

Information Guide

*A brief guide to school
governance*

2017 - 2018

Governor Information Guide

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Welcome

to your new role as a school governor or trustee!

Governors and trustees play an important role in ensuring that children and young people in our schools are able to achieve to the best of their ability – and therefore have better life chances.

We are sure you share this vision and look forward to working with you.

Although this guide is written initially with new governors and trustees in mind, it contains information which we hope will be useful for you throughout your term of office.

This guide will help to prepare you for your new role. We hope that you will find being a governor an enjoyable and rewarding experience.

Please read this guide, visit your school, enrol for training and get involved.

Some governing boards appoint a **mentor** who takes a particular interest in the induction of new members on the board. So, contact your chair and find out what arrangements your governing board has made to help new governors.

NPW is a mutual organisation, formed by Newham schools to run and commission high quality school support services. The purpose of the company is to advance the education of children and young people and improve the lives of all members of the community.

References in this guide to 'governors' or 'governing board' means whoever is responsible for fulfilling governance functions - whether that be the governors of a maintained school, the trustees of an academy trust or MAT, or the local governors to whom the function in question has been delegated by the MAT Board.

The role of the school governor and trustee

This guide is intended to complement your school based induction and the **Introductory course** for new governors. The course is an important element of a governor's induction and it is **strongly** recommended that all new governors/trustees attend.

The course provides a forum for participants to discuss how best to approach being a governor and to ask questions about your new role.

It covers:

- powers, duties and key roles of governing boards and academy trusts
- being strategic
- characteristics of effective governing boards
- monitoring and evaluation of the school's work
- making the most of meetings
- visiting the school
- educational jargon

The dates for 2017/18 are:

Friday 13th October
Saturday 25th November
Saturday 10th March
Friday 18th May
Saturday 30th June
All will run from 9am - 3pm

To book, please contact the Governor Development Service

Phone: 020 8249 6936
E-mail: edugov@npw.so

Who are school governors/trustees and what do they do?

School governors/trustees form the largest volunteer group in the United Kingdom. They come from every walk of life but have one thing in common: they want to make a difference to children's education.

Governing boards are the strategic decision makers and vision setters in every school and academy. They play a vital role in ensuring the best possible education for every child by creating robust accountability for school leaders. Every board has three core strategic functions as identified by the Department for Education (DfE)'s Governance Handbook:

- ensuring clarity of vision, ethos and strategic direction
- holding the headteacher to account for the educational performance of the school and its pupils and the performance management of its staff
- overseeing the financial performance of the school and making sure its money is well spent.

In academies, trust board members are also directors of the company and trustees of the charitable trust.

The headteacher is responsible for the internal organisation and management of the school and the implementation of the strategic framework established by the governing board.

What can I bring to the governing board?

Governors/trustees bring a range of transferable skills from their working lives - and many have skills and knowledge from bringing up a family or being involved in the local community. Most importantly, the governing board will value your commitment, common sense and the broader perspective that you bring.

To be an effective governor you need to:

- be willing to listen, learn and to ask questions
- be willing to work as part of a team
- have time to get to know your school and get involved in the work of the governing board
- be willing to attend training.

How much of my time will it take?

The main work of the governing board is to meet, discuss and decide - this is done at full governing board meetings or committee meetings.

Meetings of the full governing board normally take place once or twice a term. Committees might meet more frequently. You should talk to your chair to clarify the time commitment your governing board requires. Dates of whole governing board meetings are arranged well in advance.

Apart from attending meetings, governors also need to set aside time for reading papers, visiting the school and attending training. Governors are welcome, by invitation, to attend school performances and other events.

What about time off work?

Under employment law, employers must give employees who are school governors "reasonable time off" to carry out their duties. The employee and employer have to agree on what this might mean. Employers do not have to give time off with pay.

For more information about the role of governors/trustees, have a look at the **Governance Handbook**, DfE, January 2017 and **A Competency Framework for Governance**, DfE, January 2017 - <https://www.gov.uk/government/publications/governance-handbook>

Essential information: what you need – and where to get it

You need information about two areas as quickly as possible:

- **firstly** about your school and the governing board
- **secondly** about the responsibilities of governors/trustees

1. Finding information about your school and your governing board

These documents will help you build up a picture, but this should be added to by talking to other governors and visiting the school. Even if you are already familiar with the school as a parent or employee, there will still be areas you need to know more about as a governor.

