 Unlocking the potential…

***Governor Induction***

***Pack***



***Farndon Primary School***





**Introduction; Chair of Governor**

The Governing Body of Farndon Primary School and the Headteacher believe it is vital that all new governors feel welcomed and able to fulfill their role. We will ensure they receive a comprehensive induction program that covers a range of information and opportunities. We are committed to ensuring that any new governors are fully supported in their role. The process is seen as an investment, leading to more effective governance.

**Purpose**

- To welcome new governors to the Governing Body and enable them to meet other Governors.

- To enable new governors to visit the school and meet with the staff and pupils.

- To explain the relationship between the Headteacher and Governing Body

- To explain the roles and responsibilities of governors, including sub-committees.

- To explain how the Governing Body and its committees work.

- To enable new governors to make informed decisions.

- To enable new governors to ask informed questions about their role and the school.

**The Governing Body**

Appoints and performance manages the Headteacher who will deliver the aims ( through the day to day management of the school, implementation of the agreed policy framework and school improvement strategy and delivery of curriculum ) and report appropriately to the governing body.

This pack serves as an overview our school and the expectations for the Governing Body



**Email:** [**head@farndon.cheshire.sch.uk**](mailto:head@farndon.cheshire.sch.uk)

**Email:** [**admin@farndon.cheshire.sch.uk**](mailto:admin@farndon.cheshire.sch.uk)

**School website: http://www.farndon.cheshire.sch.uk/**

**HEAD TEACHER - Mr. Andrew Walker**

**DEPUTY HEAD TEACHER - Mrs. Sarah Wakefield**

**This Governor Induction and information pack should be read in conjunction with:**

**National Governor Association Information pack**

<http://www.nga.org.uk/Home.aspx>

**Cheshire West and Chester Governor Information**

<http://www.cheshirewestandchester.gov.uk/residents/education_and_learning/becoming_a_school_governor/new_governor_information.aspx>

**Farndon Primary School**

**Mission statement:**Unlocking the Potential

**Vision Statement**:

We aim to deliver an exciting and vibrant curriculum through a book centred topic approach, providing high quality learning opportunities for all within a safe, secure and stimulating environment. We believe that this will inspire a love of learning and unlock the potential that lies within all of our children, preparing them to be happy, successful and responsible citizens in the future.

**School Values:**

* To provide a structured programme of work ensuring a broad balanced curriculum which is thematic and engages the learners.
* To provide an environment where children feel safe, happy and secure.
* To foster an enquiring mind, with the ability to question, choose, evaluate and argue rationally.
* To provide equality of opportunity for all pupils without harassment or prejudice.
* To develop in each child confidence and a positive self-image.
* To address the needs of each individual child working towards his/her full potential.
* To develop a sensitivity to the needs of both self and others.
* To develop awareness of moral, social and religious values.
* To prepare pupils for the next stage of their education and adult life.
* To work in partnership with parents, governors and other professionals to deliver the agreed aims of the school.

The above Vision and Mission Statements were agreed by all stakeholders on a joint INSET on September 1st 2013

**Farndon Primary School; A brief background to the School**

We are an average sized school in a rural village with 260 pupils on role. This has steadily grown over the last 8 years (169 pupils in 2013). The school’s PAN ( intake ) is now 45 in all year groups; this has changed in September 18. The school benefits from a new 6 classroom block which houses the Junior children. The school has an on-site Nursery and employs a full time teacher for that class. The majority of pupils come from households ( often with two working parents ) where they have high expectations of their children’s abilities and potential attainment. This profile is changing as the village continues to develop. The school also manages its own Before and After School club.

**On entry, children are generally broadly in line with average attainment (taken from IDSR and right before Pandemic)**

**14.5% (25.9% national)** of pupils are entitled to free school meals – which is in the lower percentile nationally. The school has shown a steady rise since 2010 which was then 4%.

**2.3% (13.5% national)** are SEN support which is below national and puts the school into the lowest percentile range. 3.4% are statemented, which is above national putting us in the second highest percentile.

**79.8%** stability – which remains constant over the last 3 years and slightly below national.

**8.7%** are from minority ethnic groups which has doubled the last few years but still well below national. **1.7%** have English as an additional language – national is **22.1%**

The school offers a Before and After School Club and Stay and Play for families with younger children.

