

Nishkam School Trust



Governors Handbook

October 2019

Contents

1. Patrons Message	3
2. NST Vision & Ethos	4
3. Introduction to being a Governor	5
4. Governance in a Multi-Academy Trust (MAT)	6
5. Organisational Structure & Governor Responsibilities	7
6. LGB Meetings	12
7. Governors Code of Conduct	13
8. Breach of the Code of Conduct	13
9. Transparency	13
10. Declaring Business and Pecuniary Interests	13
11. Disclosure and Barring Service (DBS) checks on Governors	14
12. School Improvement Plan	14
13. Reporting to the LGB	14
14. Providing effective challenge	15
15. Objective Data	15
16. School Policies	16
17. Visiting the School	16
18. School Events & CPD	16
19. Complaints	17
20. LGB Self-evaluation and Quality Assurance	17
21. Governor Training	17
22. Further Sources of Information	18
Appendix 1 - Glossary & Abbreviations	18
Appendix 2 – NST Organisational Structure	24
Appendix 3: Administrative procedures for meetings	25
Appendix 3 Terms of Reference: Sub Committee and Link Governors	25
Appendix 4 - NST Governors Code of Conduct	37
Appendix 5 – NST Policy for declarations of interests	42
Appendix 6 - Strategic Questions for the Governing Body to ask	44
Appendix 7 – List of Policies	47

1. Patrons Message

For all of us as parents, the happiness and fulfillment of our children is close to our hearts. In our own way, we strive to create families where our children can flourish. We hope for a secure, safe and supportive society, which will provide for our needs and aspirations. As parents, teachers and other adults, we all have a responsibility to create ideal communities, which are the building blocks for such a society.

Alongside material happiness and fulfillment, the world's faith traditions point to a more valuable kind of happiness which comes about when we go beyond ourselves, placing the needs of others before our own. Faith-based organisations can play a positive role in helping us become better parents, teachers and citizens - and most importantly, better human beings.

We draw upon our spiritual heritage and the principle of being nishkam (selfless) to guide the education of children. Education begins with loving families that create a supportive and inspiring learning environment around the child. The foundations for learning are laid by the mother and father who are the child's first teachers and role models. We believe the parents' role is not diminished when the child starts to go to school, but their responsibility in playing an equal part in the education process increases as the child grows. We also believe that the wider community has much to contribute to the child's education. It is the bringing together of parents, teachers and the community that is the corner stone of our ambition to create a community-led and faith-inspired school which enables all children to flourish, both academically and spiritually; an education which opens up unimagined possibilities for children.

Guru Nanak Nishkam Sewak Jatha, GNNSJ, the sponsoring organisation, has an international track record of creating award-winning infrastructures for community development, learning and volunteering .

Our faith legacy, experience and passion has given us strong foundations to create state-of-the-art schools, which employ inspirational, highly qualified teachers. Based around an extended curriculum, it will support each child's spiritual, physical, intellectual, moral, social and cultural development. It will enable children to connect with their origins and heritage, to contribute to society locally and globally, and to play an active role in shaping our shared future. Above all, we envisage a life-changing educational experience, not only for children, but for parents and teachers alike.

Collaboration between parents, families, businesses, universities and other guiding institutions are vital in realising this vision. As governors, we invite you to join us in this shared responsibility to seek to achieve the vision of the Trust for the common good.

Bhai Sahib Bhai (Dr.) Mohinder Singh

Patron, Nishkam School Trust

2. NST Vision & Ethos

Our Mission

Nishkam School Trust seeks to nurture the infinite potential in children to become examples in society that shape communities for the common good.

Our Vision



At Nishkam Schools, our pupils explore the divine context of humanity and wonder of all creation. They not only learn about, but also learn from, the wisdom of religions and in so doing explore the infinite human potential to do good unconditionally. We support pupils to develop aspects of their own religious, spiritual or human identities. They learn about serenity through prayer and humility in service and in so doing, they deepen their own respective faith, and respect the common purpose of all religious traditions, as well as respecting the beliefs of those with no faith tradition. They explore the unique divinity of the individual, and our common humanity.

At Nishkam Schools, we believe that the fostering of human virtues forms the foundation of all goodness. Our curricula are carefully enriched to allow experiences where our pupils, teachers and parents alike learn to grow through a conscious focus on virtues. Our virtues-led education approach helps to provide guidance to enable pupils to understand their choices in order to help lead better lives. Our pupils become self-reflective and flourish; they are able to build strong, meaningful relationships and understand their responsibilities to the global family and all creation, founded in faith.

At Nishkam Schools, our pupils and staff alike aim to become the best human beings they can possibly be, in all aspects of spiritual, social and academic life. We foster a school culture which inspires optimism and hope, as well as determination and confidence, for all to achieve their best possible. This is accomplished through a rich and challenging curriculum, along with excellent teaching to nurture awe and wonder. Pupils gain a breadth and depth of knowledge and a love of learning to achieve their full potential.

Our Values

We are committed to academic excellence grounded in a selfless approach to life (*nishkam*). These aspirations are underpinned by the practice of faith-inspired values of humility, service, compassion, self-discipline, forgiveness, love and creativity.

Our Ethos

We believe that to build strong communities and responsible citizens, our efforts must go beyond our current standard models of education and encompass a holistic approach. We believe that faith-based organisations have a significant role to play as part of the wider community; the heritage they draw upon illuminates some of the deeper quests for meaning and value in human life and inspires a broader vision and greater responsibility in our endeavours. We believe that our faith-inspired values define the character of education and that they should be intrinsic to a positive outlook on life. Values are awakened and strengthened in us when they are practiced in front of us every day. At the School, we work to ensure both our educators and learners are instinctively exercising values in every thought, decision and action.

Our Priorities

1. Raising aspirations through academic excellence irrespective of background;
2. Inspiring individual and collective faith, virtues and character as the foundations of Nishkam Education;
3. Building supportive families and strong societies, through partnerships and collaboration

Our Approach

We promote holistic lifelong learning that is achieved by implementing the following principles:

- Celebrating all humanity as one
- Recognising that all children have the potential to contribute and succeed
- High achievement grounded in humility
- Igniting a passion for learning in all
- Inspiring the young to be leaders and role models
- Strong partnerships with parents, community, and guiding institutions (schools, universities, faith bodies, and Government)

3. Introduction to being a Governor

Nishkam School Trust (NST) recognises that being a school governor requires time and dedication. It is grateful and appreciative of the work governors do to help improve schools for our children and young people.

One of the strategic goals of NST is to ensure that sound and proper governance arrangements are in place and working effectively in our schools.

It is hoped this guide is a valuable source of advice and support helping Governors understand their role as Governors and how they can contribute to their Local Governing Body (LGB) as part of the Nishkam School Trust.

This handbook should also be read in conjunction with the two key pieces of guidance from the Department for Education (DfE):

- DfE Governors Handbook
- DfE Competency Framework

These can be found at: <https://www.gov.uk/government/publications/governance-handbook>

The DfE Governors Handbook sets out the three strategic roles of a LGB as:

1. **Ensuring clarity of vision, ethos and strategic direction** - Through ensuring that the school has a medium to long-term vision for its future and a robust strategy in place for achieving its vision.
2. **Holding the Headteacher/Executive Leader to account for the educational performance of the school and its pupils, and the performance management of staff.** - Through supporting and strengthening the leadership of the Headteacher/Executive Leader and holding them to account for the day-to-day running of the school, including the performance management of teachers.
3. **Overseeing the financial performance of the school and making sure its money is well spent.** - Through allocating resources in line with strategic priorities and outcomes for pupils, ensuring value for money and compliance with financial regulations.

The DfE Competency Framework for Governors is designed to help Governing Bodies assess what knowledge, skills and behaviours are needed to govern the school, or group of schools,

most effectively. There are 16 competencies grouped under the headings of the ‘six features of effective governance’. They are:

1. **Strategic Leadership** – setting direction, decision making, collaborative working, risk management, culture, values and ethos;
2. **Accountability** – educational improvement, data analysis, financial frameworks, financial management, staffing, performance management and external accountability;
3. **People** – building a team;
4. **Structures** – roles and responsibilities;
5. **Compliance** – statutory and contractual requirements, and
6. **Evaluation** – managing self-review, personal skills, managing and developing the GBs effectiveness.

To help you understand the content of this handbook and reports received for LGB meetings you can find a glossary of terms and abbreviations in **Appendix I**.

To further help you understand your role as a Governor, NST encourages all new Governors to complete some essential training modules designed by the National Association of Governors (NGA). The Chair of Governors can discuss this with you further as part of your induction. Your login to the NGA website can be obtained from the Clerk to Governors.

4. Governance in a Multi-Academy Trust (MAT)

Academies are publicly funded independent schools and are subject to both charity and company law. Nishkam School Trust is a Multi-Academy Trust (MAT), Directors are appointed to the Trust’s board to enact the responsibilities of the trust and conduct the strategic operations of the trust as a whole.

Each of the schools has a Local Governing Body responsible for governance activities at a local level. Local Governing Bodies enact the responsibilities delegated to them. Further information on the difference between the responsibilities and decisions made by the Directors Board and Local Governing Bodies can be found within the **NST Scheme of Delegation**.

Additional documents you may wish to read are:

- **The Master Funding Agreement** – the formal contract signed by the academy trust and the Secretary of State for Education when it is first established.
- **Memorandum and Articles of Association** – set out the purpose of the academy trust and the composition of the board of trustees (or governors).

These documents are available on the NST website or can be obtained from the Clerk to Governors.

5. Organisational Structure & Governor Responsibilities

Each LGB has a Chair of Governors, a Vice-Chair, several specialist Link Governor roles and specific committees to help monitor the provision of the school in key areas assessed by OfSTED. The Chair of Governors is also a member of the Directors Board. A diagram of the organisational structure of NST can be found in **Appendix 2**.

Further details of responsibilities governors can be found in **Appendix 3** with details of the Terms of Reference for Committees and Link Governor Job Descriptions

Information on the difference between the responsibilities and decisions made by the Directors Board and LGB's can be found within the **NST Scheme of Delegation**. This is part of the Governors welcome pack, it is also on the NST website and can be obtained from the Clerk to Governors.

