

BROOMHAUGH CHURCH OF ENGLAND FIRST SCHOOL






Information about School Governors

Updated March 2019

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Meet the Governors

<p>Mr Karl Fairley Foundation Governor/Acting Chair</p>	
<p>Ms Jen Stephenson Head Teacher of Broomhaugh First School</p>	
<p>Mrs Janine Gray Teaching Staff Governor</p>	
<p>Reverend Lesley Chapman Ex Officio from September 2016</p> <p>I am Revd Lesley Chapman, Priest in Charge of St James', Riding Mill and Bishop's Advisor for Spirituality and Spiritual Direction for Newcastle Diocese.</p> <p>It is lovely to have a Church of England school in our parish working with our church community and delivering such excellent education here in Riding Mill.</p> <p>In my previous parish of The Ascension, Kenton I was governor of Mountfield Primary School. I also had good relationships with the two other primary schools in Kenton, as well as the secondary school, all of which came into church on a regular basis.</p> <p>I am married to Stan, a GP, and we have four children and six grandchildren, the eldest two of which are in year one of their respective primary schools, so I continue to have a personal interest in education!</p>	
<p>Val Barnes Associate Member</p>	
<p>Carole Smith Local Authority Governor</p> <p>In the 37 years that we have lived in Riding Mill, Mike and I have never regretted the decision to move to this wonderful community. Our children all attended the village school, I have served on the Parish Council, as Chair of the governing body of the school, been a member of many village societies and I was involved with the fund-raising for the building of the Millennium Hall and the play park.</p> <p>For my whole working life I was a teacher in Northumberland schools, most recently as an Assistant Head with responsibility for, among other things, Key Stage Two and transition from First to Middle School. Although I 'retired' several years ago, I have continued to do occasional supply work and I have tried to keep up-to-date with developments in education.</p> <p>I also keep myself busy with golf, gym, gardening and grandchildren – not necessarily in that order – and I have membership of a number of voluntary committees. I know how much time and commitment is needed to be an effective school governor. I hope that my time-management skills are still up to the job!</p>	

Robert Archer

Foundation Governor

Linda and I moved to Riding Mill 7 years ago. I wanted to retire, play tennis and golf but things never workout as you expect. Although I am an active player committee member of the village tennis club and golf society.

The first part of my working life was spent as a Director of my own building company. I then completed a degree in Technology which led me on to a 20 year teaching career in computing and Head of Information Learning Technology. Then it was back to being a builder again but on a smaller scale.

Whilst I have a good knowledge of further education I feel I am on a steep learning curve at present. However, with my enthusiasm and commitment in the local community, I look forward to offering my building management and computing skills in supporting the governing of the school.



Elisabeth Charman

Foundation Governor

I grew up in the Tyne Valley and after a spell down south, my husband and I decided to return to our 'roots' and moved back to Riding Mill in 2012. I trained as a research scientist and have worked for RSPB for 14 years, now focussed on some of our wonderful northern wildlife (ask me about it, I'll happily chat!). Wildlife and nature conservation have always been my passion and together with my husband and father in law, I write a monthly wildlife column in the Parish magazine.

I am passionate about the role of first schools and the first inspirational teachers children meet, in shaping a child's view on the world and ultimately the decisions they make about their future. I wanted to become a governor at Broomhaugh for a number of reasons. Firstly, the opportunity to work with a committed, enthusiastic group of people to get the best out of our school for the benefit of our children is a privilege which excites me. Secondly, we chose to move back to Riding Mill in part because of Broomhaugh School and its reputation and when we first visited were struck immediately by what we saw and felt in the school. Therefore, I feel I want to commit to work hard for the school as a member of the governing body to retain all that is special about Broomhaugh and give others the opportunity to be wow-ed!

My eldest daughter started in Reception in September 2018 and my second daughter will start in 2021 so I'm at the start of my relationship with Broomhaugh both as a parent and a governor but I am very much looking forward to the journey ahead.



Stan Chapman**Foundation Governor**

I am a parent of four children and grandfather of six! I have a number of years' experience of dealing with parents and children as a partner in a general practice serving 7500 patients, and experience as a member and also chair of a diocesan task group

I worship at St James's Church here in Riding Mill. I have been a volunteer for the West End Refugee Service for four years and have just completed ten years as a volunteer with the People's Kitchen, both of which are based In Newcastle upon Tyne. I look forward very much to contributing to the work of the Governing Body of our excellent church school. I am no good at DIY!

**Mrs Anna Kershaw****Foundation Governor**

I have been part of the community at Broomhaugh for the last five years, since my daughter Martha started her school life here. Martha has now graduated on to Corbridge Middle School and my son Tom is in Year 4, so I am still a regular presence at the school gate!

Most of my career has been focused in education; I have seventeen years of experience of teaching in primary schools across Northumberland. These days I juggle teaching Mindfulness to children and training education professionals, along with supporting my husband with his IT business and running children's book clubs in our local bookshop Forum Books Kids in Corbridge.

I have a passion for teaching and learning and am keen to support our enthusiastic team of staff and governors here at Broomhaugh to deliver an education in which every child is given the best all-round education possible, developing not just academic excellence, but also helping our children to build the self-esteem and resilience necessary to navigate whatever the future may hold.

**Helen Ridley****Parent Governor**

After moving to the area in 2003 for work I met my husband and settled on his family's arable and livestock farm just outside of the village. I qualified as an equine veterinary nurse in 2008 and went on to lecture in veterinary nursing and horse care whilst studying for a degree in training and education.

My relationship with Broomhaugh started in 2015 when my daughter started reception. My second child started in 2017 and my youngest will start in September 2019. I am a member of Riding Mill Preschool's committee and Broomhaugh PTA and I enjoy being part of the school community.

I am passionate about children being outdoors and being in an environment that does not pressure them to change but instead uses their own interests and experiences to inspire them to learn.

Becoming part of the governing body at Broomhaugh is allowing me to give something back to the school that is giving my children the best possible start to their education.



Hannah Thorpe

Foundation Governor

Hello I'm Hannah Thorpe. I'm Mum of two – Iris, who attended Broomhaugh First School from Reception and is now in Year 7 at Corbridge Middle School and Barnaby, currently in Year 4.

After 18 years as a dentist (the majority of which I spent working as a Senior Dental Officer with Durham and Darlington Community Dental Service, working with adults and children with additional needs), I have had a rather unorthodox career change and am now trying to develop my lifelong passion for art into some semblance of a new career.

Outside of work, I'm most likely to be seen wearing midlife crisis loud leggings and "running" round the local area. I'm Secretary for Riding Mill Art Club and also a member of the Play and Regeneration Group in the village. I love walking and am an avid reader.

I served as PTA Secretary for three and a half years as a way of getting involved in school life and raising funds, retiring when my facepainting arm needed a rest. I also secured some Aviva funding to develop the school sensory garden and inadvertently found myself wearing wellies and brandishing a spade for much of last spring! Basically, I have an inability to say no.

More recently I became involved in the West of Northumberland Schools' Consultation as an active member of the parent pressure group STARS. While much of the visible part of campaign involved publicity, grumpy photos in the Courant, starbombing and dancing outside County Hall, a lot of hard work was put in behind the scenes, dissecting the documentation, fact finding and drafting responses to the various parties involved. We have maintained an ongoing dialogue with County Hall and are still watching developments with interest.

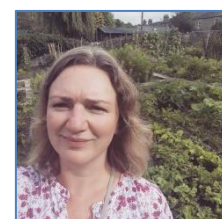
While I was obviously pleased with the outcome of the consultation, the fact remains that Northumberland County Council expects its schools to work more closely together and to become more resilient against a backdrop of an ever-decreasing education budget. By becoming a Foundation Governor I really hope that I can help our fabulous school to meet the challenges ahead whilst not compromising on the qualities which make it so special.



Helen Yates

Parent Governor

I moved to Riding Mill in 2012 when my youngest daughter Emma was just nine days old and have thrown myself into the community from pretty much day one (blame it on baby brain!). One of the big attractions of moving to the village was Broomhaugh school and the wonderful three tier education system in West Northumberland. My family has education in the blood (my parents and sister are all teachers) and it felt natural to volunteer my time first at the preschool and now at the first school. As a financial journalist in my day job I'm hoping I can offer my skills to help ensure the long term financial viability of Broomhaugh so it can continue to thrive and achieve the excellent outcomes that it does for our children. I became particularly passionate about our education system and its future during last year's Northumberland County Council School's Consultation on Education in the West. As part of the STARS campaign group I learnt a great deal and made some valuable contacts in our community and beyond that will hopefully assist me going forward. I am not afraid to challenge the status quo and fight for what I feel is best (which I don't think will surprise those who know me). I look forward to supporting the teaching staff and school as it goes through a period of significant, but hopefully very positive, change.



The Governor Role

From the Department for Education Governors' Handbook (available in full on Northumberland County Council web site), with added notes relating to Broomhaugh School: In all types of schools, governing bodies should have a strong focus on three core strategic functions:

- Ensuring clarity of vision, ethos and strategic direction
- Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff
- Overseeing the financial performance of the school and making sure its money is well spent

The Governors' Handbook adds:

- Governing bodies are the key strategic decision-making body of every school. It is their role to set the school's strategic framework and to ensure all statutory duties are met
- The governing body should ensure that the school has a medium to long-term vision for its future, and suggests governors could set this out in a specific written vision statement
- Governors should also ensure there is a robust strategy in place for achieving the vision, which should address the fundamental questions of:
 - Where are we now?
 - Where do we want to be?
 - How are we going to get there?

