

Stockton Wood Primary School
'Laying the Foundations for Life'

Governor Handbook



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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, 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, 'Daily Mile' fitness sessions' daily to promote overall fitness, music tuition and 'A Quiet Place' therapeutic 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 to 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 that every child matters and the school mission statement.

The DFE Governors handbook and competency framework sets out the roles and responsibilities of school governors. Governor Services offer an induction course for new Governors which we urge you to attend and as well as ongoing training. For more information regarding Governor training and arranging attendance at training please refer to the Governors' Hub.

Mrs. S.E.Price (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.

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

Being a Governor at Stockton Wood Primary School

Being a school governor is a challenging but hugely rewarding role. It will give you the chance to make a real difference to young people, give something back to your local community and use and develop your skills in a board-level environment. You will also be joining the largest volunteer force in the country: there are over a quarter of a million volunteers governing state funded schools in England!

Schools need governing boards that have a balance and diversity of knowledge, skills and experience to enable it to be effective.

Who can become a school governor or trustee?

Anyone aged 18 or over can be a governor. There is no requirement for you to have an understanding of the education system, just the necessary skills, character and time to contribute. There is plenty of training available to help you learn about education. Schools need and benefit from a range of professional knowledge on their governing board including education, finance, human resources, legal, marketing and public relations, property and estates management, and organisational change.

As a governor, you will be able to:

- use your own experience of education and life beyond school to inform conversations
- develop and utilise your skills in a board-level environment
- make a valuable contribution to education and your community
- support and challenge the school so that it continues to improve for pupils and staff
- bring your unique experiences, perspectives and insights in to decision-making in the interests of the school community

For consideration - Role of Governor:

1. What are your motivations for becoming a governor and what do you understand the role to be?
2. Why are you interested in becoming a governor at this school in particular? How much do you already know about the school?
3. What do you hope to achieve as a school governor?
4. How will you help build relationships within the school, and between the school and wider community?
5. How will you support parental engagement?

It is important for governors to have a long term vision and commitment to improving school outcomes, and have ideas for how they can help to continually improve our school and support the leadership team.

Governors' skill sets:

8. What non-education related experience and interpersonal skills do you have that you feel could be useful in this role? For example, financial oversight, event planning, organisational development, communication skills, teamwork, negotiation skills etc?

The wider the skill set of a governing body, the more effective the board can be as a whole.

Governors' wider interests and commitments:

11. What other commitments do you have that you will work this role around?
12. How do you keep up to date with sector news and developments in education?
13. How will you demonstrate your commitment to the Seven Principles of Public Life?

14. What are the areas of school life you are most keen to learn more about?

15. What training and development opportunities will be important to you in this role?

16. What skills are you hoping to develop as a school governor?

If you want to ensure effective governance practices and collaborative leadership, it's essential you keep up-to-date with the most effective solutions to help raise standards of education in our school. All Governors will have access to the Governor Hub and training delivered by our Local Authority Officers.

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.

Appeals—Discipline

Relevant documentation: Employment Code of Practice.

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 receive annual Safeguarding training and will need to be aware of the Child Protection Legislation.

It is a statutory requirement that a Safeguarding Governor is in place. Richard Finch (Chair) and Emma Paulson 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

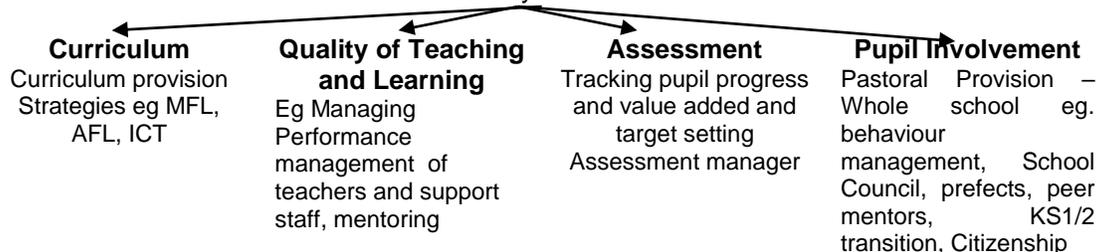
Senior Management Team

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



Curriculum

Curriculum provision
 Strategies eg MFL,
 AFL, ICT

Quality of Teaching and Learning

Eg Managing Performance
 management of teachers and support staff, mentoring

Assessment

Tracking pupil progress and value added and target setting
 Assessment manager

Pupil Involvement

Pastoral Provision – Whole school eg. behaviour management, School Council, prefects, peer mentors, KS1/2 transition, Citizenship

TLR2b

KS1 Manager

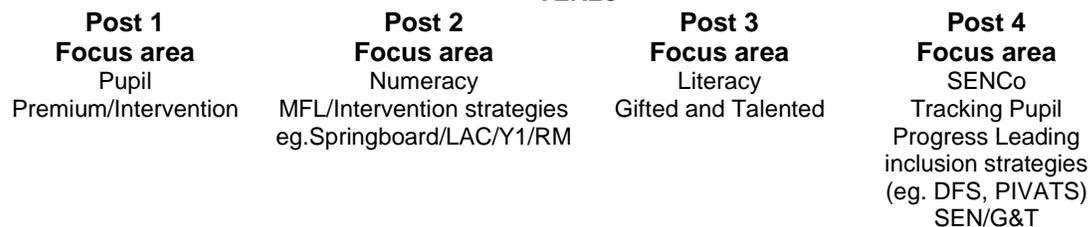
KS1 Assessment and Curriculum co-ordinator APP
 Tracking Pupil Progress and Value Added
 Pastoral/organisation
 Transition KS1/2
 Team Leader

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

School Bursar

Clerical Officer

Pupil Data

Welfare Assistant

Site Manager

Site Management

Cleaning Staff

Governing Body Meetings for Academic Year – dates revised annually

Full Governors (Election/Committee structure)
Staffing, Finance and Building/Grounds Committees 3pm
Curriculum Monitoring Committee 4.30pm
HT Performance Management Committee 4pm
Full Governors 4pm (Safeguarding Governors 3.30pm)
Staffing, Finance and Building/Grounds Committees 3pm
Curriculum and Monitoring Committee 4.30pm
Full Governors 4pm (Safeguarding Governors 3.30pm)
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Curriculum and Monitoring Committee 4.30pm
Full Governors 4pm (Safeguarding Governors 3.30pm)

Governors are requested to attend all Full Governing Body Meetings.

Governors are requested to attend scheduled committee meetings in line with agreed committee structure to ensure appropriate representation at all meetings:

- Full Governors – Chair R.Finch
- Finance – Chair R.Finch
- Curriculum – Chair S.Roberts
- Safeguarding Governors R.Finch E.Paulson

Please note the “Buildings and Grounds” matters are addressed through Finance Committee.

Thank you for your support.