WELCOME PACK FOR NEW GOVERNORS

GODLEY COMMUNITY PRIMARY SCHOOL
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The Governing Body
The Role of a governor

Welcome to your new role as a school governor. You have just been appointed to one of the most rewarding voluntary jobs that exist. You have joined a group of hard working people who give their time and energy freely, committing their talents to the service of their schools.

Governors come from different backgrounds, reflecting the many interest groups in our schools, but they have one important thing in common: they are dedicated to ensuring that the children in their school have the best education possible. This must be the primary focus of all Governing Body business.

Many of your fellow governors will have a huge amount of knowledge, experience and competence for you to draw upon. Effective school governance is a team effort and decisions are made corporately. You are not on your own and you must not act on your own.

Effective governance involves team-work with Head Teachers, staff, governors and community. The Governing Body, Headteacher and Senior Leadership, together constitute the leadership of the school (Governing the School of the Future, April 2004). This pack provides an overview of the school, the Governing Body and legal framework as well as the key relationships which must exist to make this team function well.

There is much to learn about school governance. This document and its attachments are designed to give you some basic information and offers suggestions about sources of further information and support. Governing bodies have many responsibilities but in general are there to set the strategic framework for the school and to monitor the implementation of policies as managed and carried out by the Headteacher and staff. Governors who ask seemingly obvious questions, as well as those that are more challenging, will help ensure that the correct path of leadership is established to enable the school to prosper. Reaching out to other schools and organisations enables good practice to be reapplied.

Who are School Governors and what do they do?

School governors come from every walk of life. Each individual governor is a member of a Governing Body, which is established by law as a corporate body. Individual governors must not act independently of the rest of the Governing Body. Decisions are the joint responsibility of the Governing Body.

The role of the Governing Body is a strategic one, and its key functions are to:
Set the aims and objectives for the school
Set the policies for achieving those aims and objectives
Set the targets for achieving those aims and objectives
Monitor & evaluate the progress the school is making towards the achievement of its aims and objectives
Be a source of challenge & support to the Headteacher (a critical friend)

The Headteacher is responsible for the internal organisation, management and control of the school and the implementation of the strategic framework established by the Governing Body.

**Legal framework and accountability**

Although being a school governor may at first seem a heavy responsibility, you need to remember that an individual governor has no responsibility or power. The Governing Body is a corporate body of which you are a part. Provided that you always take joint decisions with the rest of the Governing Body in good faith and in line with all the advice available, you will not be personally liable for those decisions.

The Governing Body is bound by statutory requirements, overseen by the Department for Education (DFE) and is accountable to the public and to the parents for the way in which the school is directed and managed. The staff of the school is accountable to the Governing Body for the delivery of the curriculum, use of resources and for the quality and effectiveness of the teaching and learning that is taking place.

The statutory requirement of the Governing Body is to conduct the school with a view to promoting high standards of educational achievement (School Standards & Framework Act 1998). Achievement should be considered both in terms of academic education but also in terms of personal and social development and welfare e.g. are the children developing in confidence, able to work collaboratively in teams as well as independently etc.

Governors should look for evidence of continual progress in Godley Primary pupils in addition to specific attainment alone i.e. results from formal examinations at the end of Key Stage 1 and Key Stage 2. Such formal examinations provide a snapshot into the pupil’s ability and are not all encompassing across the broader curriculum (tests are taken in Numeracy and Literacy).


**Governors & OFSTED**
The Office for Standards in Education, Children’s Services and Skills (OFSTED) is required by law to carry out inspections of all schools. The inspectors judge the overall effectiveness of the school but also look at individual aspects of the school. One of these aspects is the quality of leadership and management at all levels in the school, and in particular the effectiveness with which governors discharge their responsibilities. Inspections are carried out at short notice (2-5 days) and will usually last no more than 2 days. The inspectors will talk to the Head, School Staff but will also expect to talk to members of the Governing Body.

OFSTED look to see evidence of the effectiveness of the Governing Body in challenging and supporting the school so that weaknesses are tackled decisively and statutory requirements met. To this end, it is important that the decisions and actions of the Governing Body are properly documented in approved minutes.

The starting point for the inspection is the school’s self-evaluation form (SEF). The Governing Body is responsible for signing off on the SEF and OFSTED state “...a completed SEF should reflect the governors’ involvement in a school’s self-evaluation and show that it has been completed with the agreement of the Governing Body or appropriate authority”.

As part of the inspection process, OFSTED will usually wish to speak to a member of the Governing Body – it is expected that this will be the Chair of Governors, but given the nature of the short notice inspections the chair may not be available, so all governors should feel comfortable that this could be them!

At the end of the inspection process, the inspectors will hold an oral feedback session in which they will inform the school of their main findings. Again, at least one member of the Governing Body should try to attend this meeting.

**Membership of the Governing Body**

The Instrument of Government sets out the composition of your Governing Body. At Godley Primary, the Governing Body consists of:

- 3 Parent Governors (elected by parents of the school)
- 2 Co-opted Governors (elected by the GB)
- 1 LA Governors (appointed by the County Councillor)
- Headteacher
- 2 Staff Governors (one teacher and one from support staff, elected by the staff)

The usual term of office for governors is 4 years at which point you have to retire but, assuming your willingness and eligibility, you are able to offer yourself for re-election for a further period of time. Parent governors, whose children leave the school during their term of office, may complete that term of office before becoming ineligible as a parent governor.

Appendix 2 shows the current membership of the Governing Body.

**Meetings**
At Godley Primary, the whole Governing Body generally meets six times per year. Dates and times are agreed towards the end of the summer term for the next academic year. Additional meetings may be called as needed, and further dates for training may also be agreed.

The business of the Governing Body is carried out by formal meetings. Relevant papers should be sent out by the clerk at least 7 days before the meeting, and should include the agenda and, if appropriate, the Headteachers' report. The Agendas often contain minutes of any working teams or committees: reports from other sources which are to be discussed, briefing notes on any decisions made by the government or the local education committee since the last governors' meeting, training details and notice of future events. Governors wishing to add items onto the agenda should contact the clerk or the chair of governors before the agenda is published.

It's really important to thoroughly review these minutes before the meeting. You can make a note of any queries or points you want to raise. All papers of the Governing Body must be available at the school for any member of the public to read, with the exception of items which the Governing Body have agreed are confidential.

