



Vale School Governors' Association Cymdeithas Llywodraethwyr Ysgolion y Fro and Governor Support Unit Newsletter

Note from the Chair

I was in London yesterday for a meeting, and I try to do something cultural while I am in the capital to make life more interesting. Yesterday I visited a lovely exhibition at the British Library on the life and legacy of Alexander the Great.

It struck me that it represented an excellent example of the cross-cutting approach which is being taken by the teachers in our schools in developing the implementation of the new Curriculum for Wales.

It told me about the historical Alexander, who lived in the fourth century BCE, with maps and timelines of his life and conquests. That obviously covers History and Geography, however, I was surprised at how Alexander fame and reputation was appropriated by Christianity, Islam, Zoroastrianism and Judaism - definitely Religious Education.

Then there is the immense literary legacy as writers have embellished and added to the myths and legends about him. This being a British Library exhibition, it was fascinating to look at examples of books about Alexander and his exploits with sumptuous illustrations covering more than two thousand years. I was particularly taken by a Superman comic

from the 1980's with Alexander as a reincarnated villain kidnapping world leaders including our very own Prime Minister, Margaret Thatcher. Literature and Politics well-covered.

A central tenet of the Curriculum for Wales is the development of a curriculum which is appropriate for each school, in its locality, while looking at what that means in a Welsh, UK or World context. This is a challenge for our teachers, but they are not working in a vacuum, and they need all the help they can get.

This is where you as Governors can have an important role. You are part of the community within and around the school. Some of you will be local history buffs, others will be able to highlight the natural history of the area or the local agricultural, industrial, and commercial developments.

Make it your business to know how the curriculum is being delivered in your school and think creatively about how you can contribute to making your school's curriculum as great as Alexander's legacy.

Dr Martin Price
Chair of VSGA and Vice-Chair of
Governors, St Richard Gwyn Roman
Catholic High School, Barry

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2023

Special points of
interest:

- AVAGO was formed in 1996 and re-launched in 2006 as Vale School Governors' Association (VSGA)
- The Management Committee is made up of 15 elected governors together with 2 elected parent governor representatives

VSGA was set up to:

- Promote best practice in governance in schools within the Vale of Glamorgan LEA
- To promote partnership amongst schools and between schools and the LEA
- To work with stakeholders to ensure adequate resources for schools within the LEA
- To represent the Association's views on issues relating to school governance and the management and resourcing of schools to relevant authorities and organisations

In association with the
Vale of Glamorgan Council's
Governor Support Unit

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VSGA has an email address that you may contact us on.

It's VSGA@valeofglamorgan.gov.uk

alternatively you can contact VSGA by post at:

VSGA Governor Support Unit
Learning & Development Dept.
Vale of Glamorgan Council
Civic Offices, Holton Road,
Barry CF63 4RU

Termly School Summary: Possible Use

The Central South Consortium (CSC) has this term introduced Termly School Summary (TSS) reports and the following provides advice on their possible use.

The Termly School Summary (TSS) could be used:

- As a discussion point in full governing body meetings to gain an overview of the progress of the school priorities and the support provided by Central South Consortium.
- To provide challenge and support to the headteacher and commissioned services of the progress and support.
- To support a more in-depth consideration at a standards/curriculum sub-committee meeting to ensure progress is as it should be, and support is appropriately targeted and timely.

POSSIBLE LINES OF QUESTIONING TO SUPPORT YOUR PROCESSES

1. School Support Category

- Are you aware of the support category of the school?
- If in enhanced monitoring, what additional support / monitoring is the school having and what is the impact?

2. Effectiveness of Evaluation Activities

- Are you aware of the school's position with regards self-evaluation? How well do you as governing body engage in self-evaluation processes?
- How effective are school self-evaluation processes? How do you know?

3. School Priorities

- Are school priorities on track? If not, do you know why?
- What level of support is the school receiving from Central South Consortium? Where this is 'high' or 'medium', what is the impact of this support? Is the school receiving support from any other school or external organisation to support any priorities?
- How do the judgements about progress of school development plan (SDP) priorities compare to your own monitoring from governor meetings / standards or curriculum committee / headteacher reports?
- Were you aware of any priorities where progress is 'not on track'? What additional support is needed to ensure that progress against the priority is made?
- How well does the termly progress link to the activities and actions within the SDP? Is the pace appropriate?

