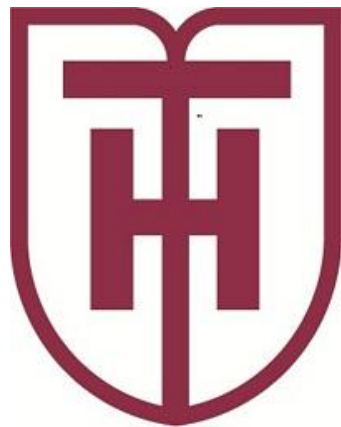


**Haileybury Turnford**

# **GOVERNORS' HANDBOOK**



**Haileybury Turnford  
Mill Lane  
Cheshunt  
Herts  
EN8 0JU**



## **INTRODUCTION**

Welcome and thank you for being prepared to give your time and support to Haileybury Academy Trust and Haileybury Turnford.

This handbook helps to explain the roles and responsibilities of being a governor and how, as a Governing Body, we carry out our duties. For both new and experienced governors there are training opportunities available. All governors are encouraged to take advantage of any training on offer, which is free of charge to members of the Governing Body.

Governing bodies have a strategic role in the development of the school and do not become involved in day-to-day management issues: that is the role of the Principal and senior staff.

Working in partnership with the Principal and staff, we will help to make HT a successful school for all who work in it.

Thank you for your willingness to contribute towards Haileybury Turnford's further growth and development.

## 1. HAILEYBURY TURNFORD'S VISION



Haileybury Turnford

AMBITION • PRIDE • SUCCESS

### We want to be a vibrant school, developing every aspect of our students.

We will make sure that each student has the opportunity to reach their potential, and can leave us with the qualifications, skills and qualities they need for a successful life.

We will draw on Haileybury's 150 years of outstanding achievement, and combine that with Turnford's strong sense of community, to create an exceptional school.

We believe that excellent teaching, academic success, the best pastoral care and enriching co-curricular opportunities are hallmarks of an excellent school, and will mean our students thrive, flourish and succeed.

### Excellent teaching and ambitious learning

- There will be excellent teaching for every student in the school, so they get outstanding exam results.
- Our teachers will give stimulating and challenging lessons, raising aspirations and inspiring our students to learn.

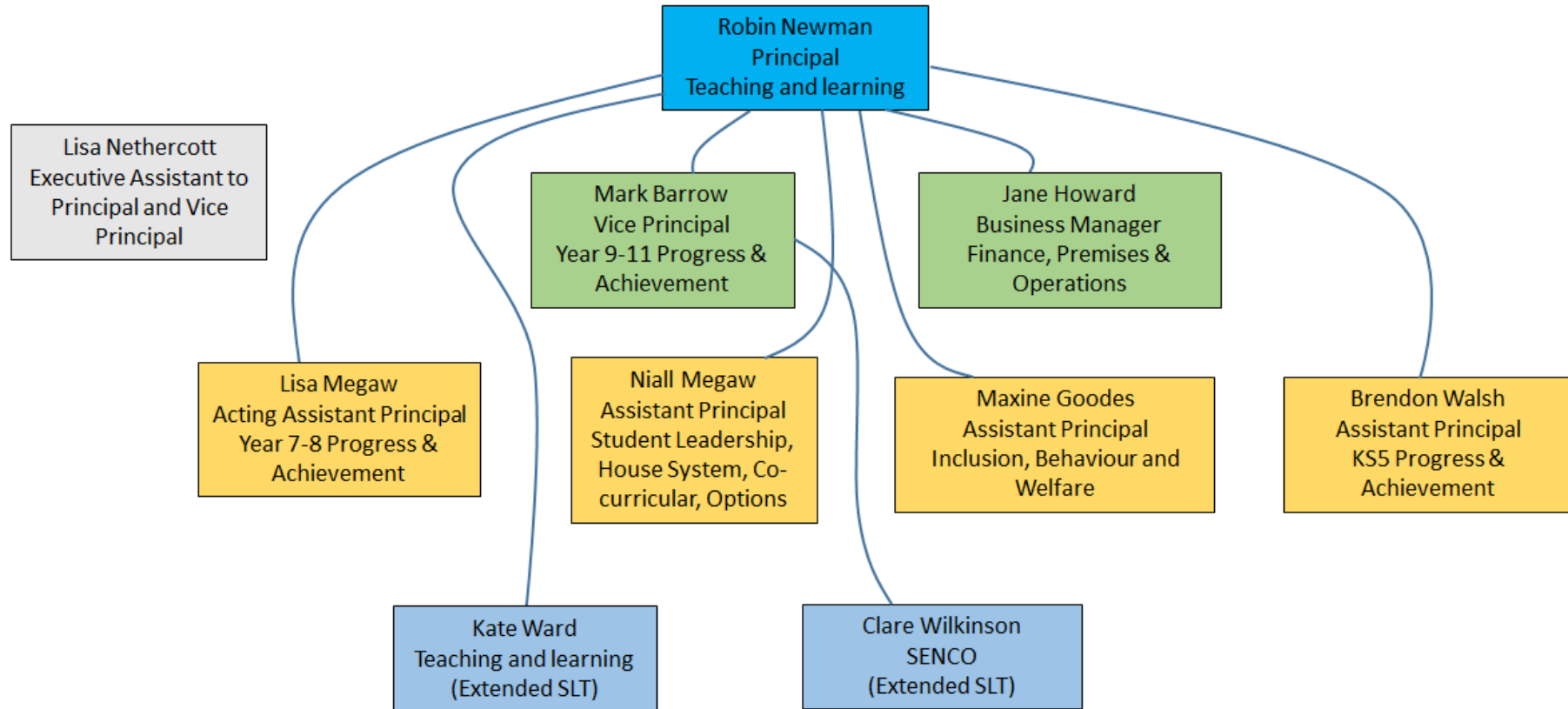
### Respectful and well-behaved students and excellent pastoral care

