



Watcombe Primary School

Working in partnership with Watcombe Children's Centre

Governor Induction Pack 2022/23

Welcome!

Thank you for becoming a Governor. We hope it will be a rewarding and enjoyable experience for you and we look forward to having you as part of our team.

The Governing Body and school are committed to ensuring that Governors are given the necessary information and support to fulfil their role with confidence and enthusiasm.

This process is an investment, leading to more effective governance and retention of Governors.

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Dear new Governor

Welcome!

On behalf of all the Staff and Governors we would like to offer you our thanks for deciding to become a Governor of our school. You are joining a dedicated team of people whose ongoing support is crucial to the school's improvement and success. We are very fortunate to work alongside a group of talented and committed individuals and look forward to the particular knowledge, skills and experiences that you will bring to enrich further the abilities of the Governing Body.

The role of a school Governor is an important one and ultimately exists to provide the best outcomes for pupils. Governors are there to give a long term strategic direction to how the school is run; to be critical friends to the schools and to ensure the school is accountable for its actions. Governors discuss and have input on a variety of aspects of school life, including,

- School policies, such as behaviour, discipline, sports provision, bullying etc
- Long-term plans and the future of the school
- How the budget will be spent
- How the school will try to reach performance targets
- Appointment and dismissal of staff
- Repair and maintenance of school buildings

However, whilst our role as Governors is concerned with strategic direction and accountability, it is very important to remember that the day-to-day management of the school are the responsibility of the Headteacher and the rest of the School's Senior Leadership Team (SLT).

Commencing a new role can often be an uncertain, even daunting time. With this in mind we would like to offer you the opportunity to meet with the Headteacher for a tour of the school and give you the opportunity to ask any questions you might have. We are sure that you will find your work as a Governor both enjoyable and rewarding and we look forward to working alongside you.

Many thanks

Fiona Prior
Chair of Governors

Tim Nield
Headteacher

Watcombe Primary School
Vision, Aims and Values

Our school is a place of learning; where an individual's skills and attributes are valued and are systematically enhanced and celebrated. It is a place of partnership where all learners (big and small!) are motivated, reflective and successful. Our ethos is nurturing and fully inclusive.

Our school learning values are simple. To develop children to become learners who are:

- * Respectful
- * Responsible
- * Confident
- * Aspirational

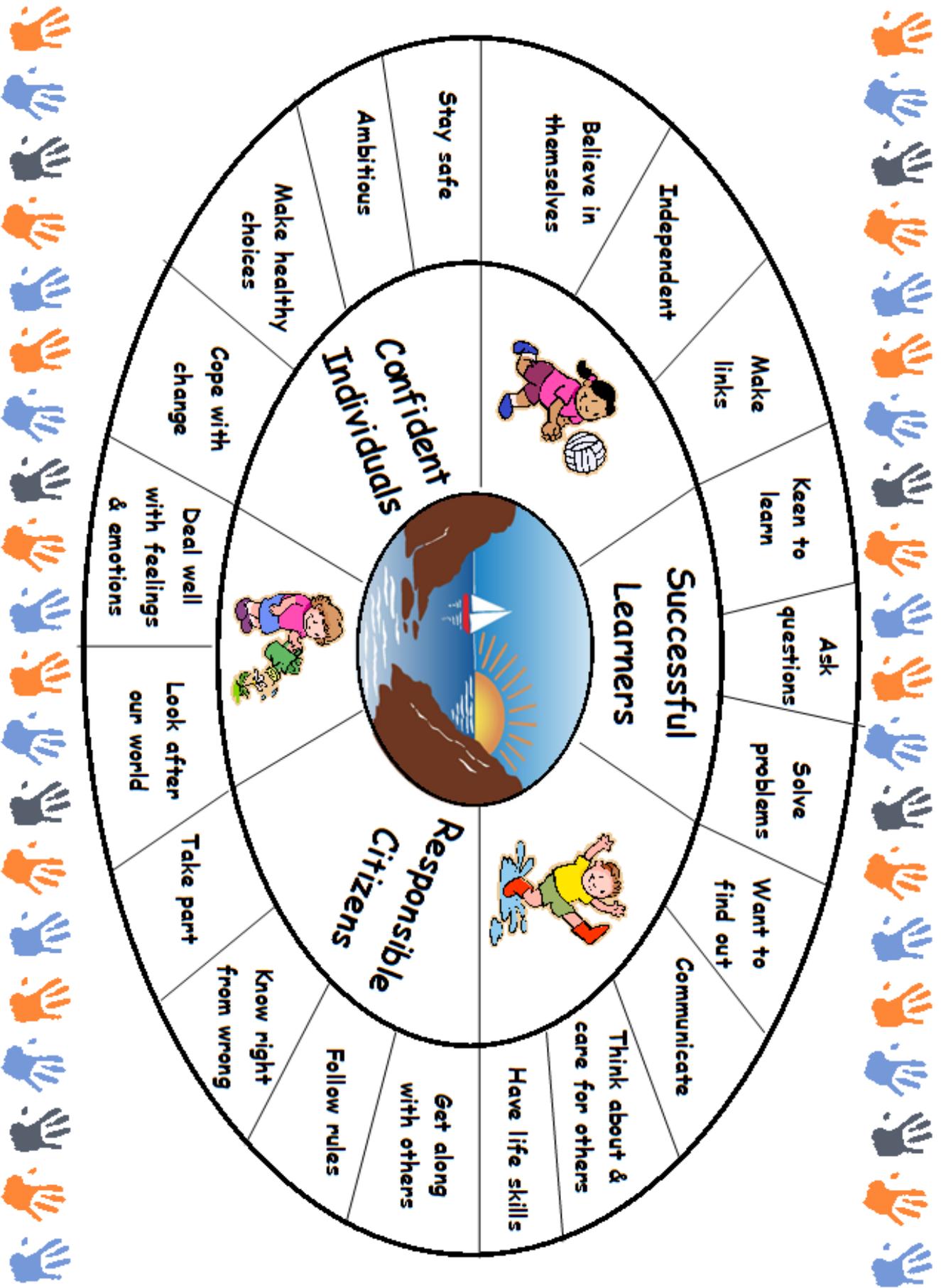
Promoting these aims is a corporate responsibility. Our aims are displayed in our classrooms and in other places around the school. They are modelled and championed by staff, incorporated into every aspect of the curriculum and celebrated in a wealth of different ways.

