



Ysgol Bro Gwaun

**Handbook for the
Governing Body
2018-19**

Handbook for the Governing Body of Ysgol Bro Gwaun

2018-19



1. Forward

Welcome to the governing body of Ysgol Bro Gwaun. You are joining a team of experienced and conscientious governors who are committed to making Ysgol Bro Gwaun an excellent school and we want you to play an active role in supporting school improvement and bringing us closer to our vision. You may be new to being a governor, or have some experience, but wherever you are on that continuum, you have lots to contribute and we hope this handbook supports you in your role. This Handbook is intended for all governors, whether newly appointed/elected, recently appointed/elected or long-standing.

As a governor, you have expressed:

- an interest in the education and wellbeing of the pupils in Ysgol Bro Gwaun
- a willingness to ask questions – don't be afraid to ask if you are unsure of anything

You have committed:

- the time to attend the termly meetings of the full governing body and to be a member of at least one sub committee
- to be part of a team which, by working together, can make a real difference to the school

Governors are strategic leaders of schools and have a vital role to play in making sure every pupil gets the best possible education.

I hope you enjoy being a governor here at Ysgol Bro Gwaun.

Mrs Wendy Raymond
Chair of Governors

2. A school governor at Ysgol Bro Gwaun

At Ysgol Bro Gwaun we value the role of the governing body in supporting and challenging all aspects of the school's work. To do this effectively, all governors have a clear understanding of the role they play.

A governor is someone who:

- is a volunteer with time to commit to meetings and other occasions when needed.
- cares about children, their welfare and their academic progress.
- represents parents and the wider community, the staff and the Local Authority. Is willing to act as a link between these groups.
- is willing to accept responsibility for everything the school does, and work as part of a team.
- is willing to support the school but also ask questions about how the school works and the standards it achieves.

At Ysgol Bro Gwaun, our governing body is made of a committed group of individuals, who each serve a term of office of 4 years.

Our governors are:

- Parent Governors
- Teacher Governors
- Local Authority Governors
- Community Governors
- The Headteacher
- Co-opted/non-voting Governor

Details of the Governors currently serving on our Governing Body are set out below.

PARENT GOVERNORS, THEIR TERMS OF OFFICE & RESPONSIBILITIES		
Vacancy		
Ms Giancarla Cafolla	07.03.17 – 06.03.21	ALN Welsh Baccalaureate Health & Wellbeing / Pastoral / Attendance Links with parents KS5 – Pems College
Mrs Emma Booth	16.02.18 – 15.02.22	
Mr Steve Maycock	25.05.16 – 24.05.20	Humanities
Mr Ray Lerwill	17.10.16 – 16.10.20	Science / Technology ICT / DCF
Mr Gareth Williams	18.10.18 – 17.10.22	Maths / Numeracy

Parent Governors are elected as representatives of the interests of parents of students currently attending the school and instrumental in expressing the concerns and opinions of the majority of parents.

TEACHER GOVERNORS, THEIR TERMS OF OFFICE & RESPONSIBILITIES		
Mrs Virginia Currie	30.09.17 – 29.09.21	Head of Technology
Miss Donna George	12.10.18 – 11.10.22	Head of Languages

Teacher Governors are elected as representatives of the interests of teaching staff at the school. Their professional knowledge of the school's activities, strengths and weaknesses is particularly helpful in enhancing the Governing Body's understanding of its role and of the qualities of the school.

STAFF GOVERNORS, THEIR TERMS OF OFFICE & RESPONSIBILITIES		
Mr Ross Harries	19.07.16 – 18.07.20	Data protection / GDPR

Staff Governors are elected as representatives of the interests of non-teaching support staff at the school. They also bring a professional knowledge of the school's activities, strengths and weaknesses to the Governing Body, enhancing its understanding of its role and of the qualities of the school.

LOCAL AUTHORITY GOVERNORS, THEIR TERMS OF OFFICE & RESPONSIBILITIES		
Cllr Bob Kilmister	19.01.17 – 18.01.21	Maths / Numeracy
Mrs Michelle Bateman	12.10.17 – 11.10.21	Science / Technology Pupil Participation / Community Links
Mr Raymond Llewelin	03.01.16 – 02.01.20	Languages
Mrs Wendy Raymond	06.09.16 – 05.09.20	Chair of Governors ALN English / Literacy Senior Prefects Whistleblowing Training of Governors
Mrs Patricia Morris	03.01.16 – 02.01.20	English / Literacy Whistleblowing KS4 - Standards / Performance

Local Authority Governors work as part of the Governing Body team to promote high standards of educational achievement for every child. They represent Pembrokeshire County Council but are not necessarily appointed by them. Their understanding of the political views of the Council and Council business ensure they bring a wealth of knowledge when debating school priorities or reflect on the impact of decisions on the local community. The perspective they bring is about how the school fits into the wider provision of education and they play a key role in linking the Governing Body to information about education at both a local and national level.

COMMUNITY GOVERNORS, THEIR TERMS OF OFFICE & RESPONSIBILITIES		
Mr Martin Batty	12.12.14 – 11.12.18	Vice Chair of Governors Training of Governors Languages Senior Prefects
Ms Alison Jenkins	02.11.16 – 01.11.20	Expressive Arts Health & Wellbeing / Pastoral / Attendance Links with parents Whistleblowing
Mr Geraint Evans	15.03.15 – 14.03.19	Expressive Arts KS5 – Pembs College
Mr Peter Devonald	24.02.16 – 23.02.20	Expressive Arts
Matthew Jenkins		Pupil Participation / Community Links

Community Governors are invited by other Governors to join and appointed by the Governing Body. They bring their own experience and skills to the Governing Body and act as an important link with the community of Ysgol Bro Gwaun.

OTHER SERVING OFFICERS / GOVERNORS	
Mr Paul Edwards	Headteacher

3. **Being a Governor at Ysgol Bro Gwaun**

Mr Geraint Evans –

I am proud to be associated with Ysgol Bro Gwaun as a community governor.

I chose to send my child to Ysgol Bro Gwaun, although it was out of his designated catchment area. My reason for doing so, was that I was highly impressed with the caring, inclusive, bilingual education being delivered by the dedicated staff of the school, which put the young person at the heart of the learning process, developing children's confidence and ensuring their wellbeing.

It has been rewarding to see considerable investment in the school with twenty first century schools' funding providing the best of contemporary facilities. But it is most rewarding to see that the school maintains its core community values, natural bilingual environment and child- centred focus.

Ysgol yw hon sydd a'r plentyn yn ei chanol a'r gymuned yn ei chalon.

Ms Gian Cafolla –

I have been a Governor at Bro Gwaun for 7 years. My eldest 3 children have successfully left Bro Gwaun to accede to College and University.

My 3 eldest and I are Dyslexic. This hasn't been a barrier to attaining any qualification, given the right support.

Why am I A Governor?

Having spent my professional career dealing with damaged adults. I am fully convinced that society's priority is to provide children with the best opportunities, especially education. Look to the child so they can achieve their potential as fulfilled Adults.

Bro Gwaun is a positive, proactive part of that journey. I believe in a Child Centred Education for All! I believe a safe and nurturing environment will accommodate that.

Bro Gwaun is a nurturing and safe school. It is also an inclusive school. As a Parent and Governor I have made it my business to fully engage with the schools' ethos. In return the School welcomes a Governor Parent who questions and seeks answers.

I will continue to support, question and engage with staff who go the extra mile on a regular basis, enabling All our children to have the opportunity to achieve their potential and be fulfilled adults.

4. Supporting the school Self-evaluation process

At Ysgol Bro Gwaun school, self-evaluation is comprised of a number of key activities which, when combined, provide a detailed picture of the standards within the school.

The self-evaluation cycle comprises of:

- Lesson observations, including learning walks
- Book scrutiny
- Skills analysis
- Pupil voice opportunities

Governors play an integral role in supporting and challenging the school in its self-evaluation processes. This is shown in the table.

	Process
September	School performance outcomes shared with all governors. Key successes and areas for improvement identified.
October	School SER and SDP completed and shared with all governors. Key areas for development identified and agreed.
November/December	Self-evaluation Cycle 1 <ul style="list-style-type: none"> - Lesson observations - Book scrutiny - Skills review - Pupil voice LINK GOVERNOR TO TAKE SUPPORTING ROLE
January	Outcomes from Self-evaluation Cycle 1 shared with link governors and curriculum and assessment committee. Key priorities identified.
March/April	Self-evaluation Cycle 2 <ul style="list-style-type: none"> - Lesson observations - Book scrutiny - Skills review - Pupil voice LINK GOVERNOR TO TAKE SUPPORTING ROLE
June	Outcomes from Self-evaluation Cycle 2 shared with link governors and curriculum and assessment committee. Key priorities identified.

The information received from the self-evaluation processes described above feed into departmental self-review processes, and will inform Departmental and whole school development plans. These documents will be uploaded by middle leaders and senior leaders annually, and copies to be shared with relevant governor links.

5. Protocol for Learning Visits to Classrooms and Learning Walks

The school Self-evaluation and lesson monitoring processes provide opportunities for governors to act as interested observers. In doing so, it is hoped that governors will gain an insight into the evaluation process. It will also give governors the opportunity to evaluate the robustness of the process in relation to their area of responsibility.

It should be noted that, at no point during a learning visit to a lesson will governors be required to make a judgement on the teaching and learning within the lesson. Governors will, however, complete an account of their observations and impressions of the lesson. This will be done after discussions with the classroom teacher.

Details and protocols are given below:

- All visits should be arranged in advance between the link governor, class teacher, headteacher and/or the head of department. Ideally, this should be done at a pre-visit meeting as this will allow the governor and teacher to discuss what the class will be doing during the visit and any particular activities on which the governor might like to focus eg. Group work, differentiation.
- On the day of the visit, the governor should report to the head of department.
- The teacher should introduce the governor to the class.
- Throughout the visit, the governor should intrude as little as possible on the work of the class. However, pupils, particularly younger ones, often like and respond to attention by a governor, and there is no doubt that a governor will gain a greater knowledge of their school and what it does by talking to pupils. Consequently, at an appropriate time and with the teachers' permission the governor might speak to individual pupils about their work.
- Governors should be aware that some topics lend themselves to group or paired work, and that some activities involve pupils moving around the room. Inevitably, at such times, noise levels will be higher than usual.
- At the end of the lesson, or when they are learning, the governor should thank the teacher and the class for their visit.

After the visit –

- As soon as possible, and ideally on the same day, the governor and class teacher may wish to discuss the lesson and to agree on a written account of the activities seen in the lesson.
- The agreed account should be shared with the teacher and head of department.
- Below are listed a number of headings under which a link governor's account might be written. The list is by no means exhaustive, but it

would go some way to dealing with the issues raised in the two previous points.

- Date of visit
- Name of teacher
- Year group of class
- Number of pupils in class and gender balance
- Topic or area studied
- Resources used
- What happened in the lesson?
- The biggest impression(s) the visit made on me
- Other observations

Obviously, the last three points are the most important for the link governor to gain an understanding of what was seen. These should make up the bulk of the account.

A blank copy of a learning visit account is given in Appendix 3.

An exemplar copy of a completed learning visit account is given in Appendix 4.

- A copy of the agreed account should be shared with the headteacher. The headteacher will collect all accounts, and prepare a summary of key points for feedback to the curriculum and assessment sub-committee of the Governing Body.

Document updated – October 2018

APPENDIX 1

Abbreviations used in Education

AfL	Assessment for Learning
ALNCo	Alternative Learning Need Coordinator
CP	Child Protection
CPD	Continuing Professional Development
CPR	Child Protection Register
CRB	Criminal Records Bureau
CYPP	Children and Young Peoples Plan
DCF	Digital Competency Framework
DDP	Department Development Plan
EAL	English as an additional language
FFT	Fischer Family Trust
FOI	Freedom of Information
eFSM	eligible Free School Meals
GB	Governing Body
GCSE	General Certificate of Secondary Education
GTCW	General Teaching Council of Wales
GTP	Graduate Teacher Programme
H & S	Health and Safety
HE	Higher Education
HLTA	Higher Level Teaching Assistant
HoD	Head of Department
HoS	Head of Subject
HR	Human Resources
IDP	Individual Development Plan
liP	Investors in People
INSET	In-Service Education and Training
ICT	Information Communication Technology
ITT	Initial Teacher Training
KS3	Key Stage 3 – Year 7, 8 & 9

KS4	Key Stage 4 – Year 10 & 11
LA	Local Authority
LAC	Looked after Children
LEA	Local Education Authority
LNf	Literacy & Numeracy Framework
LSA	Learning Support Assistant
MAT	More Able and Talented
MFL	Modern Foreign Language
NC	National Curriculum
NEET	Not in Education, Employment or Training
NPQH	National Professional Qualifications for Headship
NQT	Newly Qualified Teacher
NUT	National Union of Teachers
NVQ	National Vocational Qualifications
PE	Physical Education
PGCE	Post Graduate Certificate of Education
PLASC	Pupil Level Annual School Census (ie number on roll in January)
PM	Performance Management
PPA	Planning, Preparation and Assessment
PRU	Pupil Referral Unit
PSE	Personal and Social Education
PSP	Pastoral Support Plan
PTA	Parent Teacher Association (Friends of Bro Gwaun)
QTS	Qualified Teacher Status
RE	Religious Education
SA	School Action
SA+	School Action Plus
SDP	School Development Plan
SER	Self Evaluation Report
SIP	School Improvement Plan

SLA	Service Level Agreement
SLT	Senior Leadership Team
SpLD	Specific Learning Difficulties
SS	Social Services
TA	Teaching Assistant
UPN	Unique Pupil Number
WBQ	Welsh Baccalaureate Qualification
YOT	Youth Offending Team
YPM	Year Progress Manager

APPENDIX 2**Ysgol Bro Gwaun****Area of Responsibility including contact details**

		Subject	Head of Area of Learning	Governor with responsibility
1	Expressive Arts	Art Music/Drama Physical Education	Mrs Bethan Harkin	AJ GE PD
2	Humanities	History Geography Religious Education	Mr Aled Williams (Welsh) Mrs Lucy Harris	SM EG
3	Maths/Numeracy	Numeracy Maths	Miss Rachel Harries Mrs Helen Roberts	GW BK
4	English/Literacy	Literacy English	Mrs Rachel Clark Mr Mark O'Connor	PM WR
5	Science/Technology	Technology Science	Mr Robert Woodman	RL MiB
6	Languages	French Welsh	Miss Donna George	MaB RLI
7	ALN		Miss Rhian Lewis	GC WR
8	ICT/DCF		Mr Declan Lynch	RL EG
9	WBQ		Mrs Elizabeth Hooper	GC +1
10	Health & Wellbeing / Pastoral/Attendance / Links with parents		Ms Emma Bowen Miss Alana Finn	AJ GC
11	Pupil participation / Community Links		Ms Emma Bowen	MiB MJ
12	Data Protection / GDPR		Mr Ross Harries	RH
13	Links with parents		SLT / Head of Year 11	Chair Vice-chair

14	Whistleblowing			Chair PM AJ
15	Training of Governors			Chair Vice Chair
16	KS3	New Curriculum for Wales		EG
17	KS4	Standards/ Performance	(Wendy Davies Dept?)	PM
18	KS5	Pembrokeshire College		Chair GE GC

Key -

Governor	
Mrs Wendy Raymond	WR
Mr Martin Batty	MaB
Mr Eifion Griffiths	EG
Ms Alison Jenkins	AJ
Mr Geraint Evans	GE
Mr Peter Devonald	PD
Mr Steve Maycock	SM
Mr Bob Kilmister	BK
Miss Patricia Morris	PM
Mr Ray Lerwill	RL
Mrs Michelle Bateman	MiB
Mr Raymond Llewelin	RLI
Ms Giancarla Cafolla	GC
Mr Matthew Jenkins	MJ
Mr Gareth Williams	GW
Mr Ross Harries	RH
Vacancy – Parent Governor	



APPENDIX 3

YSGOL BRO GWAUN

Governor Account of Learning Visit		
Name of governor:	Name of Teacher:	Date of visit:
Year group / Class:	Subject and topic:	Number of pupils:
Resources:		
What happened in the visit?		
Biggest impression(s) the visit made on me:		
Other comments:		
Signature: _____ (Governor) _____ (Teacher)		

APPENDIX 4

YSGOL BRO GWAUN

Governor Account of Learning Visit		
Name of governor: M.Y.SELF	Name of Teacher: MR.WILL.LISTEN	Date of visit: 25.12.18
Year group / Class: 8 Set 2	Subject and topic: English - Media	Number of pupils: 23
Resources: <ul style="list-style-type: none"> - Newspaper cuttings - Various newspapers eg. Daily Mirror, Daily Mail, The Times - i-pads (shared between small groups of pupils) - 'You Tube' clip used to describe various newspapers 		
What happened in the visit? <ul style="list-style-type: none"> - The pupils were divided into groups of mixed gender. The teacher explained the purpose of the lesson. He further explained that different newspapers had different target audiences. These ideas were further verified by the You-Tube clip. Pupils were then asked to study the newspapers, and complete an exercise based on language techniques. Pupils rotated around the groups to learn about different language styles used by newspapers. 		
Biggest impression(s) the visit made on me: <ul style="list-style-type: none"> - I was unaware at the start that the groups had been carefully chosen and included a mixture of abilities. The pupils in all of the groups worked very well together with some having been allocated specific roles. The level of enthusiasm was impressive. Some pupils used the i-pads to support their understanding of the task. During the feedback session it was obvious that each of the groups had understood the task and fulfilled the expectation of the teacher. 		
Other comments: <ul style="list-style-type: none"> - I was impressed with how well the pupils worked in their groups; it was obvious that they had this sort of experience before. It became obvious that one of the groups was a MAT group, and they had a higher- level task to complete compared to other groups. Spelling was good in general, however some pupils were unable to spell key words correctly. 		
Signature: _____ (Governor) _____ (Teacher)		