An overview of the following roles can be found below:

- All Governors
- Chair of Governors
- Vice-Chair of Governors
- Chair of Committees
- Link Governors

All Governors

To contribute to the work of the governing board in ensuring high standards of achievement for all children and young people in the school by:

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

Responsibilities include:

Meetings

- Attend three LGB meetings; apologies should be sent to the Chair and Clerk in advance of the meeting with a good reason for non attendance.
- Prepare for meetings by reading all the paperwork in advance.
- Contribute to meetings both praising good work and challenging where relevant to ensure the best outcomes for pupils
- Complete any agreed follow-up work or actions assigned to you

Teamwork

- Contribute to the LGB's operation as an effective team by establishing and maintaining good working relationships with other Governors and staff
- Recognise the power of the LGB is vested in the group and that no governor has individual authority unless it is delegated by the LGB

- Recognise the respective roles of the LGB and the Headteacher and staff (the LGB is a strategic body, the operational management of the school is the responsibility of the Headteacher/ Principal)
- Governors are equal members of the LGB and accept collective responsibility.
- Speak or act on behalf of the LGB only when authorised to do so
- Accept a fair share of the LGB's work, through active committee membership, Link Governor roles and School Visits for allocated areas of responsibility

Knowledge of the school

- Know the school's strengths, its areas for development and improvement plans, the School Improvement Plan (SIP) is a key source for this
- Arrange to visit the school when teaching and learning are taking place
- Attend school events and functions

Personal interests

- Put responsibilities as a governor before personal interests
- Ensure any business or pecuniary interests are declared as required and withdraw from the necessary agenda items in the GB meetings (as appropriate)

Personal development & Training

- Undertake training and take advantage of opportunities to increase understanding and effectiveness as a governor
- Keep up to date with governance through reading and accessing information via the NGA and The Key to Governors.
- Make all efforts to attend governor training for any specialist areas of responsibility
- Contribute to the overall development of the GB through skills audits, self-evaluation, Chair 360 feedback and LGB evaluations.

Also read and adhere to the "Governors Code of Conduct".

Chair of Governors

Role Purpose:

To provide leadership to the governing board and ensure that Governors fulfil their functions for the proper governance of the school.

Leading governance in schools

- To ensure that the governing board and Headteacher/ Principal have a shared sense of purpose.
- To ensure the governing board sets a clear vision and strategy for the school.
- To lead the LGB in monitoring the Headteacher/ Principal's implementation of the school strategy.

Responsibilities in addition to ALL Governors:

- Ensure the effective organisation of the LGB.
- To ensure the LGB business is focussed on the key strategic priorities.
- To ensure the LGB is involved at a strategic level in the school's self-evaluation process and that this feeds into the key priorities.
- Ensure the LGB approves and monitors progress of the School Improvement Plan

- To ensure the LGB has the required skills , and that appointments made fill any identified skills gaps.
- To ensure all Governors receive appropriate induction, ongoing training as needed and have a thorough understanding of their role.
- To ensure members of the LGB act reasonably and in line with the NST code of conduct.
- Build a team by recognising and using people's strengths: delegate effectively, clarify objectives and use the whole LGB
- Ensure that individual governors' strengths are known and used and their efforts recognised
- Encourage Governors to take on additional areas of responsibility outside of meetings and to visit the school
- Encourage and develop the LGB's role to both support and challenge the Headteacher/ Principal and effectively hold them to account. Promote effective teamwork and good working relationships within the LGB. This includes developing a good working partnership with the Vice Chair.
- Work in close partnership with the Clerk to manage the work of the LGB effectively
- Where required, represent the LGB in its dealings with external partners and be an advocate for the school, including OfSTED Inspections.
- Attend termly Director Meetings for the Multi-Academy Trust and contribute to the overall vision and strategy of the Trust, this includes sharing best practise.

Meetings

- Work closely with the Headteacher/ Principal and Clerk to plan effective LGB meetings, adjusting the annual agendas where required. (The NST annual planner of agenda's and cycle of meetings and provides a guide for both termly and annual reports).
- A quorum must be present; this is a minimum of three Governors or one third of the total number of Governors (if greater).
- Chair LGB meetings effectively and efficiently: ensure meetings start and end on time, that agenda items are properly introduced, and that people are encouraged to and given the space to contribute
- Encourage Governors to work as a team and in a collaborate manner that allows them to debate differences in opinion and then make decisions
- Ensure all decisions taken at meetings are understood and minuted.
- Review the meeting minutes provided by the Clerk to ensure that the minutes accurately reflect the strategic discussion, decisions and actions agreed at GB meetings.
- To ensure that decisions taken at the meetings of the governing body are implemented.
- Ensure, supported by the Clerk, that the LGB's meetings and affairs are conducted in accordance with the law and that statutory requirements are met
- Ensure, with the Clerk, that Governors receive relevant information and materials well in advance of meetings
- Take the decision to re-schedule LGB meetings if necessary e.g. quorum is not met or the relevant paperwork has not been received with enough advance notice
- Emphasise that all Governors must accept collective responsibility for decisions taken at meetings
- Use Committee and Link Governors to meet statutory requirements, develop new ideas and solutions as well as agree plans of action

Relationship with Headteacher/ Principal

- To build a professional relationship with the Headteacher/ Principal which allows for honest conversations, acting as a sounding board and ensuring there are no surprises at meetings.
- To work with the CEO and Trust Board to ensure that there are transparent and effective processes for the recruitment and induction of the Headteacher/ Principal.
- To participate in the Headteacher/ Principal's performance review, ensuring that appropriate CPD (continuing professional development) is provided.
- To ensure that complaints made to the LGB are dealt with in a timely and effective manner.
- The Chair will also play a lead role, together with Trust Board, in any decision to suspend the Headteacher/ Principal..

Supporting

- To attend school functions (plays/sports days/prize giving) as appropriate and encourage other Governors to do so.
- Be accessible to Governors, staff and parents.
- Ensure that the efforts of staff are recognised by the LGB
- Encourage commitment, loyalty and high standards of behaviour by Governors through personal example and the development of clear, written expectations in the Code of Conduct
- To ensure that all governors feel valued and encourage their development.
- Act on behalf of the LGB in emergencies and reporting any urgent action taken, ensuring it is fully explained and supported at the following LGB meeting.

Vice Chair of Governors

Role and responsibilities in addition to those listed at All Governors

Deputise during the absence of the Chair inside and outside of meetings

- Support the Chair in the conduct of meetings
- Work closely with the Chair and take responsibility for agreed areas of work, e.g.
 - Support the effective operation of committees
 - Check, with the Chair, that decisions taken by the LGB are enacted
 - Assist with the induction of new Governors
 - Assist in co-ordinating the training of individual Governors and the governing body

Chair of the Local Education Committee

Role and Responsibilities

- Ensure that the terms of reference and delegated powers of the committee are known and understood by all Governors on the committee
- Communicate the committee's contribution to the LGB meetings

Relationships

- Work with the Chair of Governors, Headteacher/ Principal and Clerk to ensure coherence in the management of the LGB
- Promote effective teamwork and good working relationships within the committee

- Ensure that governor's strengths and interests are recognised and used effectively in achieving the committee's objectives

Meetings

- Work closely with the Headteacher/ Principal and Clerk to plan effective committee meetings, adjusting the annual agendas where required. The NST annual planner of agenda's and cycle of meetings and provides a guide for both termly and items (including statutory).
- Ensure effective clerking arrangements for the committee
- Ensure that meetings are effectively planned and Chaired, and that follow-up activity is completed
- Ensure that minutes are accurate and published promptly
- Ensure that confidentiality is maintained

Link Governors

General Role:

- Take a special interest in a particular area of need
- Keep abreast of developments locally and nationally
- Attend appropriate training for specialist area
- Make focussed visits to the school (most likely on a termly basis) for given area of responsibility; attend meetings with members of Senior Leadership Team or other staff within the school with responsibilities in that specialist area.
- Discuss the implications of any policies adopted by the LGB and ; monitor how the policies are implemented.
- Ensure statutory reports for the given area are reviewed and fit for purpose to your best knowledge before they are recommended to the LGB
- Act as an effective Link Governor, report back regularly to the governing body, making recommendations and reporting concerns where appropriate to the LGB.
- Annually meet with other Link Governors in your specialist area across the Trust to share best practice and contribute to evolving the role where appropriate

Specific roles and responsibilities:

- Currently there are four Link Governor roles:
 - Safeguarding, Attendance & Behaviour
 - Health & Safety and Data Protection
 - Special Educational Needs and Disabilities (SEND)
 - Pupils Premium Grant (PPG) / Sports Premium Grant (SPG)
- See **Appendix 3** "Terms of Reference for Committees and Link Governors" for further details of specific responsibilities.

6. LGB Meetings

Attendance at Meetings

A record is kept by the Clerk to Governors of attendance which can be reported to the Trust Board. It is an expectation that apologies are given to the Clerk to Governors when not attending a meeting with the reason provided. The Governors attending the meeting will decide whether to accept the apology. If the reason for non-attendance is of a personal nature you can share this with the Chair directly. Failure to attend and to give an acceptable apology results in the absent governor being recorded as a non-attende. If a Governor is unable to attend meetings for 6 months or for two consecutive meetings the Chair will approach the governor to discuss their suitability to remain in the role. Governor attendance at meetings is published on the website in line with DfE requirements.

Quorum

A quorum must be present at LGB meetings; this is a minimum of three governors or one third of the total number of governors (if greater).

Agendas

The meeting agendas follow an annual format which ensures that all governance requirements are met. The Clerk sends out the agenda and accompanying papers seven days in advance to the meeting. It is the responsibility of the Chair to set the agenda, in consultation with Senior Leaders in time to meet the deadline dates. If you wish to have an item added to the agenda you need to contact the Clerk or relevant Chair in advance of the meeting.

