



# MASON MOOR

## PRIMARY SCHOOL

Governing Body

Governance at Mason Moor

2024 - 25



# Governing Body Committee Plan

2024 -2025

## Finance Committee

(Delegated Powers contained with the Terms of Reference)

### **Committee Membership:**

- Daniel Constable-Phelps (Executive Headteacher)
- Amanda Humby (Chair of Committee)
- Claire Bailey
- Paul Cavaliere

### **Advisory:**

- Lorraine Gatt (Business Manager)
- Kevin Brown (Operations Manager)

### **Fiscal management of the school including:**

- Service Level Agreements
- School Financial Value Standards
- Budget Setting/Monitoring
- Contract management
- Building works/Improvement
- Procurement

## Curriculum Committee

### **Core Sub-committee Membership:**

- **English - reading, phonics and writing**  
Amanda Humby
- **Maths, Science and Computing**  
Paul Cavaliere
- **Early Years Foundation Stage**  
Amanda Humby

### **Non-Core Sub-committee Membership:**

- **Art & Design, Music and PSHE**  
David Higginbottom
- **Physical Education, Humanities including RE**  
David Higginbottom

## Pupil Disciplinary Committee

Convened as necessary to discuss a PEX (Permanent Exclusion)

### **Committee Membership:**

- Chair of Governors
- 3 members of the school's Full Governing Body convened as necessary.

## Complaints Committee

(Delegated Powers contained with the Terms of Reference)

### **Committee Membership:**

- Chair of Governors
- 3 members of the school's Full Governing Body convened as necessary.



# Governing Body Committee Plan

2024-2025

## Headteacher Performance Management

(Delegated Powers contained with the Terms of Reference)

### **Committee Membership:**

- Amanda Humby (CoG)
- Emma Iles (Bitterne CE Primary – Partnership school)

### **Advisory:**

- Gehane Gordelier

### **Includes:**

- Performance Management Targets set for the academic year
- Pay award determination based on performance

Committee to be advised by an external professional in agreement with the headteacher.

## Inclusion Committee

### **Committee Membership:**

- **SEND, Pupil Premium and Disadvantaged progress**  
Ryan Dickson
- **Temporary Suspensions, Permanent Exclusions & Safeguarding**  
Louise Moore
- **Attendance, Wellbeing and Parental engagement and EAL**  
Paul Cavaliere

### **Committee to work together to:**

- Monitoring the impact of initiatives to improve attendance, support disadvantaged children and families/
- Report back to FGB on the impact of initiatives on pupil outcomes.

## Pay Committee

### **Committee Membership:**

- Daniel Constable-Phelps (Executive Headteacher)
- Amanda Humby
- Ryan Dickson

### **Committee responsible for:**

- Ensuring fair, impartial review of performance as presented by the Headteacher anonymously.
- Accessing Perspective to see the evidence forms for reviewing pay award.
- Consulting with the Pay Policy to ensure adherence to Southampton City Council's process.
- Meets after the appraisal cycle annually.
- Checks in with Headteacher to ensure appraisal effective.



# Governor & Mason Moor Staff Links

## Curriculum Committee

### Core Sub-committee Membership:

- **English - reading, phonics and writing**  
Amanda Humby
- **Maths, Science and Computing**  
Paul Cavaliere
- **Early Years Foundation Stage**  
Amanda Humby

### Non-Core Sub-committee Membership:

- **Art & Design, Music and PSHE**  
David Higginbottom
- **Physical Education, Humanities including RE**  
David Higginbottom

**Leanne Scott – Assistant Headteacher**

[lscott@masonmoorprimary.co.uk](mailto:lscott@masonmoorprimary.co.uk)

(Responsibility for curricula area: SEND, Science)

**Faye Bauck – Head of School**

[fbauck@masonmoorprimary.co.uk](mailto:fbauck@masonmoorprimary.co.uk)

(Responsibility for curricula areas: Maths and RE)

**Amy Kennett – EYFS Lead**

[akennett@masonmoorprimary.co.uk](mailto:akennett@masonmoorprimary.co.uk)

(Responsibility for curricula areas: EYFS)

**Andy Bauck – PE & Sports Leader**

[abauck@masonmoorprimary.co.uk](mailto:abauck@masonmoorprimary.co.uk)

(Responsibility for curricula area Music, Sport & Pupil Mentoring in Sport.)