**Role of a Farndon Governor**

It is not the intention for Governors to be shadow professionals. No amount of training could equip governors with the skills and knowledge of the many professional disciplines - finance, personnel, curriculum, management etc, which the role of the governor could encompass. Governors have themselves identified the skills and qualities necessary to enable them to work as an effective team as follows:

In law the governing body is a corporate body, which means:

* No governor can act on her/his own without proper authority from the full governing body;
* All governors carry equal responsibility for decisions made, and
* Although appointed through different routes (i.e. parents, staff, Local Authority, foundation), the overriding concern of all governors has to be the welfare of the school as a whole.

**General**

We are aware of and accept the Nolan seven principles of public life (see page 28). We accept that we have no legal authority to act individually, except when the governing body has given us delegated authority to do so, and therefore we will only speak on behalf of the governing body when we have been specifically authorised to do so.

We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.

We will encourage open government and will act appropriately.

We accept collective responsibility for all decisions made by the governing body or its delegated agents. This means that we will not speak against majority decisions outside the governing body meeting.

We will consider carefully how our decisions may affect the community and other schools.

We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school. Our actions within the school and the local community will reflect this.

In making or responding to criticism or complaints affecting the school we will follow the procedures established by the governing body.

**Commitment**

We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.

We will each involve ourselves actively in the work of the governing body, and accept our fair share of responsibilities, including service on committees or working groups.

We will make full efforts to attend all meetings and where we cannot attend explain in advance in full why we are unable to.

We will get to know the school well and respond to opportunities to involve ourselves in school activities.

Our visits to school will be arranged in advance with the staff and undertaken within the framework established by the governing body and agreed with the head teacher.

We will consider seriously our individual and collective needs for training and development, and will undertake relevant training

We are committed to actively supporting and challenging the head teacher

**Relationships**

We will strive to work as a team in which constructive working relationships are actively promoted.

We will express views openly, courteously and respectfully in all our communications with other governors.

We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.

We are prepared to answer queries from other governors in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.

We will seek to develop effective working relationships with the head teacher, staff and parents, the local authority and other relevant agencies and the community.

**Confidentiality**

We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school

We will exercise the greatest prudence at all times when discussions regarding school business arise outside a governing body meeting.

We will not reveal the details of any governing body vote.

**Conflicts of interest**

We will record any pecuniary or other business interest that we have in connection with the governing body’s business in the Register of Business Interests.

We will declare any pecuniary interest - or a personal interest which could be perceived as a conflict of interest - in a matter under discussion at a meeting and offer to leave the meeting for the appropriate length of time.

**Breach of this code of practice**

If we believe this code has been breached, we will raise this issue with the Chair and the Chair will investigate; the governing body should only use suspension as a last resort after seeking to resolve any difficulties or disputes in more constructive ways;

Should it be the chair that we believe has breached this code, another governor, such as the vice chair will investigate;

We understand that any allegation of a material breach of this code of practice by any governor shall be raised at a meeting of the governing body, and, if agreed to be substantiated by a majority of governors, shall be minuted and can lead to consideration of suspension from the governing body. **(ref: National Governor Association –NGA website)**

We are aware of the provisions of regulation 15(1) of the School Governance (Procedures) (England) Regulations 2003, as amended, which pertain to the grounds for suspension as a school governor and of Schedule 6 to the School Governance (Constitution) (England) Regulations 2007 relating to the disqualifications from the role of school governor.

**A Farndon Primary School governor should:**

* Support the aims and objectives of the school in the wider community
* Work co-operatively with other governors in the best interests of the school
* Attend the meetings of the governing body and its committees
* Promote the interests of the school in the wider community
* Have an equal right to participate and to state their views whilst respecting the views of others
* Be loyal to the decisions made by the governing body
* Respect the confidentiality of those items of business that have been designated as confidential and do not disclose what individuals have said or how they have voted
* Withdraw from meetings where they have any direct personal interest in the business being discussed
* Have regard to the broader responsibilities as a governor of a public institution in regard to promoting public accountability for the actions and performance of the governing body
* Acknowledge that you are part of a corporate entity and you have no right to take actions or express views, as being that of the governing body, unless authorised to do so
* Participate in training
* To have an interest in children and to be supportive of the staff of the school
* To make full use of the knowledge, skills and experience which governors own
* To recognise the shared values and mutual concerns which bind them together as a team
* To work co-operatively with a common purpose to get the job done
* To have mutual respect and tolerance for different points of view
* To be able to identify, evaluate and prioritise issues
* To encourage qualities of leadership and delegation
* To have an awareness of the values of the school, its aims and objectives
* To be prepared to listen
* To take a common sense approach
* To establish a balance between achieving the task, keeping team spirit and motivation high, and valuing the contribution of the individual
* To enjoy your governorship

The Governing Body of Farndon Primary School adopted this code of practice on September 2014. Governors will sign the Code at the Annual September meeting of each school year.

