



Governor Induction Policy

Based on Model Policy	
Review Body	
Date Issued	September 2022
Review Frequency	Bi Annually

Version	Date	Notes
2	September 2022	Reference made to Governor Hub, amendment to Terms of Reference, committees and Link Governors

Ludwick Nursery School is committed to:

Safeguarding and promoting the welfare of children and young people and expects all staff, visitors and volunteers to share this commitment.

Eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

Promoting the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs: any school member or visitor expressing opinions contrary to fundamental British Values, including “extremist” views, will be actively challenged.

Together we are building a better tomorrow

GOVERNOR INDUCTION POLICY

Ludwick Nursery School
Holwell Road, Welwyn Garden City, Hertfordshire. AL7 3RP.

Policy Review

This policy will be reviewed in full bi-annually.

The policy was last reviewed and agreed by the Governing Body in
September 2022.

It is due for review in September 2024.

Signature:

H.A. Ademan

Date: October 2022

Head Teacher

Signature: Stefanie Murphy

Date: October 2022

Chair of Governors



Dear New Governor,

I am writing to welcome you to your new role as a school governor and to thank you for the commitment you are making.

You have a vital role to play in helping to make sure every child has the best start in life. School governors are an intrinsic part of the Government's aim to build an education system that is not only universally excellent, but universally responsive to its users too.

As a new governor, there may seem to be a lot to learn about schools and the education service. Whatever your background and whether you are an appointed or an elected governor, you, along with your fellow governors, will take the strategic decisions about Ludwick Nursery School and ensure that it is accountable to its community.

We value the knowledge and skills each governor brings to the governing body and aim to support you with training and advice. We would ask that you take some time to follow the induction process. This will enable you to get a full understanding of the processes and context in which we operate.

There are two key documents that you should read which will be sent to you via email. These are: The Self Evaluation Form (SEF) and The School Development Plan.

An initial meeting will be arranged in order for you to meet our Headteacher, unless you are a staff governor. The purpose of this meeting will be to show you around the nursery and give you an understanding of how we operate. Such a visit may have already taken place prior to you becoming a governor, in which case it will not necessarily be repeated.

You will also have an opportunity to meet with our Chair of Governors to discuss the main roles of being a governor and to ask any questions. This would normally be arranged prior to your first full governing body or committee meeting where possible.

You will be presented with an induction pack containing key details, dates and other information that will prove useful to your role. The induction checklist details all the documents you will need to read and sign. As you work through this induction pack if you need any help or clarification, please ask the Headteacher or Chair of Governors.

Other information is also available online via the DfE website, Hertfordshire.gov.uk website and Governor Hub.

I know that you will want to do all that you can to raise standards and give every child the opportunity to progress, to succeed and to fulfil their potential. I am delighted that you have decided to give your time, energy and commitment to making a real difference to education and wish you every success in your new role. It is greatly appreciated and we look forward to working with you to make Ludwick Nursery School the best it can be.

H A Ademan

Headteacher, Ludwick Nursery School
September 2022

GOVERNOR INDUCTION POLICY

The Governing Body and Headteacher believe it is essential that all new governors receive a comprehensive induction package. There is a commitment to ensure that all new governors will be given the necessary information and support to fulfil their role with confidence. This process is seen as an investment, leading to more effective governance and retention of governors.

PURPOSE

- To welcome new governors to the governing body and enable them to meet other members
- To encourage new governors to visit the nursery to experience its atmosphere and understand its ethos
- To meet the Headteacher, staff and children
- To explain the partnership between the Headteacher, nursery and governing body
- To explain the role and responsibilities of governors
- To give background material on the nursery and current issues
- To allow new governors to ask questions about the role and/or the nursery
- To explain how the Governing Body and its committees work

NEW GOVERNORS WILL:

- Be invited by the Headteacher to visit the nursery to have the opportunity to tour the nursery and meet staff and children
- Be welcomed to the Governing Body by the Chair of Governors
- Have the opportunity to meet informally with an existing governor who will then act as their mentor
- Be accompanied by their mentor to their first full Governing Body meeting (if required)

NEW GOVERNORS WILL RECEIVE:

- Details of Governor Hub which includes various documents relating to governance i.e. Terms of Reference for committees, the Governing Body Constitution, dates for future meetings, how to contact other governors, a calendar of events, staffing structure information, Ofsted reports and recent newsletters

AREAS THAT THE HEADTEACHER WILL COVER:

- Background to Ludwick Nursery School
- Current issues facing Ludwick Nursery School
- The relationship between the Headteacher and the Governing Body

AREAS THAT THE CHAIR OF GOVERNORS WILL COVER:

- An overview of the governor's role
- How the Governing Body full and committee meetings are conducted
- How to propose agenda items
- Governor training

ROLE OF A GOVERNOR

The role of the Governing Body is to work with the Headteacher and the local authority to ensure that the children receive the best possible education.

