



Spring 2016

Welcome to the spring edition of the Governor Newsletter. Following Jayne Fisher's resignation from the Governing Body I have taken over responsibility for editing the Newsletter. I hope you continue to find it useful and informative. In this edition: the functions of The Resources Committee; a summary of training Governors recently received about promoting British values in schools & The Prevent Strategy; and the profiles of two Governors who have recently joined the Governing Body. *Claire Baker*

THE RESOURCES COMMITTEE

Responding to the parental request for information about what governors do, I felt it would be good at this time of year to write about the Resources Committee, since budget setting time is with us.

The Resources Committee covers all financial matters and also issues of staffing. Some schools separate these two functions, but since most staffing issues have financial implications it seemed reasonable to put them in the same committee. Members of this Committee have received recruitment training and work with the Head Teacher in recruitment of teaching staff.

Like most other committees, this one normally meets once a term. Extra meetings are arranged as and when they are needed. One of the first items on every agenda is a review of the current financial situation of the school and a look at the forecast for up to five years ahead. Each category of expenditure is examined for both the revenue and capital budgets, making recommendations as necessary.

During the course of the year the Committee is required to report on the way in which the school manages its resources, to formalise a budget, to report on how it works to achieve best value when items are purchased, to review the staffing structure, and to examine and challenge the proposed charges from ERYC for services - to name just a few items to keep everyone busy! Each year the Local Authority produce a benchmark analysis for each school. This is reviewed to see whether it highlights any areas where we either spend a lot more than other schools - or a lot less! Anything unusual can then be addressed.

Chris Lemming

PROMOTING BRITISH VALUES IN SCHOOLS

The following guidance on promoting British Values in schools was published on 27th November 2014 by the Department for Education:

- "A key part of our plan for education is to ensure children become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background."
- "We want every school to promote the basic British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance for those of different faiths and beliefs."
- "This ensures young people understand the importance of respect and leave school fully prepared for life in modern Britain."

Democracy can be seen as a state of society characterised by equality of rights and privileges. It can also refer to our nation's electoral systems. At the start of each school year, each class votes for who represents them on the School Council.

Individual liberty suggests the free exercise of rights generally seen as outside Government control. Each child can make their own choices in school: what to have for school dinner, for example or who to play with.



Rule of Law - All people and institutions are subject to and accountable to law that is fairly applied and enforced. The school has developed fair rules and expectations.

Mutual respect - The proper regard for an individual's dignity, which is reciprocated. The school staff and pupils work together to help one another.

Tolerance of Those with Different Faiths & Beliefs - A fair, objective and permissive attitude to those whose faith and beliefs may differ from one's own. The children enjoy learning about different faiths and cultures from around the world.

At our school these values are promoted across the school in every class. They are embedded in the curriculum and carried through appropriate themes in Assemblies and special events.

Each year one of our governors, Jayne Green, arranges for a mock citizenship ceremony to take place at the school. She arranges for dignitaries, like the Chair of ERYC, the Lord Lieutenant, to come along and conduct this ceremony. The children enjoy this immensely.

When we had our Ofsted inspection this summer, it was good that the steps the school takes to introduce British values were recognised.

Claire Baker

Governor Profiles



GEMMA WOODALL

I have lived in the local area all of my life and currently live in Market Weighton. I began working at Holme upon Spalding Moor Primary School in September 2011 in Year 3. Last year, I moved to teach Year 5 and 6 in the Upper Juniors at Holme School, where I am still currently teaching. I lead maths and music across the school. I feel very strongly about the commitment of all people associated with Holme School. We have a strong sense of community and team spirit and it is a vibrant and exciting place to work. I believe my experiences from within school are of benefit to the governing body. It is important that we all see and support the desire for developing children into well rounded young people and I am in support of the Governing Body's role to actively support, encourage, monitor and challenge the school staff and children. It has been a pleasure and a privilege to be elected onto the Governing Body and I look forward to the challenges it brings.



GRAHAM PATRICK

I moved to Holme-upon-Spalding Moor in 2000. My son then attended Holme School for a year until he transferred to the High School at Market Weighton. For the last 2-3 years I have been self-employed as an inspector and improvement consultant for colleges and private training providers. I have allowed this to wind down over recent months and now spend much of my time doing voluntary work centred round the Methodist Churches in the local area. Following University, I started my career working in farming before training to teach science at secondary level. I worked at Bishop Burton College for almost 20 years. In 2001 I joined the Adult Learning Inspectorate as a Lead Inspector, visiting colleges and other training providers across England doing an equivalent role to that of Ofsted within schools. The Adult Learning Inspectorate merged with Ofsted in 2007 but shortly before this, I left to join Landex, the national association of colleges of agriculture, horticulture and animal management, as their Director of Quality Improvement. I continued inspecting for Ofsted on a part time basis until last year and so have completed about 15 years as an inspector although not in schools. I appreciate that my experience is not directly within primary education, but hope some might nevertheless be helpful within the governing body of the school.