Undertaking

As a member of the Governing Body I have read the above code and agree to support its principles. I will always have the well-being of the children and the reputation of the school at heart; I will do all I can to be an ambassador for the school, publicly supporting its aims, values and ethos; I will never say or do anything publicly that would embarrass the school, the Governing Body, the Head teacher or staff. I have read the above code and agree to support its principles.

Signed …………………………………………….. Printed name ……………………………………….

Date: ...........................................

**GOVERNOR COMMITTEE STRUCTURE**

Farndon School Full Governing Body meets three times a year. There are interim meetings each term. Committees meet at agreed times and date

Members of the Full Governing Body (FGB) September 2021 –

Membership can change throughout the year dependent of when terms of office end and new governors are appointed:

**GOVERNORS**

**(Chair of Governors)**

Mr. A Walker **Head teacher**

Ms Fiona Henderson **Co-opted Governor**

Mrs Rachel McCarthy **Teacher Governor**

Mrs Susan Ames **Co-opted Governor ( Vice Chair )**

Mrs Carol Weaver **Co-opted Governor**

Mrs Julie Perry **Co-opted Governor**

Mr David de Winton **Parent Governor**

Mr Michael Rudd **Co-opted Governor (parent)**

Mr Steven Clarkson **Parent Governor**

Mrs Kate Osorio **Parent Governor**

Mr Deyontae James **Parent Governor**

**COMMITEES AND NOMINATED GOVERNORS**

Each June FGB we nominate and review sub committees.

**Teaching and Learning Committee:** Curriculum / Achievement / Behaviour

**Leadership and Management Committee:** Buildings / Finance / Health + Safety / FACE / Nursery

**Pay Committee**:

**Pay Appeals:**

**Headteacher Performance Management:**

**Staff Discipline Committee:** All Governors are to be available

**Appeals Committee:** All Governors are to be available

**Governor additional responsibilities:**

**These topic areas are rotated [every two years] as part of development:**

|  |  |  |
| --- | --- | --- |
|  | **Governor** | **Teacher link** |
| Special Educational Needs [SEN] : | Carol Weaver | Nicola Pimperal |
| Looked After Children [LAC] :  Pupil Premium  Sports Premium  Safeguarding  Health and Safety | Julie Perry  David De Winton  Lindsey Lancelotte  Mike Rudd | Andy Walker  Emily Davies  Andrew Bond  Andy Walker  Andy Walker |
| Computing: |  | Laura Wyllor |
| Literacy: |  | Sarah Wakefield |
| Numeracy KS1:  Numeracy KS2: |  | Jo Cornforth  Lorna Cooper |
| Science:  History  Geography  Art  Design and Tech  PE  EYFS  Music  Phonics  SMSC  Pupil Voice / Global Learning / Pupil rights  Mental Health Champion  School Website | Katie Osorio | Andy Walker  Laura Kent  Paige Jarrett  Megan Hardwick  Jenny Hartwell Jones  Andrew Bond  Vikki Bayley  Lorna Maclean  Pippa Schofield  Rachel McCarthy  Gemma Richards  Abi Pomerantz  Andy Walker |

**School Improvement Plan:**

Governors need to be aware of the School Improvement Plan; this is a “live” and changing document.

The Chair of Governors and the School Head Teacher as the school leadership team lead on this plan.

**School Improvement Cycle:**

In the school environment we use a cyclical approach to improvement; each cycle consists of a review and evaluation of provision, identifying and action planning areas for development, implementation of change, monitoring change and review once the actions have come to an end.

We also have low and high level priorities. Low level priorities are non-urgent and non-essential and may cover the monitoring of different curriculum areas. High level priorities require immediate action to effect positive change and are detailed in the action plans to the rear of this document. During the course of the year, initiatives may be introduced which require an action plan to implement change. These will be added to the SIP as supplements for review at the end of the academic year.

Not all curriculum areas require action plans as some are at the ‘monitoring’ stage and some are at the ‘maintenance’ stage. Only curriculum areas which are our focus for development will have action plans within the SIP. All subject leaders produce action plans for their curriculum areas. Across the year, there is a monitoring schedule and leaders speak to pupils and look at books, feedback to staff and then complete a Governor Report that is shared with the Governing Body.