This amounts to a demanding role for governing bodies. Evidence suggests that those that deliver it well do so by:

- understanding their strategic role – building a productive and supportive relationship with the headteacher while holding them to account for school performance and taking hard strategic decisions in the light of objective data;
- ensuring governors have the necessary skills and commitment, including to challenge the school to bring about improvement and hold leaders to account for performance; *(an audit of skills is maintained, and it is helpful if new governors can complement the skills of the team)*
- appointing an effective chair to lead and manage the governing body – guidance on the crucial role of the chair of governors, developed jointly with the National Governors' Association, is available on the NCTL website;
- appointing a high quality clerk to advise them on the nature of their functions and duties and ensure the governing body operates efficiently and effectively; *(Broomhaugh uses a clerk provided by the Local Authority)*
- evaluating their performance regularly in the light of Ofsted expectations and other good practice and making changes as necessary to improve their effectiveness; and
- governing more than one school to develop a more strategic perspective and create more robust accountability through the ability to compare and contrast across schools. *(Governors meet with*

governors of other schools in network meetings, and any may choose to govern more than one school.)

In practical terms:

- Broomhaugh Governing Body meets twice each term, once for a formal meeting and on a second occasion less formally, when time can be taken to address one or two matter requiring more detailed consideration.
- There are two sub-committees, Finance and Staffing, to address matters of 'things' and 'people' respectively, and most governors sit on one of these committees (Chair and Head Teacher sit on both, but the committees have separate chairs.)
- Each governor has a specific area of responsibility, for which s/he reports regularly to the governing body, giving a detailed report at least once a year.
- Governors visit the school in pairs, to see specific aspects of the work, on a rolling programme agreed with the Head Teacher, and provide reports from their visits.

Governor Do's and Don'ts

Governing Bodies Do:

- Set the overall budget for the school
- Decide on the number of staff
- Decide on the level of pay for teachers
- Help to decide the priorities for the school when the school improvement plan is being developed
- Ensure the national curriculum is taught to all pupils
- Set targets for pupil achievement
- Publish national test and exam results
- Compare the performance of their school to similar schools
- Receive information about the quality of teaching in the school
- Have a published strategy for dealing with parental complaints and concerns
- Ensure health and safety issues are addressed
- Set the times of school sessions
- Consult the Head Teacher when making decisions
- Ask challenging questions
- Help develop school policies and procedures
- Consider the repair and maintenance of school buildings
- Consider the use of school premises outside school hours
- Appoint committees of governors to look at specific issues such as finance, staffing, curriculum and premises.

Governing Bodies Don't:

- Inspect the school
- Report on the quality of teaching after visiting the school
- Authorise all expenditure
- Share concerns about staff capability
- Decide on how pupils are taught different subjects
- Have the right to exclude a pupil
- Write the school's policies on their own
- Rubberstamp recommendations from the Head Teacher
- Automatically approve all apologies for absence for meetings sent by governors
- Need to be aware of the performance objectives which had been set for individual teachers
- Write the OfSTED action plan

F. A. Q. s

What makes an effective School Governor?

- You care about improving children's educational attainment
- You want to work as part of a team and can value and respect the contribution made by different people
- You are willing to listen, learn and to ask questions
- You are open to ideas and have a feel for what is important to people
- You are enthusiastic
- You can commit time and energy
- You will attend relevant training

How much time do Governors give?

A governor's term of office is usually for four years, but as a volunteer you can resign at any time. Previous governors can normally apply to be reappointed or re-elected if they wish to return and are still eligible.

The main task is to attend meetings of the school governing body. Meetings of the full governing body normally take place once or twice each term and each committee normally meets once a term, but may meet more frequently. (*Broomhaugh committees usually meet once a term, unless there is a specific matter to address; meetings may be electronic.*)

Governors also visit school as part of their role in monitoring and evaluation to observe practice, meet with staff and to familiarise themselves with the school. Governors are usually welcome, by invitation, to attend school performances, events and some staff training.

Are Governors entitled to any time off work to undertake duties as a Governor?

Under employment law, employers must give employees who are school governors "reasonable time off" to carry out their duties. The employee and employer have to agree on what is "reasonable time off".

Issues to be considered when arranging time off with your employer include:

- How much time is needed to carry out your governor duties
- Whether the employee also has time off work for other activities
- The circumstances of the employer's business and the impact the employee's absence may have on it

Employers do not have to give time off with pay. For further information see:

www.gov.uk/time-off-work-public-duties

What training and support do Governors receive?

All new governors are strongly recommended to attend at least the induction course. Governors attending training courses are given an opportunity to report on the course at each governing body meeting.

