



# Governors Handbook

## January 2025

Review Date: January 2026

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# Introduction

Dear Governor

Thank you for giving up your time to be a governor of Beckers Green School. I hope you will find the experience interesting and rewarding. This handbook gives you some practical information about the school and governing body, which I hope you find useful. The purpose of this handbook is to provide new governors and those already in the post with practical information about our governing body including explaining what governors are responsible for, and how the governing body operates as well as details of individual responsibilities for the year ahead. It is not meant to be a definitive guide so please contact me or another governor if you have any problems or queries.

The governors are there to represent the children not the people who elected or co-opted them. All governors are encouraged to take an active part in the life and governance of the school. In addition, they are given the opportunity to use and develop their own skills to help the children gain as much benefit as they possibly can from their time at Beckers Green Primary School.

As a Governing Body we have many responsibilities as well as facing challenges particularly when new initiatives and strategies are introduced, but by working together we can and do make a difference for the children at our school. We are members of the National Governance Association (NGA) which offers very useful advice on its website [www.nga.org.uk](http://www.nga.org.uk) as well as emailing out a weekly newsletter in term time, and a hard copy of the bimonthly Governing Matters. Training will through the NGA, Juniper Education (<https://www.junipercpd.org>), the Saffron Academy Trust or at a school level, more details can be found on page 19.

Being a governor is a rewarding and valuable experience. While undertaking your role as governor you are:

- investing in the next generation through provision of a sound and good quality education;
- developing new skills;
- acquiring new knowledge;

- developing a sense of community involvement and partnership;
- using your personal qualities and expertise to help the school, its pupils and its staff;
- making new friends

The school is a part of the Saffron Academy Trust. Each academy is served by a Local Governing Body (LGB) which meet jointly and are dedicated to the belief that that the education of the whole child is fundamental.

Rachel Foster

*Chair of Governors*

## School Information

Claire Smyth – Headteacher: [head@beckersgreen.essex.sch.uk](mailto:head@beckersgreen.essex.sch.uk)

Emma Carvalho - Deputy Head and SENCo: [ecarvalho@beckersgreen.essex.sch.uk](mailto:ecarvalho@beckersgreen.essex.sch.uk)

Rachel Foster- Chair of Governors: [rfoster@beckersgreen.essex.sch.uk](mailto:rfoster@beckersgreen.essex.sch.uk)

Clare Darch - Clerk to the Governors: [reception@beckersgreen.essex.sch.uk](mailto:reception@beckersgreen.essex.sch.uk)

School Website - <https://www.beckersgreen.essex.sch.uk/>

### Statistics September 2024

- Number of classes: 11
- Number of children on roll: 311

Key Stage	Classes	School year and child age
EYFS	Antelopes Bear	Age 4 and 5
Key Stage 1	Crocodiles Dolphins Elephants	Years 1 and 2 Age 5 to 7
Lower Key Stage 2	Flamingos Giraffes Hippos	Years 3 and 4 Age 7 to 9
Upper Key Stage 2	Iguanas Jaguars Kangaroos	Years 5 and 6 Age 9 to 11

Member of Saffron Academy Trust from September 2020 <https://www.saffron.academy/>

Date of last OFSTED inspection: June 2023 - Copy of report can be found in Appendix 1

## Saffron Academy Trust (SAT)

Saffron Academy Trust (SAT) was formed in 2011 when its founder school, Saffron Walden County High School, converted to academy status.

Since then, SAT has grown and, in order of joining, comprises

- Saffron Walden County High School
- Alec Hunter Academy
- Katherine Semar Infant and Junior Schools
- R A Butler Infant and Junior Schools
- Honywood School
- Beckers Green Primary School
- Helena Romanes School and Sixth Form Centre

**SAT believes:**

1. That every child deserves to go to a great school
2. That we are preparing young people for life in a 21st Century world
3. That learning in our schools must inspire and lead to achievement and progress for every child
4. That learning opportunities must be broad and of the highest quality
5. That we should respect the unique character and context of the schools in our partnership, while maintaining high expectations of performance
6. That we are all learners and that we embrace evidence-based research and value teamwork

**Aims of the Trust**

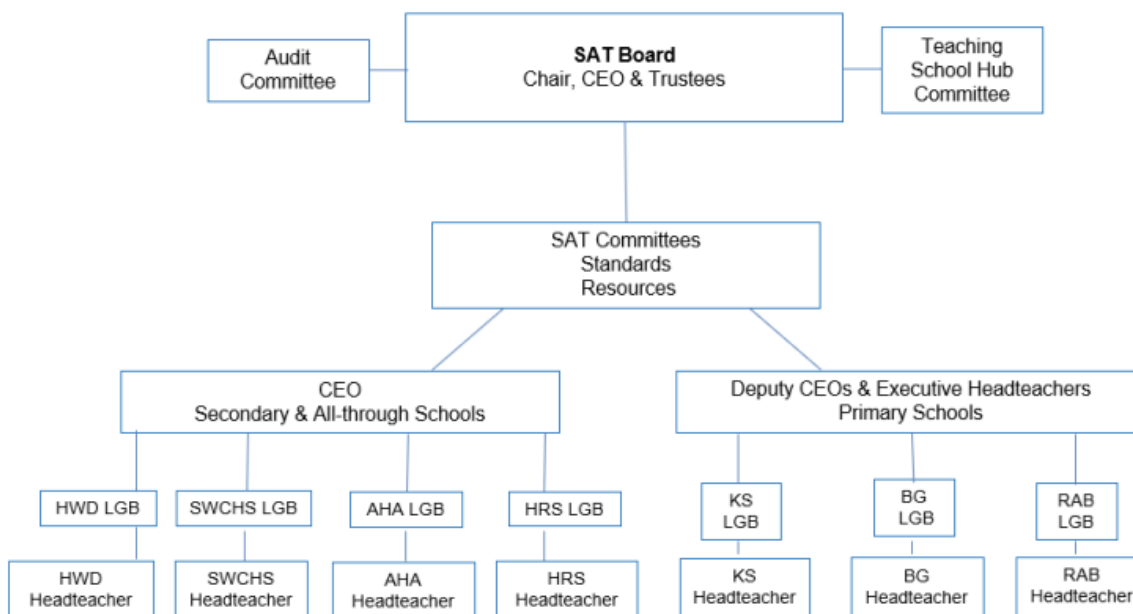
The educational aims of SAT are to support and promote;