**Committee structure and terms of reference**

Governors are expected to attend the 6 meetings per year. In addition to the Governing Body meetings, at Godley Primary there are 2 other committees:

- Pay Committee
- Pay Appeals Committee

Membership of these are shown in Appendix 1, including the current chairs.

Each team has a specific remit, summarised in their Terms of Reference (Appendix 2). These Terms of Reference are agreed by the full Governing Body each year. You should also ask the current Chairs of these committees for a copy of the Team Workplan for the relevant Academic Year.

**Governor visits to the school/classroom**

New governors should contact the Head early in their term to arrange a purposeful visit to the school. It’s important to remember that the governor's role is that of a critical friend, not an inspector. By observing the pupils and mixing with teaching and support staff, a governor can continue to get to know the school.

At Godley Primary, each governor is appointed a phase at the school. Once a term the Governor should arrange an informal monitoring visit – advice on this is available in the relevant Governor visits policy. Other visits may be arranged at the discretion of the governor and class teacher. All visits should always be arranged in advance so that the class teacher will be aware of the proposed visit. Before visits can take place, governors must have a valid CRB check for Godley Primary School.

Nominated governors are also required to make formal monitoring visits; details of which are given in the relevant policy. Following these visits, documentation including outcomes must be recorded and shared back with the Governing Body.
Effective governance relies on you knowing and understanding the school. Ask questions to the Head and Staff to help you achieve this: probe for evidence of how they are monitoring the pupils' continual progress and look for evidence with respect to how they are capitalising on the school's strengths and how they are addressing its weaknesses. The better informed you are as a Governor the more productive you can be in helping the Governing board set the right strategic direction for Godley Primary and to support and challenge the Head.

**Governing Body and the Staff**

A Guide to the Law for School Governors gives full details of the legal requirements of the Governing Body in relation to the staff, including the non-teaching staff.

Staffing is an area of partnership between the Governing Body and the Headteacher. The Governing Body is responsible for determining the staffing and management structure of the school on the advice of the Headteacher who is responsible for making sure that the staffing level is sufficient to teach the National Curriculum. The Governing Body is responsible for appointing staff, although appointments other than those of Headteacher or deputy can be delegated. There should be a clear policy for appropriate appointment procedures.

Teachers' Pay and performance management: Teacher's pay is determined by the school Teachers' Pay and Conditions of Employment Document (STPCD) which is published annually by the DFE. As well as setting out the pay scales for the different categories of teachers it also sets out the “professional duties” of teachers, that is their roles and responsibilities. The document also takes account of changes to teachers’ workload brought in by the National Agreement and more generally known as workforce reform. These changes were designed to ensure that the teacher spends more time focusing on teaching and learning. Governing bodies were responsible for ensuring that the National Agreement was implemented in their school and have an ongoing role in monitoring its provisions. The Governing Body has a responsibility for the work/life balance of the Headteacher.

Professional Standards for Teachers: In addition to the STPCD there is a set of professional standards for teachers. These set out the expectations on teachers at various stages of their careers in terms of their professional attributes, knowledge and understanding, and skills. In carrying out performance management arrangements reviewers must have regard to the professional standards. Governing bodies have overall responsibility for teachers’ pay and performance within their school and are directly responsible for the performance management of the Headteacher. It is the Headteacher’s responsibility to arrange the review of the targets and performance of all other teachers and support staff.

**Policies**
Policies are the basic tools of Governing Body work. In essence they set out, in a clear and understandable form, the framework within which the school should be run. Policies will guide the Headteacher in making decisions relating to the everyday management of the school. They will also help the Governing Body when it comes to making strategic decisions.

The Governing Body must agree on the subjects upon which policies need to be established and monitor and review them on a planned and regular basis. The policies which governing bodies are required by law to produce and those recommended are detailed in A Guide to the Law for School Governors. The Office For Standards in Education’s (OFSTED) Handbook for the Inspection of Schools lists all the written information that schools have to provide on inspection which governing bodies should consider when deciding on what policies to produce. Policies should be implemented throughout the whole school community. They will help to guard against charges of unfairness and will promote confidence within the staff when dealing with situations.

Policies should:
- be bare statements of principle;
- incorporate codes of practice;
- result in methods of working.

Policies should relate to:
- Teaching and learning;
- The organisation and management of the school;
- Issues to do with behaviour;
- Issues of equal opportunity;
- Special educational needs;
- Delegation of resources;
- Staff pay and conditions, and performance management;

Policies should be:
- Consistent with the aims and ethos of the school;
- Consistent with Human Rights legislation, for detail see Guide to the Law;
- Used as a management tool;
- Easily understandable, well written and as brief as possible;
- Applied appropriately;
- Reviewed regularly;
- Drawn up with adequate consultation with those who will be affected;
- Formally approved and adopted by the Governing Body;
- Regularly monitored and evaluated;
- Readily available to everyone;
- Kept in a dedicated volume.

Policies do not have to be the Herculean task that some governing bodies imagine them to be. It is not necessary for the Governing Body itself to write the policies. The full Governing Body may delegate the production of particular policies to a committee or
working party. The committee should be given a clear written remit of what it is what they are required to do.

It is important to appreciate the role of the Headteacher in this process. The Governing Body and committees will need to take into consideration his/her professional advice. However, it is recommended that the Governing Body should not pass over all the work to the Headteacher: policies are the prerogative of the Governing Body and it should not shirk this responsibility. A close working relationship must exist between the Headteacher and Governing Body for effective governance of the school.

The Terms of Reference Regulations introduced in September 2000 are aimed at helping governing bodies and Headteacher to work together as effectively as possible. The DfEE publication, Roles of Governing Bodies and Head Teachers gives guidance on these regulations and every governor should be acquainted with it.

**Special Education Needs (SEN)**

A child is defined as having special education needs (SEN) if he or she has a learning difficulty which needs special teaching. A learning difficulty means that the child has significantly greater difficulty in learning than that of most children of the same age. Or, it may mean that a child has a disability which needs different educational facilities from those generally provided by schools for children of the same age in the area.

The Government has a policy of developing a more inclusive education system. All Local Authorities must state their policy on inclusive education within their Education Development Plans. The presumption that, where parents (and pupils) want it and suitable support can be provided, children with special education needs should be educated in mainstream primary and secondary schools.

