



## **Governor Guidance Notes**

*for school governors and clerks in Cambridgeshire Maintained Schools*

**Please note that legislation in this Governor Guidance Note applies to Cambridgeshire Maintained Schools but the principles may be useful for Academies and Free Schools**

### **Guidance Note 2**

## **INFORMATION TO BE MADE AVAILABLE ON SCHOOL WEBSITE**

### **Background**

Every local authority maintained school must publish specific information on its website to comply with The School Information (England) (Amendment) Regulations 2016. Previously governing bodies had to publish a hard copy prospectus. The paper copy no longer needs to exist, but the information it contained now has to be available on the school's website or it has to be signposted to another site where it is located. Additional information that must be published includes the amount of pupil premium funding the school has received, how it has been used and the impact it has made. The governing body must also publish information about itself, including pecuniary interests, connections to the school and attendance at meetings.

Along with this change comes the requirement to publish information about how the school has used its pupil premium. The requirements about pupil premium and disclosure of information about governors, also applies to academies though not from the same regulations. If you are an academy or free school, read guidance on *What academies, free schools and colleges should publish online*.

### **School contact details**

Your school's website must include the following:

- your school's name
- your school's postal address
- your school's telephone number
- the name of the member of staff who deals with queries from parents and other members of the public
- the name and contact details of your special educational needs (SEN) co-ordinator (SENCO) if you're a mainstream school

### **Admission arrangements - Foundation schools and voluntary-aided schools**

If the school's governing body decides your admissions, you must publish your school's admission arrangements each year and keep them up for the whole school year. You must explain:

- how you'll consider applications for every age group
- what parents should do if they want to apply for their child to attend your school
- your arrangements for selecting the pupils who apply (if you are a selective school)
- your 'over-subscription criteria' (how you offer places if there are more applicants than places)

## **Community schools and voluntary-controlled schools**

If the local authority decides your admissions, write that parents should contact the local authority to find out about your admission arrangements.

## **Ofsted reports**

You must publish either:

- a copy of your school's most recent Ofsted report
- a link to the report on the Ofsted website

## **Exam and assessment results**

### **Key stage 2 (end of primary school) results**

You must publish the following details from your school's most recent key stage 2 results:

- average progress scores in reading, writing and maths
- average 'scaled scores' in reading and maths
- percentage of pupils who achieved the expected standard or above in reading, writing and maths
- percentage of pupils who achieved a high level of attainment in reading, writing and maths

### **Key stage 4 (end of secondary school) results**

You must publish the following details from your school's most recent key stage 4 results:

- progress 8 score
- attainment 8 score
- percentage of pupils who got a good pass (grade C or above) in English and maths - from January 2018 you should publish the percentage of pupils who achieved a strong pass (grade 5 or above) in English and maths
- percentage of pupils achieving the English Baccalaureate (EBacc) combination of subjects (this means pupils who got a GCSE grade C or above in English, maths, 2 sciences, a language, and history or geography) - during the transition to the new GCSE grading scale we will base the EBacc pass level on grade 5 or above for reformed subjects and grade C and above for unreformed subjects
- student 'destinations' (the percentage of students who continue in education or training, or move on to employment at the end of 16 to 19 study)

### **Key stage 5 (16 to 18) information**

If you are a local authority maintained school sixth form you should publish:

- the progress your students have made compared with students across the country, shown separately for A levels, academic, applied general and tech level qualifications
- the average grade that your students get at key stage 5, shown separately for A levels, academic, applied general and tech level qualifications
- the progress your students have made in English and maths
- retention (this is the proportion of students who get to the end of the main programme of study that they enrolled on at your institution), shown separately for each qualification type
- destinations (this is the percentage of students who continue in education or training, or move on to employment in the year after the end of key stage 4)

## **Performance tables**

You must include a link to the school and college performance tables service.

## **Curriculum**

You must publish:

- the content of your school curriculum in each academic year for every subject
- the names of any phonics or reading schemes you're using in key stage 1
- a list of the courses available to pupils at key stage 4, including GCSEs
- how parents or other members of the public can find out more about the curriculum your school is following

## **Behaviour policy**

You should publish details of your school's behaviour policy. The policy must comply with Section 89 of the Education and Inspections Act 2006.

## **School complaints procedure**

You must publish details of your school's complaints procedure, which must comply with Section 29 of the Education Act 2002. You must also publish any arrangements for handling complaints from parents of children with special educational needs (SEN) about the support the school provides.

## **Pupil premium**

You must publish a strategy for the school's use of the pupil premium. You no longer have to publish a 'pupil premium statement'.

For the current academic year, you must include:

- your school's pupil premium grant allocation amount
- a summary of the main barriers to educational achievement faced by eligible pupils at the school
- how you'll spend the pupil premium to overcome those barriers and the reasons for that approach
- how you'll measure the effect of the pupil premium
- the date of the next review of the school's pupil premium strategy

For the previous academic year, you must include:

- how you spent the pupil premium allocation
- the effect of the expenditure on eligible and other pupils

Pupil premium funding is allocated for each financial year, but the information you publish online should refer to the academic year, as this is how parents understand the school system.

