ST SCHOLASTICA'S CATHOLIC PRIMARY SCHOOL

Full Governing Board

Terms of Reference

Note: While Full Governing Board Terms of reference are not a legal requirement (unlike committee terms of reference, it is good practice to define the vision, values, ethos, aims, roles and responsibilities, membership, and general arrangements of the Board. These terms can be used for the Full Governing Board or adapted for committees, using relevant excerpts.

1. Preamble

1.1. The governing board of St Scholastica's Catholic Primary School has been constituted on XXXXX in accordance with the ***School Governance (Constitution) (England) Regulations 2012 and the constitution of governing bodies of maintained schools 2015.***

2. Vision, Values and Ethos Statement

- About us - Our school is a Catholic community committed to providing a safe, inclusive environment where everyone is significant and respected for their differences and achievements. We inspire each other to learn, grow, enjoy and be happy.

- Our Vision *(where are we trying to go?)* [XXXXXX]

- Our Approach - The governing body at St Scholastica's is made up of parents, school staff, the church and members of the local community who want to make a positive contribution to children's education. We use our diverse knowledge and experience to help the headteacher make the right decisions for the school and oversee the strategic direction and performance of the school and ensure accountability.
- Our mission statement is 'Living, Loving and Learning through Christ'. This gives children a clear sense of their Catholic identity and mission. Through this, we strive to ensure that our children experience the love and knowledge of Christ through His enduring love, His continual forgiveness and His lasting presence in our lives.

Aims of the Governing Board

2.1. The main purpose of this governing board of St Scholastica's Catholic Primary School is secure a sound basis for future improvement in the school. This will include promoting high standards of educational achievement and wellbeing, sustaining and promoting the schools' ethos (*and religious character where relevant*) and ensuring that no child is left behind their peers.

2.2. The governing board will be responsible for the 3 core functions of governance:

- **Setting strategic direction;** ensuring clarity of vision and ethos, engaging stakeholders, meeting statutory duties
- **Creating robust accountability** - accountability for teaching; achievement; behaviour and safety; strengthening school leadership; performance manage the Headteacher ; secure school self-evaluation
- **Ensuring financial probity** – ensuring solvency and effective financial management; use of Pupil Premium and, other grants and resources, making sure money is well spent to provide the best educational experiences and overcome barriers to learning.

3. Membership

3.1. The governing board has appointed the following members in accordance with the governing board's instrument of government:

- Name, **(Chair)** date of appointment term of office, appointed by (FGB, Staff, Parents, Foundation)
- Name **(vice chair)** date of appointment term of office, appointed by (FGB, Staff, Parents, Foundation)
- Name **(Chair of committee / local board etc)** date of appointment term of office, appointed by (FGB, Staff, Parents, Foundation)
- Name **(clerk)** date of appointment term of office, appointed by (FGB, Staff, Parents, Foundation)
- **Name** .. date of appointment term of office, appointed by (FGB, Staff, Parents, Foundation)
- **Etc**

The governing board currently has no associate members

3.2. The governing board has agreed the following committees and appointed members:

3.2.1. Resources Committee

3.2.1.1. Name
3.2.1.2. Name
3.2.1.3. Name

3.2.2. Teaching and Learning Committee

3.2.2.1. Name
3.2.2.2. Name
3.2.2.3. Name

3.2.3. Admissions Committee

3.2.3.1. Name
3.2.3.2. Name
3.2.3.3. Name

3.2.4. Headteacher's Performance Management Committee

3.2.4.1. Names
3.2.4.2. Names
3.2.4.3. Names

3.2.4.4. Names

3.2.5. Complaints Committee

3.2.5.1. Names

3.3. The governing board will appoint a chair of governing board on a yearly cycle.

3.4. The governing board will appoint a vice chair on a yearly cycle. The role of vice chair will ensure that if for any reason the Chair is unavailable, other members of the governing board and the school's SLT know who to go to.

3.5. The governing board will determine and any working committees/ panels as required to address the needs of each school and review this as necessary. They will appoint a chair and members for any such group. Committees may include: e.g. resources, teaching and learning headteacher's performance management, complaints and admissions.

3.6. The governing board will decide on the process to recruit and appointment of co-opted governors. The governing board will follow statutory guidance on the recruitment and election of parent and staff governors. The governing board will ensure all governors receive suitable induction an further training and support to enable individuals and the whole governing board to discharge their governance duties.

3.7. The governing board will appoint associate members a necessary to support the work of governance. Associate members may be given voting rights at committee level which will be determined by the governing board. Associate members will not have voting rights for any decisions taken at full board level.

4. Roles and Responsibilities - including link governors

4.1. The governing board will conduct its business in an open and transparent way and in accordance with the principles of standards in public life as determined by the **'Nolan principles'.**

4.2. The governors act collectively as a corporate board and consequently no individual has the power to act alone, unless delegated to do so by the governing board.

4.3. Individual governors will fulfil their roles as determined by the **job descriptions for Chair of governors, job description for governors, roles and responsibilities matrix**.
and in line with governors' **code of conduct.** Serious breaches ***code of conduct*** may result in the suspension of an individual member from the governing board.

4.4. The governing board will delegate lead link roles to an individual and or groups of governors who have relevant expertise and training to undertake the role. Responsibilities of individual and groups of governors will be identified within the **roles and responsibilities matrix**.

4.5. Committee/ School Advisory Boards / panel groups and individual governors with responsibility for link areas will report back to the full governing board on actions taken under delegation at the earliest possible opportunity. The governing board remains responsible for any action undertaken on its behalf under delegation.

4.6. The chair will must not exercise as an individual any of the functions of the board except where this has been previously agreed by the board. In specific circumstances the chair is permitted to act in cases of urgency where a delay in exercising the function would be likely to be seriously detrimental to the interests of the school, a pupil, parent or member of staff.

4.7. Individual members of the governing board must respect confidentiality. It is for the governing board to determine which parts of meetings and the associated minutes, should remain confidential.

4.8. Information about the governing board membership and the work of the governing board, including non-confidential meeting minutes will be made available on the school website.

4.9. The governing board will review the effectiveness and impact of its actions on a yearly cycle basis to ensure that governance continues to impact on driving improvement in the school, promoting high standards of educational achievement and wellbeing, sustaining and promoting the schools' ethos and ensuring that no child is left behind their peers.

5. Quorum

5.1. Attendance of at 50% (rounded up to the whole number) of active members shall make a meeting quorate. The minimum governing board size permitted is 7 members, therefore a meeting will not be quorate with less than 4 members.

5.2. That attendance of a minimum of 3 active members shall make a committee meeting quorate.

6. Clerking

6.1. The meetings are to be clerked by an officer appointed by the governing board – namely **Sarah Davies**

7. Meeting Schedule

7.1. One meeting per **term** will be schedule (at least 3 per year) and this frequency may be changed when required to ensure all priority areas of core business are adequately covered. At least 7 working days' notice will be given for any governing board and or committee meeting in which agendas will be circulated to determine the purpose and expected outcomes of the meeting.

7.2. An ***annual schedule of governance*** and ***policy review schedule*** will be set out for the year in agreement with governing board members and school SLT. The purpose of these work plans is intended to scope the major areas of core business that need to be considered and will include achievement and progress, teaching and learning, behaviour, safeguarding, leadership and management, and finances.

8. Core functions of Governance

8.1. SETTING STRATEGIC DIRECTION; *ensuring clarity of vision and ethos, engaging stakeholders, meeting statutory duties*

8.1.1. To agree and uphold the vision, culture and values of the school;

8.1.2. To ensure the school provides the best possible education, outstanding teachers, tackling any risks of potential failures and enabling every child to reach their full educational potential within a safe and structured environment;

8.1.3. To set ambitious annual targets for the Headteacher focused on ensuring the school operations rapidly improve and the standards of pupil outcomes rise ;

8.1.4. To work with the Headteacher, SLT and partners from the Regional Commissioners Department to determine the strengths and issues facing the school, identify key priorities and risks, and agree the strategic direction through a Single Improvement Plan;

8.1.5. To ensure implementation of Instructional practices and routines that will lead to the rapid improvement in the achievement of all children;

8.1.6. To engage with parents, carers and other stakeholders and agencies to support the learning and outcomes of all children;

8.1.7. To appoint senior managers and other key staff as determined by the governing board .

8.1.8. To set the staffing structures required to enable the school to operate effectively and efficiently;

8.1.9. To agree the policies and plans drafted by the Headteacher and set an appropriate policy framework within which the school must operate;

8.1.10. To agree the pay and performance management arrangements;

8.1.11. To participate in high quality training as relevant to governors specific responsibilities to enable them to strongly hold school to account and in driving rapid improvements.

8.2. CREATING ROBUST ACCOUNTABILITY - *accountability for teaching; achievement; behaviour and safety; strengthening school leadership; performance manage the Headteacher ; secure school self-evaluation*

8.2.1. To agree with the Headteacher the school targets for pupil end of year outcomes, Attendance and quality of T&L and monitoring performance against these targets;

8.2.2. To oversee the effectiveness of the school leadership and management; challenge and support the Headteacher and SLT to ensure targets for progress, attendance and T&L are met and there is outstanding achievement for all pupils;

8.2.3. To receive regular information from the Headteacher and SLT on the performance of all aspects of the school's core business to enable governors to make sound judgements when reviewing internal data (trends and comparatives against local/national patterns e.g. EEF data on schools), review feedback from external partners, agree actions by SLT to address emerging concerns;

8.2.4. To provide a remit for each member to be 'link' governor partnered with a key member of SLT - to gain a deeper insight of a key priority for the school, to conduct focused school visits, analyse data. The governing board governor link and SLT to report to the

FGB about progress, risks, and recommendations for further support to ensure continuous improvement;

8.2.5. To set the curriculum that is offered. In doing so, ensure the operations of the curriculum supports and challenges learners of all abilities, enables their success and complies with statutory requirement for the national curriculum and promotion of British Values and the uphold the school's religious ethos;

8.2.6. To monitor and ensure the principles for good behaviour are implemented through the behaviour policy and use of exclusions, and that interventions effectively address individual needs which leads to improved outcomes

8.2.7. To ensure the provision for students with SEND, and those who are underachieving addresses their individual needs;

8.2.8. To ensure the CPD programme for staff leads to improved quality of T&L and improved impact on outcomes;

8.2.9. To monitor the implementation of the planning and policy framework set by the governing board and its impact on standards of achievement, and ensure the school complies with all statutory requirements;

8.2.10. To agree a performance management policy and monitor its implementation;

8.2.11. To conduct the performance management of the Headteacher and monitoring progress towards agreed targets;

8.2.12. To sign the School Evaluation Plan/document and ensure it is regularly updated;

8.2.13. To ensure that the School Profile is updated annually (as required);

8.2.14. To ensure that the annual school website meets statutory requirements (as required);

8.2.15. To agree a complaints policy and monitoring its implementation;

8.2.16. To receive appeals on issues relating to staff grievance, capability, complaints and exclusions.

8.2.17. To ensure the management of risks – safeguarding core school matters and that key decisions are based where appropriate on advice from professional advisors as to how to respond to those risks. Management of risk will include:

- Operational risks:
  - To identify and assess the highest level risks associated with all aspects of the schools core business –e.g. progress & achievement, quality of teaching, behaviour and agree mitigation processes to keep them under tight control
  - To ensure the school has adequacy of safeguarding provisions intended to protect all students against harm, abuse, bullying and criminal involvement
  - To ensure the school has adequacy of safeguarding provisions intended to protect staff and ensure that they can carry out their functions without fear of harassment or wrongful charge employment issues
  - To ensure the school has adequate systems to ensure the safety and security generally throughout school premises, and rules of engagement related to school activities elsewhere, to ensure students, staff and parents are properly warned and protected as far as is reasonably possible
  - To ensure the school has adequate systems to ensure sustained service quality and development
- Financial risks
  - To ensure the school has adequate systems intended to protect accuracy of financial information, assets, reserves, service quality/value for money,

reputation and intellectual property, and also protect against the over reliance on funding sources fraud

- External risks
  - To ensure the school has adequate provisions to take account of changes in government policy, economic factors, demographic changes, adverse publicity
- Regulatory risks
  - To ensure the school has adequate provisions to ensure compliance with legislation, changes in policies of the regulators etc

8.3. ENSURING FINANCIAL PROBITY – ***ensuring solvency and effective financial management; use of Pupil Premium and, other grants and resources, making sure money is well spent to provide the best educational experiences and overcome barriers to learning.***

8.3.1. To determine and approve the annual school budget oversee the management of the school's delegated budget;

8.3.2. To adopt a strategic, 3 to 5 year, approach to the forward planning of finances to ensure the school remains solvent (related to Fair Funding) and maintain a view of income based on pupil number forecast, grants, staffing and other expenditures, capital projects, and ensure that priorities are fully considered and taken into account;

8.3.3. To ensure that robust policies and systems implemented to assure effective and efficient financial management compliant with financial policies to ensure that financial control systems are robust, in line with SFVS and leads to improved outcomes:

- To include consideration of pupil/ teacher ratio, non-contact time,
- effective deployment of all staff / skills match to core school business
- limiting expenditures on non-teaching areas
- ensure all bought in service provisions and significant external contracts are reviewed to consider against the needs of the school and impact to drive improvements
- spending decisions and limits at different levels of leadership (inc. headteacher) and spending decisions that must be referred to the governing board for approval; banking arrangements and cash management policies, authorised signatories; transfers between accounts; operation of credit cards; payment system controls including BACS)

8.3.4. To regularly monitor income (and expenditure against budgets, including reporting of any significant budget amendments and ensuring corrective action takes place when necessary.

8.3.5. To monitor the use, impact and value for money of Pupil Premium funds and Sport Premium grant, SEND funds and other grants to make sure money is well spent in providing the best educational experiences that overcome barriers to learning. for all pupils and in particular disadvantaged children and groups/ individuals identified as underachieving;

8.3.6. To determine and oversee major capital expenditures, acquisitions, significant organisational changes prompted by internal and/or external factors and fully consider the risk associated with plans before putting them into operation;

8.3.7. To Review and renew all insurances needed to protect the school;

8.3.8. To ensure the staffing structure and succession planning of key staff /governors through internal and external recruitment, support and professional development of key staff -

headteacher, senior leaders including governors is focused on driving school improvements;

8.3.9. To ensure the school is prepared for annual audit and to take action of emergent recommendations.

Implemented 30th November 2022

Review: November 2022