- Last Ofsted report
Tells you how well the school is doing. Check the date; it may be a few years old (www.ofsted.gov.uk) and your school's website
- School Development Plan/ School Improvement Plan
Sets out plans for development over the next 3 years
From the headteacher
- School self-evaluation report (often abbreviated as SEF)
Summary of key strengths and areas for development
From the headteacher
- Key staff list
Who's who in the school
From the headteacher
- Governing board membership
Who is on your board
From your headteacher, chair or your school's website
- Minutes
What the governing board discussed at its last meeting
From the headteacher, chair or NPW Governor Services
- Headteacher's report
The key issues that the headteacher last reported to the governing board
From the headteacher

2. Finding out about your responsibilities as a governor or trustee

It will take time to understand the legal responsibilities of governing boards, the way they operate and how the headteacher and board work together to lead the school.

- DfE Governance Handbook 2017-
All the legal responsibilities of governing boards
- DfE A Competency Framework for Governance 2017 -
Sets out the competencies needed for effective governance
- Scheme of delegation for your multi academy trust -
Which groups and individuals are responsible for making decisions
- Terms of reference -
The roles and responsibilities of committees
- Compliance Calendar –
The tasks your governing board has agreed to carry out over the year

These documents and model documents (and much more) can be found in the Governors' room on the Newham Managed Learning Environment (MLE). To access this, type www.londonmle.net/newham/login into your web browser and login with

–

username: newhamgovernor

password: newhamgovernor

Types of schools

There are a number of different types of state schools in England:

1. Local Authority maintained schools

- community
- nursery
- voluntary controlled
- voluntary aided
- foundation
- trust

Community and maintained nursery schools are set up by a Local Authority (LA). The LA is employer, admissions authority and owner of the land and buildings. It may not be designated with a religious character.

Voluntary controlled schools are usually church schools where the church owns the site but all other costs are met through the LA. The LA is the employer.

Voluntary aided schools are set up and owned by a voluntary body, usually a church body, but largely financed through the LA. The governing board employs the staff and controls pupil admissions and religious education. The school's buildings and land will normally be owned by the diocesan organisation.

Foundation schools are LA maintained schools where the governing board is the employer and sets the admissions criteria. The school's land and buildings are owned either by the governing board or a charitable foundation.

Trust schools are foundation schools supported by a charitable foundation or trust.

2. Academies/free schools

Academies/free schools are not part of the local authority, but are independent state schools funded directly by the DfE. They have greater freedom than a maintained school, particularly in relation to the curriculum and the ability to set their own pay and conditions for staff. An academy can be a standalone, single academy or belong to a chain, the most common of which is a multi-academy trust (MAT) where a number of schools are part of a MAT this is governed by a single academy trust.

Categories of governors

School governors are there to ensure schools are well run. This means that decisions are made by people with a wide range of experience and views. Every governing board has chosen how many members it has, how many governors of each type and how long each type of governor serves, within limits laid down by the government.

LA maintained school governing boards are organised largely to be skills based. This gives governing board's greater flexibility to choose their membership. The membership is set out in the instrument of government.

The different types of maintained school governors are:

Parent Governors

- elected from and by the parents whose children attend the school

Staff Governors

- are elected from and by those who are paid to work at the school

Authority Governors

- are nominated by the LA and appointed by governing boards
- anyone who is interested in education and supports the LA's educational philosophy may apply to be an Authority governor
- governing boards can set eligibility criteria which appointees must meet

Co-opted Governors

- are appointed by the governing board based on the skills they offer

Foundation Governors

- are appointed by the school's founding body, church or other organisation to help preserve and develop the school's religious character or charitable objects

Partnership Governors

- appointed by the governing board of foundation schools where there is no trust body

Associate Members

- are not full governors in that they cannot vote at governing board meetings. Usually invited to sit on a committee or board because they have specific skills.

Headteacher

- are ex officio governors – governors because of their job. They are governors unless they choose not to be.

Academies/free schools have greater freedom to choose their governing board membership although it should include the CEO or equivalent and there are restrictions on the proportion of staff and Local Authority employees or councillors. Academy governance arrangements are set out in the articles of association. Most directors are appointed by company members.

Directors/Trustees

In academies these terms are used interchangeably as the responsibilities of the board are governed by three different branches of law (company, charity and educational law).

