Eltham Hill School

New Governor Introduction Pack

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Welcome to Eltham Hill School

On behalf of the Governing Body, I would like to welcome you to Eltham Hill School. The Governing Body is responsible for the conduct and strategic development of the school and to ensure high standards of educational achievement are maintained. We work very closely with the Principal and Local Authority to ensure students receive an outstanding education within a safe and welcoming environment.

At Eltham Hill we pursue **"Excellence, Happiness, and Success".** As a Governing Body we work with parents to ensure their daughters and/or sons develop to their full potential, leading them to become successful individuals, ready to face the challenges of the 21st Century. Taking on the role of a school Governor is an important responsibility. To assist you, you will find it useful to refer to the following documents:

- At Eltham Hill we want to ensure all Governors understand the importance of their role and we have adopted a 'Code of Practice' for School Governors, which each governor must adhere to. (Please see **Appendix 1: Code of Practice for School Governors**)

- We also have 'A role of the Governor' document to help understand what is required of the role. (Please see **Appendix 2: A role of the Governor).**

- In becoming a governor you must declare any business interests that may have a conflict of interest, in taking on the role. You will be asked to sign a '**Declaration of Business Interest'** statement. You will also be asked to complete a Disclosure & Barring Service procedure (formally Criminal Record Bureau).

- On becoming a Governor you will be given an **induction** to the school, including a tour, to enable you to become familiar with the work of the school, its procedures and policies in place.

- The **Governors' handbook**, which can be view at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270398/Governors-Handbook-January-2014.pdf (A copy is available at the school office, for review).

The Governing Body

The **Governing Body consists of twenty members**, which are made up of nine Co-Opted Governors, six Parent Governors, two Staff Governors, two Student Governors and one Local Authority Governor.

Co-Opted	Parent	Staff	Student	Local Authority
Christine Butler (Chair)	Roberta Garrett	Madeleine Griffin	Emily Butler	Ariane Roberts
Suzanne Clay (Vice Chair)	Helen Taylor	Janis Newman	Tara Mowle	
John Copps	Diana Devine			
Keith Shuff	Melanie Naidoo			
Heather Taylor	Steve Robinson			
Perry Reeves	Vacant			
Howard Nicholson				
Navdeep Mand				
Mohamed Serroukh				

Governing Body Committees

The Governing Body has four sub committees:

1. **Strategy & Oversight Committee**
2. **Teaching and Innovation Committee**
3. **Post 16 Committee**

4. Operation Committee

Each committee is responsible for specific areas to ensure the Governing Body is meeting all legal requirements and the key priorities in the SIP are addressed. (Please see **Appendix 3: Governing Body Structure).**

Each committee has Terms of Reference (Please see **Appendix 4: Terms of Reference for each committee**).

Each committee meets three times during the academic year. The Teaching & Innovation, Post 16 and Operations Committees meet and then feed into the Strategy & Oversight Committee, which then feeds into the Full Governing Body meeting. (Please see **Appendix 5 for all committee meeting dates).**

Governors are allocated certain committees to attend. However, at Eltham Hill, we would encourage governors to attend as many committees as possible. It is the aim of the Chair and Vice Chair of the Governing Body to attend all meetings. (Please see **Appendix 6: Committee Membership**).

School Structure

Senior Leadership Team: There are eight members of the Senior Leadership Team, who report into the Principal.

Area of responsibility	Senior Leadership Member
Principal	**Madeleine Griffin**
Senior Vice Principal	**Naveep Mand**
Vice Principal Standards, Assessment & Reporting	**Noelle Kelly**
Vice Principal for Teaching and Learning	**Victoria Delaney**
Vice Principal for Curriculum and Inclusion	**Maxine Ferguson**
Vice Principal for Post 16 and Partnerships	**Rebecca Crean**
Vice Principal for Post 16 and Partnerships	**Faheem Mohammed**
Director of Operations	**Diane Godwin**
Assistant Principal Behaviour for Lifelong Learning	**Jill Smith**

The school is organised around a **POD structure**, led by a **POD Leader**. At present, we have three PODS:

1. **Panoramic POD** : All Science, Mathematics, Health and Social Care and Physical Education subjects
2. **Premier POD**: Technology, Humanities and Computing subjects.

3. **Launch POD**: All English, Languages and Performing Arts subjects.

Associate Staff teams centre on core functions:
Data Management Team, Attendance Team, Pastoral Managers Team, Administrative Team, SEND Team, EAL Team, Premises Team, Catering Team and Finance and HR Team.

(Please see **Appendix 7: School Organisational Structure**)

School Improvement Plan

The Governing Body is responsible for having oversight of the School Improvement Plan (SIP). The SIP allows the Governing Body to monitor and challenge when needed to ensure improvements are being delivered in the most efficient and effective ways. (Please see **Appendix 8: School Improvement Plan**).

School Governor Training

Eltham Hill has a local service agreement with the Royal Borough of Greenwich to supply services to the Governing Body. The service level agreement covers a very comprehensive training programme for Governors plus the support of the Clerk to Governors. **A full training programme is available at** http://servicestoschools.royalgreenwicgovernor.gov.uk

School Governor Visits

We understand that many Governors also work full time or have other commitments that may limit the amount of time they can spend in school. It is recommended that a school visit be carried out at least once a term. Please discuss your visit with the Principal in advance. We encourage Governors to attend events at school, whenever possible. We have a Governor Visit Report Form, which must be completed on each visit, and left at the office for Karen Thorne, Governor Admin Support. (Please see **Appendix 9: School Governor Visits Policy & Report Form**).

School Governor Support Staff

Karen Thorne is the admin support officer within the school. Karen can be contacted by emailing governors@elthamhill.greenwich.sch.uk The Governing Body is also supported by a Clerk to Governors who is Howard Burton. Howard can be contacted by emailing howard.burton@royalgreenwich.gov.uk

Eltham Hill website hosts a wealth of information which you can explore in more details at http://www.elthamhill.com

National Governors' Association

Through the Royal Borough of Greenwich Schools Forum we have access to the National Governors' Association. You can find out more at www.nga.org.uk you can obtain log in details from Karen Thorne.

Appendix 1a

Code of Practice for School Governors

This code[1] sets out the expectations on and commitment required from governors in order for the governing body to properly carry out its work within the school and the community.

The purpose of the governing body
The governing body is the school's accountable body. It is responsible for the conduct of the school and for promoting high standards. The governing body aims to ensure that children are attending a successful school which provides them with a good education and supports their well-being.

The governing body:

- Sets the strategic direction of the school by:
    - Setting the values, aims and objectives for the school
    - Agreeing the policy framework for achieving those aims and objectives
    - Setting targets
    - Agreeing the school improvement strategy which includes approving the budget and agreeing the staffing structure
- Challenges and supports the school by monitoring, reviewing and evaluating:
    - The implementation and effectiveness of the policy framework
    - Progress towards targets
    - The implementation and effectiveness of the school improvement strategy
    - The budget and the staffing structure

[1] This Code of Practice is that produced by the National Governors' Association (NGA) for 2012/13, with some adaptations. The NGA recommends that, once it has been adopted, the governors should be asked to review it and sign it on an annual basis, ideally at the first meeting in the autumn term.

