

Becoming a School Governor in Oxfordshire

A Handbook for New Governors

Revised and updated November 2014

INTRODUCTION

I am delighted to welcome you as a governor to one of our schools.

The responsibilities of school governors are very significant and impact directly on the 89,000 children in our schools. We are mindful of the fact that governors are volunteers and we believe that being a school governor should be an enjoyable, as well as challenging, experience. We are very aware that your time is precious and it is important to ensure that governors are enabled to make a real contribution to the life and work of our schools.

A great deal of good practice exists around the induction of new governors and this booklet describes the support that is available from the Children, Education & Families Directorate for governors in Oxfordshire. It also suggests ways in which the induction of new governors could be managed at the level of the school.

I hope that you will find the information helpful and I do hope that your term of office is interesting and productive.

A handwritten signature in black ink, appearing to read 'Jim Leivers', with a long horizontal stroke extending to the right.

Jim Leivers
Director for Children, Education & Families

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WELCOME TO BEING A SCHOOL GOVERNOR

You are joining the membership of almost 4000 school governors of Oxfordshire's publicly funded schools and academies; governors who dedicate themselves to the important task of ensuring the provision of high quality education for the County's young people. As a governor, you will be helping to ensure that those young people have the best opportunities available to them at our schools.

School governance has never had a higher profile than it does today. It has never been as firmly in the spotlight of Ofsted inspections than it is today. Expectations are high and rising. Whilst governors are unpaid volunteers they are expected to behave as committed professionals.

Your commitment to your school and the time and effort that you devote is probably your greatest gift. It will be greatly valued by fellow governors, by those who appointed or elected you and by the Children, Education & Families Directorate.

Being an effective governor is not easy but you will not be alone. You will not, for example, be expected to make any decisions on your own, because an individual governor does not have that power. But as part of the governing body, or one of its committees, you will be able to voice your opinions and help the group to make majority decisions.

As a newly-appointed governor you will have many questions to ask in the course of finding out what is now required of you. The next sections attempt to predict and answer some of those questions, providing much needed information and suggestions about other forms of help.

As you read through the booklet you will find further reading suggestions. There are also some suggestions to help you familiarize yourself with your role and to get to know what is expected of you as a school governor. You could find it useful to complete them if you have the time. Please remember, however, there is no substitute for getting to know your school.

Ideally, you should aim to complete your Induction Course within the first 9 months of your appointment. This will enable you to fully understand your role and responsibilities.

The chair or clerk will be aware of the contents of this booklet and will help you to feel welcome and to get to know your fellow governors.

Good governing!

Sian Rodway
Governor Services Manager

WHY DO SCHOOLS HAVE GOVERNORS?

The purpose of the governing body of a school or academy is to 'conduct the school with a view to promoting high standards of educational achievement at the school' by fulfilling three core functions:

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

Education law states what governing bodies are required to do and the rules by which they must work. The government provides a regularly updated Handbook for School Governors <https://www.gov.uk/government/publications/governors-handbook--3> which provides more detail about this. In summary, governing bodies' key activities are to:

Understand our school

- Pupil attainment and progress
- Pupil behaviour, attendance and safety
- Teaching quality and staff development

Set our school's strategic direction

- Champion our vision, values and ethos
- Set priorities for school improvement
- Consider governance structure and academy status

Commission action

- Agree improvement targets and strategies
- Agree allocation of resources
- Agree how to monitor and review progress

Performance manage our school leaders

- Appoint our headteachers and support their leadership
- Hold school leaders to account for progress
- Ensure financial probity and efficiency

Check we are fit for purpose

- Clarify our role and purpose
- Review constitution and ways of working
- Make sure members have necessary skills

WHAT IS EXPECTED OF ME AS A GOVERNOR?