As you won't know allocations for the end of the academic year (April to July), you should report on the funding up to the end of the financial year and update it when you have all the figures.

The Teaching Schools Council has published templates to support schools in presenting their pupil premium strategies. Use of the templates is voluntary.

## **Year 7 literacy and numeracy catch-up premium**

If your school has received year 7 literacy and numeracy catch-up premium funding, you must publish:

- your funding allocation for the current academic year
- details of how you intend to spend your allocation
- details of how you spent your previous year's allocation
- how last year's allocation made a difference to the attainment of the pupils who benefit from the funding

## **PE and sport premium for primary schools**

If your school receives PE (physical education) and sport premium funding, you must publish:

- how much funding you received
- a full breakdown of how you've spent the funding or will spend the funding
- the effect of the premium on pupils' PE and sport participation and attainment
- how you'll make sure these improvements are sustainable

## **Special educational needs (SEN) and disability information**

You must publish an SEN information report on your school's policy for pupils with SEN and should update it annually.

You should update any changes occurring during the year as soon as possible.

The report must comply with:

- section 69 of the Children and Families Act 2014, which includes:
  - the arrangements for the admission of disabled pupils
  - the steps you have taken to prevent disabled pupils from being treated less favourably than other pupils
  - the facilities you provide to help disabled pupils to access the school
  - the accessibility plan you have prepared in compliance with paragraph 3 of schedule 10 to the Equality Act 2010.
- regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014

You can find details of what you must include in schedule 1 of the Special Educational Needs and Disability Regulations 2014, and section 6 of the 'Special educational needs and disability code of practice: 0 to 25 years'.

## **Equality objectives**

Public bodies, including local-authority-maintained schools, are covered by the public sector equality duty in the Equality Act 2010. This means you have to publish:

- details of how your school is complying with the public sector equality duty - you should update this every year
- your school's equality objectives - you should update this at least once every 4 years

Details of these publishing obligations are set out in Equality Act 2010: advice for schools.

## **Publication of Governor's Details and the Register of Interests**

Governors hold an important public office and their identity should be known to their school and wider communities. In the interests of transparency, a governing body should publish on its website up-to-date details of its governance arrangements in a readily accessible format. This should include:

- the structure and remit of the governing body and any committees, and the full names of the chair of each;
- for each governor who has served at any point over the past 12 months: their full names, date of appointment, term of office, date they stepped down (where applicable), who appointed them (in accordance with the governing body's instrument of government);
- relevant business and pecuniary interests (as recorded in the register of interests) including governance roles in other educational institutions;

- any material interests arising from relationships between governors or relationships between governors and school staff (including spouses, partners and close relatives); and
- their attendance record at governing body and committee meetings over the last academic year.

Governing bodies should also publish this information for associate members, making clear whether they have voting rights on any of the committees to which they have been appointed.

Governing bodies should make it clear in their code of conduct that this information will be published on their governors and any associate members. Any governor failing to provide information to enable the governing body to fulfil their responsibilities may be in breach of the code of conduct and as a result be bringing the governing body into disrepute. In such cases the governing body should consider suspending the governor.

This is taken from The Constitution of Governing Bodies of Maintained Schools – statutory guidance August 2015: <https://www.gov.uk/government/publications/constitution-of-governing-bodies-of-maintained-schools>.

***It is recommended that this information should be published directly to the school website in an accessible form and not included as a pdf document. This information should be updated on a termly basis.***

**Appendix 1: Sample A Governor Information/Attendance Record – Worked Example**  
**Appendix 2: Sample B Governor Information/Attendance Record**

**Appendix 1: Sample A Governor Information/Attendance Record – Worked Example**  
**(Note: Information to be published in accessible form not included as a pdf document)**

High Hopes School – Governor Information							
Name	Committees	Category of Governor	Appointed by	Term End	Relevant Business Interest	Governor at Other Schools	Relationship with Other Governors or Staff
Alan Smith	Resources, Pay Review	Co-opted	Governing Body	September 2019	None	None	None
Fred James <b>VICE-CHAIR</b>	Resources (Chair), Pay Review Appeals	Parent	Elected	December 2016	None	None	Wife - A James, lunchtime supervisor
Alice Jones	Standards	Co-opted	Governing Body	September 2019	Member of Staff	None	None
Nigel Bloggs	Resources, Pay Review Appeals	Co-opted	Governing Body	September 2019	None	None	None
Lucy Smith	Standards (Chair), Pay Review Appeals	Co-opted	Governing Body	September 2019	None	None	None
Karen Jones	Resources, Standards, Pay Review	Parent	Elected	January 2018	None	None	Mother of Miss Smith, teacher
Simon West	Resources, Pay Review	Local Authority	Local Authority	April 2019	Director of Finance at Poppy UK (Charity)	None	None
Julie Roberts <b>HEADTEACHER</b>	Resources, Standards	Head			Member of Staff	None	None
Jamie Bond	Standards	Staff	Elected	March 2019	Member of Staff	None	None
Sarah Strong <b>CHAIR</b>	Standards, Resources	Parent	Elected	March 2018	None	None	None
Charlotte King		Co-opted	Governing Body	Resigned December 2014	None	None	None
Howard Johnson	Resources (with voting rights)	Associate Member	Governing Body	N/A	Member of Staff	None	None
Rebecca White		Clerk					

**Composition of Governing Body**

3/3 Parent Governors  
 1/1 Headteacher  
 1/1 Staff Governor  
 1/1 Local Authority Governor  
 5/5 Co-opted Governors

The governing body has appointed one associate member.

Standing orders and terms of reference for committees click on link - [standing orders/terms of reference](#)

**High Hopes School**  
**Attendance at Meetings - Autumn Term 2015**

Name of Governor	Governing Body	Resources	Standards	Governing Body	Resources	Standards
	(Include dates of meetings)					
Alan Smith	✓	A		✓	✓	
Fred James	✓	✓		✓	✓	
Alice Jones	✓		✓	✓		✓
Nigel Bloggs	✓	✓		✓	✓	
Lucy Smith	✓		✓	✓		✓
Karen Jones	✓	✓	F	✓	✓	✓
Simon West	✓	✓		✓	✓	
Julie Roberts	✓	✓	✓	✓	✓	✓
Jamie Bond	✓		✓	✓		✓
Sarah Strong	✓	✓	✓	✓	✓	✓
Charlotte King	✓			✓		
Howard Johnson	✓	✓		✓	✓	

Key:

- ✓ Attended the meeting
- A Absent with the consent of the governing body
- F Failed to attend or absent without the consent of the governing body

## Appendix 2: Sample B Governor Information/Attendance Record

(Note: Information to be published in accessible form not included as a pdf document)

**{{NAME OF GOVERNING BODY}}**

### PUBLICATION OF GOVERNOR'S DETAILS AND REGISTER OF INTERESTS

Governors hold an important public office and their identity should be known to their school and wider communities. In the interests of transparency, a governing body should publish on its website up-to-date details of its governance arrangements in a readily accessible form.

#### CURRENT GOVERNORS

Full Name	Category of Governor	Appointing Body (in accordance with the Instrument of Government)	Date of Appointment	Term of Office	Committees Governor Serves On	Positions of Responsibility (eg chair or vice-chair of the GB or Committee of the GB)	Relevant Business/Pecuniary Interests	Governance roles in any other educational establishments	Relationship between Governors and members of the school staff (including spouses, partners or relatives)

#### ASSOCIATE MEMBERS (IF APPLICABLE)

Full Name	Date of Appointment	Term of Office	Committees Associate Member Serves On	Relevant Voting Rights	Positions of Responsibility (eg chair or vice-chair of the Committee of the GB)	Relevant Business/Pecuniary Interests	Governance roles in any other educational establishments	Relationship between Associate Members and members of the school staff (including spouses, partners or relatives)

#### PREVIOUS GOVERNORS (SERVED AT ANY POINT OVER THE PAST 12 MONTHS)

Full Name	Category of Governor	Appointing Body (in accordance with the Instrument of Government)	Date of Appointment	Date Stepped Down	Committees Governor Serves On	Positions of Responsibility (eg chair or vice-chair of the GB or Committee of the GB)	Relevant Business/Pecuniary Interests	Governance roles in any other educational establishments	Relationship between Governors and members of the school staff (including spouses, partners or relatives)

#### POINT OF CONTACT FOR GOVERNING BODY

Name of Clerk	
---------------	--

Structure of Governing Body (reference Instrument of Government)

- 2/2 Parent Governors
- Headteacher
- 1 Staff Governor
- 1 Local Authority Governor
- 5 Co-opted Governors
- ? Foundation or Partnership Governors (if applicable)
- 2 Associate Members – not included in the Instrument of Government

Standing Orders and Terms of Reference for Committees (documents included on the website or relevant link)



**{NAME OF GOVERNING BODY}**

**ATTENDANCE RECORD AT GOVERNING BODY AND COMMITTEE MEETINGS OVER THE LAST ACADEMIC YEAR {INCLUDE YEAR/S}**

Full Name, Category of Governor	Full GB			Name of Committee			Name of Committee		
	Date of Meeting	Date of Meeting	Date of Meeting	Date of Meeting	Date of Meeting	Date of Meeting	Date of Meeting	Date of Meeting	Date of Meeting

**Attendance Key**

✓ = Attended

A = Absent with the consent of the governing body (apologies accepted)

F = Failed to attend or Absent without the consent of the governing body