We focus upon a different area each half term. If children do particularly well with one of these values, then we will be given a 'Well Done Note' to take home so that our parents know that we are doing really well.

We see every activity as an opportunity for communication and learning, and strive to maximise and celebrate the achievements of all.

We encourage respect and acknowledge diversity in ourselves and others.

We appreciate the contribution of every member of our community and strive to create a safe but challenging environment promoting the independence of every learner.



Watcombe Primary School Profile

Local authority: Torbay Council

Pupil age range: 3-11

Number of Pupils: 250+

Headteacher: Tim Nield

Organisation & Structure

School Nursery: 52 place

School (R – Y6): 205 children.

Foundation Stage: N and R based in the Foundation Unit

KS1: 2 classes

Lower KS2: 2 classes

Upper KS2: 3 classes

Key contextual information:

- No. pupils eligible for Free School Meals: highest percentile
- % of pupils supported with Special Educational Needs: highest percentile
- % pupils supported by Education Health Care plans: highest percentile (3.7% National v 8.6% school). Current year six is much higher at 20.6%
- School deprivation indicator: highest percentile. 2019 government data reveals that Watcombe ranked 1,442 out of 32,844 local authority districts on the index of multiple deprivations.
- Generally, a substantial proportion of children entering Nursery are below age related expectations.

High number of children and their families are engaged with Children Services.

The school has a significant emphasis upon providing pastoral support to ensure children are ready to learn and have a healthy emotional well – being. This includes:

- Nurture and inclusion provisions
- Drawing, talking and Lego therapy
- Trained counsellors (for both adults and children)
- Specific Family and Pastoral Mentor
- Close working partnerships with external agencies to support children and families including Children Centre Nursery
- Early Start Club (focus on social and communication skills)
- Extended curricular opportunities

In the last OFSTED report was November 2017 the school was rated 'Good' overall. The school's work to keep pupils safe and secure and behaviour was rated as good. The report reflects positively upon the school, recognising the many strengths that we have and the

continuous drive to ensure only the best for the children and families that attend Watcombe. Leadership, at all levels, was commented on as exemplary.

What are our recent successes?

- Leaders' evaluations show that all teaching is good or better. Much of the teaching is consistently outstanding (45%). The remaining teaching (55%) is good with outstanding qualities.
- In 2019, Key stage 2 attainment of the expected standard in writing (100%) was significantly above national and in the highest 20% of all schools in 2019.
- In 2019, Key stage 2 progress in mathematics (3.3) was significantly above national and in the highest 20% of all schools in 2019.
- Key stage 2 attainment of the expected standard (100+) in mathematics (100%) was significantly above national and in the highest 20% of all schools in 2019 as well as in 2018 and 2017.
- The three-year average mathematics attainment score (108.1) was in the highest 20%.
- In 2019, 83% of pupils achieved the key stage 2 expected standard in reading, writing and mathematics, significantly above national and in the highest 20% of all schools.
- In 2019, 93% of pupils achieved the expected standard (100+) in the key stage 2 English grammar, punctuation and spelling test, significantly above national and in the highest 20% of all schools.
- 100% of pupils achieved the key stage 2 science expected standard, significantly above national and in the highest 20% of all schools.
- In 2017/18, the rate of overall absence (3.90%) was below the national average for schools with a similar level of deprivation (4.73%).
- Attainment in Phonics testing in Y1 is in line with national data (good progress from a very low entry baseline).
- Pupil Premium children attain well above all other children nationally and this is an improving trend.
- Non Pupil Premium children attain significantly above all other children nationally and this is a three year improving trend.
- Progress made over KS2 for both Non Pupil Premium and Pupil Premium children is significantly above the national average and this is a three year improving trend.
- There is still a gap between Pupil Premium and non Pupil Premium children within school but both groups are making such good progress that this remains.
- Lots of interventions are in place and working well for those that need them.
- Leadership and management were graded as good in the most recent Ofsted inspection:

'Leaders have created a culture of high aspirations and support for all members of the school community. Consequently, the school is a warm, vibrant community where all stakeholders are valued. Pupils, staff and parents feel valued and listened to and all speak glowingly about the school. There have been transformational effects on the development of some members of staff, and they put these down to the nurturing qualities of leaders and the quality of professional development available.'

What are we trying to improve?