- We will expect our students to:
  - Do everything with pride and ambition
  - Behave well
  - Respect each other and all adults in the school
  - Take responsibility for their actions
- We will expect our parents and carers to support their children and the school. In return, we will work closely with them, so all our young people are able to reach their potential.
- We will support the students with the best pastoral care, so they are happy and feel safe at school.
- We want our students to develop the qualities they need to be good members of society when they leave school, contributing to the global, national and local communities they live in.

### Enriching co-curricular opportunities

- We will offer our students a diverse and vibrant co-curricular programme to encourage their personal development.
- We will give them opportunities in leadership and teamwork to develop their confidence, resourcefulness and resilience.

## 2. SCHOOL LEADERSHIP & MANAGEMENT STRUCTURE (September 2016)



### 3. GOVERNANCE STRUCTURE

The school is an academy within the Haileybury Academy Trust [HAT], currently a single academy trust.

An academy trust is a charity and also a company limited by guarantee. HAT has two layers of governance:-

- **The Members of the Trust** who are similar to shareholders. Members have a limited financial liability in the event that HAT is wound up and they have the power to appoint and remove trustees. The role of the Members is largely constitutional
- **The Trustees (governors)** who are also the directors of the company. The term director, trustee and governor are interchangeable. The board is responsible for ensuring the charitable company achieves its objectives, while ensuring compliance with charity and company law and the academy trust's funding agreement.
- The relationship between the Members and the Trustees (governors) is set out in the Articles of Association, which is the Trust's principal governing document

### 4. CORE FUNCTIONS OF THE GOVERNING BODY

The Governing Body has responsibility for the conduct of the school with a view to promoting high standards of educational achievement and meeting the school's vision.

The Governing Body focuses on three strategic functions, which are reflected in the criteria Ofsted inspectors use to judge the effectiveness of governance in schools.

#### i. **Ensuring clarity of vision, ethos and strategic direction**

The Governing Body is responsible for ensuring that the school has a robust strategic framework and that all statutory duties are met. This addresses the fundamental questions of: where are we now, where do we want to be, and how are we going to get there. It involves setting priorities, creating accountability and monitoring and evaluating progress towards the school's priorities and targets.

#### ii. **Holding the Principal to account for the educational performance of the school and its students, and the performance management of staff**

The Governing Body supports and strengthens the leadership of the school. It plays a strategic role, so should normally avoid routine involvement in operational matters. We aim to build productive and supportive relationships with the Principal and staff, while holding them to account for exercising their professional judgement in the day-to-day running of the

school. As governors we provide the Principal and senior leaders with support and advice, drawing on our knowledge and experience. We ask searching questions and respect the Principal’s position as professional leader of the school.