You should:

- a) Support the aims and objectives of the school and safeguard the interests of the school and its students in the wider community;
- b) Support and promote appropriate partnership and collaboration with other schools and academies in the area, the Local Authority and, where applicable, Diocese;
- c) Work co-operatively with other governors in the best interests of the school and attend meetings of the full governing body and its committees;
- d) Acknowledge that differences of opinion may arise in discussion of issues, but, when a majority decision of the governing body prevails, it should be accepted. Governors should not dissociate themselves from decisions of the governing body;
- e) Base your views on matters before the governing body on an impartial assessment of the available facts;
- f) Take due account of the views of parents, pupils, staff and other interested parties;
- g) Understand that the day-to-day management of the school and implementation of plans and policies of the governing body is the responsibility of the headteacher and other senior managers of the school;
- h) Understand that an individual governor has the right to make statements or express opinions on behalf of the governors only when the chair (or vice-chair if the chair is absent) and governing body has given its agreement;
- i) Be encouraged to feedback information about governing body decisions (but not individual views) to those who elected or appointed them;
- j) Resist any temptation or outside pressure to use the position of governor to benefit yourself, other individuals or agencies;
- k) Declare openly and immediately any personal conflict of interest arising from a matter before the governors or from any other aspect of governorship. (Complete a Pecuniary Interest form annually);
- l) Respect the confidentiality of those items of business which the governing body decides from time to time should remain confidential;
- m) Take or seek opportunities to enhance your effectiveness as a governor, through participation in training and development programmes and by increasing your own knowledge of the school;
- n) Have regard for your broader responsibilities as a governor of a public institution, including the need to ensure public accountability for the actions of the governing body.

WHAT MAKES A GOOD GOVERNOR?

“The membership of the governing body should focus on skills, and the primary consideration in the appointment and election of new governors should be acquiring the skills and experience the governing body needs to be effective.”

Governors’ Handbook DfE September 2014

The word “skills” includes attitudes, behaviours and experience. The main requirements of governors are:

- Interest in education and commitment to their school
- Tolerance and ability to work with others
- Patience: everything takes a long time
- Enthusiasm
- Willingness to learn
- Willingness to spend time getting involved in the school
- Reliability
- A strong feeling about doing things openly and democratically
- An enquiring mind – willingness to both support and challenge the school
- Basic literacy, numeracy and IT skills

In effective schools a positive relationship should exist between governors, headteacher and staff. The basis of this relationship is communication, understanding, support and teamwork. It is a good idea for the new governor to show an interest in the things the school is proud of. Shared enthusiasm is a sound basis for partnership.

Start finding out about your governing body - complete as much of the following chart below as you can, noting each person’s governor category.

WHAT DO I NEED TO KNOW ABOUT MY GOVERNING BODY?

A fellow governor or the clerk will be able to assist you in obtaining this information.

| NAME | TEL NO./EMAIL | CATEGORY OF GOVERNOR |
|-------------------------|---------------|----------------------|
| CHAIR: | | |
| VICE-CHAIR: | | |
| CLERK: | | |
| HEADTEACHER: | | |
| OTHER GOVERNORS: | | |

CATEGORIES OF GOVERNOR

“While governing bodies in some schools have more flexibility than in others, all governing bodies have a choice about how they are structured. It is the structure, or constitution, of the governing body that determines how many and what type of people govern the school. Each school and academy should publish its governance structure on its website.”

Governors' Handbook DfE September 2014

By September 2015 all governing bodies of maintained schools (not academies) must have reconstituted in relation to a flexible model. This process includes the abolition of certain categories of governor. At its most basic, the governing body of a maintained school will be made up of staff, parent, LA and co-opted governors. Church school governing bodies also include Foundation governors.

Academy governing bodies usually include members of the academy trust (variously called members, directors or trustees).

The following list of categories is based on the post September 2015 constitution and therefore excludes some categories that exist prior to that date (eg sponsor and community governors). The size of your school governing body is listed on your school's Instrument of Government (your clerk will provide you with a copy of this).

| | |
|------------------------------|--|
| <i>Parent Governors</i> | are elected by and from amongst the parents. |
| <i>LA Governors</i> | are nominated by the LA appointed by the governing body |
| <i>Staff Governors</i> | all governing bodies have a place reserved for their headteacher. The headteacher may choose not to be a governor but will still retain the right to attend all governors' meetings. Other staff governors are elected by, and from amongst, the school's teaching and support staff. |
| <i>Foundation Governors</i> | are at voluntary aided, voluntary controlled and foundation schools. They are appointed by the school's founding body, church or other organisation named in the school's Instrument of Government. |
| <i>Co-opted Governors</i> | are appointed by the governing body |
| <i>Partnership Governors</i> | are appointed by the governing body |
| <i>Associate Members</i> | may be appointed by the governing body but do not have the full rights and responsibilities of governors. |

SUPPORT AVAILABLE FROM YOUR SCHOOL

Below is a list of key documents. Many will be on the school's website. Alternatively, they can be obtained from the clerk or direct from the school:

- Structure and organisation of the governing body
- Terms of Reference for Committees
- Minutes of the previous two governing body meetings
- Instrument of Government
- Standing Orders
- Contact List
- Vision and strategic plan
- School Improvement Plan (School Development Plan)
- Latest Ofsted report
- RAISEonline and FFT (Fischer Family Trust) data
- Pupil Premium data and reports

Some schools appoint a link governor. The key role of the link governor is to enable governing bodies to function effectively by encouraging and supporting the development of the skills of individual governors. If there is a link governor then your induction process will probably be managed by her/him. This could include:

- Collating information about your skills in order to make sure they can be used to best effect
- Explaining the conduct of governing body meetings (including the administrative arrangements and confidentiality)
- Linking you to a more experienced governor who could act as your mentor until you find your feet.

If there is no link governor then do please approach the chair and stress your need for support at this stage of your term as a governor.

Your governing body should not expect you to carry on where a previous governor left off. For example, if the previous governor had an interest in finance and was on the finance committee, it should not be assumed that you will have the same interest and will fill the vacancy. It is important that you discuss your skills and interests with your colleagues before decisions are made about committee membership and specific responsibilities.

YOUR FIRST VISIT TO THE SCHOOL

Ask your headteacher to arrange your visit to the school. The agenda will depend on your prior knowledge and whether you have previously visited it. Your first 'official' visit could include:

- A meeting with the headteacher (and, possibly, also with the chair of governors)
- A tour of the school
- An outline of important current issues for the school
- An introduction to staff.

It is important for new governors to participate in the life of the school. Seeing the school in action during an initial visit is a good foundation on which to build. Guidelines for subsequent visits will be outlined in your school's Classroom Visits Policy.

GOVERNOR INDUCTION PROGRAMME

The DfE and the Children, Education & Families Directorate encourage all schools to provide induction for their new governors, ideally, prior to their first meeting. If you can, arrange to meet another experienced governor before the meeting to talk over the agenda, the formalities, and any questions you may have. He/she may agree to accompany you, sit with you and show you the ropes, just as you probably will for new governors in the future. This will help you to feel more relaxed, especially if it's your first experience of a formal type of meeting.

INDUCTION TRAINING

It is **very strongly advised** that all new governors **attend an Induction Course within the first 9 months** of becoming a governor. You may view and book online via the Internet – see the final page of this document for the web addresses.

BEYOND INDUCTION

It is important that you take time to familiarise yourself with your new role. As you grow in confidence and expertise you can start to play an effective part in the work of the governing body.

The checklist at Annex A should help to increase your knowledge and understanding of the role in the months ahead. You could use some points from it as a prompt when you make your initial visits to school. It is not meant to be completed in one session, it may take many months for you to work through it.

In conclusion, there is no denying that being a school governor is a demanding job. The rewards can often seem very intangible; but, if we get it right the children and staff of our schools will directly benefit.