- We are working on the challenges the new curriculum has presented, developing new assessment systems and filling any learning gaps for pupils.
- We are working to address the priorities identified in the last Ofsted inspection.
- We are working to raise the percentage of children attaining Age Related Expectations in maths and writing.
- To increase the percentage of outstanding teaching within the school.
- To develop a new assessment system to track achievement.
- We are working to identify pupil premium children and their needs sooner to ensure their attainment is more in line with their peers nationally and within the school.
- We are working to raise attainment in writing for pupil premium children in KS2.

How do we make sure that teaching meets each child's needs?

- Regular data review meetings ensure high expectations are set for all pupils. These meetings identify children who are not making expected progress and early intervention is planned linked to their needs which enables them to go on to make good progress. Linked Governors with specific terms of reference are involved in the monitoring of specific groups of children.
- Assessment (moderated internally and externally) in the classroom is actively used to inform children of their next learning steps. Systems across the school identify strengths and gaps in pupils' learning which feed directly into planning future learning opportunities. Regular moderation activities are carried out. School self-evaluation identifies that planning is well matched to needs and progressively develops learners' skills, concepts and knowledge. **Pupil questionnaire indicates that 100% of pupils feel that they know how well they are doing in school.**
- Target setting is an integral part of classroom practice and shared with children at a number of levels (individual, group and / or class). Lessons include discussion encouraging the children to reflect upon their attainment and identify targets for development. **Pupil questionnaire indicates that 100% of pupils felt that they knew how to improve their work.**

How are we working with parents and the community?

- Parents are regularly kept informed of their child's school life through weekly newsletters and class blogs and mornings/afternoons/assemblies where children can share their work.
- Curriculum planning includes opportunities for children to share their work with families and the wider community.
- The school employs a family support worker to engage and work with families including the facilitation of adult learning opportunities
- The school works in a range of partnerships to support its work:
 - Local Curriculum Networks & Torbay Teaching School
 - Links with other schools – Combe Pafford (Business Enterprise)
 - Torbay Sports Partnership
 - Range of community and charity groups

- Locality Cluster team (Family Support Workers)
- South Devon College

What do parents tell us about the school?

- Questionnaires canvass the parent's opinion annually. View the school website or ask the school office to see the latest results.

How do we make sure our pupils are healthy, safe and well supported?

- The most recent Ofsted report graded the 'Behaviour and Safety' as good.

'The local authority holds the school's safeguarding procedures in high regard. Using detailed and thorough analysis of the safeguarding culture in school, leaders seek ways to constantly improve. The local authority celebrates leaders' work and has used Watcombe as a model for other schools to see how a successful safeguarding audit return should be completed.'

- We have a robust safeguarding policy to ensure learners are kept safe whilst in our care.
- A designated governor is involved in the monitoring of behaviour and welfare. Two designated governors are involved in monitoring Safeguarding and e-safety.
- Parent and pupil comments show learners feel safe in school.

How is the school led?

As you will see when you take a tour of the school, the school shares a site with Watcombe Children's Centre.

Full Governing Body (FGB)

The Full Governing Body meets 3 times per year and comprises all Governors. We have an annual plan, which sets out the nature of business throughout the course of the year. All Governors are required to sit on the FGB.

Committees

We have three sub committees, these are Personnel, Finance and Premises, Children and Curriculum. Each Committee has a Chair and Vice chair and meets at least twice a year. The Children and Curriculum committee also has an additional meeting each half term that is solely focused upon scrutinising data on attainment and progress information for each cohort of children within the school. See below.

Governor Responsibilities

In addition to their work in the committees, some governors are also allocated specific roles to provide targeted support and direction to specific school aims, groups or initiatives. These Governors have terms of reference outlining their roles and responsibilities and their

annual cycle of work. These governors will come into school, usually termly, to monitor various aspects. Designated Governors include:

- Safeguarding and e-safety x 1
- Performance and attainment Data x 2
- Pupil premium x 1
- Health, safety and premises x 1
- Data Protection x 1
- SEND x 1
- Behaviour, safety, welfare and attendance x 1
- Sports premium x 1
- Early years x 1
- Curriculum

Who leads the school? Governors or the Headteacher? Answer...Both & others!

The Headteacher provides overall strategic leadership and, with others, leads, develops and supports the strategic direction, vision, values and priorities of the school. The Headteacher also develops, implements and evaluates the school's policies, practices and procedures.

This means that;

- The Headteacher has responsibility for formulating the school's ethos, aims, values, policies and targets. In practice he or she will usually seek support from the Senior Leadership Team (SLT), subject leaders and Governors in doing this.
- The Governing Body then considers and accepts, amends or rejects these proposals. Therefore, the role of a school Governor is largely a strategic one.
- Once the overall strategic direction of the school is established, the responsibility for the internal organization, management and control of the school in the pursuit of the agreed strategy then lies with the Headteacher. *The Governing Body will act as a "critical friend" to the Headteacher, that is to say, they shall support the Headteacher in the performance of his/her functions and give them constructive criticism.* ([The Education \(School Government\) \(Terms of reference\)\(England\) Regulations 2000](#))
- It should also be remembered that parents are consulted through questionnaires and feedback forms throughout the year, and this feedback helps inform policy proposals and decisions.
- Children also have a leadership role. The School Council (made up of pupil representatives) provides leadership by their representation of the pupil voice and makes decisions upon a variety of issues of direct concern to them.