4. Cymraeg

- How well is the school progressing in achieving the Cymraeg Campus / Siarter Iaith award?
- If the award has been achieved, what were the most successful areas to celebrate?
- If the award has not yet been achieved, what does the school need to work on?

5. School Support

- How well does support received by the school align with key priorities in the SDP?
- What has been undertaken as part of the school support? How is this support progressing?
- What has been the impact of support on learning / provision / leadership?
- Are there any questions or issues highlighted that you would want to explore about the support provided?
- Which areas have received support, why have they received this support and how are they progressing?
- Who has the school engaged with? How is this helping with progress in priorities and the success areas?
- Are there any issues highlighted that you would want to explore about this engagement?

4. Self-improving system

- How is the school contributing to regional working? If contributing, what benefits does that bring to your school? Do you have any areas as a school that you could contribute?

5. Collaboration

- Are you aware of collaborative work undertaken by the school?
- What has been the impact of any collaboration?

6. Engagement in Professional Learning (PL)

- How is the school ensuring staff are developed and supported to improve their practice?
- How many of the school staff have been engaged in the PL on offer by Central South Consortium?
- If the school has not been engaged in PL by Central South Consortium - why not?
- Are staff also engaged in PL offered by other organisations?
- How is the impact of PL measured?
- How does the school ensure staff are supported to continue developing and improving their practice?
- Is performance management used as a means of identifying PL needs of staff?

7. Termly School Summary: Possible Use

Additional questions for consideration:

- Is there anything other information from Central South Consortium that you would appreciate being included in future versions of the TSS?
- Are there any matters that you would like to discuss or raise with the school improvement partner?

Vale of Glamorgan Schools Welsh Language Centre

A Welsh Language Centre, has been established at Ysgol Gwaun y Nant, Barry, to provide a Welsh language immersion opportunity for year 1 - 6 pupils living in the Vale of Glamorgan.

The Centre welcomed the first cohort of learners in February 2022, and following 12 weeks of language immersion, the children started full-time at Welsh-medium schools, fully equipped to succeed in their Welsh-medium education journey.

The Welsh Language Centre has since continued to provide late Welsh language immersion education for other learners new to the language. The Centre has also been providing support to learners identified by their teachers at Welsh-medium schools as those who require support to increase their understanding, use and enjoyment of Welsh language.

Over the past year, over a 100 pupils have benefitted from the Welsh language immersion education provided at the Centre, contributing greatly towards Cymraeg 2050's aim to '*create a statutory education system which increases the number of confident Welsh speakers*'.

Parent Feedback

"Thank you very much for giving **** a happy, positive and unforgettable experience at the Welsh Language Centre. We are extremely grateful to you for your hard work. Hearing **** speak Welsh confidently is a dream come true for us."

"They have been very lucky to have had your attention for the last couple of months."

For more information please contact us.

Enfys Owen, Teacher and Leader
01446 421723
owene533@hwbcymru.net



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For more information please contact Enfys Owen, Welsh Language Centre leacher and leader.

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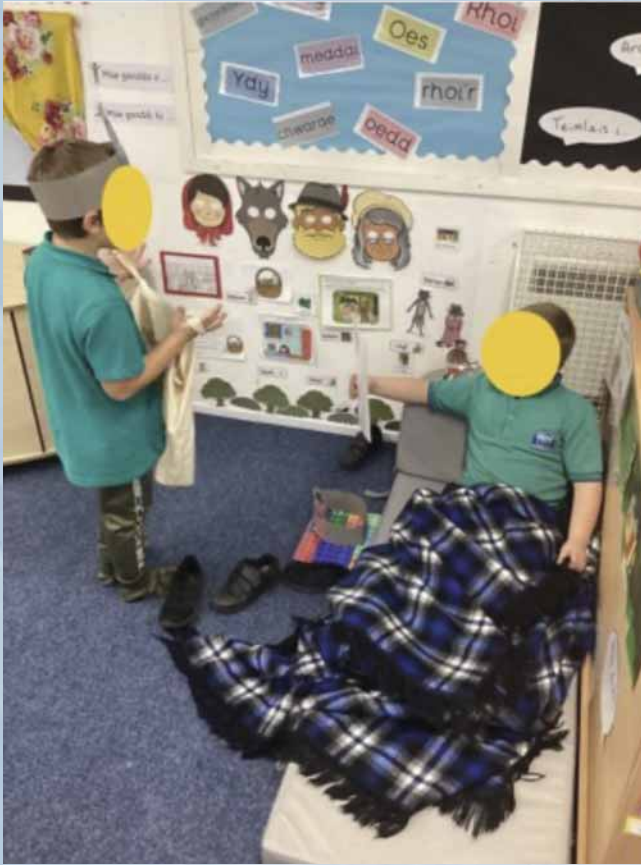




