

# GOVERNORS MANUAL 2016-17



*We are here to feel **secure**, be **valued** and to **learn***

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## BOARD OF GOVERNORS

<b>Governor</b>	<b>Type of Governor</b>
Mrs Julie Page	LA Governor
Mr John Littler	Head Teacher
Mr Michael Scott	Parent Governor
Mr David Hughes	Parent Governor
Mr Thom Watts	Staff Governor
Mr Malcolm McIntosh	Co-opted Governor
Mr Chris Forrest	Co-opted Governor
Mr Aswad Qadeer	Co-opted Governor
Mrs Lesley Snow	Co-opted Governor
Mr Mike Clews	Co-opted Governor
Mr Gareth Fryar	Co-opted Governor
Mrs Julie Lawson	Co-opted Governor
Miss Kathryn Shaw	Co-opted Governor
Mrs Jane Dilorenzo	Associate Member

**Total = 13 Governors** (+ 1 Associate Members)

Clerk to Full Governing Body: Warrington Borough Council Clerking Service

Clerk to Committees: Mrs Joanne Muldoon

## INSTRUMENT OF GOVERNMENT

Headteacher

1 x Staff Governor

2 x Parent Governors (Elected)

1 x LA Governor (Nominated by LA)

8 x Co-opted Governors (Appointed by Board of Governors)

## TYPES OF GOVERNORS

Being a school governor is interesting, worthwhile and rewarding. The 'board of governors' should operate at a strategic level, leaving the head teacher and senior school leaders responsible and accountable to it for the operational day-to-day running of the school.

The board should avoid its time being consumed with issues of secondary importance, and focus strongly on three core functions:

- setting the vision and strategic direction of school;
- holding the head teacher to account for its educational performance;
- ensuring financial resources are well spent.

Governors need a robust process and framework for setting priorities, creating accountability and monitoring progress. This manual aims to set out the remit and approach of the Board of Governors of Barrow Hall Primary School so that parents, staff and potential new governors can understand the work we do to support the school. The Board of Governors agree the aims, objectives and policies for the school then monitor progress toward the agreed aims.

Governors are asked to act with integrity, honesty and objectivity and give their time voluntarily to work as part of a team. It is important that governors are aware of their roles and responsibilities and act at all times in the best interests of the school. The Board of Governors is made up of governors offering different skills and experiences. They all share a common interest in the success of the school. The categories are:

- **parent governors** – elected by and representative of parents at the school, representative not delegate;
- **staff governor** – elected by and representative of staff at the school, representative not delegate;
- **LA governor** – nominated by the local authority under agreed procedures and appointed by the Board of Governors;
- **co-opted governors** – invited and appointed by the Board of Governors to represent the local community or business and to provide additional skills;

### Support for Governors

Barrow Hall utilise the Clerking Service provided by Warrington LA and therefore benefit from the advice and support of The Learning Partnership. Governors are able to access National Governors' Association membership and resources as well as a termly Newsletter.

## COMMITTEES

<b>Resources Committee</b>	
Mr J Littler Mr M Clews Mr A Qadeer (Chair of Committee) Mr M McIntosh Miss K Shaw Mr G Fryar	
<b>Standards Committee</b>	
Mr J Littler Mrs J Dilozeno Mr C Forrest Mrs L Snow Mrs J Lawson (Chair of Committee) Mr M Scott (Vice Chair of Committee) Mr M McIntosh Mrs J Page Mr T Watts Mr D Hughes	
<b>Appeals &amp; Hearings Committees</b>	<b>Pupil Discipline Committee</b>
Any Governor subject to availability and impartiality	Any Governor subject to availability and impartiality
<b>Headteachers Performance Management Committee</b>	
Mrs J Lawson Miss K Shaw Mr C Forrest - Review Officer External Advisor – Mr D Barnes	

\*Staff attending, non Governor

Chair to be elected by Committee or appointed by Board of Governors

Clerk to be appointed by Committee of Board of Governors

### THE ROLE OF THE CHAIR OF THE BOARD OF GOVERNORS

- The Chair, with support from the Vice Chair, is responsible for ensuring the effective functioning of the board. It is the Chair's role to give the board clear leadership and direction, keeping it focused on its core functions.
- Chairs should encourage governors to work as an effective team, building their skills, knowledge and experience. They need to ensure that all governors are actively contributing relevant skills and experience, participating constructively in meetings, and playing their part in the work of any committees. It is their role to make sure every governor knows what is expected of them and receives appropriate induction and training. It is for the chair to have honest conversations, as necessary, if governors are not pulling their weight.
- To ensure meetings are run effectively, focusing on priorities and making the best use of time available, and to ensure that all members have an equal opportunity to participate in discussion and decision-making.
- To establish and foster an effective relationship with the Headteacher based on trust and mutual respect for each other's roles. The Chair has an important role in ensuring that the Board of Governors acts as a sounding board to the Headteacher and provides strategic direction.