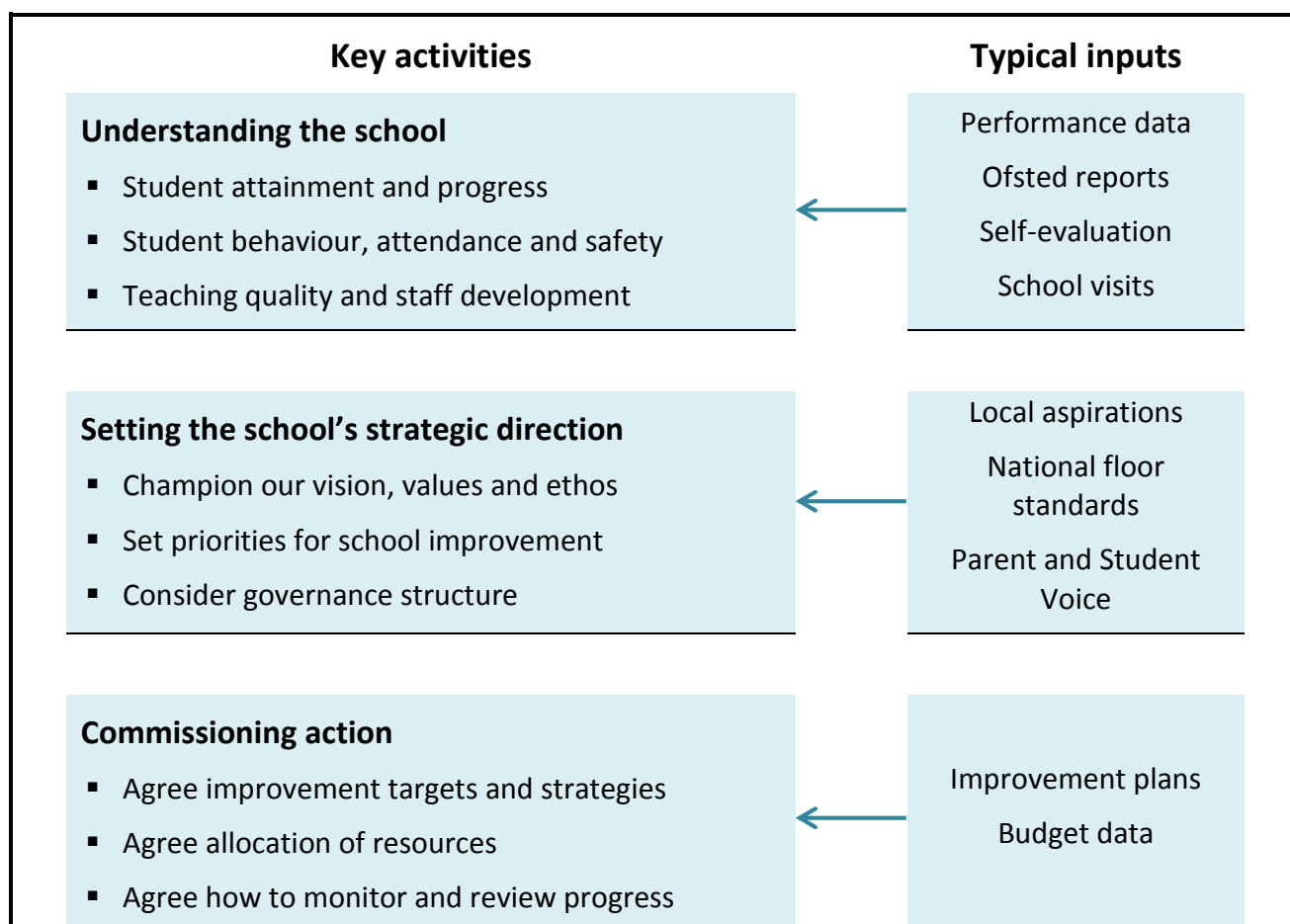
iii. **Overseeing the financial performance of the school and making sure its money is well spent.**

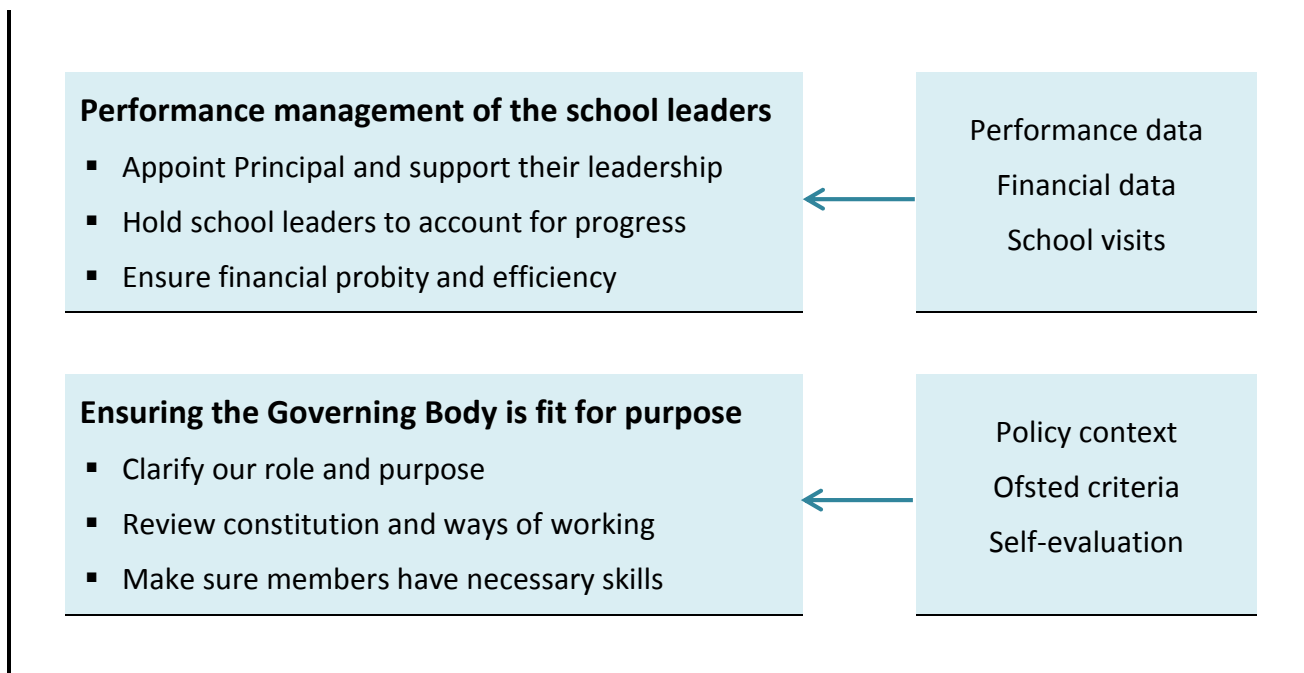
The Governing Body ensures the school’s money is well spent by asking questions such as:

- Are we allocating our resources in line with our strategic priorities?
- Are we making full use of all our assets and efficient use of all our financial resources?
- How does our spending compare with that of similar schools?
- How can we get better value for money from our budget?