CHECKLIST

The following questions are intended as a prompt to help you learn more about your school. It is not necessary for you to find out all the answers early in your term of office. It may take many months.

| <i>Some questions it may be useful to know the answer to.</i> | <i>I have access to this information</i> | <i>I don't know yet...I could try to find out by...</i> |
|--|--|---|
| <p><i>A–Size of the school/admissions</i></p> <ul style="list-style-type: none"> • <i>How many pupils are there at present?</i> • <i>Are numbers rising or falling?</i> • <i>What is the broad ethnic composition of the pupils?</i> • <i>Is there a school uniform? Was it agreed by the governing body, the staff and the parents? Is it enforced?</i> | | |
| <p><i>B – Curriculum</i></p> <ul style="list-style-type: none"> • <i>How is the National Curriculum covered? What proportion of time is spent on the various subjects?</i> • <i>How far does the curriculum extend beyond the National Curriculum?</i> • <i>What is the governing body's policy on sex education?</i> • <i>How does the school provide for special education needs and disability?</i> • <i>How many pupils learn a musical instrument?</i> • <i>What is the school's approach towards teaching pupils of different abilities and aptitudes?</i> • <i>What is the school's homework policy? Can homework be done at school?</i> | | |
| <p><i>C – Extra-curricular activities</i></p> <ul style="list-style-type: none"> • <i>What clubs and similar voluntary activities are there at mid-day and after school? How are they organised?</i> • <i>What trips are there outside school hours? How are they organised?</i> | | |

| <i>Some questions it may be useful to know the answer to.</i> | <i>I have access to this information</i> | <i>I don't know yet...I could try to find out by...</i> |
|--|--|---|
| <p><i>D – The School's Performance</i></p> <ul style="list-style-type: none"> • <i>What arrangements does the school have for self-evaluation of its performance?</i> • <i>What analysis does the head provide for governors to show pupils' attainment and progress?</i> • <i>What does the school do particularly well and what are the areas for improvement?</i> • <i>When was the school last inspected by OFSTED? What were the inspection's main findings, and what action was taken in response?</i> • <i>When is the school next likely to be inspected again?</i> | | |
| <p><i>E – Development Plan</i></p> <ul style="list-style-type: none"> • <i>How is the school development plan prepared, approved and reviewed? What role do governors play in it?</i> | | |
| <p><i>F – Welfare and behaviour</i></p> <ul style="list-style-type: none"> • <i>What is the pupil attendance record? What are the strategies for securing good pupil attendance?</i> • <i>How many pupil exclusions are there annually, and for what periods?</i> • <i>How effective is the school's behaviour policy?</i> • <i>What is the schools anti-bullying policy?</i> | | |
| <p><i>G – Parents</i></p> <ul style="list-style-type: none"> • <i>How does the school communicate with parents?</i> • <i>Is there a parent/teacher association? What does it do? Who attends its meetings?</i> • <i>Are there informal parents' evenings or similar events?</i> • <i>In what ways does the school encourage volunteer helpers?</i> | | |

| <i>Some questions it may be useful to know the answer to.</i> | <i>I have access to this information</i> | <i>I don't know yet...I could try to find out by...</i> |
|---|--|---|
| <p><i>H – Resources</i></p> <ul style="list-style-type: none"> • <i>How does the governing body assure itself that the school's resources are used efficiently, providing good value for money?</i> • <i>In what respects, if any, are resources inadequate?</i> • <i>What is the governing body's charging policy?</i> | | |
| <p><i>I – Staffing</i></p> <ul style="list-style-type: none"> • <i>What is the current complement of teaching and support staff, full-time and part-time?</i> • <i>Are there vacancies?</i> • <i>How high is staff turnover?</i> • <i>What is the school's management structure?</i> | | |
| <p><i>J – Premises</i></p> <ul style="list-style-type: none"> • <i>Are the premises adequate for the purposes of the school? Is there too little space in any respect, or more than is strictly needed?</i> • <i>What are the priorities on the Asset Management Plan?</i> • <i>What use is made of the premises other than for school purposes? Under what arrangements?</i> • <i>Does the school have and carry out an energy efficiency policy?</i> • <i>Are the premises accessible to the disabled?</i> | | |
| <p><i>K – Primary schools only</i></p> <ul style="list-style-type: none"> • <i>Is there a nursery class? How large is it?</i> • <i>How large are the classes?</i> • <i>How much time do the teachers have for non-teaching duties during school hours?</i> • <i>Is there a school council? What does it do?</i> | | |

