



Dr South's  
New Governor's Guide

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# About Dr South's



- There are about 110 pupils split into four classes including a nursery section.
- There are 19 staff in total, most of whom work part-time. Huw Morgan, the head, has been with the school since 2011.
- It places emphasis on provision of an all round education reaching beyond the National Curriculum including music, the arts, cooking, Forest School and outdoor learning at The Jacobs' Field which complement the academic learning experience.
- The school is rated by Ofsted as good, and we believe we have many outstanding features. The head and governors seek to deliver outstanding education but without compromising key principles, including a non selective policy.



# Structure



- The school is a member of the Oxford Diocesan Schools' Trust (Multi-Academy Trust - MAT) of about 35 schools (as at 2018).
- The Head and Local Governing Body are responsible to the MAT for all aspects of the school including educational standards. They work closely with the MAT to sustain quality and in due course to enjoy benefits of scale.
- The governing board has twelve members including the Headteacher, a member of teaching staff, two elected parent governors and eight Foundation (church) governors including the parish priest. From these are drawn the Chair of Governors and the chairs of two sub-committees.
- There are sub-committees for Teaching and Learning (T&L) which focuses on educational results against national averages, and Finance, Premises and Personnel (FPP) which focuses on finance and facilities.





# The Role of the Governor

- The governors act of behalf of the MAT to ensure that the school is meeting its national obligations, and to support the staff in providing the best possible experience for pupils and parents.
- Governors focus on setting the vision, ethos and strategic direction of the school and promoting the distinctive Christian character of the school.
- Governors are expected to attend six Local Governing Body (LGB) meetings a year and also sit on one of the sub-committees which also each meet up to six times a year. Meetings last for up to 2 hours and require some preparatory reading and occasionally follow up work.
- Governors need formal training to become competent and should expect to attend two or three courses per annum in topics like becoming a governor, finance, and safeguarding. These courses are typically two hours on week day evenings or Saturdays. Excellence in Governance is an important course to attend.
- It is helpful for governors to visit during the day from time to time to observe the school in action.

# Key Documents



- There is a School Development Plan (SDP) which is evaluated and revised each year. This is set by the Governors and produced by the Headteacher who reports on progress three times a year. Governors need to understand the plan in some detail, not least to be able to answer questions from Ofsted inspectors from time to time.
- ISDR is the national database of schools standards against which every school is measured. Governors should be aware of the standards and how the school's performance compares to the national average. This is examined in committee meetings.
- Much of the annual activity is reflected in the minutes of LGB and sub-committee meetings.
- The weekly school newsletter (<http://dr-souths.co.uk/documents/newsletters/>) is designed to keep parents up to date with activity and is also of value to governors.
- Target Tracker is the data analysis tool used by the school to track progress and attainment of pupils
- Governors should be aware of the Dept of Education Governance Handbook which includes a governor skills matrix.
- GovernorHub is a secure website that holds key information that governors need.



# Financial



- The school receives around £400,000 per annum from government. It operates on a break even basis and retains a cash reserve to cover unexpected events.
- The school is fortunate in also receiving private donation funds which are used for educational enrichment for the pupils. Enrichment includes Forest School, music, art and cooking. There is also an active sports programme.
- The school is thriving with current funds.
- Funding will be more challenging in coming years when current government funding plans for small rural schools are implemented.
- There may be some long term economies of scale associated with being a member of the academy.

# Strategy



- The strategy is to provide an all round academic and social education on a non selective basis.
- Academic standards, especially improvement, are emphasised but not to the extent of admitting only the brightest pupils.
- The school now operates at full capacity and there is no medium term prospect of removal to a larger site, so we are seeking to optimise resources in the medium term to protect the economic viability of the school.





Thank You