# Governor & Mason Moor Staff Links

## Inclusion Committee

### Committee Membership:

- **SEND, Pupil Premium and Disadvantaged progress**  
Ryan Dickson
- **Temporary Suspensions, Permanent Exclusions & Safeguarding**  
Louise Moore
- **Attendance, Wellbeing and Parental engagement and EAL**  
Paul Cavaliere

### Committee to work together to:

- Monitoring the impact of initiatives to improve attendance, support disadvantaged children and families/
- Report back to FGB on the impact of initiatives on pupil outcomes.

**Leanne Scott – AHT & Special Educational Needs Co-Ordinator**

[lscott@masonmoorprimary.co.uk](mailto:lscott@masonmoorprimary.co.uk)

**Tristan Benfield – AHT & Special Educational Needs Co-Ordinator**

[tbenfield@masonmoorprimary.co.uk](mailto:tbenfield@masonmoorprimary.co.uk)

**Daniel Constable-Phelps – Executive Headteacher**

[head@masonmoorprimary.co.uk](mailto:head@masonmoorprimary.co.uk)

**Sian Deltrieu – Attendance Officer**

[sdeltrieu@masonmoorprimary.co.uk](mailto:sdeltrieu@masonmoorprimary.co.uk)

**Ronen Buchalter - EAL Teacher (including Parent EAL class)**

[Ronen.buchalter@stmaryspri.org.uk](mailto:Ronen.buchalter@stmaryspri.org.uk)



# Roles & Responsibilities

What should I be doing?



# SEND Governor

Being a governor with responsibility for SEND is about doing your best to ensure pupils with SEND get the help and support they need to access the curriculum and to participate fully in the life of the school.

The SEND Governor will support and assist the governing body to have a better understanding and knowledge of SEND provision within the school.

The role includes:

- confirming that the school has a SEND policy and that it is reviewed annually;
- being familiar with the school's SEND policy
- keeping informed of SEND initiatives, nationally and locally, from the Government and Local Authority;
- meeting termly, by appointment, with the SEND coordinator to discuss the progress and effectiveness of the SEND policy (in accordance with the Governor Visits to Schools policy);
- working with the child protection link governor (if appropriate);
- understanding how the school identifies pupils with SEND and what happens once a pupil has been identified;
- being aware of the progress individual pupils with SEND are making;
- being aware of the budget available for SEND within the school and monitoring its effective use;
- reporting, on at least an annual basis, to the governing body on the implementation and effectiveness of the school's SEND policy, without discussing the details of individual pupils;
- writing, or helping to write, the SEND information for the Governors Annual Report to Parents
- ensuring that the school prospectus contains a section on SEND provision; and
- keeping SEND knowledge up to date by attending relevant governor training courses run by the Local Authority.



# Safeguarding/Child Protection Governor

The governing body is responsible for ensuring the school has effective policies and procedures in place for safeguarding children, and monitoring the school's compliance with them. It is recommended that each governing body has a nominated governor for child protection to promote the importance of safeguarding and child protection.

The child protection governor will support and assist the governing body to have a better understanding and knowledge of child protection and safeguarding provision within the school.

The role includes:

- confirming that the school has a Child Protection Policy which is reviewed annually and is readily accessible to all members of staff
- being familiar with the schools Child Protection Policy
- ensuring that the school has an up-to-date and agreed staff disciplinary procedure for dealing with allegations of misconduct against staff, including child protection allegations, that complies with the relevant legislation including the appointment of an independent investigator;
- meeting as and when required, by appointment, with the designated member of staff for child protection to monitor the effectiveness of the Child Protection Policy in the school (in accordance with the Governor Visits to Schools policy);
- working with the SEND link governor (if appropriate);
- helping to ensure that the school works well with relevant agencies and individuals;
- helping to ensure that accurate records are being kept by the school and that the child protection file is up to date;
- being aware of the number of pupils currently on the child protection register;
- checking that staff and governors are appropriately trained and that all members of staff and governors know what to do if they have any child protection concerns;
- ensuring safe recruitment procedures are in place and appropriate checks are being carried out on new members of staff and volunteers;
- understanding how safeguarding and child protection issues are addressed through the curriculum;
- reporting, on at least an annual basis, to the governing body, without discussing the details of individual pupils, on the implementation of the child protection policy; and
- keeping child protection knowledge up to date by attending governor relevant training courses run by the Local Authority.





# Literacy Governor (Reading, writing and phonics)

The purpose of the school's literacy policy/action plan is to raise standards of literacy, reading and writing in the school. The literacy link governor helps to ensure that literacy issues remain high on the school's agenda and will support and assist the governing body to have a better understanding and knowledge of the literacy policy/action plan within the school.

The role includes:

- being familiar with the school's chosen curriculum and how this maps against the National Curriculum and keeping informed of any local initiatives;
- being aware of how to implement literacy across the curriculum;
- understanding how literacy is assessed, recorded and reported in the school (including the national reading tests);
- being aware of the budget available for literacy within the school and monitoring its effective use/use of resources etc;
- knowing what "catch up" programmes for literacy are available for schools to use;
- meeting as and when required, by appointment, with the designated member of staff for literacy (in accordance with the Governor Visits to Schools policy);
- ensuring that Early Reading develops well in the EYFS phase – how are children being taught to read and write at an early age? Does this set them up well for their time in KS1 and 2?
- supporting the school's literacy co-ordinator so they can achieve the school's literacy targets;
- review, monitor and evaluate the impact of the activities within the school's literacy action plan (if appropriate);
- reporting to the governing body on the effectiveness of the school's literacy action plan;
- attending in-service training course (INSET day) if relevant to literacy. -or at least asking to view the materials and understand how these are likely to impact on the teaching; and
- keeping knowledge up to date by attending relevant governor training courses run by the Local Authority.



# Numeracy Governor (Maths and Early Maths)

The purpose of the school's numeracy policy/action plan is to raise standards of numeracy in the school. The numeracy link governor helps to ensure that numeracy issues remain high on the school's agenda and will support and assist the governing body to have a better understanding and knowledge of the numeracy policy/action plan within the school.

The role includes:

- being familiar with the school's chosen curriculum and how this maps against the National Curriculum and keeping informed of any local initiatives;
- being aware of how to implement numeracy across the curriculum;
- understanding how numeracy is assessed, recorded and reported in the school (including the national reading tests);
- being aware of the budget available for numeracy within the school and monitoring its effective use/use of resources etc;
- knowing what "catch up" programmes for numeracy are available for schools to use;
- meeting as and when required, by appointment, with the designated member of staff for numeracy (in accordance with the Governor Visits to Schools policy);
- ensuring that Early Maths develops well in the EYFS phase – how are children being taught to understand number? Does this set them up well for their time in KS1 and 2?
- supporting the school's numeracy co-ordinator so they can achieve the school's numeracy targets;
- review, monitor and evaluate the impact of the activities within the school's numeracy action plan (if appropriate);
- reporting to the governing body on the effectiveness of the school's maths action plan;
- attending in-service training course (INSET day) if relevant to maths. -or at least asking to view the materials and understand how these are likely to impact on the teaching; and
- keeping knowledge up to date by attending relevant governor training courses run by the Local Authority.



# Attendance Governor

All parents or carers have a legal responsibility to ensure their child regularly attends school. When a child attends school on a regular basis, they take an important step towards reaching their full potential, and are given the greatest opportunity to learn new things and develop their skills. Attendance in schools needs to remain a priority to ensure that children and young people are given the chance to achieve their potential. The statistical links between attendance and achievement are very strong.

The governing body may wish to appoint a governor with specific responsibility for pupil attendance. The pupil attendance governor is the link between the governing body and the school in relation to attendance and should meet the designated staff lead regularly, probably on a termly basis. The nominated governor should help the governing body ensure that its statutory duties in relation to pupil attendance are met and that that staff and governors are appropriately trained.