**STAFFING GUIDE: January 2024.**

|  |  |
| --- | --- |
| **Head teacher** | Mr. A Walker |
| **Deputy Head teacher**: 0.6 | Mrs. S Wakefield |
| Reception Teacher ( EYFS / KS1 lead )  Reception Teacher  Reception Teacher | Mrs. V Bayley  Mrs P Chapman Brown  Mrs G Cottle |
| Yr1Teacher | Mrs P Axon |
| Yr2 Teacher / SENCO | Mrs N Pimparel |
| Yr2 Teacher  Yr 2 Teacher | Mrs J Cornforth  Miss P. Jarrett |
| Yr 3 Teacher  Yr 3 Teacher  Yr 3/4 Teacher | Mrs M Hardwick  Mrs J Hartwell Jones  Miss L Cooper |
| Yr 4 Teacher  Yr 4 Teacher  Yr 5 Teacher  Year 5/6 Teacher  Yr 6 Teacher  Year 6 Teacher  Pre-School Teacher  Pre-School Teacher  Teaching Assistants  SEN Teaching Assistants | Mrs L Maclean  Mr Andrew Bond  Miss R Case  Mrs L Wyllor  Mrs R McCarthy  Mrs E Davies  Mrs A Pomerantz  Mrs L Kent  Mrs M.Edmond  Mrs P. Cook  Mrs K. Richards  Miss L. Brown  Miss E. Baker  Mrs K. Barnes  Mrs B Waters  Mrs F. Mitchell  Miss A Mellor  Mrs S Green  Mrs N Green  Ms R Hillyer  Mrs B Credidio |

As Governors we are expected to fulfill many different roles within the expectation and duties to help you think with the Governors we will ask you to undertake a skills audit to identify strengths and weaknesses:

Skills Audit: **Individual data** collection form for Farndon Primary School

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Governor:  Area of expertise | Level of Experience:  ‘None(1), basic (2), Moderate(3), Extensive (4)’ | Evidence, including any training attended  Leadership Programme for Head teachers, Local Leader of Education | Any training required – this may be introductory or to develop existing skills |
| Generic skills, knowledge and experience  No single governor is expected to have all of these, but across the team of governors these should appear and can be considered as essential for the governing body as a whole. | | | |
| Experience of governance (including in other sectors) |  |  |  |
| Strategic planning |  |  |  |
| Self-evaluation and/or impact assessment |  |  |  |
| Data analysis |  |  |  |
| Experience of staff recruitment |  |  |  |
| Performance management   1. Staff 2. Organisation |  |  |  |
| Community relations |  |  |  |
| Chairing |  |  |  |
| Leadership |  |  |  |
| Coaching/mentoring or CPD |  |  |  |
| Negotiation & mediation |  |  |  |
| Communication skills, including listening |  |  |  |
| Problem solving &/or creativity |  |  |  |
| Ability to influence |  |  |  |
| Handling complaints, grievances or appeals |  |  |  |
| Risk assessment |  |  |  |
| Knowledge of this school |  |  |  |
| Parent’s perspective: current of school |  |  |  |
| Knowledge of the local community |  |  |  |
| Knowledge of sources of relevant information/data |  |  |  |
| Knowledge of the local/regional economy |  |  |  |
| **Specialist knowledge or experience** | | |  |
| Essential for GB as a whole:  Financial management/ accountancy |  |  |  |
| The following are useful or in some case desirable, but not necessarily essential for a GB to contain. These are useful in order to be able to challenge, monitor and scrutinise effectively. They are not required in order to carry out operational tasks or to take the place of external expertise. | | | |
| Premises & facilities management |  |  |  |
| Human resources expertise |  |  |  |
| Procurement/purchasing |  |  |  |
| Legal |  |  |  |
| ICT &/or management information systems |  |  |  |
| PR & marketing |  |  |  |
| Work placements/career planning |  |  |  |
| Teaching & pedagogy |  |  |  |
| Special educational needs |  |  |  |
| Children’s & young people’s services or activities (in any sector) |  |  |  |
| Health services |  |  |  |
| Safeguarding |  |  |  |
| Primary schools – Nursery sector  Secondary – FE and HE |  |  |  |
| Project management |  |  |  |
| Health & safety |  |  |  |
| Quality assurance |  |  |  |
| Surveying, consultation &/or research |  |  |  |
| Other: please specify |  |  |  |

**No individual is going to have all these skills! The way in which this exercise is introduced is crucial so that no governors feel undermined; it is important to value all perspectives. The governing body is a team, and we need to ensure that between us, all the necessary skills and knowledge are covered around the table. Governors are not there to provide pro-bono professional services. If a skills gap is identified, then the next vacancy which occurs should be used if at all possible to fill that gap.**

**Register of Business Interest(s)**

Governors and Head teachers are required to declare any business interests which they or any member of their immediate family have by completing this form and returning it to the Head teacher for retention in the Register. Any changes in the information supplied should be notified to the Head teacher immediately as the Register must be kept up to date.

