

**WELCOME TO**

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

**GOVERNOR INFORMATION**



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As Chair of Governors at Eggescliffe 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

## 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

## The Role of a School Governor

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

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;

### Governing body strategic responsibilities

Governing bodies work closely with Head Teachers and senior leaders. Head Teachers are responsible for day to day management whereas the role of the governing body is strategic. As such, governors are responsible for:

- determining the mission, values and long-term ambitious vision for the school
- deciding the principles that guide school policies and approving key policies
- working with senior leaders to develop a strategy for achieving the vision
- ensuring that parents, pupils, staff and the wider community are involved, consulted and informed as appropriate
- ensuring that all pupils have access to a broad and balanced curriculum such that pupils are well prepared for the next stage of their education and adult life
- setting the school's budget and ensuring it is managed effectively together with premises and other resources
- agreeing the school's staffing structure and keeping it under review to ensure it supports delivery of the strategy
- ensuring robust risk management procedures are in place and that risk control measures are appropriate and effective

### Monitoring and evaluating school performance

Governors must monitor the priorities that have been set to ensure progress is being made by:

- measuring the school's impact and progress towards its strategic objectives
- ensuring the required policies and procedures are in place and the school is operating effectively in line with these policies
- evaluating relevant data and feedback provided by school leaders and external reporting on all aspects of school performance
- asking challenging questions of school leaders in order to hold them to account
- holding the Head Teacher to account for standards, financial probity and compliance with agreed policies
- visiting the school to monitor implementation of the strategy and reporting back to the board (this could be in a link governor capacity)
- ensuring that there are policies and procedures in place to deal with complaints effectively

## Panels and committees

When required, governors are expected to serve on panels or committees in order to:

- appoint senior leaders
- review decisions to exclude pupils
- deal with formal complaints

## Contribution to the governing body

Governors should ensure that they are making a positive and meaningful contribution to the governing body by:

- attending meetings (a minimum of 5 full governing board meetings and a number of committee meetings each year), reading papers and preparing questions for senior leaders in advance
- establishing and maintaining professional relationships with senior leaders and colleagues on the board
- getting to know the school, including visiting the school occasionally during school hours  
undertaking induction training and developing relevant training and skills on an ongoing basis

## Expenses

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

## SCHOOL DETAILS

Postal Address:	Urley Nook Road, Eaglescliffe, Stockton-on-Tees, TS16 0LA
Telephone Number:	(01642) 352570
E-mail Address:	<a href="mailto:info@egglescliffe.org.uk">info@egglescliffe.org.uk</a>
Web Site:	<a href="http://www.egglescliffe.org.uk">www.egglescliffe.org.uk</a>
Head Teacher:	Mrs L Oyston
Deputy Head Teacher:	Mr Neil Gittins
Assistant Head Teachers:	Mr S Morrison Mrs Dianne Williams Mrs S Mitchinson Dr C Lear Mr C Smith
Number of Staff:	237
Number of Pupils:	1540
Chair of Governors:	Mrs Janet Richards
Vice Chair of Governors:	Mrs L Hearn
Clerk to the Governors:	Mrs Janette Ferreira

## INSTRUMENT OF GOVERNMENT

1. The name of the school is **Egglescliffe School**
2. The school is a community school.
3. The name of the governing body is **“The Governing Body of Egglescliffe 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
5. The total number of governors is **12**
6. 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**

### **As governors / trustees, we will focus on our strategic functions:**

1. ensuring there is clarity of vision, ethos and strategic direction
2. holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
3. overseeing the financial performance of the organisation and making sure its money is well spent
4. ensuring the voices of stakeholders are heard

### **As individuals on the board we agree to:**

#### **Fulfil our role & responsibilities**

1. We accept that our role is strategic and so will focus on our core functions rather than involve ourselves in day to day management.
2. We will develop, share and live the ethos and values of our school/s.
3. We agree to adhere to school/trust policies and procedures as set out by the relevant governing documents and law.
4. We will work collectively for the benefit of the school/s.
5. We will be candid but constructive and respectful when holding senior leaders to account.
6. We will consider how our decisions may affect the school/s and local community.
7. We will stand by the decisions that we make as a collective.
8. Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
9. We will only speak or act on behalf of the board if we have the authority to do so.
10. We will fulfil our responsibilities as a good employer, acting fairly and without prejudice.
11. When making or responding to complaints we will follow the established procedures.
12. We will strive to uphold the school's / trust's reputation in our private communications (including on social media).

#### **Demonstrate our commitment to the role**

1. We will involve ourselves actively in the work of the board, and accept our fair share of responsibilities, serving on committees or working groups where required.
2. We will make every effort to attend all meetings and where we cannot attend explain in advance why we are unable to.
3. We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
4. We will get to know the school/s well and respond to opportunities to involve ourselves in school activities.
5. We will visit the school/s and when doing so will make arrangements with relevant staff in advance and observe school and board protocol.
6. When visiting the school in a personal capacity (i.e. as a parent or carer), we will continue to honour the commitments made in this code.
7. We will participate in induction training and take responsibility for developing our individual and collective skills and knowledge on an ongoing basis.

#### **Build and maintain relationships**

1. We will develop effective working relationships with school leaders, staff, parents and other relevant stakeholders from our local community/ communities.
2. We will express views openly, courteously and respectfully in all our communications with board members and staff both inside and outside of meetings.
3. We will support the chair in their role of leading the board and ensuring appropriate conduct.

### Respect confidentiality

1. We will observe complete confidentiality both inside and outside of school when matters are deemed confidential or where they concern individual staff, pupils or families.
2. We will not reveal the details of any governing board vote.
3. We will ensure all confidential papers are held and disposed of appropriately.
4. We will maintain confidentiality even after we leave office.

### Declare conflicts of interest and be transparent

1. We will declare any business, personal or other interest that we have in connection with the board's business and these will be recorded in the Register of Business Interests.
2. We will also declare any conflict of loyalty at the start of any meeting should the need arise.
3. If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
4. We accept that the Register of Business Interests will be published on the school/trust's website.
5. We will act in the best interests of the school/trust as a whole and not as a representative of any group.
6. We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school's website.
7. We accept that information relating to board members will be collected and recorded on the DfE's national database of governors (Get information about schools), some of which will be publicly available.

We understand that potential or perceived breaches of this code will be taken seriously and that a breach could lead to formal sanctions.

**Adopted by** Eggescliffe School governing board on Monday, 28 September 2020



**Signed** ..... (Chair of board)

The governing board agree that this code of conduct will be reviewed annually, upon significant changes to the law and policy or as needed and it will be endorsed by the full governing board.

## Term of Office

### Eggescliffe School

Urlay Nook Road  
Eggescliffe  
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
Co-opted Governor	Mrs Helen Hogben	29/09/2020 – 28/09/2023
Co-opted Governor	Prof Robert Holdsworth	21/03/2018 - 20/03/2022
Staff Governor	Mr Mark Cowan	13/11/2020 – 12/11/2023
Co-opted Governor	Mrs Alison Osbeldiston	11/11/2020 – 10/11/2023
Co-opted Governor	Mrs Janet Richards	01/04/2019 - 31/03/2022
Co-opted Governor	Mr John Thompson	01/04/2019 - 31/03/2022
Co-opted Governor	Mrs Helen Bickley	03/02/2020 – 02/02/2023
Parent Governor	Miss Sarah Bright	03/12/2020 - 02/12/2023
Head Teacher	Mrs L Oyston	16/03/2020 – 15/03/2024



## 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:** Owner / Director, DBRSM Safety management, with a Diploma in Safety management, specialising in Behavioural safety

**Association with Eggescliffe School:** My association with the school started more than 40 years ago, with my wife and both children being past pupils of the school. Following the move to live in Eggescliffe, and whilst working for a local manufacturing company I became a sponsor governor, a position I have held for more than 25years

**Reason for being a Governor:** Interest in education and the school, began with my children's development at the school, and I remain keen to maximise potential of all young people attending Eggescliffe school.

**Other relevant roles:** Active member of the governing body serving on a number of former committees including Health and Safety and Self-Assessment. Still continue to challenge when necessary at half termly 'challenge meetings'

### ALISON OSBELDISTON

**Co-opted Governor: 11/11/2020 to 10/11/2023**

**Professional Details:** I work in Darlington as a Work Adviser with the Department of Work & Pensions. My job involves supporting customers into work, helping employers to fill their vacancies and raising students' awareness of the world of work.

**Association with Eggescliffe School:** I have an (almost) lifelong association with Eggescliffe School as a former pupil and parent. I am a loyal, committed and enthusiastic Governor with a sound knowledge of the local labour market and links with employers.

**Reasons for being a governor:** I am interested in education and seek to support the school in any way that I can. I consider that strong links between community 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 have volunteered 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 Department 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 - Chair

**Co-opted Governor:** 01/04/2019 – 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 Eaglescliffe 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 – 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 – Vice Chair

#### **Co-opted Governor: 10/06/2018 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 – 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

### HELEN BICKLEY

#### **Co-opted Governor: 03/02/2020 to 02/02/2023**

**Professional Details:** I am Head of the Quality organisation at Fujifilm Diosynth Biotechnologies in Billingham, a pharmaceutical manufacturing company, passionate about making lives better through the medicines we make and in supporting our local communities.

**Association with Egglecliffe School:** I live locally to the school in Egglecliffe and have two sons studying at the school but also have many friends and colleagues who also have children studying at Egglecliffe.

**Reasons for being a governor:** I truly believe that ensuring our children are able to look back at their years in education with good memories, knowing they were part of a school that encouraged them to challenge and believe in themselves in a safe yet fun environment, is so very important. So much of who we are as adults is gained from our time in education and, as a member of the Governing Body, I hope I can be a part of supporting our school in continuing to enable our students to dream big and equip them through their time in the school in order to help them achieve all of their aspirations.

**Other relevant roles:** I am passionate about science and have been since school, I studied Chemistry with Education at University. I hope I can help the school support our school leavers with opportunities post education with what potential employers may be looking for in apprenticeships to post graduation positions.

### HELEN HOGBEN

#### Co-opted Governor: 29/09/2020 to 28/09/2023

**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.

### MARK COWAN

#### Staff Governor: 13/11/2020 to 12/11/2023

**Professional Details:** I have been a teacher for over twenty years, and my passion is writing. I have written two books on teaching and also produced resources for Hodder Education.

**Association with Eggescliffe School:** Geography teacher

**Reasons for being a governor:** Having worked as a senior leader in school, I fully recognise the importance of strong governance in ensuring that staff and students are effectively supported. I will enjoy working with governors and senior staff in the process of supporting policies designed to promote success.

**Other relevant roles:** Associate Assistant Head Teacher, overseeing School Attendance and the Extended Project Qualification.



**Parent Governor – 03/12/2020 - 02/12/2023**

**Professional Details:** I work within HR at Labman Automation and am the Area Manager for Training & Development in the company. I am an Associate Member of CIPD and am currently studying my Masters in Business at Teesside University

**Association with Egglecliffe School:** I have two sons at Egglecliffe, one just recently starting in year 7 and another is studying hard for his GCSEs in year 11. I have helped with engineering after school sessions and have helped at other STEM focussed groups - I hope to continue with this.

**Reason for being a Governor:** I've seen the difference in both my sons as they started this school and have witnessed first-hand the passion and commitment from teachers and the career advisor with many students including my own children. When I was involved in the Engineering after school activities last year I saw how hard teachers worked to provide these valuable opportunities for the students. The engagement and fascination in how things work is so important at this stage in their education.

**Other relevant roles:** Since starting at Labman, almost 3 years ago, I have increased the number of STEM Ambassadors within Labman and love the passion that I have seen for encouragement within STEM in and around local schools, colleges & universities. Who really knows what they want to do for the rest of their lives when they are at school? I didn't. If the students do what they enjoy, what they find exciting and engaging, they can't go too wrong. I saw this passion with many students at Egglecliffe and know they will have a successful career ahead of them.

EGGLESCLIFFE SCHOOL  
COMMITTEE AND WORKING PARTY STRUCTURE

1. CAPABILITY/GRIEVANCE PROCEDURES

Hearing Committee

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

Appeals Committee

- 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

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

**Full Governing Body**

Mrs L Oyston - Head Teacher

Chair - Mrs J Richards

Vice Chair - Mrs L Hearn

Mrs A Osbeldiston

Mr J Thompson

Mr D Brown

Mr R Holdsworth

Mrs S Fickling

Mrs H Hogben

Mrs H Bickley

Mr M Cowan

Miss S Bright

## GOVERNORS WORKING WITH TEACHERS

### GUIDANCE FOR GOVERNOR VISIT

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 them 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><b>1 Further improve outcomes for Disadvantaged</b></p> <table border="1"> <tr> <td><b>P8</b></td> <td><b>2016</b></td> <td><b>2017</b></td> <td><b>2018</b></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><b>Att 8</b></td> <td><b>2016</b></td> <td><b>2017</b></td> <td><b>2018</b></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>	<b>P8</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	Sch	0.09	0.03	0.11	Dis	-0.2	-0.59	-0.29	Oth	0.13	0.09	0.15	<b>Att 8</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	Sch	58.29	53.7	55.6	Dis	53.21	42.0	43.4	<ul style="list-style-type: none"> <li>• 13 PP students in Year 11 assertively mentored by senior teachers</li> <li>• PP prioritised with each data capture and personalised improvement strategies identified and monitored.</li> <li>• 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.</li> <li>• 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)</li> <li>• Regrouping of classes in maths-senior teacher now teaching 9 key PP pupils to maximise progress on foundation tier</li> <li>• Strategic TLR post holder focused on 10 pupils in Year 11-all PP</li> <li>• PP targeted for booster classes in February, Easter and will be for May (over 80% attendance in all sessions)</li> <li>• Sixth formers-mentoring PP students in Year 11 in English and Maths (1 hour a week additional revision)</li> <li>• All PP targeted for CEIAG support by Careers advisor and Youth Directions to raise aspirations</li> </ul>	<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 &amp; 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>	
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Quality Assurance Schedule 2019 / 20

	Date	QA Activity
Autumn Term 1	Week 1	<b>Data Analysis</b> Thorough analysis of summer external data to establish priorities for coming year
	Week 2	<b>Line manager meeting</b> Setting expectation and priorities for the year
	Week 4/5	<b>Departmental SEF and SIP complete</b>
	<b>Wb 21<sup>st</sup> Oct</b>	<b>Governor challenge and support week</b> Governors will spend time observing lessons, interviewing students and looking in books
<b>Half Term</b>		
	Week 10	<b>Learning conversation</b> 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 week14	<b>Lesson Observation 1</b> Complete first lesson observation by end of week 14 with all completed forms to be returned to NG / SM (earlier if possible)
	Week 15	<b>Line manager meeting</b> Meeting to review the year in terms of strengths and areas needing support in new year to inform CPD
<b>Christmas</b>		
Spring Term 1	Week 18	<b>Learning Conversation / Visit</b> 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
	<b>Wb 10<sup>th</sup> Feb</b>	<b>Governor challenge and support week</b> Governors will spend time observing lessons, interviewing students and looking in books
<b>Half Term</b>		
Spring Term 2	Week 22	<b>Interim Performance Management Meetings</b>
	Week 23	<b>Subject Portraits</b> Subject leader walking / talking interview related to quality of education
	Week 24	<b>Lesson Observation 2</b> Complete first lesson observation by end of week 14 with all completed forms to be returned to NG / SM
<b>Easter</b>		
Summer Term 1	Week 29	<b>Learning conversation</b> 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
<b>Half Term</b>		
	<b>Wb 8<sup>th</sup> June</b>	<b>Governor challenge and support week</b> Governors will spend time observing lessons, interviewing students and looking in books
Summer Term 2	Week 34	<b>Lesson Observation 3</b> Complete first lesson observation by end of week 14 with all completed forms to be returned to NG / SM <b>Departmental SEF</b> Initial work could start to complete departmental SEF – quality of teaching could be commented upon
	Week 38	<b>Line manager meeting</b> Meeting to review the year in terms of strengths and areas needing support in new year

## ACADEMIC

SUBJECT LINKS	LINE MANAGER
English, Maths, Economics	L Oyston
Science, History, MFL, Geography	N Gittins
Business, Music, HE, DT, Imedia, Drama	S Mitchinson
Politics, Art	S Morrison
PE, IT	M Cowan
Psychology, Sociology, Law	C Smith

## AREAS

AREA	LINE MANAGER
Finance	Sarah Dunn
SEND and Pastoral	Caroline Lear/ Dianne Williams
CIAG	Rachel Pascoe
Transition	Dianne Williams / Caroline Lear
Health, Safety and Premises	David Jolly
Sixth Form	Dave Gratton
Curriculum	Lindsay Oyston / Neil Gittins
Pupil premium	Alison Gerrard

## 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
- Behaviour Policy And Statement Of Behaviour Principles
- BTEC Policies
- CEIAG Policy
- Child Protection Policy(Safeguarding) Eggescliffe School & Sixth Form
- Collective Worship Policy
- Curriculum Provision at Eggescliffe
- Discovery Centre & Reflection Room Policy
- Educational Visits Policy and Guidance
- Educational Visits Procedures and Guidance
- Emergency Policy and 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
- Feedback Policy
- Home Learning Policy
- Model School Policy for Children in our Care
- Provider Access Policy
- Relationships & Sex Education (RSE) & Health Education Policy
- Remote Learning Policy
- SEND Policy
- Use of Reasonable Force Guidance



# ES & 6<sup>TH</sup> FORM

2020 - 2021