Disqualification – the Headteacher, Staff Governor, Staff Members

The Chair has no distinct power or accountability different to any other Governor but it is important for the Chair to

- Have a positive relationship with Headteacher (offering challenge and support)
- Have awareness of procedural requirements for governance (supported by the Clerk)
- Ability to organise discussions and meetings
- Have knowledge & understanding of the school
- Be available to make emergency decisions
- An awareness of skills in leadership and teamwork
- Be willing to support and represent the school

More information on the Role of the Chair, see “Leading Governors”  
[www.gov.uk](http://www.gov.uk)

## THE ROLE OF THE CLERK TO THE BOARD OF GOVERNORS

- ❖ To work effectively with the Chair of Governors, the other Governors and the Headteacher to support the Board of Governors.
- ❖ To advise the Board of Governors on constitutional and procedural matters, duties and powers.
- ❖ To convene meetings of the Board of Governors including distribution of agenda papers and reports.
- ❖ To attend meetings of the Board of Governors and ensure minutes are taken.
- ❖ To maintain a register of members of the Board of Governors and report vacancies to the Board of Governors.
- ❖ To give and receive notices in accordance with relevant regulations.

Disqualification – Governors, Associate Members, the Headteacher

The Clerking Service to the Full Governing Body is provided by Warrington LA and is subject to annual subscription to the service.



## THE ROLE OF THE CHAIR OF A COMMITTEE

- ❖ Elected by the Committee or appointed by the Board of Governors.
- ❖ To ensure the business of the Committee is conducted properly, in accordance with statutory requirements.
- ❖ To ensure meetings are run effectively, focusing on priorities and making the best use of time available, and to ensure that all members have an equal opportunity to participate in discussion and decision-making.
- ❖ Liaise with the Headteacher and Clerk to the Committee to prepare the agenda for each meeting and ensure agenda papers are distributed via the school.

Disqualification – none

## THE ROLE OF THE CLERK TO COMMITTEES

- ❖ To convene meetings of the Committee
- ❖ To attend meetings of the Committee and ensure minutes are taken
- ❖ To perform such other functions with respect to the Committee as may be determined by the Board of Governors from time to time

Disqualification – the Headteacher

## THE BOARD OF GOVERNORS

*The Board of Governors needs to take a strategic role, hold the Headteacher to account for school performance and be accountable for its decisions. It should set aims and objectives and agree, monitor and review policies, targets and priorities*

- 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 staff; and
- Overseeing the financial performance of the school and making sure its money is well spent.
- To agree constitutional matters\*, including procedures where the Board of Governors has discretion
- To recruit new members as vacancies arise and to appoint new governors\* where appropriate
- To hold at least three Board of Governors meetings a year\*
- To appoint or remove the Chair and Vice Chair\*
- To appoint or remove a Clerk to the Board of Governors\*
- To establish the committees of the Board of Governors and their terms of reference\*
- To appoint the Chair of any committee (*if not delegated to the committee itself*)
- To appoint or remove a Clerk to each committee\*
- To suspend a governor\*
- To decide which functions of the Board of Governors will be delegated to committees, groups and individuals\*
- To receive reports from any individual or committee to whom a decision has been delegated and to consider whether any further action by the Board of Governors is necessary\*
- To approve the first formal budget plan of the financial year
- To keep the Health and Safety Policy and its practice under review and to make revisions where appropriate
- To review the delegation arrangements annually\*

\*these matters cannot be delegated to either a committee or an individual

Membership – As per the Instrument of Government

<b>Quorum:</b>	One half of the number of Governors in post
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**Terms of reference:**