- Ensures accountability by:
    - signing off the school's own self-evaluation report
    - responding to Ofsted reports when necessary
    - holding the headteacher to account for the performance of the school
    - ensuring parents and pupils are involved, consulted and informed as appropriate
    - making available information to the community
- Appoints and performance manages the headteacher who will deliver the aims (through the day to day management of the school, implementation of the agreed policy framework and school improvement strategy, and delivery

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

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

The role of a governor

In law the governing body is a corporate body, which means:

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

General

- We understand the purpose of the governing body and the role of the headteacher as set out above
- We are aware of and accept the Nolan seven principles of public life (see appendix 1b)
- We accept that we have no legal authority to act individually, except when the governing body has given us delegated authority to do so, and therefore we will only speak on behalf of the governing body when we have been specifically authorised to do so.
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will encourage open government and will act appropriately.
- We accept collective responsibility for all decisions made by the Governing body or its delegated agents. This means that we will not speak against majority decisions outside the governing body meeting.
- We will consider carefully how our decisions may affect the community and other schools.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school. Our actions within the school and the local community will reflect this.
- In making or responding to criticism or complaints affecting the school we will follow the procedures established by the governing body.

Commitment

- We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the governing body, and accept our fair share of responsibilities,

including service on committees or working groups.

- We will make full efforts to attend all meetings and where we cannot attend explain in advance in full why we are unable to.
- We will get to know the school well and respond to opportunities to involve ourselves in school activities.
- Our visits to school will be arranged in advance with the staff and undertaken within the framework established by the governing body and agreed with the headteacher.
- We will consider seriously our individual and collective needs for training development, and will undertake relevant training.
- We are committed to actively supporting and challenging the headteacher

- We aspire to the following minimum level of activity by all governors:
  - Attendance at three main governing body meetings per school year
  - Attendance at three committee meetings per year (all governors would be a member of one of the two committees)
    - Undertake at least one monitoring visit during school time (employers are required to give governors reasonable time off to undertake public duties)
    - Attending one 'governor development'/training session (this might be individual, or collective, possibly linked to a particular meeting)

Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all Our communications with other governors.
- We will support the chair in their role of ensuring appropriate Conduct both at meetings and at all times.
- We are prepared to answer queries from other governors in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- We will seek to develop effective working relationships with the headteacher, staff and parents, the local authority and other relevant agencies and the community.

Confidentiality

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school
- We will exercise the greatest prudence at all times when Discussions regarding school business arise outside a governing body meeting.
- We will not reveal the details of any governing body vote.

Conflicts of interest

- We will record any pecuniary or other business interest that we have in connection with the governing body's business in the Register of Business Interests.
- We will declare any pecuniary interest - or a personal interest which could be perceived as a conflict of interest - in a matter under discussion at a meeting and offer to leave the meeting for the appropriate length of time.

Breach of this code of practice

- If we believe this code has been breached, we will raise this issue with the Chair and the Chair will investigate; the governing body should only use suspension as a last resort after seeking to resolve any difficulties or disputes in more constructive ways;
- Should it be the chair that we believe has breached this code, another governor, such as the vice chair will investigate;
- We understand that any allegation of a material breach of this code of practice by any governor shall be raised at a meeting of the governing body, and, if agreed to be substantiated by a majority of governors, shall be minuted and can lead to consideration of suspension from the governing body.
- We are aware of the provisions of regulation 15(1) of the School Governance (Procedures) (England) Regulations 2003, as amended, which pertain to the grounds for suspension as a school governor, Schedule 6 of the School Governance (Constitution) (England) Regulations 2007 and Schedule of the School Governance (Constitution) (England) Regulations 2012, relating to the disqualifications from the role of school governor (held as a separate document).

The Governing Body of Eltham Hill School adopted this code of practice on 27 March 2015. Governors will sign the Code at the first governing body meeting of each school year.

Undertaking:
As a member of the Governing Body I will always have the well-being of the children and the reputation of the school at heart; I will do all I can to be an ambassador for the school, publicly supporting its aims, values and ethos; I will never say or do anything publicly that would embarrass the school, the Governing Body, the Headteacher or staff.

Signed: …….. Printed name: ……..

Date: …….

Appendix 1b

The Seven Principles of Public Life
(originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations).

Selflessness
Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

Integrity
Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

Objectivity
In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

Accountability
Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

Openness
Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

Honesty
Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership
Holders of public office should promote and support these principles by leadership and example.

Appendix 2

Role of School Governor March 2015

Role of a school governor: To contribute to the work of the governing body in ensuring high standards of achievement for all children and young people in the school by:

- Setting the school's vision, ethos and strategic direction;
- Holding the headteacher to account for the educational performance of the school and its pupils; and
- Overseeing the financial performance of the school and making sure Its money is well spent.

Chair: ……
Vice chair: ……
Clerk: ……
Buddy/mentor: ……

Activities: As part of the governing body team, a governor is expected to

1. Contribute to the strategic discussions at governing body meetings which determine:
   - the vision and ethos of the school;
   - clear and ambitious strategic priorities and targets for the school;
   - that all children, including those with special educational needs, have access to a broad and balanced curriculum;
   - the school's budget, including the expenditure of the pupil premium allocation;
   - the school's staffing structure and key staffing policies;
   - the principles to be used by school leaders to set other school policies.

2. Hold the senior leaders to account by monitoring the school's performance; this includes:
   - agreeing the outcomes from the school's self-evaluation and ensuring they are used to inform the priorities in the school development plan;
   - considering all relevant data and feedback provided on request by school leaders and external sources on all aspects of school performance;
   - asking challenging questions of school leaders; ensuring senior leaders have arranged for the required audits to be carried out and receiving the results of those audits;
   - ensuring senior leaders have developed the required policies and procedures and the school is operating effectively according to

those policies;
- acting as a link governor on a specific issue, making relevant enquiries of the relevant staff, and reporting to the governing body on the progress on the relevant school priority; and
- listening to and reporting to the school's stakeholders : pupils, parents, staff, and the wider community, including local employers.

3. Ensure the school staff have the resources and support they require to do their jobs well, including the necessary expertise on business management, external advice where necessary, effective appraisal and CPD (Continuing Professional Development), and suitable premises, and that the way in which those resources are used has impact.

4. When required, serve on panels of governors to:

- appoint the headteacher and other senior leaders;
- appraise the headteacher;
- set the headteacher's pay and agree the pay recommendations for other staff;
- hear the second stage of staff grievances and disciplinary matters;
- hear appeals about pupil exclusions.

The role of governor is largely a thinking and questioning role, not a doing role.

A governor does **NOT:**

- Write school policies;
- Undertake audits of any sort – whether financial or health & safety, even if the governor has the relevant professional experience;
- Spend much time with the pupils of the school – if you want to work directly with children, there are many other voluntary valuable roles within the school;
- Fundraise – this is the role of the PTA – the governing body should consider income streams and the potential for income generation, but not carry out fundraising tasks;
- Undertake classroom observations to make judgements on the quality of teaching – the governing body monitors the quality of teaching in the school by requiring data from the senior staff and from external sources
- Do the job of the school staff – if there is not enough capacity within the paid staff team to carry out the necessary tasks, the governing body need to consider and rectify this.

As you become more experienced as a governor, there are other roles you could volunteer for which would increase your degree of involvement and level of responsibility (e.g. as a chair of a committee). This document does not cover the additional roles taken on by the chair, vice-chair and chairs of committees.

