

**INSPECTION COPY**

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**Our Ref:** GS/NMc/GP  
**Your Ref:**

**Date:** 27 January 2017

Dear Member

**WOODFIELD PRIMARY SCHOOL GOVERNING BODY**

Would you please note that the next meeting of the Woodfield Primary School Governing Body will be held at the school on Thursday 9 February 2017, commencing at **8.00 am**.

I do hope it will be convenient for you to attend. Please contact the school on 01302 853289 if you will be unable to do so.

The agenda for the meeting is given over the page.

Yours faithfully

**GARY PRICE**

**Governors' Support Officer**  
**On behalf of the Woodfield Primary School Governing Body**

To:	Mr P Steadman (Chair)	Ms N Fallon	- Associate Member
	Mrs R Baldock	Ms J Miller	- School Business Manager
	Mrs S Betts		
	Mrs J Clift	Mrs J Foster (CEO – Rose Learning Trust)	
	Mrs J Edwards		
	Mrs H Harrison	Mr N McAllister	- Clerk
	Mrs K Hope		
	Mr N Simpson		
	Mr P Williams		

Quorum for the meeting shall be any three Governors, or where greater, any one third (rounded up to a whole number) of the total number of Governors holding office at the date of the meeting. Please note observers do not count towards the quorum.

**AGENDA**

- 1 **TO AGREE A FINISHING TIME FOR THE MEETING**
- 2 **APOLOGIES**
- 3 **DECLARATIONS OF PERSONAL OR BUSINESS INTEREST, IF ANY**
- 4 **GOVERNING BODY MEMBERSHIP**
- 5 **TO RECEIVE A REPORT ON ANY URGENT ACTION TAKEN BY THE CHAIR OR VICE-CHAIR SINCE THE LAST MEETING**
- 6 **MINUTES OF THE MEETING HELD ON 7 DECEMBER 2016**
- 7 **MATTERS ARISING FROM THE MINUTES/ACTION SHEET**
- 8 **LOCAL GOVERNING BODY HANDBOOK – REVIEW AND APPROVAL**
- 9 **GOVERNORS’ SKILLS AUDIT**
- 10 **UPDATE FROM THE HEADTEACHER**
- 11 **SCHOOL BUDGET REPORT BY THE SCHOOL BUSINESS MANAGER**
- 12 **RESPONSIBILITIES OF GOVERNING BODIES REGARDING 2017 ASSESSMENT AND REPORTING ARRANGEMENTS**
- 13 **CHILDREN IN CARE**
- 14 **MUSIC EDUCATION (GOVERNORS’ RESPONSIBILITIES)**
- 15 **QUALITY OF TEACHING**
- 16 **DONCASTER SAFEGUARDING CHILDRENS BOARD CHILD A – SERIOUS CASE REVIEW**
- 17 **SCHOOLS AND LEARNING PROVIDERS - ANNUAL SAFEGUARDING REPORT**
- 18 **SCHOOL GOVERNORS’ FORUM MEETINGS**
- 19 **GOVERNOR TRAINING LOG**
- 20 **GOVERNORS SUPPORT SERVICE – CUSTOMER SERVICE EXCELLENCE AWARD**
- 21 **DATE AND TIME OF NEXT MEETING**

**PART 1*****IN THIS SECTION OF THE AGENDA THE REPORTS ARE AVAILABLE TO THE PUBLIC*****1 TO AGREE A FINISHING TIME FOR THE MEETING**

Governors are asked to give consideration to agreeing a finishing time for the meeting in line with the Governing Body Code of Conduct which makes reference to a maximum time limit of two hours.

**2 APOLOGIES****Introduction**

Governors are reminded that the Governing Body is required to formally confirm whether or not it consents to a Governor's absence and for that decision to be recorded in the Minutes. Where consent is given the Governor's absence will not count towards his/her disqualification from membership of the Governing Body.

**Recommendation**

The Governing Body is asked to confirm whether or not it consents to any Governor's absence from the meeting for which apologies have been submitted.

**3 DECLARATIONS OF PERSONAL OR BUSINESS INTEREST, IF ANY**

Governors are asked to declare any personal or business interest they may have in any item on the agenda or raised at the meeting.

**4 GOVERNING BODY MEMBERSHIP****Introduction**

The following change to the Governing Body's membership is reported for information:

**Co-opted Governor Representative**

Mr P Steadman has been re-appointed for the period 14 December 2016 until 13 December 2017.

**Recommendation**

The Governing Body is asked to:

- a) note the to the membership outlined above; and
- b) in light of the changes in membership consider whether to revise the composition of its Committees, details of which will be made available by the Clerk.