Governors Statutory Responsibilities

Statutory Requirements

The curriculum

- Every learner receives the full statutory curriculum that the school must provide.

- The school provides teaching of religious education for all learners in accordance with the agreed syllabus or otherwise and has told parents of their right to withdraw their children.
- Where the provider is a school, it provides a daily act of collective worship for all learners and has told parents of their right to withdraw their children.
- The Governing Body has agreed the content and organization of its programme of sex and relationships education and had told parents about their right to withdraw their children.

Equality & diversity

- The Governing Body does not discriminate unlawfully against learners, job applicants or staff on the grounds of sexual orientation, race, disability, gender, religion or age.
- The Governing Body has agreed a written equality policy. Arrangements to monitor its implementation and assess its impact on staff, learners and parents and communicates the results of monitoring and assessments of impact to parents/carers and the Governing Body.

Learners with learning difficulties and/or disabilities

- The school meets its requirements in part IV of the Education Act 1996 and has regard to the Special Educational Needs Code of Practice when meeting learners' special educational needs, makes its policy known to parent/carers and reports annually on the success of the policy.
- The school meets the requirements Part 4 of the Disability Discrimination Act 1995 (DDA) and any subsequent requirements and has regard to the DRC code of practice for schools (2002). The school informs parents/carers of its accessibility plan and disability equality scheme and reports annually on progress made on these.

Learners' care and well-being

- The Governing Body has procedures of ensuring the provider meets all the relevant health and safety legislation.
- The school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed interagency procedures, (and the policy is made available to parents/carers on request)
- Where the Governing Body provides school lunches and/or other school food, they ensure that they meet current standards.
- The Governing Body fulfils the requirements to promote the well-being of pupils at the school.
- The Governing Body ensures that all statutory assessments are conducted and results are forwarded to parents/carers and appropriate bodies.
- The Governing Body ensures that each year a report on each learner's educational achievements is forwarded to their parents/carers.
- The school keeps parents and prospective parents/carers informed by publishing a school newsletter, blogs and website in accordance with regulations.

Leadership and Management

- The Governing Body had met Schools Financial Value Standards (SFVS).
- The Governing Body has an Appraisal policy and ensures that all teachers, including the head, are appraised in accordance with statutory requirements and subsequently make decisions on pay progression).
- The Governing Body has all relevant complaints and appeals procedures, as set out in the DfE guide to the law for school Governors.
- The Governing Body fulfils the requirement to promote community cohesion.
- The provider meets the current government requirements regarding safeguarding children and safer recruitment.

Governors can expect their Headteacher to be the leader of the school and have responsibility for its management, that is, the day to day running of the school.

Governance is the carrying-out of the statutory responsibilities. The guide clarifies who deals with what, in other words, at which level the Governing Body may legally delegate functions.

When looking at the list below, it is obvious that some of these powers have to be delegated to the head;

- Budgets
- Premises and insurance
- Staffing
- Health and safety
- Curriculum
- School organisation
- Performance management
- Information for parents
- Target setting
- Discipline and exclusions
- Religious education and collective worship
- Extended schools

Governors are busy people in their own right. Therefore, delegation is the only way that the work can be covered. However, there are certain aspects of the above that cannot be delegated to the Headteacher and these are as follows.

- Approval of the school budget
- Head and deputy appointments
- Disciplinary procedures relating to the head
- Agreeing a pay policy
- Determining the staff complement
- Determining dismissal payments and early retirement
- Establishing a performance management policy
- Establishing a discipline policy
- Review of certain exclusions

- Buildings issues, insurance and personal liability, including health and safety regulations
- Governing Body procedures

Guide to Meetings

The agenda for the next meeting should be sent to you, usually via email, 7 days before the next meeting. The Chair and Clerk to Governors are responsible for compiling and distributing meeting agendas. If you wish to add an item to the agenda please ensure it is sent in good time.

Important supporting papers will be sent to you with the agenda, allowing you plenty of time to review them and prepare for the meeting. These may include; The Headteachers report, the School Improvement plan (SIP), this plan clearly maps out the vision, developments and improvements for the coming year. Any policies that are due to be reviewed will also be submitted for your perusal and comment prior to acceptance, or amendment at the meeting (policies should be available on the school website if required)

Meetings are held in the school buildings and often commence at 17.30 usually on a Monday, tea and coffee are available. Please be punctual as the agenda is normally full, meetings usually last 2 hours. Car parking is available on site.

Each meeting is led by the Chair of Governors or other nominated Governor. The Headteacher or their deputy are usually present. As long as half or more of the appointed Governors also attend, a FGB meeting is declared as “quorate’ and the meeting can proceed. All Governors are requested to attend as many meeting as possible, to assist with this, dates are set at the 1st FGB meeting of the academic year. If you are unable to attend a meeting, you are required to send apologies to the Clerk before the meeting.

Please ensure your **mobile phone is turned off or silent** during meetings.

Please ask as many questions as you need to. If your query cannot be answered at the meeting, the Clerk, Chair or Head will source the information and get back to you. (Tip; initially some of the jargon may confuse you. If you are unsure, please ask the person speaking to clarify what they are saying, they won’t mind!) There is a jargon buster included in this pack to help you further.

The usual rules of meetings are employed so please listen to each person, giving them chance to speak. You will be given the opportunity to speak and be listened to.