The Department of Education publishes a **Governors’ Handbook** which sets out essential information about the duties and responsibilities of governing bodies. It is available online at [www.gov.uk](http://www.gov.uk).

**An overview of the Governing Body’s key activities:**





## 5. MUTUAL EXPECTATIONS

### The Governing Body expects that the school will:

- understand and respect its statutory role and purpose
- recognise the shared commitment to improving the education provided for all students
- respect governors as volunteers who bring other skills, experiences and perspectives, and value their contribution
- work openly with the Governing Body and provide clear, concise and relevant information on which to base decisions
- enable all governors to become involved in the life of the school
- contribute to the induction, training and development of governors

### The school expects that the Governing Body will:

- respect the professional expertise of the Principal and staff
- work openly in partnership with the Principal and staff for the benefit of the school and its students
- demonstrate its commitment to the school, collectively and individually
- act and take decisions that are in the best interests of the school and not those of self, individuals or groups
- support the school with parents/carers and in the community
- recognise the need for both governor induction and on-going training and development



- ensure that where educational jargon is unavoidable, it is at least explained
- 

### **The expectation of individual governors is that they will:**

- enhance the work of the Governing Body
- demonstrate their commitment by getting to know the school and becoming involved in school life and activities
- prepare for meetings so that they are well informed, attend meetings (Governing Body/committees/working groups) and play an active part in these
- support the school with parents/carers and in the community
- recognise the corporate status of the Governing Body and the concept of collective responsibility
- respect confidentiality and the need to act with discretion
- accept responsibility for their own training and development

## **6. MEMBERSHIP OF THE GOVERNING BODY: September 2016**

Russell Matcham (chairman)

Mike McKeaveney (vice-chair)

Simon Boyden

Adrian Bradley

Joe Davies

Kathy Farrell-Hall

John Giesen

David Kilgallon

David McKendrick-Ness

Evelyn Pope

Laura Pugsley

Ian Richardson

Neil Taylor

Stuart Westley

Ian Gaskell (co-opted, Finance and General Purposes Committee)

Simon Smith (co-opted, Education Committee until December 2015)

Matt Radley (co-opted, Education Committee from January 2016)

Helen Reed (Clerk)

## **7. ROLE OF THE CHAIR OF GOVERNORS**

The role of the Chair includes:

- Giving the Governing Body a clear lead and direction, ensuring that the governors work as an effective team and understand their accountability and the part they play in the strategic leadership of the school and in driving school improvement
- Attracting governors with the necessary skills and ensuring that tasks are delegated across the Governing Body so that all members contribute, feel that their individual skills, knowledge and experience are well used and that the workload is shared
- Building a productive relationship with the Principal, being a critical friend by offering support, challenge and encouragement, and ensuring the Principal's performance management is rigorous and robust
- Ensuring that statutory requirements and regulations are met, that the school provides value for money in its use of resources and that Governing Body business is conducted efficiently and effectively
- Ensuring school improvement is the focus of all policy and strategy and that governor monitoring reflects school improvement priorities
- Acting in cases that may properly be deemed 'urgent'. This applies where a delay in exercising the function would be seriously detrimental to the interests of the school, a student, parent/carer or member of staff
- Making public statements on behalf of the Governing Body

## **8. ROLE OF THE CLERK**

The clerk is appointed by the Governing Body and is responsible to it. The post holder plays an important part in making sure the Governing Body's work is well organised. The main roles and responsibilities are:

- Providing advice to the Governing Body on governance, constitutional and procedural matters
- Providing effective administrative support to the governing body and its committees, including convening meetings, organising agendas, preparing papers, attending meetings, drafting and circulating minutes
- Ensuring the Governing Body is properly constituted, maintaining a register of members, monitoring terms of office, reporting vacancies, maintaining a register of pecuniary interests and keeping a record of attendance

- Managing information effectively in accordance with legal requirements, including keeping records of governors' contact details, terms of reference and membership of committees, responsibilities of nominated governors, and ensuring that minutes, reports and papers are filed and available for public inspection, subject to the Governing Body's ruling on confidentiality.

## 9. GOVERNING BODY COMMITTEES

Subject to prescribed terms, the Governing Body can delegate its functions to:

- a committee
- an individual governor
- the Principal

However, a Governing Body cannot delegate **at all** any functions relating to:

- the constitution of the Governing Body
- appointment or removal of the Chair and Vice Chair
- deciding arrangements for full Governing Body meetings
- the appointment of the Clerk
- the suspension of governors
- regulating Governing Body proceedings and proceedings of committees
- decisions about delegation to or the establishment, proceedings and review of committees

A Governing Body cannot delegate **to an individual** any functions relating to:

- the alteration, closure or change of category of the school
- the approval of the first formal budget plan of the financial year
- school discipline policies
- the exclusion of students
- admissions

The Governing Body reviews the establishment, terms of reference, constitution and membership of committees annually.

### KEY POINTS

- the responsibility for any decision rests with the corporate Governing Body, regardless of who has made the decision

- the individual or committee to whom a decision has been delegated, must report to the Governing Body in respect of any action taken or decision made.