Local Governing Bodies

A multi-academy trust is accountable for the performance of each of the individual schools. A MAT can choose to establish a **local governing body** (also called **local advisory board /LAB**) in each school to which it delegates some governance functions. This is akin to a committee of the MAT and individuals appointed as local governors of the LAB are not directors by virtue of their position (though they could also be appointed as a director). The composition may be similar to that of a maintained school, although categories of

membership may be quite different. If there is no parent representation on the board, there must be parent representation at local governing body level.

Powers and duties of governing boards

The strategic working of governing boards translates into some quite specific powers and duties. Here is a list of some of the most important areas in which governors and trustees have to be active:

- **Pupil attainment and progress** – ensuring a strategic and systematic approach to promoting high and rising standards of educational achievement
- **Curriculum** – ensuring that the curriculum is balanced and broadly based and that the national curriculum and religious education are taught. (Plus, in secondary schools, sex education). Academies are not required to follow the national curriculum
- **Key policies** – deciding how, in broad strategic terms, the school should be run
- **Finance** – determining how to spend the budget allocated to the school and monitoring income and expenditure
- **Staffing** – deciding the number of staff, the pay policy and agreeing procedures for staff conduct and discipline. In an academy, trustees are responsible for terms and conditions of staff
- **Appointments** – appointing the head and deputy head teacher, leading on appointments to the leadership group. Different arrangements will apply in academies.
- **Performance management** – establishing the policy following consultation with staff, reviewing it annually and carrying out the head's performance management
- **Pupils** - ensuring the wellbeing and good behaviour of all pupils.

In addition, in voluntary aided schools, governing boards are responsible for religious education, admissions, premises and are the employer of staff. Foundation schools and academies are also responsible for admissions, premises and are the employer of staff. Academies are not required to teach the national curriculum or to follow national terms and conditions for staff.

It may be comforting to know that there are very few decisions that a governing board would have to make without the advice of the head teacher.

About meetings

How often will my governing board meet?

Governing boards are required by law to hold three meetings per year. Many however choose to meet more often than this. Where boards have committees, all governors will be expected to join at least one committee.

How will I find out about the meetings?

Your appointment letter will give you the date of the next meeting of your governing board. At the beginning of each term you will also receive a briefing pack, which contains useful information about local and national developments that governing boards might wish to discuss.

At least one week before every meeting you will receive an agenda. This sets out the date, time and venue of the meeting, and the items to be discussed. The minutes of the previous meeting and all necessary reports should also be sent to you with the agenda. The meeting dates for the remainder of the school year will appear on the agenda. It is vital that you let the chair or school know if you are not able to attend. Governors can be removed for non-attendance if they do not attend meetings for more than six months without the agreement of the governing board.

How should I prepare for a meeting?

Make sure that you set aside some time before a meeting to read all the papers you have been sent. If there is anything that you are not sure about, contact the governing body support officer whose name and contact details appear on the front of the agenda.

What will happen at the meeting?

The chair will steer the governing board through the agenda.

The first item on every agenda is apologies for absence and this will enable the chair to determine whether there are enough governors for a **quorate** meeting – that is there are sufficient governors present to make decisions.

The chair will either introduce each item, by explaining what the board needs to consider, or will ask the head teacher or another governor to do this. Governors are then given the opportunity to ask questions and make comments before any decisions are made.

The clerk to the governing body will take the minutes and give procedural advice.

How can I participate?

Governors will be given the opportunity to make comments or ask questions about each item. It is the chair's role to oversee the discussion to stop more than one governor speaking at once. To make a contribution, let the chair know that you wish to speak, and wait for him/her to ask you to make your comments.

Confidentiality and Collective Responsibility

Governing board meetings are not open to the public. Visitors may attend by invitation but are asked to leave if a confidential item is discussed.

Confidential items must not be discussed outside the meeting, and usually concern individual pupils or staff. Regardless of whether an item is confidential or not, how an individual governor votes or what they say should always be

regarded as confidential. Once a decision has been taken, governors must take 'collective responsibility' and publicly support the decision even if they did not agree with it.

Declaring an interest

Any governor with a personal interest in an item under discussion must declare an interest and may be asked to leave the meeting whilst the item is being discussed.