The role includes:

- Understanding the statistical data, and how it compares nationally – what is the current attendance at the school? What % is persistent absence sitting at? What analysis of pupil groups does this show? Does the attendance lead know/act on trends?
- confirming that the school has an attendance policy which is regularly reviewed in consultation with staff, parents and pupils, and formally approved by the governing body;
- being familiar with the school's attendance policy, any initiatives, nationally and locally;
- meeting termly, by appointment, a relevant member of staff at the school to discuss the progress and effectiveness of the attendance policy (in accordance with the Governor Visits to Schools policy);
- being aware of the strategies and interventions that the school uses to improve attendance and monitoring of these;
- reporting, on at least an annual basis, to the governing body on the implementation and effectiveness of the school's attendance policy, without discussing the details of individual pupils;
- writing, or helping to write, the attendance information for the Governors Annual Report to Parents, highlighting the importance of regular school attendance and information about any targets set by the governing body for improvement for reducing the level of unauthorised absences;
- keeping knowledge up to date by attending relevant governor training courses run by the Local Authority.



# Non-core subject Governors

The purpose of linking every governor with a particular subject / area is to support the school in its work of raising pupil attainment in the school and to assist the governing body to have a better understanding and knowledge of the subject / area within the school.

The role includes:

- confirming the school has a scheme of work in place for the subject / area and that it is reviewed;
- developing knowledge of the subject / area and being familiar with strategies and keeping informed of any local initiatives;
- meeting as and when required, by appointment, with the designated member of staff for the subject / area (in accordance with the Governor Visits to Schools policy);
- supporting the subject / area co-ordinator / head so they can achieve targets;
- being informed about staffing arrangements and training;
- being aware of the budget available for the subject / area within the school and monitoring its effective use / use of resources etc;
- being aware of curriculum and timetable arrangements;
- being aware of special needs / additional needs provision for the subject / area;
- understanding the assessment and recording procedures for the subject / area;
- knowing and understanding the current levels of attainment in the subject / area;
- understand how the subject / area fits into the school development / improvement plan;
- reporting to the governing body and / or curriculum committee on current practice in the subject / area;
- attending in-service training course (INSET day) if relevant to the subject / area (as an observer);
- keeping knowledge up to date by attending relevant governor training courses run by the Local Authority.

Governors are encouraged to come and see learning in their respective subject as much as possible within school. A reminder that the end of each full term – we have the Mason Moor Museum where pupils will showcase their learning from home-learning projects. Bringing alive our ambitious curriculum.



# Non-core subject Governors

The purpose of linking every governor with a particular subject / area is to support the school in its work of raising pupil attainment in the school and to assist the governing body to have a better understanding and knowledge of the subject / area within the school.

The role includes:

- A reminder that learning in your subject BEGINS in EYFS – go and see it there – is it growing/developing a love of the subject?
- confirming the school has a scheme of work in place for the subject / area and that it is reviewed;
- developing knowledge of the subject / area and being familiar with strategies and keeping informed of any local initiatives;
- meeting as and when required, by appointment, with the designated member of staff for the subject / area (in accordance with the Governor Visits to Schools policy);
- supporting the subject / area co-ordinator / head so they can achieve targets;
- being informed about staffing arrangements and training;
- being aware of the budget available for the subject / area within the school and monitoring its effective use / use of resources etc;
- being aware of curriculum and timetable arrangements;
- being aware of special needs / additional needs provision for the subject / area;
- understanding the assessment and recording procedures for the subject / area;
- knowing and understanding the current levels of attainment in the subject / area;
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- reporting to the governing body and / or curriculum committee on current practice in the subject / area;
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# Governor Monitoring Schedule

September 2024 – July 2025



# Governor Monitoring Accountability Schedule

## St Mary's Partnership | Governance Leadership & Accountability Schedule 2024-25

	September	October	November	December	January	February	March	April	May	June	July
<b>Category Legend</b>	1 Su	1 Tu	2 - SubKnow - Maths @Brite	1 Fr	1 Su	1 Mo	1 Tu	1 We	1 Th	1 Su	1 Tu
INSET Days	2 Mo INTENT INSET - AFD2	2 We	2 Sa	2 Mo	3 - Geography SubK @Valent	2 Th	2 Su	2 We	2 Fr	2 Mo INTENT INSET - AFD4	2 We
Local Governing Body Meetings	3 Tu	3 Th	3 Su	3 Tu	Christmas Break	3 Mo	3 Sa	3 Th	3 Fr	3 Tu	3 Th
St M Partnership Board Meetings	4 We	4 Fr	Partnership Board (1) BIT	4 Mo INTENT INSET - AFD2	MASON SID	4 Sa	4 Tu	4 Fr	4 We	4 We	4 Fr
Governor Monitoring Foci	5 Th	5 Sa	5 Tu	5 Th	5 Su	5 We	5 Sa	5 Tu	5 We	5 Mo	5 Sa
Governor Training event	6 Fr	6 Su	6 We	6 Fr	Partnership Board (2) SM	6 Mo INTENT INSET - AFD1	6 Th	6 Tu	6 We	6 Tu	6 Su
Statutory Function	7 Sa	7 Mo	Learning Walk - ethos, values	7 Th	7 Sa	7 Tu	7 Fr	7 Mo	7 We	7 Sa	7 Mo
SIO visit	8 Su	8 Tu	8 Fr	8 Su	8 We	8 Sa	8 Tu	8 We	8 Th	8 Su	8 Tu
<b>Reference guide notes:</b>	9 Mo	9 We	9 Sa	9 Mo	9 Th	9 Su	9 Tu	9 We	9 Th	9 Mo	9 We
• "PV" refers to pupil voice.	10 Tu	10 Th	ST MARYS SID	10 Su	10 Tu	10 Fr	10 Mo	10 Tu	10 We	10 Tu	10 Th
• "LW" refers to a learning walk.	11 We	11 Fr	11 Mo	Maths Gobs - Pupil Voice	11 We	11 Sa	11 Tu	11 We	11 Th	11 We	11 Fr
• "BS" refers to book scrutiny	12 Th	12 Sa	12 Tu	12 Th	12 Su	12 We	12 We	12 We	12 We	12 Th	12 Sa
<b>Implementation foci:</b>	13 Fr	13 Su	13 We	13 Fr	SM/MM 8.30 & VPS 11.00 FGB	13 Mo	13 Th	13 Th	13 Su	13 Fr	13 Su
Governors are welcome to attend all INSET 'intent' days.	14 Sa	14 Mo	14 Th	14 Sa	14 Tu	14 Fr	14 Fr	14 Mo	14 We	14 Sa	14 Mo
• <b>Autumn Term is focused on AFD 2</b> from the Improvement and Implementation Plan - Maths.	15 Su	15 Tu	15 Fr	15 Su	15 We	15 Sa	15 Sa	15 Tu	15 Th	15 Su	15 Tu
• <b>Spring Term is focused on AFD 1</b> which focuses on teachers being curriculum experts and supporting better delivery of non-core.	16 Mo	Maths Gobs - Book Scrutiny	16 We	16 Sa	English Gobs - Learning Walk	16 Th	16 Su	16 Su	16 We	16 Mo	16 We
• <b>End of Spr 2 introduces the focus on AFD 4</b> which focuses on ensuring positive mental health.	17 Tu	17 Th	17 Su	17 Tu	17 Fr	17 Mo	17 Mo	17 Th	17 Sa	17 Tu	17 Th
<b>Other:</b>	18 We	18 Fr	SM/MM 8.30 & VPS 11.00 FGB	BIT FGB	18 We	18 Sa	18 Tu	18 Tu	18 Fr	Good Friday	18 We
• Partnership Board meetings/Finance: start at 8am	19 Th	19 Sa	19 Tu	BITERNE SID	19 Th	19 Su	19 We	19 We	19 Sa	19 Mo	19 Th
• Meeting locations for SM/MM local governance meetings:	20 Fr	20 Su	20 We	20 Fr	20 Mo	VPS SID	20 Th	20 Th	20 Sa	20 Tu	20 Fr
18 Oct - St Mary's	21 Sa	21 Mo	Maths Gobs - Book Scrutiny	21 Th	21 Sa	Art Gov - Pupil Voice	21 Tu	21 Fr	Partnership Board (4) MM	21 Mo	Easter Monday
13 Dec - Mason Moor	22 Su	22 Tu	22 Fr	22 Su	22 We	22 Sa	22 Sa	22 Sa	22 Tu	22 We	22 Th
28 Feb - St Mary's	23 Mo	23 We	23 Sa	23 Mo	23 Th	23 Su	23 Su	23 Su	23 We	23 Fr	Budget Sign off
28 Mar - Mason Moor	24 Tu	24 Th	24 Su	24 Tu	24 Fr	24 Mo	Learning Walk - ethos, values	24 Mo	BIT FGB	24 Th	ST MARYS SID
19 May - St Mary's	25 We	BIT FGB	25 Fr	VPS application deadline	25 Mo	25 We	25 Tu	25 Tu	25 Fr	25 Su	25 We
18 Jul - Mason Moor	26 Th	26 Sa	26 Tu	26 Th	26 Su	26 We	MASON SID	26 We	26 Sa	26 Mo	Spring Bk. Hal.
Governor Training events take place from 6-7pm. Led by leaders, with refreshments.	27 Fr	Pay Commission reviews	27 Su	27 We	27 Fr	Christmas Break	27 Mo	Science Gov - Book Scrutiny	27 Th	27 Tu	27 Fr
Clerk to the Partnership is Karen Harrison: <a href="mailto:karenharrison@aol.com">karenharrison@aol.com</a>	28 Sa	28 Mo	28 Th	28 Sa	28 Tu	28 Fr	28 Tu	SM/MM 8.30 & VPS 11.00 FGB	28 Fr	SM/MM 8.30 & VPS 11.00 FGB	28 Mo
	29 Su	29 Tu	29 Fr	Head perf review ( interim)	29 Su	29 Tu	29 We	BIT FGB	29 Sa	29 Tu	29 Th
	30 Mo	VPS SID	30 We	30 Sa	30 Mo	30 Th	30 Tu	30 Su	30 We	30 Fr	30 Mo
	31 Th	31 Th	31 Tu	31 Tu	31 Fr	31 Fr	31 Mo	None-core gobs - planning	31 Sa	31 Sa	31 Th

**Governor visits do not need to happen on Mondays** – they are listed as Mondays to provide you with clarity of the monitoring scheduled to be undertaken by leaders that week. In order to ensure that all governors have an accurate understanding of the Quality of Education – it is recommended that visits coincide with leader monitoring to ensure we maximise productivity and avoid duplication of workload.



# Visits to the school

## Professional and Personal Behaviours





# Understanding how to conduct a visit

## **Governor classroom visits are:**

- To develop relationships with the staff
- To get to know the children
- To understand the environment in which teachers teach To monitor policies in action
- To inform decision making
- To find out what resources are needed and prioritise them
- To ensure governors understand the reality of the classroom
- To understand better the governors' roles and responsibilities
- To have an opportunity to reflect on practice through discussion





# Before you visit – preparation

## **Governors should:**

- Check the agreed school policy for governors' visits
- Clarify the purpose of the visit.
- Discuss an agenda with the headteacher and or subject co-ordinator well in advance.
- Make sure that the date and time chosen is suitable.
- Send the proposed agenda to the staff involved. Ask how they would like governors to participate
- Be clear beforehand exactly what you are looking for.
- Prepare any specific questions and submit to staff in advance





# During the visit – when you come to Mason Moor

## **Governors should:**

- Remember they are making the visit on behalf of the governing body
- Be punctual
- Get involved with the children
- Remember it is a visit not an inspection, observe discreetly
- Avoid distracting the teacher or teaching assistant during the lesson
- Be courteous and friendly, listen to staff and pupils
- Be prepared to interact, to talk and show an interest
- Not lose sight of the purpose of your visit





## During the visit – when you come to Mason Moor

### Governors should:

- Clarify any issue they are unclear about
- Thank the teacher for supporting them in their role as a governor
- Make notes as soon as possible
- Be open, honest and positive.
- Submit their report to the headteacher who will forward this onto Karen, clerk to governors
- Consider whether the purpose of the visit has been achieved
- Reflect on how and whether the visit has helped the governing body fulfil its duties
- Submit their agreed report to the next appropriate committee/governing body meeting