5 **TO RECEIVE A REPORT ON ANY URGENT ACTION TAKEN BY THE CHAIR OR VICE-CHAIR SINCE THE LAST MEETING**

6 **MINUTES OF THE MEETING HELD ON 7 DECEMBER 2016**

(Enclosed).

7 **MATTERS ARISING FROM THE MINUTES/ACTION SHEET**

Governors are asked to review the Action Sheet appended to the minutes of the Governing Body meeting or address any matters arising.

8 **LOCAL GOVERNING BODY HANDBOOK – REVIEW AND APPROVAL**

The Headteacher will address this item.

9 **GOVERNORS' SKILLS AUDIT**

The Chair/Headteacher will address this item.

## **SECTION ONE – EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT OF THE ACADEMY**

10 **UPDATE FROM THE HEADTEACHER**

11 **SCHOOL BUDGET REPORT BY THE SCHOOL BUSINESS MANAGER**

### **Introduction**

The Academies Financial Handbook states that Governors should receive at least quarterly budget monitoring reports. In monitoring the budget the Governing Body (or Finance Committee) should proactively review priorities and assess whether it is necessary to reallocate funds to achieve the academy's objectives.

Copies of the budget monitoring report for the 2016/2017 financial year will be circulated by the School Business Manager. Governors will be advised by the School Business Manager as to whether the academy is on target to meet its budget plan.

### **Recommendation**

The Governing Body is asked to:

- a) consider the budget monitoring report for the 2016/2017 financial year; and
- b) ensure the academy is on target to meet the timescales for the academy budget.

## 12 RESPONSIBILITIES OF GOVERNING BODIES REGARDING 2017 ASSESSMENT AND REPORTING ARRANGEMENTS

### Introduction

Governing Bodies of maintained schools and academies must carry out their functions so that the requirements in the Assessment, Recording and Reporting Booklet are implemented in the school/academy. If the Headteacher/Principal is temporarily or permanently absent, the Governing Body must ensure a nominated representative carries out the Headteacher's/Principal's duties specified below.

Governing Bodies need to be familiar with the 2017 Assessment and Reporting Arrangements for Early Years Foundation Stage Profile (EYFSP), Key Stage 1 and Key Stage 2 as set out by the Standards and Testing Agency to ensure Headteachers carry out their statutory responsibilities.

### Responsibility

It is the Headteacher/Principal's responsibility to ensure that the integrity of the tests (phonic screening, key stage 1 and key stage 2) are maintained throughout the test periods. Although responsibility for administration of the tests can be delegated, overall accountability remains with the Headteacher/Principal. Given the number of staff that are involved in administering tests, Headteachers/Principals must ensure that there is a robust process for keeping the test materials secure and treating them as confidential from when the academy receives them until the end of the timetable variation period (five school days after the final test).

The tests must be administered in accordance with the published procedures, in particular the **Assessment and Reporting Arrangements (ARA) and the Test Administrators' Guide**. It is recommended that the Headteacher/Principal appoints a test administrator. This should be member of staff who is not directly involved in the administration of the tests, for example a business manager or senior administrator. It is the Headteacher's/Principal's responsibility to ensure that the test administrators' guide is read and followed by the test administrator, all teachers, teaching assistants, invigilators and others involved in administering the tests. Headteachers/Principals need to be able to give an accurate account of all those who have had access to test materials before, during and after the test period. Schools and academies should consider inviting a Governor, who is not otherwise involved in administering the tests to observe, but they must be familiar with the DfE guidance.

In addition to administering the tests and teacher assessments, Headteachers/Principals are responsible for "...the submission of accurate teacher assessment data..."

Guidance can be found at:

<https://www.gov.uk/government/publications/2017-early-years-foundation-stage-assessment-and-reporting-arrangements-ara>

<https://www.gov.uk/government/publications/2017-key-stage-1-assessment-and-reporting-arrangements-ara>

<https://www.gov.uk/government/publications/2017-key-stage-2-assessment-and-reporting-arrangements-ara>

### **Recommendation**

The Governing Body must ensure the requirements of the 2017 assessment and reporting arrangements for EYFS, KS1 and KS2 are implemented in the academy by the Headteacher/Principal or nominated representative, if the Headteacher is absent, as specified in the statutory document.

## **13 CHILDREN IN CARE**

### **Introduction**

In order to meet its collective responsibility for Children in Care, the Governing Body should ensure the following duties are fulfilled:

The Governing Body should ensure that there are arrangements in place to keep themselves informed about provision for and attainment and progress of children in care on the academy's roll on a regular basis. The Governing Body should work in partnership with the Headteacher/Principal to monitor the effectiveness of the Designated Teacher role in the context of wider academy planning. The designated Governor should ensure that the academy gives very high priority to raising education standards for this vulnerable group and that this philosophy is embedded in day to day practice.

