

WELCOME TO

EGGLESCLIFFE SCHOOL
AND SIXTH FORM COLLEGE A MEMBER OF
VISION ACADEMY
LEARNING TRUST

GOVERNOR INFORMATION

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**EGGLESCLIFFE SCHOOL
AND
SIXTH FORM COLLEGE**
An Outstanding Learning Environment

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egglescliffe.org.uk
01642 352570
Head Teacher:
Mr S. G. White B.Ed, M.Ed



As Chair of Governors at Egglecliffe School it is my pleasure to welcome you to the Governing Body. As an outstanding school we work hard to continue this success and wherever possible facilitate further improvements, whether academic or structural. We also help promote the positive and caring ethos of the school.

Governor volunteers are drawn from a wide variety of backgrounds. Parents and school staff are represented, as is the Local Authority although they do not have a mandate from the Council. A group of co-opted members with a broad professional background serves to ensure that our Governing Body benefits from diverse experience and opinions. Local industry is also represented allowing us to maintain links within the local community.

Over the years a governor's role has dramatically changed and now demands greater commitment and collective responsibility. The Full Governing Body meeting is held each half term, lasting approximately 2 hours in the early evening. There is one sub-committee meeting held in the evening, half termly. All governors are expected to participate in the Quality Assurance programme where governors are expected to visit school termly during *Governor QA week*. Attendance at meetings is vital to enable us to function as a team.

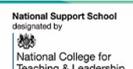
I am looking forward to you joining us at the next meeting, I'm sure you will enjoy the experience and find us to be a friendly bunch. If you have any queries before then do not hesitate to contact Janette Ferreira at Governor Support or myself.

Janet Richards
Chair of Governors



Academy Learning Trust
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Urray Nook Road, Egglecliffe, Stockton-on-Tees, TS16 0LA | [Egglecliffe School operates a robust safeguarding policy in order to provide a safe and secure environment for all our staff, pupils and visitors](#)



CHECKLIST OF ACTIONS TO SUPPORT NEW GOVERNORS

It is important that new governors are made to feel welcome and are a part of the school community as well as the governing body.

This induction booklet is provided to help you with some of the many questions you may have.

On taking up your appointment and **before your first full meeting** of the governing body you will have achieved some of the following tasks.

- Receipt of welcome letter from the Chair, outlining the support that will be available
- Invitation to an informal meeting the Head and Chair, at which a range of issues might be discussed, including
 1. Your interests and expertise which could be harnessed effectively, with regard to committees of the governing body
 2. Any constraints that may hinder your effectiveness and participation
 3. Ground rules including the issue of confidentiality
 4. Brief guide as to how the governing body carries out its work
 5. Likely time demands and probable timetable of events
 6. Whether an experienced governor should be appointed to act as mentor for perhaps the first year
- Arrange a time to be shown around the school (by a pupil)
- Provision of useful reading / reference material other than this document which may include:
 1. Copies of recent head teachers reports
 2. Most recent OFSTED report and School Improvement Plan
 3. School development Plan
 4. School Prospectus

At your first meeting

- If you have a supporting governor, have a brief discussion prior to the meeting, particularly when the agenda arrives, so that the procedures of the meeting can be explained and clarified
- Make sure that your first experience of a governors meeting is encouraging and positive
- Ensure each governor introduces themselves, perhaps describing on whose behalf they are a governor and any responsibilities they carry out on behalf of the governing body
- Positively invite a contribution, particularly if an item covers your particular interests or area of expertise

After your first meeting

For which some can be a daunting occasion, spend a little time seeking help to clarify , if required, any outstanding questions or issues and continue with your induction process including

- Provision of additional documents that relate to the day to day running of the school, which may include the annual improvement plan and any details of pupil achievement not already received
- Make a further visit to the school and see it at work and to meet with staff
- Provide a copy of your own profile for inclusion in this booklet and the school website
- Decide whether you want to be involved in any of the committees and which part of the school you wish to become a link governor

The Role of a School Governor

As part of a governing body, 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 education 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 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 results 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, 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 head teacher and other senior leaders;
 - appraise the head teacher;
 - set the head teacher'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 a governor is largely a thinking and questioning, 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 pupils of the school – if you want to work 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 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.