Confidentiality is required. However, it should be noted that all recorded decisions will enter the public domain except for those discussed under Part II procedures, which will remain confidential. (Part II procedures usually relate to individual staff members or Governors)

Completing Governor Visits

As explained earlier, part of your role includes visiting the school. Meetings must be arranged with the Head or teacher in advance and the purpose of the visit clearly defined. Initially this could be just to get to know the schools and how they work.

Most meetings will usually be with your link subject teacher. These informal meetings can be arranged at any time, which is mutually convenient. They offer you the opportunity to discuss the subject's development in the school, future plans and monitor any specific points identified in the School Improvement Plan (SIP). The meetings may also be for the purposes of fact finding, monitoring or to assess progress against specific school aims.

At first, knowing what to ask can feel a little daunting! Below are some questions, which you may find helpful in your meeting. Don't be afraid to note things down as you are asked to write a brief summary of your visit, this informs other Governors about the developments in all school areas.

- How long have you been leading this subject/area?
- What experience of leading your subject/area do you have? Do you have any particular qualifications or expertise to support your role?
- Have you or do you receive any training to lead your subject/area? If so, what?
- What are your main responsibilities as a subject leader in this area?
- What possibilities exist to network with other subject leaders in other schools?
- What support do you receive from the Local Authority (LA)
- If there were one thing I could do to support you, what would it be?
- What is the most challenging part about leading this subject/area?

For subsequent meetings you may find some of the following questions useful

- What developments have taken place in the subject area since our last meeting?
- How do we know we are meeting the national curriculum requirements?
- What do we offer Gifted and Talented (G&T) pupils?
- Do some pupil groups do better than others? If so, why?
- How do we track and record pupils' achievements?

Prior to your visit you may find it useful to consult the School Improvement Plan, as Governors need to be aware of their responsibilities in evaluating this document. As mentioned before, following any visits you make you will be required to fill out a Governors visit report form. These forms are useful to cross-reference the ongoing outcomes and success criteria of the SIP and report your experiences during the day.

If you take on one of the designated roles, the terms of reference will specify what aspects you should be monitoring at each of your meetings. It will guide you on the checks you should be making.

A template form is included at the end of this induction pack.

It is considered good practice to complete and forward your visit reports within a week of your meeting or visit so that any action points can be followed up. A copy should be sent to the Head, teacher you visited and also the Clerk. The Clerk will collate all visit reports and hold them in a folder for Governors to peruse. We are hoping to soon be able to use online storage so Governors can access them from home.

If any follow up action is required, it may be appropriate to speak to the teacher concerned before submitting the report.

A visit report form should be completed for any time spent in school in your Governor capacity apart from FGB or committee meetings.

Governor Profiles

Fiona Prior

Committees
Area of Responsibility
Contact Details

Chair of Governors

Co-Opt Governor

Children and Curriculum/ Personnel
Chair of Personnel Committee; Governor Training
cog@watcombe-primary.torbay.sch.uk

Steven Porter

Committees
Areas of responsibility

Co-Opt Governor

Finance and Premises/Personnel
Finance and Premises Chair, Sports Premium

Kelly Snell

Committees
Area of responsibility

Parent Governor

Children and Curriculum
Safeguarding, E-safety, and Children looked after

Jo Steed

Committees
Area of responsibility

Parent Governor

Children and Curriculum
Behaviour, Welfare and attendance

Gill Bratcher

Committees

Co-Opt Governor

Children and Curriculum

Elly Stevens

Committees
Area of responsibility

Parent Governor

Children and Curriculum
Early years

Laura Colman

Parent Governor

Committees
Area of responsibility

Children and Curriculum
GDPR; Health and safety

Katy Watts
Committees
Area of responsibility

Parent governor
Children and Curriculum

Luisa Moate
Contact Details

Clerk to Governors
clerk@watcombeprimary.torbay.sch.uk

Michelle Stanley
Committees

Staff governor
Children and Curriculum

Top tips for Governors in the first 12 months

- Always consider the best interests of the school
- Remember all Governors are equal
- Get to know the schools. Speak to the heads, teachers and fellow Governors
- Governors are volunteers, governance should not become a full time job!
- Familiarise yourself with the 'Terms of reference' and 'Code of Practice'
- Find out about confidentiality
- Declare any interests you may have in a topic that is due to be discussed, you may find it appropriate to remove yourself from any decisions made where a personal interest or occupation allows you to become biased
- Prepare well for meetings
- If you don't feel you've had enough information to make a decision, then say so
- Don't bring up issues about your own children at Governing Body level
- We expect you to attend a Local Authority Governor Induction course as soon as possible after your election
- Training Sessions are available through Torbay Council. The dates and times of training sessions will be made available to you. Please notify your clerk or chair of governors if there is a training session you would like to attend in order to book you in.

GLOSSARY OF TERMS/JARGON BUSTER

Agreed Syllabus: A non-denominational syllabus of religious education, locally determined and legally binding on county and controlled schools as required by the Education Reform Act 1988

ALS: Additional Learning Support

AMP: Asset Management Plan

Appraisal: Review of employees' performance, especially for purposes of staff development

APT&C: A grading structure for Administrative, Professional, Technical and Clerical Staff

Articled Teacher: A teacher who is being trained on the job

ARE: Age Related Expectations

ASB: Aggregated Schools Budget; the total amount delegated to governing bodies through a formula

ASC: Autistic Spectrum Condition

AST: Advanced Skills Teacher

ATL: Association of Teachers and Lecturers

Attainment Targets: ATs provide the objectives for what is to be learned in each subject set in the National Curriculum at ages 7, 11, 14 and 16

Autumn Package: Comparative data on pupil achievement, standards, etc.

