

Stockton Wood Primary School
'Laying the Foundations for Life'

Governor Handbook



Stockton Wood Primary School
All Saints Road
Speke
Liverpool
L24 3TF
Tel: 0151 4862471

Stockton Wood Primary School

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Mission Statement

'Laying Foundations for life.'

'At Stockton Wood Primary School we are committed to lifelong learning. Our positive and inclusive ethos will foster the development of respectful and responsible members of a learning community that is based within a secure, safe, caring and happy environment.'

Our Aims

Standards

- To enable pupils to achieve high standards in all areas of the curriculum and to achieve well and make good progress in relation to their prior attainment within a safe happy working environment.

Quality

- To provide the pupils with teaching of high quality that has clear aims, uses effective methods and suitable resources, and which is matched to their differing needs.
- To provide the pupils with a broad and balanced curriculum which emphasises literacy, numeracy and ICT and which stimulates their interest in a wide range of cultural, aesthetic, physical and environmental issues.
- To enable the pupils to set themselves high standards to take pride in their work and to strive towards high achievement.
- To enable pupils to be confident and self motivated and to take advantage of opportunities to develop their own creativity and enjoyment.
- To recognise that education is a lifelong process, through opportunities and experiences offered within the extended school.

Ethos

- To give children the appropriate knowledge and skills to enable them to become motivated and independent learners who share respect and responsibility for their own learning so that they achieve the highest possible standards and fulfil their maximum potential.
- To provide a lively, stimulating and well organised learning environment in which staff and pupils work co-operatively towards achieving the school's aims.
- To create a happy, relaxed and stimulating atmosphere in which each child can develop positive and co-operative relationships, tolerance, understanding and respect for all people.
- To involve parents in school life to ensure that all aspects of pupils' progress are fully inclusive, shared and supported.
- To celebrate special aspects of the children's work and life at school and cause the school to pursue excellence in all its activities.

Efficiency

- To provide clear leadership and effective management that takes the school forward in its chosen direction.
- To plan realistically to make effective use of the school's resources in order to achieve the best possible learning outcomes.

Welcome to Stockton Wood Primary School



Our school is located on a large attractive site with lots of green space which supports outdoor learning and our school building provides us with excellent facilities including generous ICT and library facilities which support 'lifelong' learning and a 'Space for Sports and Arts' for school and community use. We have a truly excellent learning environment for the children.

We value achievement and attainment. In recognition of this we have been awarded the DfE Basic Skills award. We have also been awarded the DfE Active Mark for exceptional delivery of the National Sport Strategy and the CITB Gold Award for developing pupils' economic awareness.

We strive to ensure that all children receive a rich, broad and balanced curriculum. We promote 'Adventurous Learning' by working in partnership with services across the City - Libraries, Museums, Galleries and Leisure Services.

'Adventurous Learning'

'Adventurous Learning' activities include visits to museums, libraries, art galleries, sports centres such as the Dewa museum, Speke Hall, Greenacres Farm, Croxteth Country Park, the Fire Station, City tours, CITB, Parklands CLC, the University of Liverpool, the Liverpool Cathedrals, the Imperial War Museum, The Lowry Gallery etc.

Children enjoy residential trips, inter school events with a range of primary and special schools, 'Wake Up Shake Up sessions' daily to promote overall fitness, music tuition and 'Quiet Place' activities.

We welcome visiting artists, story tellers, musicians, specialist sports coaches, and even Olympic athletes to our school to broaden the children's experiences and to ensure excellence and enjoyment.

Through the School Sport Partnership we enhance the provision for PE and the variety of sports offered to children. We promote health and fitness through our curriculum and extracurricular activities. The school 'block race' is a sight to behold - every child participates and sets their own targets for improvement - thus fitness is promoted in an enjoyable and fun way!



The Young Leaders Programme has provided opportunity for pupils to develop their leadership skills and promote active play in our playgrounds. The School Council, Peer Mentors, Eco Warriors and Play leaders support and promote our school ethos and are proud to represent our school.

At Stockton Wood we are committed to lifelong learning. Our positive and inclusive ethos fosters the development of respectful and responsible individuals within a secure, caring and happy environment.

We are determined that all children should fulfill their potential and have opportunities to develop their sporting and creative talents. Hence by promoting creativity through the curriculum we can ensure the development of children's self esteem, motivation, achievement and skills for adult life.

We are proud to be members of the South Liverpool Learning Network. Working in partnership we have shared a common goal, which is to raise standards of achievement and attainment. Together we have enhanced the educational provision for the children of Stockton Wood and we look forward to continuing this successful relationship in the future.