In order to perform this role well, a governor is expected to:

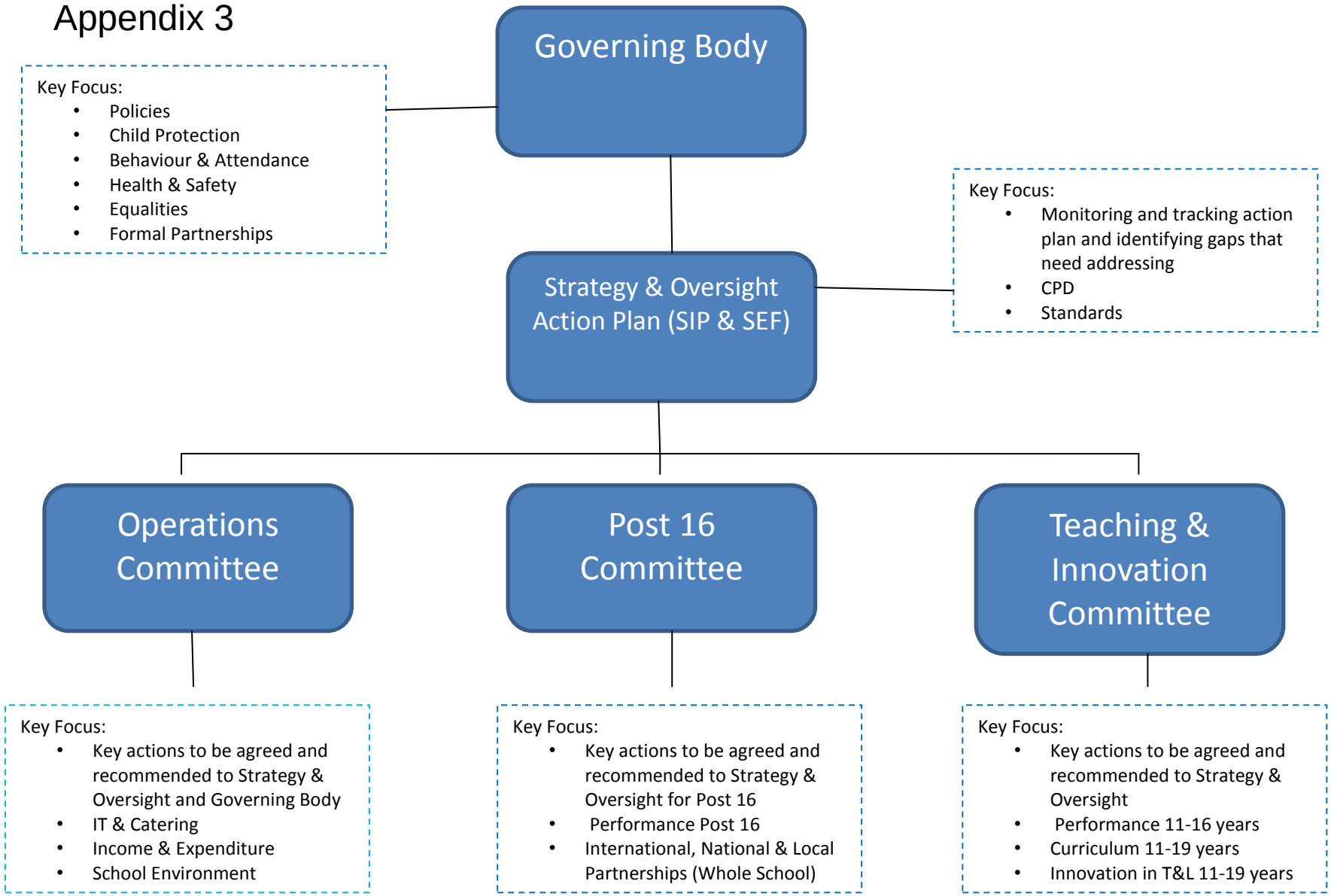
- get to know the school, including by visiting the school occasionally during school hours, and gain a good understanding of the school's strengths and weaknesses;
- attend induction training and regular relevant training and development events;
- attend meetings (full governing body meetings and committee meetings) and read all the papers before the meeting;
- act in the best interest of all the pupils of the school; and
- behave in a professional manner, as set down in the governing body's code of conduct, including acting in strict confidence.

Time commitment: Under usual circumstances, you should expect to spend between 10 and 20 days a year on your governing responsibilities; the top end of this commitment, which equates to about half a day per week in term time, is most relevant to the chair and others with key roles, such as chairs of committees. Initially, we would expect your commitment to be nearer 10 days a year. However, there may be periods when the time commitment may increase, for example when recruiting a headteacher. Some longstanding governors may tell you that they spend far more time than this on school business; however, it is fairly common for governors to undertake additional volunteering roles over and above governance.

Under Section 50 of the Employment Rights Act 1996, if you are employed, then you are entitled to 'reasonable time off' to undertake public duties; this includes school governance. 'Reasonable time off' is not defined in law, and you will need to negotiate with your employer how much time you will be allowed.

Expenses: Governors may receive out of pocket expenses incurred as a result of fulfilling their role as governor, and NGA recommends that a governing body should have such an expenses policy. Payments can cover incidental expenses, such as travel and childcare, but not loss of earnings.

Appendix 3


Governing Body
Key Focus:
• Policies
• Child Protection
• Behaviour & Attendance
• Health & Safety
• Equalities
• Formal Partnerships
Strategy & Oversight Action Plan (SIP & SEF)
Key Focus:
• Monitoring and tracking action plan and identifying gaps that need addressing
• CPD
• Standards
Operations Committee
Key Focus:
• Key actions to be agreed and recommended to Strategy & Oversight and Governing Body
• IT & Catering
• Income & Expenditure
• School Environment
Post 16 Committee
Key Focus:
• Key actions to be agreed and recommended to Strategy & Oversight for Post 16
• Performance Post 16
• International, National & Local Partnerships (Whole School)
Teaching & Innovation Committee
Key Focus:
• Key actions to be agreed and recommended to Strategy & Oversight
• Performance 11-16 years
• Curriculum 11-19 years
• Innovation in T&L 11-19 years

Appendix 4

TERMS OF REFERENCE – OPERATIONS COMMITTEE

Purpose

1. The purpose of Operations Committee is to provide strategic oversight and direction to ensure financial stability, a safe school environment, efficient catering services and the procurement of large contracts.

   To ensure all polices are in place to support the Operations Committee and school. The Operations Committee is a sub-committee of the Full Governing Body.

2. The Operations Committee informs the Strategy Committee of any recommendations, actions and decisions that impact on the school improvement plan and self-evaluation form.

Structure

3. Ten Governors, who are voting members, will constitute the Operations Committee.

4. Governors will be nominated and approved to serve on the Operations Committee by the Governing Body. The Operations Committee will also consist of Ex-officio members (non-voting), including the Operations Director and Premises Manager.

5. A quorum shall consist of five voting members. Additionally, where a quorum consists of an even number of voting members the Chair of the Operations Committee has the majority vote.

6. The Chair will designate a Vice-Chair among the voting Governors to act on his or her behalf when he or she is unavailable.

7. The Operations committee will meet in full three times a year (once each school term). To support the work of the full committee, there will be additional meetings or conference calls on the financial performance of the school between the chair, vice chair, principal and Director of Operations six times a year (once each half-term).

Finance roles and responsibilities

8. To ensure that effective financial policies and procedures are in place so that the School complies with best practice and all legal requirements.

9. To recommend an annual budget to the Governing Body at its spring term meeting and prepare a final budget for its summer meeting.

10. To review financial performance against the budget every half-term.

11. To consider major items of expenditure not covered by the limit set by the Scheme for Delegation.

12. To undertake long-term financial planning, including considering financial risks and the school's plans for development.

13. To ensure that the pupil premium is used to enhance the students' learning.

Premise roles and responsibilities

14. To ensure that effective policies are in place for the management of the school premises.
15. To consider long-term planning proposals, including considering the school's plans for development.
16. To ensure that the school's resources, including ICT and catering, are appropriate and adequate to provide a high quality learning environment.

