

# **KATHERINE SEMAR ACADEMIES**

## **GOVERNOR HANDBOOK**



**2023/24**

## CONTENTS:

<b>Section</b>		<b>Page</b>
1	Introduction	3
2	Aims	4
3	Seven Principles of Public Life	5
4	Mutual Expectations	6
5	Local Governing Body Structure	7
6	Responsibilities of the Governing Body	7
7	Composition of the Local Governing Body	8
8	Standing Orders	9
9	Role of the Chair of Governors	17
10	Role of the Vice Chair	17
11	Role of the Clerk	17
12	Membership of Committees	20
13	Committees of the Governing Body	21
13.1	Resources Committee	21
13.2	Standards Committee	24
13.3	ACE Club Committee	26
13.4	Working groups	27
14	Governor Responsibilities	28
15	Governors' Aide Memoire for Handling Complaints	30
16	Governor Visits to School	32
Appendix A	Monitoring by Governors: Policy & Procedures	34
Appendix B	Exemplar Governor Visit Report	37

## **1. INTRODUCTION**

Welcome to the Local Governing Body of the **Katherine Semar Infant School and Katherine Semar Junior School Academies**.

The school academies are 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.

We work in close partnership with the staff, pupils and parents in providing good quality education for all the students, which emphasises care for one another, scholastic achievement and sporting commitment.

Our aim is to provide an environment that respects the needs, values and cultures and opinions of others, where students can develop positive attitudes towards learning, discover success and develop self-esteem and where every student has the opportunity to fulfil their potential.

We are committed to working with the staff to ensure high standards of achievement, behaviour and discipline and to ensure excellence for all our students. Not only in academic matters but also in the outstanding range of extra-curricular and sporting opportunities offered by the dedicated staff.

We are looking forward to the continued success of the schools and to working as part of the school community in ensuring that our students meet the challenges of today's world with confidence and enthusiasm.

We have produced this handbook to help new governors understand their role and how a governing body works and to ensure continuity for existing governors. We all work very much as a team for the benefit of the schools, respecting each other's point of view but always acting as a corporate body accepting the decisions reached by the majority.

Governing bodies have a strategic role in the development of the school but do not become involved in day-to-day management issues – that is the role of the headteacher. Working in partnership with headteachers and staff we have made the schools the success they are today and we very much hope that your contribution will enable us to continue to build on this success.

This handbook helps to explain the roles and responsibilities of being a governor and how, as a governing body, we carry out our duties.

## **2. KATHERINE SEMAR INFANT AND JUNIOR SCHOOLS' AIMS**

Both schools aim to provide a positive learning experience for every individual. We take pride in the fact that our pupils are nurtured in a safe, enjoyable and respectful learning environment because everyone in our school matters.

- A school where everyone feels valued and respected
- A place with a warm, happy, calm, safe atmosphere where everyone enjoys learning and working together
- A school which has learning and teaching at the heart of everything it does
- An ethos which celebrates achievement and recognises success
- A place which has consistently high expectations for all and where academic achievement is not the only measure of success
- The school is an integral part of the community where parents can be involved in school life doing the best for myself, my community and the world community.

### **The outcomes for our children should be:**

- Children that are confident and highly motivated with a good self-image who are fully involved in the life of the school
- Children who think positively, who say "I can ..."
- Fulfilling potential, rewarding success
- Children who behave well and who tolerate, care and support each other
- Children who can think for themselves, who are open-minded and have a love of learning and show initiative
- Lessons which take account of individual learning styles
- Children who achieve to the best of their ability and fulfil their own potential
- Children's views represented in the organisation of the school

### **Our ethos:**

Our ethos, curriculum, working practices and environment should achieve these aims because:

- Our ethos will value all children as individuals, raising self-esteem whenever we can and creating a positive atmosphere through our interactions with the children and each other
- Our curriculum will be broad, balanced and creative with many opportunities for first-hand experience. Teaching will take account of learning styles and all abilities. SATS will be important but so will the development of the whole child through the arts and subjects such as PHSE
- We will teach the children life skills to equip them for tomorrow's world
- We are a performing and effective team who support each other and work for the positive development of our children. We are open, honest and supportive of each other, setting positive examples to the children
- Our environment will be attractive, calm, ordered, safe and stimulating. It will celebrate the achievements of the children and stimulate and support their learning. It will look bright and colourful and make an impact
- We will continue to develop positive relationships with parents and the wider community

### **3. THE SEVEN PRINCIPLES OF PUBLIC LIFE**

From the Second Report of the Committee on Standards in Public Life (The Nolan Committee)

#### **Selflessness**

Holders of public office should take decisions solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family or their friends.

#### **Integrity**

Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might influence them in the performance of their official duties.

#### **Objectivity**

In carrying out business, including making public appointments, awarding contracts or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

#### **Accountability**

Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

#### **Openness**

Holders of public office should be as open as possible about all the decisions and actions that they take. They should give clear reasons for their decisions and restrict information only when the wider public interest clearly demands them.

#### **Honesty**

Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

#### **Leadership**

Holders of public office should promote and support these principles by leadership and example.

#### **4. MUTUAL EXPECTATIONS**

##### **Governing Body expects that the school will:**

- Understand and respect its statutory 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.

##### **School expects that the Governing Body will:**

- 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
- Demonstrate its commitment, collectively and individually
- Act and take decisions that are in the best interest of the school and not of those of self, individuals or groups
- Support the school with parents and in the community
- Recognise the need for both governor induction and on-going training and development.

---

##### **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 becoming involved in supporting school activities
- Prepare for meetings so that they are well informed, having as a minimum read all the papers sent out with the agenda
- Attend meetings (Governing Body, committees or working groups) and play an active part
- 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.

## **5. LOCAL GOVERNING BODY STRUCTURE**

Governing bodies may delegate some of their functions to a committee, to individual governors or the Executive Headteacher.

The Local Governing Body has established:

- a Standards Committee to monitor the provision of education to pupils at the Katherine Semar Schools and to ensure that it is at the highest possible standard and of benefit to the full range of pupils
- a Resources Committee with responsibility for premises, financial and staffing matters
- a Pay & Performance Management Committee to carry out the performance review of the Executive Headteacher and approve pay recommendations and to monitor the staff performance management arrangements and approve recommendations for teacher and support staff pay.
- An ACE Club Committee to monitor the financial performance and activity of the ACE Kids Club

All committees report directly to the Governing Body. Whilst each Committee has specific areas of responsibility as defined in their Terms of Reference, other committees may need to be consulted before decisions can be actioned. Working groups are set up as required by the full Governing Body as defined in the Governing Bodies Standing Orders.

