



Aspire ~ Believe ~ Achieve

Pucklechurch CE VC Primary School

25 January 2022

Governor's structure and working practice 2022-2023

Core functions of the Governing Body

The role of the Governor is to be part of a Governing body which, in partnership with the Headteacher provides clarity, vision and strategic guidance to ensure every child receives the best possible education. It provides a platform to both challenge and support the Headteacher and the Senior Leadership Team (SLT) by holding them to account through an agreed school improvement plan and defined development goals and oversees the financial programme of the school.

Governing Board structure

In line with Pucklechurch C of E VC primary school instrument of governance document issued by South Gloucestershire education authority, the governing body shall consist of:

- 2 Parent Governors
- 1 LA Governor
- 1 Staff Governor
- 1 Headteacher
- 2 Foundation Governors
- 4 Co-opted governors
- 1 Clerk to Governors

The structure works on the basis of the school improvement plan as the foundation document for the Goals to be achieved. The Governors form 'link teams' to ensure all subject leadership areas are covered. By allocating teams to monitor each subject area, a collaborative and focussed approach is achieved to ensure school goals are met. Link teams offer resilience to each subject area and consequently assist in monitoring key improvement goals. Governor members of the 'link teams' meet with those subject leader teachers either through set or individually arranged meetings to monitor and understand the progress in each area. The information shared/gathered as a result of actions and questions is then reflected in the school improvement plan working document. The Full Governing Body (FGB) then monitors/challenges/agrees/provides direction on matters raised in conjunction with the Headteacher through discussion in FGB meetings.

Governor Key 'Link' roles:

Governor link roles need to be reflective of the school subject leadership groups which are detailed below:

EYFS: (Dan Nicolls, Laura Sutton & Laura Skidmore)

English and the Arts: Writing and GPS – Reading and Phonics – Music – Art
(Julie Gibbs & Deb Leonard)

STEM: Maths – Science – Computing – DT
(Chris Roberts, Dan Nicholls & Duncan Light)

Health & Citizenship: PE – French – RE – Humanities – PSHE
(Laura Skidmore, Julie Gibbs & Deb Leonard)



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School Improvement Goals

- **Quality of education**
 - Improve consistency and quality of reading teaching and resources across the school
 - Improve the consistency and quality of phonics teaching and resources across the school
 - Increase rates of progress in Maths
 - To see high quality differentiation and challenge for all pupils but especially PP and SEN pupils
 - Focus on the needs of SEN and vulnerable children, ensuring provision is tailored by utilising local best practice networks
 - Complete the revision of the curriculum ensuring non-core subjects are taught equally as effectively as core subjects
- **Quality of behaviour, attitudes and personal development**
 - Improve the quality of effectiveness of feedback to children and therefore their response to feedback
 - For subject leaders to share and develop a love of their subject across the school (linked to CPD)
 - To further evaluate behaviour systems in the school to ensure they are effective and right for every learner including distressed children
- **Quality of leadership and safeguarding**
 - Improve the quality of assessment across the school
 - For all subject leaders to be clear on the intent, implementation and impact of their leadership area
 - To support, invest in and empower staff at all levels to flourish within their role's whilst continuing to contribute to wider authority provision as a school
 - To develop leadership styles of SLT to increase challenge and accountability across the school
 - To continue to enhance safeguarding, security and strategic governance in all spheres of school life
- **Quality of spiritual, moral, social and cultural offer**
 - To develop pupil's opportunities for spirituality and reflection during the school day, particularly outside
 - For the curriculum to enable opportunities to talk about well-being and to reflect current local, national and international issues (such as BLM)
 - To ensure that our strong, inclusive offer is maintained and strengthened
 - To prioritise mental health and well-being provision for students, families and staff

Meeting timings and structure

FGB meetings have been scheduled on a termly basis and follow a formal agenda including progress on issues regarding the School Improvement Goals and reflective from Link Governor meetings. Other key areas covered during FGBs include Data, Finance, Safeguarding, Inclusion, Health & Safety, Foundation, Recruitment and behaviour as appropriate. Ad hoc meetings can be called at the discretion of the Head teacher and Chair of the Governors as required to support these areas.

There are also two **Governor Days** set: Day 1 to learn, challenge and understand about the practical implementation of actions and Day 2 to review for impact.



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Governor roles

- **Data & Assessment** – Deb Leonard, Duncan Light
- **Foundation** – Laura Skidmore, Julie Gibbs
- **SEND & Inclusion** – Deb Leonard, Laura Sutton & Stu Farrag
- **Safeguarding** – Deb Leonard, Laura Sutton & Stu Farrag
- **Finance** – Deb Beazer, Dan Nicholls & Stu Farrag
- **Health & Safety** – Chris Roberts & Duncan Light
- **Curriculum** – Laura Skidmore, Laura Sutton and Deb Leonard