It can be summarised into 3 key roles:

- Providing strategic direction
- Being accountable
- Providing support and critical challenge to Ludwick Nursery School

GOVERNING BODIES DO:

- Set the overall budget for the nursery school
- Decide on the number of staff and the level of teachers' pay
- Help to decide the priorities for the school when the School Improvement Plan is being developed
- Set targets for pupil achievement
- Compare the school's performance to similar schools
- Receive information about the quality of teaching in the school
- Have a published strategy for dealing with parental complaints and concerns
- Ensure health and safety issues are addressed
- Set the times of school sessions
- Consult the Headteacher when making decisions
- Ask challenging questions
- Help to develop school policies and procedures
- Consider the repair and maintenance of school buildings
- Consider the use of school premises outside school hours
- Appoint committees of governors to look at specific issues such as finance, staffing, curriculum and premises

GOVERNING BODIES DON'T:

- Inspect the school
- Report on the quality of teaching after visiting the school
- Authorise all expenditure
- Share concerns about staff capability
- Decide on how pupils are taught
- Have the right to exclude a pupil
- Rubberstamp recommendations from the Headteacher
- Automatically approve all apologies for absence for meetings sent by governors
- Need to be aware of the performance objectives which had been set for individual teachers

THE HEADTEACHER IS RESPONSIBLE FOR:

- The internal organisation, management and control of the school
- Formulating aims, objectives and policies for the Governing Body to consider adopting
- Advising on and implementing the Governing Body strategy framework
- Giving governors the information they need to help the school raise its standards
- Reporting on progress at least once every school year

FULL GOVERNING BODY MEETINGS

The Full Governing Body (FGB) meets 4 times a year at regular intervals and take place from 7pm. We have an agreed agenda and meetings usually last between 1.5 and 2 hours duration, depending upon the agenda and governors' preparation.

The Clerk will send to you at least 7 days prior to the meeting:

- The agenda
- Previous minutes with actions

- Additional supporting material relevant to the agenda

All these documents allow you to prepare in advance for the meeting. Some of the documents are just for information purposes however others will need to be agreed or ratified by the FGB. Preparation will involve reading through the documents and making notes of any further explanations, clarifications or challenges.

APPENDIX 1 contains the Terms of Reference for the FGB, these are reviewed annually, they outline the role and function of the FGB and include a list of the functions that CANNOT be delegated to a sub-committee and must be dealt with by the FGB.

COMMITTEE AND STATUTORY COMMITTEE MEETINGS

Committees

There are many tasks that need undertaking and to operate efficiently we have established committees to whom some of our responsibilities are delegated. We currently operate two committees – Curriculum and Resources.

These committees meet up independently of the FGB. The members and chair of each committee are elected at the first FGB meeting in the autumn term. A vital part of this delegation by the FGB is to strictly define what a committee should and should not be doing. Each committee has their own Terms of Reference (see Appendix 2); at the start of the academic year each committee will review and monitor these to ensure that they are accomplishing what they were intended to do.

Each committee usually meets once a term or more frequently if required, at a mutually agreed time at school.

Each committee's numbers and members are agreed at the first FGB meeting in the autumn term. As with FGB meetings it is important to prepare any issues prior to the meeting. Some of the documents will be for information purposes, however some will need to be agreed and then sent to the FGB meeting for ratification.

Governors receive the minutes for the sub-committees whether you sit on the committee or not. This is to ensure that you are kept up to date with what each sub-committee is discussing and agreeing. You are welcome to attend a sub-committee meeting whether you sit on the committee or not, although previous agreement will need to be received by the Chair of the committee. If you do attend you will not be allowed to vote on any issues but you may ask questions and contribute to the discussion as directed by the Chair.

Statutory Committees (see Appendix 2)

As well as the two main committees there are several statutory committees that the Governing Body is required to have in place. At Ludwick Nursery School, governors volunteer to be on these as and when a statutory committee is required to convene. These statutory committees often do not need to meet but when they are each governor will be notified promptly and a suitable date and time will be arranged.