## **6. RESPONSIBILITIES OF THE GOVERNING BODY**

The Governing Body has many specific responsibilities as defined in the School Governance regulations etc including:

- The responsibility for the conduct of the school
- Setting targets in standards and achievement
- Ensuring the School has a Curriculum policy; in particular the teaching of National Curriculum subjects and RE and deciding on provision of sex education.
- Statutory responsibilities regarding SEN
- Ensuring policies relating to the School's operation are prepared and are reviewed regularly.
- Providing information for parents
- Financial management
- Personnel matters including staff appointments as appropriate
- Management and maintenance of buildings

- Pupil discipline and behaviour
- Monitoring and evaluating the activities of the school
- Drawing up an Action Plan after an inspection by OFSTED and overseeing its implementation.

## **7. COMPOSITION OF THE LOCAL GOVERNING BODIES**

The number of people who shall sit on each LGB shall be not less than six.

Each LGB shall have the following members:

Community governors – appointed for four years and recommended by the Local Governing Body but subject to the approval of the Saffron Academy Trust Board of Trustees

Two elected staff governors of each school; one teaching, one support – elected for four years by the staff of each school

Not less than two elected parent governors – elected for four years by the parents of the schools

The Executive Head teacher of the Academies.



## **8. STANDING ORDERS**

### **1. Chair and Vice Chair**

- 1.1 At the first meeting after the end of the term of office of any Chair or Vice-Chair, the Governing Body shall fill the vacancy or vacancies by election from among its number (though excluding any employee at the school). If nobody has indicated a willingness to stand for the office of Chair, the meeting shall be adjourned until a chair can be elected.
- 1.2 Prior to the election the Governing Body will decide the date on which their term of office shall end (not less than one year or more than four years from the date of election.)
- 1.3 The Clerk will take the chair when the Chair is being elected. Otherwise the Chair will conduct all meetings of the Governing Body except that, in his/her absence the Vice-Chair will take the chair
- 1.4 If the election of the Chair or Vice-Chair is contested it will be decided by secret ballot. Governors standing for election will withdraw and not vote
- 1.5 If both the Chair and Vice-Chair are absent from a meeting, the Governing Body will elect a Chair for that meeting
- 1.6 If the Chair resigns or has to relinquish the office for any reason, the Vice-Chair will act as Chair until a successor is appointed at the next meeting of the Governing Body. The election of Chair will be a specific item of business on the agenda for that meeting
- 1.7 If the Vice-Chair resigns or has to relinquish the office for any reason, a successor will be appointed at the next meeting of the Governing Body.
- 1.8 If both the Chair and Vice-Chair resign, or have to relinquish the office for any reason other than expiry of the term of office, the Clerk shall immediately convene a special meeting of the Governing Body to be held within seven days to elect their successors. The requirement in clause 6.1 for the notice and papers to be given to those entitled to them at least seven clear days in advance of meetings shall not apply.

### **2 Calendar of Meetings**

- 2.1 The Governing Body shall meet at least three times per academic year.
- 2.2 The Governing Body shall set the dates for its meetings, including those of any committees and/or working groups, at its last meeting in the preceding school year.

### **3 Timing and Duration of Meetings**

- 3.1 Meetings will start at times which are acceptable to the Governing Body and be limited to 2½ hours duration. Where the business has not been completed within the agreed time, those governors present may resolve to continue the

meeting in order to deal with the business notified on the agenda or make arrangements for a further meeting to complete the business.

- 3.2 A meeting may be discontinued at any time if the Governing Body so resolves. If so, or if the meeting has to be abandoned because it is no longer quorate, a further meeting shall be called as soon as practicable to complete the unfinished business

#### **4. Alternative arrangements for governor participation at meetings**

- 4.1 Governors may only participate or vote at meetings which they attend at the venue stated on the agenda, except in exceptional circumstances.

#### **5. Quorum**

- 5.1 The quorum for a meeting of the Governing Body and for any vote on any matter at such a meeting, shall be one half of the total number of governors in place (rounded up to a whole number) not including any vacancies.
- 5.2 If there is no quorum present at the time fixed for the beginning of a meeting, or if a meeting becomes inquorate later, the meeting shall be discontinued.
- 5.3 Where there is an equal division of votes the Chair or as the case may be the person who is acting as Chair for the purposes of the meeting (provided that person is a governor) shall have a second or casting vote

#### **6. Clerking**

- 6.1 The governing body will determine the arrangements for appointing a clerk for meetings of the full governing body and committees.
- 6.2 Governors and the Headteacher cannot be clerk to the governing body.
- 6.3 the Headteacher cannot be appointed as clerk to a committee.
- 6.4 If the clerk does not attend a meeting the governors present at the meeting can appoint a member of the governing body or committee (but not the Headteacher) to act as clerk for that meeting.
- 6.5 The governing body can remove their clerk from office by resolution at a governing body meeting.

#### **7. Convening Meetings**

- 7.1 The Clerk will convene all meetings, in accordance with arrangements made by the Governing Body, but subject to a) any direction from the Chair where a matter is urgent and b) any requisition by three governors

#### **8. Notice of Meetings**

- 8.1 The Clerk shall endeavour to give notice of the meeting, a copy of the agenda for the meeting and any reports or papers to be considered at the meeting at least

seven clear days (subject to timely receipt of approval from Chair and Head) in advance to:

- Each governor
- The Head teacher (whether or not the incumbent is a governor)
- Any associate member

This notice may be in one or more forms of written communication – namely in writing or by e-mail.

8.2 Where the Chair so determines, on the grounds that there are matters demanding urgent consideration, it shall be sufficient if the written notice of the meeting states that fact and along with agenda and any other papers to be considered are given within such shorter period as he/she directs

8.3 Non-receipt of a notice will not invalidate the meeting

## **9. Agenda**

9.1 The agenda will be prepared by the Clerk in accordance with any resolution of the Governing Body and in consultation with the Chair and head teacher

9.2 Any governor may place an item on the agenda by writing to the Clerk no later than seven days before the meeting

## **10. Attendance**

10.1 The Clerk will keep a record of those governors and all other persons present at meetings of the Governing Body or any of its committees

10.2 Where a governor sends an apology for absence, the Governing Body will decide whether to consent to the absence and the Clerk will record the decision.

10.3 The point in the meeting at which a governor departs or arrives after the meeting has started will be recorded in the appropriate item in the minutes.

10.4 Where a Governor misses three meetings over a one year academic period, the Full Governing Body, except the governor who has missed the meeting, will decide whether it is in the interest of the Governing Body to ask said Governor to resign. This will be by simple majority voting.

## **11. Minutes of the Meetings**

11.1 The minutes of the meeting will be kept on consecutively numbered pages and the final page signed by the Chair as a true record.

11.2 Any dissenting views will be recorded in the minutes of the meeting, if that is the wish of one or more governors present.

11.3 Action will be taken on the basis of decisions and need not await the approval of the minutes at the next meeting

- 11.4 Within 7 working days the Clerk will send draft minutes to the Chair and head teacher for checking.
- 11.5 Copies of the draft minutes once approved by the Chair will, within 21 working days of the meeting, be sent to each member of the Governing Body by e-mail.
- 11.6 The approval of the minutes of the previous meeting will be on the agenda of every meeting of the Governing Body and once approved as a true record (subject to any agreed amendments) the minutes will be signed and dated by the Chair.
- 11.7 Those matters which the Governing Body determines shall remain confidential shall be minuted separately on pink paper and such minutes will not be made publicly available.
- 11.8 Approved agendas, draft minutes, subsequent approved minutes and any report or other paper considered at any such meeting, will be made available at the school, at all reasonable times, for inspection by anyone wishing to see them.

## **12. Correspondence**

- 12.1 All incoming correspondence to the Governing Body (other than any concerning a complaint) is for the attention of the whole Governing Body even if addressed to the Chair or the Clerk. Significant items will be circulated to all governors as and when received or presented to each meeting of the Governing Body for action or information as appropriate. The Chair will report upon any correspondence on which action has already been taken.
- 12.2 The Chair, Vice-Chair or Clerk may sign letters or send or respond to e-mail communication on behalf of the Governing Body. The Governing Body may also authorise other named governors to sign letters on its behalf, either generally or for specific purposes

## **13. Information and Advice**

- 13.1 The head teacher has a statutory duty to keep the Governing Body fully informed, and will present a written report to the Governing to each termly meeting of the governing body.
- 13.2 Where (exceptionally) important information required by the Governing Body is given orally, it will be recorded in the minutes in appropriate detail.
- 13.3 Where information required by the Governing Body is not readily available, reasonable time will be given for its production.
- 13.4 Where expertise is needed but not available within the Governing Body, the Governing Body may consider inviting appropriate non-governors to attend meetings

## **14. Discussion and debate**

14.1 The Chair will ensure that meetings are run effectively, focussing on priorities and making best use of time available and ensuring that all governors enjoy equality of opportunity to express their views and participate in decision making.

14.2 The Governing Body will receive and note without debate any decisions on matters which it has delegated to a committee or to an individual. Decisions will be recorded in the minutes

14.3 Recommendations received from working groups will be recorded in the minutes, together with any Governing Body resolution

## **15 Decision Making**

15.1 All decisions must be made by the Governing Body unless the Governing Body has specifically delegated the function to a committee or individual

15.2 Only governors present at a meeting may vote. Proxy voting is not allowed

15.3 In the event of a voting tie, the Chair has a second or casting vote – except in the case of a selection panel deciding which, if any, candidate to recommend to the Governing Body for appointment as head/deputy

## **16 Urgent Action**

16.1 The Chair or in his/her absence the Vice-Chair, has authority to take urgent action between meetings only where:

- A delay in dealing with the matter would be seriously detrimental to the interests of the school, a pupil, his/her parents or a person who works at the school
- A meeting could not be called in sufficient time to deal with the matter
- The matter is one which the Governing Body is empowered under the regulations to delegate

16.2 If the Chair or (Vice-Chair) takes an urgent action between meetings, the facts will be reported to the next meeting of the Governing Body

## **17 Public Statements**

17.1 Public statements on behalf of the Governing Body will be made only by those delegated to make them

## **18 Access to Meetings of the Governing Body**

18.1 The following shall be entitled to attend any meeting of the Governing Body

- A governor (unless suspended)
- The head teacher (whether or not he or she is a governor)
- The Clerk to the Governing Body
- Such other persons as the Governing Body may determine

18.2 The Governing Body will decide which if any of its meetings will be open to parents/the public

18.3 If a meeting is to be opened to the parents/the public, reasonable notice will be given

18.4 The Governing Body can require any non–governor present at the meeting to leave at any time

## **19 Pecuniary and Personal Interest**

19.1 The Governing Body will maintain a register of pecuniary interests of its members. The register of interests will be published on the website and reviewed annually.

19.2 As appropriate governors will draw attention to any pecuniary or personal interest, whether that interest has previously been registered or not.

19.3 Anyone who is ordinarily entitled to attend Governing Body or committee meetings must withdraw and not vote on the issue if he/she (or a close relative or partner:

- Stands to gain financially from a matter under consideration
- Has a personal interest in a matter under consideration
- Is a relative of a pupil, a parent or an employee being discussed
- Is a school employee, other than the Headteacher, and the pay and performance of school employees is under discussion
- Is the Headteacher and the pay or performance of the Headteacher is under discussion

19.4 When a committee is considering:

- Disciplinary action against an employee or against a pupil or
- A matter arising from an alleged incident involving a pupil

19.5 A governor who has declared an interest nevertheless may if the Governing Body wishes attend the meeting in order to give or present evidence.

## **20 Complaints**

The Governing Body will establish procedures for dealing with general complaints.

## **21 Delegation of Functions**

21.1 No action may be taken by an individual governor (including the Chair except where acting in accordance with 16.2 above) unless authority to do so has been delegated formally by resolution of the Governing Body

- 21.2 Where required under the school governance regulations and in other cases in order to ensure the most efficient conduct of its business, the Governing Body will:
- Delegate work to committees with the power to make decisions on behalf of the Governing Body
  - Delegate work to an individual governor and/or the head if not a governor
  - Set up working groups to provide information and/or make recommendations to the Governing Body
- 21.3 Any individual or committee to whom a function of the Governing Body has been delegated or that has otherwise exercised a function of the Governing Body, shall report to the Governing Body in respect of any action taken or decision made with respect to the exercise of that function.
- 21.4 The Governing Body will review annually the exercise of functions it has delegated.

## **22 Committees**

- 22.1 Committees to which the Governing Body has delegated any of its functions will act strictly in accordance with the terms of delegation (Terms of Reference).
- 22.2 When establishing committees the Governing Body will ensure compliance with the regulations concerning the constitution of committees and will:
- Determine the membership and the arrangements for appointing a Chair
  - Establish and record Terms of Reference and Standing Orders
  - Allow the committees to determine their own timetables within given limits
  - Determine procedures for reporting back
  - Review the need for, and the membership of committees annually
- 22.3 The Governing Body may remove the Chair of any committee from office at any time.
- 22.4 The Governing Body will establish:
- Standards Committee
  - Resources Committee
  - Pay and Performance Management Committee
  - ACE Club Committee

Committees relating to staff or pupil discipline will be established as and when required.

- 22.5 All committees with delegated powers will keep formal minutes and copies will be presented to the next meeting of the governing body. All meetings of committees will be clerked by a person who is not the Headteacher.

## **23 Working Groups**

23.1 In establishing working groups the Governing Body will

- Determine the membership, including non-governors and the arrangements for appointing a Chair
- Establish and record the purpose of the working group
- Allow the working groups to determine their own timetables within given limits
- Determine procedures for reporting back

23.2 Working groups established for specific purposes will be discontinued when their work has been completed

23.3 All working groups will present a written report, including recommendations where appropriate, to the Governing Body

## **24 Confidential Matters**

24.1 The Governing Body must be open about the decisions it makes and the action it takes. However, neither the Governing Body nor any person who attends its meetings should divulge the details of the discussions within such meetings, the views of individual members or the voting of any member.

24.2 Governors must respect the confidentiality of items of business, which the Governing Body decides are confidential and those by which are confidential by reason that matters discussed include information on a named teacher, other employee at the school or pupil.

## **25 Code of Conduct**

25.1 Every governor will be requested to sign the Code of Conduct declaration at the first appointment and each subsequent year of appointment at the first autumn term meeting.

Reviewed and adopted by the Local Governing Body in September 2018.



## **9. ROLE OF THE CHAIR OF GOVERNORS**

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).

## **10. 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.

## **11. ROLE OF THE CLERK**

The Clerk will be accountable to the Governing Body, working effectively with the Chair, Head teacher and other governors. The Clerk will be responsible for advising the Governing Body on constitutional matters, duties and powers and will work within the broad legislative framework. The Clerk will secure the continuity of Governing Body business and observe confidentiality requirements.

### **Meetings**

The Clerk will:

- Work effectively with the Chair and Head teacher before the Governing Body to prepare a purposeful agenda which takes account of DfE and LEA issues and is focussed on school improvement
- Encourage the Head teacher and others to produce agenda papers on time

- Produce collate and distribute the agenda and papers so that recipients receive them at least seven days and preferably ten before the meeting
- Record the attendance of governors at the meeting and take appropriate actions re absences
- Advise the Governing Body on governance legislation and procedural matters where necessary before, during and after the meeting
- Take notes of Governing Body meetings to prepare minutes, including indicating who is responsible for actions
- Record all decisions accurately and objectively with timescales for actions
- Send drafts to the Chair and Head teacher for amendment/approval by the Chair
- Copy and circulate the approved draft to all governors within the timescale agreed with the governing body
- Advise absent governors of the date of the next meeting
- Provide signed minutes to be retained at School, as an archive record
- Liaise with the chair, before the next meeting to receive an update on progress of actions agreed previously by the Governing Body
- Chair that part of the meeting at which the Chair is elected

## **Membership**

The Clerk will:

- Maintain a database of names, addresses and category of Governing Body members and their term of office
- Maintain copies of current Terms of Reference, committee membership and nominated governors
- Advise governors and appointing bodies of the expiry of the term of office before the term expires so that elections or appointments can be organised in a timely manner
- Inform the Governing Body and LEA of any changes to its membership
- Maintain governor meeting attendance records and advise the Governing Body of non-attendance of governors
- Advise that a register of Governing Body pecuniary interests is maintained, reviewed annually and lodged with the school

## **Advice and information**

The Clerk will:

- Advise the Governing Body on procedural issues
- Have access to the appropriate legal advice, support and guidance
- Ensure that new governors have a copy of the DfES Guide to the Law and other relevant information
- Advise on the requisite contents of the school prospectus
- Ensure that statutory policies are in place and that a file is kept in the school of policies and other school documents approved by the Governing Body

- Maintain records of the Governing Body correspondence

### **Additional tasks**

The Clerk may:

- Clerk some or all statutory and non-statutory Governing Body committees
- Assist with the elections of parent, teacher and staff governors
- Give advice and support to governors taking on new roles
- Participate in and contribute to the training of governors in areas appropriate to the clerking role
- Prepare briefing papers for the Governing Body as necessary
- Maintain the policy schedule and advise the relevant committees when policies are due for review

## 12. MEMBERSHIP OF COMMITTEES

	Standards	Resources	ACE Club	Pay & PM	HT Pay Review
Caroline Dolby	X				
Joanne Foote		X		X	X
Bernie Gilbert		X			
Amy Kennedy	X		X		
Polly Lankester	X				
Pam Lochhead	X		X		
David O'Brien	X	X		X	X
Nick Osborne		X		X	X
Julie Puxley	X	X	X	X	
Matthew Rowlands	X				
Sonia Sault		X			
Claire Sleep		X			
Peta Torrance		X	X	X	X
Janet Clarke			X		

Staff disciplinary and appeals committees will be established as and when required. Membership will consist of governors with the appropriate skills, experience and/or training.

## **13. COMMITTEES OF THE GOVERNING BODY**

The Local Governing Body will appoint the members of all these committees at the first meeting of the school year. At their first meeting following their appointment, committee members will elect a Chair and Deputy Chair to serve for the year.

### **13.1 RESOURCES COMMITTEE**

#### ***Membership***

To comprise a maximum of 12 governors including the Headteacher and/or a member of SLT deputising for the Headteacher; and at least one parent, one community governor and one staff governor. The SAT Finance Manager and the schools' Site Manager will be in attendance and the committee shall invite, as required, any relevant expert to the meeting to provide advice and information. The Chair of Governors is an ex officio member of this committee.

*Chairpersonship:* A Governor who is not the Headteacher

*Clerk:* The Clerk to the Governors

*Quorum:* Three Governors other than the Headteacher.

*Frequency of Meetings:* Once per term, or additionally as required.

*Minutes:* These will be distributed to members of the committee, to the Local Governing Body [and to the SAT Resources Committee].

#### ***Terms of Reference***

##### **1. Premises matters**

To make recommendations to the Local Governing Body concerning the general condition, security, usage and development of the school buildings and their fabric and sites; the provision of resources and services; any proposal for the acquisition or disposal of buildings, site and equipment where grant funding has been obtained; and health and safety requirements.

In particular, the committee will:

- 1.1 Develop the long-term plan for buildings and site to meet any curriculum, capacity, and health and safety requirements;
- 1.2 In conjunction with the [school's building consultants/architects] and as advised by the Facilities & Operations Manager oversee the production of any capital bid; the allocation and claim of any formula allocation grant; the planned maintenance programme for both the premises and the site; and the progress and standard of work being undertaken by building contractors;
- 1.3 Consider and progress any project to improve existing or to provide new facilities/services;

- 1.4 Oversee the setting up of contracts for services as determined by the Local Governing Body;
- 1.5 Consider where it is appropriate to use contract services or in-house services, including cleaning, grounds maintenance and catering, and to monitor same from time to time;
- 1.6 Review the school's health & safety policy on an annual basis; and monitor health and safety matters and regular reports from the Site Manager and lead governor(s); receive an annual report on health and safety training carried out;
- 1.7 Ensure that arrangements are in place to maintain the cleanliness and tidiness of the school site;
- 1.8 Oversee arrangements for lettings and community use;
- 1.9 Receive regular reports from the Site Manager on the Asset Management Plan.

## **2. Finance matters**

The committee will determine the school's budget, recommend it to the LGB for approval and report this to the SAT Board.

In particular, but without limitation to, the committee will have oversight of and monitor the expenditure of the following cost centre areas; teaching and non-teaching staff, Catering, Letting, Scheduled Maintenance, On-going Maintenance, all Capital Projects, all ICT expenditure and Capitation accounts. The committee shall have the right to refer any concerns they may have in respect of such expenditure to the relevant individual or committee, or to the LGB for discussion.

## **3. Staffing matters**

To develop and keep under review policies relating to the employment, recruitment, selection, appointment, promotion, appraisal, grievance, discipline, redundancy/early retirement, remuneration and terms and conditions of employment of all staff.

In particular the committee will;

- 3.1 Recommend to the Governing Body any changes necessary to fulfil current employment legislation.
- 3.2 Ensure that statutory requirements for safeguarding are in place for the recruitment of staff.
- 3.3 Receive, consider and make recommendations to the Governing Body (acting on behalf of the Saffron Academy Trust) on the overall staffing provision of the

school, including the management structure and salaries, and to encourage good management practice.

- 3.4 Approve the annual plan for staff in-service training.
- 3.5 Ensure that arrangements are in place for the induction of new staff.
- 3.6 Monitor and review staff consultation processes.
- 3.7 Ensure that all staff are aware that they can contact Essex County Council for advice on pensions.
- 3.8 Recommend the adoption of policies related to equal opportunities in relation to the staff of the school, e.g. gender and disability.

#### **4. Pay & Performance Management Committee**

- 4.1 Ensure Headteacher performance management is carried out and approve recommendations for Headteacher pay.
- 4.2 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.
- 4.3 Monitor the staff performance management arrangements and approve recommendations for teacher and support staff pay.
- 4.4 Consider and recommend additional benefits to employees outside remuneration.
- 4.5 Keep under review the school's pay policy; to receive recommendations from the school management, having taken appropriate consultation through the school's consultative mechanism for staff.

## **13.2 STANDARDS COMMITTEE**

The committee will monitor the provision of education to pupils at Katherine Semar schools and ensure that it is at the highest possible standard and of benefit to the full range of students.

### ***Membership***

To comprise a maximum of 11 governors including the Headteacher; at least one parent, one community governor and one staff governor. The Deputy Head(s) and Assistant Head(s) as relevant to be in attendance. The Chair of Governors is an ex officio member of this committee.

*Chairpersonship:* Any other Governor excluding the Headteacher and any staff Governor and the Chairperson of other non-statutory committees.

*Clerk:* The Clerk to the Governors.

*Quorum:* Three Governors.

*Frequency of Meetings:* Three times a year, or additionally as required.

*Minutes:* To be circulated to the members of the committee and to the Governing Body [and to the SAT Standards Committee].

### ***Terms of Reference***

- 1 To review and monitor the school's educational policies on a two-year cycle, in line with statutory responsibilities and the schedule laid down by the LGB.
2. To receive and monitor curriculum area development plans.
3. To ensure that teaching programmes are:
  - free of any form of indoctrination;
  - comply with equal opportunities legislation
  - attend to any special educational needs of pupils being taught in the school.
4. To review the school's curriculum complaints procedure.
5. To review the school's Special Educational Needs & Disabilities (SEND) code of practice, in consultation with the Headteacher and the Special Educational Needs & Disabilities Co-ordinator.
6. To recommend to the Governing Body 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.
7. To oversee annually the curriculum plan and associated staffing levels.



8. To monitor the school's annual self review process, including evaluation and inspection procedures.
9. To ensure appropriate arrangements for the pastoral care of pupils, including recommending governor appointments with responsibility for statutory tasks, e.g. special needs, child protection.
10. To receive reports on a regular basis from the school management on attendance, exclusions, CP referrals, racist incidents & bullying.
11. To review external examination performance measures, both attainment and progress.

### **13.3 ACE COMMITTEE**

#### Membership

At least three named members of the Governing Body, including the Headteacher.

#### Quorum

No business can be conducted unless at least two governors are present.

#### Activities

To maintain an oversight of all financial matters relating to ACE.

To authorise and monitor expenditure within the staffing budgets in a manner consistent with the fact that delegated powers for day-to-day staffing matters, including supply cover, are passed to the Headteacher.

Responsibility for approving and monitoring ACE specific policies.

#### Objectives

The Committee is required to abide by the requirements and guidelines that apply to the school and governors

To keep under review ACE's financial performance and report this to the FGB at each meeting.

To advise the Governing Body on the appropriateness or otherwise of intended spending.

To assist in the administering of the staffing requirements for ACE.

To approve procedures for the recruitment and appointment of staff.

#### Clerking

Each meeting of the committee must be clerked. The clerk can be the clerk to the governing body, a governor or an employee at the school. The clerk cannot be the Headteacher of the school.

#### Meetings

The Clerk or a member of the committee will make a record of all proceedings at each meeting. Draft minutes will be circulated to members within ten working days of the meeting and presented with the agenda for the next full Governors meeting.

The Chair of the Committee will report the work of the Committee to the regular meetings of the Governing Body.

The Committee will liaise with such other committees and invite members of other committees to attend its meeting as should be deemed appropriate.

Any matters which may be in conflict with the work of another committee must be referred to the Governing Body.

#### **13.4 WORKING GROUPS**

- a) The working groups will have a structure as defined by the Governing Body or relevant committee at the time of commencement
- b) The meetings will be arranged on a meeting-by-meeting basis as appropriate.
- c) Each working group will have a specific and defined purpose documented in writing at the outset of its existence.
- d) All recommendations will be made to the Full Governing Body or the appropriate committee. No decisions can be taken or implemented by a working group.

## 14. GOVERNOR RESPONSIBILITIES

### Governor Responsibilities 2023-2024

Aspect for monitoring		Lead staff	Lead governors
Attainment & Progress (data)		Anthony Hull	Peta Torrance Polly Lankester
Health & Safety		Anthony Hull Sonia Sault	David O'Brien
Pupil Behaviour and Attitudes <ul style="list-style-type: none"> <li>Attendance</li> <li>Anti-bullying</li> <li>Behaviour expectations</li> <li>Learning attitudes</li> </ul>		Rob Aiken Anthony Hull	Joanne Foote
Personal Development of pupils through <ul style="list-style-type: none"> <li>the INSPIRE Curriculum</li> <li>wider school work</li> <li>extra-curricular provision</li> <li>preparation for life in modern Britain</li> </ul>		Anthony Hull	Pam Lochhead
Inclusion <ul style="list-style-type: none"> <li>SEN</li> <li>Pupil Premium</li> </ul>		Kathie Moy Rob Aiken	SEND: Claire Sleep PP: Nick Osborne Bernie Gilbert
Leadership & Management <ul style="list-style-type: none"> <li>Professional development (impact on teaching)</li> <li>Staff well-being</li> <li>Safeguarding</li> </ul>		Julie Puxley Caroline Dolby Kathie Moy	Safeguarding: Polly Lankester Amy Kennedy
Extended Hours Provision (ACE)		Julie Puxley	Amy Kennedy
Early Years		Caroline Dolby	Amy Kennedy
Link			David O'Brien
Admissions Appeals			Peta Torrance
<b>Quality of Education</b>			
Maths		Georgia Slade Maddie Munro	Peta Torrance Bernie Gilbert
English		Emma Wilcox Caroline Dolby	Claire Sleep
'Creative Arts' subjects	Music	Anne Cass	Matt Rowlands
	Art	Jo Hull Abbey Farrent	David O'Brien
	PE	Tyler Gilkes Alice Boyd	Matt Rowlands
	DT	Josie Polmeer	David O'Brien

'Technology' subjects		Anthony Hull	
	Science	Jude Savill Julie Hall	Peta Torrance Pam Lochhead
	Computing	Rob Aiken	Nick Osborne
'Humanities' subjects	Geography	Beth Andrews Richard Weller	Polly Lankester
	History	Lauren Fitt Richard Weller	Amy Kennedy
	RE	Jane Archer Beth Andrews	Amy Kennedy
	PSHE	Maddie Munro Jo Hull	Joanne Foote
	MFL	Anthony Hull	Peta Torrance
	P4C	Jude Savill	Nick Osborne

All governors are linked/attached to an area of the school for monitoring purposes. These links are reviewed annually (See 'Governor Visits to School' and 'Procedure for Governor Visits')

#### **Terms of Reference for Governors with delegated responsibility for Curriculum/ School Areas.**

- To liaise with the subject co-ordinator
- To visit the school and see the subject or area in operation
- To discuss the existing use of resources, staffing, targets, results and future needs
- To report regularly to the Standards Committee on developments and progress using the pro-forma provided (also orally if required to do so)
- To attend appropriate training when available

#### **Terms of Reference for the Health and Safety Governor**

- To liaise with the school Health and Safety Co-ordinator and School's Safety Representative
- To ensure all risks to Health and Safety are assessed both inside the premises and on residential school visits. To ensure any significant findings recorded
- To assist Head teacher in monitoring Health and Safety Performance
- To ensure meal providers are competent to deal with the various Health & Safety issues arising in meal provision
- To regularly report to the Governing Body on developments and progress through the Resources Committee
- To attend appropriate training

### **Terms of Reference for the Safeguarding Governor:**

- To ensure, in liaison with the Head teacher or designated teacher, that the school has a Child Protection policy
- To ensure that an annual item is placed on the Governing Body meeting agenda to report on any changes to the policy, any training undertaken by people responsible and any relevant issues relating to child protection matters
- To liaise (with due regard to confidentiality) with the Head teacher or designated teacher re allegations of child abuse
- To attend relevant training for governors
- To take appropriate action in the case of allegations being made against the Head teacher

### **Terms of Reference for the Link Governor:**

- To encourage all governors to attend appropriate training courses
- To record training attended by governors
- To report on training matters at the full Governing Body meetings
- To assist with the induction of new governors on to the Governing Body
- To attend appropriate Link Governor meetings and training courses
- To work with the Clerk in keeping a copy of the governors' handbook up to date and to ensure that amendments are distributed to all governors.

## **15. GOVERNORS' AIDE MEMOIRE FOR HANDLING COMPLAINTS**

All complaints have to be handled with care.

**There are separate procedures for dealing with complaints about the curriculum and for considering complaints about the way in which pupils' special educational needs are met.**

### **Principles**

The following principles apply for the handling of general complaints:

- Wherever possible differences should be settled informally,
- Formal mechanisms for dealing fairly and effectively with complaints should only be used where it is impossible to settle a complaint informally;
- Procedures should be made available to parents, staff and governors.

### **Procedures**

1. Complaints in the first instance should generally be made to the class teacher and then as defined in the school prospectus.
2. The Chair of the Governing Body should be the first person to approach only in cases which could involve disciplinary or legal action against the Head teacher.

3. Any Governor approached by a complainant should refer him or her to the Head teacher, or the Chair according to 1 or 2 above.
4. If discussions between the Head teacher and the complainant prove fruitless, the complainant will be told of their right to make formal complaint and how it can be made.
5. Formal complaints to the Governing Body are made to the Chair, who should take care that no governor can be accused of prejudice by ensuring that:
  - an individual governor does not deal with the complaint;
  - the complaint is quickly referred to the relevant committee or to the Head teacher, if complaint procedures at that level have not been exhausted;
  - the complaint is not reported to the whole Governing Body until it is resolved and then not in detail;
  - all parties to the complaint are given a fair hearing;
  - the decision of the committee is given in writing to the complainant;
  - the complainant is told of any right of appeal if the decision is given against them.
6. Governors involved in a complaint by either an individual or a group cannot take part in any formal hearing of a complaint, or appeal against a decision made by the complaints committee.
7. Individual complaints cannot be raised at full meetings of the Governing Body, unless the meeting is part of the complaints procedure.

The Governing Body has adopted a detailed general complaints procedure – a copy of which is available on request.