Introduction

We are pleased to welcome you onto the Governing body of Stockton Wood Primary School. As a Governor you are important to our success and your enthusiasm, helpfulness and attention to detail, whatever position you hold, are essential to uphold the principles of the Every Child Matters (ECM) objectives and the school mission statement.

Please read the details contained in this booklet carefully. We ask that Governors read the document 'A Guide to the law for School Governors'. This document will provide you with all the information you will require relating to your position and includes all legislative requirements related to the position.

Mrs. S.E.Stacey (Head Teacher), Mr. R. Finch (Chair of Governors), and Mrs. Jo Richardson (Clerk to the Governors) will also be available to offer advice and support.

Governor Services offer an induction course for new Governors which we urge you to attend. For more information regarding Governor training and arranging attendance at training please refer to the Governors' newsletter which you will receive on a termly basis.

Governing a school is a demanding job but also a rewarding one we hope you will have a long and happy association with school.

Every Child Matters

Stockton Wood Primary School continues to uphold the principles of 'Every Child Matters' and all staff are actively incorporating the key issues into all areas of both the curriculum and the physical, social and emotional aspects of school life.

The key issues are:

Be healthy

Stay safe

Enjoy and achieve

Make a positive contribution

Achieve economic well-being

Committees

Finance/Staffing Committee

Frequency of Meetings: As per calendar of dates—usually half termly.

Remit: Educational objectives; scheme of delegation, controls assurance statement, value for money, effective monitoring, best value principles, budget setting, review of previous year's budget, end of year budget and staff appointments ensuring they are undertaken fairly and employment law is adhered to.

The committee will ensure the school gains the Financial Management Standards in Schools and continues to maintain the standard.

Relevant documentation:

LA Financial Guidance Regulations for schools, Cheque Book Procedures, Model Individual Standing Orders and Financial Regulations, Financial Management Standards in Schools, Education (School Staffing) (England) Regulations 2003-regulations are made under Sections 35 and 36 of the Education Act 2002.

All the relevant Finance Guidelines and Regulations can be found in the Head teacher's office in the Governors' file.

Curriculum/Monitoring Committee

Frequency: As per calendar of dates—usually half termly

Remit: Quality of teaching and learning; delivery of National curriculum and Foundation Stage curriculum; Key Stage outcomes and pupil progress eg. Tests; assessment and tracking of pupil progress; equal opportunities issues; SEN Code of Practice, daily act of collective worship; sex and relationship education;

Relevant documentation: School Development Plan (SDP), SEN Code of Practice, National Curriculum, Foundation Stage Curriculum, National Strategies for Literacy and Numeracy and school curriculum policies.

Buildings and Grounds Committee

Frequency: As per calendar of dates—usually half termly

Remit: To ensure the buildings are maintained to a high standard of safety and cleanliness. Compliance to statutory Health & Safety regulations. Asset management, maintenance, tenancy and hiring of premises etc.

Relevant documents: Health and Safety audit documents, Asset management plan, Risk assessments

Admissions/Exclusions/Personnel

Frequency: As and when required.

Remit: Discussion of admission criteria, exclusions, personnel issues.

All Committee Meetings are subject to change but Governors will be informed in advance of any such changes.

Discipline—Pupils

Frequency: As and when required

Remit: To review pupil exclusion as per Legislation

Relevant documentation: Code of Conduct, Behaviour Policy, Education & Inspections Act 2006.

Discipline—staff

Frequency: As and when required

Remit: To hear individual cases and take appropriate actions per the Employment Code of Practice.

Relevant documentation:

Employment Law, Teacher's Pay and Conditions Document.

Grievance—staff

Frequency: As and when required

Remit: To consider grievances made by individual colleagues at school and take appropriate action.

Relevant documentation: Employment Code of Practice.

Appeals—Discipline

Frequency: As and when required.

Remit: To hear appeals by individual colleagues against decisions taken by the Discipline (Staff) Committee.

Grievance—Discipline

Frequency: As and when required

Remit: To hear appeals against decisions taken by the Grievance (Staff) Committee.

Relevant documentation: Employment Code of Practice.

Pay Policy Appeals

Frequency: As and when required

Remit: To hear appeals by individual colleagues in respect of pay and conditions.

Relevant documentation: Teachers' Pay & Conditions, Contracts of Employment.

Link Governors

At the first business meeting of full governors, governors can volunteer to become a link governor for one or more curriculum areas. The remit for the link governor is to work with individual colleagues, to share good practice and support the raising of standards and achievement.

School Visits

Individual governors do not have an automatic right to enter the school whenever they wish. However, they may need to be able to visit from time to time in order to develop their understanding of the school to enable them to fulfil their statutory responsibility for the conduct of the school. Governors should arrange their visits with the Head Teacher, who has responsibility for the day to day management of the school.

Child Protection

Governors will need to be aware of the Child Protection Legislation. A copy of the Child Protection Policy can be obtained from the Head teacher. It is a statutory requirement that a Safeguarding Governor is in place. Richard Finch (Chair) and Kate Cosgrove are our Safeguarding Governors.

Register of Pecuniary or Business Interests

The governing body and school staff have a responsibility to avoid any conflict between business and personal interests and the interests of their school. Disclosures of interests should include not only interests of individual governors and staff, but also interests of relatives, personal associates or any other person known to the governor or member of staff who may exert influence.

Governors and staff, at the start of a new academic year, must make a written declaration of interests, Governors and staff must declare to the governing body any interests arising after making their annual declaration and must complete and submit a further Declaration of Interests Form. Governors must also declare any interests at every Governor's Meeting.

Safer recruitment and Enhanced DBS

All Governors will be required to undertake an enhanced DBS check.

Staffing Structure

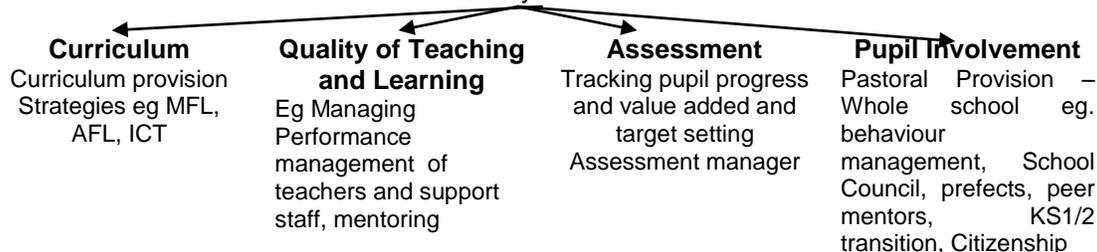
Senior Management Team

Head teacher

Accountability
 Values and vision/Strategic Planning
 Standards/Quality of teaching and learning/School Improvement
 Organisation and Management of Financial resources, Staffing, Pupils etc
 Pupil Well being/Child Protection/Spiritual and Moral values
 Communication
 Community and Multi Agency Relationships

Deputy Head teacher

Quality of Provision



TLR2b

KS1 Manager

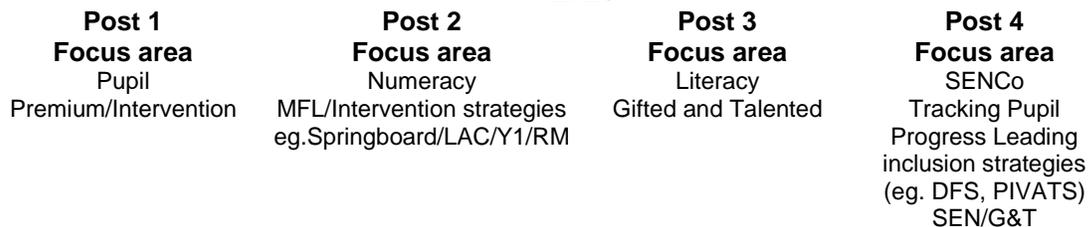
KS1 Assessment and Curriculum co-ordinator APP
 Tracking Pupil Progress and Value Added
 Pastoral/organisation
 Transition KS1/2
 Team Leader

Foundation Manager

Foundation Stage Provision
 Tracking Pupil Progress and Value Added
 Transition FS/KS1
 Multi Agency Working
 Team leader

Standards and Achievement Managers (SAMs)

TLR2c



Generic Responsibilities of SAMs

Assessment for Learning provision
 Tracking Pupil Progress and Value Added and Target Setting
 Use of Assessment Manager
 Leading, developing and enhancing the teaching practice of other staff
 Monitoring and school evaluation and support for school improvement
 Learning Network Activities

Foundation Subject Curriculum Co-ordinators

Mainscale, Threshold, UPS2, UPS3

Curriculum provision, resources, action planning, monitoring and evaluation

Teaching and Learning Support Staff

Assistant Nursery Manager

In consultation with FM:
Planning, preparation and delivery of learning activities
Monitoring and assessment of pupil achievement
Organise and manage learning environment
Deliver local and national strategies
Multi agency working
Contribute to out of school learning activities

Learning Mentor

Pupil Well being eg. attendance, behaviour support, counselling, QP
Parental Involvement
Transition
Multi Agency Working
Out of School learning activities/extra curricular activities

Teaching Assistants

Classroom administration, SEN support, intervention programmes, precision teaching, learning environment, supervision

Administration and Welfare Staff

Office Manager
Finance

Clerical Officer
Pupil Data

Welfare Assistant

Site Manager

Site Management

Cleaning Staff