- To meet in the 2<sup>nd</sup>/3<sup>rd</sup> week of each half term
- To monitor progress of the school towards achieving the priorities in the School Improvement Plan
- To provide support and challenge to the SLT
- To establish and keep under review a protocol for Governor Visits to school
- To undertake tasks delegated to them by the Governing Body
- To establish and review the Remits for Linked/Named Governor e.g. SEN Governor, Safeguarding Governor, in accordance with decisions of the Governing Body to appoint such Governors.
- To consider curricular issues which have implications for Resources Committee decisions and to make recommendations to the that committee
- To ensure that the school fulfils its statutory and moral responsibility to safeguard the physical and emotional wellbeing of our children;
- To agree school curricular targets for statutory annual tests;
- To monitor progress towards curricular and attendance targets;
- To review appropriate polices and support the head teacher in implementing those policies
- To support the head teacher in ensuring the maintenance and development of standards of teaching and learning;
- To review the termly Link Adviser (or appointed external officer) report;
- To monitor the impact of Pupil Premium spending;
- To monitor relevant external and internal pupil progress data
- To oversee arrangements for educational visits, including the appointment of a named co-ordinator

**Disqualification** – Any relevant person employed to work at the school other than as the head teacher, when the subject for consideration is the pay or performance review of any person employed to work at the school.

## Purpose of Committee

### Terms of reference:

- To provide advice to the Governing body and Head on all Resource related matters.
- To plan and set the school budget (Spring).
- To monitor all financial information reports and to report, as appropriate, to the Governing Body.
- To agree the level of delegation to the Head for day-to-day financial management of the school (Autumn).
- To ensure that the requirement for non-public funds to be audited is carried out at least annually (Summer).
- Consider & make initial decisions regarding: staff discipline and/or grievances in accordance with procedures.
- Review & recommend for Governing Body adoption, procedures for dealing with discipline/grievances and ensure staff awareness.
- Undertake formal consultations on personnel matters.
- Draft & review when necessary, redundancy criteria for Governing Body approval.
- Review salaries of Head, Deputy & Assistant Head annually (Autumn).
- Review of Head's salary to be undertaken by Performance Management Group in accordance with procedures.
- Review staffing whenever a vacancy arises, at least annually per school development plan (Spring).
- To achieve the aims of the whole school pay policy in a fair and equal manner;
- To apply the criteria set by the whole school pay policy in determining the pay of each member of staff at the annual review.
- To make decisions on expenditure following recommendations from other committees.
- To determine whether sufficient funds are available for pay increments as recommended by the head teacher.
- In the light of the head teacher Performance Management Group's recommendations, to determine whether sufficient funds are available for increments.
- To minute clearly the reasons for all decisions and report the fact of these decisions to the next meeting of the full Governing Body.
- To keep abreast of relevant development and to advise the Governing Body when the schools pay policy needs to be revised.
- To work with the head teacher in ensuring that the Governing Body complies with the Appraisal Regulations 2012 (teachers).

- To advise the Governing Body on priorities, including Health and Safety, for the maintenance and development of the school's premises.
- To oversee arrangements for repairs and maintenance.
- To oversee premises-related funding bids in consultation with Headteacher.
- To oversee arrangements, including Health and Safety, for the use of school premises by outside users and in accordance with Governing Body policy.
- To establish and keep under review a Premises Plan.
- To establish and keep under review an Accessibility Plan.

**Disqualification** – Any relevant person employed to work at the school other than as the Headteacher, when the subject for consideration is the pay or performance review of any person employed to work at the school.

## ADDITIONAL / SPECIAL COMMITTEES

### HEARINGS AND/OR APPEALS COMMITTEE

#### **Terms of reference:**

- To make any decisions under the Board of Governors' personnel procedures e.g. disciplinary, grievance, capability where the Headteacher is the subject of the action\*
- To make any determination or decision under the Board of Governors' General Complaints Procedure for Parents and others
- To consider any appeal against a decision to dismiss a member of staff \*
- To consider any appeal against a decision short of dismissal under the Board of Governors' personnel procedures e.g. disciplinary, grievance, capability\*
- To consider any appeal against selection for redundancy\*

\*cannot be delegated to an individual

**Disqualification** – The Headteacher. Members of any Hearing Committee may not sit on any subsequent Appeal Committee.

**Membership** – not less than 3 Governors

(NB. The number appointed to any Hearing Committee directly affects the number required for an Appeal Committee)

(It is suggested that only experienced governors be appointed to this committee and that the Chairman of Governors, due to probable prior knowledge, should not be a member)

**Clerking** – TBA

## PUPIL DISCIPLINE COMMITTEE

### **Terms of reference:**

- To consider representations from parents in the case of exclusions of 5 days or less (*Committee may not re-instate*)
- To consider representations from parents in the case of exclusions totalling more than 5 but not more than 15 school days in one term (*meeting to be held between 6<sup>th</sup> and 50<sup>th</sup> school days after receiving notice of the exclusion*)
- To consider the appropriateness of any permanent exclusion or any exclusion where one or more fixed period exclusions total more than 15 school days in one term or where a pupil is denied the chance to take a public examination (*meeting to be held between 6<sup>th</sup> and 15<sup>th</sup> school days after receiving notice of the exclusion*)
- To ensure that the DfE guidance is followed in the school, with specific reference to the role assigned to the Board of Governors.
- To review a decision to uphold a permanent exclusion subject to direction or recommendation to do so by an Independent Review Panel.
- To review the School Behaviour and Discipline Policy, and make recommendations on changes to the Board of Governors or relevant committee

**Membership** – 3 Governors

NB: The Board of Governors may nominate a pool of governors from which three will serve as the Discipline Committee to consider particular exclusions. If a governor has a connection with the pupil or the incident that could affect their ability to act impartially they should not serve on the Committee.

**Disqualification** – The Headteacher, Any Governor with prior knowledge of the pupil or the incident.

**Clerking** –TBA

## HEADTEACHER'S PERFORMANCE MANAGEMENT COMMITTEE

### **Terms of reference:**

- To arrange to meet with the External Adviser (or Link Adviser subject to purchase of School Improvement Service Contract) to discuss and agree the Headteacher's performance targets
- To decide, with the support of the External Adviser, whether the targets have been met and to set new targets annually
- To monitor through the year the performance of the Headteacher against the targets
- To make recommendations to the Finance Committee in respect of awards for the successful meeting of targets set

**Membership** – 2 or 3

**Disqualification** –The Head teacher and Staff Governors

## LINK GOVERNORS

LINKED GOVERNOR	MEMBER OF SLT	REPORTING TO
Safeguarding Governor – Chris Forrest	Jane Dilorenzo (DHT)	Standards Committee
SEN Governor – Aswad Qadeer	Thom Watts (SENCo)	Standards Committee
School Improvement Plan – Key Priority 1 – Michael Scott	John Littler (HT)	Standards Committee
School Improvement Plan – Key Priority 2 – Julie Lawson/Michael Scott	John Littler (HT)	Standards Committee
School Improvement Plan – Key Priority 3 – Michael Scott	Lea Shaw (LKS Lead)	Standards Committee
School Improvement Plan – Key Priority 4 – Aswad Qadeer	Thom Watts (SENCo)	Standards Committee
School Improvement Plan – Key Priority 5 – Chris Forrest	John Littler (HT)	Resources Committee
School Improvement Plan – Key Priority 6 – Chris Forrest	John Littler (HT)	Full Governing Body



## MEETING DATES FOR THE ACADEMIC YEAR 2016/17

Meeting	Date
<b>Autumn Term 2016</b>	
Standards Committee	Thursday 29 <sup>th</sup> September at 5.30pm
Full Governing Body Meeting	Tuesday 11 <sup>th</sup> October at 6.00pm
Half term	
Standards Committee	Tuesday 8 <sup>th</sup> November at 5.30pm
Resources Committee	Thursday 1 <sup>st</sup> December at 5.30pm
<b>Spring Term 2017</b>	
Standards Committee	Tuesday 24 <sup>th</sup> January at 5.30pm
Full Governing Body Meeting	Thursday 16 <sup>th</sup> February at 6.00pm
Half Term	
Standards Committee	Thursday 16 <sup>th</sup> March at 5.30pm
Resources Committee	Thursday 30 <sup>th</sup> March at 5.30pm
<b>Summer Term 2017</b>	
Standards Committee	Wednesday 3 <sup>rd</sup> May at 5.30pm
Full Governing Body Meeting	Thursday 18 <sup>th</sup> May at 6.00pm
Half Term	
Resources Committee	Thursday 16 <sup>th</sup> June at 5.30pm
Standards Committee	Tuesday 11 <sup>th</sup> July at 5.30pm

This code sets out the expectations on and commitment required from governors in order for the Board of Governors to properly carry out its work within the school and the community. It can be amended to include specific reference to the aims and ethos of the particular school.

### **The purpose of the Board of Governors**

The Board of Governors is the school's accountable body. It is responsible for the conduct of the school and for promoting high standards. The Board of Governors aims to ensure that children are attending a successful school which provides them with a good education and supports their well-being. Over the past decade the responsibilities of governing bodies have grown; and the 'Every Child Matters' agenda has meant that schools are now accountable for children's health and well-being in the community and for a wide range of extended services provision out of school hours.

### **The Board of Governors:**

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 Self Evaluation Form
- responding to School Improvement Partner and Ofsted reports when necessary
- holding the headteacher 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

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 the curriculum) and report appropriately to the Board of Governors.

For governing bodies to carry out their role effectively, governors must be:

- Prepared and equipped to take their responsibilities seriously;
- Acknowledged as the accountable body by the lead professionals;
- Supported by the appropriate authorities in that task; and
- Willing and able to monitor and review their own performance.

### **The role of a governor**

In law the Board of Governors is a corporate body, which means:

- no governor can act on her/his own without proper authority from the full Board of Governors;
- all governors carry equal responsibility for decisions made, and
- although appointed through different routes (i.e. parents, staff, Local Authority Community, Foundation), the overriding concern of all governors has to be the welfare of the school as a whole.

### **General**

- We understand the purpose of the Board of Governors and the role of the headteacher as set out above
- We are aware of and accept the Nolan seven principles of public life: see appendix
- We accept that we have no legal authority to act individually, except when the Board of Governors has given us delegated authority to do so, and therefore we will only speak on behalf of the Board of Governors 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 Board of Governors or its delegated agents. This means that we will not speak against majority decisions outside the Board of Governors 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 Board of Governors.

### **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 Board of Governors, and accept our fair share of responsibilities, including service on committees or working groups.
- We will make full efforts to attend all meetings (attending 75% of meetings we are expected to attend in a school year) 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 Board of Governors and agreed with the headteacher.
- 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 headteacher.

### **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 headteacher, 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 Board of Governors meeting.
- We will not reveal the details of any Board of Governors vote.

### **Conflicts of interest**

- We will record any pecuniary or other business interest that we have in connection with the Board of Governors'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 Board of Governors should only use suspension as a last resort after seeking to resolve any difficulties or disputes in more constructive ways;
- 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 Board of Governors, and, if agreed to be substantiated by a majority of governors, shall be minuted and can lead to consideration of suspension from the Board of Governors.
- 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 and of Schedule 4 to the School Governance (Constitution)

(England) Regulations 2012 relating to the disqualifications from the role of school governor (held as a separate document)

The Board of Governors of Barrow Hall Community Primary School  
adopted this code of practice in Autumn 2015

Governors will sign the Code at the first Board of Governors meeting of each school year.

**Undertaking:**

As a member of the Board of Governors 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 Board of Governors, the Headteacher or staff.

Signed .....

Printed name .....

Date: .....

## **Appendix: 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.

**Key Priority 1:**

Improve outcomes so that: -

- EOKS1 outcomes are above national
- Disadvantaged pupils make strong progress to attain in line with other pupils
- Boys make strong progress in Reading and writing and close gap with girls
- EOY3 outcomes show significantly increased proportions on track for ARE
- Average progress at EOKS2 at least 3.5 in all subjects (i.e in line with top 10% schools in 2016)

**Key Priority 2:**

Further improve the quality of teaching, learning and assessment by: -

reviewing provision for disadvantaged pupils to ensure eligible pupils are receiving high quality intervention and closing the gap with peers - embedding 'mastery' approach in maths - improving progress of boys in reading and writing

**Key Priority 3:**

Implement revised assessment and tracking procedures which inform and facilitate good and better ranges of progress for all pupils

**Key Priority 4:**

Review SEND procedures, including identification and intervention provision, to ensure all pupils make at least good progress

**Key Priority 5:**

Work closely with all partners to ensure that the new school building contributes to highest standards of provision

**Key Priority 6:**

Establish structured partnerships with other schools to facilitate continued and sustainable school improvement and high standard