This scheme is written and agreed by the Governing Body with reference to the schools Equal Opportunities and Race Equality policies

The Governing Body will monitor and evaluate this policy annually in conjunction with the school's Financial Manual.

## **16. GOVERNOR VISITS TO SCHOOL**

**All visits should be arranged, giving sufficient notice for such visits to be arranged so that the time available can be optimised.**

### **PROCEDURE FOR GOVERNOR VISITS TO SCHOOL**

1. The purpose of the visit will be clearly defined.
2. Monitoring will support the School Development Plan, i.e. it will concentrate on areas of the plan highlighted for development.
3. Dates and times for the visits will be arranged.
4. Preparation for the visits will be thorough:
5. Planning – governors will be expected to plan for their visit in advance (advice can be sought from the link governor)
6. The teacher or curriculum leader will provide the governor with the information and documents needed for them to gain an overview of the issue being considered.
7. Governors will produce a number of clear questions they wish to answer from their visit.
8. Governors will produce a written report in an agreed format to feed back information to the relevant Committee. The report will first be given to the Headteacher who will then return it to the governor. The report will then be given to the Clerk. The template report form is found on the following page and is also available in electronic form from the Clerk.
9. The policy and procedures for monitoring by governors of both schools is attached at Appendix A. An exemplar governor visit report is attached at Appendix B.
10. Reports of governor visits will be available as information prior to full Governing Body meetings or from the Clerk. Chairs of committees will ensure governor reports appear as agenda items.

NB: This handbook has been produced, where applicable, in consultation with The Education (School Government) (Terms of Reference) England Regulations 2000, Guidance on the Roles of Governing Bodies and Head Teachers, and A Guide to the Law for School Governors



## KATHERINE SEMAR INFANT AND JUNIOR SCHOOLS



**Our vision - “A nurturing school of exceptional quality”**

**Our core values:** be kind, be confident, be curious, be positive, be respectful,  
be resilient

**Our curriculum aims** are for our children to be able to question, challenge,  
investigate, experience, communicate, create and understand

### GOVERNOR VISIT REPORT

**Our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident and happy citizens.**

Date & time:	
Name of governor:	
Main co-ordinator of visit:	
Main purpose(s) of visit: (or key question to be answered)	

Other activities that took place during the visit (please tick):

Classroom visit(s)		Observing support staff	
Attending assembly		Talking to pupils	
Looking at pupil’s work		Looking at displays	
Talking to other staff		Meeting the headteacher	
Meeting with co-ordinators/staff responsible for area of focus		Looking at resources or documents related to focus of visit	
Attending lunchtime			

**Main findings of visit:**

**Safeguarding monitoring:**

**Brief comment on your visit for parent newsletter:**

ON COMPLETION OF THIS FORM PLEASE FORWARD IT TO THE JULIE  
PUXLEY AND ROB AIKEN FOR INCLUSION IN THE NEXT COMMITTEE  
AGENDA

[head@katherinesemar.net](mailto:head@katherinesemar.net), [raiken@katherinesemar.net](mailto:raiken@katherinesemar.net)

## Katherine Semar Schools Monitoring by Governors: Policy and Procedures

### Governors' Responsibilities

The *Governors' Handbook* says:

*We have high expectations of governing bodies. They are the strategic leaders of our schools and have a vital role to play in making sure every child gets the best possible education. This is reflected in the law, which states that the purpose of maintained school governing bodies is to 'conduct the school with a view to promoting high standards of educational achievement at the school'<sup>1</sup>. In all types of schools, governing bodies should have a strong focus on three core strategic functions:*

- a. **Ensuring clarity of vision, ethos and strategic direction;***
- b. **Holding the headteacher to account for the educational performance of the school and its pupils; and***
- c. **Overseeing the financial performance of the school and making sure its money is well spent.***

*These functions are reflected in regulations for maintained schools and in the criteria Ofsted inspectors use to judge the effectiveness of a school's governing body.*

Monitoring visits are part of a larger process by which Governors carry out these "core strategic functions". Other important elements are:

- Establishment and approval of the School Development Plan
- Reports from the headteacher at LGB and sub-committees
- The headteacher's performance management
- Surveys of parent satisfaction
- External reports (e.g., Ofsted and external advisers)
- Familiarity with externally published data, including SATS results (available on the school dashboard, which also provides the opportunity to compare Katherine Semar schools with other local schools ([www.dashboard.ofsted.gov.uk](http://www.dashboard.ofsted.gov.uk)))

### The Monitoring Visit

The *Governors' Handbook* says:

*Governors need to know their school. Many governors find that visiting, particularly during the day, is a helpful way to find out about the school. Visits can also be an important part of robust school accountability. Through pre-arranged visits, governors can check that the school is implementing the policies and improvement plans they have signed off, and see for themselves how their vision and plans for the school are working in practice. Visits also provide an opportunity to arrange meetings with pupils, staff and parents about what they think of the school and how it is changing.*

The prime purpose of monitoring visits is to monitor the school's progress in implementing specific aspects of the School Development Plan. However, the visits also enable Governors to:

- See the school in action – gain first-hand information and understanding

- Talk and listen to pupils and staff
- Build relationships, show support and raise the profile of the governing body
- Celebrate the successes of pupils and staff
- Evaluate resources and discuss further requirements with staff
- Observe policies and decisions in action and develop an understanding of issues and challenges facing the school
- Draw successes, challenges and recommendations to the attention of sub-committees and the LGB

However, Governors making monitoring visits must recognise that their role is not to replicate that of the headteacher or the SLT. The *Governors' Handbook* makes this clear:

*While it may be helpful to see classes at work, governors are not inspectors and it is not their role to assess the quality or method of teaching. 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 the headteacher.*

### **Policy on Monitoring Visits.**

1. Every governor will be expected to take responsibility for at least one monitoring visit during each academic year, and to produce a written report using the pro forma developed by the school (see Appendix). The report should normally be submitted within one week of the visit.
2. It will be the responsibility of the headteacher to liaise with the staff member responsible for the oversight and/or coordination of the areas to be monitored. The staff member in turn will be responsible for contacting the designated governor to agree a date and a schedule, and for providing copies of appropriate documentation (e.g., relevant sections of the School Development Plan).
3. During the monitoring visit, governors should not raise personal concerns about, e.g., their own children or other children known individually to them.
4. Where governors observe matters which raise concern during the visit, they should discuss these in the first instance with the headteacher. Specifically, they should not otherwise comment adversely on the performance of individual staff members or refer to individual staff members in their written reports without the prior approval of the headteacher.
5. Governors should observe the needs of confidentiality and child protection. For instance, they should not discuss externally their views of pupils or staff gained during the visit and should not take photographs within the school except with the prior approval of the headteacher.
6. While observing lessons governors may be welcomed by the teacher as participants, but they should avoid interfering in any way which hampers the performance of the teacher or distracts the pupils from their task. Governors should never involve themselves in disciplinary issues.
7. Reports should in the first instance be submitted to the headteacher, who may wish to discuss aspects or suggest corrections. They will then be referred to an appropriate sub-committee (in the case of subject-based monitoring, the Standards Committee). The sub-committee may then require some aspects to be referred to the LGB for further consideration and possible action.
8. The LGB should, as a matter of standard procedure, regularly review the effectiveness of the monitoring system.

## General Advice and Procedures

1. Except for the monitoring of some specific areas such as financial management or health and safety, the monitoring visit will normally include:
  - An in-depth discussion with the staff member responsible for the oversight or coordination of the area to be monitored
  - Relevant observation, normally of one or more lessons (but could include, e.g., playground activity or lunchtime behaviour)
  - A meeting with a representative group of pupils (normally organised by the headteacher, who may choose to observe the meeting)
  - A short feedback session with the headteacher

Where appropriate, the visit may begin with attendance at an assembly dedicated to the subject area, enabling the governor to join in the recognition of the achievement of pupils.

2. Governors should observe a reasonable dress code – not so formal as to be intimidating nor so informal to suggest that the visit is of little importance.
3. Governors should ensure that they are introduced (or introduce themselves) to pupils and staff, and take pains to thank pupils and staff for their time and courtesy.
4. While it is important that governors should take notes to ensure the accuracy of their reports, during observation in particular they should avoid giving the impression that they are acting as inspectors (i.e., no clip-boards and tick lists).
5. Governors are welcome to ask a wide range of questions as to why things are done and how they are done, but they are not there to impose their own opinions of what and how things should be done. They should remember that the school has to work within the constraints of the National Curriculum and the Ofsted standards for assessing teacher performance and pupil progression. This does not mean that governors should be satisfied if pupils are merely offered efficient preparation for SATS: we should also look for creativity, innovation and the development of individual self-esteem in pupils.
6. Above all, don't be nervous – we are not there to be experts on pedagogic matters. We are fortunate in being responsible for a school in which the visit will almost certainly be an enjoyable reminder of why we think it is worthwhile being governors!

## APPENDIX B

### KATHERINE SEMAR INFANT AND JUNIOR SCHOOLS



**Our vision - “A nurturing school of exceptional quality”**

**Our core values:** be kind, be confident, be curious, be positive, be respectful, be resilient

**Our curriculum aims** are for our children to be able to question, challenge, investigate, experience, communicate, create and understand

#### **GOVERNOR VISIT REPORT**

**Our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident and happy citizens.**

Date & time:	04/07/2023 1-3pm
Name of governor:	Pamela Lochhead and Peta Torrance
Main co-ordinator of visit:	Mrs Julie Hall
Main purpose(s) of visit: (or key question to be answered)	Science monitoring across KS1 and KS2 with time spent in the Junior School during an afternoon of Science Week.

Other activities that took place during the visit (please tick):

Classroom visit(s)	X	Observing support staff	
Attending assembly		Talking to pupils	X
Looking at pupil's work	X	Looking at displays	
Talking to other staff		Meeting the headteacher	
Meeting with co-ordinators/staff responsible for area of focus	X	Looking at resources or documents related to focus of visit	
Attending lunchtime			

#### **Background to the visit:**

Every 3 years the schools run a Science week. This year's science week had sessions run by parents whom are secondary school science teachers and professionals from world leading science institutes which are based locally (Cambridge and London). There was also a talk from a charity that funds scientific research and promotes understanding of how our brains work, Alzheimer's UK, and

science focused trips for some year groups. Science was also promoted during PE and music lessons, and a science drawing/photography competition was concluded. The governor visit took place on the Tuesday afternoon of this week.

**Main findings of the visit:**

It was easy to see how the curriculum aims were met during this week - Question, Challenge, Investigate, Experience, Communicate, Create and Understand.

The workshop on **DNA extraction** from strawberries gave the pupils hands on experience in performing a scientific experiment. The stepwise process allowed them to investigate the components of the fruit from a scientific perspective and stimulated many questions. There was also a **talk about DNA**, again there were many insightful questions from the pupils as they formed their understanding of a very complex concept. During this parent led sessions there were many fun and thought provoking questions for the pupils to answer promoting great discussion in the class room.

**Time was also spent with pupils** from each year group. It was clear how scientific understanding and enquiry is built as the pupils progress through the school. The EY pupils brought the class books and confidently communicate about the process of ageing. The year 3 and 5 children brought their science workbooks and confidently talked about their favourite science topics showing how data was collected and displayed in graphs and tables as well as recording observations.

The end of the visit was spent in **discussion with subject leader** where they explained how the Science week was put together and how they are integrating understanding of different types of scientific enquiry into the curriculum. Medium term plans in science include limiting common misconceptions and using the correct vocabulary to ensure pupils have good building blocks when they enter secondary school.

**Points to take forward:**

The pupils were keen to have more hands on science experience through school trips and access to microscopes. It would also be nice to see more science work on the classroom walls. Perhaps Science Week could be run at a different time in the school calendar; the final half-term is very busy with end of term activities and the impact of it was slightly lost.

**Conclusions:**

It was a pleasure to come into the Schools and learn about what science is covered in the curriculum and how the pupils learn about and experience scientific enquiry. Science Week is an inclusive and inspiring event.

**Safeguarding monitoring:**

A member of the site team was asked about what they would do if they had safeguarding concerns about the headteacher and they said they would speak to a deputy head. Informed them they should contact the Chair of Governors if it was the Head they had concerns about. Spoke to the headteacher after this conversation and she will review the safeguarding training of support staff.

**Brief comment on your visit for parent newsletter:**

The end of Summer term was packed full of activities for the children. One of the highlights was Science Week, which I had the pleasure to come in and monitor for an afternoon. Pupil engagement with the workshops, that were provided by scientist

parents at the school, was exceptional. These were informative and thought provoking. It was also great to see that Science was linked with other subjects such as PE, Music and Art as well as Maths and Literacy.

ON COMPLETION OF THIS FORM PLEASE FORWARD IT TO THE JULIE  
PUXLEY AND ROB AIKEN FOR INCLUSION IN THE NEXT COMMITTEE  
AGENDA

[head@katherinesemar.net](mailto:head@katherinesemar.net), [raiken@katherinesemar.net](mailto:raiken@katherinesemar.net)