## **10. MEMBERSHIP OF COMMITTEES: September 2016**

### **Exco:**

Russell Matcham (chair)

Mike McKeaveney

Adrian Bradley / Simon Boyden

Joe Davies

David Kilgallon

Laura Pugsley

### **Finance and General Purposes Committee:**

Adrian Bradley (chair)

David McKendrick-Ness

Ian Gaskell (co-opted)

Evelyn Pope

Jane Howard

Robin Newman

### **Education Committee:**

Mike McKeaveney (chair)

Kathy Farrell-Hall

Laura Pugsley

Simon Smith (until December 2016)

Matt Radley (from January 2017)

Robin Newman

## **11. Governor links and areas of responsibility (to add)**

## 12. ASKING THE RIGHT QUESTIONS

Effective Governing Bodies hold their Principal and other senior school leaders to account for improving school performance by asking the right questions.

Some of these questions might include:

- Which groups of students are the highest and lowest performing, and why?  
What are your plans for addressing underperformance or less than expected progress?  
How will we know that things are improving?
- Which year groups or subjects get the best and worst results and why?  
How does this relate to the quality of teaching across the school?  
What is your strategy for improving the areas of weakest performance?
- How are you going to raise standards for all children, including the most and least able, those with special educational needs, those receiving free school meals, boys and girls, those of a particular ethnicity, and any who are currently underachieving?  
How will we know if your approach is working?
- Do we have the right staff and the right development and reward arrangements?
- Is this a happy school with an effective learning culture?  
What is our track record on attendance, behaviour and bullying?  
Are safeguarding procedures securely in place?  
What are you doing to address any current issues, and how will we know if it is working?
- How good is our wider offer to students?  
Is the school offering a good range of co-curricular activities?  
Is school food healthy and popular?
- Do we listen to what students and parents/carers are telling us?

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## 13. UNDERSTANDING SCHOOL DATA

Governing bodies need accurate data to help them see clearly the questions they need to ask and to provide answers to their questions.

### a) Ofsted's school performance dashboard

Ofsted publishes short reports known as the 'Data Dashboard' to show the overall performance of schools in a clear and simple way. The reports cover students' attainment and progress in core subjects, their attendance, and how well the school is doing for its disadvantaged students. They show how well schools are performing compared to national

averages and compared to similar schools – those whose students had similar attainment when they entered the school.

The following questions for governors, particularly those on the Education Committee, are designed to enable discussion between governors and school leaders regarding the school's performance data. The Data Dashboards should be used as a starting point; RAISEonline is used to look at more detailed data:

**Is this the picture that we were expecting?**

- If not, why not?
- What actions are being taken to address this?

**Are standards rising in English, mathematics and science at Key Stage 4?**

- What actions are being taken to improve standards and are they making a difference?
- Is there a link between standards in English, mathematics and science and what we know about the quality of teaching?

**How is our school performing compared with other schools with a similar intake of students?**

- What are the other schools in our similar group doing differently to achieve better outcomes?
- If the school is in the top quintile, what are we doing to maintain this?

**Are there differences between groups of students?**

- Is expected progress being made by the following groups (see RAISEonline summary report)?
  - boys and girls;
  - those for whom the Pupil Premium provides support;
  - those who have special educational needs or are supported by school action plus;
  - the most able students.
- How is the Pupil Premium funding being used and is it making a difference?
- Do groups of students have a higher level of absence (see RAISEonline summary report)?

**Are all students making the levels of progress expected of them?**

- Are students with different starting points reaching the levels expected?
- For figures on expected progress by starting point of pupils (see RAISEonline summary report);
- What is our school doing to make sure that all pupils make at least the progress that is expected?
- Are students making at least the progress expected year-on-year as they move through the school?
- If not, is there a link with the quality of teaching in different subjects and/or year groups?

- How does the proportion of students making more than expected progress compare to with the proportions nationally? (For figures on proportions of pupils making more than expected progress, see RAISEonline summary report).

#### **Has attendance improved over the last three years?**

- If not, why not?
- What actions are being taken to address this?

### **b) RAISEonline**

RAISEonline is a secure web-based system which includes data on student attainment, progress, absence, and exclusions. It provides an analysis of the characteristics of students, such as their ethnic mix, special educational needs, and level of deprivation. All data is compared to the relevant national average. RAISEonline allows schools to evaluate performance retrospectively and helps inform future targets for the school.

The RAISEonline summary report contains a summary of the most important data. It signposts the data that governors may want to focus on as their starting point for understanding their school's performance. The school's administrator can provide governors with a 'governor' account. This allows access to the RAISEonline summary report, but does not allow the user to see named student data.

## **14. INSPECTION AND GOVERNANCE –**

15. An Ofsted inspection team make judgements in four key areas:

- Effectiveness of leadership
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Outcomes for students

Inspectors also consider:

- The effectiveness of the 16 to 19 study programmes (sixth form provision)

They then make an overarching judgement about the quality of education provided in the school; its overall effectiveness. There are four possible overarching judgements: **outstanding, good, requires improvement and inadequate**. Full details are available in the School Inspection Handbook which can be downloaded from the Ofsted website:

<http://www.ofsted.gov.uk/resources/school-inspection-handbook>

During an Ofsted Inspection the lead inspector meets with the Chair of Governors and/or representatives of the Governing Body. As with the meetings between inspectors and students, parents/carers and staff, meetings with governors take place without the presence of the

Principal or senior staff. Representatives from the Governing Body are also invited to the feedback meeting.

Inspectors expect governors to know about the strengths and weaknesses of the school. Governors are expected to be familiar with, and understand, performance data, including the information that the school data dashboard presents for their school. The contribution of governors to the school is evaluated as part of the judgement on leadership and management.

Ofsted has published the criteria that inspectors will use to judge the effectiveness of a school's governance. These criteria are consistent with the core functions of all governing bodies.

Inspectors look at the extent to which governing bodies:

- ensure clarity of vision, ethos and strategic direction
- contribute to the school's self-evaluation and understand its strengths and weaknesses, including the impact of their own work
- support and strengthen school leadership, including by developing their own skills
- provide challenge and hold the Principal and other senior leaders to account for improving the quality of teaching, students' achievement and students' behaviour and safety, including by using the data dashboard, other progress data, examination outcomes and test results;
- use performance management systems, including the performance management of the Principal, to improve teaching, leadership and management
- ensure solvency and probity and that the financial resources made available to the school are managed effectively
- operate in such a way that statutory duties are met and priorities are approved;
- engage with key stakeholders
- use the Pupil Premium and other resources to overcome barriers to learning, including reading, writing and mathematics
- These criteria include a stronger focus on how governing bodies use data to challenge and hold the Principal to account, and how they evaluate their own impact and develop their own skills



## **16. GOVERNOR VISITS TO THE SCHOOL**

### **Context**

One of the key roles and responsibilities for the Governing Body is to monitor and evaluate the effectiveness of the school. Visits to the school are just one way in which governors increase their knowledge of the working of the school. This knowledge and understanding better enables



the Governing Body to carry out its roles of strategic leadership, monitoring and evaluation and holding the school to account for its performance and progress.

## **Rationale**

Visits enable governors to:

- Show staff and students that they are interested in the life, work and achievement of the school
- See the school at work and observe the range of achievements, attitudes and behaviour
- Get to know the staff, so that they can provide active support and work in partnership
- Be aware of the effect of change and different approaches to teaching and learning
- See evidence of the school's policies in action
- Evaluate resources and discuss further requirements with staff
- Gain first-hand information to assist with policy making and decision taking
- Increase their understanding of the school's strengths and areas for development
- Ask informed questions in Governing Body meetings by gaining first-hand knowledge of the workings of the school

## **Frequency of Visits**

New governors are invited to meet with the Principal and undertake an initial visit to familiarise themselves with the school. Governors are encouraged to make at least one visit to the school each academic year during school term time, but are welcome and encouraged to visit more often if their commitments allow.

## **Visiting classrooms and watching lessons**

It is useful for governors to visit classrooms and watch lessons in order to:

- Appreciate and understand the work of the staff (teachers and support staff) and how the students are learning
- See the response of students to their work
- Become aware of resource issues
- Be able to ask appropriate questions and hold informed discussions with professionals
- Understand as fully as possible the meaning of the results of monitoring reported to the Governing Body

However, governors are not inspectors, so are not expected to make judgements about the professional expertise of the teachers. That remains a task for senior staff and other education professionals. It would therefore be inappropriate for governors to:

- Make judgements about the quality of teaching
- Report on the progress of individual children
- Pursue personal agendas or check on their own children
- Monopolise teachers' time

## **Confidentiality**

Governors should adhere to the highest standards of confidentiality. Please ensure that visit reports do not identify individuals in a critical manner.

## **PROCEDURE FOR GOVERNOR VISITS TO SCHOOL**

When planning a governor visit, its purpose should be clearly defined. Governor visits support the School Improvement Plan, and will usually concentrate on areas of the plan highlighted for development within the governor's area of responsibility.

**Before making a visit** governors should:

- Liaise with the relevant staff member for their area of responsibility. Agree a date, time, length and focus for the visit. Arrangements should usually be made at least a week in advance
- Ask if staff can provide any information or documentation that will help prepare for the visit, for example, school policy documents
- Draw up a timetable for the visit with the relevant senior member of staff, who should ensure that any other staff involved are aware of the visit and the expectations of them
- Agree any specific questions that the governor may wish to answer from the visit
- Familiarise themselves with the Governor Visit Report form

**On the day of the visit** governors should:

- Check the timetable with the relevant senior member of staff
- Meet with the Principal for a few minutes at the start of the visit
- Be aware that any visitor entering a classroom changes the dynamics of the relationship between staff and students
- Respect the professionalism of the staff, offering support but taking care not to interfere;
- Remember that visits are a snapshot in time, and take care not to make arbitrary judgements

**After the visit** governors should:

- Remember to thank the staff and students
- Where possible, meet with the relevant senior member of staff after the visit to provide constructive feedback and raise any issues arising
- Meet with the Principal at the end of the visit
- Prepare the visit report promptly so that they remember the details of the visit
- Where appropriate complete the Governor Visit Report in the agreed format
- Give or email a copy of the report to the senior member of staff involved in the visit and to the Principal, so that it is agreed before wider circulation to other members of staff involved;
- Email a copy of the agreed report to the Chair of Governors

## GUIDANCE ON COMPLETING A GOVERNOR VISIT REPORT

Governor:	Date of Visit:	Length of Visit:
<p><b>Subject or focus of visit:</b> What was the planned focus of your visit? <i>For example:</i></p> <p><i>Initial visit to meet faculty staff and gain an overview of the department</i>  <i>Looking at a particular subject or year group</i>  <i>Taking part in a Faculty Review</i>  <i>Reviewing provision for students with SEN</i>  <i>Focusing on a particular School Improvement Plan priority</i>  <i>Monitoring the implementation of a particular school policy</i></p>		
<p><b>How was monitoring information gathered?</b> What did you do when you visited? <i>For example:</i></p> <p><i>Meeting with a member of the Senior Leadership Team (SLT) – name/role</i>  <i>Meeting with a member of teaching staff – name/role</i>  <i>Talking to teaching and/or support staff</i>  <i>Classroom visit / watching a lesson</i>  <i>Talking to students about their work or views</i>  <i>Looking at students' work on display or in their books</i>  <i>Attending an assembly, break or lunchtime</i>  <i>Looking at resources, the building, décor and/or contents</i>  <i>Attending a staff meeting or staff training</i>  <i>Attending a school event or performance</i></p>		
<p><b>Summary of what was learned on the visit:</b> What key things did you find out from the visit? <i>For example, you might comment on:</i></p> <p><i>Students' involvement and interest in their work</i>  <i>Students' behaviour and response to each other, to familiar adults and to you, as a visitor</i>  <i>Students' ability to explain what they are doing and why</i>  <i>Support provided for students with Special Educational Needs</i>  <i>Support provided for more able students</i>  <i>Relationships between staff and students</i>  <i>Quality, range and level of resources and equipment</i>  <i>Progress made with implementing a new school policy or initiative</i>  <i>Impact of an intervention on students' attitudes and achievement</i>  <i>Condition of grounds, building and its contents</i>  <i>Use of visits, visitors, artefacts and resources to enhance the curriculum</i>  <i>Staff views about their working environment, their job and relationships within the school</i></p>		

<p><b>Questions (if any) I would like to ask?</b></p> <p><i>Is there anything you would like clarified?</i>  <i>Did the visit raise any further questions?</i>  <i>Are there any issues arising for the Governing Body to consider?</i></p>
<p><b>Any Health and Safety Issues:</b></p> <p><i>Did you notice any Health or Safety related issues during the visit?</i></p>

**GOVERNOR VISIT REPORT**

<b>Governor:</b>	<b>Date of Visit:</b>	<b>Length of Visit:</b>
<b>Subject or focus of visit:</b>		
<b>How was monitoring information gathered?</b>		
<b>Summary of what was learned on the visit:</b>		
<b>Questions (if any) I would like to ask?</b>		

**Any Health and Safety Issues:**

Completed by Governor:

Date

Received by Designated Member of SLT:

Date

Received by Chair of Governing Body:

Date

## **Meeting Dates: 2016-2017**

### **Governors' meetings and committee meetings**

#### **Governing Body at 10.00am at Haileybury**

Saturday 8 October

Saturday 3 December

Saturday 11 March

Saturday 17 June

#### **Exco at 7.30pm at Haileybury**

Monday 12 September

Monday 26 September

Monday 31 October

Monday 14 November

Monday 28 November

Monday 16 January

Monday 6 February

Monday 27 February

Monday 27 March

Monday 8 May

Monday 22 May

Monday 26 June

#### **Finance and General Purposes Committee at 6.00pm at HT**

Monday 3 October

Monday 21 November

Monday 30 January

Monday 24 April

Monday 12 June

**Education Committee at 4.00pm at HT**

Tuesday 27 September

Tuesday 15 November

Tuesday 10 January

Tuesday 25 April

Wednesday 21 June



## Term and Holiday Dates 2016 – 2017

**September 2016**

Mo	Tu	We	Th	Fr	Sa	Su
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
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**October 2016**

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31						

**November 2016**

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**December 2016**

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**January 2017**

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30	31					

**February 2017**

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27	28					



March 2017

Mo	Tu	We	Th	Fr	Sa	Su
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April 2017

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May 2017

Mo	Tu	We	Th	Fr	Sa	Su
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29	30	31				

June 2017

Mo	Tu	We	Th	Fr	Sa	Su
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 2017

Mo	Tu	We	Th	Fr	Sa	Su
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2017

Mo	Tu	We	Th	Fr	Sa	Su
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**Calendar Key**