The statutory committees include:

- Complaints
- Staff Grievance
- Appeals
- Pupil Discipline

Each committee will consist of at least 3 governors, although staff governors are not allowed to serve on these due to the nature of the discussions.

Link Governors

There are also areas of responsibility that any governor can represent as a Link Governor. They include:

- Assessment
- SEND/CL
- Health & Safety, 2YF and Staff wellbeing
- Safeguarding, CLS and EYPP

- Reading and Maths
- Parental engagement, Acorns Early Years Training Centre and website
- Physical Development and PSED

MEETING PROCEDURES

Code of Conduct

Governors will need to familiarise themselves with the Code of Conduct.

Attendance and Quorum

Attendance at all the meetings is expected and in the event of non-attendance, it is necessary to send apologies prior to the meeting to the Headteacher, Chair of Governors or the Clerk.

It is important that each meeting is quorate in order for it to be effective. For FGB and sub-committee meetings a quorum is 50% of the membership. If a meeting is not quorate the meeting will be unable to convene.

Non-attendance over a 6 month period may result in governors disqualifying themselves from carrying on as a governor.

Confidentiality

During meetings subjects may be discussed that are confidential and should not be discussed or disclosed to anyone else outside of the meeting.

Documents considered to be confidential will be noted as such and must not be disclosed to anyone outside of the governing body.

Confidential items will be left off the main documented minutes and minuted separately; these minutes should not be disclosed to anybody outside of the governing body. In particular, governors should be careful when any reference to individuals arise, especially when dealing with staff and personnel issues.

Members of staff or those with a personal interest in a particular agenda item must disclose their interest to the Chair of Governors and will be asked to leave the meeting while the discussion takes place. It will be noted in the minutes that they have been asked to leave and when they return.

Discussions

A challenging but positive governing body is more efficient in its duties. Governors should not be afraid to ask a question or state their viewpoint. They should act in the best interest of the school and be accountable for its actions. Clarification should always be sought on any unsure issue.

The Chair of Governors is responsible for running the meeting and the governing body works best when everyone is a participant and gets the opportunity to put forward their ideas. It is important not to interrupt and try to ensure that conversations are not dominated. Governors should think about what they want to say and prepare before the meeting where possible.

OFSTED inspection frameworks look for the extent to which the governors challenge the school to meet its objectives and further improvement. Decisions made and actions taken must be well thought through and applied.

An enquiring mind is required – the following tips may be helpful:

- Remember, asking questions and challenging is GOOD and necessary
- Don't accept things at face value – question the deal, ask what is causing things and for details.
- If you don't understand something, or if it does not make sense, seek clarification.

Approval and Voting

At meetings, items may need to be formally approved or ratified by the FGB. The Chair of Governors will ask the governors if the item is agreed. Should a circumstance arise where not all governors are in agreement then a vote will occur, normally this is just a show of hands however, a secret ballot could be held if governors desired. If you feel for any reason you are unable to vote then you are able to abstain from voting. The Chair of Governors has the casting vote in the event

of a tie. The voting mechanism of the governing board is vital; it is done in this way specifically to present the outside world with a collective view.

Within the meeting minutes a vote is not disclosed by how individual governors voted but rather by a count of for and against. It is also noted should any governor abstain from voting.

Minutes

At all FGB meetings the Clerk will be in attendance to take minutes. These will be typed up and once agreed by the Chair of Governors, will then be distributed in draft form to all governors via Governor Hub. Any confidential matters discussed will be typed up and issued separately to the main minutes. **Confidential minutes must not be disclosed to anybody outside of the Governing Body.**

The minutes will also contain an action list highlighting any actions that governors were required to carry out; this list forms the basis of the Matters Arising agenda item. At the next meeting the previous minutes will be reviewed and agreed pending any amendments highlighted by the governors. The Chair of Governors will then be required to sign the minutes to verify that they have been agreed.