Current Operations Committee membership:

John Copps (Chair)
Diana Devine (Vice-Chair)
Madeleine Griffin
Christine Butler
Tara Lawlor Mowle
Janis Newman
Suzanne Clay
Semo Serroukh
Helen Taylor
Helen Simpson
Navdeep Mand
Barry Tuley (Observer)
Diane Godwin (Observer)

APPENDICES

A. List of policies of the OPERATIONS Committee

B. The OPERATIONS Committee Scheme for Delegation

TERMS OF REFERENCE – POST 16 COMMITTEE

Committee Membership:

- Principal/Vice Principal
- Minimum of six committee members from the Governing Body
- Members of the Leadership Group by interest /invitation (as associate members)

A quorum of four governors

Membership to be reviewed annually

Aim to achieve a balanced representation of Governors.

In the event of a major policy matter or report to be laid before the Governing Body which is not covered by the terms of reference of other committees, the Chair and Vice-Chair of the Governing Body shall decide which committee will deal with the matter.

Roles and Responsibilities:

The Committee will ensure that the following duties are carried out on behalf of the Governing Body:

1. To inform the Governing Body on how subject areas are responding to curriculum changes
2. To receive reports from the Vice Principals responsible for Post 16 and to discuss future Post 16 developments with the Principal.
3. To inform the Governing Body on matters concerned with the assessment and progress of students.
4. To inform the Governing Body on the International, National and local partnership links, and collaborative arrangements with other educational institutions.
5. To inform the Operations Committees and the Governing Body on expenditure on Post 16.
6. To be responsible for complaints regarding Post 16, following the EHS complaints policy and procedures
7. To monitor the school's Self Evaluation Form and Improvement Plans with regards to Post 16
8. To monitor the allocation of pupil premium and its impact for students
9. The Post-16 Committee informs the Strategy Committee of any recommendations, actions and decisions that impact on the school improvement plan and self-evaluation form.

Current Post 16 Committee Membership

Heather Taylor (Chair)
Roberta Garrett (Vice-Chair)
Madeleine Griffin
Christine Butler
Keith Shuff
Tara Lawlor Mowle
Suzanne Clay
Janis Newman
Howard Nicholson
Semo Serroukh
Navdeep Mand

TERMS OF REFERENCE – STRATEGY COMMITTEE

Committee Membership Structure

Membership of this committee: All governors welcome but specifically Chairs and Vice Chairs of the following committees

- Operations Committee
- Teaching and Innovation Committee
- Post 16 Committee

Purpose

The purpose of Strategy Committee is to provide strategic oversight and direction to support the school's overall purpose and vision.

The Strategy Committee will meet in full three times a year (once each school term) and where necessary make recommendations or seek ratification of actions to the Full Governing Body.

Roles and responsibilities

1. To provide guidance and support on the School's overall strategy to the head teacher and leadership team.

2. To agree priorities, approve actions and monitor:

The School's Improvement Plan; and
The School's Self Evaluation Form

3. This committee will receive and review recommendations and proposed actions from each of the following sub committees:

- Operations Committee
- Teaching and Innovation Committee
- Post 16 Committee

5. To comply with the requirements of the Ofsted Inspection framework and consider in detail any inspection report made by Ofsted.

6. To support and develop the School's Continuing Professional Development Plan (CPD).

7. The Strategy Committee is informed by the Post-16 Committee, Operations Committee and Teaching & Innovations Committee of any recommendations, actions and decisions that impact on the school improvement plan and self-evaluation form.

Current Strategy Committee Membership:

Suzanne Clay (Chair)
Christine Butler (Vice-Chair)
Madeleine Griffin
All chairs and vice-chairs

Open to all other members of the governing body

TERMS OF REFERENCE – TEACHING & INNOVATION COMMITTEE

Committee Membership:

- Principal/Vice Principal
- Minimum of six committee members from the Governing Body
- Members of the Leadership Group by interest /invitation (as associate members)

A quorum of five governors

Membership to be reviewed annually

Aim to achieve a balanced representation of Governors.

In the event of a major policy matter or report to be laid before the Governing Body which is not covered by the terms of reference of other committees, the Chair and Vice-Chair of the Governing Body shall decide which committee will deal with the matter.

Roles and Responsibilities:
The Committee will ensure that the following duties are carried out on behalf of the Governing Body:

10. To inform the Governing Body on the formulation and adoption of policy concerning:-
    a) The implementation of changes to the school curriculum in line with any new developments regarding the National Curriculum
    b) The school's response to changes to GCSE and GCE requirements, including syllabus content, assessment and reporting.

11. To inform the Governing Body on its statutory duties:
    a) In regard to students with special needs;
    b) In regard to equal opportunities
    c) In regard to Looked After Children

12. To inform the Governing Body on how subject areas are responding to curriculum changes at all Key Stages
13. To receive reports from the Vice Principals responsible for Teaching and Innovation.
14. To monitor innovations in teaching and learning across all subjects.
15. To inform the Governing Body on matters concerned with the assessment and progress of students.
16. To inform the Governing Body on the links, partnerships and collaborative arrangements with other educational institutions.
17. To inform the Operations Committees and the Governing Body on expenditure on the curriculum.
18. To receive reports from the Lead Curriculum Practitioners and to discuss future curricular development with the Principal.
19. To submit reports to the Governing Body.
20. To be responsible for complaints regarding the Curriculum.

21. To monitor the school's Self Evaluation Form and Improvement Plans with regards to Teaching and Innovation.
22. The Teaching & Innovation Committee informs the Strategy Committee of any recommendations, actions and decisions that impact on the school improvement plan and self-evaluation form.

Current Curriculum Committee Membership

Keith Shuff (Chair)
Perry Reeves (Vice-Chair)
Madeleine Griffin
Christine Butler
Howard Nicholson
Tara Lawlor Mowle
Emily Butler
Diana Devine
Helen Taylor
Helen Simson

Appendix 5

ELTHAM HILL SCHOOL COMMITTEE DATES – SEPT 2015 TO JULY 16

Committee	Dates
Teaching & Innovation	Tuesday 16 September
	Tuesday 12 January
	Tuesday 12 April

Committee	Dates
Operations	Monday 19 October
	Monday 18 January
	Monday 09 May

Committee	Dates
Post 16	Tuesday 29 September
	Tuesday 26 January
	Tuesday 26 April

Committee	Dates
Strategy & Oversight	Wednesday 14 October
	Wednesday 10 February
	Wednesday 11 May

Committee	Dates
Full Governing Body	Wednesday 11 November
	Wednesday 16 March
	Wednesday 13 July

Appendix 6

ELTHAM HILL COMMITTEE MEMBERSHIP FROM JANUARY 2016

COMMITTEE	GOVERNORS
Full Governing Body	Christine Butler (Chair)
	Suzanne Clay (Vice Chair)
	Madeleine Griffin (Principal)
	John Copps
	Heather Taylor
	Navdeep Mand
	Mohamed Serroukh
	Roberta Garrett
	Janis Newman
	Keith Shuff
	Perry Reeves
	Madeleine Griffin
	Diana Devine
	Howard Nicholson
	Helen Taylor
	Ariane Roberts
	Emily Butler
	Tara Mowle
	Steve Robinson
	Mel Naidoo
	Supported by the Senior Leadership Team

COMMITTEE	CORE GOVERNORS
Strategy & Oversight	Suzanne Clay (Chair)
	Christine Butler (Vice Chair)
	Madeleine Griffin
	Keith Shuff
	Perry Reeves
	John Copps
	Diana Devine
	Heather Taylor
	Roberta Garrett
	Open to all other Governors to attend & supported by the Senior Leadership Team
COMMITTEE	CORE GOVERNORS
Teaching & Innovation	Keith Shuff (Chair)
	Perry Reeves (Vice Chair)

	Madeleine Griffin
	Diana Devine
	Howard Nicholson
	Helen Taylor
	Ariane Roberts
	Emily Butler
	Tara Mowle
	Open to all other Governors to attend & supported by the Senior Leadership Team

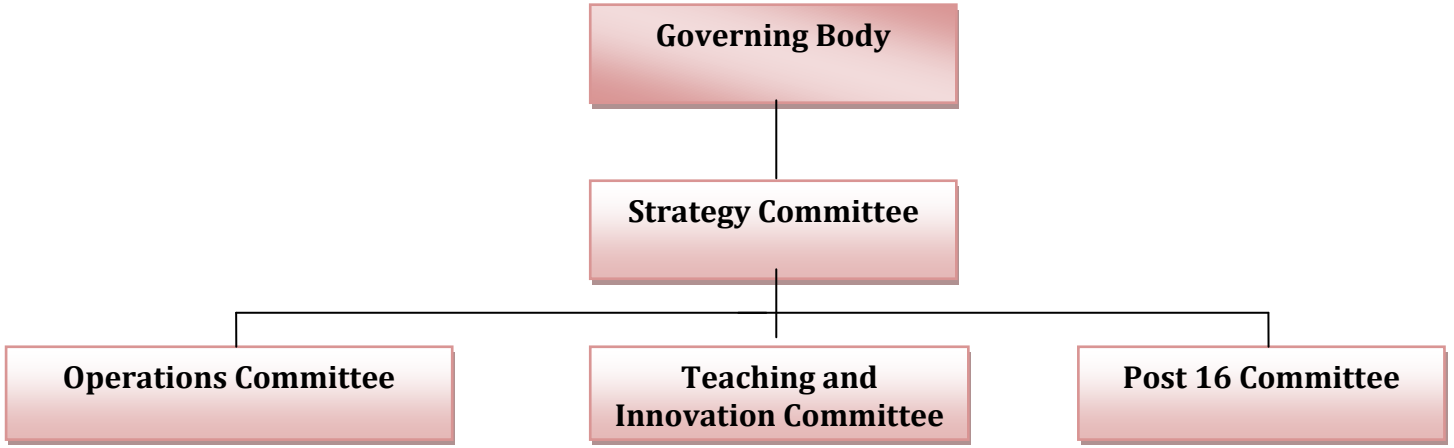
COMMITTEE	**CORE GOVERNORs**
Operations	**John Copps (Chair)**
	Diana Devine (Vice Chair)
	Madeleine Griffin
	Mohamed Serroukh
	Helen Taylor
	Navdeep Mand
	Janis Newman
	Tara Mowle
	Emily Butler
	Steve Robinson
	Open to all other Governors to attend & supported by the Senior Leadership Team

COMMITTEE	**CORE GOVERNORS**
Post 16	**Heather Taylor (Chair)**
	Roberta Garrett (Vice Chair)
	Madeleine Griffin
	Keith Shuff
	Howard Nicholson
	Mohamed Serroukh
	Ariane Roberts
	Janis Newman
	Navdeep Mand
	Tara Mowle
	Mel Naidoo
	Open to all other Governors to attend & supported by the Senior Leadership Team