Cycle of Meetings

The LGB meets three times a year Committee meeting and Link Governor meetings are held on a termly basis throughout the academic year (Autumn, Spring and Summer Term) :

- Local Education Committee
- Link Governor for Safeguarding, Attendance and Behaviour
- Link Governor for Health & Safety and Data Protection
- Link Governors for SEND (Special Educational Needs and Disabilities)
- Link Governor for Pupils with a Premium

Governors attending the Committee and Link meetings provide reports and share updates at the LGB meetings. Additional meetings above and beyond the termly LGB meetings may be called by the Chair if the need arises.

Schedule of Meetings

The schedule of LGB meetings for the following academic year will be provided at the end of summer term.

7. Governors Code of Conduct

Anyone holding the office of school governor must act with integrity, objectivity and honesty and in the best interests of the school; be open about the decisions they make, the actions they take and should be prepared to explain their decisions and actions to interested parties.

The Code of Conduct is available as **Appendix 4** to this guide. Governors will be expected to adopt the NST Code of Conduct upon joining and then annually at the first governing body meeting of each academic year.

8. Breach of the Code of Conduct

Where there is an allegation that the code of conduct has been breached, NST expects the Chair (or Vice-Chair if the allegation is made against the Chair) to investigate as a matter of urgency, help resolve any difficulties and if necessary propose suspension or removal from the LGB as a sanction.

9. Transparency

The Secretary of State requires LGB's to provide certain details they hold about people involved in governance, as volunteered by individuals, via the DfE's database of all schools in the country.

In addition, the DfE also requires schools to publish on their websites:

- Names of Governors;
- Declarations of Interest
- Attendance record at LGB meetings.

For academies, the details of their governance arrangements must also be provided within the governance statement of their published annual accounts.

10. Declaring Business and Pecuniary Interests

Upon joining the LGB and then annually at the first meeting of every academic year, Governors will be asked to declare any conflicts of interest.

Declarations are also included as a specified item of business on the agenda of every LGB meeting. Where there is a conflict of interest for a given item on the agenda, a Governor would need to remove themselves from the meeting for the duration of that specific agenda item.

See **Appendix 5** for NST Policy on Declarations of Interest

11. Disclosure and Barring Service (DBS) checks on Governors

It is compulsory for all school Governors to apply for an enhanced DBS certificate within 21 days of their appointment. This is an important part of the process for safeguarding. The Clerk will assist you with completing this process upon appointment.

12. School Improvement Plan

The School Improvement Plan (SIP) is document that sets out the schools priorities for improvement over the coming year(s), following an analysis of its strengths and weaknesses.

It is approved by the LGB annually at the start of the year and progress is monitored by the LGB throughout the year. Governors when visiting the school aim to monitor/observe the implementation and progress in given areas of the SIP.

A copy of the SIP is sent to new Governors when they join and should be read as part of the induction process.

13. Reporting to the LGB

To assist the LGB in carrying out its functions, the Headteacher/Principal has a duty to provide the LGB with such reports in connection with the management of the school. The responsibility lies with Governors to ensure that the School Leaders are able to provide them with the relevant information in order to fulfil their roles and responsibilities.

Headteacher/Principal reporting will typically cover:

- Progress made towards implementing the school's strategy and against the key performance indicators;
- Pupil attainment, results and progress;
- The quality of teaching;
- The impact of teaching on learning and progress in different subjects and year groups with particular reference to vulnerable groups, including Looked After Children (LAC), SEND and PP;
- The performance management of teachers, appraisal outcomes;
- The use and impact of
 - o a) Pupil Premium Grant (all schools)
 - o b) Year 7 Catch up funding (High School only)
 - o c) Sports Premium Grant (Primary School only);
- Curriculum issues, developments and initiatives;
- Pupil numbers and attendance;
- Pupil behaviour, wellbeing and safeguarding;
- Staffing matters - deployment, appointments, resignations etc.;
- Finance and budget;
- Buildings and site, including health and safety and access;
- Stakeholder feedback e.g. Parental involvement, pupils voice/school council etc., and
- Extra-curricular, extended service and community matters.

14. Providing effective challenge

The Governance Handbook describes how effective LGBs can hold their Headteacher/Principal to account for improving school performance by asking the right questions. The handbook also refers to the questions that governors can ask.

Within the NST Governors Handbook **Appendix 6** provides a list of the types of questions you can ask as to ensure scrutiny of the information provided by School Leaders.

In addition, the National Governors Association (NGA) has produced a 'Knowing your School' briefing about questions for Governors to ask. The briefing is available to members of the NGA and NST has a membership. Your login can be obtained from the Clerk.

15. Objective Data

DfE guidance states that it is essential that every board has at least one person with the skills to understand and interpret the full detail of the educational performance.

At NST all governors will be given basic training on understanding the data presented to them at LGB meetings as part of the induction programme. Members of the Local Education Committee will be expected to develop specialist knowledge in this area and attend appropriate training.

DfE guidance emphasises that Governing Bodies must have objective, high quality and timely data to help them to know the questions they need to ask and to provide answers to their questions. Governors should make effective use of school performance tables and the "Analyse School Performance" service. This DfE video explains how Analyse works and how it can be helpful: www.youtube.com/watch?v=hZxymO3Rsj8.

Moderation and standardisation is an integral part of assessment ensuring that standards of assessment in reading, writing and mathematics are consistent among teachers, schools and local authorities and that they are maintained from year to year:

- Standardisation is when several teachers go through procedure in advance of marking in order to ensure that they understand the criteria for assessment judgements.
- Moderation is then a later check that the assessors have actually assessed to the same standards and accurate judgements have been made.

LGB's may receive moderation reports as part of the Headteacher/ Principal's reporting, these reports can be provided by an external organisation or by an internal source. Each school is likely to have some external moderation from the Local Authority from time to time. Internally within NST there is regular moderation across the schools at various key stages.

16. School Policies

Policy formation and approval is an important element of the governing body's functions. There are a number of statutory policies that schools must have in place, as well as other policies which aid in the effectiveness of the school. These policies are reviewed on a regular basis by Senior Leaders, Central Team, appropriate sub-committees and the LGB. A current list of policies can be found in **Appendix 7**.

NST policies are, most often, Trust-wide policies covering all schools governed by the Trust. Recommendations for new or amended policies are presented to the LGB and, if agreed, are recommended to the Trust board for consideration. The Trust Board would seek approval of all school LGBs before final approval.

17. Visiting the School

The DfE Handbook for Governors (section 3.3.2) states that:

- LGB's need to know their school if accountability is going to be robust and their vision for the school is to be achieved. Many governors find that visiting, particularly during the day, is a helpful way to find out more about the school. Through pre-arranged visits that have a clear focus, governors can see for themselves whether the school is implementing their policies and improvement plans and how
- Governors are not inspectors and it is not their role to assess the quality or method of teaching or extent of learning. They are also not school managers and should make sure they do not interfere in the day-to-day running of the school. Both are the role of the Executive Team.
- If governors wish to spend time within a classroom, they need to be very clear why they are doing so.
- Visits also provide an opportunity to talk with pupils, staff and parents to gather their views; they are unlikely to be sufficient for these purposes.

Within NST, in addition to visits by Link Governors all governors are encouraged to visit the school at least annually with a focus on a specific area of the SIP. At the start of each academic year the Chair will discuss with the LGB which areas will be priority for visits.

See **Appendix 8** for the template NST Governors School Visit Form

18. School Events & CPD

Governors are regularly invited to many events held at the school, these are good opportunities to find out more about what parents and community stakeholders think about the school. They are opportunities for people to know who the members of the Governing Body are as well as for gathering feedback.

At NST staff have 10 days for Continuous Professional Development (CPD) in an academic year. These are non-teaching days for training. Most maintained schools have a standard 5

days dedicated to CPD. The standard 5 days are dedicated to local school training needs and are determined by the Headteacher/Principal.

The remaining 5 CPD days maybe opportunities for the schools to combine time together in common areas of interest. This underpins our approach to Teaching and Learning and contributes to the ethos and values culture at the school. It is a key part of delivering the NST vision. All Governors are welcome to the Trust CPD days, further information can be obtained from the Clerk to Governors.

19. Complaints

The role of governors is principally to ensure that the school's policies help manage and support the school to deal with disruptive complaints effectively. Any individual complaints should be dealt through the normal school complaints procedure. This policy is available on the school website.

20. LGB Self-evaluation and Quality Assurance

It is good practice for all LGBs, to review their own effectiveness regularly and identify improvements.

As part of this process LGB's carry out the following tasks annually:

- Skills Audits – to ensure the LGB can fill any skills gaps when recruiting new governors
- Individual Self-Evaluations – governors annually review their contribution to the LGB and identify how this can be improved and any further support that may be required
- 360 feedback for Chair of Governors – to help ensure that they are able to evaluate their ability to complete the role and improve governance practise within the school

In addition once every three years the LGB will meet to complete the NGA self-evaluation for Governing Body's to review contributions to the school and how the GB can make improvements

21. Governor Training

An initial induction meeting will be arranged for you with the Chair of Governors. There are also some introductory training modules that you will be provided access to via the NGA as part of your induction to your role as a Governor.

Trust wide training for all governors is organised typically once a year. The training is often for a full day covering two or three different topics. The Trust actively encourages all governors to take advantage of these training courses.

Additional training for specific roles and areas can also be provided through your Local Authority and can be discussed with the Chair of Governors as/when required.

22. Further Sources of Information

The Key to Governors

NST has a membership with Key to Governors.

National Governance Association (NGA)

The NGA provides lots of resources for Governors and has a monthly magazine with articles on the latest developments for schools and Governors. NST has a membership with the NGA, to get your login details you should contact the Clerk to Governors.

GovernorLine

GovernorLine is a national helpline offering free, confidential and independent advice, information and support to school Governors, clerks and individuals involved directly in the governance of schools and multi-academy trusts in England. GovernorLine comprises of a telephone advice line and an email enquiry service.

- The telephone service is available free on **0800 151 2410** between 09:00 and 20:00 Monday to Friday (excluding bank holidays).
- Questions and queries can be emailed at any time to governorline@entrust-ed.co.uk for a full reply within two working days.