Checklist on good meetings

- ✓ everyone arrived on time and stayed for the whole meeting
- ✓ everyone had read the papers before the meeting
- ✓ all papers had been circulated before the meeting (**ideally a week in advance**)
- ✓ people put their points of view clearly and briefly
- ✓ all governors were encouraged to contribute
- ✓ people obeyed the rules of the meeting
- ✓ everyone concentrated on whole school issues and not on personal issues or issues relating to their children
- ✓ it was interesting
- ✓ clear decisions were made
- ✓ it kept to the agenda and to time
- ✓ previous decisions had been acted upon
- ✓ firm chairing helped the meeting to handle and resolve conflict
- ✓ there was a creative and active approach throughout the meeting
- ✓ people were encouraged to initiate ideas and ask questions
- ✓ the meeting focused on the main role of the governing board, to help the school provide the best possible education for its pupils

If you don't understand what is being said – ASK -
You are probably not the only one!

What training and support will I receive as a governor?

Training is free for all governors of schools who have an annual subscription to the NPW Governor Education and Development Programme. We offer an extensive central training programme as well as school based sessions on request. For more information about our current training programme, please go to the training booklet in the governors' room on the managed learning environment and on the NPW website.

www.londonmle.net/newham/login

username: newhamgovernor **password:** newhamgovernor

All new governors are strongly recommended to attend the Introduction to Governance course – you will find the details in the governors' room on the Managed Learning Environment (MLE), on the NPW website and on page 3 of this booklet.

Support also includes:

- a meeting with the governor development coordinator to talk about anything you are unsure of
- the NPW Governor Training Guide – What should I do? This document will help you to devise your own training plan
- a newsletter and briefing pack from NPW every term
- the governor training programme which includes courses on the many aspects of a governor's role. Every governing board has a training link governor. They will be able to offer you advice and help with training.

You can get information and advice on all aspects of being a governor and educational issues from these national bodies:

Department for Education (DfE)

www.education.gov.uk

Governors will find these two documents published by the DfE particularly helpful

- Governance Handbook 2017
- A Competency Framework for Governance 2017

ACE (Advisory Centre for Education)

www.ace-ed.org.uk

NGA (National Governance Association)

www.nga.org.uk

Office for Standards in Education (Ofsted)

www.ofsted.gov.uk

A Competency Framework for Governance

In January 2017, the Department for Education published 'A Competency Framework for Governance'. The document sets out the knowledge, skills and behaviours needed for effective governance in maintain schools, academies and multi-academy trusts. The framework is made up of 16 competencies underpinned by a foundation of important principles and personal attributes. The competencies are groups under the headings of the six features effective governance, which are; strategic leadership; accountability; people; structures; compliance and evaluation. All sessions offered by NPW will fall under one or more of the six features set out below:



Governors with specific responsibilities

Governing boards can decide to nominate link governors to take on responsibility for specific areas of a board's work. This can be organised in a number of ways by schools. Some examples of link governor roles are:

The **Training Link Governor** will work with the chair and head to assess the training needs of the board, arrange training sessions with the NPW Governor Development Service and disseminate information.

The **Inclusion Link Governor** takes a particular interest in provision for special educational needs/disability issues (SEN/D) in the school. S/he meets regularly with the Special Educational Needs Co-ordinator (SENCO) and reports to the governing body on SEN/D issues.

The **Looked After Children (LAC) Link Governor** is responsible for ensuring that these pupils are appropriately supported. S/he works with designated staff to ensure that the progress of children looked after by the local authority is reported to the governing body.

The **Safeguarding Link Governor** is responsible for ensuring that

- a child protection policy is in place and reviewed annually by the board
- implementation of child protection procedures are monitored annually
- governors receive safeguarding and safer recruitment training
- governors receive an annual Safeguarding report on the accuracy of the school's single central register.

The Training, Inclusion, Looked After Children and Safeguarding link governors meet termly to discuss updates, new developments and to share best practice. Dates can be found on the MLE and the NPW website.

The **Religious education (RE) Link Governor's** brief is to:

- liaise with the RE co-ordinator and head teacher and receive reports about the implementation of the agreed syllabus for RE and the daily act of collective worship
- agree, on behalf of the governing board, any alternative plans for the teaching of RE before they are submitted to the LA
- agree formal monitoring report, on behalf of the governing board, before it is submitted to the LA
- contribute to reports to the governing board on the teaching of religious education.

The **Governors' Forum representative** attends a termly meeting with representatives from each governing board and senior LA officers. Boards can raise items of concern with the LA, issues for consultation are discussed and background information is given on agenda items by officers. The Governors' Forum representative should not be an employee of Newham Council. The Newham Governors' Forum Association, which is affiliated to the National Governors' Association, generally meets before the main forum.

Visiting the school

All governors should visit their school regularly. New governors need to visit to familiarise themselves with the school. More experienced governors should visit at least annually to have a look at changes in the school and as part of their monitoring role, to see how key priorities are being acted upon.

Why should you visit your school?

- to get to know your school better
- to meet the headteacher and staff
- to help you make better informed decisions at meetings

IF YOU ARE ALSO A PARENT, KEEP YOUR 'GOVERNOR' VISITS ENTIRELY SEPARATE FROM OTHER ACTIVITIES IN THE SCHOOL

Before your visit

- you must make a prior appointment for a mutually convenient time with the headteacher
- clarify the purpose of the visit. Is it linked to the school development plan? How does this determine what you see and who you speak to?
- be clear beforehand exactly what you are observing. Try to prepare questions in advance
- find out from the headteacher if any supporting information is available – a policy, development plan, report.

During the visit

- keep to the agreed timetable but be flexible
- remember you are there to learn and observe, not to judge
- observe discreetly. Remember that note-taking can be disconcerting
- be positive about what you see. Thank staff for the opportunity to see them at work.

After the visit

- thank the teacher and class for allowing you to visit
- discuss your observations with the headteacher. Use the opportunity to clarify any issues you are uncertain about
- make notes when the visit is still fresh in your mind
- agree with the headteacher and chair how, when and what you will report about your visit
- thank the headteacher for arranging the visit.

Governing board committees

Most governing boards carry out much of their business through committees, though the overall responsibility remains with the full board. All governors should share the workload by agreeing to participate in committees and working groups. The governing board decides the constitution, membership and terms of reference of all committees and must review these annually. Each committee must have a chair and a clerk.

Typically, a governing board may have a standards (sometimes called curriculum) committee and a finance/staff/premises committee (sometimes called resources). These will meet on a regular basis.

As well, governing boards must arrange a number of ad-hoc committees as the need arises: these are a pupil disciplinary committee, staff grievance and disciplinary committee.

Academies can also have committees. Every academy should have a finance committee and some must have an audit committee. Academies may appoint individuals who are not trustees to committees but the majority must be trustees. In multi-academy trusts, local governing boards are a committee of the governing board and should have clear terms of reference to set out their responsibilities.

The governing board and staff

Governing boards have responsibilities as employers. The level of responsibility depends on the type of school.

In community and voluntary controlled schools, the governing board exercises employer responsibility while the LA retains ultimate legal responsibility. In voluntary aided, foundation schools, academies and free schools, the governing board is the legal employer of staff.

In maintained schools, the governing board is responsible for determining the staffing structure of the school on the advice of the head who in turn is responsible for making sure that the staffing level meets the needs of teaching the curriculum.

In academies, teachers' level of pay and conditions of service are the responsibility of the governing board. It can employ anyone it deems is suitably qualified or is otherwise eligible as a teacher.

The governing board is responsible for appointing staff, although appointments other than those of the head or deputy are usually delegated to the headteacher. Different arrangements might apply in academies.

For full details of the legal responsibilities of the governing board in relation to staff see the DfE's Governance Handbook, January 2017, section 6.5

The governing board and finance

The governing board has a legal responsibility for the financial management of the school – this includes deciding how the delegated budget is spent. It has a legal obligation to agree the annual budget plan.

Most governing boards delegate the preparation and planning of the budget to a committee. The headteacher, who will be responsible for the implementation of the spending plans, will be closely involved in this process.

After governors and the school leadership team have completed the strategic priorities for the next year, it is usual practice for the finance committee to discuss the proposals. The committee will then report back to the whole governing board with a detailed budget for consideration and approval. Once the budget has been set, it is the governing board's responsibility to monitor spending throughout the year.

Academies are charitable companies limited by guarantee. They are subject to independent external audit requirements and must submit regular returns to the Education and Skills Funding Agency (ESFA).

Schools Financial Value Standard (SFVS)

All maintained schools need to complete SFVS. It has been designed to assist schools in managing their finances and to give assurance that they have sound financial management in place. The standard consists of 23 questions which the governing body should discuss annually with the headteacher and senior staff.

Though academies and free schools are not obliged to complete a SFVS return, it is recommended as good practice. New academies must submit a financial management and governance self-assessment form to the ESFA within four months of opening.

See the DfE's Governance Handbook, January 2017, section 3.4, 3.5 and 6.6 for a summary of issues relating to finance and the school budget.

Academy trustees should also be familiar with the Academies Financial Handbook.

