children

It is our aim that the school will work to:

- Have strong links with the Parish Church and wider community;
- Encourage children, staff, parents and carers, Church and local community to work together as a team;
- Develop social responsibility through serving others in the local community;
- Build a strong partnership with parents to support the education of their children and the life of the school;
- Provide support for families through local services, social events, adult education courses and parenting advice.

2. The Members' Trust

2.1 Composition of the Trust and Member's pen portraits

The Members' Trust comprises five members:

1. Incumbent at St John's church - the Revd. David Stevenson
2. Chair of the Diocese of St Albans Educational Trust and Area Dean of Luton - The Revd. Janet Mackenzie
3. Member of the Diocese of St Albans Educational Trust, and Chair of Governors - Julie Griffiths
4. Diocesan Director of Education - David Morton,
5. Local governance – Baroness Dorothy Thornhill

Member	Status	Overview of skills and experience	Roles
Janet Mackenzie	Chair of the Diocese of St Albans Educational Trust. Member of Diocesan Board of Education	Former teacher in a range of schools, including a special school Former Senior LA Adviser for Luton (similar demographic to Watford) Member of Governing bodies including those of church schools	Chair of Trust Expertise: - Education - Governance Role: - Independent challenge - Securing accountability
David Morton	Diocesan Director of Education	David Morton has 20+ years' experience as a primary school teacher, head teacher along with 5	Expertise: - Church school leadership - Christian education - School improvement - Governance - Academies

		<p>years' third sector experience as CEO of a Christian education charity. He is the Director of Education for the Diocese of St Albans where his substantive responsibilities include</p> <p>School Effectiveness and Improvement; Support for schools causing concern; Strategic leadership and support of the diocese's 136 schools and academies in Hertfordshire, Central Bedfordshire, Bedford Borough, Barnet, Buckinghamshire and Luton; Development of proposals for new C of E Free Schools and Academies; Management of the diocese's £2.5 million LCVAP programme; Safeguarding; Development and maintenance of the Christian distinctiveness of diocesan schools</p>	<p>Role:</p> <ul style="list-style-type: none"> - Adviser on the above areas - Link between Trust and Steering Group
The Revd. David Stevenson	Incumbent at St John's, Watford	<p>Registered nurse – experience of health care and public sector</p> <p>Senior leadership role</p> <p>Vicar of St John's Watford</p> <p>Active in community engagement</p>	<p>Expertise:</p> <ul style="list-style-type: none"> - leadership - Christian leadership - Engagement with community <p>Role:</p> <ul style="list-style-type: none"> - inspirational leadership of project - link with local community - Trust representative on Governing Body - link between Trust and Steering Group - link between school and church
Julie Griffiths	Chair of Governors Vice	<p>Former secondary teacher</p> <p>Eleven years of school leadership -</p>	<p>Expertise:</p> <ul style="list-style-type: none"> - school leadership - education: teaching and learning

	Chairman of Diocesan Board of Education	Deputy Headteacher of secondary school Extensive experience of school governance including Chair of Governors	<ul style="list-style-type: none"> - school governance Role: <ul style="list-style-type: none"> - Trust representative on Governing Body - Member of Steering Group
Dorothy Thornhill	Mayor of Watford (second term)	Former secondary teacher. Local councilor Mayor of Watford MBE Parliamentary candidate 2015	Expertise: <ul style="list-style-type: none"> - Teaching - School leadership - Local government - Financial monitoring - Project leadership
Full pen-portraits of Members attached in Appendix 2.			

The Diocese of St Albans Educational Trust is represented corporately by the two members it appointed. Two members of the Trust will be governors on the Governing Body, and three members of the Trust will not be Governors to ensure that the Trust can provide independent challenge to the Governing Body and hold it to account.

2.2 Roles and responsibilities of the Members

The members will meet at least once a year for an Annual General Meeting. Other meetings may be held in addition if deemed necessary. Those members who are not Governors would be expected to visit the school at least annually.

The members will be responsible for the appointment of a majority of the Governors of the school. They will consider the needs of the school and the skills and expertise that are required by the Governing Body to fulfill its functions effectively. A skills audit of the shadow Governors has been carried out (March 2015). It will be carried out again with appointed Governors before the school opens, and subsequently in October of each school year (example attached).

Members will receive minutes of the Governors' meetings together with any reports produced by the Headteacher. This will enable them to ensure that the Governing Body is receiving the appropriate information from the school to enable it to provide challenge and support to school leadership, and hold the school to account for its performance.

The Members will oversee the financial management of the school, being responsible to the Secretary of State for Education for the school's effectiveness in providing value for money. Members will receive a finance report three times a year, will agree the final accounts and will appoint the auditors annually.

The Members will be supported by the Diocese of St Albans Board of Education. Advice and regular training is available for members of academies and free schools in the Diocese.

2.3 Conflict of Interests

A conflict of interests register is in place to ensure no conflict of interests between Members and Governors and the school. The Community Engagement and Project Support Officer provides administrative support to the project and has been responsible for setting up the register. When the funding agreement has been signed, the register will be maintained by the clerk and will be published on the school website. The first item on the Governing Body agenda will always be to ask for any conflict of interests relating to the matters to be discussed at the meeting. The person concerned would then be asked to leave the meeting while that item is discussed.

The Trust will expect the Governors to commission an external review of governance within the first two years of the school being open and annually after that. Governors will carry out an annual skills audit as part of their self-evaluation, and incorporate their own development objectives into the School Development Plan. The aim of the self-evaluation process is to identify how governor skills, expertise and experience are having a positive impact on the development of the school and holding it to account for its performance. The outcomes of the annual governor self-evaluation will be reported to the Trust in July each year.

3. The Governing Body

3.1 The Governing Body structure

There will be up to 9 Governors on the Governing Body (Board of Trustees) in accordance with the Articles of Association for Watford St John's Church of England Primary School, under the Companies Act 2006.

The Governors will be appointed as follows:

- No fewer than 5 Governors appointed by the members of the St John's Educational Trust, including the incumbent of the Parish of St John's (ex officio), also member of the Trust, and one additional Member of the Trust
- 1 Governor – Headteacher (ex officio)
- 2 Parent Governors elected by the parents
- 1 Staff Governor elected by the staff

Governors with specific skills and expertise will be co-opted as the need arises up to a maximum of three.

Post-opening, the Headteacher of the school will be an ex officio Governor. One parent Governor will be elected during the first term after the school opens, and a further parent governor in the following academic year. Parent Governors will be elected by parents registered at the school. Parents who represent different groups within the community will be encouraged to put themselves forward for election. Members will seek to appoint parent governors with skills to fill gaps in the skills profile of the governing body. One staff governor will be elected in the fourth term after opening

3.2 Governing Body skills and attributes

When appointing governors, Members will seek to fill these posts with people who live in the local area where possible whilst having regard for the balance of skills and experience that the Governing Body needs to fulfill its functions. It is aimed to include the following skills/experience:

- Financial expertise and commercial experience
- Education: experience of primary education; understanding of current education policy, the Ofsted framework and school performance indicators
- Ability to analyse school data, ask questions and hold to account

- Legal expertise
- Community engagement/community cohesion
- School governance
- Christian education
- Premises management
- Strategic planning
- Human resources management, including performance appraisal
- Marketing

A skills audit (matrix attached in Appendix 6) was carried out in March 2015 to establish the skills, knowledge and experience of the shadow Governing Body and to identify gaps in skills to enable planning for future recruitment. On the whole, the audit revealed a spread of skills and expertise across the shadow governing body, but areas where governors need to develop skills will be addressed as follows:

Experience of governance	Induction training	Summer 2016
Understanding of current education policy	In-house training	Autumn 2016
Analysis of data	Training on understanding performance data	Spring 2017
Premises and facilities management	Co-opting expert if necessary	
Links to local businesses	Allocating local governor to take responsibility for this	From Summer 2016
Understanding SEND	One governor with expertise in this area will take responsibility for this with training if necessary	From September 2016

Skills in marketing and HR need to be strengthened within the governing body. It is planned to address these gaps when recruiting parent governors.

The Trust has appointed governors who can provide the necessary skills to ensure a strong and effective governing body. Governors with specific expertise will be co-opted as necessary.

The Governing Body will review its own performance annually using a standard Governing Body audit procedure. This will enable each governor to reflect on his/her impact on the school. Results will be analysed and actions will be identified for the governing body development plan for the coming year.

3.3 Shadow Governing Body pen portraits

Trustee	Status	Overview of skills and experience	Relevant skills for Governing Body of St John's
Julie Griffiths	Appointed <u>Chair of Governors</u> by the Members	Eleven years of school leadership - deputy headteacher of secondary school	Teaching School leadership School governance Chair of Governors

	Co-opted to Steering Group	Extensive experience of school governance including Chair of Governors Member of the Diocesan Board of Education	
David Stevenson [Ex officio]	Incumbent of St John's; lead proposer	Registered nurse – experience of health care and public sector. Senior leadership role Vicar of St John's Watford Active in community engagement	Senior leadership Vicar and community leader Team working Knowledge of local community
Helen Davis [Ex officio]	Principle Designate	Outstanding teacher Deputy head and acting head in Outstanding school Curriculum innovation Early Years Foundation Stage leader	High quality teaching School leadership
Greg Clough	Trustee appointed by the Trust. Member of St John's PCC	25 years' experience working with a large international consultancy firm A qualified insolvency practitioner with responsibility for over £1M of budgets Extensive commercial expertise and contracting Skilled in financial control and implementation of systems and processes in a large multinational company	Financial expertise Contracting and Procurement Financial control and budgeting
Stephen Lavender	Governor appointed by the Trust	County RE Adviser Secondary Hertfordshire Improvement Partner National Challenge Adviser Ofsted Inspector Education support for a new school (Barnet) including supporting establishment of Governing Body	School improvement School leadership School governance
Rabi Martins	Governor appointed by the Trust	Business analyst/project management international computer services company Freelance business consultant Local councillor Member of the Local Government Association Community Well Being Board East of England Regional Diversity Champion for Liberal	Local politics Diversity and Equality/Community Cohesion Project management Business expertise School governance

		Democrats Member of Commission for Racial Equality Community Cohesion Steering Group Independent Adviser to the Metropolitan Police. In Watford established and chaired a Police Liaison Group and is a member of the Council's Community Safety Partnership Scrutiny Committee, chaired for three years. Member of the Hertfordshire Policing and Crime Panel Governor Watford Grammar School for Boys Vice-President Watford North Scouts Division	
One staff governor elected by staff: October 18			
Two parent governors appointed by the members of the Trust : October 16 and October 17			

Full biographies of Shadow Governors attached in Appendix 2.