Governors for Schools

This is a free online resource with webinars and e- learning

<https://www.governorsforschools.org.uk/>

Appendix 1 - Glossary & Abbreviations

Glossary of Terms

Members	<p>The Members of the Trust who sign off the articles of association, and have ultimate responsibility for the trust achieving its charitable objectives. They have the power to appoint and remove Directors.</p> <p>At NST the Members are from the Faith Body - Guru Nanak Nishkam Sewak Jatha (GNNSJ)</p>
Memorandum of association	<p>The memorandum of association sets out the name of the academy trust and provide details of the three subscribers (or more if this is the case) who wish to form the trust and become its members under the Companies Act 2006.</p>
Trust Board	<p>The Trust Board deliver the three core functions of governance in an academy trust. They must also ensure compliance with charity law and company law, and with the academy trust's</p>

	<p>funding agreement. The board of trustees is sometimes referred to as the board of directors.</p>
Local Governing Body	<p>In multi-academy trusts (MATs), the board of trustees can delegate governance functions to local governing bodies.</p> <p>At NST each school/academy has its own LGB. The Chair of Governors from each school is also a Director.</p>
Funding Agreement	<p>The funding agreement is the contract between the academy and secretary of state for education that sets out the terms of how it is funded.</p> <p>In MATs, there is a Master Funding Agreement that regulates the funding for all academies within the MAT. There are also supplementary funding agreements that are specific to each academy within the MAT.</p>
Articles of Association	<p>The articles of association set out the internal management, decision making and running of the academy trust, and its liability. Members and Trustees of the academy trust must abide by the rules set out in the articles of association when governing the academy, and act in accordance with the powers that the articles of association confer on them.</p>
Multi-Academy Trust (MAT)	<p>A multi-academy trust (MAT) is a single entity established to undertake a strategic collaboration to improve educational standards across a number of schools.</p> <p>The MAT has overarching responsibility for governance across the schools. The MAT is accountable for the performance of each school within the group, although each can still have their own governing body which operates subject to delegation of power from the MAT.</p>
Executive Body	<p>The executive body work across all schools within the Trust to deliver their responsibilities:</p> <ul style="list-style-type: none"> • Chief Executive Officer • Chief Operation Officer

Chair of LGB	The governor responsible for leading the governing body of each local school. The Chair of the LGB is also a Trustee. The Vice-Chair deputises for the Chair whenever he/she is absent.
Clerk	The clerk is employed to provide effective administration of meetings, such as circulating meeting agendas and taking minutes, and to advise the governing body on statutory requirements.
Code of conduct	A code of conduct should be maintained for all Governors, setting clear expectations about governors' role and behaviour. By agreeing to a code of conduct, there is an explicit reference point in case any areas of disagreement/misconduct occur during a governor's term of office.
Committees	A group of Governors delegated responsibilities for a specific area of the governing body's work. <ul style="list-style-type: none"> • Local Education Committee
Link Governor	A member of the governing body that is appointed to oversee a specific aspect of its work. E.G. <ul style="list-style-type: none"> • Link Governor for Safeguarding, Attendance and Behaviour • Link Governor for Health & Safety and Data Protection • Link Governor for Pupil Premium • Link Governor for SEND
Meeting minutes	A written record of the events of a Local Governing Body or committee meeting.
Meeting agenda	A list of the items to be discussed at a governing body or committee meeting.
Quorum	The minimum number of Governors that must be present at LGB or committee meetings in order for official decisions to be made.

<p>Declarations Register of interests</p>	<p>All schools must publish a register of interests that records the relevant business and pecuniary interests of all Governors and senior staff that have served over the past 12 months.</p> <ul style="list-style-type: none"> • All NST Governors formally complete a written record at the start of each year (or when joining) • At each meeting Governors will be asked if they have any declarations for the meeting i.e. do you have a conflict of interest for any of the items on the agenda that must be declared.
<p>Scheme of Delegation</p>	<p>This document sets out the responsibilities of Directors and delegated responsibilities to Executive Body, Sub Committees , LGB, and Senior Leaders.</p>
<p>Terms of Reference</p>	<p>These define the purpose and remit of a governing body committee, and the arrangements for reporting to the LGB. E.G. specific responsibilities delegated to Local Education Committee and the Role Description of the Link Governors</p>
<p>School Improvement Plan (SIP)</p>	<p>A document that sets out the schools priorities for improvement over the coming year(s), following an analysis of its strengths and weaknesses. Signed off the each LGB annually at the start of the year.</p>
<p>S.E.F – School Self-Evaluation form</p>	<p>Section 5 SEF Every school evaluates itself against OfSTED Criteria and provides a self-assessment under each of the main headings</p> <p>Section 48 SEF Every school evaluates itself against the Faith & Values criteria set out by the Faith Body. This inspection is undertaken by schools with a religious designation.</p>
<p>Pupil Data</p>	<p>This can refer to both:</p> <ol style="list-style-type: none"> 1. Pupil Attainment – grades and levels of achievement 2. Pupil Progress – the rate of progress shown by pupils over-time

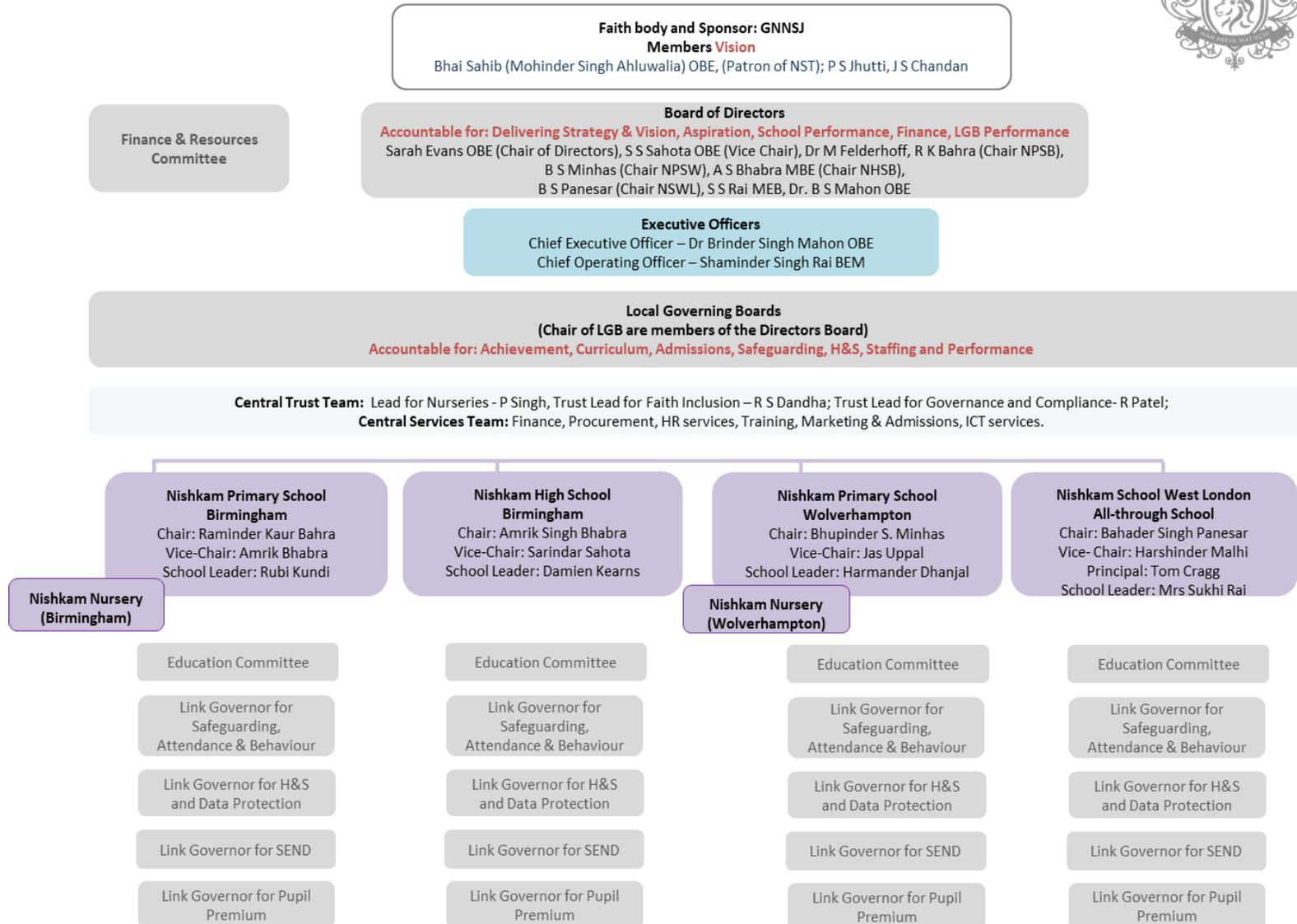
ABBREVIATIONS

AT	Associate Teacher – may be called Teaching Assistant in other schools
APS	Average point score
Cohort	Year Group
CPD	Continuous Professional Development (refers to staff training)
EAL	Pupils with English as an Additional Language
EWO	Education welfare officer
Ever 6	Pupils who were entitled to Free School Meals (FSM) and therefore are entitled to a premium (additional funding) also referred to as Pupils with a Premium (PP)
EYFS	Early Years Foundation Stage (Reception Classes)
LGB	Local Governing Body
FOI	Freedom of Information
FSM	Free school meals
GB	Governing Body
G&T	Gifted and talented
HLTA	Higher level teaching assistant
HoD	Head of department
HoY	Head of year
H&S	Health and Safety
IEP	Individual education plan
	Key Stages 1 – Reception to Year 2
	Key Stage 2 – Year 3 to Year 6
KS1, KS2, KS3, KS4	Key Stage 3 – Year 7 to Year 9
	Key Stage 4 – Years 10 & 11
	Key Stage 5 – Sixth Form
LA	Local authority
LGB	Local Governing Body
NGA	National Governors' Association
NQT	Newly qualified teacher
Moderation	Internal or External verification of data assessments and judgements made by Teachers on pupil progress and attainment
PP and non-PP	Pupils with a Premium (PP), Pupils without a premium (non-PP)
PSHE	Personal, social and health education
QoT	Quality of Teaching and Learning

SCR	Single central record – record of DBS checks for safeguarding
SIP	School improvement plan
Section 5 inspection	Inspection of the school carried out by OfSTED Inspectors against the criteria in the OfSTED Inspectors Handbook
Section 48 inspection	Faith inspection of School against the Faith & Values criteria set out by the Faith Body. This inspection is undertaken by schools with a religious designation.
SEF	Self-evaluation framework/form
SEN	Special educational needs
SENCO	Special educational needs co-ordinator
SEND	Special educational needs and disability
SIP	School Improvement Plan
SLT	Senior leadership team
SMSC	Spiritual, moral, social and cultural
TLR	Teaching & Learning Responsibility
UPR	Upper pay range
VA	Value added

Appendix 2 – NST Organisational Structure

Nishkam School Trust; Governance and MAT Structure



Appendix 3: Administrative procedures for meetings

Action:	Possible Sources of information:	Timing:
<p>Chair prepares agenda and is responsible for passing to the clerk for distribution to committee members.</p> <p>Agenda cycle to be consulted when preparing draft to ensure all statutory items are covered.</p> <p>Copies of documents for discussion should be included.</p>	<p>Consultation with Headteacher</p> <p>Committee terms of reference</p> <p>SIP</p> <p>Minutes of previous meetings</p> <p>Minutes of LGB meetings</p> <p>Enclosures received from LGB or Clerk</p>	<p>Clerk to circulate 7 days before meeting.</p>
<p>Clerk prepares draft minutes and sends them to the Chair. These should clearly record key discussion points and decisions made.</p>	<p>Meeting</p>	<p>Draft minutes sent to Chair within the 7 days.</p>
<p>Chair approves draft minutes and forwards to the clerk</p>		<p>Minutes sent to Clerk at least 10 days before LGB meeting</p>

Appendix 3 Terms of Reference: Sub Committee and Link Governors

Local Education Committee

Overview

1. The LGB reviews the membership of the Local Education Committee annually. There should be a minimum of two governors (excluding staff governors) to the committee.
2. The quorum is two governors and excludes staff governors.
3. There should be a minimum of one meeting per term.
4. Recommendations and proposals from committees can be put to the LGB at the next meeting.
5. Minutes of each committee meeting should be recorded.
6. The committee determines the Chair and Vice-Chair of each committee, which is reviewed annually at the first meeting of the autumn term.

Purpose:

- To regularly review all aspects of progress and achievement of the schools, and review targets agreed at the LGB, by considering:

- School Improvement Plan (SIP) (agreed at LGB)
- Schools' self-evaluation documents (agreed at LGB)
- External advisor reports on learner outcomes
- Pupil Progress and attainment data
- Review relevant school policies and procedures as per the policy cycle and make recommendations to the LGB

Responsibilities:

- To monitor the school assessment targets and data in line with local and national standards for the relevant Key Stages.
- To monitor progress made across the whole school in line with local and national standards
- To monitor provision for all groups identified and to evaluate their progress and achievement for example, looked after children, pupils with a premium, more able pupils showing excellence, children with special educational needs
- To ensure the school leadership has appropriate and rigorous systems in place for assessment throughout the school
- To monitor and review the information about school performance and ensure reporting to parents according to statutory requirements
- To review and monitor strategies for ensuring quality Teaching and Learning
- To review and monitor methods for Teacher and AT assessment
- Understand, develop and monitor the curriculum provision at the school
- To monitor the views of pupils on the curriculum, pupil progress and achievement and to evaluate the ways in which the school actively responds to pupil views
- To recommend targets for school improvement to the LGB
- To consider recommendations from external reviews of the school e.g. OfSTED inspection, local authority review, or consultants to agree the actions needed to address any issues identified through external review; and to evaluate regularly the implementation of any plan agreed.

Time Commitment: Termly committee meeting for 2 hours

A. Link Governor for Health & Safety and Data Protection

Role:

The role of the Governor for Health & Safety and Data Protection is:

1. In support of the School Lead, is to ensure that the school has procedures for meeting all relevant health and safety legislation including undertaking risk assessments. The School Principal/Headteacher will be responsible for the day to day management of the school's health and safety policy and the communication of its requirements.
2. Monitor the procedures in place for Data Protection and review the risk register for the school

Responsibilities:

- Keep the governing body informed of issues relating to a) health and safety and b) Data Protection
- Complete a termly walkabout with the school's health and safety representative to ensure regular inspections of the school premises occur

- Ensure Health & Safety statutory checks and updates are completed
- Review outstanding actions from annual health & safety audits undertaken
- Review the school's Risk Register for Data Protection
- Ensure the termly report captures all the relevant information that needs to be reported to the LGB.
- Ensure actions agreed within the termly report are followed up and completed.
- Keep informed by reading new materials and DfE guidance or statutory information relating to health and safety matters and data protection.
- Attend training for Governors regarding Health & Safety and Data Protection for your role

Time Commitment: Termly meeting with School Leadership Team for 2 hours

B. Link Governor for Safeguarding, Attendance & Behaviour

The Safeguarding, Attendance and Behaviour Link Governor, in support of the Principal/Headteacher, is to ensure that the school has procedures for meeting all relevant safeguarding legislation. The School Principal/Headteacher will be responsible for the day to day implementation of the school's safeguarding policy and the communication of its requirements.

The Link Governor will play an essential role in ensuring oversight and scrutiny of safeguarding policy, procedure and practice on behalf of the LGB. The governing body has the responsibility to monitor the policy and, if necessary, to require additional actions.

Other areas of welfare for pupils is monitored by scrutinising the information reported on attendance and behaviour, this includes vulnerable pupils i.e. Pupils with a premium, Pupils with SEND (Special Educational Needs and Disabilities) and Looked After Children (LAC).

Role and Responsibilities:

- To ensure that the appropriate systems and procedures are in place to cover all aspects of safeguarding
- Attend 'Safeguarding Training' specific to your role.
- Visit the School Leadership Team on a termly basis to ensure that all statutory requirements are being met. This includes:
 - adequate training for the DSL, Deputy DSLP and school staff
 - That staff know the procedures for safeguarding and that clear lines of accountability exist for staff regarding safeguarding at school.
 - There is a robust system for recording, storing and reviewing pupil attendance
 - There is a robust system for recording, storing and reviewing pupil behaviour
 - The school liaises with the relevant agencies for pupils who are Looked After Children and for pupils with a Child Protection Plan or Child in Need designation.
 - The school works together in a multi-agency setting to ensure the best outcomes for pupils
- View the single central record on a termly basis and ensure it is up to date and maintained in line with guidance.
- Monitor progress against any outstanding actions following the schools annual safeguarding audits with the School Lead
- Take account of how safe pupils feel when in school.

- Review and monitor the learning within the curriculum for keeping pupils safe, anti-bullying, preventing extremism and other areas of safeguarding & wellbeing.
- Monitor the strategies in place for improving attendance and review their impact
- Monitor the strategies in place for dealing with behaviour issues and their impact
- Liaise with the School Leadership Team about general child protection issues, broader safeguarding and welfare issues within the school and as such be able to provide reports to the governing body to enable adequate oversight.
- Ensure the termly report to Governors includes all the relevant information and actions that the governing body should be aware of.

Time Commitment: Termly meeting with School Leadership Team for 2 hours

C. Link Governor for SEND

The role of the Special Educational Needs and Disabilities (SEND) Governor is to report to the governing body on the provision being made for pupils with SEND and its impact. The SEND Governor can act as the link between the SENCO and the governing body.

Role:

The role of the link governor is to:

- Understand the governing board's responsibilities under the SEND Code of Practice
- Ensure that the school is meeting the needs of pupils with SEN and disabilities in line with the SEND Code
- Meet termly with the SENCO to discuss the school's SEN provision and monitoring all aspects of this and ensure critical information is reported back to the LGB.
- Monitor the progress and attainment of pupils with SEND
- Ensure that all pupils with SEND join in with the everyday activities of the school together with the children without SEND wherever possible
- Make sure the school has a suitable and up-to-date SEN information report and policy and that this is published on the website (Appendix A)
- Ensure that parents/guardians are informed that the school is making SEN provision and get appropriate updates and reports
- Ensure that both parents and pupils are involved in the planning and review for the SEND provision
- Ensure the school has appointed a SENCO and they have received appropriate training
- Ensure the school is making reasonable adjustments in line with the Equality Act 2010. Ensuring the school Accessibility Plan and Equalities objectives include the appropriate actions required to meet the needs of pupils with SEND.
- Making sure SEND staffing and resources are considered in any budget discussions
- Ensure that staff training and CPD includes a focus on Quality First Teaching and any specific training required for pupils with SEND
- Ensure that the SENCO is effectively raising the awareness of Teachers and AT's so they are aware of the importance of identifying SEND needs as early as possible and putting in place provision for this.
- Ensure that allocated funding for pupils with EHCP can be tracked with regards to where it is spent, why and the impact.
- Attend training on the role of the SEND governor.