**Farndon Primary School**

Name (Please print)

|  |  |  |
| --- | --- | --- |
| I have the following business interest(s) | | |
| Firm/Company/Organisation | Product/Supplies/Services | Position Held |
|  |  |  |

Or

I have no business interest to declare Please tick

Date: Signed

Notes

1. A governor or spouse who is an employee of a company would be regarded as having a business interest in that company

2. A governor or spouse who has a shareholding in a company would only be regarded as having a business interest if that shareholding were substantial, for example 20% or more. Holding shares in banks/building societies/public utilities would not be regarded as a business interest.

3. Where, in a particular instance, the company in question is involved in a transaction with the school, and the matter is being discussed at a meeting, the governor should leave the meeting and take no part in any decision.

**This information is taken from the National Governor Association Website.**

**It is aimed at showing general themes for all governing bodies England wide (http://www.nga.org.uk)**

**The governing body:**

* Sets the strategic direction of the school by:
* Setting the values, aims and objectives for the school
* Agreeing the policy framework for achieving those aims and objectives
* Setting statutory targets
* Agreeing the school improvement strategy which includes approving the budget and agreeing the staffing structure

**Challenges and supports the school by monitoring, reviewing and evaluating:**

* The implementation and effectiveness of the policy framework
* Progress towards targets
* The implementation and effectiveness of the school improvement strategy
* The budget and the staffing structure

**Ensures accountability by:**

* signing off the school’s own self-evaluation report
* responding to Ofsted reports when necessary
* holding the head teacher to account for the performance of the school
* ensuring parents and pupils are involved, consulted and informed as appropriate
* making available information to the community

**The governing body:**

**[Information taken from Ofsted Website :** [**http://www.ofsted.gov.uk/**](http://www.ofsted.gov.uk/)**]**

Appoints and performance manages the head teacher who will deliver the aims (through the day to day management of the school, implementation of the agreed policy framework and school improvement strategy, and delivery of the curriculum) and report appropriately to the governing body.

Key characteristics of effective governing bodies are:

* Positive relationships between governors and school leaders are based on trust, openness and transparency. Effective governing bodies systematically monitor their school’s progress towards meeting agreed development targets. Information about what is going well and why, and what is not going well and why, is shared. Governors consistently ask for more information, explanation or clarification. This makes a strong contribution to robust planning for improvement.
* Governors are well informed and knowledgeable because they are given high- quality, accurate information that is concise and focused on pupil achievement. This information is made accessible by being presented in a wide variety of formats, including charts and graphs.
* Outstanding governors are able to take and support hard decisions in the interests of pupils: to back the head teacher when they need to change staff, or to change the head teacher when absolutely necessary.
* Outstanding governance supports honest, insightful self-evaluation by the school, recognising problems and supporting the steps needed to address them.
* Absolute clarity about the different roles and responsibilities of the head teacher and governors underpins the most effective governance. Protocols, specific duties and terms of reference are made explicit in written documents.
* Effective governing bodies are driven by a core of key governors such as the chair and chairs of committees. They see themselves as part of a team and build strong relationships with the head teacher, senior leaders and other governors.
* In eight of the 14 schools visited, governors routinely attend lessons to gather information about the school at work. All the governors who were interviewed visit their schools regularly and talk with staff, pupils and parents. Clear protocols for visits ensure that the purpose is understood by school staff and governors alike. Alongside the information they are given about the school, these protocols help them to make informed decisions, ask searching questions and provide meaningful support.
* School leaders and governors behave with integrity and are mutually supportive. School leaders recognise that governors provide them with a different perspective which contributes to strengthening leadership. The questions they ask challenge assumptions and support effective decision-making.
* Governors in the schools visited, use the skills they bring, and the information they have about the school, to ask challenging questions, which are focused on improvement, and hold leaders to account for pupils’ outcomes.
* Time is used efficiently by governors because there are clear procedures for delegating tasks, for example to well organised committees. These committees have clear terms of reference; provide high levels of challenge and use governors’ expertise to best effect. Systems are in place for sharing information and reporting back to the full governing body. This does not merely reiterate what has already been discussed in detail by the committee but focuses on the key points and decisions.
* The role of the clerk to the governors is pivotal to ensuring that statutory duties are met, meetings are well organised and governors receive the information they need in good time. Consequently, governors come to meetings well prepared and with pertinent questions ready so that they are able to provide constructive challenge.
* A detailed timeline of activities, maintained by the clerk and linked to the school development plan, provides a clear structure for the work of governors and ensures that their time is used appropriately.
* Governors in the schools visited, use their external networks and professional contacts to fill any identified gaps in the collective skills of the governing body.
* There are clear induction procedures for new governors which help them to understand their roles and responsibilities and ensure that best use is made of their varied skills and expertise.
* The governing bodies constantly reflect on their own effectiveness and readily make changes to improve. They consider their own training needs, as well as how they organise their work.