### **Recommendation**

The Governing Body is asked to consider:

- a) any issues with the School Leadership Team in relation to the academy's strategic plans to promote the educational achievement of Children and Young People in Care. This should include, how the academy plans to target the use of the LAC Pupil Premium Plus (PPP) to meet the needs of the child;
- b) the quality and detail of the information held in the child's Personal Education Plan. To ensure that the targets set include those related to the child's academic progress and that these are reviewed termly in order to make the document 'live' as per the legislative guidance. The latter is required so that the second tranche of the PPP can be forwarded to the academy, as per Doncaster's Pupil Premium Plus policy; and
- c) the Designated Teacher's Annual report on the progress and outcomes for the academic year **2015 – 16**, if it has not already been presented to the Governing Body. Thereafter a copy should be forwarded to the Virtual School Doncaster LA.

## 14 MUSIC EDUCATION (GOVERNORS' RESPONSIBILITIES)

### Introduction

#### The National Plan for Music - The Importance of Music

England is a world leader in music education. The review of music education by Darren Henley OBE (Chief Executive of Arts Council England) published in 2011 showed there is more that can be done and suggested ways of addressing the inequalities in music provision across the Country. The Government published a National Plan for Music Education 'The Importance of Music' which underlines the commitment by both the Department for Education and the Department for Culture, Media and Sport to recognise the importance of music in the lives of young people and to ensure that we consistently give young people a music education that is of the highest quality.

The National Plan can be accessed from the following link;

<https://www.gov.uk/government/publications/the-importance-of-music-a-national-plan-for-music-education>

Great music education is a partnership between classroom teachers, specialist teachers, professional performers and a host of other organisations, including those from the arts, charity and voluntary sectors. The National Plan is helping to bring together all of this expertise in a focussed way for the benefit of children and young people across the country. Music education hubs are working with schools and strategic partners in ensuring children from all backgrounds now experience a combination of classroom teaching, instrumental and vocal tuition, opportunities to play in ensembles and the chance to learn from professional musicians. Hubs will provide opportunities that reach across the country and draw-in the expertise of a range of education and arts partners.

**Music Education, a Guide to Governors** was produced by Arts Council England, Music Mark and the National Governors as a resource to support Governors. Governors have an important role in ensuring that schools offer a broad and balanced, high quality curriculum.

This guide can be accessed from the following link;

<http://www.nga.org.uk/Guidance/Pupils-and-parents/Curriculum/ACE161-Music-Education-for-Governors-WEB.aspx>

### Recommendation

The Governing Body is asked to:

- a) note the contents of the documents entitled Music Education a Guide for Governors and The National Plan for Music; and
- b) receive a response to the questions contained in the Guide for Governors and a report from the Headteacher/Principal in respect of music provision in the academies.

## SECTION TWO – QUALITY OF TEACHING IN THE ACADEMY

### 15 QUALITY OF TEACHING

#### Introduction

The quality of teaching, learning and assessment is one of the key judgements made by Ofsted. Outstanding teaching leads to outstanding progress, inadequate teaching leads to inadequate progress. The quality of teaching and its rate of improvement is a direct reflection of the quality of leadership.

Inspectors will use a considerable amount of first-hand evidence gained from observing pupils in lessons, talking to them about their work, scrutinising their work and assessing how well leaders are securing continual improvements in teaching. Direct observations in lessons will be supplemented by a range of other evidence to enable inspectors to evaluate the impact that teachers and support assistants have on pupils' progress. Inspectors will **not** grade the quality of teaching, learning and assessment in individual lessons or learning walks.

Governors should pay due regard to the Teachers' Standards document and have a clear understanding that teachers' pay is directly related to their performance. Governors need to check that appraisal objectives relate directly to improvements in teaching and outcomes for pupils. They need to check that pay awards are distributed equitably and that the pay profile clearly matches the quality of teaching. Governors should not expect pay awards to be given where the range of evidence suggests that the quality of teaching and learning is not good.

#### Recommendations

The Governing Body is asked to:

- a) receive a report on the quality of teaching, learning and assessment in the school. Governors should expect this to be based on a wide range of evidence, in particular that seen in children's work books;
- b) receive a report on the actions taken to address any teaching that is inadequate or requires improvement, or sustain teaching that is good or better. Governors should consider the urgency and rigour with which these actions are pursued and the difference they are making; and
- a) receive anonymised examples of appraisal objectives and an anonymised summary of pay awards. Governors should be able to match this against the report they receive on the quality of teaching and question any discrepancy in performance and pay, having regard to the confidentiality of individual awards and objectives.

