

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

18 DECEMBER 2018

REPORT BY THE CORPORATE DIRECTOR - EDUCATION AND FAMILY SUPPORT

APPOINTMENT OF LOCAL AUTHORITY GOVERNORS

1. Purpose of report

- 1.1 The purpose of this report is to seek approval from Cabinet for the appointment of local authority governors to the school governing bodies listed at paragraph 4.1.

2. Connection to corporate improvement objectives/other corporate priorities

- 2.1 This report assists in the achievement of the following corporate priority/priorities:

- Supporting a successful economy – taking steps to make the county a good place to do business, for people to live, work, study and visit, and to ensure that our schools are focused on raising the skills, qualifications and ambitions of all people in the county.

3. Background

- 3.1 In accordance with the Council's '*Guidance on the appointment of local education authority governors*' approved by Cabinet on 14 October 2008, officers have considered applications received for current and forthcoming vacancies for local authority governor positions on school governing bodies (see paragraph 4.1 and Appendix A).

4. Current situation/proposal

- 4.1 For the five schools below, all five applicants met the approved criteria for appointment as local authority governors and there was no competition for any of the vacancies. Therefore, the recommended appointments are:

Mr Kevin Pascoe	Archbishop McGrath Catholic High School
Miss Laura Sampson	Caerau Primary School
Mrs Michele Harding	Cynffig Comprehensive School
Mr Gerald Jarvis	Ffaldau Primary School
Mrs Karen Jones	Llangewydd Junior School

- 4.2 Subject to the above appointments being approved, there are still 22 vacancies that need to be filled in 18 schools (see Appendix A).

5. Effect upon policy framework and procedure rules

- 5.1 There is no effect upon the policy framework or procedure rules.

6. Equality Impact Assessment

- 6.1 An assessment of the appointment of local authority governors identifies that there are no equalities issues related to this report.

7. Well-being of Future Generations (Wales) Act 2015 implications

- 7.1 The Well-being of Future Generations (Wales) Act 2015 assessment has been completed and is detailed at Appendix B. A summary of the implications from the assessment relating to the five ways of working is as follows:

Long term

While it is desirable for local authority governors to have previous or relevant experience of the role, in the short-term, the local authority may support any person for such an appointment who is interested in supporting schools, is not disqualified from being a school governor and is willing and able to dedicate the necessary time to the role.

Prevention

The local authority assesses the suitability of applicants for the local authority governor vacancy/vacancies applied for. The local authority, in conjunction with Central South Consortium, supports governors with a comprehensive programme of both mandatory and voluntary training and access to resources, to enable them to develop and maintain their knowledge and skills, and be successful in fulfilling the role.

Integration

School governing bodies have a strategic role in running schools and ensuring that all pupils are supported to learn and achieve so that they can access opportunities for further learning and employment, know how to maintain their wellbeing, can play active roles in their communities and can contribute positively to society as a whole.

Collaboration

School governing bodies have a strategic role in ensuring that schools safeguard the health and wellbeing of pupils and staff. The local authority, in conjunction with the Central South Consortium, provides training to governors to enable them to develop and maintain their relevant knowledge, skills and effectiveness in this respect.

Involvement

The local authority treats all applications for local authority governor vacancies fairly, to ensure equality of opportunity. School governing bodies have a strategic role in ensuring that schools safeguard the health and wellbeing of pupils and staff. The local authority, in conjunction with Central South Consortium, provides training to governors to enable them to develop and maintain their relevant knowledge, skills and effectiveness in this respect.

8. Financial implications

8.1 There are no financial implications regarding this report.

9. Recommendation

9.1 Cabinet is recommended to approve the appointments listed at paragraph 4.1.

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Background documents

- Bridgend County Borough Council's 'Guidance on the appointment of local education authority governors', approved by Cabinet on 14 October 2008
- The Government of Maintained Schools (Wales) Regulations 2005

Appendix A

Local authority governor vacancies, current and forthcoming, up to the end of January 2019

Name of school	Number of current and forthcoming vacancies
Bryntirion Comprehensive School	1
Ysgol Gyfun Gymraeg Llangynwyd	1
Abercerdin Primary School	1
Afon y Felin Primary School	1
Archdeacon John Lewis Church in Wales Primary School	1
Betws Primary School	1
Cefn Glas Infants School	1
Llangewydd Junior School	1
Llangynwyd Primary School	2
Newton Primary School	1
Nottage Primary School	1
Ogmore Vale Primary School	1
Porthcawl Primary School	1
Plasnewydd Primary School	1
St Mary's Catholic Primary School	1
St Robert's Catholic Primary School	2
Tynyrheol Primary School	2
Ysgol Gymraeg Bro Ogwr	2
TOTAL VACANCIES	22

Appendix B

WELL-BEING OF FUTURE GENERATIONS (WALES) ACT 2015 ASSESSMENT

Project Description (key aims):

Appointment of local authority governors to the governing bodies of maintained schools in Bridgend

Section 1	
Complete the table below to assess how well you have applied the 5 ways of working.	
<p>Long-term</p> <p>(The importance of balancing short term needs with the need to safeguard the ability to also meet long term needs)</p>	<p>1. How does your project / activity balance short-term need with the long-term and planning for the future?</p>
	<p>The governing body of a maintained school is responsible for the conduct of a school. It takes a strategic role in the running of the school, meaning that it must decide what it wants the school to achieve and must set out a framework for getting there. That framework will include a number of short, medium and long-term aims, objectives and targets.</p> <p>Each governing body of a maintained school must be constituted in accordance with the Education Act 2002. All governing bodies have a combination of appointed or elected governors of various types. The four compulsory, common stakeholder groups are parents, teacher, staff and local authority representatives. (Others groups vary according to the category of school and may include foundation, community, representative and partnerships governors). Local authority governors are appointed by the local authority. All school governors are volunteers.</p> <p>Optimal performance in discharging the governance functions occurs when all roles on the governing body are filled by individuals who have previous experience working as a governor and/or working with schools or in educational settings and/or any experience, at home, at work or elsewhere, that may be relevant to the school governor role. However, the local authority approach to recruitment of local authority governors has to take account of the fact that local authority representatives are one of the compulsory stakeholder groups and, in the short term, the local authority may support any person for such an appointment who is interested in supporting schools, is not disqualified from being a school governor and is willing and able to dedicate the necessary time to the role. The local authority, in conjunction with the Central South Consortium, supports new governor appointments with a comprehensive programme of both mandatory and voluntary training and access to resources, to enable them to develop their knowledge and skills and be successful in fulfilling the role.</p>

<p>Prevention</p> <p>(How acting to prevent problems occurring or getting worse may help public bodies meet their objectives)</p>	<p>2. How does your project / activity put resources into preventing problems occurring or getting worse?</p> <p>The local authority acts to fill governor vacancies as soon as possible. Vacancies are advertised to elected members and all existing members of governing bodies. Information about the role of governors and how to become a local authority governor is published on the local authority's website.</p> <p>The local authority seeks information from each applicant for a local authority governor appointment relating to relevant past and present experience and skills, the reasons why the applicant wishes to become a governor and the areas in which the applicant feels able to contribute to the function and work of the governing body. The local authority also seeks information on the reasons for the choice/s of school including the applicant's knowledge of the school and any past or present associations with the school. The local authority uses this information as part of considering the suitability of the applicant for the vacancy/vacancies applied for.</p> <p>The local authority, in conjunction with Central South Consortium, supports both new governor appointments and existing governors with a comprehensive programme of both mandatory and voluntary training and access to resources, to enable them to develop and maintain their knowledge and skills, and be successful in fulfilling the role.</p>
<p>Integration</p> <p>(Considering how the public body's well-being objectives may impact upon each of the wellbeing goals, on their objectives, or on the objectives of other public bodies)</p>	<p>3. How does your project / activity deliver economic, social, environmental & cultural outcomes together?</p> <p>Local authority governors are a key stakeholder group on school governing bodies. School governing bodies take a strategic role in running schools ensuring that all pupils are supported to learn and achieve such that they are able to access opportunities for further learning and employment, know how to maintain their wellbeing, can play active roles in their communities and contribute positively to society as a whole.</p>
<p>Collaboration</p>	<p>4. How does your project / activity involve working together with partners (internal and external) to deliver well-being objectives?</p>

<p>(Acting in collaboration with any other person (or different parts of the body itself) that could help the body meet its well-being objectives)</p>	<p>The governing body of a school oversees the achievement of aims, objectives and targets for ensuring that the school safeguards the health and wellbeing of its pupils and staff. The local authority, in conjunction with Central South Consortium, provides a training programme for both new governor appointments and existing governors to enable them to develop and maintain their relevant knowledge, skills and effectiveness in this respect.</p>
<p>Involvement</p> <p>(The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves)</p>	<p>5. How does your project / activity involve stakeholders with an interest in achieving the well-being goals? How do those stakeholders reflect the diversity of the area?</p> <p>The governing body of a school oversees the achievement of aims, objectives and targets for ensuring that the school safeguards the health and wellbeing of its pupils and staff. The local authority, in conjunction with Central South Consortium, provides a training programme for both new governor appointments and existing governors to enable them to develop and maintain their relevant knowledge, skills and effectiveness in this respect.</p> <p>The local authority treats all applications for local authority governor vacancies fairly to ensure equality of opportunity.</p>

Section 2		
Assess how well your project / activity will result in multiple benefits for our communities and contribute to the national well-being goals (use Appendix 1 to help you).		
Description of the Well-being goals	How will your project / activity deliver benefits to our communities under the national well-being goals?	Is there any way to maximise the benefits or minimise any negative impacts to our communities (and the contribution to the national well-being goals)?
<p>A prosperous Wales An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.</p>	<p>Local authority governors are a key stakeholder group on school governing bodies. School governing bodies take a strategic role in running schools ensuring that all pupils are supported to learn and achieve such that they are able to access opportunities for further learning and employment.</p> <p>In particular, school governing bodies take a strategic role in both ensuring the school acts to improve learner outcomes for vulnerable groups of children and ensuring that strategies are progressed to assist more-able young people reach their full potential.</p>	<p>The local authority, in conjunction with Central South Consortium and partners such as Estyn, closely monitors the performance of schools/governing bodies in discharging their responsibilities.</p>
<p>A resilient Wales A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).</p>	<p>Local authority governors are a key stakeholder group on school governing bodies. School governing bodies take a strategic role in running schools, ensuring delivery of the national curriculum.</p> <p>The national curriculum includes personal and social education with the specific aims</p>	<p>The local authority, in conjunction with Central South Consortium and partners such as Estyn, closely monitors the performance of schools/governing bodies in delivering the national curriculum.</p>

	<p>being to:</p> <ul style="list-style-type: none"> • develop learners’ self-esteem and a sense of personal responsibility; • promote self-respect, respect for others and celebrate diversity; • equip learners to live safe, healthy lives; • prepare learners for the choices and opportunities of lifelong learning; • empower learners to participate in their schools and communities as active responsible citizens locally, nationally and globally; • foster positive attitudes and behaviour towards the principles of sustainable development and global citizenship; and • prepare learners for the challenges, choices and responsibilities of work. 	
<p>A healthier Wales A society in which people’s physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p>	<p>Local authority governors are a key stakeholder group on school governing bodies. School governing bodies take a strategic role in running schools, ensuring delivery of the national curriculum.</p> <p>The national curriculum includes personal and social education with the specific aims being to:</p> <ul style="list-style-type: none"> • develop learners’ self-esteem and a sense of personal responsibility; • promote self-respect, respect for others and celebrate diversity; • equip learners to live safe, healthy lives; • prepare learners for the choices and 	<p>The local authority, in conjunction with Central South Consortium and partners such as Estyn, closely monitors the performance of schools/governing bodies in delivering the national curriculum and discharging all responsibilities.</p>

