

The work of the governing body

The governing body of any school is often likened to a 'critical friend' i.e. a body that offers support and constructive advice to the headteacher and acts as a forum for discussing ideas and initiatives relating to the school. The governing body works at a strategic level to

- set the aims and objectives for the school
- agree policies, targets and priorities for achieving these objectives
- monitor and evaluate the aims and objectives and ensure policies, targets and priorities are being met.

The governing body's responsibilities include monitoring the school's general conduct, meeting curricular requirements, managing the budget, taking part in the process of appointing staff and providing information to parents, the local authority and Estyn.

This means that we work with the headteacher and the team to determine what needs to be done to continue to develop the school. The governing body does not act at an operational level to decide how the actions are carried out; the headteacher and the senior management team are responsible for the day-to-day management of the school.

The full governing body meets six times a year, once every half-term, to carry out this work. Each governor is also a member of sub-committees, for example, finance, health and safety etc. These will meet separately to discuss specific areas and report back to the full governing body. The names, status, responsibilities and terms of office of each governor are tabulated in this report.

Every school conducts a process of self-evaluation with the aim of continuous quality improvement. In our school this is based around the key questions asked at an inspection; the head and staff reflect on these questions in relation to provision at the school and the process is shared with the governing body. From this reflective analysis a school improvement plan is drawn up and actions are assigned to particular areas where further training, new resources, improved facilities or new initiatives could contribute to more effective teaching and learning or improved well-being. Both the self-evaluation and the school improvement plan are evolving documents and they are re-visited at various time-intervals during the year and, in particular, at the end of a school year when assessment data is available for each school and can be compared to grouped data for all schools in the local authority and all schools across Wales.

A curriculum and data sub-committee specifically to monitor data as there is increasing emphasis on this from the Welsh Government. The sub-committee examines our school's performance in comparison to other schools in the local authority and to aggregated data at the level of the local authority and Wales. It also examines data from our family of schools, trends across time, and gender differences. This type of performance data is often presented as percentages and, in reality, such comparative analysis is difficult in a primary school where the numbers of pupils in the sample is small; in small samples each child represents a greater percentage of the sample. Summary data of the school's performance in terms of National Assessments and our targets are available for you in this report. As a governing body and staff we consider this data in conjunction with what is known about the individual children in that year group and what our expectations were for them from

baseline data. At Ysgol Gymraeg Y Fenni our measure of success is that each child reaches his or her potential.

As a school we aim to create a nurturing environment where our pupils are safe and happy and they benefit from provision which enables them to develop educationally, culturally, socially, spiritually and physically to the best of their abilities.

As a governing body we aim to nurture a close relationship between the school and the parents, the wider community and the local authority. The governing body also wishes to promote effective collaboration between:

- Head teacher and staff
- Staff and parents
- Governors, staff and parents