



Start children off on the way they should go, and even when they are old they will not turn from it.”
Proverbs 22:6

LINK GOVERNOR POLICY

Adopted	Autumn Term 2026
Committee	Standards
Review Date	Autumn Term 2027

We are a Christian school where quality and opportunities make a difference. We value all children as unique ‘Children of God’ and nurture each other to show **LOVE** in our relationships and a **RESPECT** for all. We foster **HOPE** within our community and encourage children to find **PEACE** by creating times and places for stillness and reflection. We strive for excellence, inspiring dreams both now and in the future. We promote **POSITIVITY**, celebrate **COURAGE**, demonstrate **RESPONSIBILITY** and share **JOY** through...

‘Learning, loving, laughing in the light of Jesus’.

Link Governors

Nominated Governors

Safeguarding CP & LAC	Mrs C Bratt
Prevent	Miss J Warner
Health & Safety	Mrs C Bratt
E.Safety	Mrs C Bratt
Pupil Premium	Mrs X Downings
Sports Premium	Miss J Warner
Training	Mrs N Lockett
SEND & Medical	Chris Bratt
Church Links	Foundation Governors
Community	Mr L Wood
Website Check	Mrs N Lockett

Year Group Governors – Nominated November 2024

Reception/Early Years	Mrs M Lilley
Year 1	Miss J Warner
Year 2	Miss V Lewis
Year 3	Mrs C Bratt
Year 4	Miss J Warner
Year 5	Mrs X Downings
Year 6	Rev J Roberts

Curriculum Link Governors – Proposed November 2024

Curriculum Area	Governor	Staff Member
EY/Nursery	Mrs M Lilley	Miss C Adams
English	Miss J Warner	Mr B Card
Maths	Miss V Lewis	Mrs N Lockett
Computing / Cyber Security	Mr A Reynolds	Mrs N Lockett
Science	Mr L Wood	Mrs H Shaw
History	Mr L Wood	Miss T Thake
Geography	Mr L Wood	Mrs N Lockett
Music	Miss V Lewis	Miss C Adams
Art & DT	Mrs X Downings	Miss S Sumner
PE	Miss J Warner	Mr B Card
MFL Spanish	Mr L Wood	Miss T Thake
PSHE / RE	Rev J Roberts	Mrs H Shaw
RE & Collective Worship	Rev J Roberts, Mrs M Lilley, Mr L Wood	Miss J Hackney

Role of 'Link' Governors

- To enable the governing body to be better informed about every aspect of the curriculum, so that they can approve the School Development Plan (SDP) from a wider knowledge base;
- To allow governors to see first-hand the resources used in school, the fabric of the building etc, so that they can make informed decisions about future budget allocations;
- To form part of monitoring and evaluation of the progress of the SDP;
- To build up relationships, based on mutual trust and respect, between governors and the teaching staff;
- To provide OFSTED with concrete evidence about the involvement of the governors in the school
- To contribute to and inform the School Self Evaluation process.

Link Governors should:

- take a special interest in their particular area of responsibility;
- keep abreast of developments locally and nationally;
- attend appropriate training;
- make focussed visits to the school;
- have regular contact with the person(s) within the school with responsibilities in their particular area;
- discuss the implications of any policies adopted by the governing body with the staff concerned;
- monitor how well relevant policies adopted by the governing body are operating within the school and understand any barriers to their implementation;
- report back regularly to the governing body, making recommendations where appropriate, either via a governors' committee or to full governing body meetings.

General Responsibilities of Subject Link Governors

- become informed about relevant documents and legislation; Ofsted criteria for evaluating the subject provision; local and national issues impacting upon the subject;
- liaise with the subject leader in order to become informed about staffing arrangements and training; the condition and availability of resources; curriculum and timetable arrangements; special needs provision; reference to the school development plan; assessment and recording procedures for the subject; which visits and visitors are planned.
- Establish and maintain effective lines of communication between the subject leader and the governing body; report back to governing body meetings;
- finding out about current policy and practice for the teaching of subjects
- become informed about relevant documents and legislation; Ofsted criteria for evaluating the subject provision; local and national issues impacting upon the subject
- reporting to governors on how strategies are progressing and impact on standards;
- providing information about resource implications and requirements to teaching and learning in school.

Responsibilities of Special Education Needs (SEND) Governor

The 'Code of Practice for the Identification and Assessment of Special Educational Needs (SEN)' recommends that a named governor be nominated to take a particular interest on behalf of the governing body in the way the school manages its provision for children with SEND, and to report on this regularly to the governing body. It is suggested that the SEND Governor's task should include:

- keeping informed about relevant documents and legislation;
- liaising with the SEND Co-ordinator, other governors and staff as necessary;
- monitoring the SEND local offer and reporting back to the governing body;

- ensuring that all parents are kept informed of the school's policy and that communication between parents of children with SEN and the school is two way;
- considering governing body decisions which have implications for SEND.