BEd: Bachelor of Education. A professional degree in educational studies

BV: Best Value

CASE: Campaign for State Education (Tel: 0208 944 8206, 158 Durham Road, London SW20 0DG)

CARE: Christian Action Research and Education

CASS: Collaborative Arrangements for Small Schools

CATE: Council for Accreditation of Teacher Education

CATS: Cognitive Ability Tests

CCT: Compulsory Competitive Tendering

Circulars: Periodic documents issued by the Secretary of State to explain, interpret and give advice about legislation, including Regulations

Core Curriculum: English, Mathematics and Science

COSHH: Control of Substances Hazardous to Health

CRE: Commission for Racial Equality

CPD: Continuing Professional Development

DAG: Devon Association of Governors

DAPH: Devon Association of Primary Heads

DASH: Devon Association of Secondary Heads

Delegated Budget: Money provided under LMS which governing bodies can use at their discretion. *Devolved* funds are those which have to be used for specified purposes

DFC: Devolved Formula Capital

DfE: Department for Education

Differentiation: The organisation of teaching programmes and methods specifically to suit the age, ability and aptitudes of individual children

Disapplication: Term used where the National Curriculum requirements may not apply to a pupil. The headteacher may make exceptions but must inform the LEA, governors and parents, and the parents can appeal against the decision

EBD: Emotional and Behavioural Difficulties

EBP: Education Business Partnership

EHCP: Education Health Care Plan

EFA: Education Funding Agency

EDP: Education Development Plan

ELS: Early Learning Skills

EPPa: Effective Partnership with Parents

ESO: Education Supervision Order. An LEA may apply for such an Order under the Children Act 1989 to acquire powers to deal with cases of poor attendance at school

EWO: Education Welfare Officer, employed to help pupils and parents where there are problems, particularly regarding attendance. They are a valuable link between home and school

Exclusion: Heads may exclude pupils from school for serious misconduct but the chair of governors and the LEA must be informed and the parent has a right of appeal. Exclusions must now be either fixed or permanent

FE: Further Education

FFT: Fischer Family Trust

FOI: Freedom of Information

FSM: Free school meals

FTE: Full-time equivalent; used when calculating or comparing how much time is worked

GCSE: General Certificate of Secondary Education; the common public examination usually taken by students at age 16+

GNVQ: General National Vocational Qualification

HASAW: Health and Safety at Work

HE: Higher Education

HLTS: Higher Level Teaching Assistant

HMI: Her Majesty's Inspectorate (See OFSTED)

ICT: Information and Communications Technology

IEP: Individual Education Plan; drawn up for children with Special Needs at Stage 2 of the Code of Practice

IIP: Investors in People

INSET: In-service Education and Training

Instrument of Government: The legal document setting out the composition of the governing body

ISB: Individual Schools Budget

ISR: Individual School Range (grouping for schools by size)

IT: Information Technology (ICT: Information and Communications Technology)

ITT: Initial Teacher Training

Key Stages: The National Curriculum is divided into four stages; KS1 for pupils aged 5-7 years; KS2 aged 7-11; KS3 aged 11-14; KS4 aged 14-16. *See also NCTs, Attainment Targets*

LA: Local Authority

LGA: Local Government Association

LMS: Local Management of Schools, under which schools manage their own budgets and have certain other powers and duties

LMSS: LMS Special Schools

LPSH: Learning Programme for serving heads

LSA: Learning Support Assistant

LSC: Learning and Skills Council

Minor Authority: A city, town, parish or district council

MLD: Moderate Learning Difficulty

MPS: Main Pay Scale

MTA: Meal Time Assistant

NAHT: National Association of Headteachers

NASUWT: National Association of Schoolmasters Union of Women Teachers

National College: National College for Leadership of Schools & Children's Services

National Curriculum (NC): The curriculum required by law to be taught in all schools. The governing body shares with the LEA and the headteacher the responsibility for ensuring that it is implemented. *(See also Core Curriculum)*

NCPTA: National Confederation of Parent Teacher Associations

NCT: National Curriculum Test. An external test to assess attainment targets at end of each Key Stage

NCVQ: National Council for Vocational Qualifications

NEET: Not in Education, Employment or Training

NFER: National Foundation for Educational Research

NGA: National Governor Association
0121 643 5787 governorhq@nga.org.uk

NGfL: National Grid for Learning

NNEB: National Nursery Examination Board

'Non-pupil Days': 'Staff Development' or 'Baker' days. Five days in the year set aside for staff training when pupils do not attend school

NOR: Number on Roll

NPQH: National Professional Qualification for Headteachers

NQT: Newly Qualified Teacher

NRA: National Record of Achievement. A document now required for all children leaving school containing a record over time of a pupil's achievements in and out of school

NTET: National Training and Education Targets

NUT: National Union of Teachers

NVQ: National Vocational Qualification

OFSTED: Office for Standards in Education; the body which arranges and sets standards for school inspections; also produces some publications. (Tel: 0207 421 6673 Alexandra House, 29-33 Kingsway, London WC2B 6SE)

PAN: Planned Admission Number. The number of children the LEA (or the governing body of an Aided School) determines can be admitted to the school. It can be above the Standard Number (*see below*) but may not be below it

PAT: Professional Association of Teachers

PDC: Professional Development Co-ordinator

PFI: Private Finance Initiative

PGCE: Postgraduate Certificate of Education

Phase/Phase leader: Relates to the key stages. Early years (Foundation and reception), Key Stage 1 (years 1&2), Key Stage 2 (Years 3,4,5 &6) etc. Can be split. For example Lower KS2.