- Educational provision which enables pupils and young people, aged 3-19, of all abilities to fulfil their academic potential and achieve their personal best.
- A curriculum across all key stages which promotes excellence in the arts and sciences.
- Teaching and learning which is highly engaging and geared to students making excellent progress through the key stages.
- Transition between key stages (especially key stage 2 to key stage 3) which delivers outstanding continuity of learning.

- A focus on developing all professionals to deliver the highest quality of teaching to all our learners.
- Schooling which is outward looking and allows students to interact with ideas and people from around the world.
- Educational research into factors underpinning successful schools and highly effective learning.
- Involvement with the local area in a way which promotes community cohesion and cultural excellence, especially with regard to music and the arts.

Each school within SAT is served by a Local Governing Body (LGB) with delegated decision-making powers in accordance with the latest SAT Scheme of Delegated Authority (SoDA). The SoDA should be read in conjunction with SAT's LGB Terms of Reference which can be found in Appendix 2.

Governance Structure Diagram:



## **Beckers Green Local Governing Board (LGB)**

The role of the LGB is to understand, advise, challenge, support and encourage the school to be Outstanding and ensure it fulfils a key function in providing the Academy with strong and effective leadership. The LGB, however, does not become involved in day-to-day management issues – that is the role of the Headteacher.

As a 'critical friend' the LGB offers support, constructive advice and acts as a sounding board for ideas. But as a critical friend it is also expected to challenge, ask questions, seek information, check on progress of students' and leaders' actions

### **Governors work together to carry out their core functions:**

- strategic leadership – defining the vision, fostering the trust's culture and setting the strategy
- accountability and assurance – robust and effective oversight of trust operations and performance
- engagement – strategic oversight of relationships with stakeholders, ensuring decision-making is supported by meaningful engagement

### **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 pupils
- 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
- Ensure that where educational jargon is unavoidable it is, at least explained
- Direct the Governors role, so that they have an impact on school development

# Governing Body Responsibilities

## Safeguarding

- Ensure that the adopted safeguarding policies and procedures reflect the safeguarding challenges and context of the school.
- Monitor the implementation of safeguarding policies and the effectiveness of safeguarding arrangements.
- Foster a culture that prioritises the safety and wellbeing of all pupils and staff in the school.
- Work with the Designated Safeguarding Lead (DSL) to ensure that safeguarding procedures are effective.
- Monitor the school's estate, ensuring that appropriate policies are adopted and followed to keep pupils and staff safe.

## SEND

- Ensure that the trust policy for pupils with special educational needs and disabilities (SEND) is implemented and adapted to the specific school context where necessary.
- Seek assurance that staff are trained to implement pupil strategies and support plans.
- Ensure pupils with SEND have the resources they need to succeed.
- Work in partnership with the Special Educational Needs Coordinator (SENCO) as well as other stakeholders and the wider SAT community to ensure that pupils with SEND are well-supported and included in all aspects of school life.
- Monitor the overall effectiveness of the school's SEND provision, referring to pupil outcomes and other relevant data.
- 

## Standards

- Ensure that the trust's vision, ethos, and strategy is adopted and applied by school leaders.
- Work with senior leaders to identify areas for improvement and develop strategies to address them in line with the trust's strategic objectives.
- Monitor school performance and improvement through regular reviews of performance data, including exam results, attendance rates, and pupil progress, to ensure that the school is meeting its targets.

- Ensure that the trust's curriculum is being provided to pupils in an appropriate manner for the school's context.
- Ensure that the required policies and procedures are in place and that the school is operating effectively in line with these policies.
- Establish a strong relationship with the headteacher in order to provide effective support and challenge, including providing feedback to the headteacher's performance management process.

### **Stakeholder engagement**

- Consult stakeholders such as parents, staff, and pupils, and use these insights to inform decision-making.
- Help stakeholders to understand the trust's values and vision for the future.
- Provide the trust board with insight into the challenges and opportunities faced by the school's local community.

### **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 pupils
- 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
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## Governor Membership

The number of people who sit on the LGB board cannot be less than 7, but there is no maximum. The membership must include a member of staff, two elected parent members and the Headteacher.

The Trust Board is responsible for the appointment of LGB members. The LGB Chair and Executive Headteacher will guide the appointment process to ensure an appropriate balance of skills and stability of governance.

It is a requirement that an election is held for both parent and staff members to the LGB. The LGB should have oversight of the recruitment and election process and as before ensuring that it is open, transparent, and inclusive.

LGB members may serve for a period of 4 years.

If you are struggling in any way with your role as a governor, please contact the Chair of Governors for support and advice.

<b>MEMBERSHIP</b>		
Emma Carvalho (EC) (Deputy Head)	Staff Governor	13/09/2025
Rachel Foster (RF) (Chair)	Appointed Governor	14/09/2028
Vanessa Gigg (VG)	Parent Governor	02/10/2028
Rosie Hatchman (RH)	Staff Governor	18/03/2027
Daniel Humphreys (DH) (Vice Chair)	Appointed Governor	14/09/2025
Shane Lake (SL)	Appointed Governor	22/11/2027
Nicola Marr (NM)	Appointed Governor	02/10/2028
Victoria Powell (VP)	Appointed Governor	15/09/2028
Geoffrey Reeves (GR)	Appointed Governor	22/11/2027
John Styman (JS)	Appointed Governor	23/11/2026
Ravi Thokala (RT)	Parent Governor	03/10/2025

## **LGB and Committee Meetings**

The governing board will hold 6 LGB meetings in a school year with all governors expected to attend all meetings. If you are unable to attend a meeting please let the Head, Chair and Clerk know ASAP so that your apologies can be noted in the minutes.

Quorum for all LGB meetings is 3 committee members appointed by the Trust (not including the Headteacher, staff governors or elected parent governors)

The Clerk for the LGB will ensure that the agenda, all relevant documents, and copies of the previous meetings' minutes are available at least 7 days prior to the meeting. It is important that all documents provided are read in advance so that questions can be raised during the meeting. After each meeting a set of minutes will be produced providing a representation of topics discussed, questions raised, actions taken and the names of each person present. These will be shared with all members of the LGB and the SAT Board of Trustees.

The issue of confidentiality is significant, and all governors must respect that information gained in a governance role cannot not passed to others as it may compromise the school, or individuals associated with it. Staff and parent governors may find themselves at times in a difficult role but the need for confidentiality must prevail

The governing body may delegate any of its functions to a committee, any governor other than a governor who is the head teacher; or where the function being delegated does not directly concern the head teacher, the head teacher (whether or not that person is a governor). (The School Governance Regulations 2013).

### **Sub Committees**

#### **Staff Pay Committee**

Paul Foster (Chair)

Catherine Pimblett (Vice Chair)

John Styman

#### **Headteachers Performance Committee**

Rachel Foster

Daniel Humphreys

John Styman

### **Ad-hoc Committees**

**Pupil Discipline** - Any 3 governors except Staff Governors.

**Staff Discipline** - Any 3 governors except Staff Governors.

**Staff Discipline Appeals** - Any 3 governors except Staff Governors and those who formed the related Staff Discipline Committee.

(Note: Responsibility for dismissal of staff below Deputy Head level has been delegated to the Head Teacher as stated in the SAT Discipline and Dismissal Procedure Policy Feb 24)

**Pay Appeals** - Any 3 non staff Governors not involved in the initial decision and who are not members of staff.

The Governing Boards of Beckers Green Primary School and other schools within the Saffron Academy Trust agree to form a joint committee to share good practice and jointly discharge the governing boards functions for hearing staff grievances, parental complaints and pupil discipline issues as and when required. The chair and vice chair will be elected as required and appropriate to the school and panel concerned. The committee will use the services of the clerks already employed by Trust schools. The committee will meet as circumstances dictate. The individual and collective development needs of the committee will be audited, and appropriate training needs identified.

## Meeting Schedule 2024/2025

### Autumn term

Standards (Autumn)	2 October 2024 at 5.30pm
Resources (Autumn)	20 November 2024 at 5.30pm

### Spring Term

Standards (Spring)	29 January 2025 at 5.30pm
Resources (Spring)	12 March 2025 at 5.30pm

### Summer term

Standards (Summer)	7 May 2025 at 5.30pm
Resources (Summer)	18 June 2025 at 5.30pm

**Meeting minutes will be shared with all Governors and made available along with the agenda and supporting papers for the following meeting.**

# The Governor Role

As a member of a Local Governing Body, you play a significant and highly valued role in the SAT's shared governance structure. Your local knowledge and understanding of our communities make your contribution an essential one and you bring a unique insight to each academy, which forms the basis for our drive and ambition to provide the best education for our students. In your role, you will provide both support and challenge to our leadership teams and fulfil the true role of “critical friend” with constructive criticism to achieve our vision.

## **It is expected of individual governors that they will:**

- Enhance the work of the Governing Body
- Be a critical friend at meetings but not openly critical in public.
- Demonstrate their commitment by getting to know the school and being involved in supporting school activities.
- Support the school with parents 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 circumspection.
- Accept responsibility for their own training and development.
- Respect the professional expertise of the Headteacher and staff.
- Work openly in partnership with the Headteacher and staff for the benefit of the school and its pupils.
- Act and take decisions that are in the best interests of the school and not those of self, individuals, or groups.

## **Individual governors should ensure that they are making a positive and meaningful contribution to the committee by:**

- Attending meetings, reading papers, and preparing questions for senior leaders in advance
- Establishing and maintaining professional relationships with senior leaders and colleagues on the committee
- Getting to know the school, including visiting the school occasionally during school hours.

- Completing monitoring visits as required by the needs of the LGB.
- Undertaking induction training and engaging in ongoing development.
- Regularly checking their school emails to ensure they aren't missing important information.