School Visits

Governors will arrange these with subject leaders and visits to classrooms will follow an agreed protocol.

Governors should complete a report following each visit using the agreed proforma. This should be discussed with the subject leader and headteacher then shared with governors. Ideally, governors should meet with the subject leader at least once a year.

Guidance on School Visits

Governor visits are not:

- To inspect the school
- To make judgements about the quality of teaching
- Unplanned and unannounced
- Unfocused

Governor visits should:

- Have a clear purpose
- Be formally arranged and agreed with all parties before the visit takes place
- Be an opportunity to celebrate and recognise what the school does well
- Give the visitor the opportunity to ask further questions
- Give the visitor the means of reporting certain aspects of the visit back to the full governing body
- Help contribute towards building positive relationships between staff and governors

During the visit, governors should

- Keep to the agreed timetable and arrive in plenty of time;
- Be relaxed and interested;
- Get involved if this has been agreed in advance;
- Don't distract teachers from his/her work;
- Remember why you are there - it is a visit not an inspection;
- Remember you are there to learn about the school;
- Talk to pupils and staff when appropriate, showing enthusiasm and interest;
- Give praise where it is due!

After the visit

- If there is the opportunity, discuss with teachers what you have observed;
- Use this opportunity to clarify anything you are unclear about;
- Thank the teachers for hosting you in their classroom;
- Make notes about your observations while they are still fresh in your mind;
- Agree with the Headteacher and the Chair of Governors how you are to report back to the other governors;
- Ask yourself what you have learned from the visit.

Reporting back

- Following your agreed protocol, prepare your report for presentation to governors;
- This might be a verbal or a written report;
- If a written report is to be circulated, give a draft copy to the headteacher first. This will avoid any mistakes or misunderstandings arising later;
- Ensure that the clerk has a copy to circulate with the papers for the next meeting;
- Come to the next meeting prepared to give a brief verbal introduction to your report;
- Think to yourself: what can I do to make my next visit even more effective?



USEFUL APPENDICES FOR GOVERNOR QUESTIONS – Appendix A

The role of school governors is to provide support and challenge to the school and asking the right questions is a key part of this. Here are a wide range of questions that governors should be asking, either in meetings or as part of a governor self-evaluation process.

Being strategic

Where do we want the school to go and how are we going to get there?

How can governors monitor the school improvement plan?

Do meeting agendas show that we are spending most time on the highest priorities of the school?

What needs to change for pupils?

What needs to change for staff?

Do we have the right committees in place? Would our governing body work better with fewer or no committees?

What difference is this idea going to make for pupils and how will we know that it works?

Who is going to take responsibility for this change and who is going to check that it has been done?

Is the clerk minuting action points showing the name of the person responsible and their deadline? Do we check at the next meeting that these actions have been completed?

What baseline evidence can we see before we start using this intervention or making this change?

Approving policies

Do we have a policy schedule that means we review all policies as often as the law requires? Would we realise if we had not approved a policy for years?

Is this policy dictated by the local authority or a multi-academy trust or is it written by school staff? (If governors have no power to change it they may wish to approve it quickly and move on.)

Are we reviewing some policies too often or spending too long discussing policies that do not have much impact?

Do we give most time to the policies that really affect the education and wellbeing of the children?

Do we need to keep all our policies or could some be scrapped or merged together?

Are we rubber-stamping policies without questioning their purpose?

Are governors checking the grammar, spelling and minutiae of policies but not checking their overall impact on the children's education?

How do we check that policies are being implemented in school and are having the desired impact?

Looking at data

Which groups are doing well and which are struggling – boys versus girls, SEND pupils, pupil premium, ethnic minorities? How are we closing any gaps?

What are the areas of strength and development within the school?

How often do we look at data on: attendance/exclusions, attainment and progress, staffing and class sizes, income and expenditure, trends in safeguarding data or accident reports, staff absence figures, satisfaction of pupils, staff and parents from feedback surveys and complaints.

How do our results compare with similar schools locally or nationally?

Is there a class or a year group that is "stuck" and not making progress? How can we address that?

How do we know that this information is robust and accurate?

Can we triangulate data with a second source? What about the view of an external adviser? Or evidence from governors' school visits?

Finance and budgets

Why has spending on this item increased and how can we justify it?

Do governors ever say no to proposed spending? Why not?

How does our school compare to similar schools in terms of percentage of the budget spend on staffing, or training, or photocopying, or IT?