| <i>Some questions it may be useful to know the answer to.</i> | <i>I have access to this information</i> | <i>I don't know yet...I could try to find out by...</i> |
|---|--|---|
| <p><i>L – Secondary schools only</i></p> <ul style="list-style-type: none"> • <i>How many pupils stay/go on elsewhere to the Sixth Form?</i> • <i>What do those leaving go on to?</i> • <i>What are the school's pastoral arrangements?</i> • <i>Is there a school council or similar body? What does it do?</i> • <i>What happens to pupils' learning opportunities after year 9? After year 11? After year 13? What options are there?</i> | | |

EDUCATIONAL TERMS AND ACRONYMS

The following is a glossary of current common acronyms together with a brief explanation.

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| Aided Schools | Schools partly maintained by a diocesan authority. |
| Alternative provision | Children and young people educated in alternative provision (AP) are among the most vulnerable. They include pupils who have been excluded or who cannot attend mainstream school for other reasons: for example, children with behaviour issues, those who have short- or long-term illness, school phobics, teenage mothers, pregnant teenagers, or pupils without a school place. |
| AMP | Asset Management Plan. |
| APS | Average Point Score |
| APT&C | Administrative, Professional, Technical and Clerical staff. |
| Attainment Targets | The National Curriculum sets standards of achievement in each subject for pupils' attainment. There are 8 levels and pupils climb the levels as they grow older. |
| AWPU | Age Weighted Pupil Unit, i.e., the sum of money allocated to the school for each pupil according to age. This is the Schools' main source of funding. |
| Basic Skills | Reading, writing and arithmetic. |
| Behaviour Support Plan | Requirement on Local Authorities to prepare and review statements of their arrangements for the education of children with behavioural difficulties. |
| Bench Marking | Comparing performance against best provision. |
| BV | Best Value. |
| CAF | Common Assessment Framework |
| Capital Expenditure | Expenditure on the acquisition of land and buildings, the provision, improvement, or replacement of buildings, vehicles, plant and equipment. |
| Casting Vote | A Chair of Governors has a casting vote where an equal number of votes are cast for and against a motion. He/She may then, and only then, cast a second vote to decide the issue (or vote for the first time if he/she abstained on the first vote). |
| CAT | Cognitive Ability Test - a range of verbal and non-verbal tests set by NFER. Schools subscribe to NFET. The results may be used to predict future performance at GCSE and KS3 for individual pupils and the cohort. |
| Catchment Area | The area from which a school takes its pupils. |
| Child Protection Register | A central register maintained by a social services department which lists children in an area who are considered to be suffering from, or likely to suffer from, harm and for whom there is a child protection plan. |
| Class Size | Under the 1998 Act the Secretary of State is given powers to set limits (30) for the maximum size of infants' classes for children aged five to seven in maintained schools. |
| | A person appointed to carry out administrative duties for the |

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| Clerk to the Governing Body Cluster | governing body, such as preparing agenda, minuting meetings and dealing with correspondence. A group of schools working together, perhaps on Curriculum initiatives, e.g., a consortium of secondary schools sharing 16+ courses. |
| Code of Practice | This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with special educational needs (SEN) and disabled children and young people. |
| Cohort | The number of pupils on roll for a specific age group. |
| Community Schools | Term commonly used to describe a school seeking to be integrated with its community. Now specifically applied by the 1998 Act to Schools maintained by a Local Authority. |
| COSHH | Control of substances Hazardous to Health. |
| COTO | Council of Oxfordshire Teachers' Organisations. |
| CPD | Continuing Professional Development. |
| Curriculum | The sum of all the experiences to which a child is exposed at school, inside and outside the classroom. |
| Delegated Budget | The money, and the power to decide how to spend it, given to individual schools and their governing body. |
| DBS | The Criminal Records Bureau (CRB) and the Independent Safeguarding Authority (ISA) have merged to become the Disclosure and Barring Service (DBS). CRB checks are now called DBS checks. |
| Delegated Powers | Permission for a committee or individual to take action on behalf of the governing body. |
| Department for Education (DfE) | The central government department responsible for national education policy, planning and finance. |
| Differentiation | The organisation of teaching programmes and methods specifically to suit the age ability and aptitudes of individual children. |
| Diocese | The division by Christian denominations of the country into ecclesiastical districts and dioceses, each having a committee or board to administer the church schools. |
| Directed Time | Time when a teacher must be available to carry out duties under the direction of the Head. As well as teaching lessons, it covers other duties, such as attending staff meetings and parent consultation meetings and taking part in training activities. A full-time teacher's directed time amounts to a maximum of 1265 hours in any one school year, teaching on 190 days with 5 days for INSET. |
| Disapplication | A term used where National Curriculum requirements may not apply to a pupil. |
| Disciplinary Procedure | A formal procedure followed in the event of a teacher's conduct or performance proving unsatisfactory. |
| Dyslexia | Used to describe the specific learning disorder of children who have difficulty in acquiring reading, spelling, writing and numeracy skills. |
| EAL | English as an Additional Language. |
| EBD | Emotional and Behavioural Difficulties. |
| EYFS | Early Years Foundation Stage |

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| EHCP | Effective September 2014 this replaces the current Statement of Special Educational Needs and Section 139a Learning Difficulty Assessment with the Education, Health and Care Plan (EHCP). The plans run from birth to age 25 years for children with special educational needs. |
| Education Social Worker | A professional worker who visits pupils' homes and deals with attendance problems and other welfare matters. |
| Educational Psychologists (EP) | Carry out psychological assessments and work with individual children to improve learning and behaviour. |
| Ex Officio Exclusion | Able to attend meetings by virtue of holding a particular office. Term used when pupils are barred from attending school – can be for a fixed term or permanent. |
| Fischer Family Trust (FFT) | The key feature of the FFT analysis is the progress that pupils make from one key stage to the next. |
| Formula Funding | The scheme which calculates the sums of money which the Local Authority passes to each school, according to a formula. |
| Foundation Stage | The first stage of education when children enter Primary Schools (age 3 to end of reception year at school). |
| FSM | Free School Meals. |
| FTE | Full-time equivalent. When staff or pupils are part-time they may be counted as a fraction of a full-time employee or pupil, e.g. 6 staff employed for half the week = 3 FTE. |
| GLD | Children are judged to have a Good Level of Development at the end of the EYFS if they have achieved at least the expected level in defined areas. |
| GNVQ | General National Vocational Qualification. |
| HMCI | Her Majesty's Chief Inspector of Schools. |
| Home School Agreements | Non-binding documents setting out respective rights and responsibilities of parents and schools to be drawn up by the governing body under the 1998 Act. |
| ICT | Information Communication Technology. |
| Inclusion | Educating all children including those with special educational needs |
| Individual Education Plan (IEP) | A set of short-term learning targets set down for a child with special educational needs – a practice sometimes extended to other children. |
| Instrument of Government | Shows composition of the governing body. |
| Key Stages | The 4 stages of the National Curriculum. |
| KS1 | (Years 1-2) children up to 7 years old. |
| KS2 | (Years 3-6) 7 to 11 year olds. |
| KS3 | (Years 7-9) to 14 year olds. |
| KS4 | (Year 10-11) 14 - 16 year olds. |
| LA | Local Authority |
| Link Governor | In Oxfordshire, the governor who is allocated responsibility for ensuring that the development needs of the governing body are addressed. |
| NAHT | National Association of Headteachers. |
| NAS/UWT | National Association of Schoolmasters/Union of Women Teachers. |

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| National Curriculum | The national curriculum is a set of subjects and standards used by primary and secondary schools so children learn the same things. It covers what subjects are taught and the standards children should reach in each subject. |
| NCPTA | The National Confederation of Parent Teacher Associations. |
| NCTL | National College for Teaching & Leadership. |
| NGA | The National Governors' Association |
| NOR | Number on roll. The number of pupils registered at a school. |
| NPQH | National Professional Qualification for Heads. |
| NQT | Newly Qualified Teacher. |
| NUT | National Union of Teachers. |
| NVQ | National Vocational Qualifications. |
| OFSTED | Office for Standards in Education, Children's Services and Skills. The body, which arranges and sets standards for school inspections. |
| OGA | Oxfordshire Governors' Association. |
| 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 educational functions of the Local Authority. |
| PLASC | Pupil Level Annual Schools Census. |
| PRU | Pupil Referral Unit. A form of Alternative Provision (AP) |
| PSHE | Personal, Social and Health Education. This includes sex and drugs education and is linked to citizenship education. |
| PSP | Pastoral Support Plan. |
| PTE | Part time equivalent. |
| QTS | Qualified Teacher Status. |
| Quorum | The minimum number of members at a meeting before decisions can be made. |
| RAISEonline | A single point of access to data and analyses for all those working to support school improvement and self-evaluation. |
| Registered Inspector | Trained team leader contracted to conduct Ofsted inspections in England and Wales. |
| SACRE | Standing Advisory Council on Religious Education. A body set up to advise the Local Authority on Religious Education given in accordance with the locally agreed syllabus and religious worship. |
| SATs | Standard Assessment Tasks. The principal means of testing children for KS1 (7 years), KS2 (11 years) and KS3 (14 years). |
| School Causing Concern | The 1998 Act allows Local Authorities to issue a warning notice to a school where standards are unacceptably low or at risk and to undertake remedial action. |
| SDP (SIP) | School Development/Improvement Plan. |
| SEND | Special Educational Needs & Disability – learning difficulties for which special educational provision must be provided. May include children with physical disabilities or emotional and behavioural disorders. |
| SENCO | Special Educational Needs Co-ordinator. Member of staff responsible for SEN provision. |

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| SIL | School Improvement Lead. Specialists employed by Oxfordshire to support schools. |
| SLD | Severe Learning Difficulties. |
| Special School | A school for children whose special education needs cannot be met within a mainstream school. |
| Special Unit | A unit attached to a mainstream school to cater for children with specific special needs. |
| Standard Number | The number of pupils, which the school admitted in 1979 or later, agreed to be the Standard Number. Admissions must not fall below this figure if there is a demand for places in the school. |
| STRB | School Teachers' Review Body. Makes recommendations to the Secretary of State on teachers' pay |
| Supply Teacher | A teacher employed to fill a temporary vacancy or to take the place of an absent teacher. |
| TAC | Team around the child. |
| TES | Times Educational Supplement; weekly publication of news, comment and advertisements about schools. |
| Trust Deed | The deed by which a Voluntary Aided or Voluntary Controlled school has been established. |
| UPS | Upper Pay Spine. |
| Value Added | A concept adopted from economics to measure how far a school makes a better than expected difference to the educational outcomes of its pupils. A means of comparing performance at one age for a given year group to the performance at a later stage, eg KS3 compared to GCSE. |
| 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. |

ANNEX C

OXFORDSHIRE GOVERNORS' ASSOCIATION (OGA)

In 1995 the Oxfordshire Governors' Association was founded to provide countywide representation for school governors. Approximately half of the Local Authorities with responsibility for education in England have local associations affiliated to the National Governors' Association (NGA). Through NGA there is representation of governors' views at national level. A voice for governors is important in view of the considerable responsibilities they bear not least for scrutinising the expenditure of a large amount of public money.

All members of the governing bodies, academy trust boards and advisory boards of all state schools of Oxfordshire are members of the Association. The officers and the executive committee are elected at the Annual General Meeting held during the Autumn term. Traditionally our membership attempted to cover the five District Council areas, and all phases, in its composition. Since the 2013 AGM when our Constitution was updated we have been looking to recruit a member from the majority (ideally all) of our school partnerships, including at least one Special School representative. In recent years the Exec. has mainly been comprised of experienced governors from different kinds or schools who bring with them a wide range of expertise and knowledge of governance, but the Association also welcomes newer governors to bring a fresh perspective.

The Association aims to further the education of the children in Oxfordshire schools and promote co-operation between schools. OGA is a non-party political and non-sectarian forum for the exchange of information relating to the needs of the county's schools. It endeavours to ascertain and represent the opinions of the broad body of school governors; to bring to the notice of the authorities concerned the interests of schools and to press for action where it is required.

OGA acts as a consultative body on behalf of Oxfordshire governors through involvement with NGA and representation on County Council committees and groups. Currently OGA is represented on OCC's Education Scrutiny Committee, the School Organisation Stakeholders Group, the Education Transformation Board, the Workforce Advisory Group and the Schools Forum. OGA also works closely with Governor Services, who kindly send out information about forthcoming OGA meetings and matters OGA considers to be of particular importance through the network of clerks. Members of the OGA committee also meet three times a year with the Director for Children, Education & Families, LA officers and Members of the County Council Executive with responsibilities that affect schools.

OGA organises events and meetings in support of governors' needs. There have been meetings about Ofsted, changes in education and governance, funding, raising achievement and use of the pupil premium. Meetings are free of charge to governors, though we hope your school has paid OGA's very modest membership fee!

There are many governors / academy directors in Oxfordshire who will of course have a range of views about how best to address the serious issues that face schools. OGA wishes to hear views from governors of all types, so it is important that you share your concerns with us, particularly when the issue is one that is likely to affect a number of schools.

For data protection reasons Governor Services cannot share their data base with us without your express permission so we cannot contact you except through your clerks.

The Association welcomes you to its membership and to governance. We hope you find it a fulfilling role.

Carole Thomson, Chair of OGA

Contacts: c.thomson0407@btinternet.com or Telephone 01869 278207

OGA Secretary Judith Bennett judith@jbennett57.wanadoo.co.uk

Governor Services Contacts

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governortraining@oxfordshire.gov.uk

Useful Website Addresses

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|---|---|
| Oxfordshire County Council – InSite: Schools (Internal Website) | http://schools.oxfordshire.gov.uk/cms/ |
| Governor Services Web page (External) | https://www.oxfordshire.gov.uk/cms/public-site/school-governors |
| DfE (Department for Education) | https://www.gov.uk/government/organisations/department-for-education |
| Governor Hub | https://governorhub.com/ |
| GEL (Governor E-Learning) | http://www.elc-gel.org/home/ |
| Modern Governor (E-Learning) | http://www.moderngovernor.com/ |
| OFSTED | https://www.gov.uk/government/organisations/ofsted |
| NGA (National Governors' Association) | http://www.nga.org.uk |
| National College for Teaching & Leadership | https://www.nationalcollege.org.uk/ |

Useful Documents

Statutory policies for schools September 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/357068/statutory_schools_policies_Sept_14_FINAL.pdf

**Governor Services, Schools & Learning, Children Education & Families,
Oxfordshire County Council, Unipart House, Garsington Road, Oxford, OX4 2GQ**