Responsibilities:

The SEND Link Governor carry out their responsibilities through termly meetings which can include the following:

Termly:

1. Review the pupil progress data presented at Governing Body meetings (and Education Committee meetings – Optional attendance) with a focus on:
 - A. The attainment of SEND pupils compared with other groups
 - B. The progress of SEND pupils over-time to compared to other groups
 - C. Where gaps are identified within data for pupils with SEND are interventions in place?
 - D. Ensuring that needs/gaps identified for SEND pupils are included within the School Development Plan
2. School Visit to meet with SENCO on a termly basis and develop and understanding of a) processes that meet the needs for SEND pupils, b) how SEND resources are being allocated and their impact (see Appendix B)
3. Ensure the Link Governor termly report to the LGB outlines a summary of the visits including:
 - Progress on previous actions agreed
 - What is working well
 - Key Questions and/or areas for further investigation
 - Actions agreed

Time Commitment:

- Termly meeting with SENCO for 1.5 - 2hours
- Attendance at termly Education Committee – 2hours (OPTIONAL)

Total = 2 - 4 hours per term

Annexe A – SEN Information Report requirements

The SEND Code requires the school to produce and update a report which describes the following (Section 6.79 of the SEND Code):

- The kinds of SEN that are provided for
- Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)
- Arrangements for consulting parents of children with SEN and involving them in their child's education
- Arrangements for consulting young people with SEN and involving them in their education
- Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review
- Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect

their ambitions, which could include higher education, employment, independent living and participation in society

- The approach to teaching children and young people with SEN
- How adaptations are made to the curriculum and the learning environment of children and young people with SEN
- The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
- Evaluating the effectiveness of the provision made for children and young people with SEN
- How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
- Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying
- How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families
- Arrangements for handling complaints from parents of children with SEN about the provision made at the school

Annexe B – Areas of Focus on School Visits for SEND

TERM 1 - Statutory Compliance
Is the SENCO new to the role? Does the SENCO have appropriate experience and/or qualifications? <i>SEND code states that where a newly appointed SENCO has not previously been the SENCO at that school, or any other relevant school, for a total period of more than 12 months, he or she must achieve the National Award for Special Educational Needs (SEN) Co-ordination within three years of appointment</i>
What is the school's SEN policy is in place and reflects current practice and provision?
Has the school SEN Information Report is updated? Does it meet the requirements of the SEN Code?
Do SEND pupils have access to a broad and balanced curriculum? How do we ensure this? When was the school Accessibility Plan last updated? (Annual updates required - statutory). Does the plan adequately covers needs of the current SEND cohort including new pupils who joined the school?
Does the SENCO have input into the Equalities Objectives? When was it last updated? (Annual updates required - statutory). Does it include goals for pupils with SEND where appropriate?
Where relevant, are there risk assessments/Personal Emergency Evacuation Plans (PEEPs) in place for pupils with SEND?

TERM 2 - Monitoring and Assessment of Pupil Progress
How does the school ensure early identification of pupils with Special Educational Needs
How does the school ensure a graduated approach to SEND delivery? i.e. Assess, Plan Do, Review (see nasen guidance)
Does each SEND pupil have individual education plan designed for their needs? Are targets for SEND pupils aspirational?
How are the individual plans put together to provide a school overview of needs?
How does the SENCO monitor and track progress of SEND pupils? How does the SENCO assess the impact of intervention programmes?
TERM 2 - Quality of Teaching & Learning

Does the school have detailed provision mapping in place for all SEND pupils? Are the plans up to date? What is the procedure for updating them?
Does the provision mapping provides information on the cost of support for pupils with EHCP top-up funding?
How is the quality of teaching is regularly monitored to ensure pupils' needs are met for SEND pupils e.g. effective differentiation is in place
Are pupils with SEND are meaningfully involved in all aspects of school life alongside their peers? How do we know?
Are there good transition arrangements (for pupils joining & leaving the school) in place for all pupils with SEND? Are the transition arrangements tailored to the needs of individual pupils?

TERM 3 - Involvement of Parents, Carers and Pupils
Does the school meet with parent/carers and pupils to discuss pupil progress, supporting strategies and responsibilities at least three times a year?
How does the school record the outcomes, action and support agreed through parent/carer discussions is kept?
How is this shared with parents/carers?
How is this information shared with the appropriate school staff that work with the pupil?
How is the voice of pupils with SEN and/or disabilities heard? How does their voice influences the decisions that are made about their learning and well-being?
TERM 3 - Leadership & Management
How does the SENCO work strategically with SLT (Senior Leadership Team) and Governors?
How does the SENCO demonstrates a role of leadership and professional challenge in supporting and promoting a culture of aspiration for SEND pupils across the school
How does the SENCO deploys and manage staff effectively to ensure the most efficient use of resources to improve progress of pupils with SEND?
How is the SENCO involved with professional development of staff so that all staff so that they both improve their practice and take responsibility for removing barriers to participation and learning
Does the SENCO work effectively with external agencies across education, health and social care? How does the SENCO ensure external advice (where appropriate) is implemented?
Does the SENCO have input into the SDP? Does the SDP reflect any gaps and needs for SEND pupils? Does the SDP include any identified training needs which will improve staff knowledge and skills of SEND?

D. Link Governor for Pupil Premium

Background

The pupil premium is additional funding to raise the attainment of disadvantaged pupils. These are pupils in receipt of a free school meal now and/or in the last 6 years. The pupil premium funding is provided to help close the attainment gap between this disadvantaged group with those pupils who are not. Schools are free to choose the best way of using the money provided but they are accountable for showing the evidence and impact of this spending to Governors, and OfSTED.

The LGB is responsible for agreeing the allocation of funding and monitoring the impact of agreed activities. It is good practice for the governing body to appoint a named governor who will work with school and it's 'pupil premium champion' to understand the decisions about targeted provision, scrutinise data and oversee the progress and impact of spending.

Role

The role of the pupil premium governor primarily focuses on:

1. Reviewing the allocation of resources for pupils with a premium, the consequent audit trail of expenditure and monitoring the impact of spend
2. Raising the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Responsibilities:

The pupil premium Governor will ensure:

- Ensure the pupil premium policy is reviewed regularly and approved by the governing body
- Monitor that the pupil premium policy is being implemented.
- Pupil progress data for pupils with a premium is scrutinised
- Barriers to learning are identified and that the pupil premium funding is allocated to tackle these barriers
- The pupil premium expenditure is clearly identifiable
- The school has a plan for pupil premium expenditure and that this is published on the school website.
- The interventions planned have clear success criteria
- The pupil premium spend is reviewed at the end of the year and its impact can be audited.
- There is ongoing review of the interventions for pupils with a premium throughout the year to assess the impact of the interventions.
- The School Improvement Plan includes any concerns relating to the progress of pupils with a premium

Implementation:

The Pupil Premium Governor will carry out the responsibilities by:

A. Data Scrutiny

Focusing on the pupil premium data/information presented termly at Governing Body meetings (and Education Committee – optional attendance) to monitor:

- ❖ The attainment of Pupils with a Premium compared with other groups
- ❖ The progress of Pupils with a premium over-time to compared to other groups
- ❖ Attainment of the More Able pupils with a premium compared with other More Able pupils
- ❖ Where gaps are identified within data, what are the interventions in place?
- ❖ How were these interventions chosen? Are they based on good evidence for having impact? (
- ❖ How does pupil progress compare to data nationally for pupils with a premium and within the Local Authority?
- ❖ Monitoring if there are additional barriers facing pupils with a premium with regards to:
 - i. Attendance/ Persistent Absence
 - ii. Punctuality
 - iii. Behaviour including exclusions
 - iv. SEND

B. Termly visits:

Termly visits to the school to meet with Senior Leadership Team may include:

- **TERM 1 (Autumn)** - Reviewing statutory Pupil Premium expenditure reports for intended spend prior to presentation to the LGB. This is to ensure that i) the money is spent in an identifiable way, and ii) the impact of the spend can be evidenced (See Appendix A and Appendix C).
- Ensuring the school has published information on its website about pupil premium funding once the reports have been approved by the Governing Body (see Appendix A).
- Learning Walk to gain understanding and oversight of the a) planning for pupils with a premium, b) interventions in action, and c) impact of pupil premium expenditure. The learning walk could be related to a specific area within the School Development Plan.

- **TERM 2(Spring)** - School Visit focusing on pupil premium, this could include:
 - a. How resources have been allocated,
 - b. Better develop an understanding for identified barriers to learning for this cohort e.g. Attendance, behaviour, any other additional support or resources required
 - c. Take a view regarding the interventions in place and how their impact is being monitored.
- **TERM 3 (Summer)** - Meet with Senior Leaders at the end of the year to evaluate the actual expenditure of the pupil premium funding. In addition review the impact of the specific interventions undertaken and assessing the learning from this.
- Ensuring the school has published information on its website about historical expenditure of the pupil premium funding at the end of the academic year.
- Learning Walk to gain understanding and oversight of the a) planning for pupils with a premium, b) interventions in action, and c) impact of pupil premium expenditure. The learning walk could be related to a specific area within the School Improvement Plan.

Time Commitment:

- Termly meeting with SLT for 1.5 - 2hours
- Attendance at termly Education Committee – 2hours (OPTIONAL)

Total = 2 - 4 hours

LINK PP GOVERNOR (Annexe A) – DfE Requirements for Pupil Premium:

<https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#pupil-premium>

For the current academic year, we recommend you publish:

- how much pupil premium funding you received for this academic year
- details of the main barriers to educational achievement that the disadvantaged children in your school face
- how you will spend your pupil premium funding to overcome these barriers and the reasons for the approach you've chosen
- how you will measure the effect of the pupil premium
- the date of the next pupil premium strategy review

For the previous academic year, we recommend you publish:

- how you spent your pupil premium funding

- the effect that the pupil premium had on pupils

Annexe B - Areas and Questions the Pupil Premium Governor can focus on during school visits:

Meet with Senior Leaders to develop a deeper understanding of the barriers that are impacting on the progress of attainment of pupils, these could include:

- Literacy or numeracy
- Behaviour for learning
- Self-esteem or confidence issues
- Home environment
- Access to basic school equipment
- Punctuality or attendance
- Social integration issues
- Lack of a positive role model at home/aspiration

Additional questions for visits:

- ❖ Discuss with Senior Leader who is responsible for inclusion to monitor attendance, punctuality and behaviour (particularly exclusions) and what actions the school is taking to address any issues?
- ❖ What is the school policy for pupils with a premium and is it being implemented? Does it require updating?
- ❖ How do Teachers know which pupils are eligible for a premium? How are teachers held accountable for the progress of pupil premium children in their class?
- ❖ If attainment and progress for pupils with a premium continues to fall behind other pupils mid-year, what is being done to address this? Are interventions monitored and updated throughout the year?
- ❖ Has the Link Governor been able to observe some of the learning interventions identified for funding? Can the impact of interventions be linked to progress of pupils?
- ❖ How does the school know if the current interventions being undertaken are having a positive impact? If the question cannot be answered, does the strategy need to be reconsidered?
- ❖ Are there any case studies of pupils that can help demonstrate the impact of interventions?
- ❖ What would you say are the main challenges in the use of the pupil premium, and how is the school working to overcome them?
- ❖ Is there anything further the governing board should be aware of that could help the school gain the maximum advantage from the pupil premium?

Annexe C - Questions Link Governor for Pupil Premium could ask about funding expenditure:

Planned Expenditure:

- Are SLT clear about current gaps within the school between pupils with a premium and those without a premium?
- What are the other barriers to learning identified for the pupil premium cohort? How is this information used in deciding how the pupil premium funding will be allocated? e.g. attendance, behaviour, Special Educational Needs (SEND), English as an Additional Language (EAL)

- How do interventions cover the needs of any gaps identified within sub-groups e.g. differences in progress by gender, EAL, ethnic background, pupils with SEND, more able pupils from a disadvantaged background?
- What is the reasoning behind each intervention for the planned spend for pupil premium funding? Is there good evidence/research to show this has an impact (See Appendix D)? If not are there clear alternate reasons why this/these intervention are supported?
- Does each intervention have a specified amount of funding? What is the success criteria for the intervention and how will the impact be measured? Who is responsible for implementing each action and when? How will interventions be monitored ?
- Are the actions new or continued? If the actions are continued is there good evidence to support this?
- How is the pupil premium funding kept separate from general school resources so it can be specifically and identifiably used?

Reviewing Expenditure:

- How confident is the school that the pupil premium grant is spent appropriately on the intended target group?
- How does the success criteria show the impact made by interventions undertaken? e.g. do measurements show a change in pupil progress, pupil attainment, pupil attendance, pupil behaviour, self-esteem.
- If there was little or no impact, what is the learning from this and how will this impact future spending?
- Where there any changes to strategies mid-year, does the report clearly identify these?

Annexe D – Resources for Pupil Premium:

The Education Endowment Foundation (EEF) has produced a toolkit comparing the effectiveness of various interventions designed to close the attainment gap between disadvantaged pupils and their peers. Schools could choose to spend their pupil premium funding on these interventions.

The toolkit gives each intervention a rating for value for money and security of evidence. It then allocates an impact rating based on the average amount of additional progress pupils make when the intervention is followed. Based on these criteria, the most successful interventions include:

- Meta-cognitive and self-regulation strategies
- Effective feedback practices
- Peer tutoring
- Early years intervention
- Mastery learning
- One-to-one tuition

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>

John Dunford Top ten point plan for spending pupil premium funding:

<https://johndunfordconsulting.co.uk/2014/10/11/ten-point-plan-for-spending-the-pupil-premium-successfully/>

Appendix 4 - NST Governors Code of Conduct

Overview

School Governors make an invaluable contribution to the lives of our children. Being a governor involves significant amounts of time and energy.

All those appointed to Governing Boards should fulfil their duties in line with the law, the DfE Governance Handbook and the seven principles of public life (see Appendix I).

In addition Governors and trustees should comply with the DfE Competency Framework for Governance, which expects all those involved in governance to be:

- Committed;
- Confident;
- Curious;
- Challenging;
- Collaborative;
- Critical, and
- Creative.

Role and responsibilities

- The governing board is responsible for determining, monitoring and keeping under review the broad policies, plans and procedures within which the school will operate.
- The governing board commits to this Code of Conduct on an annual basis and it will be signed by Governors at the first meeting of the Autumn term.

Core Function

The Governing Body commits to remaining focused on our three core strategic functions of:

- ensuring clarity of vision, ethos and strategic direction;
- holding the Principal/Headteacher to account for the educational performance of the school, and
- overseeing the financial performance of the school and making sure its money is well spent.

Key Policies

All members of the governing board will be required to make themselves familiar with school procedures, including the following:

- Safeguarding Policy
- Whistleblowing Policy
- Health and Safety Policy
- Behaviour Policy
- Data Protection Policy
- Complaints procedures

Guidelines

Governors will:

- Accept that they have no legal authority to act individually, except when they have been given delegated authority to do so.

- Only speak on behalf of the governing board when they have been specifically authorised to do so.
- Act fairly and without prejudice.
- Encourage open governance.
- Accept collective responsibility for decisions made by the governing board.
- Be mindful of their responsibility to maintain and develop the ethos and reputation of the school.
- Consider how decisions may affect the community.
- Actively support and challenge the leadership of the school.
- Follow the procedures established by the governing board.
- Under no circumstances will Governors speak against discussions or decisions outside of governing board meetings.
- The governing board will fulfil its duty as an employer, acting in a manner that is expected of a good proprietor.

Confidentiality

- When matters discussed between Governors are deemed confidential by the Governing Body or Chair of Governors, or, where they concern specific members of staff or pupils, complete confidentiality will be observed both inside and outside of the school.
- Members of the governing board partaking in discussions regarding school business outside of governing board meetings will exercise the greatest prudence at all times.
- The details of a governing board votes will not be revealed under any circumstance.
- Governors accept and consent that in the interests of open and transparent governance, their names, date of appointment, terms of office, role, attendance record and any business/pecuniary interests they have will be published on the school website.
- In the interests of transparency, Governors accept and consent to information relating to them as members of the governing board being logged on the DfE's national database.

Commitment

- Members of the governing board fully understand their role and are committed to the amount of time and energy the role involves.
- Each member of the governing board will be actively involved in the role and accept their fair share of responsibilities within the governing board i.e. in addition to attending Governing Body meetings they will be part of a committee, take on a Link Governor role, or visit the school to review progress on a specific/allocated area of the School Development Plan
- Governors will demonstrate their commitment by attending regularly, being punctual, reading all relevant paperwork before meetings, arriving prepared to make an informed and positive contribution and by observing meeting protocols.
- Undertaking Induction Training for the role as soon as possible after being appointed to the role
- Attend all relevant training in a prompt and efficient manner.
- Participate in the review processes of the Governing Body. This can include undertaking a) skills audits, b) individual self-evaluations, c) 360 feedback for the Chair of Governors and d) LGB evaluations.

Attendance

- Full effort will be given to the attendance of meetings.
- Where a governor cannot attend a meeting, they will contact the **clerk** in advance to give their apologies. Where the reason is of a personal nature they can contact the Chair of Governors directly.
- Where a Governor does not attend meetings for a period of six months or two consecutive terms the Chair will approach the Governor to discuss their ability to remain committed to the Governing Body.

Behaviour of Governors

- The chair of the governing board is responsible for ensuring the appropriate conduct and behaviour of Governors at all times.
- The governing board will seek to develop open, honest and effective working relationships with the headteacher, staff members and parents at the school, as well as any other relevant bodies.
- Members of the governing board will continuously strive to work as a team.
- Governors will always express their views openly, but in a courteous and respectful manner.
- The governing board will acknowledge the time, effort and skills demonstrated in the execution of delegated functions by other members of the body.
- Governors will take into account any concerns expressed about their delegated function, and will be prepared to answer queries from other Governors regarding their role.
- When making decisions, Governors will carefully consider how their decisions and actions might affect those who are part of the school community and wider locality.

Conflicts of interest

- Members of the governing board will act in the best interests of the school at all times and will not act in the interest of, or as a representative of, any group or individual.
- Governors will record in the **Register of Business/Pecuniary Interests** any interests that they might have in connection to the governing board's business. This is signed on an annual basis.
- Members of the governing board will declare any interest they may have in an item of business on the agenda, and will immediately remove themselves from the meeting while it is under discussion.
- Any conflict of loyalty will be declared at the start of any meeting, should the situation arise.

Access to the school

- All members of the governing board will take an active interest in the school and its community.
- Governor are encouraged to undertake visits to the school in line with the objectives of the School Development Plan or specific areas of responsibility i.e. a Link Governor role they committed to.
- Governors will actively participate in the school community, and will respond to opportunities to be involved in school activities and events.

Breaching the code

- If a member of the governing board breaches this code of conduct, the issue will be raised with the **chair of the governing board**, who will investigate the concern. In the event that it is believed the chair has breached this code of conduct, another member of the governing board will undertake the investigation.
- The governing board will only suspend or remove a governor from their post as a last resort.
- The governing board will attempt to resolve any difficulties or disputes in a constructive manner before suspension or removal is considered.
- In the event of a resolution being made to remove a governor from office, the following procedure will be implemented:
 - A resolution to remove a governor from office will be included on an agenda, and circulated to all members of the governing board.
 - A meeting will be held and the resolution to remove the governor from office will be fully explained.
 - Governors will give due and careful consideration to the reasons given to remove the governor from office.
 - The governor whom it has been proposed to remove from the governing board will be given an opportunity to make a statement in response to the resolution to remove them from office.
 - Within 14 days of the first meeting, a second meeting must be held and an agenda item specifying the governing board will confirm their decision.
- Any elected staff or parent governor who has been disqualified from their role and removed from office will be disqualified from serving as a governor and holding office for a period of five years. This period is taken from the date immediately after the day they were disqualified from their elected role.

Name of governor:	
Signature	
Date:	

The Seven Principles of Public Life

Originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations.

Selflessness

- Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

Integrity

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

Objectivity

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

Accountability

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

Openness

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

Honesty

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

Leadership

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

Appendix 5 – NST Policy for declarations of interests

Introduction

In line with DfE guidance, AFH (Academies Financial Handbook) a register of business and pecuniary Interests form which must be completed by all Members, Directors and Governors within Nishkam School Trust annually. Each governing body is required to establish and maintain a register which enables governors to demonstrate that in spending public money they do not benefit personally from decisions that they make.

A conflict of interests may create problems for the governing body if:

- It inhibits free discussion
- Results in decisions or actions that are not solely in the interests of the school and the governing body
- Risks the impression that the governing body has acted improperly.

The governing body must avoid both real and perceived conflicts of interest by promoting integrity and openness in accordance with the seven principles of public life (see NST Governors Code of Conduct). By implementing this policy Nishkam School Trust will ensure the trading of goods and services is conducted in accordance with the high standards of accountability and transparency required within the public sector.