PI: Performance Indicators

PLASC: Pupil Level Annual School Census

Portage: A scheme for providing home-based pre-school education for children with special needs

PPA: Planning, Preparation and Assessment (time for teachers)

Prescribed Expenditure Allocation: The LEA's annual capital expenditure allocation and the limit of capital expenditure which may be incurred by governors of aided schools, as authorised by the DCSF

PRP: Performance Related Pay

PRU: Pupil Referral Unit

PSE: Personal, Social and Health Education

PTR: Pupil Teacher Ratio, obtained by dividing the number of pupils by the number of teachers

Pupil Profile: A broad evaluation of a pupil's personality, interests and capabilities. Part of his/her NRA (*see above*)

QCA: The Qualifications and Curriculum Authority (formerly SCAA)

QTS: Qualified Teacher Status

RAISE: Government data report issued after the end of each school year (usually Mid-October) giving data on the Key Stage SATS results.

RE: Religious Education

Reading Age: A child's ability to read may be compared against an average national ability level at any given age. The age level a child attains is their reading age

RGI or RI: Registered Inspector; one recognised by OFSTED to carry out inspections on schools

Rising Fives: Compulsory schooling begins at the start of the term directly following a child's fifth birthday. Some LEAs, including Devon, admit children before this point as 'Rising Fives'

RSA: Request for Statutory Assessment possibly leading to a EHCP

SACRE: Standing Advisory Council for Religious Education; the body in each LEA area set up under the Education Reform Act 1988 to advise the LEA about RE in community and voluntary controlled schools, and about worship in community schools

SATs: Standard Assessment Tasks

SBS: School Budget Share

School Leaving Age: Children must stay at school until the last Friday of June in the school year in which they reach 16 years. Previously some children could leave school before the end of the year.

SCITT: School-Centred Initial Teacher Training

SDP: School Development Plan

SEND: Special Educational Needs & Disabilities.

SENDCO: Special Educational Needs & Disabilities Co-ordinator: teacher responsible for co-ordinating SEND provision in a school.

Sibling: A brother or sister

SIMS: Schools Information Management System: a computer software package to assist schools in managing information on pupils, staff and resources.

SIP: School Improvement Plan

SLA: Service Level Agreement

SLD: Severe Learning Difficulty

SLT: Senior Leadership Team

Special Measures: A school which, when inspected, has failed to provide an acceptable standard of education will need special measures

Special School: For children and young people whose needs cannot be met in a mainstream school

S/S, SoS: Secretary of State

SSA: Standard Spending Assessment. A Government assessment of what a local authority needs to spend in a given year. Part of this assessment relates to education but, at present, how an authority spends within this limit on its services is a matter for its own determination

Standard Number (SN): The legally determined figure for the number of pupils in the admission year-group, below which the PAN (*see above*) may not be set

Statementing: The procedure by which a child is formally assessed under the 1981 Education Act as having significant educational needs. The statement, which must be reviewed annually, identifies these needs and the provision necessary to meet them. This is being phased out and replaced with EHCP

STPCD: School Teachers' Pay and Conditions Document

STRB: School Teachers' Review Body

TA: Teacher Assessment/Teaching Assistant

TES: Times Educational Supplement

Truancy: *See Unauthorised absence*

Trust Deed: The deed by which a voluntary controlled or voluntary aided school has been established

TTA: Teacher Training Agency

UCAS: Universities and Colleges Admissions Services

Unauthorised Absence: Absence by a pupil from school which is not otherwise authorised. Statistical information about such absences must be given to the local authority who may issue a fine.

UNISON: The union which represents the majority of clerical, administrative, professional and technical staff who work in local government

UPS: Upper Pay Scale

VA: Voluntary Aided. A school set up and owned by a voluntary body (usually a church) largely financed through an LEA. The governing body employ the staff, control pupil admissions and religious education

VC: Voluntary Controlled. A denominational school wholly maintained by the LEA but with certain residual rights regarding religious education

Virement: The transfer of certain sums of money from one expenditure heading to another.

Walking Distance: The statutory distance beyond which the LEA must provide free school transport is two miles for children up to eight years and three miles for those aged eight and over

WAMG: Workforce Agreement Monitoring Group, consisting of all the organisations that signed the National Workload Agreement

Work Experience: A planned programme as part of careers education which enables pupils in school time to experience a working environment of their choice.

YELLIS: Year Eleven Information System

Complaints procedure

Unfortunately, as a Governor, you may receive a complaint. The school has strict procedures for dealing with complaints, which should begin at the lowest appropriate level. (Please see the school website for the appropriate policy document). Should someone wish to take the complaint further than the teacher/Head, then it should be put in writing and addressed to the Chair of Governors, who will deal with the complaint in accordance with the Governing Body's procedures. The best advice is to direct any complaints to the school concerned in the first instance.

