

# Governor Structure and Annual Meeting Plan





# Chesswood Junior School

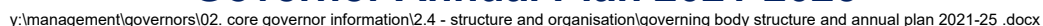
## Governor Annual Plan 2021-2025



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## 2. 2022-23 West Sussex School Terms

### Standard School Year 2022/2023

Recommended school term and holiday dates for the academic year 2022/2023 for West Sussex

#### The School Year

	2022				2023			
	September	October	November	December	January	February	March	April
Monday	5 12 19 26	3 10 17 24 31	7 14 21 28	5 12 19 26	2 9 16 23 30	6 13 20 27	6 13 20 27	3 10 17 24
Tuesday	6 13 20 27	4 11 18 25	1 8 15 22 29	6 13 20 27	3 10 17 24 31	7 14 21 28	7 14 21 28	4 11 18 25
Wednesday	7 14 21 28	5 12 19 26	2 9 16 23 30	7 14 21 28	4 11 18 25	1 8 15 22	1 8 15 22 29	5 12 19 26
Thursday	1 8 15 22 29	6 13 20 27	3 10 17 24	1 8 15 22 29	5 12 19 26	2 9 16 23	2 9 16 23 30	6 13 20 27
Friday	2 9 16 23 30	7 14 21 28	4 11 18 25	2 9 16 23 30	6 13 20 27	3 10 17 24	3 10 17 24 31	7 14 21 28
Saturday	3 10 17 24	1 8 15 22 29	5 12 19 26	3 10 17 24 31	7 14 21 28	4 11 18 25	4 11 18 25	1 8 15 22 29
Sunday	4 11 18 25	2 9 16 23 30	6 13 20 27	4 11 18 25	1 8 15 22 29	5 12 19 26	5 12 19 26	2 9 16 23 30
	May	June	July	August				
Monday	1 8 15 22 29	5 12 19 26	3 10 17 24 31	7 14 21 28				
Tuesday	2 9 16 23 30	6 13 20 27	4 11 18 25	1 8 15 22 29				
Wednesday	3 10 17 24 31	7 14 21 28	5 12 19 26	2 9 16 23 30				
Thursday	4 11 18 25	1 8 15 22 29	6 13 20 27	3 10 17 24 31				
Friday	5 12 19 26	2 9 16 23 30	7 14 21 28	4 11 18 25				
Saturday	6 13 20 27	3 10 17 24	1 8 15 22 29	5 12 19 26				
Sunday	7 14 21 28	4 11 18 25	2 9 16 23 30	6 13 20 27				

#### Bank and Public Holidays 2022/2023

Christmas Holiday	27th December 2022 (in lieu of 25th)	May Day	1st May 2023
Boxing Day	26th December 2022	Spring Bank Holiday	29th May 2023
New Year Day Holiday	2nd January 2023 (in lieu of 1st)	Summer Bank Holiday	28th August 2023
Good Friday	7th April 2023		
Easter Monday	10th April 2023		

#### Useful Information

##### Term Lengths (days)

School holidays		September to October half term	37
		October to December	35
Bank holidays and national holidays		January to February half term	29
		February to April	30
Start of Term		April to May half term	29
		June to July	35
End of Term		<b>Total</b>	<b>195 days</b>

Please note that the first day of the autumn term in September 2023 will not be determined until the 2023/24 timetable has been consulted upon and approved.