Welsh Language Centre.



Celebrating Santes Dwynwen's Day, February 2023.



*Role playing in character,
Little Red Riding Hood.*



*Role playing in character, doctors caring
for patients.*

VSGA Management Committee 2022-24

The Management Committee is comprised of elected governors plus the two Parent Governor Representatives (one each from the Primary and Secondary sectors).

No.	Title	Initial	Surname	School
1	Mr	N	Craggs	Gwenfo C/W Primary
2	Mrs	M	Gibbs	Romilly Primary
3	Cllr Mr	A	Hennessey	Rhws Primary
4	Mrs	C	Hunt	St Nicholas C/W Primary
5	Mrs	S	Jenkins	St Andrews C/W Primary & St Cyres Comprehensive
6	Cllr Mrs	J	Lynch-Wilson	Llantwit Major Comprehensive
7	Mrs	A	Malkin	Gladstone Primary
8	Dr	M	Price	St Richard Gwyn R/C High
9	Mr	D	Treharne	Llansannor C/W Primary
10	Mrs	T	Vaughan-Taylor	Cowbridge Comprehensive
11	Mr	O	Williams	Ysgol Sant Baruc
12	Cllr Mr	M	Wilson	Fairfield Primary & Victoria Primary
13	Vacant			
14	Vacant			
15	Vacant			
Parent Governor Representatives' (PGRs)				
Parent Governor Representative Primary - Lucy Barrowclough - Llandough Primary School				
Parent Governor Representative Secondary - Ghislaine van de Burgt - Whitmore High School				



Vale School and Community Based Counselling Service (VSCBCS)



A whole schools approach towards supporting children and young people's emotional wellbeing and mental health, was a key feature of the recommendations from the Mind Over Matter report for Wales 2018.

Commissioned by Vale of Glamorgan Local Authority since 2016, operating out of 8 main high schools, special schools and pupil referral units across the Vale including provision for primary year 6. Barnardo's has been supporting the emotional wellbeing and mental health needs of young people at school and in the community. A requirement of Welsh Government the service is commissioned independently, all our counsellors are qualified and highly experienced and work closely with school wellbeing departments and safeguarding links, to ensure the holistic wellbeing needs of the young person are considered.



Typical Delivery model;

We provide short term, solution focussed interventions to include an assessment and up to 6 counselling sessions. The approach of the counsellors is for sessions to be client led and person centred, ensuring the autonomy of the Young Person. Counselling is a talking therapy but within these sessions, counsellors might invite the Young Person to use creative resources too.

The majority of sessions are conducted face-to-face, however, Young People can request to have remote, digital sessions via telephone, ZOOM, TEAMS or WhatsApp video.

Comparative data of counselling across the whole of Wales is available; [Counselling for children and young people: September 2020 to August 2021 | GOV.WALES](#)

During 2020 – 2021 over 506 pupils aged between 10- 19 years asked for therapeutic help across the Vale, with almost 3000 counselling sessions offered. pupils were supported to better understand their difficult thoughts feelings and behaviours, develop better coping and resilience skills. The service has provided support and advice to schools staff and supported onward referral where appropriate. For more information or to complete a secure, on-line referral into our service, please see our website www.schoolbasedcounselling.co.uk