Support includes:

- Governornet (<http://www.governornet.co.uk/>). An excellent website, with discussion facilities and up to date information on all aspects of governance
- A Guide to the Law for School Governors at: <http://www.governornet.co.uk/publishList.cfm?topicAreald=26>
- The Local Authority training programme for governors
- The Governor's Support Team of the County Council help governing bodies fulfil their role by providing advice on legal and procedural matters.
- Newsletters and briefing material from the Local Authority
- Information and support from colleagues in school

What is meant by ‘monitoring’ the school?

Governors make visits to the school: A new governor may visit to familiarise themselves with the school. A more experienced governor may visit to acquaint themselves with changes to the school or re-familiarise themselves if they have not visited for a while. Governors also make focused visits which is part of the governors “monitoring” role. The governor’s role is that of a “critical friend” not an inspector and a visit should be used to learn about the school but not to make judgments about the professional expertise of teachers.

Governors need to see that the National Curriculum is being delivered and that the pupils are receiving the best possible education. The governors’ role is to concentrate on an “overview” of the development of the school, and not to get too tied up with the detail which is the business of the staff in their day-to-day teaching.

Governors select an area to monitor for a period of time – usually related to a priority on the School Improvement Plan (SIP), and follow the protocol set out for governor visits to school.

Visits allow the governor to become familiar with the school at work, and to get to know the children (not individually but in a class situation). It allows the governor to observe teaching taking place, so when the governors receive reports, and discussions take place, the governor sees things in the context of the school.

Visits should be viewed by the governor as adding to their personal bank of knowledge, which at some time may be brought forward to contribute to a discussion or evaluation at a meeting of a committee or of the full governing body.

What is the process for parents who wish to raise a concern / complaint /grievance about one or more Governors or the Headteacher?

Unless this relates to the Headteacher or Chair of Governors, the matter should be raised with the Chair of Governors (otherwise directly with the Local Authority team), in writing (by e-mail or letter). The recipient will then follow Local Authority procedures to investigate the cause for concern and respond to the complainant.

Key Contact Details

Head Teacher: Ms Jen Stephenson

Broomhaugh First School
Church Lane
Riding Mill
NE44 6DR
Tel: 01434 682374

Chair of Governors:

Mr Karl Fairley / Acting Chair

The County Council Governor Support Team

The Corporate Director of Children's Services
Governor Support
County Hall
Morpeth
Northumberland
NE61 2EF
Tel: 01670 623609
Email: childrensservices@northumberland.gov.uk

Instrument of Governance

File Ref: 3355 Broomhaugh C of E First Schedule - instrument of government May 2015LJA.doc Create Date 11/05/2015 1 of 2 Review Date: 20/01/2018

Schedule

Instrument of Governance

- 1.** The name of the school is Broomhaugh Church of England First School.
- 2.** The school is a Voluntary Aided School.
- 3.** The name of the governing body is “ The Governing Body of Broomhaugh Church of England First School”
- 4.** The total number of governors shall be 12.
- 5.** The governing body shall comprise:-
 - 2 Parent Governors
 - 1 LEA Governor
 - 1 Staff Governor
 - 1 Head Teacher Governor
 - 7 Foundation Governors
- 6.** The appointment of Foundation Governors shall be:
 - 3 appointed by Newcastle Diocesan Board of Education
 - 3 appointed by the Parochial Church Council of St James’, Riding Mill
 - 1 ex-officio, holder of the post of The Principal Officiating Minister of St James’, Riding Mill.
- 7.** The Newcastle Diocesan Education Board after consultation with the Archdeacon, of the Archdeaconry in which the school is situated shall appoint a foundation governor to act in place of the ex-officio foundation governor whose governorship derives from the office named in 6 above, in the event that the ex-officio is unable, or un-willing to act as foundation governor, or has been removed from office under 21(1) of the Regulations, or there is a vacancy in the office by virtue of which his governorship exists. Broomhaugh Church of England First School.
- 8.** The Director of Education of the Newcastle Diocesan Education Board is entitled to request the removal of any ex-officio foundation governor and to appoint a substitute governor.
- 9.** The Newcastle Diocesan Education Board are the Trustees of the school.
- 10.** School ethos statement:

Our school aims, in partnership with the home and the Church at parish and Diocesan level, to assist each child in his/her personal growth. We aim to give the children an understanding of the Christian way of life which will then allow them to grow and blossom in their own lives. This involves creating an environment in which the child’s intellectual, emotional, physical and spiritual journey can be developed most effectively and where independence and collaboration are encouraged and valued.

In the friendly and Christian community of the school our children flourish socially, emotionally, spiritually and intellectually. We are confident in our ability to prepare the children of today to be lifelong learners in the world of tomorrow.

11. This instrument of governance came into effect on 29th April 2015.

12. This instrument was made by order of Northumberland Local Authority.