Ofsted

The Office for Standards in Education (Ofsted) is required by law to carry out inspections of schools. As of September 2015, Ofsted are inspecting schools under a new Common Inspection Framework.

The 4 key areas which Ofsted judge each school on are:

- the effectiveness of leadership and management
- the quality of teaching, learning and assessment
- personal development, behaviour and welfare
- outcomes for children and learners

Inspectors state whether safeguarding is effective and where relevant, make a judgement on the effectiveness of early years provision. Inspectors judge a school to be either outstanding, good, requiring improvement or inadequate.

Governors are judged as part of the leadership and management of the school. All Ofsted reports contain a separate paragraph which will comment specifically on the quality of governance at the school.

Currently, academy schools are inspected individually regardless of whether they are part of a multi-academy trust.

The key documents for Ofsted are

Common Inspection Framework: Education, Skills and Early Years – September 2015
School Inspection Handbook – August 2016

Inspecting Safeguarding in Early Years, Education and Skills – September 2016

You will find all of these documents in www.gov.uk/government/organisations/ofsted

Dealing with parental complaints

Handling complaints is not easy. Very often, when parents have a particular concern about their child or a member of staff they turn to a governor for help.

It is important to remember the following:

- be familiar with your school's complaints policy
- don't deal with the problem yourself – direct the complainant to go through the proper channels as outlined in your policy
- remain impartial - do not offer an opinion. If you receive a lot of complaints or concerns about a specific issue, discuss this with the chair and headteacher.

Governor Services – how to contact us

Head of Governor Services

Paul Baglee 020 8249 6930 Paul.Baglee@npw.uk.com

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Jill Cameron 020 8249 6967 Jill.Cameron@npw.uk.com

Administrator

Joanne Chapman 020 8249 6936 joanne.chapman@npw.uk.com

The Managed Learning Environment (MLE)

The MLE is a virtual (online) space for schools to communicate, manage and deliver learning. It links directly with the management information systems used by schools and provides a secure teaching and learning environment.

Most schools now use a MLE. Students do a large amount of their work on the MLE, use it to communicate with their teachers from home and to hand in homework. It is also being used in a variety of ways to report pupil progress to parents.

Some schools have set up governors' rooms on their MLE which they use to store information such as agendas, documents, minutes etc. centrally.

We have set up a governors' room on the Newham MLE which provides a central source of information for governors and makes it easier for Governor Services to communicate with all governors.

To access this room:

Type in the following URL in to your web browser:

www.londonmle.net/newham/login

Enter the following username and password:

Username	<i>newhamgovernor</i>
Password	<i>newhamgovernor</i>

Social media

Facebook

We have a group page for all governors of schools supported by NPW. This is a forum for governors looking for information and advice. The idea is that members mainly support each other, but we at NPW will keep an eye and contribute as necessary. Search Facebook for NPW Governor Forum and ask to join. We check to confirm that requests are from our governors, so please e-mail edugov@npw.uk.com if we do not have the e-mail address you use for Facebook on record we will send you an invitation.

Twitter

Our twitter feed is @NPWgovernors. Please do follow us for regular updates about the world of education in Newham and beyond.

The Curriculum

Every governing board must ensure that the school provides a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of adult life.

In **maintained schools** the school curriculum is made up of the national curriculum and other statutory subjects which the school must teach.

Academies/Free schools must also teach a broad and balanced curriculum but do not have to follow the national curriculum. They are however required to ensure that their curriculum:

- Includes English, maths and science
- Includes RE although the nature of this will depend on whether the school has a faith designation
- Includes sex and relationship education.

Every state-funded school must offer a curriculum which is balanced and broadly based and which

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at school and of society, and
- Prepares for pupils at the school for the opportunities, responsibilities and experiences of later life
- The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum
- All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage and sex and relationship education to pupils in secondary education
- All schools are legally required to follow the statutory national curriculum which sets out the programmes of study. All schools must publish their school curriculum by subject and academic year online
- All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice

The aims of the National Curriculum (from National Curriculum: framework for Key stages 1-4, statutory guidance, Section 3)

- The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement
- The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider curriculum

Pupil ages and stages, assessment and testing

Key Stage	Age	Type of school	Type of assessment	Expected level of achievement
Foundation	3-5	Nursery/infant/primary	Teacher assessment (TA)	Good Level of Development
Key Stage 1	5-7 (end of year 2)	Infant/primary	Tests/tasks in English and maths, TA in English, maths and science	Expected Standard
Key Stage 2	7-11 (end of year 6)	Primary	Tests and TA in English, maths	Expected Standard
Key Stage 4	11-16 (end of year 11)	Secondary	GCSE/approved equivalent qualification	<p>*Progress 8 - In most cases, schools score somewhere between -1 and +1. If a school's P8 is less than -0.5 then they may be classed as 'below floor', and if it is below -0.25 they may be classed as 'coasting'.</p> <p>*Attainment 8 – no expected level, but higher is better. In 2016 the national A8 was 48.5, and for Newham 50.9.</p>

* See glossary for definition

Glossary

Articles of association	Legal governing document for an academy or a multi academy trust, that sets out its rules for operating, including the composition
Academy	an independent state school funded directly by the DfE
AfL	Assessment for learning
Agency teacher	teacher obtained from an agency to cover a vacancy or provide short-term cover
Any Other Business (AOB)	the heading in the agenda to indicate business which can be raised by anyone at the close of a meeting, without being formally listed on the agenda. Should only be used for items of extreme urgency. The chair should be informed before the meeting starts that a governor wishes to raise an item under AOB
Associate member	Appointed by GB. Not part of GB but allowed to attend meetings and sit on committees. Can be given voting rights on committees
Attainment 8 (A8)	measures the achievement of a pupil across 8 qualifications including mathematics (double weighted), English (double weighted), three qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including other EBacc subjects) or any other approved non-GCSE qualifications.
ASP	Analyse School Performance (the RAISE online replacement service)
AWPU	Age-weighted Pupil Unit. The sum of money allocated to the school for each pupil according to age. Basic unit of funding for a school
Baseline assessment	assessment carried out when a pupil first enters a school
Capitation	the sum of money set aside in the school budget for materials and equipment
Capital expenditure	Spending on major projects, improvements and

extensions to the school

Chair's action	In maintained schools, chair is allowed to take decisions without asking the GB if delay would be detrimental to the school. In academies, this power is not automatic and must be delegated to the chair
Children's Centre	Brings a range of agencies together to support parents and carers. Is developed in line with the needs of the local community though must provide a set of core services for children 0-4yrs.
Community schools	LA maintained schools where the LA is the employer, owns the land and buildings and sets the admission criteria
Continuous assessment	judging students on the basis of work done during a course rather than, or in addition to, a formal examination at the end
Co-ordinator	teacher, usually in a primary school, with responsibility for an area of the curriculum
Core subjects	English, maths and science – these are studied by all pupils
CPD	Continuing Professional Development for school staff
DBS	Disclosure and Barring Service – carry out criminal records checks for new staff and governors
DfE	Department for Education
Delegated budget	money provided to LA maintained schools to meet annual staff and running costs
DSG	Dedicated School Grant – funding from central government to the LA, the majority of which is delegated directly to individual schools through the LA's funding formula
Devolved capital funding	funding allocated to schools specifically for large building or equipment projects
Directed time	Time when a teacher must be available to carry out duties under the direction of the head teacher – a maximum of 1265 hours in a school year
EAL	English as an additional language

EBAcc	English baccalaureate –performance indicator for recording introduced in 2010
EBD	Emotional and behavioural difficulties
EFA	Education and Skills Funding Agency. A government agency responsible for all revenue and capital funding for schools
EHC	Education, health and care plans – replaced statements of special educational needs
EWOW	Education Welfare Officer – a professional worker who deals primarily with attendance problems
EYFS	Early Years and Foundation Stage
Ex Officio	able to attend meetings by virtue of holding a particular office or job
Exclusion	the temporary or permanent banning of a pupil from school
Ever 6 FSM	see pupil premium
Federation	two or more schools with joint or combined governance arrangements
FFT	Fischer Family Trust – non- profit company providing data and analyses
Form of entry	number of classes that a school admits every year
Foundation stage	curriculum followed by children below statutory school age(between ages of 3 and 5)
Free school	a state funded school set up in response to parental demand. Can be set up by charities, universities, educational groups, teachers, parents. Operates as an academy.
FSM	free school meals
GAG	General Annual Grant – money provided to academies to meet their annual running costs
GCSE	national subject based examinations usually taken in Year 11 by 15/16-year-olds
GPS	grammar, punctuation and spelling (test)
Head of department	teacher in a secondary school with responsibility for

	management of a subject area
High Needs	funding system for pupils with special educational needs and disabilities
HLTA	higher level teaching assistant
HMI	Her Majesty's Inspector
ICT	Information and Communication Technology
Inclusive education	the education of children with special educational needs alongside their peers in mainstream, rather than special schools.
Individual Education Plan (IEP)	a curriculum plan drawn up for pupils identified as having special educational needs and disabilities
INSET days	5 days per year set aside for staff development when pupils do not attend
Instrument of government	Legal document setting out composition of a maintained school's governing body
Key stage (KS1 -4)	Stages of the national curriculum
Local authority (LA)	part of the local government structure responsible for strategic aspects of the state education service in a particular geographical area
Looked After Children	children in the care of the local authority
LSA	Learning support assistant
Managed move	formal agreement between two schools, a child and his/her parents, allowing a child at risk of permanent exclusion to transfer to another school
MAT	Multi academy trust – two or more academies governed by one Trust and a board of trustees
Mainstream	an ordinary, rather than a special, school or class
Maintained schools	Schools maintained by local authorities i.e. community, voluntary aided, voluntary controlled, foundation, trust,

	nursery and special schools
Mixed ability	a teaching group in which children of all abilities are taught together
MLE	managed learning environment
MPS	Main Pay Scale (for teachers)
NAHT	National Association of Headteachers
NASUWT	National Association of Schoolmasters and Union of Women Teachers
National Curriculum	established in 1988 by central government to ensure that all pupils receive a broad and balanced education which is relevant to their needs
NGA	National Governance Association
Non-teaching staff	staff employed to provide services, such as classroom assistants, cleaners and administrative staff
NPQH	National Professional Qualification for Headteachers
NQT	Newly Qualified Teacher
NUT	National Union of Teachers
Ofsted	Office for Standards in Education
Performance management	system of staff appraisal. The governing body and head teacher share responsibility
Peripatetic teacher	a person who teaches in a number of schools to give specialist instruction e.g. in music
PFI	Private Finance Initiative
PGCE	Post-Graduate Certificate of Education
PPA	Planning, Preparation and Assessment – 10% guaranteed non-contact time for teachers
Prevent	Legal duty for all public bodies to deal with threat of terrorism and extremism
Progress 8 (P8)	measures the progress a pupil has made from the end of primary school to the end of secondary school. It is a

value-added measure, meaning that pupils' results are compared to the results of other pupils with the same prior attainment. The greater the Progress 8 score, the greater the progress made by the pupil compared to the average of pupils with similar prior attainment.

PTR	Pupil/Teacher ratio
Pupil Referral Unit (PRU)	provision for those pupils experiencing difficulties in mainstream school. Aim is to reintegrate the pupil into their school
PSP	Pastoral Support Programme for pupils at serious risk of permanent exclusion
Pupil premium (PPG)	Funding allocated to schools to support pupils who have been registered for free school meals at any point in the last 6 years (Ever6), are in care or who have parents in the armed forces.
RI	Requires Improvement (teacher or school)
QTS	Qualified Teacher Status
Quorum	minimum number of members needed at a meeting for decisions to be made
RAISEonline	web based system to disseminate school performance data to schools (being replaced by Analyse School Performance)
Reception class	first class of an infant or primary school, taking children at (or before) the age of five
SACRE	Standing Advisory Council on Religious Education – local statutory body which advises on religious education and collective worship
School Direct	A school-led teacher training programme
Secondment	release of staff on a temporary basis for work elsewhere
SEND	special educational needs and disabilities
SENCO	SEN co-ordinator
Setting	grouping pupils according to ability in a particular subject
SFVS	Schools Financial Value Standard
SIMS	Schools Information and Management System

Sixth form college	separate college for 16-19 year olds
SLT	Senior Leadership Team
SMSC	Social , moral, spiritual and cultural education
Special school	separate school for children with learning, physical, behavioural or emotional difficulties
Sports Premium funding	extra funding for primary schools to help improve the quality of PE and sports activities
Standard number	number of pupils of the relevant age group a school can admit in any one-year group
Teach First	Coordinates an employment-based 2 year teacher training programme that includes leadership skills training
TA	Teaching assistant
TLR	Teaching and Learning Responsibilities
Universal Free School Meals	Government funded schools offer free school meals to every pupil in reception, year 1 and year 2
UPS	Upper Pay Scale (for teachers)
Value Added	the progress schools help pupils make relative to their individual starting points
Virement	agreed transfer of money from one budget heading to another
Year 7 catch up premium	gives schools additional funding to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of KS2.