### **Panels and committees**

When required, local governors may be expected to serve on panels to:

- Hear staff grievances and disciplinary matters.
- Review decisions to exclude pupils.
- Deal with formal complaints in line with the trust's complaints procedure.

# Specific Governor Roles

## **Role of the Chair**

The Chair's functions include:

- Ensuring the business of the Governing Body is conducted properly, in accordance with the legal requirements
- Ensuring that meetings are run efficiently, focusing on priorities and making best use of the time available
- Ensuring that all members have equal opportunities to participate fully in discussions and decision making
- Encouraging all members of the Governing Body to work together as a team
- Forwarding to and advising the Governing Body on information received
- Liaising with the Head teacher
- Acting in cases which may properly be deemed “emergency”. This is defined in the statutory School Governance (Procedures) Regulations 2003 and applies where a delay in exercising the function would be seriously detrimental to the interests of the school, a pupil, parent or member of staff
- Acting in accordance with functions delegated by the Governing Body to “take action on day to day matters as may be required by the Head teacher and report on any such actions at each full Governing Body meeting”
- Making public statements on behalf of the Governing Body (including any contact with the press).

## **Role of the Vice Chair**

The Vice Chair will deputise for the Chair in their absence and carry out the duties as specified in the Role of the Chair.

## Training and the Link Governor

All new governors will be inducted into the school. All Governors are then expected to undertake training during their time in office. Training courses are free of charge and organised through Juniper Education or the National Governor Association (NGA). Guidance on how to register online can be found in Appendix 3.

Governors must attend induction courses to develop a basic understanding of governance. This training is then supplemented by training relevant to your role within the governing body and to suit your interests.

Training can also be provided within the school in areas such as curriculum or data, please speak to Claire Smyth to arrange. The Chair of Governors is also available to provide training, especially on governor monitoring visits and reports.

Any information regarding upcoming training courses including SAT wide training, webinars from Essex or virtual meetings will be shared with you via email by either the link governor or the Clerk to Governors.

Our link governor will book places on courses for you, advise on suitable training and record who has undertaken training. We will use this information to ensure our team is suitably trained and up to date.

The link will provide us with reminders and a gentle push if we need it!

A record will be maintained of all training completed so we can match the needs of the Governing body with the skills required.

At the beginning of each school year a skills audit will be completed for the governing body to highlight any training needs and to help with succession planning. Details will be shared with you before the first meeting of the year.

Our link governor is Rachel Foster. Please ask her for information or support on training and advise her of any training you have recently attended.

## **Governor Visits and Monitoring**

Monitoring is a key activity for governors, the purpose is to triangulate the reports and information provided during LGB meetings alongside progress on the School Development Plan (SDP).

- All Governors will have some subject/accountability role.
- Governors should aim to visit at least once each term and develop a positive working relationship.
- All visits should have a purpose and an outcome. Visit details should be recorded on the visit form and filed in the school office. A copy can be found in Appendix 4 of this booklet and on Sharepoint in the Governors Handbook and Visits folder.
- Governors should be prepared to provide feedback on visits at LGB meetings as required.
- Monitoring visits are a more formal visit and involves assessing how the school is performing against key school objectives. Here you need to be objective and professional in your assessment, judgement, and feedback. This is about school practice; it is not our role to consider individual performance.

Before your monitoring visit it is recommended that you are aware of:

- Targets that may have been set
- Recent data or results
- Any recent relevant reports that have been submitted to the LGB
- Progress on the SDP including any relevant targets or actions
- Recommended questions in the governor section of the SDP for each priority.
- Support can always be sought from the Chair of Governors

For your meetings with your subject link/coordinator you may wish to discuss the following:

- What is the subject plan?
- How is the subject taught?
- How does the subject progress throughout the school
- How well are we progressing in relation to our targets?
- What are our strengths and weaknesses?

- How well do different pupils progress? (e.g. boys and girls, pupil premium or special needs children)
- Are pupils making good progress i.e.at least two thirds of a level each year
- What are our targets and are we on track to meet them?
- How do we check?
- What are we doing to improve?
- Feedback from recent a Pupil Voice

### **In relation to SATs results/ IDSR report**

- Have we met our targets; if not why not?
- How do our results compare with .... ?
- Previous years? – Is there a trend?
- Similar schools?
- National standards?
- Other subjects?
- Our targets?
- Boys/girls
- SEN/FSM
- Pupil Premium

This is not an exhaustive list; however, it should help you to develop your knowledge and understanding and allow you to provide informed feedback to the governing body

### **Before a visit**

- Appointments should always be made for visits to school, and these should be arranged through the teacher or Headteacher. Please try to give at least one week's notice.
- Always speak to the class teacher before a visit to find out about the lesson, if there are any issues you need to be aware of and how you can support the teacher in class

## **During the visit**

- Remember your responsibilities regarding safeguarding.
- Governors should always sign in via the online system held in the reception area and wear a visitor badge during each visit.
- Be on time, be prepared to get involved and take positive actions to support the school.
- Governors are welcome to join staff for coffee and tea breaks, but we must be careful not to infringe on staffs' personal time e.g. lunch breaks.
- Class visits are not inspections; please do not take notes in the classroom. Join in with class activities and get a feel for what is going on. These visits are about getting to know staff and pupils, building trust and learning how the school works.

## **After the visit**

- Thank the staff and the children.
- Write up your report promptly and email it to the Chair of Governors, Headteacher & Clerk to the Governors.

## Governor Responsibilities

<b>Responsibility</b>	<b>Governor</b>
<i>Child Protection / Safeguarding</i>	<i>Vicky Powell</i>
<i>Health and Safety</i>	<i>Daniel Humphreys</i>
<i>Link Training Governor</i>	<i>Rachel Foster</i>
<i>Special Educational Needs and Academically More Able and Talented Pupils</i>	<i>Rachel Foster / Vanessa Gigg</i>
<i>Looked After Children</i>	<i>Rachel Foster</i>
<i>Whistleblower Governor</i>	<i>Chair</i>
<i>English</i>	<i>Rachel Foster</i>
<i>Design and Technology</i>	<i>Geoff Reeves</i>
<i>Music</i>	<i>Shane Lake</i>
<i>Modern Foreign Language</i>	<i>Shane Lake</i>
<i>PSHE (Personal, Social, Health and Economic)</i>	<i>Vicky Powell / Rachel Foster</i>
<i>Maths</i>	<i>John Styman</i>
<i>EYFS</i>	<i>Rachel Foster</i>
<i>Science</i>	<i>Vicky Powell</i>
<i>Computing and E-Safety</i>	<i>Ravi Thokala</i>

## Useful Sources of Information

The following sources of information that are available to you on request or within the Governor SharePoint Area.

A guide to the law for school Governors

Committee Terms of References

Last Ofsted inspection report and action plan

SATS results

School prospectus

School Development Plan

SEF

Latest Headteacher Report

Financial regulations

Trust website – Saffron Academy Trust (<https://www.saffron.academy/>)

The school website also holds valuable information including many statutory policies  
[www.beckersgreen.essex.sch.uk](http://www.beckersgreen.essex.sch.uk)

If you are unsure on how to access anything or don't know where to find something, please contact Rachel Foster.

## Appendix 1

Beckers Green Ofsted Report June 2023



# Inspection of a good school: Beckers Green Primary School

Beckers Green Road, Braintree, Essex CM7 3PR

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Inspection dates: 27 and 28 June 2023

## Outcome

Beckers Green Primary School continues to be a good school.

## What is it like to attend this school?

Beckers Green Primary has a welcoming, nurturing and community feel. This contributes towards enabling pupils to learn and develop very well. Pupils are safe. The school's core values and 'bee' awards inspire pupils to do their best. Pupils say the school is a family where anyone is welcome.

Pupils have high expectations of themselves. They are respectful and attentive in lessons. Collaborative work in pairs or 'huddles' helps pupils to be successful learners.

Pupils are clear about the expectations of behaviour. They consistently demonstrate this everywhere. Pupils across the key stages have opportunities to play together at lunchtimes. They are kind and friendly to each other.

Pupils say bullying is rare. If it happens, they know that leaders will deal with it quickly.

Pupils have leadership opportunities for roles such as play leaders, reading prefects and being on the school council. They visit a local residential home for the elderly. These experiences help pupils contribute to the wider school community. Pupils develop their interests and talents. They like the variety of visits, visitors, and clubs such as BMX, taskmaster and drama.

Parents are overwhelmingly supportive of leaders and staff. They feel well supported.

## **What does the school do well and what does it need to do better?**

Leaders have included staff in the work to design an ambitious curriculum. Leaders have made conscious decisions about the important knowledge, skills and vocabulary pupils need to know. For the vast majority of subjects, this means that pupils are learning and remembering more.

High-quality teaching, alongside regular checking of what pupils know, helps pupils to achieve well. Teachers set work that helps pupils to retain important ideas. Staff give pupils opportunities to practise what they need to. Teachers use the information from their checks intelligently to identify gaps in pupils' knowledge. They quickly identify pupils who are falling behind and provide support for them to catch up effectively. As a result, pupils take pride in their work and move successfully on in their learning.

In a small number of subjects, curriculum planning and teaching are not as well established. In these subjects, pupils do not learn as well as they do in most.

Leaders have made learning to read a priority. All staff teaching phonics have been trained to do so. They have the expertise needed to teach phonics well. They check accurately how well pupils are learning to read and step in to provide help for those who are struggling. Leaders are rolling out a new phonics scheme to further enhance the way early readers are taught. They have started with the early years, and this has improved the way children learn to read. Older pupils are currently still learning to read using the school's previous programme. While this works, it does not support all pupils as well as the new scheme, so some pupils do not learn to read as quickly as they could. All pupils learning phonics from September 2023 will follow leaders' new chosen scheme.

Pupils read often. Staff make sure that the books pupils read match the sounds they know. Adults skilfully help pupils develop fluency and understanding. A love of reading permeates across the whole school.

This is a very inclusive school. Leaders recognise and prioritise the needs of all pupils. Staff make appropriate adaptations in and out of classrooms to support the learning of pupils with SEND. Consequently, pupils with SEND learn well alongside their peers.

Pupils' behaviour is consistently good. Pupils settle quickly to work. They are clear about what is expected of them. They have opportunities to think about their learning and use this to recognise whether they need further support. Low-level disruption is rare.

Pupils' personal, spiritual, moral, social, and cultural development is woven throughout the curriculum. Pupils know about differences and discrimination. The curriculum content provides them with an understanding of diversity across every subject. This is complemented by assemblies that promote the school's and British values.

All staff have the necessary skills and knowledge to fulfil their role well. Staff are extremely happy. They value how leaders take their well-being and workload into account.