Chair and Vice-Chair

The Chair of the FGB or committee will lead the meeting and keep order. The Vice-Chair will lead the meeting should the Chair be unavailable. Before the first FGB meeting of the new school academic year, the clerk will invite nominations for both the Chair of Governors and Vice-Chair positions and give a deadline date of when nominations should be received. Governors can nominate themselves or another governor for the positions, which is held for one school year. At the first FGB meeting of the new school academic year an election takes place. At this meeting the governors who have been nominated may be asked to leave the room and the rest of the governors present will vote. If there is only one nominee then voting will be by a show of hands, but if there is more than one nomination then a secret ballot will be conducted by the clerk. Committee Chairs are decided at this meeting when forming committees; this is less formal and is normally decided by the members of each committee. If a Chair cannot be agreed then this will be left for the sub-committee to resolve at their first meeting.

Adding Items to the Agenda

For adding items to the agenda, you will need to contact the Chair of Governors or Clerk; please allow a minimum of 2 weeks prior to the meeting. Alternatively, each meeting will discuss items for the next agenda, this gives members an opportunity to raise any items they wish to be discussed in the future. Items cannot be added to the agenda once issued since it is important to allow for supporting papers to be issued whilst giving governors enough preparation time.

Register of Pecuniary Interest / Declaration of Interest

Once appointed as a governor, and at the beginning of each academic year, it will be necessary to sign the Register of Pecuniary Interest. It is important to declare any monetary, financial or commercial interests, conflicts or potential conflicts of interest that you may have as soon as possible. This is to safeguard yourself and all the Governing Body to ensure that no serving governor is contributing to discussions or votes in which they have an undisclosed business or personal interest that they could benefit from.

Declaration of Interest is an agenda item for all full governing body and committee meetings; this gives each governor an opportunity to declare any interest they may have concerning any item on the agenda. This will be confirmed and recorded in the minutes of each meeting. Further guidance can be obtained from the Clerk.

FINANCIAL REGULATIONS

It is important for governors to remember that they are responsible for ensuring that financial regulations are adhered to, as there are certain regulations and procedures, including the budget, that need to be approved by them annually. All documents can be located within the Headteacher's office and are available to view anytime.

The FGB as a whole is responsible for agreeing the school budget for each financial year which runs April to March. The Resources Committee will discuss the budget first in detail and once they have agreed it, it will be presented to the FGB for ratification. This takes place at the FGB meeting in May. There is also a budget revision in November each year when the original budget can be updated in the light of actual activity and future plans. Again, this is first discussed by the Resources Committee before being presented to the FGB for ratification.

GOVERNOR VISITS TO LUDWICK NURSERY SCHOOL

Governor visits are encouraged and are a vital way for governors to understand and get a feel for how the nursery is functioning as well as getting to know staff and children. They are not, in any way, a form of assessment or review of teaching.

At Ludwick Nursery School we welcome governor participation but it is necessary to get prior agreement, you should not turn up unannounced! This can be sought from the Headteacher.

Appendix 3 is a copy of the governor guidelines concerning visits.

Appendix 4 is Ludwick Nursery School governor visits form.

There are opportunities from time to time to attend INSET training days and yearly improvement planning days. Governors will also be invited to attend special events throughout the year.

TRAINING

Governors are expected to undertake governor induction training. Once appointed, they will be invited to attend initial governor training. It is essential that this training is undertaken at the earliest opportunity to help become an effective governor and to demonstrate compliance with good governance practice.

There are also a number of other training courses and resources available to governors. These equip them with essential knowledge and the opportunity to talk with other governors from local schools about important issues and share best practice.

The FGB usually organises at least one FGB training session each academic year for all governors to attend. Dates will be arranged in advance once a training need and subject is identified.

DISCLOSURE AND BARRING CHECKS (DBS)

New governors will be required to go through the DBS process. This is a simple process that requires some form filling together with proof of identity. The process is carried out by the School Business Manager at a time convenient to herself and the governor. A nominal administration cost is handled by the school. The governor's position will not be confirmed until this has been completed.



Ludwick Nursery School Governors' Skills' Audit

Governor Name

Area of expertise	Level of experience: 'None, basic, moderate, extensive'	Evidence, including any training attended	Any training required
Generic skills, knowledge and experience No single governor is expected to have all of these, but across the team of governors these should appear and can be considered as essential for the governing body as a whole.			
Experience of governance (including in other sectors)			
Strategic planning			
Self-evaluation and/or impact assessment			
Data analysis			
Experience of staff recruitment			
Performance management a) Staff b) Organisation			
Community relations			
Chairing			
Leadership			
Coaching/mentoring or CPD			
Negotiation & mediation			
Communication skills, including listening			
Problem solving &/or creativity			
Ability to influence			
Handling complaints, grievances or appeals			
Risk assessment			
Knowledge of this school			
Parent's perspective: current of school			

Knowledge of the local community			
Knowledge of sources of relevant information/data			
Knowledge of the local/regional economy			
Specialist knowledge or experience			
Essential for GB as a whole: Financial management/ accountancy			
The following are useful or in some case desirable, but not necessarily essential for a GB to contain. These are useful in order to be able to challenge, monitor and scrutinise effectively. They are not required in order to carry out operational tasks or to take the place of external expertise.			
Premises & facilities management			
Human resources expertise			
Procurement/purchasing			
Legal			
ICT &/or management information systems			
PR & marketing			
Work placements/career planning			
Teaching & pedagogy			
Special educational needs			
Children's & young people's services or activities (in any			
Health services (particularly relevant in special schools)			
Safeguarding			
Secondary – FE and HE			
Project management			
Health & safety			
Quality assurance			
Surveying, consultation &/or research			
Other: please specify			

No individual is going to have all these skills! The governing body is a team, and we need to ensure that between us, all the necessary skills and knowledge are covered around the table.

GOVERNOR INDUCTION CHECKLIST

ITEM	DATE
Received an informal briefing by the Headteacher	
Reviewed first meeting with mentor	
Welcomed to the Governing Body by the Chair of Governors or mentor	
Invited by the Headteacher to Ludwick Nursery School	
Toured Ludwick Nursery School and met staff and children Received a copy of the staffing structure	
Have you received: Details of Governor Hub which includes various documents relating to governance i.e. Terms of Reference for committees, the Governing Body Constitution, dates for future meetings, how to contact other governors, a calendar of events, staffing structure information, Ofsted reports and recent newsletters	
Has the Headteacher covered: Background to Ludwick Nursery School Current issues facing Ludwick Nursery School The relationship between the Headteacher and the Governing Body	
Has the Chair of Governors covered: An overview of the governor's role How the Governing Body full and committee meetings are conducted How to propose agenda items Governor training	

Name:

Please print FULL name of governor

Signed:

Date:

Please retain original signed copy for your own records and forward a copy to the Headteacher and Chair of Governors

APPENDIX 1

LUDWICK NURSERY SCHOOL GOVERNOR Committees: Terms of Reference

It is for the governing body itself to decide how many committees to have. We have two-committees. The governing body must determine the membership and proceedings of any committee. The governing body must also review the establishment, terms of reference, constitution and membership of any committee annually.

General

1. Purpose and Functions

The purpose of committees is to enable the governing body to effectively fulfil its three key roles in a time-efficient way.

Committees will consider matters as set out in their terms of reference or as requested by the governing body, taking advice as appropriate.

Each committee will recommend the powers that should be delegated to it by the governing body. The governing body will approve or modify these powers as it sees fit and such delegated powers will then form part of the terms of reference for that committee. The governing body will need to satisfy itself that the set of terms of reference, taken across all committees, constitutes a coherent suite.

1. Membership and Chairing

Unless otherwise specified each committee will consist of a maximum of five governors (list names of governors). The Chair of Governors and the headteacher will be ex-officio members of all committees except the Pupil Discipline, Staff Grievance, and Appeals committees.

All committees are required by the regulations to have a clerk appointed by the governing body.

The committee will elect a chair from among the members of the committee. In the absence of the chair at a meeting the committee will elect any member to act as chair for that meeting.

Committees may invite non-governors to attend but in a non-voting capacity.

2. Voting and Quorums

Only governors and appointed Associate Members can vote. No vote may be taken at any meeting where Associate Members outnumber governors.

Each committee will determine its own quorum which shall be not less than three governors.

3. Minutes and Meetings

Minutes of meetings will record those present, the date and any decisions, action points or recommendations. Any recommendations must be written in such a way as to offer the governing body a clear proposal or alternatives to debate and decide upon.

The minutes represent a record of governors' deliberations and decisions, and, as such, may be reviewed by others (e.g. inspectors or auditors) as a means of determining how governors have undertaken their role in scrutinising matters and reaching decisions. While the minutes need not be a verbatim account of discussions, or necessarily attribute views expressed, or issues raised, to individual governors, if they do not adequately record a sense of the governors' deliberations and scrutiny of matters considered, then they will not necessarily serve as a record of governors' input to the management of the school.

Minutes will be circulated to all members of the committee and the chairs of other committees as soon as possible after the meeting, and to all governors with the agenda of the next governing body meeting.

The committee will meet some weeks in advance of each governors' meeting and at other times as they see fit.

For committees other than the Resources Committee – any decisions which require a spending commitment over and above agreed budget provision must be referred to the Resources Committee. The

chair should also check before committing expenditure to ensure that there has been no change in the financial position.

5. Procedures and Training

The membership of the committee will be determined at the first meeting of the governing body in the autumn term. Casual vacancies will be filled at the first available governors' meeting. The terms of reference of the committee will be reviewed at least annually.

The normal procedures and regulations of the governing body also apply to its committees.

Members of the committee should take steps to maintain and develop their knowledge and skills by attending appropriate training. Governors elected/ appointed to the Resource committee should ensure they are adequately inducted in their responsibilities for the school's financial management, and a formal assessment of the collective competence of the governing body in financial management is maintained (SFVS – Schools Financial Value Standard)

APPENDIX 2

LUDWICK NURSERY SCHOOL RESOURCES COMMITTEE DEALING WITH HUMAN RESOURCES

Committee Members:

Helen Ackerman (Headteacher), Stefanie Murphy (Chair), Sarah Howley, Liz Rose, Harpreet Sehmbi

In consultation with the LA's Schools HR Advice team as appropriate:

1. To draft and review the school's pay policy, including criteria relating to the use of discretionary elements for pay provisions, and to make recommendations.
2. In consultation with the Resources committee, to determine salary levels for individual posts in accordance with the pay policy.
3. To review the performance management policy and monitor its implementation.
4. Nominate no more than 2 representatives to work with the Headteacher in managing the selection process to effect redundancies. *(Keep some governors of that committee in reserve in case of appeal).*
5. To liaise with the relevant committee to establish the annual and longer-term salary budgets and other costs relating to personnel, e.g. training.
6. To review the staffing structure as necessary and, at least annually, in relation to the School Development Plan.
7. To recommend to the governing body staff selection procedures, ensuring that they conform with safe recruitment practice, and to review these procedures as necessary.
8. To undertake any formal consultations on personnel matters.
9. To review and recommend for adoption by the governing body procedures for dealing with staff discipline and grievance and ensure that the staff are informed of them.
10. Should the need arise, to draft, in consultation with staff, criteria for redundancy, for approval by the governing body.
11. To review policies delegated to it by the governing body, and to report recommendations at the next full governing body meeting.

RESOURCES COMMITTEE DEALING WITH PREMISES

1. To provide support and guidance for the Headteacher on all matters relating to the school premises and grounds, security and health and safety.
2. To monitor and revise the premises elements of the Accessibility Plan.
3. To inspect the premises and grounds annually and prepare a report on any issues identified and a proposed order of priorities for maintenance and development, for the approval of the governing body.
4. To approve the costs and arrangements for repairs, maintenance and redecoration within the budget allocation and to oversee the preparation and implementation of contracts.
5. To be aware of the respective responsibilities of governing body and LA in relation to premises, to ensure that the LA is informed of any matters for which it has responsibility, and to monitor such issues in order to ensure that appropriate action is taken.
6. To undertake an annual safety and security audit of the premises and report on same to the governing body; and to ensure that the school complies with health and safety regulations.
7. To report findings of inspections and audits to the headteacher and liaise with him/her to ensure that action is taken as appropriate.
8. To seek advice from the LA as appropriate.
9. To ensure the discharge of governors' responsibilities regarding litter under the Environmental Protection Act 1990.
10. To prepare a lettings and charges policy for the approval of the governing body and to monitor and evaluate the implementation of that policy.
11. To consider and make recommendations on risk management and insurance arrangements with regard to vandalism and other premises-related matters.
12. To review policies delegated to it by the governing body, and to report recommendations at the next full governing body meeting.