*This is an extract from **Welcome to Governance 6th Edition** published by the NGA 2014.*

SCHOOL DETAILS

Postal Address:	Urlay Nook Road, Eaglescliffe, Stockton-on-Tees, TS16 0LA
Telephone Number:	(01642) 352570
E-mail Address:	info@egglescliffe.org.uk
Web Site:	www.egglescliffe.org.uk
Head Teacher:	Mr Simon White
Head of School:	Mrs Lindsay Oyston
Deputy Head Teacher:	Mr Neil Gittins
Assistant Head Teachers:	Mr S Morrison Mrs Dianne Williams Mrs S Mitchinson
Number of Staff:	196
Number of Pupils:	1496
Chair of Governors:	Mrs Janet Richards
Vice Chair of Governors:	Miss Alison Osbeldiston
Clerk to the Governors:	Mrs Janette Ferreira

INSTRUMENT OF GOVERNMENT

1. The name of the school is **Eggescliffe School**
2. The school is a community school.
3. The name of the governing body is **“The Governing Body of Eggescliffe School”**.
4. The governing body shall consist of:
 - a) 2 parent governors;
 - b) 1 staff governor;
 - c) 8 co-opted governors;
 - d) 1 Head Teacher / Head of School
 - .
5. The total number of governors is **12**
6. This instrument of government comes into effect on **1 April 2015**.
7. This instrument was made by order of Stockton-on-Tees Local Authority on 4 May 2012.
8. A copy of the instrument must be supplied to every member of the governor body (and the Head Teacher if not a governor), any trustees and to the appropriate religious body.

CODE OF PRACTICE FOR GOVERNORS

Introduction

Although this is not a statement of statutory responsibilities, it is concerned with a common understanding of the broad principles by which governors should operate

General

- Governors have responsibility for the policies, plans and procedures within which the school operates. This means they determine, monitor and keep under review such issues. Governors should recognise that the Head Teacher is responsible for the implementation of policy, day to day management of the school and delivery of the curriculum.
- All governors are appointed with equal status. Their central and common concern should be the welfare of the school as a whole
- Governors have a duty to act fairly and without prejudice at all times. The overall good of the school will always override governors' personal feelings and individual concerns.
- As they share responsibility for the employment of staff, governors should fulfil all reasonable expectations of a good employer.
- Governors should consider carefully how their decisions might affect other schools.
- The Governing Body should recognise that it is accountable to parents and the local authority for its decisions

Commitment

- Being a governor requires commitment of significant amounts of time and energy. Individuals should have regard for this when agreeing to serve as a governor.
- All governors should involve themselves actively in the work of the governing body and accept a fair share of responsibilities, including service on committees and working parties
- Attendance is essential at every Full Governing Body Meeting of Eggescliffe School which are all held early evening / 5 per annum (approximately).
- Governors should know the school well and, develop good links with the school especially during *Governor QA week*, and take the opportunity to involve themselves in the wider aspect of the school life e.g. pastoral, progress and curriculum etc.

Relationships

- Governors should operate as a team in which constructive working relationships lead to effective governance
- Governors should develop effective working relationships with the Head Teacher and Senior Leadership Team, staff and parent groups, local authority and other relevant agencies where appropriate.

Confidentiality

- Although decisions reached at governors meetings are normally made public through the minutes, the discussions on which the decisions were based should be regarded as confidential.
- Individual governors should observe complete confidentiality relating to matters concerning staff or pupils and any other matters agreed by The Governing Body.
- Governors should exercise the highest degree of caution when involved in sensitive issues arising outside the Governing body, which may have an impact on the work of the Governing Body or the operation of the school.