Taken from Ofsted website

**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.

**Farndon School Governor Information:**

**1. OFSTED:**

Website: <http://www.ofsted.gov.uk>

School dashboard: <http://dashboard.ofsted.gov.uk/>

**2. Governor line:**

governorlineWebsite: [www.education.gov.uk/governorline](http://www.education.gov.uk/governorline)

Contact number: 0800 722181

GovernorLine offers free, confidential advice, information and support to school governors, clerks and individuals directly involved in the governance of maintained schools, academies and free schools in England.

Call us free on 08000 722 181 from Monday to Friday 9.00am to 10.00pm, or from 11.00am to 4.00pm on weekends and public holidays.

**3. CWAC Governor Information:**

Governance Team: School Governance Team, Tarvin Professional Centre, Meadow Close, Tarvin, Cheshire, CH3 8LY

<http://www.cheshirewestandchester.gov.uk/residents/education_and_learning/becoming_a_school_governor.aspx>

**4. Additional Department of Education information:**

<http://www.education.gov.uk/a0056738/governor-support-and-resources>

**5. Fischer Family Trust :** [**http://www.fft.org.uk/**](http://www.fft.org.uk/)

FFT provides data and analyses to all schools and LAs in England and Wales. Our estimates are used by teachers to inform the setting of ambitious and aspirational targets for students. We analyse pupil results and pupil progress and provide school leaders with insightful data to support school improvement and self-evaluation.

**Induction Checklist of Documentation**

- The Headteacher invites any new Governor to visit the school for a tour.

- Induction Pack will be shared by the Chair of Governors.

- New Governors will be given a password for Governor dropbox and added to the school website.

- Details of meetings and Governor schedules will be e-mailed by the Clerk; Paula Foster

**Documents Available on the School Website:**

- Recent Newsletters from the Headteacher

- School Prospectus

- Achievement data and performance tables

- School contact details

- School interactive calendar of impending events

**Documents Available on the Governor Drop Box:**

- Complete overview analysis of the school

- School’s current Self Evaluation

- School’s Current School Development Plan

- RAISE on line data

- Latest Headteacher reports

- Inspector Questions and support for responses

- Key Information overview of the school

|  |  |
| --- | --- |
| Has Head teacher covered: | |
| Background to the school |  |
| Current issues facing the school |  |
| Visiting the school |  |
| Overview of the governor’s role |  |
| Relationship between the Head teacher and Governing Body |  |

Name: Signed:

(Print FULL name of Governor)

Date:

Please retain original signed copy for your own records and forward a copy to the Chair of Governors

|  |  |
| --- | --- |
| Questions or discussion points | Answers or actions |
|  |  |
|  |  |
|  |  |
|  |  |