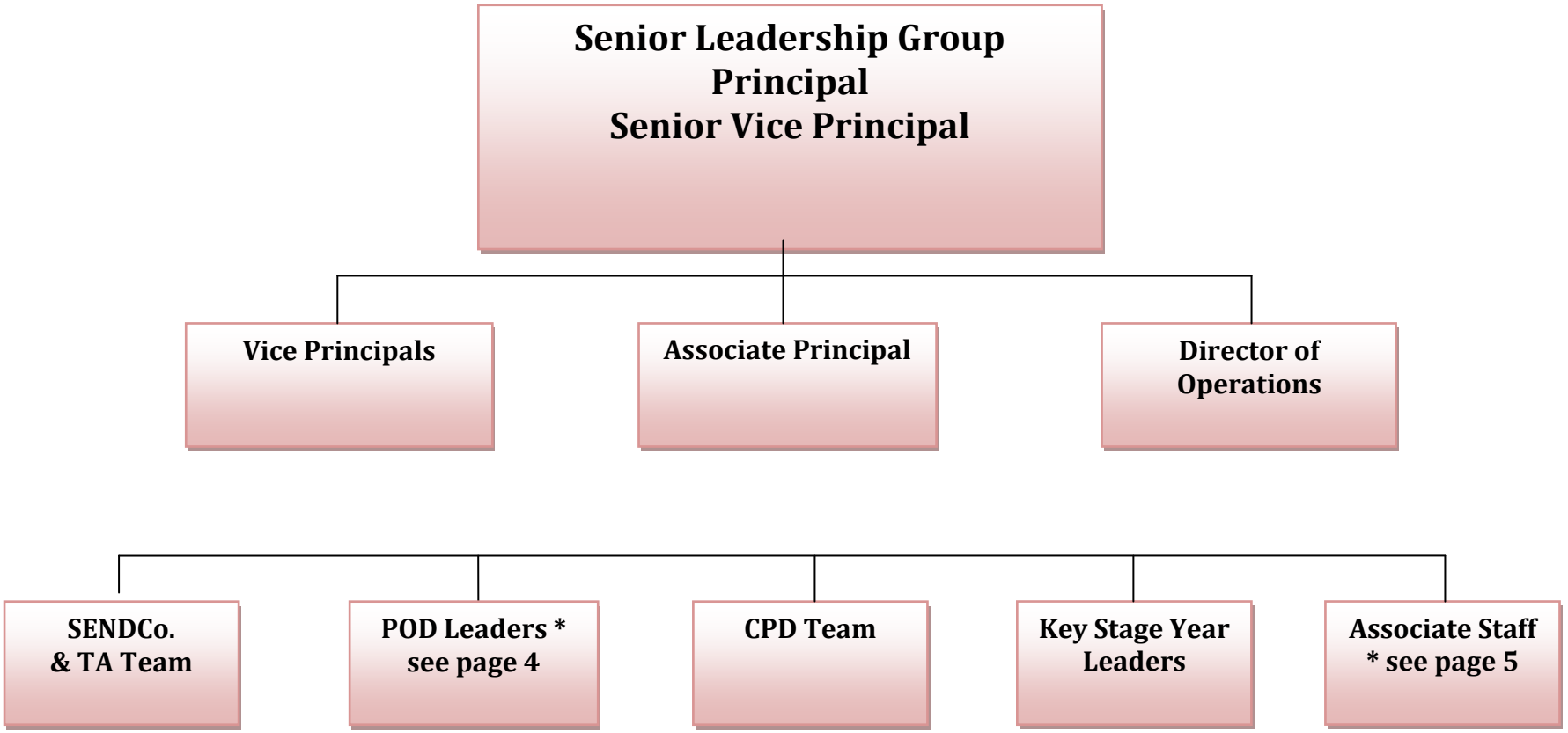
Appendix 7

Eltham Hill School
2015- 2017
Organisational Structure

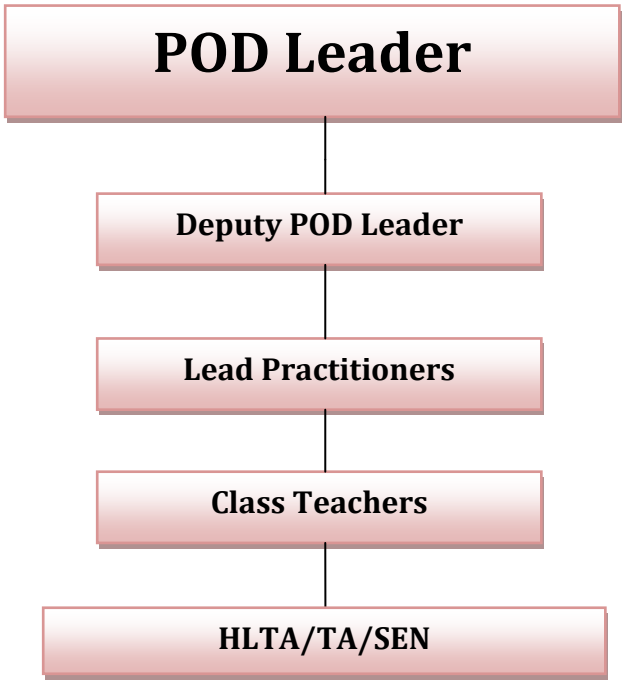
Governing Body



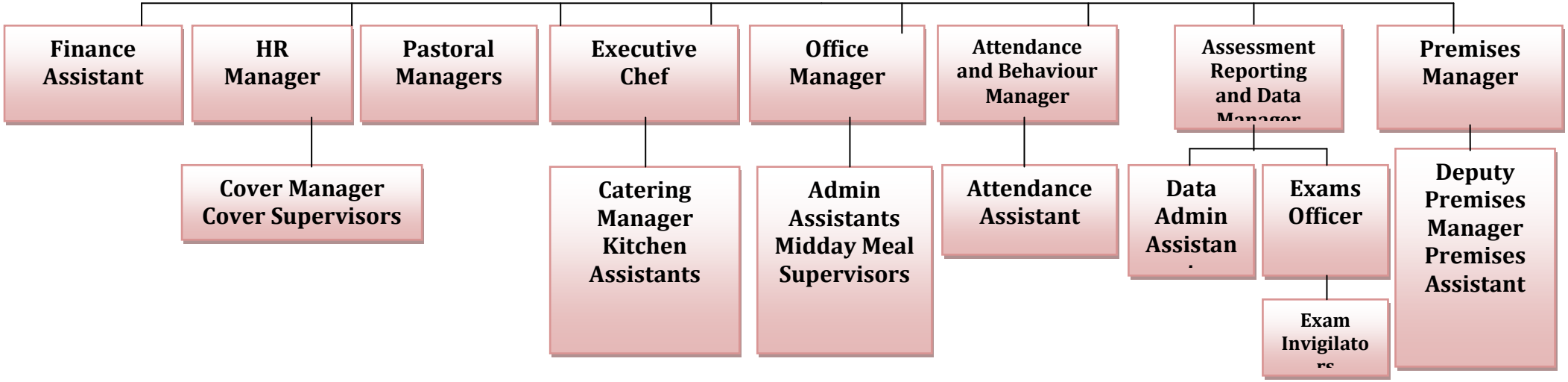
Leadership


Senior Leadership Group
Principal
Senior Vice Principal
Vice Principals
Associate Principal
Director of Operations
SENDCo. & TA Team
POD Leaders * see page 4
CPD Team
Key Stage Year Leaders
Associate Staff * see page 5

POD Structure



Associate Staff



Appendix 8

Continuous School Improvement Plan 2015-2017

Key priorities or new initiatives for 2015-2017

Appendix 1 Raising Achievement Programme Appendix 2 CEIAG Appendix 3 KS3 Plan

Appendix 4 Post 16 Plan Appendix 5 CPD Programme Appendix 6 Student Leadership

Achievement: 2015-17

Objective: Raised standards across the school.
All students reach expected + progress, across all subjects, all years.
GCSE Target 2016: 1. Progress 8 1.18 – 0.18 2. Attainment 8: B-/C+ 3. Ebac 38%
4. Maths & English A*-C 89%-74% (2017: 96% - 87%; 2018: 94% - 88%)
Post 16 target 2016 A*/B: 55% A*-E: 100% School ALPs score: 2 (2016)
Increase number of A*/A grades at GCSE and Post 16 (25% in 2016)

Action (2015-2017)	Timescale	Owner	Co-Owner	Impact Assessed	Success Criteria	Resources
1 Yr. 11 RAP (See detailed plan -Appendix 1)	Monthly from Sept 2015	MG/ NOK	PLs/DPLs	Report to LG Jan (March) Govs Strategy Committee (Spring Term)	All identified RAP students achieve C in Jan PPE (Maths & English)	RAP pack – All subjects

Action (2015-2017)	Timescale	Owner	Co-Owner	Impact Assessed	Success Criteria	Resources
2 Effective Whole school RAP programme (all key stages) (See detailed plan) Appendix 1	Monthly	NOK	LG	Report to LG: Dec/March/June	All students reach 'expected' progress as minimum.	Pupil Premium funding

3 Challenge programme for all HA students, across all key stages	Half-termly	NLN	VDL	Termly report to LG Annual report to Govs	4+levels of progress achieved	HA Budget
4 End of Yr. 10 synoptic exam : all subjects – analysed	June 2016	NOK	LPs	Report to LG/Govs	On track to achieve positive progress 8 score	
Action (2015-2017)	**Timescale**	**Owner**	**Co-Owner**	**Impact Assessed**	**Success Criteria**	**Resources**
5 Develop personalised learning profiles for all year 12 and 13 students with key data linked to new progress measures	Sept 2015+	MG/ NOK	RC/FM	EHS data drops Termly progress meetings Monthly Pod data analysis with a focus on subjects that need to improve	All subjects are tracking and monitoring student progress Support in place for at risk students ALPs – 2 Attainment at national average	
6 Increase A*/A at GCSE + Post 16 whole School CPD Programme in place to professionally develop staff	Sept 2015	VDL	LG	Termly Report to LG	25% A*/A grades achieved: Aug 16 (GCSE & Post 16)	CPD Budget

Action (2015-2017)	Timescale	Owner	Co-Owner	Impact Assessed	Success Criteria	Resources
7 Expectation of 1 level progress in all subjects in Year 7 & 8 agreed	Sept 2015	NOK	PLs/DPLs	Data drops	Year 7 Ave L6: July 2016 Year 8 Ave L7: July 2016	PP funding
8 Intervention programme for E/M for L3 or below: accelerate progress to L5	2015-2016	MF	EW	Termly data drop	Secure L5 (July 2016 for all Yr7 & 8 students	Catch up premium
9 End of KS3 synoptic exam E + M analysed	June 2016	NOK	RL/CL	June 2016 analysis to LG and Govs	Ave 2 levels of progress achieved for Year 8 2016	
10 Data Friendly School: Regular training for staff on how to use data to plan lessons and support student progress, including use of ALPs	Termly focus groups	NOK	LCN/BS	Feedback from focus groups	use of data impacts on student progress	Training time

Action (2015-2017)	Timescale	Owner	Co-Owner	Impact Assessed	Success Criteria	Resources
Class seating plans with data as part of determining progress over time.	Sept 2015+	LC	All teaching staff	Feedback from training groups SSR + LOBs	In use, all lessons by January 2016	Training
All prepared for new progress measures in 2016	Sept 2015	NOK/ FM	LG	Termly reports to LG/GOVS Feedback from parents	Positive progress 8 for all in 2016 (See DETAILED BOOKLET)	
11 Implement new KS3 assessment practice Trial 3 new assessment models across the school for KS3	July 2015/ April 2016 to implement Sept 2016	NOK	Assessment working party group of 6	Half termly report to LG	Effective assessment model in place for KS3	5K

Action (2015-2017)	Timescale	Owner	Co-Owner	Impact Assessed	Success Criteria	Resources
Use new progress charts for KS3 to ensure rapid progression to KS4 targets	September 2015	NOK	LPs	Staff feedback Student feedback Data drops	Average of one level of progress each year at KS3	
Ensure KS4 assessment is fit for new grading system	Sept 2015-2017	NOK/PLs	LG	SOL Reports Progress data drops	Students achieve across the number range	
12 Ensure Post 16 assessment practice is robust and consistent and fit for new Post 16 qualifications	September 2015-2017	FM/RCR	LG	Moderation & standardisation Accuracy of predictions Monitoring of student folders Termly reports to LG	Assessments linked to national standards	PiXL 6 Exam board training

Action (2015-2017)	Timescale	Owner	Co-Owner	Impact Assessed	Success Criteria	Resources
13 SEND Strategy Regular training of all staff in dyslexia and other special educational needs	Monthly focus	EW	All Teachers	Learning walks half termly	All lessons differentiated	CPD Budget
Review and refine impact of SEND intervention strategies	Termly	MF	EW	Report to LG termly Data analysis	Expected progress for all SEND students (minimum)	
SEND Team to work with Maths & Science to differentiate resources	Sept 2015-16	EW	Teachers (Maths & Science)	Termly impact report to LG	Expected + progress for SEND in Maths and Science	
14 Raise Post 16 attendance to 96% in line with whole school	Sept 2015+	FM	RCR	Weekly attendance reports	96% attendance Issues dealt with swiftly	

Teaching and Learning: 2015-17

Objective:

- **All teaching staff to exceed the Teaching Standards by Year 3**
- **Teaching and Learning is developed to meet the demands of the new National Curriculum, GCSE and A levels specifications.**
- **PSHE curriculum supports the Expert Learner and Global Citizenship. Post 16 supports progression**

Action (2015-2017)	Timescale	Owner	Co-Owner	Impact Assessed	Success Criteria	Resources
1 Expert Learner/ Expert Teacher embedded in EHS practice	Monthly LP meetings Year team meetings	VDL	LPs	Lesson Observations/SSRs/POD meetings	Evidence of EL/ET in LOBs	**Included in CPD budget**

Action (2015-2017)	Timescale	Owner	Co-Owner	Impact Assessed	Success Criteria	Resources
2 Develop skills to ensure students can meet the synoptic challenge of the new GCSEs & Post 16 exams	Sept 2015-2016	MF	LPs	Exam Analysis & reports Data drops and internal assessments Termly report to Govs T +I	Good progress	Curriculum budget
3 Develop student effective use of '.com'	September 2015	VDL	LPs	Half termly Book scrutinies	Quality of .com impacts achievement	
Mini book scrutinies in POD meetings	POD timetable	PLs	LPs	Half termly	Good practice examples published as training booklet	

Action (2015-2017)	Timescale	Owner	Co-Owner	Impact Assessed	Success Criteria	Resources
4 Literacy across the curriculum Implement Literacy & numeracy Policy to raise literacy and numeracy levels across all subjects	September 2015+	VDL	LPs	Termly report to LG Annual report to Govs	Extended use of subject vocabulary impacts on quality of written work Extended use of numeracy impacts on all subjects	
5 Develop LRC across the school to support Increase in reading rates & access to LRC Independent study Centre of female excellence in education" (see detailed plan)	On going	VDL	LRC Manager	Termly report to LG Annual report to Govs	LRC well-resourced to support leadership qualification and independent study	£10k annual

Action (2015-2017)	Timescale	Owner	Co-Owner	Impact Assessed	Success Criteria	Resources
6 Create and trial a model for Skype School to develop international T&L opportunities	January 2016	VDL	Working group	March 2016 (trial) Number of international partners established	Skype School established; Improved T&L opportunities established	T&L Budget
7 Launch the PIP model with flipped learning for all Post 16 subjects	Sept 2015-2016	FM	RCR	Termly learning walks Termly student/staff voice Annual report to LG/Govs	25% A*/A Flipped classroom embedded; Positive student voice;	Staff training Platform for flipped classroom Ipads for all Post 16 students and staff
8 Implement the new pastoral programme to Post 16	September 2015+	RCR	FM/Tutors	Attendance data Termly learning walks	96% attendance at tutorial time	

				Staff & student voice Termly report to LG		

Leadership and Management 2015-17

Objective: Leadership, at all levels, drives the vision for the school: Pursuit of Excellence, Happiness and Success
Student Leaders take advantage of opportunities to develop skills in local and international partnerships.
School community for is prepared for transition into new curriculum changes (2015-2017) and performance measures (2016+)

Action (2015-2017)	Timescale	Owner	Co-Owner	Impact Assessed	Success Criteria	Resources
1 Governors consider options for: Strategic direction: effective SIP in place	Governing body meetings	CB/MG	Govs	Annually	Effective GB which challenges and supports raising achievement	CPD Budget
Effective use of Pupil Premium funding	On going	MG	NOK	Report to strategy committee	Gap in a achievement narrowed to less than 5% in E&M	Website
Financial stability	On going	MG	DG	Operations Committee termly	Financially stable	
Governors Mark	Applications by December 2015	CB/MG	Govs		Governors mark achieved	£2K

Curriculum Models supports performance measures	September 2016	NOK/MF	T&L Committee	Annually by LG/Govs	Positive progress 8	
KS3 Action Plan embed across school (see appendix 3)	Sept 2015-2016	MG/DS	LG	Termly report to LG & Govs	1 level progress CEIAG	£5K

2 Adopt strategy to grow the post 16 to 240 by 2017 Focus on IB as core offer	September 2015+	RCR/FM	LG/Govs	Proposal to LG/Govs October 2015 Review Feb & June 2016	On role: 210:2016 240:2017	Staffing Market Budget
Implement programme of opportunities for years 9-11 to experience Post 16	September 2015	RC/FM	SC/SM	Analysis of internal recruitment (Feb 2016) Student feedback	70% internal recruitment by 2017	
Promote EHS Post 16 in all neighbouring 11-16 schools	October 2015	RCR/FM	LG	Analysis of external recruitment (Feb 2016)	Increase in external recruitment	PR/Marketing budget
Develop EHS Alumni	September 2015	RCR	FM	Termly report LG/GOVS	Alumni support the work of the school	£1K annually

Action (2015-2017)	Timescale	Owner	Co-Owner	Impact Assessed	Success Criteria	Resources
Growth of the IB Implement a strategy to promote and grow the IB (30 students by September 2016) (see detailed Post 16 plan (Appendix 4)	September 2015	RC/FM	LG	Termly report to LG Termly report to Post 16 Governor Committee	30 IB students for 2016 Students in EHS aware of and excited by the IB	IB Training Costs
3 Staff Development (see detailed CPD offer) Appendix 5	September 2015-2017	NM	LG	Termly report to LG Termly report to Governors strategy	100% of staff take up training popportunities Effective leadership across the school	£2k CPD Budget

Action (2015-2017)	Timescale	Owner	Co-Owner	Impact Assessed	Success Criteria	Resources
4 Curriculum Map skills needed for new linear exams (KS5-KS3)	2015-2016	MF	VDL	LG report March 2016	Skills identified and shared and action plans developed	CPD budget
Implement strategy to ensure new skills are embedded in assessments	2016+	MF	VDL	Report to LG (June 2016)	In place September 2016+	
Comprehensive guidance programme on curriculum changes at all key stages for staff, parents and students	Rolling programme to May 2016	MF	NOK	Parent feedback Report to LG termly Annual report to Governors	Parents and students clear about changes	Curriculum budget