Local Authorities and schools have a duty to use their best endeavours to identify and meet special education needs. The Local Authority must have a procedure for assessing and statementing children with the most serious needs. This involves the parents, experts from education, medicine and social care as appropriate.

Every school Governing Body should have a Special Education Needs policy. All schools must have regard to the Code of Practice on the Identification and Assessment of Special Needs. Each Governing Body should ensure that the Chair and at least 2 others (including the governor with a brief to monitor SEN) become familiar with it. Every school should have a member of staff as a Special Education Needs Co-ordinator (SENCO) and also a governor with a special brief to monitor SEN provision.

**Gifted & Talented Pupils**
The government is committed to promoting the education of gifted and talented youngsters.

- **Gifted** describes learners who have the ability to excel academically in one or more subjects such as English, Drama, Technology.
- **Talented** describes learners who have the ability to excel in practical skills such as Sport, Leadership, Artistic Performance or in an Applied Science.

Schools are required to indicate as part of their annual school census which of their pupils are gifted or talented.


The Disabilities Discrimination Act defines a disabled person as someone who has “a physical or mental impairment which has a substantial or long-term effect on his or her ability to carry out normal day-to-day activities”. The Act places a duty of care on the governing bodies of schools when carrying out their functions to have regard to the need to:

- Promote equality of opportunities between disabled people and other people.
- Eliminate discrimination that is unlawful under the DDA.
- Eliminate harassment of disabled people that is related to disability.
- Promote positive attitude towards disabled people.
- Encourage participation in public life by disabled people.
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

These duties are known collectively as the Disability Equality Duty and they apply to disabled pupils and staff and disabled people who use the service provided by schools.

**Training And Development Programme For Governors**

Termly, Tameside Council issues all governors with a booklet entitled Governor & Training and Development Programme. Within this booklet there are details of the relevant training courses available for governors – both those new to role as well as the more experienced governors. All governors are recommended to attend at least a couple of training courses each year.

This booklet provides all the information you need to identify the right course to attend and make a booking (amend/cancel as needed). Godley Primary School pay an annual fee to ensure governors have free access to all the courses they need, along with one whole Governing Body Training Session per year on a school specific topic. Currently, the induction course for new governors consists of 3 parts, which can be attended separately or jointly depending on availability & your preference. The course provides governors with an understanding of their role and main responsibilities.

- **Part 1** focuses on the strategic role of governors and begins to explore monitoring and evaluation.
- **Part 2** explores the key roles and responsibilities of governing bodies in achieving effective schools, and focuses on developing good practice in monitoring and evaluation, including using the Headteacher’s report, classroom visits and curriculum monitoring.
- **Part 3** focuses on ensuring accountability. Use this resource to identify the relevant courses for you: additionally you could have a chat with the Governing Board Clerk, the
Link Governor or other governors to see what courses they have found the most valuable. There is a national helpline for governors which is called GovernorLine and can be contacted on 08000 722 181 or via www.governoronline.net

**Common Questions that Governors May Ask**

These questions are not meant to be mandatory or exhaustive, they are offered simply as typical questions that will help inform you about the school. During your initial period as a governor some of these questions will occur naturally, others will crop up at a later stage and whilst every governor will have their own way of asking the questions it is important that a “softly softly” approach often secures much more informative responses. These questions will themselves generate further questions. Never be afraid to ask even the simplest of questions: it is one of the principle ways of discharging your role of monitoring the school’s performance; being better informed allows you to be a better strategist and help the school improve further.

**Policies:**

- What are the stated aims and ethos of the school and are they effectively implemented?
- What policies does the Governing Body have, where are they, how are they drawn up and reviewed?
- How focused is the Governing Body on the welfare and progress of pupils?
- Have policies been reviewed in the light of Human Rights legislation?

**Meetings:**

- What committees does your Governing Body have and what are their terms of reference?
- What matters have been delegated by the Governing Body and to whom?
- What targets are set by the school’s Development Plan and how do governors contribute to the Plan?
- Do the agendas and papers for Governing Body meetings keep you fully informed?

**Legal Framework:**

- Who are your fellow governors and by whom have they been elected or appointed?

**Curriculum:**

- Is there a curriculum policy? Has the LA’s Curriculum Statement been taken into account?
Does the school offer a broad and balanced curriculum and meet National Curriculum requirements?

What are the policies regarding religious education, worship, sex education and home-school agreements?

How are literacy and numeracy tackled?

Do the Headteacher’s reports provide information about school and pupil targets, test and examination results and school performance in a way that enables the Governing Body to monitor progress?

What is the school’s homework policy?

**School Budget:**

How many pupils are on the roll and how does this affect the budget?

What is the size of the budget, how is it apportioned internally and how is it planned to be spent?

How is the budget kept under regular review?

Who has authority to spend and up to what level, and what financial controls are in place?

What is Pupil Premium spent on?

What is the Sports Grant spent on?

**Staffing:**

What are the Governing Body’s procedures for appointing staff, reviewing salaries, dealing with discipline and grievances and consultation?

Is there a Governing Body policy about governor’s visits to the school?

How do staff and governors get to know each other?

**Accountability:**

How does the Governing Body assess the school’s performance and effectiveness?

How are the Annual Report to Parents and the School Prospectus prepared?

What is the school’s Home-School Agreement?

What arrangements are there for consulting parents and dealing with complaints?

To what extent is the school involved in the community and vice-versa?

Is training available to the Governing Body as a whole to help discharge their corporate responsibilities?

**Special Educational Needs:**
What is the Governing Body policy relating to SEN?
Does the Annual Report to Parents include a statement about the implementation of the school’s SEN policy?
Is there a governor specifically allocated to monitor SEN on behalf of the Governing Body?
Who is the school’s SENCO?
How many pupils are recognised as having SEN and how many are statemented?

**Pupils:**

Is there equal access for all pupils to all areas of the curriculum?
Is there a positive policy of inclusion of all pupils despite any problems they may have?
What arrangements are made for the pastoral care of pupils?
What is the school’s behaviour policy and how is it monitored?
Are instances of any exclusions regularly reported to the Governing Body?
Does the school celebrate pupils achievements?
How does the school cope with bullying?