Can we use a benchmarking report to see how much local schools are spending compared to us and where we can make savings?

How much does the school get in pupil or sports premium and how do we know it is being spent wisely?

Offering support

Do subject leaders have all the resources they need to work effectively?

How can we help teachers to improve – do they need extra training? Time? Textbooks? Computers?

How do governors engage with staff and parents and listen to their concerns?

Do staff worry about governor visits or find them stressful? Do they know that governors are not judging the quality of teaching?

Does the staff governor liaise well with other staff? Do all employees know who the staff governor is?

How is the work/life balance of staff and how do we monitor this?

Do we congratulate staff on their achievements and thank them for their efforts? While criticisms of named staff should be in confidential minutes, congratulatory messages can be public. The clerk can minute expressions of support.

Questions from the Governance Handbook

On educational performance

Which groups of pupils are the highest and lowest performing, and why? Do school leaders have credible plans for addressing under-performance or less than expected progress? How will we know that things are improving?

How is the school going to raise standards for all children, including the most and least able, those with special educational needs, those receiving free school meals and those who are more broadly disadvantaged, boys and girls, those of a particular ethnicity, and any who are currently underachieving?

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 the strategy for improving the areas of weakest performance?

Is the school adequately engaged with the world of work and preparing their pupils for adult life, including knowing where pupils go when they leave?

How is the school ensuring that it keeps pupils safe from, and building their resilience to, the risks of extremism and radicalisation? What arrangements are in place to ensure that staff understand and are implementing the Prevent duty?

Does the school have the right staff and the right development and reward arrangements? What is the school's approach to implementation of pay reform and performance-related pay? If appropriate, is it compliant with the most up-to-date version of the school teachers' pay and conditions document? Is the school planning to ensure it continues to have the right staff?

Have decisions been made with reference to external evidence, for example, has the [Education Endowment Foundation \(EEF\) Toolkit](#) been used to determine pupil premium spending decisions? How will the board know if current approaches are working and how will the impact of decisions and interventions be monitored using appropriate tools such as the [EEF DIY evaluation guide](#)?

Are teachers and support staff being used as effectively and efficiently as possible and in line with evidence and guidance?

To what extent is this a happy school with a positive learning culture? What is the school's record on attendance, behaviour and bullying? Are safeguarding procedures securely in place? What is being done to address any current issues, and how will we know if it is working?

How good is the school's wider offer to pupils? Is the school offering a good range of sports, arts and voluntary activities? Is school food healthy and popular and compliant with the School Food Standards?

Is the school encouraging the development of healthy, active lifestyles by using the PE and sport premium for primary schools to fund additional and sustainable improvements to the provision of PE and sport?

Is the school promoting high-quality provision in literacy and numeracy using, where appropriate, the Year 7 literacy and numeracy catch-up premium, to make a positive difference in the attainment of pupils?

How effectively does the school listen to the views of pupils and parents?

How effectively does the organisation listen to the views of staff, and ensure work/life balance for their workforce, and how does the organisation review and streamline unnecessary workload whilst maintaining high standards?

On finances

Are resources allocated in line with the organisation's strategic priorities?

Does the organisation have a clear budget forecast, ideally for the next three years, which identifies spending opportunities and risks and sets how these will be mitigated?

Does the organisation have sufficient reserves to cover major changes such as re-structuring, and any risks identified in the budget forecast?

Is the organisation making best use of its budget (eg: by integrating its curriculum planning with its financial planning and using efficiency data to inform decision making)?

Does the organisation plan its budgets on a bottom up basis driven by curriculum planning (ie: is the school spending its money in accordance with its priorities) or is the budget set by simply making minor adjustments to last year's budget to ensure there is a surplus?

Are the organisation's assets and financial resources being used efficiently?

How can better value for money be achieved from the budget?

Is the organisation complying with basic procurement rules and ensuring it gets the best deal available when buying goods and services in order to reinvest savings into teaching and learning priorities?

Is the organisation taking advantage of opportunities to collaborate with other schools to generate efficiencies through pooling funding where permitted, purchasing services jointly and sharing staff, functions, facilities and technology across sites?

Governor Reporting Form – Appendix B



Forsbrook CE Primary School Governor Visit Record

Purpose of planned visit: To ...	Staff member:
	Location:
	Lesson:
	Date and Time:

Links with the relevant planning documents:

- School Improvement Plan
- Strategic Action Plan
- Subject Improvement Plans

Governor observations and comments:
Key issues arising for SLT / Governor consideration:
1. To 2. To 3. To
Summary of discussion:
Questions / Challenge:

Staff member comments:
Headteacher comments:

Signed:

Governor:

Staff member:

Headteacher / Senior Leader: