



St Julian's School Governors' Handbook

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Introduction

The School

St. Julian's School is a not-for-profit school whose purpose is 'to create a happy, secure and stimulating learning environment within which all members of our community can achieve their full potential and develop a commitment to lifelong learning.'

The school offers both a British and a Portuguese curriculum up to the final two years of schooling where the school offers the International Baccalaureate Diploma.

St. Julian's School is the financial and legal responsibility of the St. Julian's School Association which was founded in 1938 as a cultural and non-profit making organisation whose sole objectives are to provide and support the provision of education.

The St. Julian's School Association is an elected body of up to a maximum of 50 members. The statutes of the Association define its role and operation and also define the role of the Board and the appointment of Board members. Governance at St. Julian's must comply with the statutes of the Association and it is recommended that the statutes are read prior to reading this guide. The Statutes can be accessed [here](#). St. Julian's School has also defined a Code of Practice to which all Governors are expected to adhere. The Code of Practice is attached as an appendix to this document.

Objective of this Handbook

The Governors' Handbook sets out the vision and priorities for effective governance by:

- outlining the core role and functions of the governing board;
- summarising and providing a first point of reference on all the legal duties on boards;

Review date

The Governors' handbook follows the school's cycle of policy review and will be reviewed at least every three years.

Terminology

Throughout the handbook, references to:

- *the Board* should be taken to mean the Board of Governors of St Julian's School
- *the Association* should be taken to mean the St. Julian's School Association
- *the organisation* means St Julian's School
- the *Head* means Head of School
- *Executive leaders* should be taken to mean those held to account by the Board for the performance of the organisation. This is the Head of School and the Senior Leadership Team

Role of the Board

The role of the Board is set out in the statutes of the school. It is the role of the Board to set the vision and strategic direction for the school, and to effectively oversee and review the school's management and performance. Governors play a vital role in ensuring the best possible education that enables every student to fully achieve their potential. Crucially, that means ensuring the school's strategy supports its mission and guiding statements. It means creating robust accountability for executive leaders by using and being familiar with objective data on the performance of pupils, teachers and finances to ask the right questions. It means ensuring resources are allocated to strategic priorities and safeguarding the highest standards of financial propriety. It also means ensuring that the school prepares pupils for life and the workplace and becoming responsible and committed members of the community.

The purpose of governance

The purpose of governance is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance.

The Board has three core objectives:

- **To ensure clarity of vision, ethos and strategic direction;**
- **To hold executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff; and**
- **To oversee the financial sustainability of the organisation and make sure its money is well spent.**

The most important functions of the Board of Governors are:

- To ensure the school complies with legislative and regulatory requirements and acts within the powers contained in the statutes of the St. Julian's School Association.
- To approve and support the mission and guiding statements of the school and to approve the school's academic policy.
- To determine the overall direction and development of the school through good governance and clear strategic planning.
- To ensure that it is appropriately informed of progress and developments in school life, academic, pastoral and administrative and to hold the executive leaders to account for performance in these areas.
- To appoint and, if necessary, remove the Head of School and the Bursar and to ensure the school's leadership structure and performance meets the needs of the school.
- To understand the boundary that must exist between governors and their primarily strategic role, and that of the executive officers who have day-to-day responsibility for the operation, leadership and management of the school.
- To have in place appropriate measures and reporting mechanisms to control its financial operations and ensure the school's assets are safeguarded, monitoring that expenditure is in line with its objectives.
- To elect its Chair and vice-Chair and to ensure that there is an appropriate range of expertise on the Board,
- To demonstrate commitment, integrity and discretion, acting always in the best interests of the school and balancing present and future needs to safeguard the school's future.
- To appoint members to the Board's subcommittees.

Composition of the Board

The number of Governors, the process of election, their term of office and their responsibilities are set out by the statutes of the Association. The Board must have a minimum of 7 and a maximum of 9 members, of which at least 3 must be British.

The Chair and vice-Chair of the Board are elected by the Board. The term of office for the Chair and Vice Chair is limited to three years with a maximum of two consecutive terms.

Selection of Board members

Whilst the nomination and election of Governors is the responsibility of the St. Julian's School Association, it is important that the Board constantly reviews the skills and competences of its members and takes steps to ensure it has the appropriate skills for current and foreseeable needs. New Governors are elected from amongst the membership of the Association and therefore it is important that the Board works with the Nominations Committee to ensure an appropriate skill set is available within the Association's membership.

A Governor cannot hold a governance role or employment in any competing educational institution.

The Board should be mindful that in exercising all its functions, it must act with integrity, objectivity and honesty and in the best interests of the school; be open about the decisions made and the actions taken and be prepared to explain those decisions and actions to interested third parties.

The responsibility for the removal of a Board member rests with the Association.

Induction of new Board members

An induction process is in place for newly-elected Governors. New Governors will be given an induction pack containing:

- Statutes of the St. Julian's School Association
- Governors' Handbook
- Governors' Code of Practice
- Minutes of Board meetings for the current school year
- Biographies and contact details of Board members
- Strategic Plan
- Most recent accreditation summary and follow-up plan
- Budget for the current school year

All newly-elected Governors will be asked to sign the Governors' Code of Practice.

New Governors will meet with the Chair of any subcommittee on which they are to serve and will be supplied with relevant material regarding the work of that subcommittee.

A school visit will be arranged by the Head of School ensuring that newly-elected Governors have an opportunity to meet with members of the Senior Leadership team and those members of the school community who interact with the Board. Any further contact with members of the school's leadership and teaching faculty, except for discussions as a parent, should be arranged through the Head of School.

Training

The Board attends annual training sessions. Additionally, the Board's Code of Practice sets an ethos of professionalism and high expectations of everyone involved in governance, including an expectation that they undertake whatever training or development activity is needed to fill any gaps in the skills they have to contribute to effective governance. Importantly, this includes their ability to understand and interpret educational and financial performance data. Everyone on the Board should be able to engage fully with discussions on these matters and if they cannot, they should undertake appropriate training or development to enable them to do so.

Role of the Chair

The Chair is responsible for ensuring the effective functioning of the Board and has a vital role in setting the highest of expectations for professional standards of governance. It is the Chair's role to give the board clear leadership and direction, keeping it focused on its core functions. The Chair should encourage the Board to work together as an effective team, building their skills, knowledge and experience. The Chair needs to ensure that everyone is actively contributing relevant skills and experience, participating constructively in meetings, and actively involved in the work of any subcommittees. It is their role to make sure everyone understands what is expected of them and receives appropriate induction, training and development. It is for the Chair to have honest conversations, as necessary, if anyone appears not to be committed or is ineffective in their role.

Succession

It is important when electing Governors that succession is a consideration. While formal succession planning is not in place, the Chair must ensure that there is both a competent successor and also a competent substitute in the event of any unexpected absence of the Chair.

Remuneration

Members of the board do not receive any remuneration. However, essential out of pocket expenses incurred in respect of their duties as a board member may be reimbursed.

Visible Governance

Board members hold an important office and their identity should be known to the school and wider communities. The school publishes details on its website about each Governor. This information should include any relevant material business or pecuniary interests. Board members should aim to attend several school events throughout the school year to ensure that they are meeting parents and staff on an informal basis. The school will ensure that Governors are aware of and invited to relevant school events.

Responsibilities of the Board

Appointment of the Head

A key responsibility of the Board is the appointment of the Head of School. In making this appointment, the Board must ensure that:

- complete due diligence with regard to the individual's background, qualifications, experience and references is performed;
- they ensure the appointee meets the standard of leadership demanded by the school;
- they appoint a Head of School who appreciates the importance of good governance and actively supports the Board in understanding its role and executing its core functions effectively. Executive leaders should welcome and enable appropriately robust challenge by providing any data the board requests and responding positively to searching questions.

The Head of School is fully accountable to the Board and the Board has a responsibility to carry out an annual appraisal which recognises the Head's achievements and identifies any areas which need to be strengthened. It is vital that the Board supports the Head by identifying development and training needs and by ensuring the Head fully understands how well the needs of the school are being met. Effective appraisal requires a shared understanding from the outset of the standards against which performance will be assessed and clear objectives that can be effectively measured. Board members involved in the appraisal process will report back to the Board and provide the written appraisal documentation.

Appointment of the Bursar

The Board is also responsible for the appointment of the School's Bursar (currently called the Head of Finance and Business Operations). The Bursar reports to the Head. With regard to infrastructure and financial matters, the Bursar may communicate directly with the Chair of the Infrastructure and Finance subcommittee and Board and as a consequence, the Head will consult with the Chair of the Board and Chairs of these subcommittees when preparing the Bursar's appraisal.

Setting Strategy and Direction

The Board should ensure that the organisation has a clear vision which is articulated in a specific written statement and identifies its goals in relation to current and future students.

The Board should ensure there is a strategy in place for achieving this vision. The strategy should provide a robust framework for setting priorities, creating accountability and monitoring progress in realising the organisation's vision. The focus should be on significant strategic challenges. The detail of all the actions that will drive school improvement should be contained in a separate school improvement plan (SIP). Avoiding unnecessary detail and peripheral issues will prevent the Board's attention being spread too thinly and help create a practical and powerful tool for facilitating its core business.

The Board should set and safeguard an ethos of high expectations of everyone in the school community. This includes high expectations for the behaviour, progress and attainment of all pupils and for the conduct and professionalism of both staff and the board themselves. The Board should foster a common culture, values and ethos across the whole organisation, ensuring it is reflected consistently in both its policies and its practices.

The Board must govern in line with the statutes relating to the school - which are likely to have a strong if not defining impact on the culture, value and ethos of the organisation.

Every effort should be made to ensure the organisation's ethos promotes the fundamental values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs; and encourage students to respect other people. The Board should ensure that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

The Board should work with the Head to ensure that the school has defined, communicated and is following:

- a clear and explicit vision for the future set by the Board, in collaboration with executive leaders, which has pupil progress and achievement at its heart and is communicated to the whole organisation;
- strong and clear values and ethos which are defined and modelled by the Board and executive leadership, embedded across the organisation and adhered to by all that work in it, or on behalf of it;
- strategic planning that defines medium to long-term strategic goals, and development and improvement priorities which are understood by all in the organisation;
- processes to monitor and review progress against agreed strategic goals and to refresh the vision and goals periodically and as necessary including at key growth stages or if performance of the organisation drops;
- mechanisms for enabling the Board to listen, understand and respond to the voices of parents/carers, pupils, staff, local communities and employers;
- determination to initiate and lead strategic change when this is in the best interests of children, young people and the organisation, and to champion the reasons for, and benefits of, change to all stakeholders;
- procedures for the Board to set and manage risk appetite and tolerance; ensuring that risks are aligned with strategic priorities and improvement plans and that appropriate intervention strategies are in place and embedding risk management at every level of governance.

Operations of the Board

Finance

The Board oversees the school's finances and is directly involved in;

- Setting and approving the annual budget
- Setting and approving the school's fees
- Approving any expenditure outside the agreed budget
- Approving the annual report and financial statements to be presented to the Association

The Bursar is responsible for ensuring that the following functions are carried out to an acceptable standard. These include;

- Keeping a regular oversight of unpaid fees, debtors and bad debts
- Ensuring that all matters relating to taxation are being properly dealt with
- Overseeing investment and investment property matters
- Preparing management reports and reviewing performance against budget

Education

After consultation with the Head, the Board will establish the educational policies to be followed by the school and the Head will be responsible to the Board of Governors for the execution of such policies. The Board monitors this by:

- Approving the academic policy statement
- Reviewing annually the school's child protection policy and procedures
- Receiving and reviewing information on school achievement, progress and development in academic, co-curricular and pastoral school life.

The Board has responsibility to hold the Head of School to account for the lawful use of exclusion. Exclusion must be for disciplinary reasons and all exclusions must be done in line with the legal requirements.

Staff

The Board delegates responsibility for staff management to the Head and monitors this by:

- Ensuring that appropriate recruitment, appraisal, disciplinary and grievance policies and procedures are implemented
- Ensuring that an effective and fair appraisal system is in place which is appropriately delegated and which informs decisions regarding staff remuneration and professional development
- Receiving reports on the terms of and conditions of employment for all staff
- Approving all salary increases and setting the level of remuneration for the Head and the Bursar
- Receiving reports on compliance with changes in employment law
- Monitoring the application of the staff discipline and grievance procedures

Premises and Facilities

The Board must reassure itself that annual risk assessments are carried out to make sure that the fire and other emergency precautions needed in the school are in place.

The Association of the school reserves to itself the power to buy and sell land. Any borrowing of the school to fund capital investment must be agreed in advance by the Association.

The Board controls the occupation and use of premises during and outside school hours. This means that the Board has control over what happens in school buildings and grounds. They are also responsible for deciding how school facilities are used.

Accountability

In addition to strategic leadership, the Board is responsible for creating robust accountability from executive leaders. This means holding them to account for both educational performance and for financial and organisational performance, and ensuring money is well spent.

Board's relationship with executive leaders

Executive leaders are responsible for the internal organisation, management and control of the school. The Board appoints the Head of School as its single executive leader at the head of the line management chain of the whole organisation. It is the job of the Head of School to implement the strategic framework established by the Board. The Board should work to support and strengthen the leadership of its executive, and hold them to account for the day-to-day running of the school, including the performance management of staff.

The Board should play a strategic role, and avoid routine involvement in operational matters. It should focus strongly on holding its executive leaders to account for exercising their professional judgement in these matters and all of their other duties.

However, since the Board is responsible to the Association for the school, it may need to intervene in operational matters if a circumstance arises where, because of the actions or inactions of executive leaders, the school may be in breach of a duty. Having advised the Board, executive leaders must comply with directions given by it.

Creating accountability for educational performance

Effective Boards hold their executive leaders to account for improving pupil and staff performance by asking the right questions. It is essential that the Board uses, and is familiar with, specific data about the school to help inform these questions. Some pertinent questions are listed in Appendix 3.

Rigorous analysis of data

The Board must have access to objective, high quality and timely data if it is to create robust accountability and know the questions that need to be asked of the executive leaders.

It is essential that the Board has at least one person with the skills to understand and interpret the full detail of the educational performance as well as at least one who can interpret the financial data available. These individuals should make sure that the Board has a correct understanding of the school's performance and finances as presented and explained by executive leaders. They should identify from the data the issues that need to be discussed and addressed as a priority. Others on the Board should learn from them; however, while the Board may decide to establish subcommittees to look in detail at performance data, everyone on the Board should be able to engage fully with discussions about data in relation to the educational and financial performance of the school. If they cannot, they should undertake appropriate training or development to enable them to do so.

Sources of education data

It is the responsibility of the Head of School to provide the Board with the information it needs to do its job well. They should provide whatever management information the Board requires to monitor different aspects of life in the school throughout the year. In particular, the Board will need to see information relating to the priorities it has identified for improvement. This might include data on:

- pupil learning and progress;
- pupil applications, admissions, attendance and exclusions;
- staff deployment, absence, recruitment, retention, morale and performance and the quality of teaching.

The Board, not executive leaders, should determine the scope and format of reports they receive from executive leaders. This will mean that the Board receives the information it needs in a format that enables it to stay focused on its core strategic functions and not get distracted or overwhelmed by information of secondary importance.

The Board should ensure that it reviews and monitors the data requests it makes of the Head of School to avoid creating unnecessarily burdensome procedures.

School performance tables

The Board can use performance tables to compare the school with other local or international schools to see:

- how well the school is doing against a range of performance measures
- how well the school is doing at various key stages
- attainment in IGCSE (A*-C), and in the IBDP

- how attainment and progress compares between different groups of pupils, including disadvantaged pupils, those with English as an Additional Language (EAL), and 'non-mobile' pupils (i.e. those who have been in the school throughout each of the last two years);
- how the school spends its money, shown as € per pupil to allow comparison between schools of different size; and
- information about people who work at the school, including the number of teachers, teaching assistants, support workers; their average salaries; and the ratio of teachers to pupils.

School visits

The Board needs to know the school if accountability is going to be robust and its vision for the school is to be achieved. Many Boards find that visiting, particularly during the day, is a helpful way to find out more about the school. Through pre-arranged visits that have a clear focus, the Board can see for themselves whether the school is implementing their policies and improvement plans and how they are working in practice. Visits also provide an opportunity to talk informally with pupils, staff and parents.

The Board is not an inspector and it is not its role to assess the quality or method of teaching or extent of learning. They are also not school managers and should make sure they do not interfere in the day-to-day running of the school. Both are the role of executive leaders. If a Board member wishes to spend time within a classroom, they need to be very clear why they are doing so and obtain the prior agreement of the Head of School.

Creating accountability for financial performance

The Board's third core function is to oversee financial performance and make sure money is well spent. It should do this by ensuring it has at least one individual with specific, relevant skills and experience of financial matters. However, everyone on the Board should have a basic understanding of the financial cycle and the legal requirements of the school on accountability and spend.

Asking the right questions is equally important in relation to money as it is to educational performance. Possible questions are listed in Appendix 3.

Whistleblowing

All organisations should have appropriate procedures in place for whistleblowing. The Board needs to ensure that staff and everyone serving on the Board alike are aware of to whom they can report their concerns, and the way in which such concerns will be managed.

Meetings

The Board is obliged by the statutes to meet at least once a term but generally meets more frequently; there are usually at least two Board meetings per term. These meetings are attended

by the Head of School, and the Board may also invite additional attendees for specific purposes. Board meetings serve to enable the Board to monitor school progress and to discuss strategic objectives and developments.

The Board also holds an annual executive meeting which focuses on strategy.

To maximise its effectiveness, the Board has created a number of subcommittees which focus on specific areas of board responsibility. A full list of these subcommittees, their membership and their objectives are given as an appendix to this document. In general, subcommittees are not authorised to make decisions on behalf of the Board but rather to investigate, develop and put forward proposals which are then brought to the Board for discussion and approval.

The Chair of the Board is responsible for setting the agenda, ensuring the necessary papers are provided and reviewing the minutes of Board meetings. The Chair of each subcommittee is responsible for the agenda, papers and minutes of their respective subcommittee, and for informing the Board of their deliberations.

Communication

The Board has a responsibility to ensure that appropriate communication systems exist to keep stakeholders and all members of the school community properly informed. They must also ensure that there are satisfactory parental and community engagement arrangements in place and demonstrate how these feed into and inform governance and decision-making.

Information about the school's governance and details of each Governor is published on the school's web site and visible to the school and to the wider community. This information includes the Statutes of the Association.

A report from the Board on its key activities throughout the year is included in an annual report which is published by the school to all members of the school community.

A regular survey (currently performed every two years) gathers information from members of the school community - parents, staff and senior students - to gain awareness of levels of satisfaction and areas of concern.

Stakeholders

Students: other than as specified above, the Board does not have direct communication with students.

Staff: the Board does not normally communicate directly with the staff as the correct lines of communication are through the executive leadership and in particular, through the Head. However, the Board does nominate one Governor as the Staff-Board liaison and that Governor will be available to assist the Head where staff feel the need for direct discussion with the Board.

Parents: the Board does not normally communicate directly with parents as the correct lines of communication are through the executive leadership and in particular, through the Head. However,



the Board does nominate one Governor as the Parent-Board liaison and that Governor will be available to assist the Head where parents feel the need for direct discussion with the Board.

St. Julian's School Association

There is a minimum of two annual meetings of the Association, the Annual General Meeting which takes place in November and a second meeting in the Spring where the objective is to keep members of the Association informed on strategic and general school developments.

Community

The Board does not normally communicate on behalf of the school to the general community.

Data Protection

The Board has a responsibility to ensure that the school is fully compliant with data protection regulations and that the data protection policy and procedures clearly adhere to those regulations.

Complaints

Complaints or grievances regarding specific school matters are the responsibility of the school's executive leadership. The Board will only get involved if the nature of the grievance or complaint makes it impossible to be dealt with by the Head of School. Governors must follow the school policies and procedures that define this process.

Emergencies

The Board has a responsibility to ensure that school policies and procedures are in place to satisfactorily communicate with all appropriate stakeholders in the event of an emergency.

Accountability of the Board

Liability

The Board is legally responsible for the conduct of the school. However, Governors are generally protected from personal liability, provided they act honestly, reasonably and in good faith. The school has an insurance policy in respect of actions by the Board.

Review of Board performance

The Board will regularly evaluate its own performance. This will be led by the Chair who will formulate the process and lead the Board in analysing the outcome and taking measures to address shortcomings.

Review of individual Governor performance

While there is no formal assessment of individual Governor performance, this is currently under review.

Reporting to the Association

At the Annual General Meeting of the St. Julian's Association, the Chair of the Board delivers a written report detailing the work of the Board over the last year. Members of the Association can interrogate the Board on its actions and decisions and vote on whether or not the report of the Board is approved.

The Association also votes on the evaluation of the performance of the Board of Governors.



Appendix 1 - Governors' Code of Practice

St Julian's School Code of Practice for the Board of Governors

Mission of St Julian's School

“Our purpose is to create a happy, secure and stimulating learning environment within which all members of our community can achieve their full potential and develop a commitment to lifelong learning”.

Values of St Julian's School

Commitment, Respect, Honesty, Independence and Responsibility

The Governors of St Julian's School, as elected representatives of the St Julian's School Association, accept the following principles:

General

- We have a responsibility to attend relevant Governor meetings and to undertake our duties with a view to promoting high standards of educational achievement and the fulfilment of the School's Guiding Statements.
- We will take responsibility for determining, monitoring and keeping under review, the broad policies, plans and procedures within which the school operates.
- We recognise that it is the Head of School who is responsible for the implementation of policy, day-to-day management of the school and operation of the curriculum. We do not expect to become involved in day-to-day management issues.
- We have a general duty to act fairly and without prejudice at all times.
- We will strive to fulfil all reasonable expectations of a good employer.
- We will encourage open governance and will endeavour to be seen to do so through good communication systems with the school community
- We understand that the central concern of all Governors should be the welfare of the school as a whole.
- We will attend training and briefing sessions to obtain information on our role and responsibilities and to keep updated with changes brought about by legislation and innovations in education.
- We will establish and publicise procedures for dealing with complaints.

Commitment

- We will involve ourselves actively in the work of the governing body and accept a fair share of responsibilities, including service on Sub Committees and Working Groups.
- The School's Guiding Statements and Values will be used to inform decision making.

Relationships

- We have a responsibility to maintain and develop the ethos and reputation of the school; our actions within the school community will reflect this.
- We will strive to operate as a team in which constructive working relationships are actively promoted.
- We will develop effective working relationships with the Head of School and the school community.
- We will respect complete confidentiality when either required or asked to do so, especially in relation to matters concerning individual staff or pupils.
- Although decisions reached at Governors' meetings are recorded through minutes or otherwise, the discussions on which the decisions are based will be regarded as confidential.
- We will exercise the highest degree of prudence when discussions of potentially contentious issues arise outside of the governing body.
- We will express our views openly within meetings but accept collective responsibility for all decisions.
- We will only speak or act on behalf of the Governing body when we have been specifically authorised to do so.
- In responding to criticism or complaints relating to the school, we will follow established procedures
- We acknowledge that the school will publish the composition of the governing body on the school website, showing our full names, dates of appointment and term of office.
- We will declare at the start of each meeting if we have a perceived or real conflict of interest in an item on the agenda.

Signed _____

Name _____

Date _____

Appendix 2 - Subcommittees of the Board

Note: members of the school's Leadership Team may be invited to attend meetings of subcommittees of the Board of Governors, at the Board's discretion.

Subcommittee	Subcommittee members and invited members of the Leadership Team	Mandate
Alumni	Teresa Roque & Taheer Saiyad (Co-Chairs), James Frost, Murphy Cobbing, Head of School	To assist the school Alumni Officer in setting out strategies and direction in order to create a more complete database of Alumni, and increase Alumni involvement and participation in the life of the School
Bursaries & Discounts	Alan Johnson (C), Maria Mendes, Jamie Darke, Head of School, Head of Finance & Support Services	To review and decide upon any request for discounted school fees within predefined guidelines set by the Board
Finance	Alan Johnson (C), Maria Mendes, Miguel Stilwell d'Andrade, Taheer Saiyad, Head of School, Head of Finance & Support Services	To exercise the finances of the school to ensure that there is financial sustainability and transparency, ensuring that funds and financial risks are managed effectively within the financial policies as recommended by the Finance subcommittee and Board
Infrastructure	António Casanova (C), Murphy Cobbing, Teresa Roque, James Frost, Miguel Stilwell d'Andrade, Head of School	To assist the Board in providing an oversight of <ol style="list-style-type: none"> 1. all matters pertaining to the capital assets of the school 2. All matters pertaining to the IT infrastructure 3. any other matters referred to it by the Board
Policy review panel	One or two nominated people to read through the Board level policies as developed before sending to the Board, and the Head of School	To support the Head of School in establishing policies, aligned as appropriate with the school's Guiding Statements and to oversee their effective implementation.
Board contact on Safeguarding matters	Jamie Darke	

Appendix 3 - Asking the right questions

Education

- Which groups of students are the highest and lowest performing, and why? Do school leaders have credible plans for addressing underperformance 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 or 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 promoting its values and creating the environment which enables the education of well-grounded global citizens?
- Are senior leaders getting appropriate CPD?
- 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? Is the school planning to ensure it continues to have the right staff?
- How will the board know if current approaches are working and how will the impact of decisions and interventions be monitored using appropriate tools
- Are teachers and support staff being used as effectively and efficiently as possible in line with evidence?
- 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 the Board know if it is working?
- How good is the school's wider offering to students? Is the school offering a good range of sports, arts and voluntary activities? Is school food healthy and popular?
- Is the school encouraging the development of healthy, active lifestyles ?
- How effectively does the school listen to the views of pupils and parents?

Finance

- 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, including in relation to planning and delivery of the curriculum?
- Does the organisation plan its budgets on a bottom up basis driven by curriculum planning (i.e. 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?



General

- Are appropriate safeguarding arrangements in place to protect the children under the school's care?
- Is the school complying fully with national and local laws and regulations?
- Are the school's policies reviewed regularly to ensure they support the mission of the school?