**Godley Primary School**

We believe in building strong links between home and school, with those around us and across the world. Our environment matters to us and we will do all we can to care for it. We believe that happy children learn best. We work together to understand ourselves and each other. We develop our personal values and bring them to life. We believe in providing the best opportunities for everyone to achieve their potential. We work hard to provide support and challenge and to make learning fun for all. Our pupils have a voice.

We offer a creative curriculum in a safe, caring and well-resourced environment. Good learning opportunities for all promotes the raising of standards and the development of outstanding leaders for the future.

It is recommended that you ask the School Office for the following documents to help you continue your familiarisation of Godley Primary School.

- School plan detailing the location of classes and facilities
- School development plan
- Copy of the last OFSTED report, and the Governor factsheet relating to the visit
- Copy of the School Prospectus
- Latest school newsletter is sent to Governors every Friday
- School Organisation: list of staff members and their roles/responsibilities
- The curriculum for Reception, Key Stage 1 and Key Stage 2
- Key dates for the academic year, including dates of events to which governors are invited
- Teaching for Learning, Positive Behaviour Management, Child Protection & Safeguarding, Governor Monitoring and visits to the classroom policies.

**Key Stages & the Curriculum**
The National Curriculum was established by the 1988 Education Reform Act to ensure that all pupils receive a broad and balanced education which is relevant to the needs. The Key Stages refer to the four stages of the National Curriculum, and those relevant to Godley Primary are FS, KS1 and KS2.

Subsequently, pupils take National Curriculum Assessment Tests (commonly known as “SATs”). The Governing Body and Headteacher must ensure that the relevant assessment procedures are carried out, and increasingly individual targets are set for each child. The school curriculum for a school should be balanced and broadly based to promote spiritual, moral, cultural, mental and physical development of the pupils in that school. The National Curriculum varies upon age and the key stage covered by the school.

The aim at Godley Primary School is to promote “lifelong learning” and to cultivate in the pupils a sense of citizenship which will enable them to achieve their full potential and to cope with the challenges met in later life. The development of the “whole child” is central in the Godley Primary philosophy. The school strives to live the Values based curriculum programme which it delivers. This encompasses all aspects of teaching and learning in school but particularly focuses on PSHCE, Citizenship, R.E, and through development of “living and learning” skills. More detail is provided in the Teaching for Learning and Progression policy and is an essential read.

The Governing Body has a particular responsibility with regards to Sex & Relationship Education (SRE). All governing bodies should have a written SRE policy. In primary schools it is for the Governing Body to decide whether SRE (outside the compulsory elements taught as part of the National Curriculum Science Order) should be taught. The policy should set out what SRE is provided or give a statement about the decision not to provide SRE.

Godley Community Primary takes a positive attitude towards behaviour management and discipline. The school is committed to providing an environment where all pupils are valued and are able to learn and play together in a caring, happy, co-operative and safe atmosphere. It is the responsibility of the children, staff, governors and parents to ensure that high standards of behaviour are maintained in an atmosphere of mutual respect, trust, openness, fairness and consistency.

The school celebrates success in a variety of different ways: collectively as a school through their Assemblies where awards are given out to the pupils, as teams and individuals. Further details are provided in the Positive Behaviour Management Policy.

Pupil committees
Each September, every year group elects their representatives for Eco-Council and for the School Council. Further details on these, including the current membership, can be obtained from the school office.

**School funding**

There are two main types of school funding: revenues and capital funding.

**Revenue funding:**
This pays for the day to day running costs of the school: staff salaries, stationery/heating/lighting bills. Schools receive this revenue funding from their local authority. This is known as the delegated budget. The majority of funding for school is provided by a central government grant to the Local Authority (LA): known as the Dedicated Schools Grant (DSG). The local authority can spend more than the DSG on schools but may not spend less. The DSG plus any funding the LA receives from the Learning & Skills Council is called the Schools Budget. The LA can retain part of the Schools Budget to fund central services e.g. to fund pupil referral units, high cost special education needs. It is the local schools forum which decides how much of the Schools Budget can be retained centrally. The remainder of the School Budget is delegated directly to individual schools through the LA spending formula. This formula must distribute the majority of the funds on the basis of the number of pupils in the school.

Schools receive funding for 3 years at a time. At the beginning of each 3-year cycle the local authority is required to tell schools what their actual budgets are for the first year of the cycle will be, and their provisional budgets for the following 2 years.

**Capital funding:**
Capital funding is money provided for spending on school buildings. This funding must not be spent on the day-to-day running costs of the school or on routine maintenance. All schools receive a devolved formula capital allocation which, as its name implies, is calculated on a formulaic basis. The amount of formula capital schools receive is reduced when they have undergone major refurbishment. In addition to formula capital, there are other types of capital funding for which schools can apply.

The Governing Body of a school must set out the educational and financial priorities for the school and must ensure that the budget is managed effectively. It has a legal obligation to agree the annual budget which must be submitted to the LA. Most governing bodies delegate the preparation and planning of the budget to a committee: at Godley Primary this is the whole Governing Body, whose remit is set out in their Terms of Reference (Appendix 2).

**Appendix 1:**
**List of governors at Godley Primary School**

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<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alan Wright</td>
<td>Chair of Governors</td>
<td>Co-opted</td>
</tr>
<tr>
<td>Brian Johnson</td>
<td>Vice Chair of Governors</td>
<td>Co-opted</td>
</tr>
<tr>
<td>Paul Jones</td>
<td>Governor</td>
<td>Parent</td>
</tr>
<tr>
<td>Mark Fitton</td>
<td>Governor</td>
<td>Parent</td>
</tr>
<tr>
<td>Dave Noble</td>
<td>Governor</td>
<td>Authority</td>
</tr>
<tr>
<td>Brian Warrington</td>
<td>Governor</td>
<td>Parent</td>
</tr>
<tr>
<td>Suzanne Clawley-Welton</td>
<td>Headteacher</td>
<td>Staff</td>
</tr>
<tr>
<td>Vici Smith</td>
<td>Staff Governor (TLR2)</td>
<td>Staff</td>
</tr>
<tr>
<td>Denise Littlewood</td>
<td>Staff Governor (SBM)</td>
<td>Staff</td>
</tr>
<tr>
<td>Julia Morley</td>
<td>Observer (Deputy H/T)</td>
<td>Staff</td>
</tr>
<tr>
<td>Gemma Holloway</td>
<td>Observer (TLR2)</td>
<td>Staff</td>
</tr>
</tbody>
</table>

**Appendix 2**

**Terms of Reference of the Curriculum and Standards Committee.**

**Membership**  To consist of at least 3 Governors, one of whom will act as Chair. Associate Members may be included but the majority must be Governors. They are not allowed to vote however on any decision concerning financial commitments of the GB. The following Special Responsibility Governors should be included: Numeracy, Literacy, SEN, IT, Gifted and Talented (a Governor may have more than one special responsibility).

Chair

Either Appointed by the GB or Elected by the Committee. The GB can remove the Chair at any time.

Quorum

To consist of 3 members.

Meetings

At least once a term, before the full Governing Body meeting and otherwise as required.

Agendas

To be circulated to all Governors before the meeting by the Chair of the Committee. Accompanying papers to be circulated to members of the Committee only.

Minutes

To be circulated to all Governors as soon as possible after the date of the meeting, or with the agenda papers for the next full Governing Body meeting. Minutes to include a brief summary of items discussed, and a record of any decisions taken and/or proposals/recommendations for the Governing Body to consider.

Review

Membership and terms of reference to be reviewed annually at the Autumn Term Governing Body meeting.

The Curriculum and Standards Committee is responsible for the monitoring and evaluation of curriculum delivery.

Specifically, the terms of reference of the Curriculum and Standards Committee are:
To advise the Governing Body on its statutory obligations under the National Curriculum. With the assistance of staff, to provide information to the Governing Body about how the curriculum is taught, evaluated and resourced.

To review the policy and provision for Collective Worship, and for Religious Education, and make appropriate recommendations.

To review the policy and provision for Sex Education and make appropriate recommendations.

To review the information about school performance to be published in the School Profile.

To make recommendations as to a Governing Body statement on pupil discipline, including a policy on exclusion of pupils.

To review, after consultation with the Headteacher, staff and parents, the school policies on pastoral care, welfare, health and safety, and the dress and appearance of pupils.

To monitor the achievements of pupils in all subjects of the National Curriculum, and in all statutory, and non-statutory areas, of school life.

To review, and advise as appropriate, the Governing Body on targets, with appropriate timescales, for raising the achievement of pupils.

To contribute to the School Improvement Plan.

**Associated Documents:**

- School’s Curriculum Statement
- LA’s Curriculum Statement
- Teaching and Learning Policy
- National Curriculum
- Policy for Collective Worship
- Policy for Religious Education
- Policy for Sex Education
- School Behaviour Policy
- School Improvement Plan

This list is not exhaustive

**Terms of Reference of the Finance, Property and Personnel Committee.**

(Incorporating the Pay Committee)
Membership
To consist of at least 3 Governors, none of whom will have a pecuniary interest in the decisions being made. If pay related matters/decisions are being dealt with employees of the school will be deemed to have a pecuniary interest. One member will act as Chair. The Head Teacher, if a member, cannot be the Clerk to the Committee.

Chair
Either Appointed by the GB or Elected by the Committee. The GB can remove the Chair at any time.

Quorum
To consist of 3 members (subject to the above conditions).

Meetings
At least once a term, or before each full Governing Body meeting, and otherwise as required.

Agendas
To be circulated to all Governors. Accompanying papers to be circulated.

Minutes
To be circulated to all Governors as soon as possible after the date of the meeting, or with the agenda papers for the next full Governing Body meeting. Minutes to include a brief summary of items discussed and clear reasons for all decisions taken.

Review
Membership and terms of reference to be reviewed annually at the Autumn Term Governing Body meeting.

Advice
When discussing the salary of other teachers the committee will normally be advised by the Head Teacher.

Pecuniary Interest
When the Committee make decisions about the Head Teacher’s salary the Head Teacher will withdraw from the meeting. S/he may be invited to make a presentation to the Committee prior to withdrawal.

The Finance Committee is responsible for setting the school budget. (delegated authority from the Governing Body)
The Finance Committee is responsible for ensuring the control and monitoring of the school budget and for reviewing, and determining staff pay (if it incorporates the Pay Committee).
Specifically, the terms of reference of the Committee are:

- Finance Committee Functions
  - To advise on the financial implications of adopting certain policies.
  - To make recommendations (or take decisions if it has delegated authority) on all financial matters.
  - To provide reliable information and make appropriate recommendations (or decisions with delegated powers) to enable the Governing Body to comply with the required financial regulations.
  - To prepare and recommend (approve with delegated powers) a budget each year.
  - To monitor regularly and effectively against that budget and report to the GB as required.
  - To contribute to the School Improvement Plan.

- Pay Committee Functions (if this Committee is incorporated)
An annual meeting will be held (staff paid to work at the school or who have a pecuniary interest should not be included in decisions related to this function), the purpose of which will be:

- To review the changes in pay and conditions arrangements for all staff.
- To receive from the Headteacher and the Council such recommendations as are appropriately related to this function.
- To prepare recommendations, or reports, for the full Governing Body in respect of changes to the school pay policy. In undertaking this responsibility the Pay Committee will consult with the teaching staff, school representatives and secretaries of the recognised teacher associations.
- To undertake pay assessment for all staff and prepare their annual pay statements.
- To consider (following withdrawal of the head teacher from the meeting), the payment of the Headteacher in the forthcoming year.
- To liaise as necessary with the Council for example in relation to newly appointed staff.
- To send a copy of the annual pay statement to each member of staff and the Council for payroll purposes.
- To contribute to the School Improvement Plan.
Appendix 3

Glossary of terms

Most governors at Godley Primary and all schools are not from the world of education and as you have already read, the world of education has its own language. This is a useful glossary that explains some of the strange terms and acronyms that you might hear during your time as a governor but were “afraid to ask”.

**Academies** Publicly funded independent schools

**Admission Authority** The body responsible for setting the admission criteria determining admission to schools – this may be the Governing Body or the local authority, depending upon the type of school.

**Agreed syllabus** A non-denominational syllabus of religious education required to be used in Community and Voluntary Controlled schools and drawn up by a SACRE (see below).

**Appraisal** A review of an employee’s performance, especially for the purposes of staff development.

**ASCL** Association of School and College Lecturers

**Associate Member** A member of the Governing Body (with limitations on their voting rights) representing staff, community or local businesses chosen by members of a Governing Body who have themselves been elected or appointed.

**AST** Advanced Skills Teacher

**ATL** Association of Teachers and Lecturers.

**Attainment targets** These establish what children of differing ability should be expected to know and be able to do by the end of Key Stage of the National Curriculum. Each target is graded into eight levels which pupils climb up as they learn more.

**AWPU** Age-Weighted Pupil Unit. The sum of money allocated to the school for each pupil according to age. This is the basic unit of funding for the school.

**Baseline assessment** Assessment of pupils’ attainment within the first seven weeks of their primary education.

**Basic skills** Reading, writing and arithmetic.

**Becta** British Educational Communications and Technology Agency

**BSF** Building Schools for the Future: a 10-15 year programme for rebuilding or refurbishing secondary schools (now cancelled by the new Government)

**Capital expenditure** Spending on projects, improvements, and extensions to the school.

**CATS** Cognitive Ability Tests.

**Catchment area** The area from which a school takes its pupils.

**Circulars** Policy statements issued by the DFE to explain, interpret and give guidance about legislation. Community schools Term used in the SSFA (see below) to describe former LA-maintained schools or Grant Maintained schools which opted to become Community schools.

**Community Special Schools** Term used in the SSFA to describe former LA-maintained Special schools or Grant Maintained Special schools which opted to become Community Special schools.

**Competitive tendering** Obtaining quotes or tenders from alternative suppliers before awarding contracts.

**Core curriculum** English, Maths and Science – these are studied by all pupils.

**COSHH** Control of Substances Hazardous to Health.
CPD Continuous professional development for school staff.
DDA Disability Discrimination Act
DED Disability Equality Duty
Delegated budget Money provided under Fair Funding (see below) which governors can manage at their discretion (see also Devolved funds, below).
Delegated powers Authority given to a committee, an individual governor or the Headteacher to take action on behalf of the Governing Body.
Designated Teacher Advocates who liaise with other services on behalf of young people in care.
Devolved funds Such as the Standards Fund, are those which have to be used for specific purposes.
DFE Department for Education.
DSG Dedicated School Grant
Differentiation The organisation of teaching programmes and methods specifically to suit the age, ability and aptitudes of individual children.
Directed time Time when a teacher must be available to carry out duties, including attending staff and parent meetings, under the direction of the Headteacher. Maximum of 1265 hours in a school year.
Disapplication A term used where National Curriculum requirements may not apply to a pupil.
EAL English as an additional language
EBD Emotional and Behavioural Difficulties.
ECM Every Child matters
EDP Education Development Plan which LAs are required to prepare.
EMA Education Maintenance Allowance
ESO Education Supervision Order which LAs may apply for to deal with cases of poor attendance at school.
ETS Excellent Teacher Scheme
EWO Education Welfare Officer. A professional worker who visits pupils’ homes and deals with attendance problems and other welfare matters in co-operation with the school.
Exclusion The temporary or permanent banning of a pupil from school for serious breaches of the school’s behaviour and discipline policy.
Ex officio Able to attend meetings by virtue of holding a particular office.
Extended schools/services Schools that provide a range of services and activities often beyond the school day to help meet the needs of its pupils, their families and the wider community.
Fair Funding The system of funding for schools introduced in April 1999 which set the framework for the financial relationship between schools and their LAs.
FMSS Financial Management Standards in Schools, a system of certification that assures that a school has in place appropriate financial systems for control of its funds, but also implies sound systems of management of its affairs.
Form of entry The number of classes that a school admits each year.
Form 7 A DFE form submitted by every school each January to record the number of teachers employed, the number of children in each age group, the organisation of classes and so on. Foundation governor A governor appointed by the foundation body of a
Voluntary school. Foundation schools LA maintained schools in which the Governing Body is the employer, owns the land and buildings and sets the admissions criteria. Often former Grant Maintained schools. Foundation Special schools LA maintained special schools which have the same freedoms as foundation schools.

**Foundation Stage** Stage of National Curriculum prior to KS1 (for Nursery & Reception children)

**FSM** Free School Meals.

**GB** Governing Body

**GCSE** General Certificate of Secondary Education.

**HLTA** Higher Level Teaching Assistant

**HMCI** Her Majesty’s Chief Inspector of Schools

**HMI** Her Majesty’s Inspector.

**HSE** Health and Safety Executive

**IEP** Individual Education Plan for pupils with special educational needs.

**IIP** Investors in People

**INSET** In-Service Education and Training – courses for practising teachers.

**Instrument of Government** A legal document setting out the composition of governing bodies.

**ISCGB** Information for School and College Governors.

**ICIT** Information and Communication Technology.

**KS1-4** Key Stages – the four stages of the National Curriculum: KS1 for pupils aged 5-7; KS2 for 7-11; KS3 for 11-14; KS4 for 14-16.

**LA** Local Authority (formerly Local Education Authority)

**LSC** Learning and Skills Council

**Minor Authority** A district council or parish council.

**Mixed ability** A teaching group in which children of all abilities are taught together.

**NAHT** National Association of Headteachers.

**NAS/UWT** National Association of Schoolmasters/Union of Women Teachers.

**National Curriculum** This was established by the 1988 Education Reform Act to ensure that all pupils receive a broad and balanced education which is relevant to their needs.

**NCPTA** National Confederation of Parent Teacher Associations.

**NFER** National Foundation for Educational Research.

**NGA** National Governors’ Association. The national organisation for governors.

**NGfL** National Grid for Learning

**NNEB** National Nursery Examination Board.

**Non-teaching (Support) Staff** Members of the school staff employed by the governors to provide services in a school but not to teach, such as classroom assistants, cleaners and school secretaries.

**NQT** Newly Qualified Teacher.

**NRA** National Record of Achievement. A document now required for all children leaving school, containing a record of a pupil’s achievements in and out of school.

**NRWS** New Relationship with Schools

**NUT** National Union of Teachers.

**OFSTED** Office for Standards in Education. The body which arranges, and set standards for, school inspections.
PAN  Planned Admissions Number – formerly PAL (Planned Admissions Limit). The number of children the LA (or Governing Body of an Aided or Foundation School) determines can be admitted to the school. It can be above the Standard Number (see below) but may not be below it. Used as basis for determining admission appeals.

PAT  Professional Association of Teachers. (now VOICE)

Peripatetic teacher  One who teaches in a number of schools, to give specialist instruction, eg in music.

PFI  Private Finance Initiative.

PGCE  Post-Graduate Certificate of Education. A teaching qualification which includes a period of practical teaching experience.

PGR  Parent Governor Representative elected to serve on a local authority committee discharging the education functions of the LA.

PI  Performance Indicators.

PLASC  Pupil Level Annual School Census

PP  Pupil Premium. Money allocated to children who have been on free schools meals over the last 6 years. “This is ring fenced” and has to be published on the schools website on how the money is spent.

PPA  Planning, preparation and Assessment – 10% guaranteed non-contact time for teachers.

PPP  Public and Private Partnership

PRP  Performance Related Pay

PRS  Pupil Referral Unit

PSCHE  Personal, Social, Health and Citizenship Education.

PSP  Pastoral Support Programme for pupils at serious risk of permanent exclusion.

PTA  Parent Teacher Association – or PSA (Parent Staff Association).

PTR  Pupil/Teacher Ratio. This is calculated by dividing the number of pupils in a school by the number of full-time equivalent teachers.

Pupil profile  Broad evaluation of a pupil’s personality, interests and capabilities. This forms part of the pupil’s Record of Achievement (see ROA).

QCA  Qualifications and Curriculum Authority.

QTS  Qualified Teacher Status

Quorum  The minimum number of members at a meeting before decisions can be made.

RAISEonline  Reporting Analysis for Improvement through School Self-Evaluation is a web-based system to disseminate school performance data to schools.

Resolution  A formal decision which has been proposed, seconded and agreed – not necessarily by a vote – at a meeting.

RI/RI  Registered Inspector, who is authorised to lead an inspection team (colloquially, a “Reggie”).

ROA  Record of Achievement.

SACRE  Standing Advisory Council on Religious Education. Local statutory body which advises on religious education and collective worship.

‘SATS’  Standard Assessment Tasks© used for National Curriculum Assessment.

Secondment  The release of staff on a temporary basis for work elsewhere.

Schools Forum  A Schools Forum has been established in each LA area to advise on the allocation of the funding for schools; the majority of places on this body should be filled by governors and Headteachers.

SEF  Self-Evaluation Form
SEN  Special Educational Needs. Learning difficulties for which special educational provision has to be made. May include children with physical disabilities or emotional and behavioural disorders.

SENCO  SEN Co-ordinator. The teacher responsible for co-ordinating SEN provision in the school.

SENDIST  Special Educational Needs and Disability Tribunal

Setting  A system of organising pupils into ability groups for particular subjects.

SHA  Secondary Heads Association.

SIAS  Statutory Inspection of Anglican Schools; The Church of England version of an OFSTED inspection

Sibling  A brother or sister.

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

Special school  A school for children whose special educational needs cannot be met within a mainstream school.

Specialist school/college  All maintained schools may apply for Specialist Status, allowing them to have a special focus on a chosen subject area, whilst meeting national Curriculum requirements. Special unit  A unit attached to a mainstream school to cater for children with specific special needs.

SOC  School Organisation Committee. Required to be established by the LA to consider its School Organisation Plan (SOP) for the provision of school places in its area.

Sports Grant  A grant given to schools for the use of Sports.

SSAT  Specialist Schools and Academies Trust


Standard Number (SN)  The legally determined number of pupils in the admission year group below which the PAN (see above) may not be set.

STRB  School Teachers’ Review Body. Makes recommendations to the Secretary of State on teachers’ pay.

Standards Fund  Devolved monies for school improvement projects, including staff development and governor training, some of which may be earmarked for specific purposes. (Being discontinued from 2008)

Statementing  The procedure by which a child is formally assessed under the 1996 Education Act as having significant special educational needs.

Streaming  Placing pupils in classes according to their ability.

TAs  teaching Assistants

TDA  Training and Development Agency for Schools

TED  Teacher Education Day. Each year 5 days during term time (now known as „Inset” days and formerly Baker days) are set aside for staff training. Pupils do not attend school on these days. TLRs  Teaching and Learning Responsibilities

Threshold  Teachers may apply to be assessed to be paid above the threshold of their incremental pay.

Trust deed  The deed by which a Voluntary Aided or a Voluntary Controlled school has been established.

Trust Schools Foundation  schools with a foundation body established under the Education and Inspections Act 2006 – the foundation body may appoint either a minority or a majority of the Governing Body.
TTA Teacher Training Agency.
UNISON Union of Public Employees
VA Voluntary Aided. School maintained by the LA except for some particular aspects, such as paying 15% towards some building costs. Usually a denominational school in which the governors have particular religious rights and also responsibilities.
Value Added When pupils are enabled to achieve above their assessed performance levels; the additional benefits accruing from, eg, a school’s ethos or extra-curricular activities.
VC Voluntary Controlled. A denominational school wholly maintained by the LA but with certain residual rights regarding religious worship.
Vertical grouping Classes formed (in primary schools) with children of different age groups.
Virement The agreed transfer of money from the budget heading to which it has been allocated to another budget heading.
VOICE formerly Professional Association of Teachers
WAMG Workforce Agreement Monitoring Group
Walking distance The statutory distance beyond which the LA must provide free school transport is two miles for children up to 8 years old and three miles for those aged 8 and over.
Work experience A planned programme as part of careers education which enables pupils in school time to sample experience of a working environment of their choice.
### Appendix 4:

**Leaders For The Academic Year 2013-2014**

#### Subject Leader

<table>
<thead>
<tr>
<th>Subject</th>
<th>Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>Mrs. P. Thomas / Miss. G. Holloway</td>
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<tr>
<td>Numeracy</td>
<td>Miss. V. Smith</td>
</tr>
<tr>
<td>Science</td>
<td>Mr. C. Beaty</td>
</tr>
<tr>
<td>ICT</td>
<td>Miss. G. Holloway</td>
</tr>
<tr>
<td>R.E.</td>
<td>Miss. N. Williams</td>
</tr>
<tr>
<td>Humanities</td>
<td>Mrs. V. Jarvis</td>
</tr>
<tr>
<td>Music</td>
<td>Miss. L. Howard</td>
</tr>
<tr>
<td>Art</td>
<td>Miss. N. Peacock</td>
</tr>
<tr>
<td>P.E.</td>
<td>Mr. C. Beaty</td>
</tr>
<tr>
<td>PSHE &amp; Citizenship</td>
<td>Mrs. J. Morley</td>
</tr>
<tr>
<td>Teaching &amp; Learning</td>
<td>Miss. G. Holloway</td>
</tr>
<tr>
<td>Community Cohesion</td>
<td>Mr. C. Beaty</td>
</tr>
<tr>
<td>Inclusion Leader</td>
<td>Miss. H. Linder</td>
</tr>
<tr>
<td>Child Protection</td>
<td>Mrs. S. Clawley-Welton</td>
</tr>
<tr>
<td>MFL</td>
<td>Mrs. D. Warran</td>
</tr>
<tr>
<td>Gifted &amp; Talented</td>
<td>Mrs. V. Jarvis</td>
</tr>
<tr>
<td>Early Years Foundation Stage</td>
<td>Mrs. J. Morley</td>
</tr>
</tbody>
</table>
**Staffing For The Academic Year 2013/2014**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Suzanne Clawley-Welton</td>
<td>Headteacher</td>
</tr>
<tr>
<td>Mrs. Julia Morley</td>
<td>Deputy Headteacher/Reception Teacher</td>
</tr>
<tr>
<td>Mr. Craig Beaty</td>
<td>Assistant Headteacher/Year 4 Teacher</td>
</tr>
<tr>
<td>Mrs. Denise Littlewood</td>
<td>School Business Manager</td>
</tr>
<tr>
<td>Mrs. Helen Linder</td>
<td>Nursery Teacher/SENCO</td>
</tr>
<tr>
<td>Miss. Nicola Williams</td>
<td>Reception Teacher</td>
</tr>
<tr>
<td>Miss. Lucy Howard</td>
<td>Year 2 Teacher</td>
</tr>
<tr>
<td>Mrs. Penny Thomas</td>
<td>Year 2 Teacher</td>
</tr>
<tr>
<td>Miss. Gemma Holloway</td>
<td>Year 3 Teacher</td>
</tr>
<tr>
<td>Miss. Natasha Peacock</td>
<td>Year 5 Teacher</td>
</tr>
<tr>
<td>Miss Vicki Smith</td>
<td>Year 6 Teacher</td>
</tr>
<tr>
<td>Mrs. Victoria Jarvis</td>
<td>Teacher for PPA</td>
</tr>
<tr>
<td>Miss. Susan Devenney</td>
<td>Learning Mentor</td>
</tr>
<tr>
<td>Mr. Lee Constantine</td>
<td>Teaching Assistant</td>
</tr>
<tr>
<td>Mrs. Gillian Wright</td>
<td>Administration Assistant</td>
</tr>
<tr>
<td>Mrs. Angela Kennedy</td>
<td>Teaching Assistant - Nursery</td>
</tr>
<tr>
<td>Mrs. Liz Winterbottom</td>
<td>Teaching Assistant - Nursery</td>
</tr>
<tr>
<td>Mrs. Tamara Hadfield</td>
<td>Teaching Assistant - Reception</td>
</tr>
<tr>
<td>Mrs. Bernadette Burrous</td>
<td>Teaching Assistant - Reception</td>
</tr>
<tr>
<td>Mrs. Nicola Titterington</td>
<td>Teaching Assistant - Year 2</td>
</tr>
<tr>
<td>Mrs. Rita Nixon</td>
<td>Teaching Assistant - Year 2</td>
</tr>
<tr>
<td>Mrs. Tracy Hooley</td>
<td>Teaching Assistant Year 3</td>
</tr>
<tr>
<td>Miss Mary Gilmore</td>
<td>Teaching Assistant - Year 4</td>
</tr>
<tr>
<td>Mrs. Debbie Warran</td>
<td>Teaching Assistant/HLTA - Year 4</td>
</tr>
<tr>
<td>Mrs. Nicki Okon</td>
<td>Teaching Assistant - Year 5</td>
</tr>
<tr>
<td>Mrs. Louise Bellis</td>
<td>Teaching Assistant Year 6</td>
</tr>
<tr>
<td>Mrs. Heather Driver</td>
<td>After School Club Assistant</td>
</tr>
<tr>
<td>Mrs. Sharon Oldham</td>
<td>After School Club Assistant</td>
</tr>
<tr>
<td>Mrs. Lynn Carter</td>
<td>Mid Day Supervisor</td>
</tr>
<tr>
<td>Mrs. Janet Kent</td>
<td>Mid Day Assistant</td>
</tr>
<tr>
<td>Ms. Sana Yasmin</td>
<td>Mid Day Assistant</td>
</tr>
<tr>
<td>Miss Rebecca Piets</td>
<td>Mid Day Assistant</td>
</tr>
<tr>
<td>Mrs. Wendy Goodier</td>
<td>Mid Day Assistant/Cleaner</td>
</tr>
<tr>
<td>Ms. Helen Dawson</td>
<td>Mid Day Assistant</td>
</tr>
<tr>
<td>Ms. Philippa Lomas</td>
<td>Mid Day Assistant</td>
</tr>
<tr>
<td>Miss. Leanne Timperley</td>
<td>Mid Day Assistant</td>
</tr>
<tr>
<td>Mrs. Francesca Worthington</td>
<td>Mid Day Assistant</td>
</tr>
<tr>
<td>Mr. Graham Healey</td>
<td>Site Manager</td>
</tr>
<tr>
<td>Ms. Lisa Byrne</td>
<td>Cleaner</td>
</tr>
<tr>
<td>Mrs. Catherine Timperley</td>
<td>Cleaner</td>
</tr>
</tbody>
</table>
Leadership Team:

Suzanne Clawley-Welton  Headteacher
Julia Morley    Deputy Headteacher
Gemma Holloway   TLR2
Helen Linder    SENCO
Denise Littlewood  SBM

The School Day

8:50  Pupils enter school
9.00  Registration
10.30 - 10.50  KS1 Break
10.30 - 10.50  KS2 Break
12.00 - 1.20  KS1 Lunch
12.00 - 1.20  KS2 Lunch
1.30  Afternoon session begins
2.30 - 2.45  Break for Key Stage 1
3.30  End of school day.