3.4 Training

The following training is planned to prepare shadow governors for their governance role after the funding agreement has been signed.

New governor Induction Training	All governors new to the role	Herts CC	February – May 2016
Financial reporting for academies and free schools	Finance and resources committee governors Accounting Officer Chair of Governors	Herts CC	June 2016
Headteacher performance Management	Governors responsible	Herts CC	May 2016
Effective clerk training	Clerk to GB	Herts CC	July 2016
Safeguarding training	All governors	Herts CC	Summer 2016
Foundation governor training	Incumbent and selected governors	Diocese of St Albans	Summer 2016
Pupil Premium	Governor responsible for pupil premium pupils	Herts CC	Autumn 2016
Understanding school performance data	Governors on Pupils and Standards Committee	Herts CC	Spring/Summer 2017
SEND/Inclusion training	Governor with responsibility for SEND	Herts CC	Autumn 2016
Effective governance	Refresher for governors	Herts CC	Autumn 2016

	with previous experience of school governance		
Preparing for Ofsted	All governors	Herts CC	Autumn 2016

In addition to the Preparation for Ofsted training, the Chair of Governors will attend update briefings to ensure that she is fully up to date with the latest Ofsted framework and requirements, and that she can provide clear guidance to governors with specific responsibilities e.g. Pupil Premium, SEND, safeguarding.

4. Governing Body Structure

4.1 Meeting structure

The full Governing Body will meet six times a year, normally twice a term. Minutes of meetings will be sent to the members of the Trust.

4.2 Governing Body Committees

The composition of the Governing Body committees will be finalised after the staff governors has been appointed and the parent governors have been elected after September 2016.

Committees will carry out the delegated roles of the Governing Body. The committees will ensure that the school is performing effectively in all areas in accordance with its targets and vision. The Governing Body will delegate decision-making powers to committees, but the Governing Body will always retain overall accountability.

Every governor will sit on at least one of these committees, and every governor will take a lead and/or provide a link in one or more areas e.g. Pupil Premium, SEND, Safeguarding, Equalities, Health and Safety, Premises & site, Finance, Communications, Ethos, HR

i) Finance and Resources Committee

The remit of this committee will include finance, site, staffing and health and safety.

This committee will work with the Headteacher, as accounting officer, and the business manager to ensure that financial decisions enable the school to provide value for money, and to ensure that processes are compliant with The Academies Financial Handbook, as follows:

- Appoint a lead governor for finance with professional experience of compliance, modeling and budgeting,
- Provide training for all members of the Finance and Resources committee
- Appoint external auditors with experience of academy finances
- Receive termly reports from the School Business Manager to the Finance and Resources Committee
- Initial review and recommendation to the GB of the annual budget;
- Ensure all priorities in the school development plan are costed and reflected in the budget
- Set out the budget in a standard format, which allows transparent benchmarking against other schools and easy monitoring, for example, the use of Pupil Premium funding and Sports funding,
- Regular monitoring of actual expenditure and income against budget;
- Ensuring the annual accounts are produced in accordance with the requirements of the Companies Act 1985 and the DfE guidance issued to academies;
- Authorising the award of contracts up to the amount stated in the Scheme of Delegation

- Include benchmark data in report formats to support comparisons and to help secure best value
- Monitor the effectiveness of the staffing structure in terms of supporting best outcomes for pupils
- Reviewing the reports of the Responsible Officer on the effectiveness of the financial procedures and controls. These reports must also be reported to the governing body.
- To review the financial policies of the Trust and where necessary make recommendations to the GB

The whole Governing body will be responsible for approving the budget, and the committee will provide financial reports to the Trust three times a year.

This committee will also contribute to the recruitment process for new staff and support the Headteacher in dealing with human resources issues as they arise.

It will make decisions about the development of the school premises to ensure that the learning environment is safe and appropriate for pupils. It will have overall responsibility for health and safety.

The committee will be responsible for ensuring compliance with charity commissions and company law.

All governors will be expected to have read The Academies Financial Handbook.

ii) Pupils and Standards Committee

The remit of this committee will include curriculum, attainment and progress, SEND and inclusion, safeguarding and behaviour. The committee will work with school leadership on the development of the curriculum, ensuring the implementation of the plans as the school expands.

The committee will ensure the quality of education provision as follows:

- Termly comprehensive monitoring of data, including progress and attainment by cohort and groups (including by ability, ethnic background, EAL, gender, Pupil Premium, SEND); punctuality and attendance. Governors will closely monitor the attainment gap between disadvantaged and advantaged pupils.
- Ensuring educational priorities are reflected in the School Development Plan and monitored termly,
- Visiting the school at least termly in the 'link' governor capacity to help review the impact of initiatives and school policies and to support ongoing development of the curriculum and the learning environment as the school expands.
- Undertaking learning walks with the Headteacher or senior member of staff,
- Receive termly reports from the Headteacher on the quality of teaching and learning in the school.

The committee will triangulate information from school data, reports from independent and external moderations and inspections and observations from school visits and monitor progress against targets to enable its contribution to the school self-evaluation process.

One governor on this committee will have specific responsibility for SEND pupils to ensure that individual pupils are making good progress and that delegated SEN funding is being used cost effectively to secure best outcomes (*ref. 5.6ii*).

One governor on this committee will have specific responsibility for Pupil Premium pupils to ensure that delegated funding is being used appropriately to improve outcomes and close the gap between disadvantaged and advantaged pupils. (ref. 5.6iii)

The committee will ensure that all safeguarding procedures are up to date and compliant with national requirements. (ref. 5.6i)

It will report to the full Governing Body, and ensure that necessary steps are taken to ensure improvement, if underperformance or under-achievement is identified. Committee minutes and reports will be presented to the Trust termly.

iii) Church and Community Committee

This committee will support the Christian ethos and distinctive Christian character of the school, and develop and strengthen the school's links with the community it serves, as follows:

- Ensuring a strong and effective working relationship between the school and St John's church, through:
 - clear role and presence of the incumbent in the life of the school,
 - incumbent's pastoral support for staff, pupils, parents and carers
 - regular visits of pupils to St John's church,
 - joint planning of collective worship between incumbent and headteacher
 - participation by members of the congregation in the life of the school
- Contributing to the evaluation of the distinctive Christian character of the school in line with the SIAMS evaluation schedule covering the effectiveness of the school in meeting the needs of learners through its distinctive Christian character, the impact of collective worship, the effectiveness of religious education and the leadership and management of the school as a church school.
- Monitoring how effectively Christian values are embedded in the life of the school,
- Developing and monitoring links with other churches and faith groups in the community
- Planning and developing links with organisations within the community to ensure positive links are being developed with community groups in line with the vision for the school,
- Monitoring the effectiveness of curriculum community days (Fun Fifteen Fridays)

iv) Admissions Committee

This committee will oversee the admissions process to ensure that the admissions criteria are fairly adhered to. It will meet once a year to process applications, and during the year as needed to make decisions about in-year applications.

v) There will be an ad hoc Exclusions Panel, Complaints Panel and Staff Disciplinary and Grievance Panel.

vii) Delegation of authority and terms of reference

Delegation of authority to committees and individual Governors

At the first Governing Body meeting of each academic year, Governors will agree the Terms of Reference of each committee, and governor lead roles and responsibilities for the year.

Terms of reference (Appendix 4) set out:

The role of the Governing Body / committee / panel / working group
Membership
Voting rights
Appointment of Chair and Vice-chair
Individual responsibilities
Delegated decision-making rights
Powers of delegation
Frequency of meetings
Quorum
Clerking arrangements

The committees will have agreed delegated powers to make decisions on behalf of the Governing Body but will be required to report back to the full Governing Body in order to keep all Governors fully informed, and to have decisions formally endorsed. The Governing Body retains overall accountability for the performance of the school.

vii) Committee composition

The membership of the committees will include members of the Governing Body, co-opted governors and others who would be able to contribute to the work of the committee. The Governors will always be in the majority on the committee. Only governors and co-opted governors will be able to vote on any decisions. Committee composition plan attached in Appendix 3.

4.3 Clerking arrangements

Shadow Governing body meetings are currently clerked by a temporary clerk. A fully trained professional clerk will be appointed after the funding agreement has been signed and the governing body is fully functional. Governors are seeking to appoint a trained clerk with experience of clerking free schools in order that he/she can advise on legal responsibilities and compliance when necessary.

5. Fulfilling the core functions

5.1 Core functions

The Governing Body will focus on three core strategic functions:

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

The Governing Body needs to be strategic in function, providing overall leadership for the school without being involved in the day today management. Governors are expected to hold the school to account for its performance and be accountable to the Trust.

5.2 Developing the school

Prior to the school opening in September 2016, Governors will work with the Headteacher and Steering Group to determine the key priorities for establishing and developing the school in its first year and for the first three years. These will be based on the strategic objectives in the Education Brief. The Education Sub-Committee has set EYFS targets for the first cohort of pupils, which will be endorsed by the Governing

Body. Key performance indicators and targets have been set for the first year of operation, and longer term targets relating to pupil progress and attainment have been agreed by the Education Sub-Committee and are detailed in the Education Brief. These have been based on benchmarking against local and similar schools, and on national data and expectations.

Post-opening, the Pupils and Standards Committee will be involved in determining academic priorities for the school and setting education targets for future years. This process will be driven by internal assessment data indicating attainment and progress, the results of national tests and assessments, and published hard data as in RaiseOnline.

When determining the strategic direction of the school, governors will also take into account 'soft' data i.e.

- headteacher reports on the quality of teaching (lesson observations, learning walks, work scrutinies,)
- Feedback from parent, pupil and staff surveys
- Pupil voice
- Quality of the curriculum
- Information gathered through governor visits (see below)

Hard and soft data gathered will feed into the school self-evaluation process before the strategic priorities for the following year can be determined. Governors will also set objectives for the year on year growth of the school and the annual addition of a new cohort.

The school development cycle for the following academic year will commence at the beginning of the Summer Term 2017 as follows:

Timing	Action
April - May	Consultation period involving all staff, governors, parents and pupil voice (surveys/questionnaires)
June	Collection and analysis of pupil performance data [SLT with Pupils and Standards committee] Evaluation of school performance and final review of previous SDP HT report to governors
July	SLT and governors to determine priorities for following year for the School development Plan
September	Governor ratification of SDP
November and March	Review of progress against priorities – Pupils and Standards Committee + FGB HT report to governors
June	Final review of plan

5.3 Monitoring school performance

The Governors will be expected to make regular visits to the school during the school day and Governors on appointment must commit to taking time off work, if necessary, to fulfill this requirement of their role. The purpose of the visits is to gain a good understanding of how the school is operating to enable them to evaluate and challenge

school performance. Visits will also support positive relationships between staff and Governors. Some Governors will have specific areas of responsibility e.g. special educational needs, safeguarding, pupil premium (see 5.6 below). A manageable programme of visits will be set up at the beginning of each school year to ensure that each visit has a relevant focus, and enables Governors to see how the school is addressing improvement priorities. A secure knowledge and understanding of the school will enable Governors to be involved in strategic planning and setting targets for improvement.

Governors will be responsible for ensuring that the views of parents, staff and pupils are sought on an annual basis during the consultation period for the School Development Plan. This will be carried out as follows:

- parents : online survey
- pupils through an age appropriate paper survey + pupil voice samples
- staff: online survey with staff meeting or face to face follow up.

Monitoring data: The Headteacher will provide Governors with all relevant information to enable them to have a fuller picture of school performance. Governors will be trained to understand and analyse school data, which will include Ofsted's school performance dashboard, school performance tables, RAISE Online and financial benchmarking tables. Governors will employ the services of a school improvement partner from Herts. for Learning to assist them in the task of understanding and monitoring performance. This will include overview of progress data, monitoring the quality of teaching and learning provided by the school and guidance on setting future targets.

If Governors judge that there are shortcomings in any aspect of school performance, school leadership may be challenged through direct questions in committee meetings or in meetings of the Governing Body, or through meetings with the senior leadership team. If improvement does not progress according to plan, governors will seek the advice of the school improvement partner in order to set timed targets for improvement. This will be monitored by the Governing Body and reported to the Trust. Improvement priorities for the school will be linked to performance appraisal objectives to secure accountability for progress and improvement.

There will be an expectation that the Governors are fully committed to the school and its development and are responsible for ensuring that the school complies with all legal requirements.

5.4 Performance Management of the Headteacher

The performance management of the Headteacher is the process whereby the headteacher is held to account for school progress. Two governors will be nominated to carry out the performance appraisal of the Headteacher each year. They have appointed an external professional adviser to lead the process who has the necessary skills, experience and objectivity to provide them with advice and support. This will take place in the Autumn Term of each academic year. The person appointed is a former successful headteacher, currently a Diocesan education consultant and Hertfordshire Improvement Partner. He is experienced in leading the performance appraisal process. The purpose of this process is to appraise the performance of the Headteacher during the past year, assessing performance against the responsibilities of their role and against the National Standards for Headteachers. Objectives will be set for the coming year to support the improvement and development of the school and the Headteacher's own professional development.

Progress against objectives will be reviewed in March each year, and finally in September.

A clear Pay and Appraisal Policy will set out the rewards, sanctions and processes so that this is a transparent process.

The Chair of the Governors will not be one of the nominated Governors to allow for a fully open relationship between the Chair and the Headteacher and to enable the Chair to act as mediator if necessary.

5.5 Accountability for financial processes

The Headteacher will be the Accounting Officer, and has overall responsibility for the school's financial affairs, including ensuring value for money. Specifically the accounting officer will be personally responsible to the Governing Body for:

- Ensuring regularity and propriety
- Prudent and economic administration
- Avoidance of waste and extravagance
- Efficient and effective use of available resources; and
- The day to day organisation, staffing and management of the Trust

The Accounting Officer has the duty to take action if the Governing Body or chairman is contemplating a course of action, which he or she considers an infringement of propriety or regularity. Objections should be put in writing to the governing body details sent to the Permanent Secretary and the Trust's external auditors.

The headteacher will attend training in the Summer Term 2016 on the financial management in academies and free schools to ensure she has full understanding of her responsibilities as Accounting Officer.

Along with the Finance and Resources Committee, the headteacher will be responsible for ensuring compliance with the Academies Financial Handbook, and this will be reviewed each year in October. Similarly, this committee will check that all requirements of the Funding Agreement are being adhered to. All members of the committee are required to have read and be familiar with the Academies Financial Handbook, Articles of Association, legal framework for the Charities Commission and company law as affecting the school, the school's finance policy and procedures manual, procurement policy and Scheme of Financial Delegation.

The governor with financial responsibility is familiar with the Financial Management and Governance questions for newly opened academies and will consider these with the Finance and Resources Committee in June 2016 before the school opens.

The Finance and Resources Committee will meet twice a term to enable rigorous monitoring of the budget and ensure the school continues to provide value for money. This will include monitoring the cost-effective deployment of staff to ensure best outcomes for pupils.

Termly reports on financial monitoring by the Finance and Resources Committee will be submitted to the Trust.

(see remit of Finance and Resources committee p 11, and Finance and Resources Committee Terms of Reference Appendix 4)

Full information on how financial transactions will be carried out and monitored is detailed in the Finance Policy and Procedures Manual. The policy includes:

- Organisation and responsibilities: the structure for reporting
- Financial planning and budget management

- Management of bank accounts and cash management
- Financial accounting systems
- Keeping and maintaining full and accurate accounting records
- Process for carrying out financial transactions
- Value for money procedures + how the trust will use resources and ensure value for money
- Tendering, purchasing, and payment procedures
- Measures to prevent losses or misuse of funds
- Scheme of Delegation
- Reporting to the DfE

Procurement

Arrangements for procurement are outlined in the Procurement Policy.

Register of Business Interest

All members of the governing body, the headteacher and other senior staff are required to complete a declaration of business interests.

Declarations will include all business and pecuniary (monetary) interests such as directorships, shareholdings and other appointments of influence within a business or other organisation. They should also include interests of related persons such as a parent, spouse, child, cohabitee and business partner where that person could exert influence over a governor or member of staff.

The existence of a register of business interests does not of course detract from the duties of the Governors and staff to declare interests whenever they are relevant to matters being discussed by the Governors or a Committee.

Where an interest has been declared, Governors and staff should not attend that part of the meeting.

The Register is in place and will be kept up to date by the Clerk to the Governors. The Governing Body will appoint a Responsible Officer to provide an independent oversight of the Academy's financial affairs. The Responsible Officer will provide the governing body within on-going independent assurance that:

- The financial responsibilities of the governing body are being properly discharged;
- Resources are being managed in an efficient; economic and effective manner;
- Sound systems of internal financial control are being maintained; and
- Financial considerations are fully taken into account in reaching decisions.

(further details in Finance Policy and Procedures Manual)

5.6 Governor responsibilities for Safeguarding, Prevent, SEND and Pupil Premium

Safeguarding: The Governing Body must ensure that:

- They comply with statutory safeguarding procedures;
- They have regard to the DfE statutory guidance 'Keeping Children Safe in Education' to ensure that the policies, procedures and training in their schools and colleges are effective and comply with the law at all times.
- The school contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children 2015*;
- Their safeguarding arrangements take into account the procedures and practice of the Hertfordshire Safeguarding Children Board.

The Governing Body **should also**:

- Ensure that a member of the governing body, usually the Chair, is nominated to liaise with the designated officer from the LA or HSCB and partner agencies in the event of an allegation of abuse made against the headteacher;
- Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities within the curriculum e.g. through PSHE and SRE;
- Ensure that the child's wishes are taken into account and there are systems in place for children to express their views and give feedback;
- Ensure that staff members do not promise confidentiality to a child and always act in the interests of the child.

One governor will take responsibility for ensuring that all safeguarding requirements are met in terms of DBS checks, the Single Central Record and up to date training and safeguarding policies. This trustee will draw up an annual report on safeguarding for the Governing Body, and this will be submitted to the members of the Trust. The annual report on safeguarding will include:

- A record of all training relating to safeguarding:
 - DSP and DDSP training
 - Safeguarding training for staff
 - Safeguarding training for governors
 - Safer Recruitment training for those with recruitment responsibilities
 - Reducing and Managing Allegations against staff (HT, governor)
 - Staff induction training relating to safeguarding

- A dated record of all policies relating to safeguarding:
 - Anti-bullying
 - Attendance
 - Child Protection (with up to date references to current guidance on safeguarding requirements)
 - Children looked after
 - Complaints procedures
 - Drugs and substance misuse
 - Equality statement
 - First Aid (including management of medical conditions and intimate care)
 - Health and safety
 - Management of allegations
 - Positive Behaviour
 - E Safety
 - Staff Code of Conduct
 - Use of force and restraint
 - Whistle blowing

- Confirmation that all staff have read 'Keeping Children Safe in Education 2015'.
- How the school ensures that all policies have been read, understood and implemented by staff, and how this is monitored.
- Confirmation that school safeguarding policies are published on the school website.
- Single Central Record in place and up to date; all DBS checks for staff, governors, volunteers up to date.

- Reference to up to date guidance and requirements on keeping children safe in schools.
- Number of safeguarding consultations held with the duty Child Protection Schools Liaison Officer via the Hertfordshire Safeguarding Children Board
- Number of assessments under the Common Assessment Framework undertaken
- Number and nature of referrals made to Children's Safeguarding and Specialist Services
- Total number of pupils for whom there is a Child Protection Plan throughout the academic year
- Total number of Children Looked After on role throughout the academic year
- Number of allegations made against staff
- The safety of the physical environment.
- Updates on the school's Prevent arrangements with regard to training, policy and concerns.
- Completion of the Safeguarding Annual Checklist, and report on any areas which need further action.

Safeguarding will be a standing item on the agenda for meetings of the Full Governing Body.

All Governors will attend safeguarding training once every three years, and Governors involved in recruiting staff will attend Safer Recruitment training.

A lead governor for Health and Safety will be nominated with a remit to 'walk the site' termly and to support the school with review and development of health and safety policies.

Safeguarding risks

Governors have a legal responsibility to ensure that children are kept safe in school. In the event the any of the safeguarding requirements are not being met, the Governing Body will take immediate remedial action. The actions taken will depend on the area of non-compliance. If there is any immediate risk to children, the Safeguarding Governor and Chair of Governors in liaison with the headteacher will act straightaway to remove this risk. Officers from the LA or Hertfordshire Safeguarding Children's Board will be called in to advise if this is deemed necessary.

The Chair will be responsible for liaising with the designated officer from the LA or HSCB in the event of an allegation of abuse made against the headteacher.

If any member of staff poses an alleged risk to the safety of children, he/she will be suspended from her role, until investigations have been carried out.

If a parent/carer or volunteer poses an alleged risk to the safety of children on the school premises, he/she will not be allowed to enter school premises until an investigation has been carried out.

If any adult working with children has been removed or dismissed because of safeguarding concerns, this will be reported immediately to the DBS by the headteacher. There is a policy in place for managing allegations against staff.

Full information on keeping children safe is detailed in the Child Protection Policy February 2016.

Prevent: The Safeguarding governor will ensure that the school, in exercise of its functions, will have due regard to the guidance under Section 29 of the Counter Terrorism and Security Act 2015. A training session to raise awareness of the Prevent duty will be set to take place in the Autumn Term. The Safeguarding Governor will be responsible for ensuring that new staff are familiar with the Prevent strategy, and for checking whether there are any concerns in relation to individual pupils. The Governing Body will take into account the policies and procedures of the Local Children Safeguarding Board, with reference to the Keeping Children Safe in Education 2015

document. The school's Prevent arrangements with regard to training and policy will be reported to the Governing Body in the Annual Safeguarding Report.

ii) SEND: There will be one governor designated to take responsibility for the support and progress of SEND pupils. To carry out his role, he/she will meet with the SENCO twice a year to monitor the provision of support and the progress of pupils and to ensure that allocated SEND funding is being used to improve outcomes for SEND pupils. The governor will monitor the tracking processes for these pupils, scrutinize the progress data (using the school's online tracking system), and also look at end of year outcomes. The SEND governor will discuss the cost and effectiveness of interventions and 1:1 support for pupils to ensure value for money in terms of securing best outcomes for SEND pupils. This will be reported to the Governing Body and the Trust annually. The SEND governor will attend training as appropriate to develop knowledge and understanding of pupils with special needs and disabilities.

iii) Pupil Premium: One governor on the Pupils and Standards Committee will have specific responsibility for the progress of Pupil Premium pupils. He/she will be responsible for ensuring the Pupil Premium funding is being used to secure the best possible outcomes for pupils receiving it and to enable the gap to be closed between disadvantaged and advantaged pupils. The governor will meet with the SENCO each term to discuss progress and monitor the impact of the funding. This will be reported back to the Pupils and Standards Committee termly and through the committee's minutes to the whole governing body. If progress is less than good, the governors will meet with the SENCO and headteacher to discuss alternative strategies for supporting these pupils.

5.7 Compliance with Charity Law

This will be reviewed each year by the Project Administrator, and a report made to the Governing Body. Governors will be encouraged to subscribe to DFE updates, including the Governors' Handbook and termly reminders about dates and deadlines, especially those relating to compliance. Governors will be expected to attend regular training relating to their lead area to ensure they are fully aware of the legal responsibilities in that area.

6 Managing the work

6.1 Meeting structure

Governing Body: The full Governing Body will meet six times a year, normally twice a term. Minutes of meetings will be sent to the members of the Trust.

Committees:

Annual frequency of meetings for committees		
Governor committee	Meeting frequency	Scheduling of meetings
Admissions committee	Up to 2	Autumn (policy review) Spring (oversubscription meeting as required)
Finance and Resources	X 2 each term	Termly x 2, two weeks before the full Governing Body meeting
Pupils and standards	X 1 each term	Each term before first meeting of

		Governors
Church and Community committee	X 1 each term	Second half of each term

6.2 Annual plan of work for the Governing Body

[Attached as Appendix 5]

6.3 Governor succession plan

A term of office for governors will last for four years. No governors will serve more than two terms. A new Chair of Governors will be appointed every six years. The serving chair of Governors will create a succession plan for preparing governors to take a leadership role on the governing body, and to plan a rolling programme for the recruitment and induction of new governors.

6.4 Conflicts of interests

A register has been set up, and conflict of interests will be addressed at the beginning of each meeting of the full Governing Body and meetings of sub-committees. The Project Support Officer is maintaining this register during the pre-opening period. Post-opening this will be maintained by the Clerk to the Governing Body.

Where there is a conflict of interest relating to specific items under discussion, governors will be requested to absent themselves from the meeting until the discussion is concluded.

7. Training and Induction

7.1 Training:

During the pre-opening phase from September 2015 through to July 2016, a programme of training will be in place in the Spring and Summer Terms 2016 for Governors to ensure that they are prepared for their strategic role and their responsibilities as Governors when the schools opens. (see 3.4)

A further audit of trustee skills will be carried out during this period (Summer 2016) to ensure that the Governing Body is fully prepared for its strategic role after opening, and understands how to hold the school to account for its performance.

Post-opening a skills audit will be carried out annually. Governors will be expected to commit to at least one training session during the school year. Training sessions for the whole governing body will be put in place as necessary to cover issues relating to the school's expansion and development.

7.2 Induction:

Induction procedures will be set out in the Induction policy for new governors. The induction process will include:

- Governor induction training
- Induction meeting with the Chair of Governors
- Induction pack containing:
 - Education Brief
 - School Development Plan
 - Governance Plan
 - Governors' Handbook
 - Details of all Governors
 - Details of Committees
 - Schedule of Committee Dates for all meetings

- Governing Body Code of Conduct
 - Committees' Terms of Reference
 - Term Time Dates (including holidays and INSET Days)
 - Forthcoming Events
 - Summary of latest Ofsted Report
 - Governing Body Visits Policy
 - Minutes of the last two years Full Governing Body meetings
 - Minutes of the last two years sub committee meetings
 - School Budget details
 - Latest Head Teacher Reports
 - Useful website and contact information
- All governors will be expected to have read:
 - the Academies Financial Handbook
 - The Governors Handbook (DfE)
 - The Funding Agreement for St John's

If the school attracts more Governors than the number specified for the Governing Body, a selection and recruitment process will be put in place, ensuring that there is balance of skills and experience.

8. Transition from pre-opening to open

8.1 Pre-opening Period

During the pre-opening period before the funding agreement is signed, the Steering Group will be responsible for project management, key decisions regarding the site and the setting up of the school, for liaising with the DfE and meeting DfE deadlines, for the recruitment of staff for the school's first year and for the induction of the Headteacher designate. The Steering Group will be accountable to the Members, particularly with regard to key spending and managing the pre-opening budget, progress against deadlines and recruitment of key staff. The Steering Group will keep the Shadow Governing Body fully informed about progress during the pre-opening period through regular meetings.

8.2 The Steering Group

The Steering Group comprises the four members of the proposer group: David Stevenson, Robin Davis, Vix Moore, Libby Grundy; plus David Morton, as Diocesan Director of Education, Julie Griffiths, as Chair of Governors, and Greg Clough with financial and commercial experience.

To ensure efficiency, members of the Steering Group work in sub groups to discuss specific areas of development for the school. Sub groups will present key points and recommendations resulting from discussions to the Steering Group for decisions where necessary.

Sub-groups may include: *

- Finance and budgeting
- Education: Education Brief; Curriculum planning; recruitment of staff; learning environment; education resources; education policies; Governance.
- Site and building
- Admissions and marketing
- Church and community

·ICT

Individuals with specialist expertise, either from the shadow governing body or from the community, may be co-opted into the sub groups as needed.

Sub groups will meet as needed, and will present progress/issues to the next Steering Group or Governing Body meeting.

Shadow Governors will not have decision-making powers during this period, but will bring their skills and expertise to support the Steering Group in making the right decisions for the school, and can take a lead on developing policies for the school as appropriate. The shadow governors will aim to meet once a month during the pre-opening period January to end August 2016.

If appropriate, an advisory body may be set up to give a voice to prospective parents, or other members of the community. An advisory body would not have decision-making powers.

8.3 Meeting structure:

Steering Group: once a fortnight

8.4 Post-funding agreement

The Governing Body will be fully functioning after the funding agreement has been signed, and will take on a more strategic role, meeting once a month leading up to opening in September 2016. They will work with the Headteacher-designate and the education adviser to draw up development plans for the first year and first three years of the school's opening. This will include setting ambitious but realistic targets for all areas of the school performance in the first year.

The steering group will operate as a sub-group to the governing body, as there will be a considerable workload leading up the opening of the school, and there will be a shortfall in the number of appointed governors until the school opens.

The steering group will continue to project manage the development of the school up to opening. The governing body will delegate decision making powers to the steering group sub-group to enable decisions relating to the site, building and resources to be made quickly. The steering group, and other sub-groups, will report to the governing body. Terms of reference for the sub groups will be defined by the governing body when the funding agreement is signed. The Headteacher's right to veto decisions will be made clear in the terms of reference.

After the school has opened the subgroup committees can merge into the Governing Body committees, as follows:

Steering Group sub-group	-> Governing Body Committee
Finance	Finance and Resources
Site and building	Finance and Resources Inc. Health and Safety
Education	Pupils and Standards Inc. Safeguarding
ICT	Finance and resources
Admissions and marketing	Admissions
Church and community	Church and Community
Full remit of the Governing Body committees to be found in the Governance Plan	

It is proposed that a working group to oversee the refurbishment of the permanent site will operate until the site is ready.

8.5 Recruitment of remaining governors

Remaining governors will be recruited to the governing body as follows:

Autumn 2016 – first parent governor

Autumn 2017 – second parent governor

Autumn 2018 – staff governor

9. Links with the Diocese

Church of England schools have access to support and services from the Diocese. The Governors would be able to have access to the services of consultants that are recommended by the Diocesan Board of Education who are qualified to provide advice and support on developing the Christian character of the school, school effectiveness, governance, church school inspections and a range of school leadership issues. Training and conferences are provided by the Diocese for both school leaders and staff.

April 2016

Members

1. The Revd. Janet Mackenzie
2. David Morton
3. Julie Griffiths
4. The Revd. David Stevenson
5. Baroness Dorothy Thornhill

Governors

1. Julie Griffiths (Chair)
2. The Revd. David Stevenson
3. Helen Langeveld – Headteacher
4. Greg Clough
5. Stephen Lavender
6. Rabi Martins
7. [Parent governor]
8. [Parent governor]
9. [Staff governor]

Pupils and Standards Committee

1. Julie Griffiths (Member and Chair of Governors)
2. Governor – Stephen Lavender
3. Helen Davis (Headteacher designate)
4. Years 1 – 3: Co-opted governor with primary expertise
4. Year 4 onwards: staff governor (teacher)
5. Parent Governor – tbc

Finance and Resources Committee

1. Julie Griffiths [Chair of Governors/member]
2. Finance governor – Greg Clough
3. Headteacher (Accounting Officer)
4. Governor - tbc
5. Parent governor – tbc
6. Co-opted governor (premises)

Church and Community Committee

1. David Stevenson (Member and trustee)
2. Helen Davis (Headteacher)
3. Parent governor - tbc
4. Governor - Rabi Martins
5. Co-opted governor

Admissions Committee

1. Julie Griffiths (member and Chair of Governors)
2. Incumbent (Governor) or Co-opted governor (member of clergy)
3. Helen Davis (headteacher)
[Quorum of three]

Janet Mackenzie (Chair of Trust)

- Chair of the Diocese of St Albans Educational Trust.
- Member of Diocesan Board of Education
- Former teacher in a range of schools, including a special school
- Former Senior LA Adviser for Luton (similar demographic to Watford)
- Member of Governing bodies including those of church schools
- Key skills in: education leadership; governance; securing accountability; Christian education.

Julie Griffiths (Member/Chair of Governors)

- Retired Deputy Headteacher of Ashlyns School (Foundation Upper School), Berkhamsted. In post for 11 years prior to taking early retirement in August 2004. The school was considered to be a Good school under the current Ofsted framework when I retired.
- Chair of Governors at The Thomas Coram, Church of England, Voluntary Aided, Middle School from September 2004 to September 2013. The school was then re-designated and became a voluntary aided junior school and is now The Thomas Coram Church of England School. This was as a result of a town wide reorganisation of the 3 tier system, involving 10 schools, into a two tier system, which I was closely involved in. I was the Chair of governors of the new school until September 2014 when I stepped down. I served one final year as a governor to allow continuity for such things as Performance Appraisal of the Headteacher and to support the new Chair of Governors. I managed the transition of the old governing body to the new one.

During my time as Chair of Governors the school went from a school on Hertfordshire’s Cause of Concern list and initially a satisfactory school when inspected by Ofsted to receiving two good Ofsted grades. The second of these in November 2013 was only 10 weeks after the school had become a junior school with a new Headteacher.

The school received a grade 2 when it had its SIAS in 2009. The grade for the SIAMS carried out in November 2014 is Outstanding. On the appointment panel for the previous headteacher and the current headteacher.

- Member of All Saints Church of England Academy, Dunstable from its opening in September 2009 to July 2012. On the appointment panel of the Principle of the Academy.
- Member of the St Albans Diocesan Board of Education since 1 January 2007. Trustee of the Diocese of St Albans Education Trust established in 2013.
- Governor at St Nicholas Voluntary Aided Church of England School, Elstree from November 2006 to July 2009. Vice Chairman from 15 November 2007. I was appointed by the DBE to help the school through a difficult period in the school’s senior leadership and on the governing body. This was resolved before I left the board.
- Co-opted Member of the Education Oversight Committee of Livability, a national Disability charity formed in 2007 from John Grooms and the Shaftsbury Society. This committee had the responsibility for monitoring all aspects of the education

provision at its school and two colleges for disabled students. I was a member from July 2008 until August 2014 when the committee structure of the Trustees was revamped. I was closely involved in the monitoring and helped review improvement plans.

Revd. D Stevenson (Member/Shadow Governor)

I am the current incumbent of the Parish of St John the Apostle & Evangelist, Watford where we will be founding our new Church School. Prior to taking up my current post, I served for three years as a Curate in Norwich after successfully completing my priestly training at the University of Oxford. Before entering the Ministry, I qualified as a Registered Nurse, specialising in anaesthetics and post-anaesthetic care, managing Recovery Rooms in both Main Theatres and Day Surgery Units in three different north London NHS Trusts.

I am passionate about the community and parish in which I serve. As a parish priest I have a unique and privileged insight into the lives and workings of the community which St John's serves. I firmly believes that the Church is far greater than the building that everyone can see and is made up of a diverse mix of people who the Established Church of England has responsibility to care for, irrespective of who they are or where they might be on life's journey.

Over the coming years, I am looking forward to contributing towards building up the leadership and management teams of St John's Primary and, most importantly, to see the children of St John's become lifelong learners and flourish in whatever life pathways they choose to take.

David Morton (Member)

David Morton has 20+ years' experience as a primary school teacher, head teacher along with 5 years' third sector experience as CEO of a Christian education charity. He has worked in Middle (9-13), Lower (3-9) and primary schools (4-11) and has contributed, as Headteacher, to the rapid improvement of three Church of England Primary Schools. He is currently the Director of Education for the Diocese of St Albans where his substantive responsibilities include School Effectiveness and Improvement; Support for schools causing concern; Strategic leadership and support of the diocese's 136 schools and academies in Hertfordshire, Central Bedfordshire, Bedford Borough, Barnet, Buckinghamshire and Luton; Development of proposals for new C of E Free Schools and Academies; Management of the diocese's £2.5 million LCVAP programme; Safeguarding; Development and maintenance of the Christian distinctiveness of diocesan schools

Expertise:

- Church school leadership
- Christian education
- School improvement
- Governance
- Academies

Role:

- adviser on the above areas

link between Trust and Steering Group

Dorothy Thornhill (Member)

Dorothy Thornhill has been the democratically elected Mayor of Watford since 2002. She is the first person to hold this position and was the first female elected mayor in the UK. In 2010 she became only the second Mayor to be elected to a third term.

Dorothy was a teacher for 25 years, working in schools across Hertfordshire, and held the position of the Assistant Head of Queen's School in Bushey.

Prior to becoming Mayor she sat on Watford Borough Council representing her local area of Oxhey for a decade.

She was elected as Mayor of Watford in 2002 in the first elections of their type in the town. On becoming mayor Dorothy overcame a legacy of disastrous financial management, the highest council tax in the County, a damning Audit Commission Report and an unacceptable standard of public services from a Town Hall whose morale had reached rock bottom.

Since starting in her role as Mayor she has turned Watford into well-run and high performing authority without any significant increases in taxes.

In the years she has spent as mayor Dorothy has led on a number of major local investment projects, such as the Croxley Rail Link and Watford Health Campus, a project that will provide 1,300 new jobs, 750 new homes and new community facilities for Watford.

Dorothy received a MBE in January 2012 for services to local government.

She stood in Watford in the 2015 General Election for the Liberal Democrats.

In July 2015, Dorothy was appointed as the Spokesperson for Local Government in Tim Farron's first spokespersons team. In August, Dorothy was given a peerage as part of the Dissolution Honours.

Outside of politics she is married to Iain Sharp, a Lib Dem councillor for Oxhey on Watford Borough Council. She is an Honorary Vice-President of Watford Football Club, who are in the Premiership.

Appendix 3 Shadow Governors' biographies

Rev. David Stevenson (Incumbent/ shadow governor) As above

Julie Griffiths (Chair of Governors) As Above

Greg Clough (Shadow Governor)

I have worked for one of the big four international audit and advisory firms for over 25 years in several different roles. As a qualified insolvency practitioner my client facing background was in personal bankruptcy; administering a portfolio of over 50 estates at any one time gave me experience of running small and medium sized businesses across many market sectors. Creditor, debtor & supplier management, contracting, lawyers and courts are core to the administration of all bankrupt estates.

A change of role led to a focus on systems and compliance. Over fifteen years I grew a team of business IT systems analysts from one to twenty – separate from the firm's IT department. The team focus entirely on ensuring that the firm's insolvency function have both finance & IT systems and business processes, not only fit for purpose for the user but, importantly, compliant with the many relevant statutory obligations; these include Companies Act, Insolvency Act, Data Protection Act, direct and indirect taxation rules and legislation as well as the rules and regulations relevant to the different market sectors. Insolvency Practitioners are a regulated profession, and the firm is inspected annually by the ICAEW Quality Assurance Directorate. I have managed responses to the systems & technical queries raised by the inspectors and responded either with explanations or by initiating changes to the firm's systems to ensure compliance.

Building on experience gained in earlier years, managing the change to a new enterprise wide Engagement Resource Management system (SAP) within the Transactions & Restructuring Service Lines, in October 2013 I moved to a central pan-Advisory role dealing with enterprise wide change management. There I oversaw the procurement & deployment of enterprise scanning and the deployment of enterprise document management systems to support the firm's move to a 'paperless' office. A bigger challenge than the introduction of the underlying risk processes & technology has been embedding the cultural change across diverse business functions.

As a one-year Church Warden at St John's I have moved the church and PCC to scanned incoming paper, cloud based document management, meeting management & accounting software and helped negotiate a new contract for the lease of the Parish Halls. These are supporting the growing mission and outreach of the church. Although having no specific educational experience, I am excited by the opportunities for the parish, and the outreach to the communities it serves, offered by the opening of the new St John's school.

Stephen Lavender (Shadow Governor)

I have worked in secondary schools in Kent and Hertfordshire and have had a long and distinguished service with the Hertfordshire advisory team. I have been an Ofsted inspector and completed over 100 inspections. More recently I have been a School Improvement Partner and National Challenge Adviser. I have supported schools in special measures and notice to improve in both Hertfordshire and beyond. I have also worked with schools that wish to move from good to outstanding.

I currently work with a range of schools in and beyond Hertfordshire and very recently was education consultant to a parent promoted school in north London. During my time I supported an emerging governing body and a group of trustees, drew up plans for the school, liaised with a range of stakeholders, organised and supported the appointment of the head and senior staff and thereafter worked with them on developing all aspects of the new provision including buildings, fixtures, fittings and other resources. The school opened in September 2010 with its first cohort of Year 7s.

From September 2012 to July 2014 I worked part time as Associate Deputy Head at the school taking responsibility for teaching and learning reviews, school self-evaluation, teacher recruitment, introducing the new teacher appraisal arrangements and policy development. My has helped me keep up to date with current practice as well as maintaining a keen sense of the realities of day to day leadership and management of a large school.

Rabi Martins (Shadow Governor)

These days I am a semi retired Business Consultant and part-time local councillor and The East of England Regional Diversity Champion for the Liberal Democrats

My work experience includes a 20 year spell with an international computer services company working up from business analyst, through projects manager to Divisional Information Services

In 1989 I took voluntary redundancy and established a Facilities Management company in Brighton with two colleagues Five years later we sold the company and I set myself up as a Freelance Business Consultant. In my capacity I undertook assignments first for Business Link UK and then a series of enterprise agencies delivering business advice and support to new entrepreneurs and young (2 to 3 year old) micro businesses

Alongside my business career I have progressed my political interests and related community interests at both the local and national level focusing on Diversity and Equality Issues

I sat as a member of the Local government Association Community Well Being Board for 6 six years, was a member of the Commission for Racial Equality Community Cohesion Steering Group and served as an Independent Advisor to the Metropolitan Police. Here in Watford I established and chaired a Police Liaison Group and am a member the Council's Community Safety Partnership Scrutiny Committee, which I chaired for three years and am a member of the Hertfordshire Policing and Crime Panel

I have been a Watford Borough Councillor continuously since 1999 where I currently hold the Chair for Planning and serve on the Council's Budget Panel and the Overview and Scrutiny Committee I also held the office of Chairman of the Council (Civic Mayor) for 2006 – 7.

I have a keen interest in the development of young people and served as a governor of Watford Grammar School for Boys for a period of 12 years till 2013

I am also Vice President of Watford North Scouts District, a position I have held since 2007 and Vice President of Watford Rotary CI

Governing Body Terms of Reference

1. 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 aims and objectives and review, agree and monitor policies, targets and priorities. Governing Body meetings will be open to the public with Minutes available except for Part 2 business. In the event of a tied vote the Chair or Acting Chair/Vice Chair will have a second or casting vote.
2. The full governing body decides all policy matters concerning the management of the school, taking into account the requirements of legislation. The Governing Body may delegate any of its financial functions to a committee, a Governor or to the Headteacher, subject to prescribed restrictions.
3. The following functions may be delegated to a committee but cannot be delegated to an individual.
 - i. Functions relating to the alteration, closure or change of category of the school
 - ii. Functions relating to the approval of the first formal budget plan of the financial year
 - iii. Functions relating to school discipline policies
 - iv. Functions relating to the permanent exclusion of pupils (except in an emergency when the Chairman has the power to exercise these functions)
 - v. Functions relating to admissions
4. The Governing Body will review the delegation of functions annually. The Governing Body will remain accountable for any decisions taken, including those relating to functions delegated to a committee or individual. Any decisions or actions taken must be reported back to the Governing Body.
5. The Governing Body will
 - i. Hold at least 5 meetings per year
 - ii. Appoint and remove the clerk
 - iii. Elect a Chair and Vice Chair
 - iv. Review annually the delegation of functions and committee structure and appoint Chairs
 - v. Annually elect governors for the following responsibilities : SEND, Safeguarding, Children Looked After, Pupil Premium, Health and Safety, curriculum areas as needed.
 - vi. Set dates for the meetings for the year ahead
 - vii. Decide any Governor suspensions
 - viii. Advise all parents of any parent governor vacancies, all staff of staff governor vacancies and arrange for the appointment of foundation governors
 - ix. Note term dates for the academic year and agree any occasional days
 - x. Receive Headteacher reports
 - xi. Review and monitor national test results
 - xii. Review level of exclusions
 - xiii. Monitor attendance of pupils/staff/governors
 - xiv. Set overall performance targets
 - xv. Provide induction for new governors
 - xvi. Set up a governor visit and feedback programme

- xvii. Review, adopt and monitor the procedure for dealing with complaints from parents/carers
- xviii. Review, approve and monitor the School Development Plan
- xix. Appoint 2 Governors with appropriate training to complete the Headteacher's Performance Appraisal, and arrange an external advisor to support this process
- xx. Maintain and annually update a conflict of interests register
- xxi. Carry out annual self-evaluation of the governing body performance and an audit of skills
- xxii. Organise training for governors according to needs

Finance and Resources Committee Terms of Reference

1. Membership

- i. The Committee shall consist of at least three Governors.
- ii. The Clerk to the Committee.
- iii. Chair of Governors.
- iv. Finance governor, with professional experience in compliance, modeling and budgeting
- v. The Headteacher (also Accounting Officer)
- vi. Co-opted governor with relevant expertise, with delegated voting rights
- vii. The majority of the Committee must be Governors.

2. Chair

- i. The Governing Body shall appoint the Chair. In the absence of the Chair, the Committee shall elect any member to act as Chair for that meeting.
- ii. The Governing Body may remove the Chair from office at any time.

3. Clerk

- i. The Clerk shall be appointed by the committee, but cannot be the Headteacher. In the Clerk's absence, the Governors present may appoint a member of the Committee (not the Headteacher) to act as clerk for that meeting.
- ii. The Governing Body or the committee can remove the Clerk from office at any time.
- iii. It is the responsibility of the Clerk to a Committee to:
 - convene meetings of the Committee under the direction of the Governing Body and the Chair of the Committee
 - attend meetings and ensure minutes are taken
 - perform, from time to time, any other functions as required by the Committee and determined by the Governing Body.
- iv. The clerk should circulate agendas and supporting documentation seven days before the meeting unless there are exceptional reasons.

4. Voting, Quorums and Meetings

- i. Every question to be decided at a Committee meeting must be determined by a majority of votes of those present who are Governors and any others entitled to vote, by virtue of co-option. In order for the Committee to vote, the majority of those present must be Governors. Co-opted and associate members may not vote on any decision concerning admissions, pupil discipline, election or appointment of governors, the budget and finance commitments of the governing body.
- ii. The Chair (provided he/she is a Governor) has a casting vote.
- iii. The quorum is one half of the membership (rounded up to a whole number).
- iv. At least half of the quorum shall be Governor members of the committee.
- v. Meetings will occur twice a term.

- vi. Fourteen days' notice of the dates for meetings will be provided, unless there are exceptional circumstances.

5. Minutes of the meeting

- i. Draft minutes must be drawn up by the Clerk and distributed to all members of the Committee. The minutes will be approved at the next Committee meeting and signed by the Chair. An approved copy of the Committee's minutes should be made available and circulated to members of the Governing Body with the agenda of the next full Governing Body's meeting.
- ii. The Committee must make available for inspection to any interested person, a copy of the agenda, signed minutes and reports or papers considered at the meeting as soon as is reasonably practicable, except for part 2 confidential minutes.
- iii. Information relating to a named person or any other matter that the Committee considers confidential does not have to be so made available for distribution or inspection.

6. Functions

- i. The Committee will consider matters as directed by the Governing Body or the Chair of Governors and will take advice as and where appropriate.
- ii. The Committee shall have regard to the school's current and prospective financial position and budgets before committing or recommending expenditure. Consultation with the Headteacher as accounting officer and Chair of Governors must be undertaken.
- iii. The Governing Body shall determine the powers delegated to the Committee, which will be reviewed annually, and will then form part of the Terms of Reference for the Resources Committee.

7. Training and Procedures

- i. Members of the Committee should attend appropriate training courses.
- ii. The Committee and officers will be appointed/re-appointed on an annual basis at the first meeting of the Governing Body in the autumn term.
- iii. The Terms of Reference will be reviewed annually, together with Schedule of Tasks of the committee.
- iv. The normal procedures and regulations of the full Governing Body will also apply to the Committee.

8. Responsibilities

The Committee shall undertake the following activities:

Finance

- i. To carry out the responsibilities delegated to it by the Governing Body
- ii. To work with the Headteacher, as accounting officer, and the business manager to ensure that financial decisions enable the school to provide value for money, and to ensure that processes are compliant with The Academies Financial Handbook
- iii. To review Finance Policies annually, and recommend any changes to the Governing Body for approval.
- iv. To advise the Governing Body, in consultation with the Headteacher, on:
 - the budget needed to run the school in accordance with statutory requirements and the agreed School Development Plan
 - ensuring that the Governing Body's financial policy and actions are in accordance with legislation, other statutory requirements and the Academies Financial Handbook
 - prioritising major items of expenditure in accordance with school development priorities
 - procurement of services to ensure best value for money

- v. To consider the draft School Development Plan and to advise the Headteacher and Governing Body on the implications for the school's finances and premises.
- vi. To recommend the school annual budget to the Governing Body.
- vii. To review and recommend a long term (3-5 years) Financial Plan to the Governing Body.
- viii. To set out the budget in a standard format, which allows transparent benchmarking against other schools and easy monitoring of, for example, the use of Pupil Premium funding, SEND funding and Sports funding
- ix. To monitor and review spending against the budget, twice a term, and ensure that expenditure remains within the prescribed limits.
- x. To generate additional income from a range of sources through funding bids.
- xi. To review the school's management of risk and insurance provision.
- xii. To use benchmarking data and ensure the school is providing value for money
- xiii. To review contracts to ensure best value for money
- xiv. To appoint external auditors with experience of financial management in academies.
- xv. To provide financial reports to the Trust three times a year
- xvi. Ensuring the annual accounts are produced in accordance with the requirements of the Companies Act 1985 and the DfE guidance issued to academies;
- xvii. Authorising the award of contracts up to the amount stated in the Scheme of Delegation (Appendix 1)
- xviii. Reviewing the reports of the Responsible Officer on the effectiveness of the financial procedures and controls. These reports must also be reported to the governing body.

Premises

- i. To provide support and guidance for the Headteacher on all matters relating to the school premises and grounds, security, health and safety, including the development of the new school.
- ii. To provide support and guidance for the Headteacher with the development and equipping of the new school.
- iii. To review the Accessibility Plan for the school.
- iv. To inspect the premises and grounds annually and prepare a report on the conditions for the Governing Body.
- v. To undertake a health and safety audit of the school premises on an annual basis and report to the Governing Body, liaising with the Headteacher to ensure that the school complies with health and safety regulations and guidance.

Pay & Personnel

- i. To draft and review and implement the school's Pay and Appraisal Policy.
- ii. To draft and keep under review the staffing structure in consultation with the Headteacher, to ensure it supports best outcomes for pupils.
- iii. To oversee the appointment, contracts and statutory obligations of all staff ensuring Safer Recruitment procedures are followed.
- iv. To appoint 3 governors, to include the Chair, to review and set performance targets for the Head in partnership with an external advisor and make recommendations on pay progression.
- v. To ensure that staff performance appraisals are being carried out in accordance with the Pay and Appraisal policy.
- vi. To ensure that the Deputy Head and all staff salaries are reviewed annually, and to make recommendations. To ensure that an annual notification of Teachers Pay is completed.

- vii. To keep under review staff work/life balance, working conditions and well-being, including the monitoring of absence.
- viii. To oversee the induction and training of new staff, and continuing professional development for all.
- ix. To refer any appeal against a decision on pay grading or pay awards to the Staff Discipline and Grievance Panel.
- x. To review and recommend for adoption by the governing body procedures for dealing with staff discipline, dismissal and grievances, and ensure the staff are informed of them.
- xi. To ensure compliance with Accessibility Plan as appropriate to staff.
- xii. To ensure compliance with Employment Equality Regulations 2006

9. Withdrawal

Members of the Committee who are personally affected by any matters discussed by the Committee will make this known to the Chair, who may then ask them to withdraw from all or part of the meeting.

Terms of Reference for the Pupil and Standards Committee

1. Membership

- i. The Committee shall consist of at least three Governors
- ii. The Clerk to the Committee.
- iii. Chair of Governors.
- iv. The Headteacher.
- v. A specified member of the schools' Senior Leadership Team (SLT) shall be an ex-officio member as the school expands.
- vi. The majority of the Committee must be Governors.

2. Chair

- i. The Governing Body shall appoint the Chair. In the absence of the Chair, the Committee shall elect any member to act as Chair for that meeting.
- ii. The Governing Body may remove the Chair from office at any time.

4. Clerk

- i. The Clerk shall be appointed by the committee, but cannot be the Headteacher. In the Clerk's absence, the Governors present may appoint a member of the Committee (not the Headteacher) to act as clerk for that meeting.
- ii. The Governing Body or the committee can remove the Clerk from office at any time.
- iii. It is the responsibility of the Clerk to a Committee to:
 - convene meetings of the Committee under the direction of the Governing Body and the Chair of the Committee
 - attend meetings and ensure minutes are taken
 - perform, from time to time, any other functions as required by the Committee and determined by the Governing Body.
- iv. The clerk should circulate agendas and supporting documentation seven days before the meeting unless there are exceptional reasons.

4. Voting, Quorums and Meetings

- i. Every question to be decided at a Committee meeting must be determined by a majority of votes of those present who are Governors and any others entitled to vote, by virtue of co-option. In order for the Committee to vote the majority of

those present must be Governors. Co-opted and associate members may not vote on any decision concerning admissions, pupil discipline, election or appointment of Governors, the budget and financial commitments of the Governing Body.

- ii. The Chair (provided he/she is a Governor) has a casting vote.
- iii. The quorum is one half of the membership (rounded up to a whole number).
- iv. At least half of the quorum shall be governor members of the committee.
- v. Meetings will occur twice a term.
- vi. Fourteen days notice of the dates for meetings will be provided, unless there are exceptional circumstances.

5. Minutes of the meeting

- i. Draft minutes must be drawn up by the Clerk and distributed to all members of the Committee. The minutes will be approved at the next Committee meeting and signed by the Chair or maybe approved via email, by the quorum and a record of the approvals saved onto the governing body shared drive. An approved copy of the Committee's minutes should be made available and circulated to members of the Governing Body with the agenda of the next full Governing Body's meeting.
- ii. The Committee must make available for inspection to any interested person, a copy of the agenda, signed minutes and reports or papers considered at the meeting as soon as is reasonably practicable, except for part 2 confidential minutes.
- iii. Information relating to a named person or any other matter that the Committee considers confidential does not have to be so made available for distribution or inspection.

6. Functions

- i. The Committee will consider matters as directed by the Governing Body or the Chair of Governors and will take advice as and where appropriate.
- ii. Decisions which require a spending commitment over and able agreed budget provisions and delegated responsibilities, must be referred to the Finance and Resources Committee, after consultation with the Head teacher and Chair of Governors
- iii. The Governing Body shall determine the powers delegated to the Pupils and Standards Committee.

7. Training and Procedures

- i. Members of the Committee should attend appropriate training courses.
- ii. The Committee and officers will be appointed/re-appointed on an annual basis at the first meeting of the Governing Body in the autumn term.
- iii. The Terms of Reference will be reviewed annually, together with Schedule of Tasks of the committee.
- iv. The normal procedures and regulations of the full Governing Body will also apply to the Committee.

8. Responsibilities

- i. Termly comprehensive monitoring of data, including progress and attainment by cohort and group (including by ability, ethnic background, gender and Pupil Premium);

- ii. Receive termly reports on the quality of teaching and the standards of pupil achievement.
- iii. Ensuring educational priorities are reflected in the School Development Plan and monitored termly,
- iv. Triangulate information from school data, reports from independent and external moderations and inspections and observations from school visits and monitor progress against targets to enable its contribution to the school self-evaluation process.
- v. Monitor the delivery of the curriculum
- vi. ensure that all safeguarding procedures are up to date and compliant with national requirements.
- vii. Review Prevent awareness and training.
- viii. Ensure that the needs of both children with Special Educational Needs and Disabilities are met
- ix. Review the targets for pupil achievement: SATS results and other achievement Indicators.
- x. Review impact of pupil premium
- xi. Review the implementation of the school's positive behaviour policy and procedures.
- xii. Review information to parents: website, School Prospectus, reporting procedures and Home/School Agreement and Code of Conduct.
- xiii. Review attendance and punctuality.
- xiv. Review pupil exclusions.
- xv. Review the provision for extra-curricular activities, including after school clubs, school trips and off-site activities.
- xvi. Review equality statement and accessibility plan.
- xvii. Review travel plan.

9. Withdrawal

Members of the Committee who are personally affected by any matters discussed by the Committee will make this known to the Chair, who may then ask them to withdraw from all or part of the meeting.

Terms of Reference for the Church and Community Committee

1. Membership

- i. The Committee shall consist of at least three Governors
- ii. The Clerk to the Committee.
- iii. Chair of Governors.
- iv. The Headteacher.
- v. The incumbent of St John's
- vi. Co-opted governor to represent community liaison
- vii. The majority of the Committee must be Governors.

2. Chair

- i. The Governing Body shall appoint the Chair. In the absence of the Chair, the Committee shall elect any member to act as Chair for that meeting.
- ii. The Governing Body may remove the Chair from office at any time.

5. Clerk

- i. The Clerk shall be appointed by the committee, but cannot be the Headteacher. In the Clerk's absence, the Governors present may appoint a member of the Committee (not the Headteacher) to act as clerk for that meeting.
- ii. The Governing Body or the committee can remove the Clerk from office at any time.
- iii. It is the responsibility of the Clerk to a Committee to:
 - convene meetings of the Committee under the direction of the Governing Body and the Chair of the Committee
 - attend meetings and ensure minutes are taken
 - perform, from time to time, any other functions as required by the Committee and determined by the Governing Body.
- iv. The clerk should circulate agendas and supporting documentation seven days before the meeting unless there are exceptional reasons.

4. Voting, Quorums and Meetings

- i. Every question to be decided at a Committee meeting must be determined by a majority of votes of those present who are Governors and any others entitled to vote, by virtue of co-option. In order for the Committee to vote the majority of those present must be Governors.
- ii. The Chair (provided he/she is a Governor) has a casting vote.
- iii. The quorum is one half of the membership (rounded up to a whole number).
- iv. At least half of the quorum shall be governor members of the committee.
- v. Meetings will occur twice a term.
- vi. Fourteen days notice of the dates for meetings will be provided, unless there are exceptional circumstances.

5. Minutes of the meeting

- i. Draft minutes must be drawn up by the Clerk and distributed to all members of the Committee. The minutes will be approved at the next Committee meeting and signed by the Chair or maybe approved via email, by the quorum and a record of the approvals saved onto the governing body shared drive. An approved copy of the Committee's minutes should be made available and circulated to members of the Governing Body with the agenda of the next full Governing Body's meeting.
- ii. The Committee must make available for inspection to any interested person, a copy of the agenda, signed minutes and reports or papers considered at the meeting as soon as is reasonably practicable, except for part 2 confidential minutes.
- iii. Information relating to a named person or any other matter that the Committee considers confidential does not have to be so made available for distribution or inspection.

6. Functions

- i. The Committee will consider matters as directed by the Governing Body or the Chair of Governors and will take advice as and where appropriate.
- ii. Decisions which require a spending commitment over and above agreed budget provisions and delegated responsibilities, must be referred to the Finance and Resources Committee, after consultation with the Head teacher and Chair of Governors
- iii. The Governing Body shall determine the powers delegated to the Church and community Committee.

7. Training and Procedures

- i. Members of the Committee should attend appropriate training courses.
- ii. The Committee and officers will be appointed/re-appointed on an annual basis at the first meeting of the Governing Body in the autumn term.
- iii. The Terms of Reference will be reviewed annually, together with Schedule of Tasks of the committee.
- iv. The normal procedures and regulations of the full Governing Body will also apply to the Committee.

8. Responsibilities

- i. Ensuring a strong and effective working relationship between the school and St John's church, through:
 - a. clear role and presence of the incumbent in the life of the school,
 - b. incumbent's pastoral support for staff, pupils, parents and carers
 - c. regular visits of pupils to St John's church,
 - d. joint planning of collective worship between incumbent and headteacher
 - e. participation by members of the congregation in the life of the school
- ii. Monitoring the provision of Collective Worship, and arrangements for pupils who may be withdrawn
- iii. Contributing to the evaluation of the distinctive Christian character of the school in line with the SIAMS evaluation schedule covering the effectiveness of the school in meeting the needs of learners through its distinctive Christian character, the impact of collective worship, the effectiveness of religious education and the leadership and management of the school as a church school.
- iv. Monitoring how effectively Christian values are embedded in the life of the school,
- v. Developing and monitoring links with other churches and faith groups in the community
- vi. Planning and developing links with organisations within the community to ensure positive links are being developed with community groups in line with the vision for the school,
- vii. Monitoring the effectiveness of curriculum community days (Fun Fifteen Fridays)

Terms of Reference for the Admissions Committee

1. Membership

- i. The Chair of Governors
- ii. The Clerk to the Committee.
- iii. The Headteacher
- iv. The incumbent (governor) or co-opted governor (member of the clergy) The majority of the Committee must be Governors.

2. Chair

- i. The Chair of Governors shall chair the meeting
- ii. The Governing Body may remove the Chair from office at any time.

3. Clerk

- i. The Clerk shall be appointed by the committee.
- ii. The Governing Body or the committee can remove the Clerk from office at any time.
- iii. It is the responsibility of the Clerk to a Committee to:

- convene meetings of the Committee under the direction of the Governing Body and the Chair of the Committee
- attend meetings and ensure minutes are taken
- perform, from time to time, any other functions as required by the Committee and determined by the Governing Body.
- iv. The clerk should circulate agendas and supporting documentation seven days before the meeting unless there are exceptional reasons.

4. Voting, Quorums and Meetings

- i. Every question to be decided at a committee meeting must be determined by a majority of votes of those present.
- ii. The Chair has a casting vote.
- iii. For a full meeting the quorum is two.
- iv. Meetings will occur at least twice a year.
- v. Fourteen days notice of the dates for meetings will be provided, unless there are exceptional circumstances.

5. Minutes of the meeting

- i. Draft minutes must be drawn up by the Clerk and distributed to all members of the Committee. The minutes will be approved at the next Committee meeting and signed by the chair. An approved copy of the Committee's minutes should be made available and circulated to members of the Governing Body with the agenda of the next full Governing Body's meeting.
- ii. Information relating to a named person or any other matter that the Committee considers confidential does not have to be so made available for distribution or inspection.

6. Functions

- i. The Committee will consider matters relating to admissions as directed by the Governing Body or the Chair of Governors and will take advice as and where appropriate.
- ii. The Governing Body shall determine the powers delegated to the Committee, which will be reviewed annually, and will then form part of the Terms of Reference for the Admissions Committee.

7. Training and Procedures

- i. Members of the Committee should attend appropriate training courses.
- ii. The Committee and officers will be appointed/re-appointed on an annual basis at the first meeting of the Governing Body in the autumn term.
- iii. The Terms of Reference will be reviewed annually, together with Schedule of Tasks of the committee.
- iv. The normal procedures and regulations of the full Governing Body will also apply to the Committee.

8. Responsibilities

The Committee shall carry out the following activities:

- i. To ensure that the annual consultation process on the school's admission arrangements is implemented within the specified timetable, and within that process, that the admission arrangements are approved by the full Governing Body
- ii. To determine applications for admission in accordance with the Governing Body's published admission policy whenever there is a decision to be made between applicants
- iii. To authorise the Committee to give power to the Headteacher to admit applicants outside the normal admission round where a decision does not have to be made, i.e. where the number of applicants in a particular year group matches the number of vacancies in that year group
- iv. Where a waiting list has been agreed by the Committee for any given year group, the Headteacher will have power to admit pupils in accordance with that list, subject to any new applications received since the waiting list was established being decided by the Committee
- v. To ensure that the Governing Body's approved arrangements are in place for parents to appeal against the Committee's decision not to offer a place
- vi. To carry out its duties in accordance with the DfE Codes of practice on Admission and Admission Appeals
- vii. To monitor the admission and appeals process and bring appropriate matters to the attention of the Governing Body
- viii. To report any decisions taken on behalf of the Governing Body to the next full meeting

9. Withdrawal

Members of the Committee who are personally affected by any matters discussed by the Committee will make this known to the Chair, who may then ask them to withdraw from all or part of the meeting.

Appendix 5 Governing Body Annual Schedule of Work

St John's Primary School Watford

Governing Body Annual Plan of Work

Autumn Term	Spring Term	Summer Term
Governing Body <ul style="list-style-type: none"> • Declaration of 	Governing body <ul style="list-style-type: none"> • Declaration of Conflict of 	Governing Body <ul style="list-style-type: none"> • Declaration of Conflict of

<p>Conflict of Interests (update register)</p> <ul style="list-style-type: none"> • HT report: first meeting oral; second meeting formal • Reports from committees • Reports from governor visits • Reports from named governors once a term (eg SEN, CLA, CP) • Review progress against priorities on School Development Plan (RAG rating) • Refer to policy schedule for updates and compliance • Sign off revised policy update and action non-compliance • Governor training needs • Report to Members on school performance <p>-----</p> <ul style="list-style-type: none"> • Elects chair and vice chair • Review Committees and terms of reference • Appoint officers (committee chairs, link governors etc) • Appoint Clerk • Plan dates for year ahead: FGB and Committee meetings • Plan foci for governor visits • Governor induction and training • Consultation, presentation and approval of SDP • Publish Admissions criteria • Statutory compliance audit • Report from HT performance appraisal governors confirming performance appraisal carried out and annual 	<p>Interests (update register)</p> <ul style="list-style-type: none"> • HT report: first meeting oral; second meeting formal • Reports from committees • Reports from governor visits • Reports from named governors once a term (e.g.SEN, CLA, CP) • Review progress against priorities on School Development Plan (RAG rating) • Refer to policy schedule for updates and compliance • Sign off revised policy update and action non-compliance • Governor training needs • Report to Members on school performance <p>-----</p> <ul style="list-style-type: none"> • Receive report on financial monitoring from Finance and Resources Committee; agree budget priorities. • Receive report on outcomes from SLT monitoring, including the quality of teaching and learning (as part of HT report) • Review progress against priorities on School Development Plan (RAG rating) • Receive report on outcomes of HIP visit: • Overall evaluation of school's performance • Agreement of category of school • Agree of progress so far with identified priorities • Ratify budget for next financial year following approval by Resources Committee • In-house training event 	<p>Interests (update register)</p> <ul style="list-style-type: none"> • HT report: first meeting oral; second meeting formal • Reports from committees • Reports from governor visits • Reports from named governors once a term (eg SEN, CLA, CP) • Review progress against priorities on School Development Plan (RAG rating) • Refer to policy schedule for updates and compliance • Sign off revised policy update and action non-compliance • Governor training needs • Report to Members on school performance <p>-----</p> <ul style="list-style-type: none"> • Ratify budget for next financial year • Governor self evaluation – performance and procedures; identify priorities for action in the year ahead. • Annual Report from the Health and Safety governor • Annual Report by governor with responsibility for CLA & SEN • Receive Annual Safeguarding report from Governor responsible for Child Protection • Pay Review panel confirms compliance with Pay Policy and communications with teachers • Receive update on progress since Spring Term HIP visit as part of HT report
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<p>objectives set with HT, and performance appraisal carried out by HT and SLT for all staff.</p> <ul style="list-style-type: none"> • Demonstrate compliance with Equality and Diversity Legislation 		
<p>Pupil and Standards Committee</p> <ul style="list-style-type: none"> • Analysis of performance data (RAISE Online) to monitor attainment and progress and pupil targets • Review judgments on standards and achievement in light of RAISEOnline and other data • RAG rating SDP priorities • SEND report • Safeguarding arrangements, including Prevent awareness • Admissions arrangements • Behaviour policy review • Link governors reports [SEND, Safeguarding, Pupil Premium, Prevent] 	<p>Pupil and Standards Committee</p> <ul style="list-style-type: none"> • Monitoring attainment and progress and pupil targets • RAG rating SDP priorities • SEND report • Agree arrangements for distribution and analysis of pupil and parent questionnaires and the subsequent updating of SEF • Behaviour report • Link governors reports [SEND, Safeguarding, Pupil Premium, Prevent] 	<p>Pupil and Standards Committee</p> <ul style="list-style-type: none"> • Monitoring attainment and progress and pupil targets • RAG rating SDP priorities and consider priorities for next academic year • SEND report • Safeguarding arrangements • Behaviour report • Link governors reports [SEND, Safeguarding, Pupil Premium, Prevent] • Review and report on quality of teaching and learning for FGB • Home/School Agreement • Admissions arrangements/update on numbers
<p>Finance and Resources Committee</p> <ul style="list-style-type: none"> • Budget monitoring • Appoint auditors for Private and Governor Funds • Report on published financial information including Pupil Premium and Sports Premium expenditure • Performance appraisal of HT (sub-group) • Prepare financial report for Members • Health and Safety audit • Premises and Health & S report • New school building project • Staff absence report • Fire risk assessments • Elect chair and clerk; 	<p>Finance and Resources Committee</p> <ul style="list-style-type: none"> • Budget monitoring • Review outturn statement and agree provisional budget priorities for next financial year to be recommended to FGB • Review possible (3-5 yr) budget models in light of curriculum and staffing priorities • Financial benchmarking • Prepare financial report for Members • New school building project • H&S • Review of contracts • Receive auditor's report • Risk Assessment and Incident Review 	<p>Finance and Resources Committee</p> <ul style="list-style-type: none"> • Approve Final Budget and staffing structure • End of Year Accounts • Prepare financial report for Members • Best Value Statement • New school building project • H & S report • Insurance review • Review of charges/remissions for next academic year • Risk assessment and incident review; update Risk Register • Review Pay and Appraisal Policy • update Job Descriptions • Risk Assessment and Incident Review • Monitor progress against premises priorities

<p>review committee terms of reference</p> <ul style="list-style-type: none"> Update Accessibility Plan 		<ul style="list-style-type: none"> Termly budget monitoring
<p>Church and Community Committee</p> <ul style="list-style-type: none"> Determining priorities for developing the Christian ethos of the school Contributing to the self-evaluation of the distinctive Christian Character of St John's: impact of Christian ethos on learners Monitoring relationship between school and church Developing links with other churches Building links with community organisations and businesses 	<p>Church and Community Committee</p> <ul style="list-style-type: none"> Assessing progress against priorities for developing the Christian ethos of the school Contributing to the self-evaluation of the distinctive Christian Character of St John's: impact of Collective Worship on school community + impact of teaching and learning in RE Monitoring relationship between school and church Developing links with other churches Building links with community organisations and businesses 	<p>Church and Community Committee</p> <ul style="list-style-type: none"> Assessing progress against priorities for developing the Christian ethos of the school Contributing to the self-evaluation of the distinctive Christian Character of St John's: effectiveness of leadership and management Monitoring relationship between school and church Developing links with other churches Building links with community organisations and businesses
<p>Admissions committee Determination of Admissions arrangements</p>	<p>Admissions Committee Oversubscription meeting</p>	<p>Admissions Committee</p>
<p>Headteacher's Report</p> <ul style="list-style-type: none"> Progress against SDP priorities Analysis of data: RaiseOnline Pupil Premium pupils Admissions Safeguarding Bullying/Racist /Exclusions data 	<p>Headteacher's Report</p> <ul style="list-style-type: none"> Progress against SDP priorities Report on HIP visit Pupil Premium pupils Admissions Safeguarding Bullying/Racist /Exclusions data 	<p>Headteacher's Report</p> <ul style="list-style-type: none"> Progress against SDP priorities Report on HIP review Extra-curriculum review Terms/Inset/ dates next academic year Staff Inset report Staff changes
<p>Policy Approval TBC in accordance with policy review and update schedule</p>	<p>Policy Approval TBC in accordance with policy review and update schedule</p>	<p>Policy Approval TBC in accordance with policy review and update schedule</p>