RESOURCES COMMITTEE DEALING WITH FINANCE

Acting in accordance with the school's Schedule of Financial Delegation and with other applicable requirements, e.g. legal and policy requirements and those of any external financial management standard that schools are expected to meet (to ensure that the school's financial management reflects recognised 'best practice')

1. To establish that the school maintains sound systems, practices and procedures to provide effective internal control. To review the existence and effective operation of internal controls (by placing reliance on suitable audits of those controls and/or confirming that appropriate in-house reviews or self-assessments of those controls have been undertaken – and that the appropriate action is taken in response to the results of any audit or control self-assessment).
2. To prepare, monitor and review financial policy statements.
3. To provide guidance and assistance to the Headteacher and governing body on financial matters.
4. To prepare / review longer-term financial plans having regard to roll projection and signals from central government and the LA regarding future years' budgets.
5. In consultation with the Headteacher, to consider the school's income and to draft the first formal budget in the financial year for the governing body to consider.
6. To monitor spending against budget and to ensure that expenditure remains within the prescribed limits.
7. To monitor expenditure of all voluntary funds held by the school.
8. To authorise the signing of monitoring reports to the LA.
9. To appoint a pay committee dealing with personnel in determining salary levels for individual posts. (Stefanie Murphy and Sarah Howley)
10. To advise the governing body on such matters as the budget needed to run the school in accordance with statutory requirements and the Centre Development Plan ensuring that the governing body's financial policy and actions are in accordance with legislation, other statutory requirements and the LA's financial regulations prioritising on major items of expenditure the purchasing of goods and services in the context of Best Value requirements generating additional income.
11. To receive from the appointed governors for Headteacher's performance management any recommendation regarding the headteacher's pay; and to take any necessary decisions.
12. To review policies delegated to it by the governing body, and to report recommendations at the next full governing body meeting.
13. To ensure that the school's approach to procurement, contracting and commissioning is consistent with the authority's Contract Regulations and should achieve 'best value'. In particular, to oversee the monitoring of the school's contracts for the supply of goods and services (to ensure that these are satisfactory) and to ensure that at regular intervals there is 'market testing' of contracted supplies to determine whether better value alternatives are available.
14. To ensure that the school's financial procedures remain comprehensive and relevant (so as to ensure that 'due procedures' clearly define the processes that management intends should operate and that staff and other persons expected to follow those procedures are clear what they are). To confirm that these procedures feature adequate and effective internal controls.

CURRICULUM COMMITTEE DEALING WITH THE CURRICULUM AND PUPIL ACHIEVEMENT

Committee Members:

Helen Ackerman (Headteacher), Lucy Parker (Deputy Headteacher) Clare Beckham ,Imogen Jayes, Jane Biddolph, Steven Musk, Sally Laflin

1. To advise the governing body on the school's curriculum policy and its statutory obligations regarding the curriculum.
2. With the assistance of staff, to monitor and evaluate the delivery of the curriculum, specifically the impact of actions taken to implement the School Development Plan.
3. To review, approve and monitor the implementation of policies for curriculum areas, special educational needs, collective worship, race equality and pupil behaviour/discipline.
4. To ensure that the needs of pupils with special educational needs are met.
5. In conjunction with the Headteacher, to discuss with the governing body expectations for pupil attainment.
6. At least annually, to receive a report from the Headteacher on the quality of teaching and the standards of pupil achievement, and to identify any necessary governing body actions.
7. After consultation with the Headteacher and staff, to identify priorities for the School Development Plan and to consider the draft plan for discussion and approval by the governing body.
8. To monitor, at least once a term, progress in implementing the School Development Plan.
9. To review policies delegated to it by the governing body, and to report recommendations at the next full governing body meeting.

STAFF GRIEVANCE COMMITTEE

Membership: Three governors (staff governors not recommended)

Quorum: Three.

1. To consider staff grievances in accordance with the agreed procedure, and to make such decisions as fall to it to make under that procedure.

APPEALS COMMITTEE

Membership: **Three governors (staff governors not recommended – see Chapter 4, page 16)**

Quorum: **Three.**

1. To hear appeals against decisions of the Staff Grievance Committee about staff grievances, in accordance with the agreed procedure.

2. To hear appeals against decisions by the Headteacher in relation to staff discipline and dismissal.

3. To make any determination or decision under the governing body's Complaints Procedure.

PUPIL DISCIPLINE COMMITTEE

Membership: Three governors (staff governors not recommended – see Chapter 4, page 16)

Quorum: Three.

1. In accordance with statutory requirements, to consider the actions of the Headteacher in excluding a pupil, to consider representations made by parents/carers, and, if appropriate, to determine whether the pupil is to be reinstated.

APPENDIX 3

GOVERNOR VISITS

Context

One of the key roles and responsibilities for the Governing Body is to monitor the progress and performance of Ludwick Nursery School. Undertaking visits demonstrates the Governors' role in the strategic management of the nursery by helping to hold it to account and evaluate its progress.

The governors' visiting programme is part of the nursery's yearly monitoring calendar.

Governor visits will focus on an aspect of the Ludwick Nursery School Development Plan or one of the governors' statutory duties. Each governor is encouraged to make at least one visit per year whilst the nursery is open.

Visits enable governors to:

- See the nursery at work and observe the range of attitudes, behaviour and achievements
- Get to know the staff and demonstrate their commitment to the nursery
- Give active support to the staff and the activities of the nursery
- Be aware of the effect of change and different approaches to teaching and learning
- Evaluate resources and discuss with staff further requirements
- Gain first hand information to assist with policy making and decision taking
- Work in partnership with staff

Before making a visit governors will:

- Contact the Headteacher and agree a date, time and focus for the visit
- Clarify the courtesies and expectations for the visit
- Plan which work bases / areas will be visited

The Headteacher will ensure that all staff are aware of the visit and the focus

On the day of the visit the governor will:

- Act as an observer and only participate in the class at the invitation of the teacher
- Respect the professionalism of the teacher, supporting but not interfering

After the visit the governor will:

- Meet with the Headteacher to give a verbal report and to raise any issues that have arisen
- Complete the Governor Visit Proforma, reporting on the focus. The completed form should be given to the Headteacher and then, after any possible alterations, the form will be circulated to the governing body and relevant staff
- Governors must report without giving opinions and where possible individuals should not be able to be identified

It is important to remember that visits are a snapshot in time and judgements should not be made arbitrarily. The visit is not about:

- Inspection
- Making judgements about the professional expertise of the teacher
- Checking on your own children
- Pursuing a personal agenda
- Arriving with pre-conceived ideas

Governors are an important part of the Ludwick Nursery School team and are welcomed into the nursery by staff. It is important that governors remember to respect the professionals and the children, support the Headteacher and staff and acknowledge that they represent the full Governing Body.

APPENDIX 4

Record Form for a Governor's School Visit

<u>NAME</u>	<u>DATE</u>
<u>Purpose of visit</u> (Previously agreed by the governing body with the Headteacher)	
<u>Links with the school improvement plan</u> (How does the visit relate to a priority in the school improvement plan?) <u>Objectives of the Visit:</u>	
<u>Observations and comments by the governor</u> e.g. what you saw; what you learned; what you would like clarified; how long the visit lasted)	
<u>Any key issues arising for the governing body</u> (e.g. the way resources are allocated; the way the school communicates; progress in implementing a key policy)	

Action following governing body meeting

(Record any action agreed by the governing body with regard to this visit)

Things to Observe When Visiting a Classroom

- Relationship between staff and children
- Relationships between children
- Variety of teaching styles
- Availability and role of support staff
- Behaviour and attitude of children – are they attentive, motivated, listening, questioning, responding?
- Enjoyment and enthusiasm of both staff and children
- How the children are grouped
- How different abilities are catered for
- Children's work
- Displays
- Ethos – the atmosphere and values that are evident (are high expectations, encouragement, praise, equality of opportunity apparent?)
- Use of space and working conditions
- Quality and quantity of equipment and resource

Questions For Governors to Ask

The full governing body retains the responsibility for raising standards. A nominated governor who takes a special interest in a curriculum area or areas can help to ensure that this issue remains high profile on the governing body's agenda. The following questions will help you as you find out about teaching and learning across the school. Use them as a guide in a meeting or on school visits – it is not intended you work systematically through the list.

Discuss with your Headteacher how best to use these questions to help you gradually build up a picture of the school's strengths and areas for development. Your job, in partnership with the Headteacher, is to provide a link between your governing body, its committees and the staff of your school.

Achievements and Attitudes

For the Core Subjects:

What are the broad trends in the school's achievement in English and maths

- Compared to similar schools?
- In relation to the national rates of increase?
- In relation to the national picture in terms of gender?

How do children's results in English/maths/science compare? How do they compare with other subjects?

For all Subjects:

Where have we improved? Do we know why?

What aspects of the subject do children find easy and which hard?

Are there significant differences in the performance of:

- Girls and boys
- Children in care
- Children with special educational needs
- Very able children
- Children with English as an additional language and the others
- The majority and any other minority groups, such as travellers?

In meetings with the teacher/key worker can you tell how much progress children are making?

For example, you could look at:

- Children's assessments
- The work of a range of children – average, below average and above average
- Other evidence

Special Needs

How are children with special educational needs integrated into school?