

What the Governors do at Sheringham Nursery and Children's Centre

If you already know that children learn more in the first five years of their lives than at any other phase of their growth, then perhaps you'll be interested in the work of the Governing Body and how we try to support this important stage of children's development here in Manor Park.

The Governing Body of Sheringham Nursery and Children's centre is responsible for the **strategic governance** of the nursery to ensure that it delivers good quality education and high standards of achievement. It is made up of: 2 Parent Governors, 1 Local Authority Governor, 3 Co-opted Governors, 1 staff Governor and the Head Teacher.

We meet formally six times a year and then attend additional meetings and learning walks throughout the year. We also try to attend relevant **Governor training** from the NPW work shops throughout the year.

We currently do not have separate committees for different curriculum areas because we are a relatively small group. This means that we all have a good awareness of the different areas and we tend to make decisions as a whole Governing Body. We do have **link Governors** who take a special interest in specific curriculum or governance areas. It is obviously a very important part of the governance to **regularly review and scrutinise the finances** of the organisation.

We listen carefully to, and support, the general philosophy of the Head teacher and staff, seeing this in action when we make **visits to the school**. We interact with parents at appropriate times and enjoy **Learning Walks** initiated by staff during the academic year.

The Head teacher and staff provide the Governing Body with data about the children's performance at various points throughout the year and we review this carefully. We feel able to **challenge and support** in a positive way, as a critical friend, and this is welcomed by the school and the Head Teacher. We aim to provide **strategic direction** for the school by reviewing policies, targets and priorities. We review the school's aims and objectives and contribute ideas to the SIP.

We must, at all times, be aware of our role in monitoring the **learning and teaching of the school** through data and through regular discussion at

meetings. We gather the views of parents, both formally and informally, and recognise our duties to the parents, carers and wider community.

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