	<p>opportunities of lifelong learning;</p> <ul style="list-style-type: none"> • empower learners to participate in their schools and communities as active responsible citizens locally, nationally and globally; • foster positive attitudes and behaviour towards the principles of sustainable development and global citizenship; and • prepare learners for the challenges, choices and responsibilities of work. 	
<p>A more equal Wales A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).</p>	<p>School governing bodies take a strategic role in ensuring the school acts to improve learner outcomes for vulnerable groups of children and ensure equality of opportunity.</p> <p>The local authority treats all applications for local authority governor vacancies fairly to ensure equality of opportunity.</p>	<p>The local authority, in conjunction with Central South Consortium and partners such as Estyn, closely monitors the performance of schools/governing bodies in discharging their responsibilities.</p>
<p>A Wales of cohesive communities Attractive, viable, safe and well-connected communities.</p>	<p>Schools/governing bodies play a pivotal role in the community and contributing to community cohesion, not only through education provision but also through a focus on relationship between pupils and the school, their community and wider society. They provide opportunities for people to interact, work together, develop positive relationships and make a contribution to their community. Further, they emphasise the importance of a</p>	<p>The local authority, in conjunction with Central South Consortium and partners such as Estyn, evaluates how schools/governing bodies support and enable children and young people to contribute to their communities. Also how well decisions are made and priorities are set for improvement that balance immediate, short-term needs with the long-term needs of learners, the local community and Wales.</p>

	<p>common vision, shared values based on democracy, equality, diversity, tolerance, fairness and justice and creating a sense of belonging.</p>	
<p>A Wales of vibrant culture and thriving Welsh language A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.</p>	<p>The Welsh language, art and design, design and technology, music, history and physical education all forms part of the national curriculum in Wales.</p> <p>Local authority governors are a key stakeholder group on school governing bodies. School governing bodies take a strategic role in running schools, ensuring delivery of the national curriculum.</p>	<p>The local authority, in conjunction with Central South Consortium and partners such as Estyn, closely monitors the performance of schools/governing bodies in delivering the national curriculum.</p>
<p>A globally responsible Wales A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.</p>	<p>Local authority governors are a key stakeholder group on school governing bodies. School governing bodies take a strategic role in running schools ensuring that all pupils are supported to learn and achieve such that they are able to access opportunities for further learning and employment, know how to maintain their wellbeing, can play active roles in their communities and contribute positively to society as a whole.</p>	<p>The local authority, in conjunction with Central South Consortium and partners such as Estyn, closely monitors the performance of schools/governing bodies in discharging their responsibilities.</p>

Section 3		Will your project / activity affect people or groups of people with protected characteristics? Explain what will be done to maximise any positive impacts or minimise any negative impacts	
Protected characteristics	Will your project / activity have any positive impacts on those with a protected characteristic?	Will your project / activity have any negative impacts on those with a protected characteristic?	Is there any way to maximise any positive impacts or minimise any negative impacts?
Age:	Yes	No	Performance monitoring and evaluation.
Gender reassignment:	Yes	No	Performance monitoring and evaluation.
Marriage or civil partnership:	Yes	No	Performance monitoring and evaluation.
Pregnancy or maternity:	Yes	No	Performance monitoring and evaluation.
Race:	Yes	No	Performance monitoring and evaluation.
Religion or Belief:	Yes	No	Performance monitoring and evaluation.
Race:	Yes	No	Performance monitoring and evaluation.
Sex:	Yes	No	Performance monitoring and evaluation.
Welsh Language:	Yes	No	Performance monitoring and evaluation.

Section 4**Identify decision meeting for Project/activity e.g. Cabinet, Council or delegated decision taken by Executive Members and/or Chief Officers**

Cabinet

Compiling Officers Name:

Dawn Davies

Compiling Officers Job Title:

Principal Officer, Knowledge and Learner Support

Date completed:

05/12/18