

Lowerplace Primary School

Governor Details

Name	Type Of Governor	Position of Responsibility	Appointed	Expires	Resignation Date
Mr Simon Moore	Interim Headteacher				
Mr John Kenmure	Co-Opted	Chair of Governors, Link for Training	01/09/2015	31/08/2019	Sep 2018
Mr Mohammed Imran	Local Authority	Vice Chair of Governors, Link for Health and Safety	10/07/2013 30/06/2017	09/07/2017 01/07/2021	
Mrs Jane Walton	Co-Opted	Link for SEND	22/10/2015	21/10/2019	Mar 2018
Mr Imran Ahmed	Parent		22/10/2015	21/10/2019	
Mrs Melanie Backhouse	Co-Opted	Chair of Standards Committee, Chair of Personnel & Pay Implementation	30/06/2016	29/06/2020	
Mr Barry Hobson	Co-Opted	Chair of Resources Committee	30/06/2016	29/06/2020	
Miss Tammy Marsh	Co-Opted	Chair of Pupils and Curriculum Committee, Chair of Personnel Appeals Committee	30/06/2016	29/06/2020	
Mr Ghulam Shahzad JP OBE	Co-Opted	Link for Safeguarding, Governor Forum Rep	30/06/2016	29/06/2020	
Vacant	Co-Opted				
Vacant	Parent Governor		08/03/2017	07/03/2021	
Mr Ben Hall	Staff Governor		02/03/2017	01/03/2021	Sep 2018

Committee Membership

Standards Committee

- Mrs Melanie Backhouse (Chair of Committee)
- Mr Simon Moore
- Mr John Kenmure
- Mr Ghulam Shahzad JP OBE
- Miss Tammy Marsh
- Mr Imran Ahmed
- Mrs Jane Walton

Pupils and Curriculum

- Miss Tammy Marsh (Chair of Committee)
- Mr Simon Moore
- Mr Barry Hobson
- Mrs Melanie Backhouse
- Mr Mohammed Imran
- Mr Ghulam Shahzad JP OBE
- Mr Imran Ahmed
- Mr John Kenmure

Resources Committee

- Mr Barry Hobson (Chair of Committee)
- Mr Simon Moore
- Mr Imran Ahmed
- Mr Mohammed Imran
- Mrs Jane Walton
- Mr John Kenmure

Headteachers Appraisal Committee

- Mr John Kenmure
- Mr Ghulam Shahzad JP OBE
- Miss Tammy Marsh
- Mrs Jane Walton

All Governors will make themselves available to sit on the following committee called on an as needed basis.

- **Pupil Discipline Committee**
- **Personnel and Pay Implementation Committee**
- **Personnel Appeals Committee**
- **Complaints Committee**

Governor Links to School Development Plan

- **Causal Chain One:** Ensure SEND provision is streamlined and documented separately to extrapolate historic Under Attainers, with a subsidiary specific focus on disadvantaged learners among this group, from the SEND register. Ensure that teachers have systems in place to identify children needing to make accelerated progress as a result and place them as central to all planning and delivery. PERSON RESPONSIBLE – MANDY HUGHES AHT AND SENDCO. (Governor Linked to SDP Chain Mrs Jane Walton)
- **Causal Chain 2** Ensure that EYFS provision reflects the ‘Development Matters’ agenda and supports children’s development as independent learners through the use of high quality continuous provision and summative assessments using focused and effective observations. (Governor Linked to SDP Chain Mr Barry Hobson)
- **Causal Chain 3.** Introduce a whole school coaching plan to rearrange learning so that quality first teaching input is informed by accurate marking and consistent through-school internal assessment aimed at highlighting groups of vulnerable and disadvantaged learners. MEMBER OF STAFF RESPONSIBLE: HEADTEACHER DEVELOPING A COACHING MODEL FEATURING THE TEACHING OF MR COULTHARD AS EXEMPLARY. OVER TIME, IT IS HOPED THAT THIS TEAM WILL EXPAND AND BECOME THE VEHICLE BY WHICH BEST PRACTICE CAN BE SHARED. (Governors Linked to SDP Chain Mr John Kenmure Mrs Melanie Backhouse)
- **Causal Chain 4** Ensure that the implementation of Assertive Mentoring across school results in teaching, learning and planning being closely matched to identified gaps in children’s learning. To ensure that as a result of this all groups of children make good progress and for identified children who are vulnerable to underachieve or disadvantaged children progress is accelerated. To ensure that teacher’s assessment of current level of pupil achievement are accurate. (Governors Linked to SDP Chain Mr John Kenmure Mrs Melanie Backhouse)
- **Causal Chain 5.** To ensure a cohesive approach to Guided Reading and the systematic delivery of phonics in the early years and Key stage one is extended to address need that remains in Key stage two. Embed Assertive Mentoring Reading Assessment to monitor pupil progress and inform guided reading grouping, planning and provision. STAFF RESPONSIBLE FOR LEADING: HEADTEACHER IN TERMS OF POLICY MAKING, MONITORING AND SUPPORT AND DEPUTY HEADTEACHER FROM AN ASSERTIVE MENTORING AND ASSESSMENT ANGLE (Governors Linked to SDP Chain Mr Ghulam Shahzad JP OBE)
- **Causal Chain 6.** Ensure that the marking policy is effective in moving children’s learning forward by; identifying success as measured against the LO and Success Criteria; identifying gaps in learning and misconceptions; informing future planning and providing opportunities for children to revisit and respond to marking. (Governors Linked to SDP Chain Mr Imran Ahmed)
- **Causal Chain 7:** Address sequences of learning in the planning and teaching of Mathematics throughout school so that sequencing promotes the build-up, development and securing of Maths concepts and skills and promotes the contextualised application of skills for those children capable of working at greater depth. Additionally and underpinning the sequencing, to encourage and develop the use of visual imagery in Mathematics when introducing and securing new concepts and conceptual application at greater depth. Ms A BI, MATHS LEADER IS THE STAFF MEMBER RESPONSIBLE. (Governors Linked to SDP Chain Mr Mohammed Imran)