Action (2015-2017)	Timescale	Owner	Co-Owner	Impact Assessed	Success Criteria	Resources
5 Inclusions Formulate the vision with the inclusions team and agree annual action plan for identified students	October 2015	MF	EW/NL/KMC	Data on progress of SEND, HA & EAL in curriculum areas and year groups	All targeted students to make expected + progress	Inclusions budget
Action (2015-2017)	**Timescale**	**Owner**	**Co-Owner**	**Impact Assessed**	**Success Criteria**	**Resources**
6 Develop student Leadership qualification for girls, (see CPD programme)	September 2015-2017	NM	Colleagues on Masters programme	Termly to LG Annual report to Govs	Qualification in place 2017	CPD Budget
Develop Leadership qualification for KS5 students	September 2015-2017	NM	Colleagues on Masters programme	Termly to LG Annual report to Govs	In place 2017	
Further develop student leadership opportunities across the school (e.g council, prefects, conferences, Govs	September 2015+	JS	LG	Termly to LG Annual report to	20% of Students uptake of	Leadership Budget

(Appendix 6)				Govs	leadership opportunities	

Action (2015-2017)	Timescale	Owner	Co-Owner	Impact Assessed	Success Criteria	Resources
7 Equalities Action Plan: further develop strategies to address **Gender equality** **Race equality** **Lesbian, gay, bisexual and transgendered equality (LGBT) Stonewall Award** **Faith Disability** **Ageism** **Disability**	On going	NM MG JS RCR DG FM	LG for all action plans	Annual report to Govs Termly report to LG	Stonewall award achieved Dec 2015 Equalities display PSHEE programme: opportunities for discussions on equality. 20% of students take Leadership Qualification	
Action (2015-2017)	**Timescale**	**Owner**	**Co-Owner**	**Impact Assessed**	**Success Criteria**	**Resources**
8 Formalise cluster Primary Partnerships	By January 2016	MG	GOVS	Jan 2016 - Governors	Partnership Established	
Action (2015-2017)	**Timescale**	**Owner**	**Co-Owner**	**Impact Assessed**	**Success Criteria**	**Resources**

9 New income initiative: Increased opportunities for local and global community to use school facilities	September 2015+	DG	MG	Report to LG Report termly to Govs Operations committee	School let for 3 eve and weekend during term time. groups	

Action (2015-2017)	Timescale	Owner	Co-Owner	Impact Assessed	Success Criteria	Resources
10 Launch new Bulletin effective communication across staff	July 2015	VDL	LG	Termly evaluation (staff voice)	Bulletin becomes 'a must read' document;	

Behaviour for Life Long Learning: 2015-17

Objective: B4L excellent across the school, attendance, punctuality high, FTE reduced to <national
Effective Work Related Programme and Career Education, Information, Advice & Guidance (CEIAG) in place

Action (2015-2017)	Timescale	Owner	Co-Owner	Impact Assessed	Success Criteria	Resources
1 Develop partnerships to increase student opportunities Business Partnerships via BICs	July 2015	RCR/FM	SC/SM	Mentoring of Yr 12	Effective links	

				by business partners	with Business partners	
Buddy exchange programme in place for international visitors	2016-2017	RCR/FM	DG	Evaluation/feedback From students	Exchange/ International links	
Partnerships with universities & Apprenticeships				Student voice	No NEETS	

Action (2015-2017)	Timescale	Owner	Co-Owner	Impact Assessed	Success Criteria	Resources
2 Launch the 'extended essay' for all Yr12/13 students	By December 2016	RCR	SC/SM	Mentor reports Student feedback Termly report to LG	20 students successful (July 2016)	
3 Analysis of challenging/poor behaviour data to inform strategic intervention programme	September 2015+	JS	LG	Termly report to LG/GOVS	FTE ,4% Effective intervention in place	£1K
Training for staff on SIMs to track behaviour	Termly	JS	JN	Staff feedback on training	SIMs in use	CPD Budget requested
Analysis of achievements to inform rewards/celebrations	September 2015+	JS	LG	Termly reports to LG/Govs	Achievements celebrated and increased contact with home.	Budget for rewards

Action (2015-2017)	Timescale	Owner	Co-Owner	Impact Assessed	Success Criteria	Resources
4 Reduce fixed term exclusions to less than 4% through programme of						

restorative justice	By July 2016	JS	PMs	Termly review of impact FTE Report to LG/Govs	FTE reduce to less than 4%	Specialist interventio n Inclusion budget
5 Campaign against violence/abuse	September 2015	JS/ Student Leaders	LG/Cluster Primaries	Termly report to LG/Govs	Increase in reported CP issues Increased awareness	Student Leadership Budget
6.Increase uptake of dining to 80%	By Sept 2016	JS	SB	Termly report to Govs	80% uptake achieved	
Achieve Fair Trade Award	2015-2016	SB	JS	Operations Committee 2016		£2K

Action (2015-2017)	Timescale	Owner	Co-Owner	Impact Assessed	Success Criteria	Resources
7 Implement a CEIAG programme for all students – comprehensive and progressive across the years (See detailed plan Appendix 2)	Sept 2015 – Sept 2016	JS	LG	Termly report to LG Annual report to LG	Students prepared for each stage of education and beyond	£5K
8 Embed WRL in all subject areas Implement a programme of events to support WRL and work experience opportunities across all key stages	Sept 2015	JS	PLs	Action plan / Termly report to LG Annual report to Govs	Every subject area has week of WRL activities in place i	£5K

Appendix 9

School Governor Visits Policy

PURPOSE - To ensure Governors have an understanding of their role whilst carrying out a visit at school

CONDUCT OF VISIT- There is no better way to acquire information than by visiting the working school. Governors can visit the school in many different ways - this range from a very informal to formal mandated visits on behalf of the Governing Body.

The main reasons for Governors to make a visit are:

- to learn about the school
- to contribute to the governing body's monitoring role
- to demonstrate an interest in the school

Although Governors are part of the school community, they nevertheless visit the school as a guest. It is therefore important to remember to observe normal courtesy, not only out of politeness but so as not to cause nuisance to those who are engaged in their jobs.

CHECKLIST FOR GOVERNORS VISITING THE SCHOOL

For the governing body:

- plan a timetable of visits so that every governor has the opportunity to visit during the term and these will be placed in the school calendar
- agree an explicit purpose and plan for each visit which has been communicated to all parties
- consider different styles of visits, for example, paired visits where an experienced governor partners a less experience one.

For individual governors:

- negotiate a mutually convenient time with the headteacher, teacher, etc. to ensure that the visit is expected
- look at the possibilities for developing your links with your selected curriculum area
- make a point of listening rather than talking
- if you would like to look at pupils' work ask the teacher if this is

acceptable and ask the pupils' permission

- discuss any concerns the visit may raise with the headteacher
- avoid stressful periods such as during or just before Ofsted Inspections, exam periods or the first or last week of term, unless specifically requested to visit
- visit at different times of the day, term, year
- try to attend any special occasions, especially if daytime visits are difficult
- try to attend when you have been specifically invited
- go in as a helper were appropriate and possible
- refer to the School Code of Conduct policy

AFTER THE VISIT

As soon as possible after the visit write a very short report, see appendix 9.1 clearly stating the most important points of your visit. It should not be a narrative but an analysis. The document will form part of the governing body papers and therefore a public document. It should not, therefore, mention the names of individuals either pupils or staff. The visit forms should be given to the headteacher who will then ensure this is filed for future reference.

APPENDIX 9.1

GOVERNOR VISIT REPORT FORM

GOVERNOR'S NAME:

CURRICULUM AREA:

AIM OF VISIT:

AREA OF SCHOOL:

SUMMARY OF VISIT:

SUGGESTED FOCUS FOR FOLLOW UP VISIT:

SIGNATURE – GOVERNOR:

SIGNATURE – HEADTEACHER:

DATE:

Policy Review Date – September 2017