Governing Body Structure & Working 2024/2025

All governors are expected to attend a minimum of 6 meetings per year:
- Full governing body meetings: 1 per half term – total 6
- Non-Statutory Committee meetings: 1 per term as part of the second full GB meeting each term
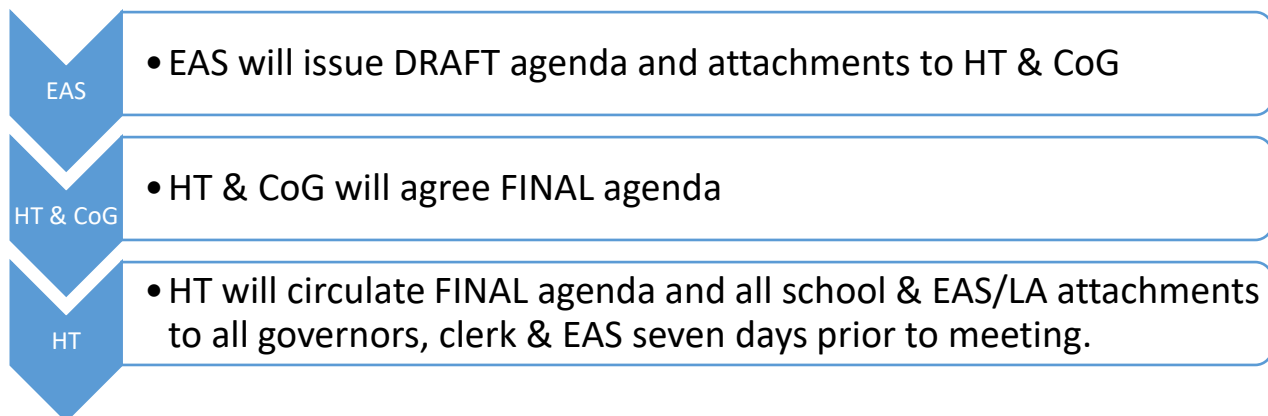- Statutory Committee Meetings: as required but very rarely convened

> ## School Vision:
> *LPPS will provide an inclusive, supportive and nurturing learning environment to meet the needs of all of our children in a changing world.*

Dates for all meetings will be set at the AGM each year. Statutory Committees will be convened as/if required.

	Full Governing Body Meetings		
	1st half term	2nd half term	
	5.30-7.30	5.30-6.30	6.30-7.30
Autumn	• School Development Plan (SDP) End of Year Evaluation • Agree new SDP • Headteacher Performance Management • Curriculum Update • Receive Committee Meeting Minutes • Presentation on one of the AoLEs *Expressive Arts (Helen King)*	Pupil Team Presentation *Play Leaders* • Presentation on one of the AoLEs *Maths (Geraint Langdon)* Committees	• Headteacher's Report • Termly Behaviour Reporting • LA, EAS & WG Business
Spring	• SDP Autumn Progress • Curriculum Update • Pupil Team Presentation *Digital Leaders* • Receive Committee Meeting Minutes • Presentation on one of the AoLEs *Science and Technology (Kathy Morgan)*	Committees	• Headteacher's Report • Termly Behaviour Reporting • LA, EAS & WG Business
Summer	• SDP Spring Progress • Curriculum Update • Pupil Team Presentation *Faith Forever* • Receive Committee Meeting Minutes • Presentation on one of the AoLEs *RE (Carys Cleaton)* • Grant Plan (EIG/PDG)	Committees	• Headteacher's Report • Termly Behaviour Reporting • LA, EAS & WG Business

Setting & Distributing the Agenda

EAS	• EAS will issue DRAFT agenda and attachments to HT & CoG
HT & CoG	• HT & CoG will agree FINAL agenda
HT	• HT will circulate FINAL agenda and all school & EAS/LA attachments to all governors, clerk & EAS seven days prior to meeting.

Non-Statutory Committees

- Chair of each committee in place for one academic year.
- Clerked by chair or delegated using 'Non-Statutory Committee Meeting Record' form (attached).
- Minutes sent to headteacher by end of the week in which meeting takes place.
- The 'scope' is not intended as an agenda for each meeting: each area will usually be covered over the course of the year.

Learning Walks
Each term we will hold a learning walk for all/any available governors in order that they have the opportunity to see the school in operation, meet staff and talk with children.