Governors and trustees take an active role. Their regular visits help them to know more about the school. They hold leaders to account as well as being supportive. Leaders work closely with the trust to share good practice.

## Safeguarding

The arrangements for safeguarding are effective.

There is a strong safeguarding culture in the school. Pupils are kept safe. Robust systems are in place to safeguard pupils. Leaders act swiftly when concerns are raised. They challenge other agencies and are relentless in ensuring that pupils and their families get the help they need. Regular communication with staff and parents ensures that safeguarding remains a priority.

Staff and governors undergo regular training on safeguarding. They are knowledgeable about how to identify, and report, concerns that arise.

Pupils talk confidently about what is safe, respectful behaviour. They instinctively identify trusted adults with whom they can share concerns.

## What does the school need to do to improve? (Information for the school and appropriate authority)

- Phonics is stronger and more effective in some year groups than in others. Where it is less strong, some pupils do not learn to read, or catch up with their peers, as quickly and as well as they could. Leaders should take action to ensure that phonics is taught highly effectively throughout the school, to all pupils at an early stage of learning to read.
- A small number of subjects are not as well developed as the rest of the curriculum. As a result, pupils do not receive the same high-quality education in these subjects as they do in others. Leaders should ensure that all subjects are planned, sequenced, and delivered highly effectively.

## Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour, or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in January 2013.

## How can I feedback my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	147816
<b>Local authority</b>	Essex
<b>Inspection number</b>	10269049
<b>Type of school</b>	Primary
<b>School category</b>	Academy
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	318
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	David Barrs
<b>Headteacher</b>	Claire Smyth
<b>Website</b>	<a href="http://www.beckersgreen.essex.sch.uk">www.beckersgreen.essex.sch.uk</a>
<b>Date of previous inspection</b>	13 October 2020, under section 8 of the Education Act 2005

## Information about this school

- Beckers Green Primary School is an academy that is a member of the Saffron Academy Trust.
- Leaders do not currently use any alternative providers.
- The school runs its own breakfast club.

## Information about this inspection

- The inspector discussed any continued impact of the pandemic with leaders and has taken that into account in their evaluation of the school.

- The inspector spoke with school leaders, including the headteacher, deputy headteacher and subject leaders. She also spoke with teachers, the chair of governors, representatives from the local governing body, the chief executive officer, deputy chief executive officer and trust director of improvement.
- The inspector carried out deep dives in these subjects: early reading, mathematics, and art. For each deep dive, the inspector spoke with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector reviewed records and policies and met with the designated safeguarding lead and other staff to discuss safeguarding in the school.
- The inspector considered the 43 responses to Ofsted's online survey, Ofsted Parent View, including 41 free-text comments. The inspector also considered the 24 responses to Ofsted's staff survey. There were 71 responses to Ofsted's pupil survey.

### **Inspection team**

Nina Kemp, lead inspector

Ofsted Inspector

## Appendix 2

### SAT Trust Terms of Reference for LGB Committees December 2023

These terms of reference provide SAT's Academy committees with guidance regarding their responsibilities and for the conduct of their meetings. The terms of reference should be read in conjunction with the Scheme of Delegated Authority (SoDA), which provides further details. The Academy LGB will operate in accordance with the Trust's Scheme of Delegated Authority.

Name of trust:	Saffron Academy Trust
Name of committee:	Local Governing Body
Name of school:	<i>Beckers Green Primary School</i>
Date agreed:	<i>14<sup>th</sup> February 2024</i>
Review date:	<i>Terms of reference will be reviewed annually by the Trust Board.</i>
Chair of committee:	<i>Appointed by the local committee or the trust board, according to the school's level of designated authority.</i>
Clerk:	<i>The committee appoints a professional clerk.</i>
Membership:	<p><i>A minimum of seven members, to include:</i></p> <ul style="list-style-type: none"> <li>• Two elected parents</li> <li>• At least one elected member of staff, but no more than two</li> <li>• Four committee members appointed by the Trust, one of whom will be the chair</li> </ul> <p>The Academy Headteacher is automatically a governor by virtue of their office (also known as an ex officio governor)</p> <p>It is recommended to have no more than 11 committee members.</p>
Quorum:	<i>A minimum of three committee members appointed by the Trust (not including elected staff or parent governors)</i>
Meetings:	<i>Two meetings per term to discuss general school related matters. Each meeting will have a focus on either Resources or Standards as set out below.</i>
Reporting:	<i>Minutes of each meeting to be submitted to the Trust's Clerk no later than 10 days prior to the next relevant Trust full Board or committee meeting.</i>

## Functions:

1. Academy LGBs are responsible for the link between the trust and the parents and the community, feeding into the trust's oversight and management of the school. The board delegates to them the following functions:  
  
Developing an understanding of how the trust and the school are led and managed by:
    - 1.1 Building an understanding of the trust's ambitions for the school and its pupils – its vision and strategy and how this is realised at school level
    - 1.2 Knowing the trust's values and becoming familiar with key policies, understanding how these work in practice so that they are creating a healthy culture for all
  - 2 Being the link with parents and the community by:
    - 2.1 Building a knowledge of parents' views and the community context
    - 2.2 Ensuring that trustees and the CEO are aware of parents' and community views
  - 3 Monitoring the work of the school, escalating any concerns to the CEO and/or trustees by:
    - 3.1 Scrutinising reports on the school's progress with achieving its ambitions
    - 3.2 Scrutinising reports on how the school complies with key policies
    - 3.3 Visiting the school during the school day and attending events
  - 4 Reviewing key decisions made by the Headteacher e.g. pupil exclusions and responses to complaints
- 

## The academy committee has delegated responsibility for:

### Standards

1. Ensure that the trust's vision, ethos and strategy is adopted and applied by school leaders.
2. Work with senior leaders to identify areas for improvement and develop strategies to address them in line with the trust's strategic objectives.
3. Closely monitor school performance and improvement through regular reviews of performance data at each key stage, including exam results, attendance rates, and pupil progress.
4. Ensure that the trust's curriculum is being provided to pupils in an appropriate manner for the school's context and to receive and monitor curriculum area development plans.

5. Ensure that the required educational policies and procedures are in place and that the school is operating effectively in line with these policies and reviews them on a 2-year cycle.
6. Establish a strong relationship with the headteacher in order to provide effective support and challenge, including providing feedback to their performance management process.
7. Hear about school and community events and enrichment.
8. To ensure that teaching programmes are:
  - Free from any form of indoctrination;
  - Comply with equal opportunities legislation;
  - Attend to any special educational needs of pupils being taught in the school.
9. To agree the times for the start and finish of the school day and the lunch-time period, together with the dates for the beginning and end of school terms and half-term breaks.
10. To monitor the school's annual self-review process, including evaluation and inspection procedures.
11. To receive reports on a regular basis from the school management on attendance, exclusions, CP referrals, racist incidents and bullying.

## Resources

1. Monitor the school's budget and spending plans and hold the Headteacher to account for how devolved funds are spent. In autumn, to review the school's end of year position. In spring, to monitor progress against the budget. In summer, to agree budget priorities for the following year.
2. Receive and review the school's budget for the following financial year, making recommendations as necessary to the SAT Board.
3. Monitor school estate to ensure it is safe and well maintained and oversee arrangements for lettings and community use.
4. Receive the school's curriculum and staffing plan and ensure that staffing meets the needs of the curriculum.
5. Receive reports from the SAT Head of Facilities and Operations on the asset management plan, SCA expenditure at the school and the Health & Safety audit.
6. Ensure that SLT and governors note any changes and adhere to SAT HR policies.
7. Ensure Headteacher performance management is carried out.
8. Recommend the names of Governors to the Governing Body to serve on the selection panel for any Headteacher or Deputy/Assistant Headteacher appointment. Teaching staff appointments up to and including TLR 2A are delegated to the Headteacher. For posts carrying TLR 1B and above, a member of the Governing Body will be on the appointment panel.
9. Monitor the staff performance management arrangements.
10. Receive the annual plan for staff in-service training.
11. Ensure that arrangements are in place for the induction of new staff.
12. Monitor and review staff consultation processes.

13. Ensure that all staff are aware that they can contact Essex County Council for advice on pensions.
14. Be mindful of policies related to equal opportunities in relation to the staff of the school, e.g. gender and disability.
15. Be mindful of SAT's pay policy.
16. Consider and recommend additional benefits to employees outside remuneration.

#### Stakeholder engagement

1. Consult stakeholders – parents, staff and pupils – and use insights to inform decision-making.
2. Help stakeholders to understand the trust's values and vision for the future.
3. Provide the trust board with insight into the challenges and opportunities faced by the school's local community.

#### Safeguarding

1. Foster a culture that prioritises the safety and wellbeing of all pupils and staff in the school and ensure appropriate arrangements are in place for the pastoral care of all pupils.
2. Ensure that the adopted safeguarding policies and procedures reflect the safeguarding challenges and context of the school.
3. Monitor the implementation of safeguarding policies, including safer recruitment guidelines, and the effectiveness of procedures.
4. Review the Trust's safeguarding audit for the school and ensure that recommendations are implemented.
5. Designate a [link governor](#) to take leadership responsibility for safeguarding.
6. Monitor the school's estate, ensuring that appropriate policies are adopted and followed in order to keep pupils and staff safe.

#### SEND

1. Ensure that the trust policy for pupils with special educational needs and disabilities (SEND) is implemented and adapted to the specific school context where necessary.
2. Seek assurance that staff are trained to implement pupil strategies and support plans.
3. Ensure pupils with SEND have the resources they need to succeed.
4. Designate a [link governor](#) to take leadership responsibility for SEND.
5. Work in partnership with the Special Educational Needs Coordinator (SENCO) and other stakeholders across the MAT community to ensure that pupils with SEND are well-supported and included in all aspects of school life.
6. Monitor the overall effectiveness of the school's SEND provision, referring to pupil outcomes and other relevant data.

***N.B. Other committees may be convened as required (for example to review exclusions, complaints or staff disciplinary matters). In this instance, Academies will follow the relevant current model policy provided by the Local Authority or the National Governance Association.***

## Appendix 3

### National Governors Association Registration



The infographic features a green background with a geometric pattern of hexagons and lines. The n|gla learninglink logo is in the top left. The main title 'HOW DO YOU REGISTER FOR LEARNING LINK?' is in large white letters. Below it, the text 'It's a simple process...' is followed by a five-step numbered list. A small box on the right lists 'INTERACTIVE', 'RESPONSIVE', 'FLEXIBLE', and 'ESSENTIAL'. At the bottom, there are logos for n|gla National Governance Association and VIRTUAL COLLEGE, along with a small asterisked note.