	Term Time
	Pupil Holidays
	Inset Days
	Bank / Public Holidays

**School Term Dates 2016 - 2017**

**Autumn Term**

Thursday 1st September - Friday 14th October

Monday 31st October - Friday 16th December

**Spring Term**

Tuesday 3rd January - Friday 10th February

Monday 20th February - Friday 7th April

**Summer Term**

Tuesday 18th April - Friday 26th May

Monday 5<sup>th</sup> June – Friday 7<sup>th</sup> July

## USEFUL WEBSITES FOR GOVERNORS

Website	Description
<a href="http://www.gov.uk/dfe">www.gov.uk/dfe</a>	<b>Department for Education</b>
<a href="http://www.hertsforlearning.co.uk">www.hertsforlearning.co.uk</a>	<b>Herts for Learning</b>
<a href="http://www.gov.uk">www.gov.uk</a>	<b>GOV.UK</b> <i>Government services and information, including Education and Learning, the Disclosure and Barring Service and the National College for Teaching and Leadership.</i>
<a href="http://www.governorline.co.uk">www.governorline.co.uk</a> 08000 722 181	<b>Governor Line</b> <i>Offers free, confidential advice, support and information by telephone or email to School Governors, clerks and individuals directly involved in the governance of maintained schools, academies and free schools in England.</i>
<a href="http://www.governornet.co.uk">www.governornet.co.uk</a>	<b>Governornet</b> <i>Information for school governors</i>
<a href="http://www.inspiringgovernors.org">www.inspiringgovernors.org</a>	<b>Inspiring Governors Alliance</b> <i>Includes information on key resources and reports for governors</i>
<a href="http://www.nga.org.uk">www.nga.org.uk</a>	<b>National Governors' Association</b> <i>Briefing, resources and publications from the representative body for school governors in England.</i>
<a href="http://www.ofsted.gov.uk">www.ofsted.gov.uk</a>	<b>Office for Standards in Education (Ofsted)</b> <i>Inspection reports, Parent View and School Performance Data Dashboards are available in the Inspection Reports section. Also has a Publications and Research area. Ofsted also produces a regular newsletter.</i>
<a href="http://www.tes.co.uk">www.tes.co.uk</a>	<b>Times Educational Supplement</b> <i>The world's leading education newspaper online recruitment resource for schools and colleges looking to find new teaching and support staff.</i>

## APPENDIX A:

### Department of Education Governors' Handbook

The Department of Education publishes a **Governors' Handbook** which clearly sets out essential information about the duties and responsibilities of governing bodies. It is available online at [www.gov.uk](http://www.gov.uk).

## **APPENDIX B: SCHOOL AIMS 2016-2017**

### **Summary of Haileybury Turnford School Improvement Actions for 2016-17**

**To drive up standards and raise student outcomes in 2017 through these school improvement actions it is critical to ensure there is accountability at all levels – Classroom Teachers, Form Tutors, Year Leaders, Faculty Leaders and the Senior Leadership Team; with the school held robustly to account by the Governing Body with the appropriate challenge and support.**

#### **Effectiveness of leadership and management**

- Raise the aspirations of our students and parents and carers and increase the levels of parental engagement.
- Ensure there is a focus on developing the effectiveness of the governing body and senior leadership team to drive school improvement.
- Continue to provide high quality continual professional development opportunities for all middle leaders to raise student achievement.
- Develop partnership work between Haileybury Turnford and Haileybury in order to raise student achievement at our school.

#### **Quality of teaching, learning and assessment**

- Develop and embed Haileybury Turnford Principles for great teaching and learning.
- Ensure 80% of teaching is good or better and leads to strong student outcomes.
- Ensure all teachers provide regular feedback to students about how they can improve their work, and insist they respond accordingly.
- Ensure Prep is set according to Prep timetable, and it is assessed as per expectations in Prep Policy.

#### **Personal Development, behaviour and welfare**

- Improve Year 7-11 attendance to 96% (including for vulnerable groups) and ensure Persistent Absence is at the national average.
- Improve the provision and achievement for vulnerable groups through the Flexible Learning Centre and careers education, information advice and guidance (CEIAG).
- Improve student conduct and respect towards each other and adults.
- Ensure safeguarding and student welfare procedures are as strong as they can be.
- Develop a wide ranging student co-curricular programme with both in-school and out-of-school opportunities.

#### **Outcomes for students**

- Improve progress and raise attainment across all year groups and in a wide range of subjects, including in English and Mathematics so that current students make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points.
- Raise progress of disadvantaged students, disabled students and those with special educational needs currently on roll so progress is close to or is improving towards that of other students with the same starting points.

#### **Effectiveness of the 16-19 study programmes (Sixth Form)**

- Review Sixth Form provision to ensure best model is in place for students.
- Ensure Sixth Form marketing is as effective as it can be to maximise recruitment for September 2017.

- Improve A Level Teaching Value Added and Average Points per Entry (APE) so students make strong progress from their starting points and progress is above average in most A Levels.
- Improve outcomes for GCSE Mathematics re-sits.

## Haileybury Turnford Habits

### Resilience

Resilience is continuing to apply yourself when success is not immediate: the stamina to keep going when faced with setbacks.

### Organisation

Organisation is being mentally and physically prepared to face any challenge.

### Inquisitiveness

Inquisitiveness leads to greater wisdom by questioning, challenging and considering how information has been revealed or why it is presented in such a way. Curiosity enables a greater appreciation of alternative theories, cultures and ideals.

### Resourcefulness

Resourcefulness is being able to overcome an obstacle, on your own, or with others.

### Respect

Respect is showing consideration for others. It means you act in a way that shows you care about others' feelings and wellbeing.

### Courage

Courage means taking responsible risks. Moral courage is to be principled, and prepared to stand up to intolerance and injustice.

### Reflection

Reflection is being self-aware, thoughtful and open-minded, so you can appreciate your own and others' strengths and vulnerabilities.