Committee 1: Curriculum and Standards

Nic Balkwill
Angharad Brankley
Hazel Evans
Sarah Lewis
Sara Ruck
Amanda Wham

Committee 2: Leadership

Haidee Clarke
Kirsty Flynn
Father Julian Gray
Lynn Green
Helen King
Karl Sage
Kath Sutherland

Committee 1: Curriculum and Standards

IA1: Teaching and Learning

Focus
How effectively does the school's curriculum, teaching and assessment support all pupils, including those at risk of adverse outcomes, for example those pupils affected by poverty, with ALN or other identified barriers to make progress, to:
- learn and make progress

- develop their knowledge, skills and understanding
- develop positive attitudes to learning
- develop their Welsh language skills

When considering any of the aspects below inspectors should evaluate the difference they make to pupils' learning and how well teachers and other practitioners:

ensure that their **teaching**:

- moves learning along at the right pace and presents all pupils, including those pupils with ALN and pupils who are adversely affected by poverty and disadvantage, with the appropriate level of challenge and support
- demonstrates high expectations of all pupils
- uses questioning and feedback to support pupils' progress
- responds to pupils' learning during lessons and over time, and adapts accordingly
- helps pupils to understand their own strengths and areas for improvement and to develop as effective learners
- makes the learning environment stimulating and engaging
- is well matched to pupils with additional learning needs and based on a secure understanding of their needs
- provides pupils with opportunities to work independently and collaboratively
- provides pupils with opportunities to influence how and what they learn where appropriate
- is supported by additional staff where appropriate to assist pupils in their learning

design and deliver a **curriculum** that:

- provides pupils with a suitable breadth and depth of learning across all areas of learning and experience
- develops an understanding of the history, cultural and linguistic heritage, ethnic diversity, identities, experiences and perspectives of their local area, Wales, and the wider world
- inspires pupils and raises their aspirations
- enables pupils to develop an understanding of the complex nature of societies through exposure to stories past and present of their local area, Wales and the wider world spanning different communities as well as in particular the stories of Black, Asian, and Minority Ethnic people
- supports pupils' creative and artistic development
- supports pupils' spiritual, moral, social, and cultural awareness
- fosters positive and respectful attitudes to diversity. (RSE)
- develops pupils' awareness and understanding of different identities, views and values, the diversity of relationships, gender, sexuality including LGBTQ+ lives and explore the themes of gender equity, rights and advocacy (RSE)
- supports pupils' personal, social development including their understanding the characteristics of healthy relationships (RSE)
- helps pupils to develop the skills, knowledge and understanding they need to make healthy lifestyle choices and understand the impact of these choices

develop pupils' skills systematically and progressively during learning activities and over time so that they:

- acquire the necessary skills in listening, speaking, reading and writing, numeracy as well as the digital skills to support their work and progress
- apply their skills at an appropriate level across the curriculum
- have the physical, social and emotional skills to prepare them for later life
- develop Welsh language communication skills from their different starting points in formal teaching activities and informal situations

support pupils to develop positive **attitudes towards learning**, so that they:

- behave well and participate positively in learning activities
- persevere or look for new solutions when they face difficulties
- foster positive working relationships with adults and their peers
- respond positively and purposefully to feedback

IA2: Well-being, care, support and guidance

Focus

How effective is the care, support and guidance the school provides in ensuring that all pupils, including those at risk of adverse outcomes, for example pupils affected by poverty, with ALN or other identified barrier to progress:

- are safe and secure
- attend school regularly
- are respected and fairly treated
- develop leadership skills and take on responsibility
- receive any additional guidance or support they require relating to the next steps in their development

When considering any of the aspects below inspectors should evaluate the difference they make to pupils' learning and how well teachers and other practitioners:

- create and maintain a **culture of safeguarding,** including following child protection procedures so that pupils are:
    - safe and secure
    - respected and treated fairly
    - free from bullying and harassment
    - free from physical, emotional, and verbal abuse

- ensure that pupils attend school regularly, for example by:
    - promoting and monitoring attendance including that of specific groups
    - challenging persistent absenteeism
    - working in partnership, for example with educational welfare services, social services, police, and other agencies

- co-ordinate suitable support for pupils with **additional learning needs**, including working in partnership with external agencies when appropriate
- support positive behaviour, and accurately record, report and respond to all types of bullying and harassment
- ensure that pupils with a history of exclusion and those educated other than at school demonstrate improved behaviour and attitudes to learning
- encourage pupils to influence the life and work of the school and to develop leadership skills and take on responsibility
- provide pupils with effective and impartial advice relating to the next steps in their development, for example in relation to:
    - opportunities, responsibilities, and experiences of adult life
    - their transition to the next phase of learning

Committee 2: Leadership

IA2: Well-being, care, support and guidance

Focus

How effective is the care, support and guidance the school provides in ensuring that all pupils, including those at risk of adverse outcomes, for example pupils affected by poverty, with ALN or other identified barrier to progress:

- are safe and secure
- attend school regularly
- are respected and fairly treated
- develop leadership skills and take on responsibility
- receive any additional guidance or support they require relating to the next steps in their development

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  - respected and treated fairly
  - free from bullying and harassment
  - free from physical, emotional, and verbal abuse

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- support positive behaviour, and accurately record, report and respond to all types of bullying and harassment
- ensure that pupils with a history of exclusion and those educated other than at school demonstrate improved behaviour and attitudes to learning
- encourage pupils to influence the life and work of the school and to develop leadership skills and take on responsibility
- provide pupils with effective and impartial advice relating to the next steps in their development, for example in relation to:
  - opportunities, responsibilities, and experiences of adult life
  - their transition to the next phase of learning

IA3: Leading and improving

Focus

How effectively do leaders:
- ensure that all pupils, including those at risk of adverse outcomes, for example pupils affected by poverty, with ALN or other identified barriers to progress, learn and make progress
- develop a culture, inclusive ethos and strategic direction that support the progress and well-being of all pupils
- identify and address areas for improvement, including addressing previous recommendations
- address national priorities, including improving the quality of teaching and the development of the Welsh language

- ensure that professional learning improves the quality of teaching, supports school improvement and equips all staff to carry out their roles
- manage the school's/PRU's resources

When considering any of the aspects below, inspectors should evaluate the difference they make to pupils' learning and how well teachers and other practitioners:
- develop a culture, inclusive ethos and strategic direction that are suitably focused on improving pupils' learning and well-being
- set and communicate **high expectations** for staff, pupils and themselves
- **evaluate** the school's strengths and areas that require improvement, **and bring about improvement**
- have established a track record of making and sustaining improvements and the extent to which they have led to a positive impact on pupils' learning and well-being
- plan and deliver **professional learning opportunities** for staff that have a positive impact on pupils' learning and well-being
- manage the **performance** of staff to improve their practice and address underperformance where necessary
- promote the **Welsh language**, and take actions to address other national priorities (for example, improving teaching, equity, ALN reform, Curriculum for Wales)
- provide effective **governance** that offers support and challenge
- distribute **roles and responsibilities** to meet pupils' needs and bring about improvement in the school's/PRU's provision
- consider staff workload and well-being and to what extent any new or revised arrangements impact on the workload of their own staff and on headteachers, leaders and staff in other education settings
- develop productive relationships with parents, partner schools/PRUs, external bodies and the wider community
- deploy the **school's/ to** ensure high quality teaching and learning and support for pupils' well-being
- use grant funding to improve outcomes for **targeted pupils**

Statutory Committees & Roles

(Need to be named people but very rarely convened)	Chair	Others	
Staff Disciplinary and Dismissal Committee	S. Lewis	L. Green	A. Brankley
Staff Disciplinary and Dismissal Appeals Committee	K. Flynn	K. Sage	A. Wham
Pupil Discipline and Exclusions Committee	S. Ruck	L. Green	A. Wham
Grievance	H. Evans	L. Green	A. Brankley
Grievance Appeals Committee	K. Flynn	K. Sage	H. Clarke
Complaints Committee	S.Lewis	L. Green	K. Sage
Headteacher Performance Management	**K. Flynn**	**L.Green**	**+EAS member**
Headteacher Performance Management Appeal	**K. Sage**	**S. Lewis**	**+EAS member**
Pay Review and non-statutory staff request committee	K. Flynn	S. Lewis	H. Evans
Pay Review Appeal Committee	A. Brankley	J. Gray	H.Clarke
Headteacher and deputy headteacher selection	L. Green	S. Lewis	A. Wham

	K. Flynn	K. Sage	
Staff Capability Appeals Committee	K. Flynn	H. Evans	L. Green
Headteacher Capability Committee	A. Brankley	S. Lewis	K. Sage
Named Governor for Safeguarding	**S. Lewis**		

Bold = must have undertaken statutory training

When do they meet?	As required
What do they do?	See Terms of Reference
Clerking / Recording?	Usually clerked by EAS. HTPM, Pay Review & HT/DHT selection by panel chair

When a reserve is needed for statutory committees

Governors to be called membership as long as they do not have a vested interest and have not sat on the first committee for which the meeting is an appeal and vice versa.