Conduct

- Governors should express their views openly within meetings but accept collective responsibility for all decisions
- Apart from very specific instances for the chair, Governors should recognise that they have no individual powers and should only speak or act on behalf of the Governing Body when specifically authorised.
- All governors visits to schools should be within a framework, which has been established by the Governing Body and agreed with the Head Teacher
- Governors should establish and then follow procedures for responding to criticism or complaint relating to the school.
- Any concern or possible criticism about the school should be discussed with the Head Teacher in the first instance.
- Governors should take every opportunity to maintain and develop the ethos and reputation of the school

Egglescliffe School

Urlay Nook Road
Egglescliffe
Stockton on Tees
TS16 0LA

Tel: 01642 352570
DFE number: 4008

Co-opted Governor	Mr David Brown	21/05/2018 - 19/05/2022
Parent Governor	Mrs Susan Fickling	26/04/2017 - 25/04/2021
Co-opted Governor	Mrs Liz Hearn	10/06/2018 - 09/06/2022
Parent Governor	Mrs Helen Hogben	25/04/2018 - 23/04/2022
Co-opted Governor	Prof Robert Holdsworth	21/03/2018 - 20/03/2022
Staff Governor	Mr Michael McElvaney	03/02/2017 - 02/02/2021
Co-opted Governor	Mrs Alison Osbeldiston	13/05/2019 - 12/05/2022
Co-opted Governor	Mrs Janet Richards	01/04/2019 - 31/03/2022
Co-opted Governor	Mr John Thompson	01/04/2019 - 31/03/2022
Head Teacher	Mr S White	

THE GOVERNING BODY TEAM MEMBERSHIP

DAVID BROWN

Local Authority Governor: 27/09/2010 to 20/05/2018

Co-opted Governor: 21/05/2018 to 19/05/2022

Professional Details: HSEQ Manager for Steetley Dolomite Ltd in Ferryhill, Co. Durham, with a Diploma in Safety management

Association with Egglecliffe School: started by moving to live in Egglecliffe, and becoming a sponsor governor whilst working for a local manufacturing company. My wife and both children are past pupils of the school.

Reason for being a Governor: Interest in education and the school began with my childrens' development at the school, and remain keen to maximise potential of all young people attending Egglecliffe school

Other relevant roles: Active member of the governing body serving on a number of committees including Health and Safety and Self-Assessment.

ALISON OSBELDISTON

Co-opted Governor: 13/05/2019 to 12/05/2022

Professional Details: Personnel Officer with Department of Work and Pensions. Based in Stockton but work throughout Tees Valley.

Association with Egglecliffe School: I have an (almost) lifelong association with Egglecliffe School. I am a loyal, committed and enthusiastic Governor with a sound knowledge of current personnel practice as well as knowledge of the local labour market and links with employers.

Reasons for being a governor: I am interested in education and would seek to support the school in any way that I can. I consider that strong links between home and school are important to education and development of young people

Other relevant roles: In the past I have worked with primary school children in achieving cycling proficiency and I am now a volunteer in the school's Special Needs department.

Prof ROBERT HOLDSWORTH

Parent Governor: 25/02/2011 to 20/03/2018

Co-opted Governor: 21/03/2018 to 20/03/2022

Professional Details: Professor Robert Edmund Holdsworth FGS, FGSA University academic since 1986 based at Durham University Dept of Earth Sciences. Former Head of Department (2005-10). Currently Professor of Structural Geology.

Association with Egglecliffe School: I am an experienced academic from the Department of Earth Sciences at Durham University where I have served as Head of Department (2005-10). My eldest son finished his A-Levels in 2012 and two of his younger brothers are presently at school and one more is on the way. I bring

expertise and perspectives from Higher Education sector and wish to support and strengthen teaching in all the sciences and geography-geosciences.

Reasons for being a Governor: 1) Wish to contribute expertise and perspectives from Higher Education sector; 2) strengthening of school links to regional Universities, especially in geosciences; 3) interested in supporting and strengthening teaching in all the sciences; 4) interested in promoting links with local companies and employers.

Other Relevant Roles: 1) Energy perspectives: member of Office of Nuclear Regulation Expert Panel for Seismic Risk and Climate Change (Nuclear New Builds). 2) Knowledge Exchange Fellow for the Natural Environmental Research Council (NERC).

JANET RICHARDS

Co-opted Governor: 01/04/2019 to 31/03/31/03/2022

Professional details: I am a qualified primary school teacher, working as a part-time supply teacher in Stockton Borough.

Association with Egglecliffe School: I have lived in Egglecliffe for the last twenty years and all three of my children have successfully passed through the school. I was an active member of the P.T.A. from 1993 until 2009

Reason for being a governor: An interest in education and a desire to help maintain the smooth running of an Outstanding School for the benefit of the local community has led me to become a key member of the Governing Body.

Other Relevant Roles: Setting up and running a playgroup

JOHN THOMPSON

Co-opted Governor 01/04/2019 to 31/03/2022

Professional details: Chartered Electrical Engineer – retired. Previously having worked in the local steel and port industries before working as an engineer consultant.

Association with Egglecliffe School: I am a long serving governor, having initially been elected as a Parent Governor and subsequently appointed as a co-opted Governor.

My deep commitment to the school and years of experience as a governor coupled with the financial, managerial and engineering skills gained as a Chartered Engineer enable me to make a positive contribution to the governance of the school.

Reasons for being a Governor: I have a long interest in training and am keen to contribute to the school and community that gave my children a good education and hence an excellent start in life.

LIZ HEARN

Co-opted Governor – 10/06/2014 to 9/06/2022

Professional details: I work in Stockton as an Optometrist specialising in Emergency Eye Care and am secretary of the Local Optical Committee which oversees NHS optical healthcare across the Tees Valley. I am involved in a voluntary capacity as a committee member of United Voices which is a local choir supporting women seeking sanctuary and asylum in Stockton on Tees.

Association with Egglecliffe School: I have been involved with the PTA and Friends of Egglecliffe Music since 2012. My daughter is currently in year 11 and will be joining sixth form in September.

Reasons for being a governor: I am committed to supporting the continued development of teaching and learning for all students regardless of ability and passionately believe in pupils having access to a wide range of experiences and extracurricular activities. Egglecliffe School has a welcoming and caring ethos and I wish to provide strategic support to further this through projects such as School of Sanctuary.

SUSAN FICKLING

Parent Governor – 26/04/2017 to 25/04/2021

Professional details: I am a qualified Chartered Certified Accountant working for Haines Watts Chartered Accountants in Darlington.

Association with Egglecliffe School: I am a parent of 2 current pupils of Egglecliffe School and live locally.

Reasons for being a governor: I wish to offer any expertise that I have gained in my profession to help benefit Egglecliffe School.

Other relevant roles: Involved with a small number of not for profit organisations offering advice and assistance when required on a voluntary basis

MICK McELVANEY

Staff Governor: 03/02/2017 - 02/02/2021

Professional Details: Degree in Religious Studies, M. Litt. PGCE in R.S.

Association with Egglecliffe School : I began working at Egglecliffe School in 2000 and have been Head of Department or R.S. and KS3 Tutor. I have run an Archaeology Club and started links with Melamchy in Nepal. Currently I am CO-leading a trip to Nepal next October involving six Y9 boys, five Y9 girls and two Y12 girls.

Reasons for being a governor: I want to engage with the position of governor because there are so many changes happening in education at the moment that will impact on the students and staff at Egglecliffe that I believe it is vital that one of the non-managerial staff should be involved with learning what effects those changes might bring and speak on behalf of the staff and students at governor meetings. I am particularly interested in changes to the curriculum and teaching and learning, but obviously also feel strongly about financial and staffing changes. The basis of all my interest is the nature and manner of the education for life which is being delivered to our students.

Other relevant roles: I am also Principal Examiner for Edexcel for both GCSE and GCE Religious Studies, specifically the Hinduism units.

HELEN HOGBEN

Parent Governor: 25/04/2018 – 23/04/2022

Professional Details: I am a Barrister specialising in Employment and Regulatory Law and am based at Trinity Chambers.

Association with Eggescliffe School: I have lived in Eggescliffe for the past 10 years and both of my children joined Eggescliffe School in Year 7. They are now in the Sixth Form. I have been the Chair of the Friends of Eggescliffe School Music since 2016.

Reasons for being a governor: Eggescliffe is an outstanding school and my children have benefited enormously from studying here. I would like to do what I can to help the school to continue to flourish.

Other relevant roles: I have professional experience of representing a range of clients in relation to education law matters, in particular SEND provision. I hope this experience will enable me to make a positive contribution in helping Eggescliffe ensure that every pupil in our school reaches his/her full potential.

EGGLESCLIFFE SCHOOL
COMMITTEE AND WORKING PARTY STRUCTURE AS AT 20 APRIL 2015

1. STAFF REDUNDANCY/DISMISSAL/CAPABILITY/GRIEVANCE PROCEDURES

- Initial Committee
- to discuss the need for staff reduction and, if necessary, set criteria for nomination;
- to liaise with and consult the unions/ associations prior to the meeting of the Dismissal (Nominating) Committee.

- Dismissal (Nominating) committee
- to agree the nomination of a member of staff for consideration by the Hearing Committee to discuss in relation to over-established posts;
- to deal with, in accordance with agreed procedures, any complaints received in school.

- Hearing Committee
- to consider representations made on behalf of staff under Redundancy Capability, Grievance or Disciplinary Procedures.

- Appeals Committee
- to consider an appeal from a member of staff against the decision by the Governing Body to dismiss him/her and to determine in light of the appeal, whether he/she should be dismissed;
- to hear appeals on disciplinary matters;
- to hear appeals under grievance procedures;
- to hear appeals under capability procedures;
- to consider any appeal from a member of staff arising from the Pay Review Procedures.

2. PUPIL CARE AND DISCIPLINE COMMITTEE

- to be responsible for the school's disciplinary procedures as agreed by the LEA and within the appropriate legislation;
- to look at pastoral care and review behaviour and achievement policies;
- to hold hearings to consider pupils excluded from school with a view to readmission or permanent exclusion.

3. CHALLENGE COMMITTEE

- Meeting held each half term
- The meetings are less formal than LGB
- The purpose of the group is to gain a greater understanding of all areas of the curriculum, scrutiny of school improvement priorities, and other areas within the governance remit. Different topics are presented at each meeting with governors gaining a greater in depth knowledge. Challenge and questioning are always encouraged.

4. COMPLAINTS COMMITTEE (APPEALS)

- to receive an overview of informal complaints which have been received;
- to formally consider complaints received.

EGGLESCLIFFE SCHOOL

Full Governing Body

Mr S White – Head Teacher / Mrs L Oyston - Head of School

Chair - Mrs J Richards

V Chair - Mrs A Osbeldiston

Mr J Thompson

Mr D Brown

Mr R Holdsworth

Mrs L Hearn

Mr M McElvaney

Mrs S Fickling

Mrs H Hogben

GOVERNORS WORKING WITH TEACHERS

GUIDANCE FOR GOVERNOR VISITS

All governors are encouraged to link with the school wherever possible to gather information related to the effectiveness of teaching and learning, curriculum and pastoral areas in the school. This will allow governors to:

- Develop relationships with senior leaders, middle leaders and teachers in the school
- Gather information related to the strengths and areas for development for the school as a whole, key lines of enquiry and for specific departments.
- Support and challenge plans for whole school and departmental improvement

To facilitate meaningful discussion where governors can challenge and support, in relation to the quality of education at Eggescliffe, there will be a small number of **'governor QA weeks'** throughout the year. Governors will spend time, when they are available in the calendared QA week with different members of SLT to gather evidence in order for them to accurately evaluate the quality of education. This evidence could include:

- Lesson observations and visits
- Conversations with students
- Work scrutiny
- Conversations with subject leaders and staff

How the governor QA week will run

- Governors will be sent a timetable (3-4 weeks in advance) when different members of SLT are available to participate in targeted QA activities throughout the week
 - Governors are not expected to be in school all week (any contribution is welcome)
 - There will be a number of different sessions with different members of SLT they will choose from during the week
- Each QA week will have a different focus. This focus will be directly related to the school key lines of enquiry identified in the SIP (eg PP, curriculum, boys etc)
- Governors will participate in a series of QA activities with SLT. These will include
 - observing teaching
 - interviewing students with their book
 - discussions with teachers
- At the end of each session SLT and governors will record their findings in relation to what they have seen (copies to be left with NG). This will then be used by governors to triangulate and evidence the impact of teaching and learning on the key lines of enquiry (see example over page)
 - At the end of each QA week the chair of governors will meet SLT to:
 - Discuss; sum up; evaluate the week and / or suggest future targets
 - All governors will be emailed a synopsis of findings and future actions

***NB**

- Although governors are no longer linked to any specific department they are invited and encouraged to participate in any extra quality assurance processes. (as discussed above they will gather a host of information related to whole school and subject specific areas)
- Governors can contact N Gittins to arrange any extra time to discuss any aspect of teaching, learning, assessment and curriculum. This could be a specific departmental, a special interest or a concern.
- Similarly subject leaders may require specific support or information they would like to discuss and share. SLT will contact governors and invite them if they should this arise.
- ***Subject leaders will be encouraged to ensure the chair of governors is informed of any celebration activities so that governors can be invited and participate in these events***

* Link governors will remain for Core subjects and some admin areas (see list attached)

EGGLESCLIFFE SCHOOL GOVERNOR EVALUATION (Quality of T&L)

Identified barriers KLE	Action taken	Key area identified by governors during QA visits (What did you see?)	Impact as a result Future actions																												
<p>1 Further improve outcomes for Disadvantaged</p> <table border="1"> <tr> <td>P8</td> <td>2016</td> <td>2017</td> <td>2018</td> </tr> <tr> <td>Sch</td> <td>0.09</td> <td>0.03</td> <td>0.11</td> </tr> <tr> <td>Dis</td> <td>-0.2</td> <td>-0.59</td> <td>-0.29</td> </tr> <tr> <td>Oth</td> <td>0.13</td> <td>0.09</td> <td>0.15</td> </tr> </table> <table border="1"> <tr> <td>Att 8</td> <td>2016</td> <td>2017</td> <td>2018</td> </tr> <tr> <td>Sch</td> <td>58.29</td> <td>53.7</td> <td>55.6</td> </tr> <tr> <td>Dis</td> <td>53.21</td> <td>42.0</td> <td>43.4</td> </tr> </table>	P8	2016	2017	2018	Sch	0.09	0.03	0.11	Dis	-0.2	-0.59	-0.29	Oth	0.13	0.09	0.15	Att 8	2016	2017	2018	Sch	58.29	53.7	55.6	Dis	53.21	42.0	43.4	<ul style="list-style-type: none"> • 13 PP students in Year 11 assertively mentored by senior teachers • PP prioritised with each data capture and personalised improvement strategies identified and monitored. • Staff appraisal objective relates to the performance of PP students in their classes and UPS colleagues to raise expectations for PP. Reviewed during mid-year review in February and targets set. • DHT gets regular PP behaviour, e-praise and attendance reports. This enables immediate action on attendance or other barriers Attendance + officer directed to work with PP students to improve attendance (barrier to learning) • Regrouping of classes in maths-senior teacher now teaching 9 key PP pupils to maximise progress on foundation tier • Strategic TLR post holder focused on 10 pupils in Year 11-all PP • PP targeted for booster classes in February, Easter and will be for May (over 80% attendance in all sessions) • Sixth formers-mentoring PP students in Year 11 in English and Maths (1 hour a week additional revision) • All PP targeted for CEIAG support by Careers advisor and Youth Directions to raise aspirations 	<p>Learning conversation with year 11 PP students highlighted</p> <p>PP students were able to recall knowledge in Geography well but in History they struggled to</p> <p>Learning walks & data analysis in Maths, English and Science demonstrated PP students are making progress</p> <p>Books were very neat and tidy and there was evidence of recall activities. Books were marked but there was limited WINS responses in 3 books seen</p> <p>Subject leaders discussed how they have sequenced their curriculum in order to ensure gaps in knowledge for PP students is identified and closed.</p> <p>Ma, Eng, RS were very clear but PE were a little confused in their approach. Books clearly demonstrated this in</p> <p>CEIAG for PP students was</p> <p>In discussion with PP lead it was demonstrated the barriers for certain students were and the actions to overcome these barriers are</p>	
P8	2016	2017	2018																												
Sch	0.09	0.03	0.11																												
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Quality Assurance Schedule 2019 / 20

	Date	QA Activity
Autumn Term 1	Week 1	Data Analysis Thorough analysis of summer external data to establish priorities for coming year
	Week 2	Line manager meeting Setting expectation and priorities for the year
	Week 4/5	Departmental SEF and SIP complete
	Wb 21st Oct	Governor challenge and support week Governors will spend time observing lessons, interviewing students and looking in books
Half Term		
	Week 10	Learning conversation Identify an area where learning conversations will have most impact (could be different year / class / cohort for different teachers) All completed forms to be returned to NG / SM
	By week 14	Lesson Observation 1 Complete first lesson observation by end of week 14 with all completed forms to be returned to NG / SM (earlier if possible)
	Week 15	Line manager meeting Meeting to review the year in terms of strengths and areas needing support in new year to inform CPD
Christmas		
Spring Term 1	Week 18	Learning Conversation / Visit Subject leaders will invite governors to perform a learning visit or additional learning conversation depending on their analysis of priorities Any areas of concern or support should be reported to their line manager All completed forms to be returned to NG / SM
	Wb 10th Feb	Governor challenge and support week Governors will spend time observing lessons, interviewing students and looking in books
Half Term		
Spring Term 2	Week 22	Interim Performance Management Meetings
	Week 23	Subject Portraits Subject leader walking / talking interview related to quality of education
	Week 24	Lesson Observation 2 Complete first lesson observation by end of week 14 with all completed forms to be returned to NG / SM
Easter		
Summer Term 1	Week 29	Learning conversation Identify an area where learning conversations will have most impact (could be different year / class / cohort for different teachers) All completed forms to be returned to NG / SM
Half Term		
	Wb 8th June	Governor challenge and support week Governors will spend time observing lessons, interviewing students and looking in books
Summer Term 2	Week 34	Lesson Observation 3 Complete first lesson observation by end of week 14 with all completed forms to be returned to NG / SM Departmental SEF Initial work could start to complete departmental SEF – quality of teaching could be commented upon
	Week 38	Line manager meeting Meeting to review the year in terms of strengths and areas needing support in new year

QUALITY ASSURANCE LINKS ACADEMIC

SUBJECT LINKS	LINE MANAGER	GOVERNOR LINK
English, Maths, economics	L Oyston	Janet Richards
Science,	N Gittins	John Thompson
Business, Music, HE, media	N Gittins	
MFL, Art	D Baldwin	
History, Geog, Politics, Drama	S Mitchison	
RS, PE, IT, DT	S Morrison	
Psychology, Sociology, Law	M Cowan	

AREAS

AREA	LINE MANAGER	GOVERNOR LINK
Finance	Jill Turner	Sue Fickling / John Thompson
SEND and Pastoral	Caroline Lear/ Dianne Williams	Liz Hearn
CIAG	Rachel Pascoe	Alison Elliot
Transition	Matthew Haworth	Helen Hogben
Health, Safety and Premises	Paul Bridge	David Brown
Sixth Form	Dave Gratton	Helen Hogben
Curriculum	Lindsay Oyston / Neil Gittins	Janet Richards
Pupil premium	Donna Baldwin	Janet Richards / Liz Hearn

POLICIES

Statutory policies are on the Eggescliffe School website. All policies, statutory and non-statutory will be discussed and agreed at the relevant LGB meetings.

(Please refer to the website for full policy details)

- Admission (policy) statement
- Admission of Refugees and Sanctuary Seekers Policy
- Anti-bullying Policy
- Attendance Policy 7 – 13
- Behaviour for Learning Policy 7 – 11 & Sixth Form
- Child Protection Policy Eggescliffe School & Sixth Form
- Collective Worship Policy
- Curriculum Provision at Eggescliffe
- Educational Visits Policy and Guidance
- Eggescliffe School Policy for previously Looked After Children
- Educational Visits Procedures and Guidance
- Emergency Policy / Emergency Plan
- Exam Policies
 - Archiving
 - Access arrangements
 - Complaints and Appeals
 - Contingency plan
 - Disability
 - Emergency evacuation procedures
 - Internal Appeals
 - Non examination assessment
 - Special consideration
 - Word Processor
- Exclusion Policy
- Feedback Policy
- Model School Policy for Children in our Care
- Provider Access Policy
- SEND Policy
- Sex and Relationships Education Policy

ES & 6TH FORM

2019 - 2020