## **SECTION THREE – PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE OF PUPILS AT THE ACADEMY**

### **16 DONCASTER SAFEGUARDING CHILDRENS BOARD CHILD A – SERIOUS CASE REVIEW**

#### **Introduction**

Governors are asked to read the Learning Summary for Child A available from the link below and understand the recommendations made.

<http://www.dscb.co.uk/serious-case-reviews>

Governors are required to explore how the lessons learned/recommendations have been implemented into safeguarding practice within their own school/academy setting. Impact and changes made as a result will be analysed via the quarterly DSCB Workforce Development reporting template.

#### **Recommendation**

The Governing Body is asked to read the Learning Summary and explore how the lessons learned and recommendations have been implemented into safeguarding practice within the academy.

### **17 SCHOOLS AND LEARNING PROVIDERS - ANNUAL SAFEGUARDING REPORT**

#### **Introduction**

There is a duty on Local Authorities (LAs) and Governing Bodies of all education settings to have arrangements in place to ensure that they are exercising their statutory functions to safeguard and promote the welfare of children. The duty on LAs extends to ensuring that Governing Bodies are carrying out their duty in accordance with Section 157 and Section 175 of The Childrens Act 1989, 2004 (amended).

To further assist the Governing Body to fulfil its responsibility, it is recommended that the Designated Person for Safeguarding be requested to prepare an annual safeguarding report for consideration by Governors and that this report be received annually at the Spring term meeting and cover the period 1 January 2016 to 31 December 2016. Depending on your record systems, some schools and academies have agreed to provide data using academic years and therefore this report could cover the period September 2015 to September 2016. Your preference / period covered must be indicated on the report.

To assist in the preparation of this annual report, a recommended format and minimum content has been forwarded to the Designated Person for Safeguarding. This provides for the report to include details of:

- Safeguarding training undertaken by relevant staff (including training undertaken by Governors);
- A summary of safeguarding policies, procedures and other documents; and
- A summary of activity, for example, the number of child protection referrals made the number of pupils subject to a Child Protection Plan, and the number of Children and Young People in Care in school, etc.

Once the report has been considered and endorsed, the Governing Body should ensure that a copy of the annual report is sent to the Education Safeguarding Manager by **15 March 2017**, to assist the LA in meeting its responsibilities. The LA has a duty to provide a written report detailing the compliance of all educational establishments to the Doncaster Safeguarding Childrens Board.

### **Recommendation**

The Governing Body is asked to:

- a) receive the above report and note the Governing Body's duty with regard to safeguarding and promoting the welfare of children;
- b) request the Designated Person for Safeguarding to prepare a safeguarding report for consideration each year at its Spring term meeting and for the report to cover the period 1 January 2016 to 31 December 2016, or academic year; and
- c) receive and approve the Governing Body's annual report and ensure a copy is forwarded to the Education Safeguarding Manager by **15 March 2017 email [ellen.boden@doncaster.gov.uk](mailto:ellen.boden@doncaster.gov.uk)**

## **SECTION FOUR – OTHER INFORMATION**

### **18 SCHOOL GOVERNORS' FORUM MEETINGS**

#### **Introduction**

The Governors' Forums are held on a termly basis and are essentially briefing and consultation sessions for all Governors. They also provide the opportunity for Governors to attend a selection of workshops on topical and relevant issues.

The Summer term Forum dates are yet to be determined.

### **19 GOVERNOR TRAINING LOG**

The Governing Body is asked to receive a report on any training undertaken or workshops attended.

### **20 GOVERNORS SUPPORT SERVICE – CUSTOMER SERVICE EXCELLENCE AWARD**

#### **Introduction**

The Governors' Support Service was assessed in December 2016 against the Customer Service Excellence Award accreditation. The Assessor confirmed that the service complies with all of the elements assessed and his recommendation is that accreditation is continued.

As part of our continued aim to provide a quality service to Governing Bodies, we would still welcome any comments or recommendations for improvements the Governing Body would wish to make.

## **Recommendation**

The Governing Body is asked to:

- a) note that the Governors' Support Service has achieved the Customer Service Excellence Award; and
- b) identify any comments or any recommendations for improving the Governors' Support Service.

## **21 DATE AND TIME OF NEXT MEETING**

Governors are asked to determine the date and time of the next meeting.

Information can be made available in other languages, or other formats such as Braille or Audio Tape, on request. Please contact the Governor Support Service staff on Doncaster 737111 for more information, or if you need any other help or advice. They can arrange for someone to speak to you in your own language if you need them to.