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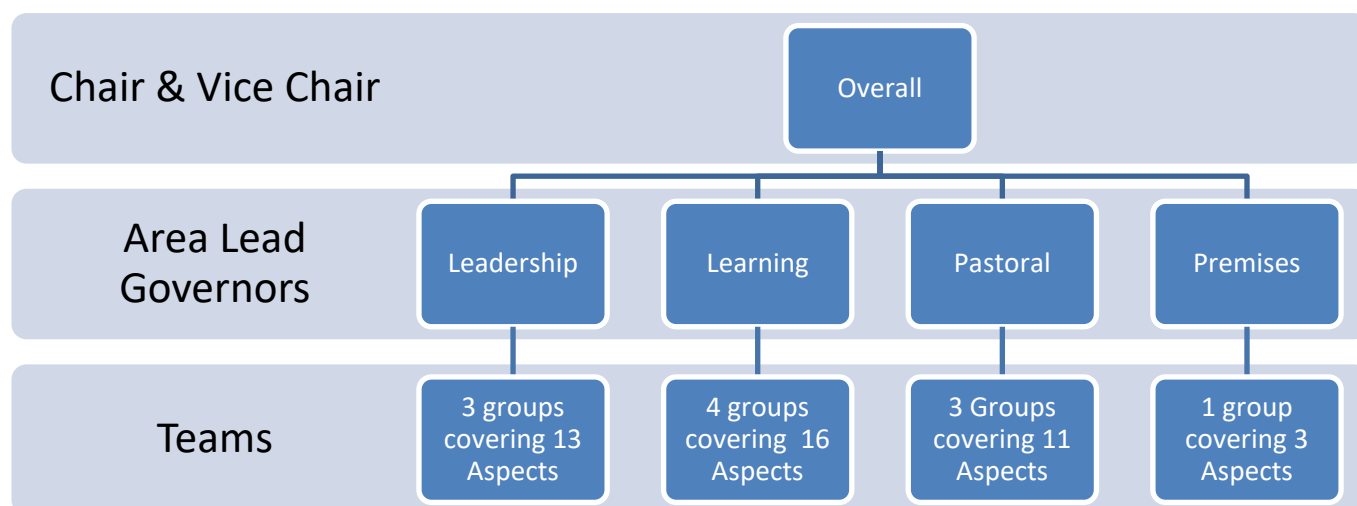
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### 3. Governance Structure

Governance at Chesswood is based on a connected rather than discrete structure (sub-committee). With overall accountability we have a Chair person of the governing body, supported in their absence and as a 'sounding board'; by the vice chair of governors.

To support business continuity by reducing the demands on the Chair person of governors we have four area lead governors accountable for the Aspects aligned to the area e.g. Learning is aligned to multiple areas including curriculum, assessment and achievement. Each area is constructed of grouped aspects. As such, teams of governors take responsibility for governance in those areas. To ensure that workload for governors is reasonable and realistic, governors are allocated into the groups that best suit their skills knowledge, understanding along with their own interests. Individuals working as part of an area team make every effort to develop a deeper and broader understanding of school practice i.e. undertake quality assurance or 'fact finding' visits; request & read school documentation and external documentation to support expertise within given areas; so that they might affirm appropriate strategic direction, compliance and account for school leadership in this regard.

We believe, working in teams builds confidence, increases governor contact with school and sustains business continuity and therefore accountability. For each of the grouped areas there is one accountable governor to assimilate and report on quality assurance and strategic actions. The model below provides a simple overview.



### Sub-Committee Debate

An on-going debate arises for governor organisation periodically. Typically, the question of sub committees will be put forward as a potential way to organise meetings. On balance, a sub committee system does not support school governance as well as the portfolio structure we have at Chesswood. That is not to say it isn't a valid and meaningful way to undertake governor business, just it is less effective and less inclusive than our adopted structure.

The benefits of this model are significant and include:

- Timely discussion and decision making
- Collective understanding
- Sustainability and succession (business continuity)
- Appreciation of the connected nature of school leadership e.g. adjustments to behaviour policy may





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impact on finance, achievement and safeguarding.

On that basis, there are no specific committees to discuss management issues in isolation. Instead, all governors attend all meetings and gain an understanding of the inter-connected nature of school business.

Where information and agenda specify management information not within an individual 'special interest area' – a governor does not need a deep and broad understanding of that area. Although, they should consider how that information may impact strategically on the areas they do have responsibility for i.e. changes in finance may impact on personnel and therefore capacity to undertake agreed practice.

Our structure ensures that all governors, regardless of their portfolio responsibilities are able to engage with and understand the full range of other aspects that underpin school performance. This is important as rarely does one area sit in isolation from others. Where there are specific aspects that must be considered in significantly greater depth before being brought to a main governing body meeting, the lead governor for the area may do one of two things:

1. Take a lead on that specific work individually where it is appropriate to do so e.g. finance governor reviewing monthly financial reports with school leaders.
2. Form a temporary or longer term working group to ensure wider engagement, contribution and influence is secured.

In undertaking the work between meetings and then reporting back to any of the multiple main governing body meetings within any given term. Area leads are able to provide progress updates and check direction with the whole governing body as part of the inclusive approach.

Our structure also ensures decisions and actions may be made in a timely manner and allow the governing body to respond and react to changing circumstances that constantly affect school leadership and management.

Our structure ensures we are inclusive, transparent, flexible and timely in the work we undertake. Traditionally a sub-committee structure would frequently frustrate those principles.



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### 4. Quality Assurance

Governors are strongly encouraged to develop a first-hand knowledge of the school. We recommend that new governors visit initially to learn and understand how leaders at Chesswood organise to meet their accountabilities. Following a number of visits supported by wider reading individual governors will develop more defined areas for further consideration forming 'Key Lines of Enquiry'. At this point governors determine whether their time should be spent with continued broad focus or to concentrate on defined areas of focus, school leaders welcome either although the use of well founded, evidence based key lines of enquiry enables continuity in school improvement and governance.

It is important that outcomes of governor visits are recorded. All governors are encouraged to complete the online form entry following a visit to Chesswood, outside school governor meetings.

Governors will find the online form available at:

- [HOME](#)
- [SCHOOL INFO](#)
- [GOVERNANCE](#)
- [GOVERNOR QUALITY ASSURANCE](#)

<https://www.chesswood.w-sussex.sch.uk/page/?title=Governor+Quality+Assurance&pid=1445>





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### Aligned

- There are multiple 'key lines of enquiry' undertaken at any specific time. It is important that these enquiry's whether undertaken by leaders or governors are well co-ordinated and make the best use of finite time available, with minimal disruption and maximum focus on the highest priorities areas selecting against a wide range of competing demands.

### Respectful and positive

- There are always opportunities to improve for individual staff and children. Staff set out each day to be the best professional they can be to support children being the best they can be. As a minimum they will be treated with respect including the tone and manner of any discussion, the framing of questions and opinions that may be shared. A focus on a positive challenge, 'next step' is central to a leader and governors quality assurance role. Language and its use is powerful and nuanced, that which is written must be crafted to support positive future challenge whilst setting out the antecedents constructively. We can always find fault - that is easy - finding the positive next steps and maintaining positive collaboration to support efficient improvement is the challenge.

### Prioritised

- The concept of competing demands underpins all activities within schools. Leaders and governors must make difficult choices on where to place their valuable time - as, routinely, there are insufficient resources to address the majority of demands.
- We expect to do one thing well and ensure it stays done rather than have limited impact on multiple areas - reducing improvement traction.

### Sustained

- Quality assurance is not a 'one off' act. It is expected build a rich understanding of operations - therefore it must be sustained and be ready to consider multiple perspectives before conclusions can be drawn. In doing so, we can optimise performance and inclusion. Based on well founded conclusions and carefully selected recommendations that are realistic and can themselves be sustained.

### Consistent

- Leaders and governors must follow the agreed quality assurance protocols and processes. Consistent application of these supports trust and support of quality assurance, it reduces anxiety on those being monitored and allows them to act in a manner that is consistent with every day practice. This is important as it ensures what is seen and experienced is 'typical' practice which means conclusions and recommendations are likely to be well founded, valid and reliable. Given the disparate experience and context for leaders and governors our guidance here and elsewhere serves to highlight expectations and principles whilst respecting individuality within that broad area.

### Next Step Focussed

- The longest journeys start with the first step. Development and improvement is precisely the same. Knowing when to share the whole journey and when to remain focussed on challenging specific and achievable steps is critical for governors and leaders. This consideration will enable effective change rather than overwhelming, reducing confidence, increasing anxiety of the individual. This should not be confused with accepting lower standards as it focusses on getting to and beyond the expected standards in the most efficient way.





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### 4.1. Evidence Sources

#### Internal Leaders

- Senior and wider school leaders will provide governors with information they require to undertake their role effectively
- Good governance dictates that information must be triangulated with other sources beyond leaders to verify their perspective is **valid and reliable**

#### Internal data

- School data and metrics are the fundamental foundation of leader accountability whether this is qualitative or quantitative data. The transparency of the data and ensuring it is open to scrutiny within data protection guidance is an important part of governance - governors should assure themselves that data is presented in a **valid and reliable** way and it is interpretation is in **good faith**.

#### Internal Community

- Governors will want to secure first hand experience in Chesswood Junior School. This experience may be broad, soaking up the ethos and culture of the school. Typically though, it will be a visit with a specific purpose in mind that is based on a particular antecedent i.e. meeting a defined group of children that do not currently submit homework against a group that does, where homework submission rates are falling.
- HOME > SCHOOL INFO > GOVERNANCE > GOVERNOR QUALITY ASSURANCE

#### Benchmarking

- Governors have a wealth of benchmarking data available to compare and contrast school performance. It is vital for leaders and governors to understand that data acts as a bell wether. **Data can only be used to indicate a priority place to look and understand rather than provide any definitive answer** i.e. a is better than b because the data states that and action must be taken. Understand first, then act purposefully. School data, particularly achievement data must be treated with caution.
- HOME > SCHOOL INFO > STATUTORY COMPLIANCE & BENCHMARKING

#### Wider Reading

- There is an overwhelming amount of text to confirm compliance, guidance and research. With finite time it is critical that governors select wider reading in a discerning way. Focus on areas with portfolio responsibility in order of priority read statutory compliance material - the **WHAT**- satisfy oneself the school meets and, in some cases, exceeds compliance. With compliance understood, reviewing official guidance will provide exemplars of **HOW** a school could and should act.

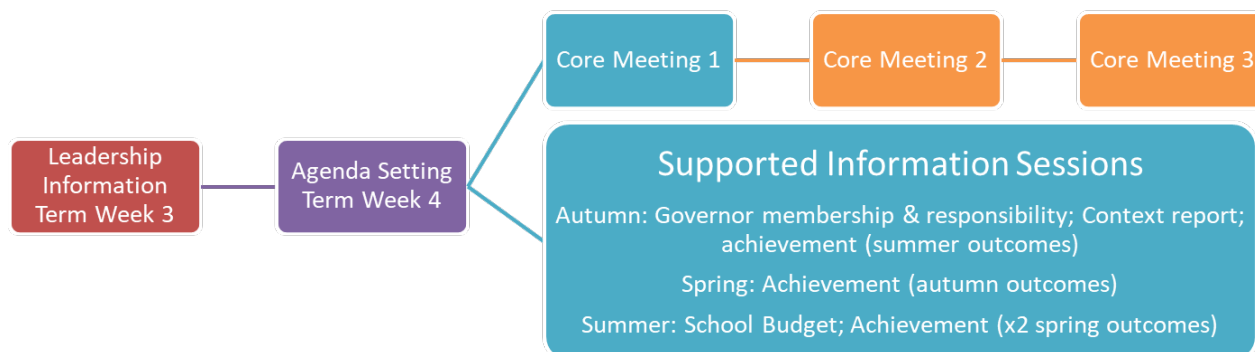


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## 5. Termly Meeting Structure



Meetings are planned for Mondays at all times. Meetings will commence 6:30p.m. (all governors are asked to arrive no later than 6:25 p.m.). Meetings will end at 8:30 p.m. or earlier – no meeting shall continue beyond 8:30 p.m.

### 5.1. *Leadership Information*

Each term governors should expect two types of information:

#### 1. Termly Leadership Report to Governors

This report will include contributions from a range of leaders including the head teacher. Governors have both the right and responsibility to shape the information within the leadership report so that it provides a succinct, efficient and effective account of school performance. Typically, leaders will provide an overarching update on information they believe will be helpful to governors when undertaking their strategic role i.e. the music leader may report increased community performances by the school choir – governors may consider this strategically and question whether the cost benefit of community involvement and performance against potential disruption to learning in other subjects is acceptable. So, typically governors decisions will challenge general direction rather permit or prevent a specifically organised school event.

(Strategic: relating to the identification of long-term or overall aims and interests and the means of achieving them.)

#### 2. Interim (Weekly) Governor Report

This report is co-ordinated by the head teacher and includes arising information for governors from a range of sources e.g. school financial monitoring overview – internal; New LA or government policy for consideration or items of news that provide a relevant perspective on school management for governors to consider.

### 5.2.

### Agenda Setting Stage



An agenda setting meeting will be undertaken in week 4 (or shortly thereafter) in any given term. The purpose of the agenda setting meeting is to:

#### 1. Scope – before and within agenda setting meeting

- Reflect on all management information available
- Consider any specific timetabled activities e.g. policy review timetable

#### 2. Organise – within the agenda setting meeting

- Collectively agree which aspects should be allocated time on a future agenda either for
  - Discussion
  - Information
  - Decision
- Determine which aspects within each area (leadership, learning, pastoral and premises) would benefit from governor quality assurance work within the current term and whether the timing of this is critical to a meeting within this term or beyond.
- **Reflection - area lead determines following the agenda setting meeting (2-3 days after the meeting)**

Beyond the meeting the area lead and other governors have time to reflect on and consider information in the light of discussion. Further communication between governors and the area lead will support choices made by the area lead, such as:

- which meeting the item should be included within



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- the amount of time
- the lead person for the agenda item
- the outcome – information, discussion or decision
- further information that would be required
  - leaders
  - governor quality assurance visits
- each term there are a maximum of three meetings, however two core meetings would typically be expected with a third used only in exceptional circumstances.
- **Collaborative Decision – Beyond the meeting (4-5 days after the meeting)**
  - Area leads work collaboratively with the chair of governors to build the agenda items for the forthcoming meetings. Items making the agenda will need to be balanced based on relative priorities, time available and flow of information required to address individual items.
  - Finalising the organisation for the whole within 2-3 meetings:
  - which meeting the item should be included within
  - the amount of time
  - the lead person for the agenda item
  - the outcome – information, discussion or decision
  - further information that would be required
    - leaders
    - governor quality assurance visits
  - each term there are a maximum of three meetings, however two core meetings would typically be expected with a third used only in exceptional circumstances.
- **Confirm – Beyond the meeting (5-7 days after the meeting)**
  - The clerk to the governors will liaise with the Chair and vice chairs (each responsible for either leadership, learning, pastoral or premises) within three working days of the agenda setting meeting to finalise agenda. The agenda for all core meetings will be circulated within 5 working days of the original meeting.
- **Prepare**
  - Leaders and governors will prepare proactively for future meetings committing to reasonable timelines and having information available for the appropriate meetings.

### 5.3. Core Meetings

There are three opportunities for core meetings in any given term. They are separated typically by at least two weeks to ensure leaders have sufficient time to act and prepare. They will not extend beyond two hours. Core meetings are pre-planned and based on the agenda arising from the initial agenda setting meetings. In exceptional circumstances the agenda may be adjusted to reflect significant and arising events.

### 5.4. Supported Information Sessions (SIS)

Within each term there will be one or more supported information sessions (SIS). The SIS will focus on a key area that would otherwise frustrate other agenda items within a core meeting i.e. the amount, complexity of information shared or the time it would take to present, reflect and thoroughly understand the content of the SIS. SIS sessions generally focus on governor organisation; achievement or annual school budget.



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## 6. Annual Meeting Overview

	FGB - SIS	FGB Agenda Setting	FGB – Core Meetings	FGB – Spare capacity	Total
Autumn	1	1	2	1	4 (5)
Spring	2	1	2	0	5
Summer	1	1	2	1	4 (5)
Total	4	3	6	2	13 (15)

## 7. Autumn

Annual Week	Week	Information available or Meeting Type	2021-22	2022-23	2023-24	2024-25
2	2	<b>1 FGB SIS Meeting</b> Achievement (Summer outcomes); School Improvement – intent, implementation and impact Administration – governor roles and responsibilities for academic year.	13 <sup>th</sup> Sep	12 <sup>th</sup> Sep	11 <sup>th</sup> Sep	9 <sup>th</sup> Sep
3	3	<b>Leadership Report Publication</b> <i>August FMR; Context Report; Leadership report to governors; Safeguarding Audit Review; pupil premium review; School self-evaluation</i>	20 <sup>th</sup> Sep	19 <sup>th</sup> Sep	18 <sup>th</sup> Sep	17 <sup>th</sup> Sep
5	5	<b>2 FGB – Agenda Setting Meeting;</b> Report Reflection and Governor Quality Assurance Planning Review autumn reports FMR, Leadership report to governors; safeguarding; pupil premium; School improvement and Self Evaluation	4 <sup>th</sup> Oct	3 <sup>rd</sup> Oct	2 <sup>nd</sup> Oct	1 <sup>st</sup> Oct
7	7	<b>3 FGB - Core Meeting</b>	18 <sup>th</sup> Oct	17 <sup>th</sup> Oct	16 <sup>th</sup> Oct	15 <sup>th</sup> Oct
9	9	<b>4 FGB - Core Meeting</b> Performance management overview	8 <sup>th</sup> Nov	7 <sup>th</sup> Nov	6 <sup>th</sup> Nov	4 <sup>th</sup> Nov
11	11	<b>4a FGB - Core Meeting</b> Used in exceptional circumstances	29 <sup>th</sup> Nov	28 <sup>th</sup> Nov	27 <sup>th</sup> Nov	25 <sup>th</sup> Nov



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### 8. Spring

Annual Week	Term Week	Meeting Type	2021-22	2022-23	2023-24	2024-25
17	2	<b>5 FGB SIS Meeting</b> Achievement (Spring outcomes); School Improvement – intent, implementation and impact	17 <sup>th</sup> Jan	16 <sup>th</sup> Jan	15 <sup>th</sup> Jan	13 <sup>th</sup> Jan
18	3	<b>Leadership Report Publication</b> <i>December FMR; Leadership report to governors; school self-evaluation updates</i>	24 <sup>th</sup> Jan	23 <sup>rd</sup> Jan	22 <sup>nd</sup> Jan	27 <sup>rd</sup> Jan
20	5	<b>6 FGB – Agenda Setting Meeting;</b> Report Reflection and Governor Quality Assurance Planning Review spring reports FMR, Leadership report to governors; school self-evaluation updates	7 <sup>th</sup> Feb	6 <sup>th</sup> Feb 30 <sup>th</sup> Jan	5 <sup>th</sup> Feb	10 <sup>th</sup> Feb
22	7	<b>7 FGB - Core Meeting</b> Agenda based on agenda setting meeting	28 <sup>th</sup> Feb	27 <sup>th</sup> Feb	26 <sup>th</sup> Feb	24 <sup>th</sup> Feb
24	9	<b>8 FGB - Core Meeting</b> Agenda based on agenda setting meeting	14 <sup>th</sup> March	13 <sup>th</sup> Mar	12 <sup>th</sup> Mar	17 <sup>th</sup> Mar
26	11	<b>9 FGB - SIS Meeting</b> Financial Planning – new financial year	28 <sup>th</sup> Mar	27 <sup>th</sup> Mar	26 <sup>th</sup> Mar	24 <sup>th</sup> Mar

### 9. Summer

Annual Week	Term Week	Meeting Type	2021-22	2022-23	2023-24	2024-25
30	2	<b>10 FGB SIS Meeting</b> Achievement (Spring outcomes); School Improvement – intent, implementation and impact	9 <sup>th</sup> May	8 <sup>th</sup> May	6 <sup>th</sup> May	5 <sup>th</sup> May
31	3	<b>Leadership Report Publication</b> <i>Leadership report to governors; school self-evaluation updates</i>	16 <sup>th</sup> May	15 <sup>th</sup> May	13 <sup>th</sup> May	19 <sup>th</sup> May
32	4	<b>11 FGB – Agenda Setting Meeting</b> Report Reflection and Governor Quality Assurance Planning Budget Approval Review spring reports, Leadership report to governors; school self- evaluation updates	6 <sup>th</sup> June	5 <sup>th</sup> June	10 <sup>th</sup> June	9 <sup>th</sup> June
34	6	<b>12 FGB - Core Meeting</b>	20 <sup>th</sup> Jun	19 <sup>th</sup> Jun	24 <sup>th</sup> Jun	23 <sup>rd</sup> Jun
36	8	<b>13 FGB - Core Meeting</b>	4 <sup>th</sup> Jul	3 <sup>rd</sup> Jul	8 <sup>rd</sup> Jul	7 <sup>th</sup> Jul
38	10	<b>13a FGB - Core Meeting</b> Used in exceptional circumstances	18 <sup>th</sup> Jul	17 <sup>th</sup> Jul	15 <sup>th</sup> Jul	14 <sup>th</sup> Jul