 School Performance Summary 2022 - 2023

**Achievement at the end of Reception**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reception Data Analysis Summer Term 2023** | | | | | | | | | | | | | | | | |
| **EYFS Strand** | | **School**  **% ARE** | | **National**  **% ARE** | | | **Boy School**  **% ARE** | | **Girl School**  **% ARE** | | | | **Boy National**  **% ARE** | | **Girl National**  **% ARE** | |
| **Listening and**  **Attention** | Communication and Language | 93% | | 82.2% | | | 89% | | 100% | | | | 77.3% | | 87.2% | |
| **Speaking** | 93% | | 82.6% | | | 89% | | 100% | | | | 78.2% | | 87.1% | |
| **EYFS Strand** | | **School**  **% ARE** | | **National**  **% ARE** | | | **Boy School**  **% ARE** | | **Girl School**  **% ARE** | | | | **Boy National**  **% ARE** | | **Girl National**  **% ARE** | |
| **Self-Regulation** | PSE | 93% | | 85.1% | | | 89% | | 100% | | | | 79.6% | | 90.8% | |
| **Managing Self** | 97% | | 87.1% | | | 94% | | 100% | | | | 82.3% | | 92% | |
| **Relationships** | 97% | | 88.6% | | | 94% | | 100% | | | | 84.3% | | 93.1% | |
| **EYFS Strand** | | **School**  **% ARE** | | **National**  **% ARE** | | | **Boy School**  **% ARE** | | **Girl School**  **% ARE** | | | | **Boy National**  **% ARE** | | **Girl National**  **% ARE** | |
| **Gross Motor** | Physical Development | 97% | | 92.1% | | | 94% | | 100% | | | | 89.4% | | 95% | |
| **Fine Motor** | 84% | | 85.8% | | | 72% | | 100% | | | | 79.4% | | 92.5% | |
| **EYFS Strand** | | **School**  **% ARE** | | **National**  **% ARE** | | | **Boy School**  **% ARE** | | **Girl School**  **% ARE** | | | | **Boy National**  **% ARE** | | **Girl National**  **% ARE** | |
| **Comprehension** | **Literacy** | 90% | | 80.3% | | | 94% | | 92% | | | | 76% | | 84.8% | |
| **Word Reading** | 74% | | 74.7% | | | 72% | | 77% | | | | 70.3% | | 79.2% | |
| **Writing** | 68% | | 69.5% | | | 67% | | 69% | | | | 63.6% | | 75.7% | |
| **EYFS Strand** | | **School**  **% ARE** | | **National**  **% ARE** | | | **Boy School**  **% ARE** | | **Girl School**  **% ARE** | | | | **Boy National**  **% ARE** | | **Girl National**  **% ARE** | |
| **Number** | **Mathematics** | 87% | | 77.8% | | | 83% | | 92% | | | | 75.5% | | 80.2% | |
| **Number Pattern** | 87% | | 77.2% | | | 83% | | 92% | | | | 74.6% | | 79.9% | |
| **EYFS Strand** | | **School**  **% ARE** | | **National**  **% ARE** | | | **Boy School**  **% ARE** | | **Girl School**  **% ARE** | | | | **Boy National**  **% ARE** | | **Girl National**  **% ARE** | |
| **Creating with Materials** | **Expressive Art and Design** | 97% | | 87.2% | | | 94% | | 97% | | | | 81.6% | | 93.2% | |
| **Being Imaginative** | 100% | | 86.9% | | | 100% | | 100% | | | | 81.5% | | 92.5% | |
| **Past and Present** | **Understanding the World** | 93% | | 81.7% | | | 89% | | 100% | | | | 77.7% | | 85.8% | |
| **People, Cultures and Communities** | 93% | | 81.3% | | | 89% | | 100% | | | | 77.2% | | 85.6% | |
| **Natural World** | 100% | | 85.3% | | | 100% | | 100% | | | | 82% | | 88.8% | |
| **Class Context** | **Total Pupils** | | | | 32 | **Boys** | | | | 19 | | **Girls** | | | | 13 |
| **Total FSM** | | | | 3 | **Total SEND** | | | | 1 | | **Total EAL** | | | | 1 |
| **Autumn Bday** | | | | 34% | **Spring Bday** | | | | 22% | | **Summer** | | | | 44% |
| **GLD School** | **Total** | | 64% | | **Boys** | | | 61% | | | **Girls** | | | 69% | | |
| **GLD National** | **Total** | | 65.2% | | **Boys** | | | 58.7% | | | **Girls** | | | 71.9% | | |

*National Statistics taken from 2022 cohort*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Phonics test Year 1 pupils** | | | | | | | | |
| **All Pupils** | | | **Boys** | | **Girls** | | **FSM** | |
| **% of Pupils** | **2023**  *44* | **2022**  *45* | **2023**  *20* | **2022**  *29* | **2023**  *24* | **2022**  *16* | **2023**  *5* | **2022**  *2* |
| **75%** | **87%** | **75%** | **89%** | **75%** | **81%** | **100%** | **50%** |
| **School Average** | 32 | 34.29 | 31 | 35.4 | 33 | 34.9 | 36 | 27 |
| **National 2023** | **79%** | | **76%** | | **82%** | | **67%** | |
| **33** | | **32** | | **34** | | **30** | |