Declarations

The register of interests is a statutory document and careful consideration must be given to it. Individuals are responsible for declaring any conflict between their business and personal interests and those of the school.

Declarations must include:

- Directorships, partnerships and employments with businesses that provide goods or services to Nishkam School Trust
- Significant shareholdings or other appointments of influence within any business/organisation which may provide services to the school
- Trusteeships and governorships at other educational institutions and charities irrespective of whether there is a trading relationship
- Personal interests (non-financial) which could reasonably be considered to be a conflict when making monetary decisions for the school

The term 'interest' refers to an individuals own interest and also the interests of their immediate family (this can include the individuals child, parent, spouse, civil partner, sibling, anyone who lives with them and others) who may exert influence over decisions. If in doubt the presumption should be towards including an interest in the register.

Procedures

Conflicts of interests could lead to questions of bias when considering/making decisions on agenda items at governing body meetings. Interests must be declared both annually in writing, and where relevant, verbally at the start of each governing body meeting.

In the event that the governing body has to decide upon an item or question in which a Director/Governor/Staff member has a conflict of interest, the individual concerned will be asked to withdraw whilst that particular item is considered and will not have righting votes on that matter.

All decisions concerning the conflict of interest will be recorded in the minutes of the meeting including:

- The nature and extent of the conflict
- The actions taken to manage the conflict

Managing contracts

If an individual has a conflict of interest, they must not be involved in managing or monitoring a contract where the interest exists. Monitoring arrangements for such contracts will include provisions for an independent challenge and review of bills/invoices. If appropriate a termination of the contract will be considered if the relationship is unsatisfactory.

Publishing interests online

In line with DfE guidelines Nishkam School Trust is required to publish online the relevant business or pecuniary interests of 'members' and 'Governors'. Nishkam School Trust has discretion over the publication of interests of other individuals (including parent, spouse, civil partner, child).

Completing the form

The register of interests should be signed in ink upon completion. If you require any assistance with the form please contact the Clerk to Governors

Appendix 6 - Strategic Questions for the Governing Body to ask

School Priorities:

- What are our strategic priorities in the School Improvement Plan (SP)? How have these priorities been set?
- How are the objectives cascaded to staff in the school?
- How are we as Governors involved in the school's self-evaluation? Do we contribute to the school self-evaluation form (SEF)?
- Do all stakeholders share our vision for the school? How do we know?

Pupil Progress

Pupil achievement

- How do we know the level of pupils' attainment on joining the school? How secure is this?
- What progress would we expect pupils to make during each of the Key Stages?
- How do we know whether pupils are making expected progress, or are above/below this? How do we assess the progress of different groups?
- Are there any groups of pupils who are overperforming/underperforming? What are the reasons for this?
- What interventions are we using with underperforming individuals and groups?
- How will we know that things are improving?
- What outcomes should we expect to see from the interventions over the next term/year?
- Which year groups or subjects get the best and worst results and why? How does this relate to the quality of teaching across the school?
- What is the strategy for improving the areas of weakest performance?
- Where pupils are doing well, do we know why and are we ensuring that this information is being used by senior leaders to improve areas of underperformance?
- How are we going to raise standards for all children, including the most and least able? This can include trends for those with special educational needs (SEN), those receiving free school meals (Pupil Premium), by Gender (boys and girls), those of a particular ethnicity, those with English as an additional Language (EAL) and any other groups who are currently underachieving?
- Is the school adequately engaged with the world of work and preparing pupils for adult life, including knowing where pupils go when they leave?
- Assessment information and analysis
- Do we receive the right assessment information from the Headteacher to gauge the performance of the school?
- How well do we understand the school's assessment information (data)?
- How do we use this information to inform strategic priorities?
- What does external data ASP (Analyse School Performance) and DfE published data tell us about our school progress in comparison to other schools (both locally and nationally)?
- What information do we receive about the curriculum provision in the school?
- Does provision meet the full range of needs in the school? How do we find out?
- Are we up to date on the policies we need to have in place to cover Teaching, Assessment, Marking and Feedback? Are the policies implemented?

Quality of Teaching, Learning & Assessment

- What is the quality of teaching in the school at the moment? According to OfSTED? According to our own self-evaluation?

- Are we secure in our judgement? How do we know?
- Did senior leaders undertake paired lesson observations with OfSTED? Were the judgements the same?
- Did senior leaders undertake book scrutiny with OfSTED? Were the evaluations the same?
- Does our external school improvement adviser support the senior leaders' judgement? What other external sources of information do we have to verify internal judgements?
- What are the strengths and weaknesses of teaching, learning and assessment in the school, and what is being done to deal with weaknesses?
- How would we expect this picture to have changed by next term/the end of year?
- Do senior and middle leaders moderate assessments teachers make of pupils' progress and development internally and externally to check the accuracy of assessment information?
- Do our teachers get the opportunity to observe teaching, learning and assessment within the school/outside the school?

Staffing & Performance

- Do we have the right staff and the right development and reward arrangements?
- What is the school's approach to implementation of performance related pay?
- How is performance managed in the school? What is its impact?
- How do we know this is robust?
- How is the school planning to ensure it continues to have the right staff?
- Are senior leaders getting appropriate continuing professional development (CPD)?

Pupil Premium funding

- How much pupil premium funding do we receive?
- How is this funding being spent?
- What impact has the pupil premium had on the pupils? How do we know?
- To what extent are gaps between disadvantaged pupils (those attracting the pupil premium) and others closing?
- What is the progress of more able pupils from a disadvantaged background?
- What impact would we expect to see with pupil premium funding over the next term/year? How will this be monitored or tracked?

Sports Premium Funding (Primary School)

- How much PE and sport premium funding did we receive for this academic year?
- What is the full breakdown of how you've spent or will spend the funding?
- What is the effect of the premium on pupils' PE and sport participation and attainment?
- how will we make sure these improvements are sustainable?

Y7 Catch up funding (High School)

- How much year 7 catch-up premium did we receive for this financial year?
- How do we intend to spend the funding? Or how did we spend it last year?
- How did it make a difference to the attainment of the pupils who attract the funding and how did we assess the effect it had?

Behaviour & Welfare of Pupils

Vulnerable pupils

- How many vulnerable pupils have we identified within the school?
- Who do we consider to be vulnerable?

- What do we do to ensure the best support and provision is available to vulnerable pupils?
- How are vulnerable pupils progressing?

Safeguarding

- How do we safeguard our children?
- Is what we do effective, and how do we know?
- How do we know whether pupils feel safe in the school?
- How is the school ensuring that it keeps pupils safe from, and building their resilience to, the risks of extremism and radicalisation? What arrangements are in place to ensure that staff understand and are implementing the Prevent duty?
- What are we doing to educate our pupils and parents about e-safety?

Behaviour & Bullying

- What is our behaviour policy? How effective is it, and how do we know?
- How are bullying, including cyber bullying, incidents reported to Governors?
- What does the information we have about this tell us about behaviour in the school and the effectiveness of our policies?
- What are we doing to address any current issues, and how we will know if it is working?

Attendance and punctuality

- What is our overall attendance? How punctual are our pupils?
- How many persistent absentees (i.e. pupils with under 90% attendance) do we have?
- What strategies are in place to support overall levels of attendance and intervention with particular families where there is a specific issue?
- Are these strategies effective? How do we know?
- Personal development and welfare
- How good is pupils' personal development? This could refer to their levels of confidence, attitudes to learning, and preparation for their next stages of education, training or employment
- How do we gather the views of parents and pupils?
- What have we done in response to any concerns raised by pupils and parents about behaviour and safety?

Pupil wellbeing

- Is this a happy school with a positive learning culture?
- How good is our wider offer to pupils?
- Is the school offering a good range of sports, arts and voluntary activities?
- Is school food healthy and popular?
- What are we doing to address any current issues, and how we will know if it is working?

Appendix 7 – List of Policies

School Policies
Anti -Bullying Policy
Assessment Policy PRIMARY
Assessment, Teaching & Learning HIGH SCHOOL
Attendance Policy (for Pupils)
Behaviour Policy
Careers Education Policy (HIGH SCHOOL only)
Charging and Remissions
Code of Conduct for contractors
Collective Worship
Concerns and Complaints Policy
Confidentiality and access to records
DBS checks for building contractors
Dealing with Abusive, Threatening or violent Behaviour
Disability Policy (Pupils)
Dress Code (for Staff)
Drugs Policy
Emergency Evacuation/Critical Incidents Policy
Emergency Planning
Equal Opportunities for Staff policy
Equal Opportunities for Students policy
Esafety Policy - HIGH SCHOOL
Esafety Policy - PRIMARY SCHOOL
Examination policy (HIGH SCHOOL only)
Excellence Policy
Exclusions Policy
Faith & RE Policy
First Aid Policy
Food Policy
Health and Safety
Home-School Agreement
Homework Policy (HIGH SCHOOL only)
Lockdown Policy
Making Savings in Classrooms
Management of Medication
No Smoking Policy
Policy for pupils with EAL
Premises Management
Presentation, Marking & Feedback Policy- PRIMARY ONLY
Promoting Spiritual, Moral, Social and Cultural development
PSHE and Citizenship (HIGH SCHOOL only)
Pupil Premium
Pupil Records
Recording & Reporting (Pastoral Information)

Safeguarding Policy
School Environment Policy
School Trips Policy
Sex & Relationships Education
Snow and bad weather
Special Educational Needs (SEN) Policy
Spelling Policy (PRIMARY SCHOOL only)
Supporting pupils with medical conditions
Sustainable Resourcing
Teachers and staff as role models
Teaching & Learning Policy PRIMARY
Term Time Absence (Unauthorised Leave)
Visitors on School Premises
Volunteer Policy and procedures

HR and Related Policies
Data Protection
End of Employment procedure
Freedom of Information (FOI)
Induction for NQT's
Management of Attendance (Staff)
Maternity , Adoption & Paternity
Performance Development and Capability
Recruitment & Selection
Remuneration Policy
Respect & Dignity
Special Leave
Staff Expenses Policy
Staff Induction
Telecommunications and Computer Use
Whistleblowing

