



Ysgol Bro Gwaun

Handbook for the Governing Body 2024 - 25

Updated April 2024

Handbook for the Governing Body of Ysgol Bro Gwaun

2024 - 2025



1. Forward

Welcome to the governing body of Ysgol Bro Gwaun. You have joined 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. It 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 AND THEIR TERMS OF OFFICE:

Mrs Sarah Pugh	06.03.23 – 05.03.27
Giancarla Cafolla	06.03.21 – 05.03.25
Mrs Liz Backen	08.12.22 – 07.12.26
Mr Stuart Berry	08.12.22 – 05.03.25
Mr Ray Lerwill	19.10.20 – 18.10.24
Mr Wesley Spencer	23.02.24 – 31.07.26

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 AND THEIR TERMS OF OFFICE

Mrs Virginia Currie	24.05.23 – 23.05.27
Miss Donna George	11.10.22 – 10.10.26

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 AND THEIR TERMS OF OFFICE		
Mrs Kathryn Antonen	03.05.23 – 02.05.27	Attendance

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 it's understanding of its role and of the qualities of the school.

LOCAL AUTHORITY GOVERNORS AND THEIR TERMS OF OFFICE

Cllr Jordan Ryan	01.08.22 – 31.07.26
Mrs Michelle Bateman	11.10.21 – 10.10.25
Mr Raymond Llewelin	02.01.20 – 01.01.24
Mrs Wendy Raymond	05.09.20 – 04.09.24
Ms Alison Jenkins	28.05.21 – 27.05.25

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 AND THEIR TERMS OF OFFICE

Mrs Wendy Raymond	07.09.20 – 06.09.24
Mr Martin Batty	08.12.22 – 07.12.26
Mr Eirian Evans	08.06.21 – 07.06.25
Mr Geraint Evans	06.06.23 – 05.06.27
Mr Eifion Griffiths	03.11.20 – 02.11.24
Mrs Olwen Thomas	04.03.22 – 03.03.26

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
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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 10 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 a 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 Parent Governor 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 of 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, 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 Improvement Plan (SIP) completed and shared with all governors. Key areas for development identified and agreed. All Departmental Development Plans (DDPs) shared with link governors. Heads of Department (HODs) to initiate contact and organise visit with link governor. Meeting with Working Group to decide link governor structure.
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 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 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.

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
HR	Human Resources
IDP	Individual Development Plan
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
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
PD	Performance Development
PE	Physical Education
PGCE	Post Graduate Certificate of Education
PLASC	Pupil Level Annual School Census (i.e. number on roll in January)
PPA	Planning, Preparation and Assessment
PRU	Pupil Referral Unit
PSE	Personal and Social Education
PSP	Pastoral Support Plan
PTA	Parent Teacher Association (Frindiau Bro Gwaun)
QTS	Qualified Teacher Status
RE	Religious Education
SA	School Action
SA+	School Action Plus
SDP	School Development 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
YJT	Youth Justice Team
YPLA	Young Person looked After
YPM	Year Progress Manager

APPENDIX 2

Ysgol Bro Gwaun Area of Responsibility

		Subject	Head of Area of Learning	Governor with responsibility
1	Expressive Arts	Art Music/Drama	Mrs Sioned Page-Jones	AJ
2	Humanities	Religious Education Geography History	Mrs Lucy Harris (R.E) Mrs Rachel Bailey (Geog) Mrs Ros Bushell (History)	GE EG
3	Maths/Numeracy	Numeracy Maths	Miss Rachel Harries Mr William Denham	SB JR
4	English/Literacy. Literacy link with parents	Literacy English	Mr Timothy Bercury	LB GC
5	Science/Technology	Science Technology	Mr Robert Woodman	RL MiB
6	Languages	French Welsh	Miss Donna George	MaB RLI WR
7	ALN Including ALN Reform & specific pupil groups		Miss Rhian Lewis	GC SP WR
8	ICT/DCF		Mr Declan Lynch	RL EG
9	WBQ		Mrs Elizabeth Hooper	WS

10	Health & Wellbeing / Physical Education		Ms Emma Bowen Miss Alana Finn	AJ EE
11	BTEC / City & Guilds Vocational	Agriculture Health and Social Care Child Development	Mr Emyr Hughes Mrs Jessie Ballard Mrs Rachel Bailey Mrs Virginia Currie	OT EE
12	Pastoral/Attendance / Links with parents		Miss Alana Finn Mrs Ros Bushell	GC
13	Pupil Participation / Community Links / Senior Prefects / Enrichment		Mrs Emma Bowen Mr Declan Lynch	MiB JR EE
14	Links with parents		SLT / Year 11 Progress Manager	Chair Vice-chair
15	Safeguarding & Child Protection			AJ WR RL
16	Whistleblowing			AJ Chair WR
17	Training of Governors			Chair Vice Chair
18	Initial Teacher Training (ITT)			WS
19	KS3	New Curriculum for Wales	Alana Finn	EG
20	KS4	Standards/ Performance	Ros Bushell	GE
21	KS5	Pembrokeshire College	Louise Wakely	Chair GE GC
22	KS4/5 Transition	Pembrokeshire College Transition	Mrs Louise Wakely	GE GC
23	Online Safety and the use of Digital Technologies		Declan Lynch	EG RL
24	Family of Schools Forum		Paul Edwards	WR

25	RADY		Ros Bushell	WS
26	Family of Schools Link			WR
27	PDG Champion Governor			MaB
28	Welsh in Education Strategic Plan (WESP) Cynllun Strategol Cymraeg mewn Addysg			GE

Key -

Governor	
Mrs Wendy Raymond	WR
Mr Martin Batty	MaB
Mr Eifion Griffiths	EG
Ms Alison Jenkins	AJ
Mr Geraint Evans	GE
Mr Jordan Ryan	JR
Mr Ray Lerwill	RL
Mrs Michelle Bateman	MiB
Mr Raymond Llewelin	RLI
Ms Giancarla Cafolla	GC
Mrs Olwen Thomas	OT
Mrs Sarah Pugh	SP
Mr Stuart Berry	SB
Mrs Liz Backen	LB
Mr Wesley Spencer	WS
Mr Eirian Evans	EE
Mrs Virginia Currie	VC
Miss Donna George	DG
Mrs Kathryn Antonen	KA



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: 25.12.22
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 e.g. 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)

Committee Structure

Committee

Appointment of Ancillary Staff

Membership

Chair or Vice Chair
1 Governor on rota basis
Head or representative
Line Manager

**Appointment of Deputy
Headteacher**

Members to be selected by
full GB at the appropriate time

Appointment of Headteacher

Mrs Wendy Raymond
Mr Eifion Griffiths
Ms Alison Jenkins
Mr Raymond Llewelin

**Appointment of Part-Time/
Temporary Ancillary Staff**

Head or representative
in consultation with the Chair

**Appointment of Part-Time/
Temporary Teaching Posts**

Head or representative
in consultation with the Chair
Line Manager

**Appointment of Permanent/Full-
Time or Part-Time Teachers**

Chair or Vice Chair
Headteacher
Governor with link responsibility
Line Manager

Finance

Mrs Wendy Raymond
Mr Eifion Griffiths
Ms Alison Jenkins
Headteacher
Mr Martin Batty
Mr Ray Lerwill
Cllr Michelle Bateman

**Grievance and Joint Complaints
Committee**

Ms Alison Jenkins
Mr Eirian Evans
Mrs Olwen Thomas

Grievance Appeals

Mr Eifion Griffiths
Mr Raymond Llewelin
Cllr Michelle Bateman

**Headteachers Performance
Management**

Mrs Wendy Raymond
Ms Alison Jenkins
Chair
Mr Ray Lerwill
Cllr Michelle Bateman

Health, Wellbeing & Environment

Mrs Wendy Raymond
Ms Alison Jenkins
Mr Paul Edwards
Caretaker
Mr Geraint Evans
Mr Martin Batty
Ms Giancarla Cafolla
Mrs Sarah Pugh
Miss Alana Finn
Mr Ray Lerwill
Mr Stuart Berry
Ms Kathryn Antonen
Mrs Michaela Walters
Mrs Olwen Thomas

IT Safety

Mr Eifion Griffiths
Mr Ray Lerwill

Joint Complaints Committee

Ms Alison Jenkins
Mr Eirian Evans
Mrs Olwen Thomas

Pay Appeals

Mr Eifion Griffiths
Mr Ray Lerwill

Pay Review

Mrs Wendy Raymond
Ms Alison Jenkins
Mr Raymond Llewelin

Performance Development

Mrs Wendy Raymond
Ms Giancarla Cafolla

Performance Development Appeals

Ms Alison Jenkins
Mr Martin Batty

Pupil Discipline

Mrs Wendy Raymond
Mr Geraint Evans
Staff (advisory capacity)
Mr Martin Batty

Pupil Discipline & Exclusions

Mrs Wendy Raymond
Ms Alison Jenkins
Cllr Michelle Bateman
Mrs Olwen Thomas

Pupil Discipline & Exclusions Appeals

Mrs Sarah Pugh
Mr Ray Lerwill
Mrs Liz Backen

Staff Disciplinary & Dismissal

Mrs Wendy Raymond
Ms Alison Jenkins
Mr Martin Batty

Staff Disciplinary & Dismissal Appeals

Mr Eifion Griffiths
Mr Raymond Llewelin
Ms Giancarla Cafolla

Staffing, Curriculum & Pupil Progress

Mrs Wendy Raymond
Mr Eifion Griffiths
Mr Raymond Llewelin
Mr Paul Edwards
Mr Eirian Evans
Mr Martin Batty
Cllr Michelle Bateman
Mrs Virginia Currie
Miss Donna George
Mrs Kathryn Antonen
Mrs Michaela Walters
Cllr Jordan Ryan
Mrs Liz Backen