Induction timeline and checklist

We want all Governors to feel confident and able to perform their role to the highest standards. In order to achieve this, we have listed below the normal activities required of a new Governor and would ask you to date and initial once items are completed.

Description	Time frame	Date completed	Initials
Meet with Chair of Governors and receive induction pack. Complete & return contact form to Clerk	Before 1 st meeting		
Complete Tour of the school and meet Headteacher	Before 1 st meeting		
Official election at Full Governing Body Meeting & completion of LA paperwork and DBS/CRB check By the Clerk (see below)	1 st Meeting		
Complete Safeguarding training	ASAP		
Be assigned a Link Governor role Your area is	1 st Meeting		
Be assigned a mentor Your mentor is	1 st Meeting		
Meet with mentor to review first meeting	After 1 st meeting		
Book onto New Governor Induction course (details from clerk or chair)	ASAP		
Make a school visit as Link Governor (with or without mentor) and complete visit report form	Within the 1 st full term		
Review 1 st full term with mentor and a Vice chair	After the 1 st full term		
Attend other training held by the Local Authority	When scheduled, Info from clerk		
Attend Local Authority training courses of interest for personal development	When convenient		
Review induction with Chair and discuss areas for development	Within 6 months after induction		

**NOTIFICATION OF GOVERNOR APPOINTMENTS, CHANGES OF DETAILS,
RESIGNATIONS AND ELECTION OF CHAIR AND VICE CHAIR**

School or College							
Title		Forename		Surname			
Governor category				Start of term of office			
					<i>Day</i>	<i>month</i>	
Email				End of term of office			
					<i>Day</i>	<i>month</i>	
				Date of birth			
	<i>Day</i>	<i>month</i>					
Contact address							
Home phone		Mobile		Work phone			

NOTIFICATION OF GOVERNOR LEAVING

Title		Forename		Surname			
Reason for leaving or ending				Date of leaving or ending			
					<i>day</i>	<i>month</i>	

NOTIFICATION OF ELECTION OR RESIGNATION OF CHAIR

Title		Forename		Surname			
Term of office as chair (between 1 & 4 years)				Date of start of term or resignation			
					<i>day</i>	<i>month</i>	

NOTIFICATION OF ELECTION OR RESIGNATION OF VICE-CHAIR

Title		Forename		Surname			
Term of office as vice-chair (between 1 & 4 years)				Date of start of term or resignation			
					<i>day</i>	<i>month</i>	

SELF DECLARATION OF ELIGIBILITY

Before appointment or re-appointment every governor or associate member should complete a self-declaration **FORM PD/SD** to confirm their eligibility. **Form PD/SD should be retained by the school.**

*Please note: governors in **maintained schools** are no longer eligible for a child protection check (CRB or check against the barred lists) as the position of governor is not deemed by the Department for Education to be a 'regulated activity'. Governors in **academies** may still be asked to complete an enhanced child protection check due to the requirements of company law. Governing Body Support will no longer require any documentation concerning child protection checks.*

Personal Details

NEW APPOINTMENT

Full name inc title: (please print)

Home address:

Postcode:

Telephone numbers: home
work
mobile

Email:

Existing DBS* check held? No Disclosure number:

_____ Date: __/__/__

Self-declaration completed as member of staff/Councillor? Yes/No Date: __/__/__

UNIQUE IDENTIFIERS

Date of birth: _____ National Insurance Number: _____

**** Please complete and return to the Clerk via either school office
or by email at clerk@watcombe-primary.torbay.sch.uk**



Watcombe Primary School

Governor School Visit Report

Name:	Date:
Governor responsible for:	
Visiting:	
Purpose of visit:	
Link to School Improvement Priorities: <ul style="list-style-type: none">• XXX• XXX• XXX	
Governor observations and comments:	
Key issues arising: <ul style="list-style-type: none">• XXX• XXX• XXX	
Actions following governing body meeting (<i>Record any action agreed by the governing body with regard to this visit</i>)	

Impact statement:	
Signed:	Date:

PURPOSE OF GOVERNOR VISITS

1. Observe the range of attitudes, behaviour and achievements of the pupils.
2. Understand the views and values of the staff and pupils.
3. Evaluate the resources and the environment of the school.
4. Gain first hand information to assist policy making and decision taking.
5. Governors are known and demonstrate their commitment to the school.
6. Observe the operation of policies.
7. Give active support to the activities of the school.
8. Be aware of changes and different approaches to teaching and learning.
9. Demonstrate being a critical friend of the school.
10. Holding the school to account, evaluating its progress.

ARRANGING AND PLANNING A VISIT

1. Be aware of the school’s policy on Governor Visits.
2. Agree a date and time with the Head.
3. Clarify what you will do:
 - a. Time of arrival
 - b. Time of departure
 - c. Who you will see and the focus of your visit.
4. Remember that you are representing the governing body, and are a guest of the school. Governors do not have an automatic right to enter the school buildings.
5. Remember to respect the professionalism of the teachers and to respect the children.
6. Be supportive of the Head and all staff.
7. You should make report of your visit for the Governing Body, using the notes overleaf. Share your observations with the headteacher first.

THOUGHTS IN ADVANCE OF YOUR VISIT

Note down here any questions that you intend to ask or any special focus for your visit: