



## **WILLIAM PATTEN PRIMARY SCHOOL**

### **Full Governing Body ('FGB') Terms of Reference**

*(Incorporating Core Functions of Achievement and Resources)*

#### **Preamble**

1. The governing body of William Patten School has been constituted in accordance with the *School Governance (Constitution) (England) Regulations 2012 and the constitution of governing bodies of maintained schools 2015*.

#### **Vision, Values and Ethos Statement**

2. The school 'Mission Statement' appears on the website and reflects its vision, values and ethos. "Excellence through enjoyment and enthusiasm - William Patten School is vibrant, creative and academically successful. We have high expectations of all children and staff, and high standards of teaching and learning. We believe that children achieve their full potential when they are valued and respected and so we promote a friendly, supportive and purposeful school community. The belief that they will succeed if their attention is captured through an exciting, vibrant curriculum is reflected in the wide and varied range of experiences and opportunities that we offer. Our community is culturally and socially diverse and we value the richness this brings to our school".
3. The 'Overview' section provides some further detail, "William Patten has high expectations of all children and staff and high standards of teaching and learning. It provides a friendly, supportive and purposeful school community which values all its members. We are a culturally and socially diverse school and we welcome the richness that this brings to our school community. We value children as individuals and help them to understand their role as members of the school and of the wider community and to see how they can contribute to a better society. William Patten

has a strong tradition of academic, artistic and musical excellence. Our children are encouraged in self-expression from the moment they enter the school. We employ specialist music teachers and develop many project links with arts organisations to help children develop their creativity, whether through music, visual or performance arts. We regularly give and attend performances and exhibitions and have many ways of celebrating achievement in these areas. We recognise the vital part parents play in their children's learning and are committed to developing partnerships with parents. Every parent and carer belongs to the school's Parents, Teachers & Friends Association (PTFA), which fosters close educational and social links between school and home".

#### Aims of the Governing Body

4. The main purpose of the governing body of William Patten School is to secure a sound basis for future improvement in the school. This will include promoting high standards of educational achievement and wellbeing, sustaining and promoting the school's ethos and ensuring that no child is left behind their peers.
5. The governing body will be responsible for the 3 core functions of governance:
  - a. Setting strategic direction – ensuring clarity of vision and ethos, engaging stakeholders, meeting statutory duties.
  - b. Creating robust accountability – accountability for teaching and achievement, behaviour and safety, strengthening school leadership, performance manage the Headteacher, secure school self-evaluation.
  - c. Ensuring financial probity – ensuring solvency and effective financial management, use of Pupil Premium and other grants and resources, making sure money is well spent to provide the best educational experiences and overcome barriers to learning.
6. The governing body is also responsible for effective risk management.

#### Membership

7. The governing body has appointed members in accordance with the governing body's instrument of government. The names of the governors, their role and the term of their appointment are held on the 'Membership' document updated before each FGB meeting.
8. The governing body is responsible as a whole to scrutinise the work of the school, covering the Achievement and the Resources duties. Their core

functions are highlighted later in this document in the 'Core Functions of Governance' section.

9. The governing body will appoint a chair of the governing body on an annual cycle. The governing body will appoint a vice chair on an annual cycle. The role of vice chair will ensure that if for any reason the chair is unavailable, other members of the governing body and the school's senior leadership team ('SLT') know who to go to.
10. The governing body will create and populate any working committees or panels to address the needs of each school, as necessary. They will appoint a chair for that committee or panel. Committees or panels may include, for example, headteacher performance management, staff disciplinary, pupil disciplinary and complaints.
11. The governing body will decide on the process to recruit and appoint co-opted governors. The governing body will follow statutory guidance on the recruitment and election of parent and staff governors. The governing body will ensure all governors receive suitable induction and further training and support to enable individuals and the whole governing body to discharge their governance duties.
12. The governing body will appoint associate members as necessary to support the work of governance. Associate members may be given voting rights at committee level which will be determined by the governing body. Associate members will not have voting rights for any decisions taken at FGB level.

#### Roles & Responsibilities

13. The governing body will conduct its business in an open and transparent way and in accordance with the principles of standards in public life as determined by the 'Nolan principles'. The governors act collectively as a corporate body and consequently no individual has the power to act alone, unless delegated to do so by the governing body.
14. Individual governors will fulfil their roles as determined by the job descriptions for chair of governors, job description for governors, roles and responsibilities matrix, created by Hackney Education or the National Governors Association and in line with governors' code of conduct. Serious breaches that code may result in the suspension of an individual member from the governing body.
15. The governing body may delegate link roles to an individual and or groups of governors who have relevant expertise and training to undertake the role. The

responsibilities of individual and/or groups of governors will be identified when that role is created by the governing body. Additional committee or panel groups, and individual governors with responsibility for link areas, will report back to the full governing body on actions taken under delegation at the earliest possible opportunity. The governing body remains responsible for any action undertaken on its behalf under delegation.

16. The chair must not exercise as an individual any of the functions of the governing body except where this has been previously agreed by the governing body. In specific circumstances the chair is permitted to act in cases of urgency where a delay in exercising the function would be likely to be seriously detrimental to the interests of the school, a pupil, parent or member of staff.
17. Individual members of the governing body must respect confidentiality. It is for the governing body to determine which parts of meetings and the associated minutes, should remain confidential.
18. Information about the governing body membership and the work of the governing body, including non-confidential meeting minutes will be made available on the school's website.
19. The governing body will review the effectiveness and impact of its actions on an annual basis to ensure that governance continues to have an impact on driving improvement in the school, promoting high standards of educational achievement and wellbeing, sustaining and promoting the school's ethos and ensuring that no child is left behind their peers.

#### Core Functions of Governance

20. **Setting Strategic Direction; *ensuring clarity of vision and ethos, engaging stakeholders, meeting statutory duties.***
  - a. To agree and uphold the vision, culture and values of the school;
  - b. To ensure the school provides the best possible education, outstanding teachers, tackling any risks of potential failure and enabling every child to reach their full educational potential within a safe and structured environment;
  - c. To set ambitious annual targets for the Headteacher focused on ensuring the school operations rapidly improve and the standards of pupil outcomes rise;
  - d. To work with the Headteacher, the SLT and partners from the Local Authority to determine the strengths and issues facing the school, identify key

priorities and risks, and agree the strategic direction through the school development plan ('SDP');

- e. To ensure implementation of Instructional practices and routines that will lead to the rapid improvement in the achievement of all children;
- f. To engage with parents, carers and other stakeholders and agencies to support the learning and outcomes of all children;
- g. To appoint senior managers and other key staff as determined by the governing body;
- h. To set the staffing structures required to enable the school to operate effectively and efficiently;
- i. To agree the policies drafted by the Headteacher and the SLT and set an appropriate policy framework within which the school must operate;
- j. To sign the SDP and ensure it is regularly updated;
- k. To ensure that the school website is updated as required;
- l. To agree a complaints policy and monitor its implementation;
- m. To receive appeals on issues relating to staff grievance, capability, complaints and exclusions;
- n. To agree the pay and performance management arrangements;
- o. To conduct the performance management of the Headteacher and monitoring progress towards agreed targets – delegated to a performance management committee or panel;
- p. To participate in high quality training as relevant to governors' specific responsibilities to enable them to strongly hold school to account and in driving rapid improvements.

**21. Managing Risk Effectively; *safeguarding core school matters and that key decisions are based where appropriate on advice from professional advisors as to how to respond to those risks. Management of risk will include:***

- a. Operational Risks:
  - i. To identify and assess the highest-level risks associated with all aspects of the school's core business, for example, progress and achievement, quality of teaching, behaviour and then to agree mitigation processes to keep them under tight control;
  - ii. To ensure the school has adequacy of safeguarding provisions intended to protect all students against harm, abuse, bullying and criminal involvement;

- iii. To ensure the school has adequacy of safeguarding provisions intended to protect staff and ensure that they can carry out their functions without fear of harassment or the wrongful charging of employment issues;
  - iv. To ensure the school has adequate systems to ensure the safety and security generally throughout school premises, and rules of engagement related to school activities elsewhere, to ensure students, staff and parents are properly warned and protected as far as is reasonably possible;
  - v. To ensure the school has adequate systems to ensure sustained service quality and development.
- b. Financial Risks
  - i. To ensure the school has adequate systems intended to protect the accuracy of financial information, its assets, reserves, service quality, value for money, reputation and intellectual property;
  - ii. To take adequate steps to protect itself against fraud.
- c. External Risks
  - i. To ensure the school has adequate provisions to take account of changes in government policy, economic factors, demographic changes, adverse publicity.
- d. Regulatory Risks
  - i. To ensure the school has adequate provisions to ensure compliance with legislation and changes in policy.

**22. Creating Robust Accountability [Achievement Core Function]; *accountability for teaching, achievement, behaviour and safety, strengthening school leadership, secure school self-evaluation, performance manage the Headteacher.***

- a. To agree with the Headteacher, the school targets for pupil end of year outcomes, attendance and quality of teaching and learning. Monitoring performance against these targets;
- b. To oversee the effectiveness of the school leadership and management; challenge and support the Headteacher and the SLT to ensure targets for progress, attendance and teaching and learning are met and there is outstanding achievement for all pupils;
- c. To receive regular information from the Headteacher and SLT on the performance of all aspects of the school's core business to enable governors

to make sound judgements when reviewing internal data against local and/or national patterns), review feedback from external partners including the school improvement partner ('SIP'), agree actions by the SLT to address emerging concerns;

- d. To provide a remit for each member to be a 'lead' governor partnered with a key member of the SLT, to gain a deeper insight into a key priority for the school, to conduct focused school visits, and analyse data. The lead governor and the SLT member to report to the FGB about progress, risks, and recommendations for further support to ensure continuous improvement;
- e. To set the curriculum that is offered. In doing so, ensure the operations of the curriculum supports and challenges learners of all abilities, enables their success and complies with statutory requirement for the national curriculum and promotion of British Values and the uphold the school's religious ethos;
- f. To monitor and ensure the principles for good behaviour are implemented through the behaviour policy and use of exclusions, and that interventions effectively address individual needs leading to improved outcomes;
- g. To ensure the provision for students with SEND addresses their individual needs;
- h. To ensure the CPD programme for staff leads to improved quality of teaching and learning and improved impact on outcomes;
- i. To monitor the implementation of the SDP set by the school and its impact on standards of achievement, and ensure the school complies with all statutory requirements;
- j. To lead on the programme of learning walks and governor visits.

**23. Ensuring Financial Probity [Resources Core Function]; *ensuring solvency and effective financial management, use of Pupil Premium and other grants and resources, making sure money is well spent to provide the best educational experiences and overcome barriers to learning.***

- a. To determine and approve the annual school budget oversee the management of the school's delegated budget;
- b. To adopt a strategic, 3 to 5 year, approach to the forward planning of finances to ensure the school remains solvent and maintain a view of income, based on pupil number forecast, grants, staffing and other expenditures and capital projects, and ensure that priorities are fully considered and taken into account;
- c. To ensure that robust policies and systems implemented to assure effective and efficient financial management, compliant with financial policies to ensure that financial control systems are robust, in line with the schools financial value standard ('SFVS') and leads to improved outcomes:

- i. To include consideration of pupil to teacher ratio and non-contact time;
  - ii. effective deployment of all staff and skills match staff to core school business;
  - iii. limiting expenditures on non-teaching areas;
  - iv. ensure all bought-in service provisions and significant external contracts are reviewed against the needs of the school and their impact in driving improvements;
  - v. spending decisions and limits at different levels of leadership and spending decisions that must be referred to the governing body for approval; banking arrangements and cash management policies, authorised signatories; transfers between accounts; operation of credit cards; payment system controls, including BACS.
- d. To regularly monitor income and expenditure against budgets, including reporting of any significant budget amendments and ensuring corrective action takes place when necessary;
  - e. To monitor the use, impact and value for money of Pupil Premium funds and any Sport Premium grant, SEND funds and other grants to make sure money is well-spent in providing the best educational experiences that overcome barriers to learning for all pupils, and in particular, disadvantaged children and groups or individuals identified as underachieving;
  - f. To determine and oversee major capital expenditures, acquisitions, significant organisational changes prompted by internal and/or external factors and fully consider the risk associated with plans before putting them into operation;
  - g. To Review and renew all insurances needed to protect the school;
  - h. To ensure the staffing structure and succession planning of key staff and/or governors through internal and external recruitment, support and professional development of key staff.
  - i. To ensure the school is prepared for annual audit and to take action on any recommendations.

#### Quorum

24. Attendance at 50% (rounded up to the whole number) of active members will make a meeting quorate. The minimum governing body size permitted is 7 members, therefore a meeting will not be quorate with less than 4 members. The attendance of a minimum of 3 active members will make a committee meeting quorate.

#### Clerking

25. The meetings are to be clerked by an officer appointed by the governing body. The clerk has responsibility for preparing and distributing agendas, in conjunction with the



chair, vice-chair or committee chair/s, taking the minutes of each meeting and advising the governing body on procedure and its constitution. The agendas and any other documents needed for any meeting will be sent out at least 5 working days in advance.

#### Meeting Schedule

26. The governing body will hold meetings in accordance with the schedule set out in the latest version of the meeting agenda document ('the meeting agenda'). The provisional dates for all meetings will be set in the first FGB meeting of each school year. Those dates may change but the next meeting date should be confirmed at the conclusion of each FGB or committee meeting.
27. An annual review of these terms of reference and the meeting agenda will take place at the first FGB meeting of the school year. The purpose of these documents is intended to set out the major areas of core business that need to be considered and will include achievement and progress, teaching and learning, behaviour, safeguarding, leadership and management, and finances.

**Review Date: September 2026**