**\* 2 Pupils in Year 2 did not do it as they are working below the level of the test.**

**Achievement at the end of Key Stage 1**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Yr 2**  **Reading**  100.76 | **EYFS** | **School 2023** | **School**  **2022** | **National**  **2023** | **EYFS** | **School 2023** | **School**  **2022** | **National**  **2023** |
| Expected+ | Expected | Expected | Expected | Exceeding | Higher Standard | Higher Standard | Higher Standard |
| **All Pupils** (46) | 65.85% | 65% | 71% | 68% | 17% | 24% | 34% | 19% |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Yr 2**  **Maths** | **EOKS1** | **School 2023** | **School**  **2022** | **National**  **2023** | **EOKS1** | **School 2023** | **School**  **2022** | **National**  **2023** |
| Expected+ | Expected | Expected | Expected | Exceed | Higher Standard | Higher Standard | Higher Standard |
| **All Pupils (38)** | 75% | 74% | 71% | 70% | 32% | 30% | 24% | 16% |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Yr 2**  **Writing** | **EOKS1** | **School 2023** | **School**  **2022** | **National**  **2023** | **EOKS1** | **School 2023** | **School**  **2022** | **National**  **2023** |
| Expected+ | Expected | Expected | Expected | Level 3 | Higher Standard | Higher Standard | Higher Standard |
| **All Pupils (46)** | 73% | 57% | 37% | 60% | 12% | 15% | 13% | 8% |

**Achievement at the end of Key Stage 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Progress from KS1** | **Reading** | **Writing** | **Maths** |
| **35 pupils** | - 0.12 | 1.90 | - 1.65 |
| Average | Average | Average |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Yr 6**  **Reading**  **Pupils: 39** | **EOKS1** | **School 2023** | | **School 2022** | | **National**  **2023** | **EOKS1** | **School 2023** | | **School**  **2022** | **National**  **2023** |
| Expected+ | Expected | | Expected | | Expected | Level 3 | Higher Standard | | Higher Standard | Higher Standard |
| 86% | 79% | | 78% | | 73% | 27% | 33% | | 22% | 29% |
| **Average Scaled Score** | **School** | | 105.2 | | **National** | | 105.4 | | **Local Authority** | | 105.1 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Yr 6**  **Maths**  Pupils:39 | **EOKS1** | **School 2023** | | **School**  **2022** | **National**  **2023** | **EOKS1** | | **School 2023** | | **School**  **2022** | **National**  **2023** |
| Expected+ | Expected | | Expected | Expected | Level 3 | | Higher Standard | | Higher Standard | Level 2c+ |
| 79% | 64% | | 68% | 73% | 28% | | 10% | | 23% | 24% |
| **Average Scaled Score** | **School** | | 101.7 | **National** | | | 103.9 | | **Local Authority** | | 104.2 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Yr 6**  **Writing**  Pupils:39 | **EOKS1** | **School 2023** | **School**  **2022** | **National**  **2023** | **EOKS1** | **School 2023** | **School**  **2022** | **National**  **2023** |
| Expected+ | Expected | Expected | Expected | Higher Standard | Higher Standard | Higher Standard | Higher Standard |
| 76% | 74% | 81% | 71% | 14% | 23% | 22% | 13% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **RWM Combined** | | | | | |
| **Expected Standard** | | | **Higher Standard** | | |
| **School 2023** | **School 2022** | **National 2023** | **School 2023** | **School 2022** | **National** |
| 62% | 59% | 59% | 0% | 9% | 7% |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Yr 6  Grammar | | **EOKS1** | | | **School 2023** | | | **School**  **2022** | | **National**  **2023** | | **EOKS1** | | **School 2023** | | | **School**  **2022** | | **National**  **2023** |
| Expected | | | Expected | | | Expected | | Expected | | Higher Standard | | Higher Standard | | | Higher Standard | | Higher Standard |
| **All Pupils** | | NA | | NA | 69% | | | 81% | | 72% | | NA | | 26% | | | 19% | | 30% |
| **Average Scaled Score** | | **School** | | | | | 102.3 | **National** | | | | 104.9 | | | | **Local Authority** | | |  |
| **Average Mark** | | | **Spelling Mark Boundaries** | | | | | | | | | | | | | | | | |
| **5+** | | | | | | **10+** | | | | **15+** | | | | | **20** | |
| **School** | **National** | | **School** | | | **National** | | | **School** | | **National** | | **School** | | **National** | | | **School** | **National** |
| 11.4 | 12.6 | | 85% | | | 86% | | | 67% | | 70% | | 38% | | 42% | | | 3% | 4% |