**n|gla learninglink**

## HOW DO YOU REGISTER FOR LEARNING LINK?

It's a simple process...

1. Visit <https://nga.vc-enable.co.uk/register> to find the online self-registration form.
2. Add your details to the self-registration form in the following order:
  - Your first name
  - Your last name
  - Your email
  - Your phone number (optional)
  - Your governance role title (optional)
  - Your school or academy – use the search box and make sure to select the right one using the postcode\*
3. Click the green register button to submit your application for approval.
4. Approval is not immediate and you must wait for email confirmation of approval. It can take time to receive this email particularly if your application is submitted over a weekend or in the evening.
5. Your confirmation email will be sent to you. Once you receive your email confirmation, which includes your login details you can login to Learning Link and start to use it whenever you want to.

\* If your school or academy is not listed, it may not be signed up to Learning Link. In this case please select the "My group has not been listed" box and an email will come through to us so that we can contact you.

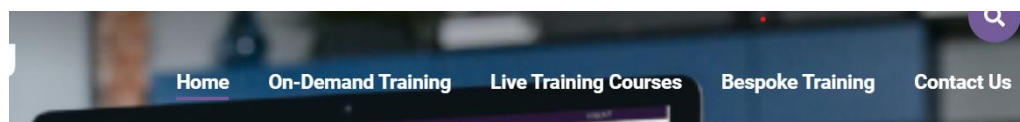
**n|gla** National Governance Association

**VIRTUAL COLLEGE**

## Juniper Education Registration

The first change is that you don't need a login to access to the site. To make a booking governors need to go to <https://www.junipercpd.org/> and then select Live Training Courses from the menu bar.

The governors can type whatever they want into the Establishment box. I'd suggest that they include both their school and the Trust. Ignore the 'S+' box.



Click **CHOOSE CATEGORY** and then select **GOVERNOR TRAINING** from the drop down. You can view available courses here.

Click on the course that you would like to book and then click on **MORE INFO** to go to the booking form. I've included an example of a completed form below.

<b>Establishment</b>	<input type="text" value="St Mary's Primary School"/>	<b>Postcode</b>	<input type="text" value="CO7 9BQ"/>
<b>Local Authority</b>	<input type="text" value="Essex"/>	<b>DFE Number/URN/URN or Other Identifier</b>	<input type="text" value="1234567"/>
<b>Number of Delegates (€108 + VAT per delegate)</b>	<input type="text" value="1"/>	<b>Purchase Order Number (If Possible)</b>	<input type="text" value="N/A"/>
Who shall we contact to invoice for the training?			
<b>Invoice Contact Name</b>	<input type="text" value="Put N/A if unknown"/>	<b>Invoice Contact Email</b>	<input type="text" value="admin@stmarysprimaryschool.com"/>
Who is the lead (or sole) delegate? Please check the email address entered carefully - it will be used to send joining instructions to.			
<b>Lead Delegate Name</b>	<input type="text" value="Your name"/>	<b>Lead Delegate Email</b>	<input type="text" value="Your email address"/>
<b>Cancellation Policy</b>			
<b>Time Period</b>	<b>Charges</b>		
4+ weeks prior to course	No charge		
2 - 4 weeks prior to course	Invoice will be raised – 50% charge		
2 weeks or less prior to course	Invoice will be raised – 100% charge		
If you are an S+ customer please indicate below to avoid being billed again			
If you have been given a reference code or you are an S+ customer please enter/indicate here			
<input type="text" value="Ignore this"/>			

Please tick below to confirm you accept the our terms and conditions ([click here to view](#)) and any cancellation policy shown above, enter your name/email and click 'Submit'.

I agree to the Juniper Education terms and conditions and cancellation policy (if shown) on behalf of my establishment

I am happy to receive information from Juniper Education about its products and services. Full details can be found in our [Privacy Policy](#)

Your Name

Your Name

Your Email

Your Email

Submit

Once you click submit, you'll receive a confirmation email that includes the teams link to the course.

## Appendix 4

### Governor Visit Form

<b>Name of Governor:</b>				
<b>Date of Visit:</b>				
<b>Staff/class/key stage or activities visited:</b>				
<b>Activities that took place during the visit (please tick):</b>	Classroom visit	<input type="checkbox"/>	Talking to pupils	<input type="checkbox"/>
	Attending assembly	<input type="checkbox"/>	Looking at displays	<input type="checkbox"/>
	Looking at pupil's work	<input type="checkbox"/>	Meeting with coordinator	<input type="checkbox"/>
	Talking to other staff	<input type="checkbox"/>	Looking at resources	<input type="checkbox"/>
	Attending lunchtime	<input type="checkbox"/>	Meeting the Headteacher	<input type="checkbox"/>
	Observing Support Staff	<input type="checkbox"/>		<input type="checkbox"/>

<b>Purpose of Visit:</b>
<b>Links with the SDP (identify the area and target in the SDP this visit is linked to):</b>
<b>Questions or actions carried over from previous visits or Governor meetings:</b>
<b>Observations or questions answered related to the visit purpose (record what you saw or experienced):</b>
<b>Pupil Premium (How are PP children support? PP Data and Attainment)</b>
<b>EYFS (What does this subject look like in Early Years?)</b>
<b>Other comments (children's behaviour, quality of wall displays, inclusion):</b>

**Any key issues arising for the governing body (Resource allocations, issues for the future, further visits):**

Signed (Governor)

Date: