

2022-23 Governance Development Plan

- This governance development plan helps to organise and monitor the development of our governance strategy, to assist us in measuring our effectiveness and impact on the wider development programmes in our schools.
- The plan details our overall target areas for development, along with more focused objectives feeding into that priority area.

Our objectives have been drawn from our self-evaluation processes, which looked at our Governing Body's performance in the previous year, with an audit of our governors' skills and expertise, particularly against the Governors' Competency Framework. This plan will be evaluated at the end of the academic year, where we reflect again on the previous year's performance. We may decide to suggest further action on an objective if we feel that further development is needed.

- This is a working document, and progress against our priorities is monitored termly at the Executive Board meetings.

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AREA FOR DEVELOPMENT 1: GOVERNANCE STRUCTURES & SUCCESSION PLANNING

Continue to evaluate the governance structure and key link roles, to ensure that governor monitoring and information reported by the Executive Team effective in helping the Governing Body to fulfil its three core functions

NGA: Governor recruitment, induction, and succession planning is key to ensuring the right people are around the table.

RATIONALE 1: GOVERNANCE STRUCTURES & SUCCESSION PLANNING

- Through the academic year, governor monitoring placed a strategic, aligned focus on the core areas of the 2019 EIF. The link governor monitoring visits have become well established and provide effective scrutiny and challenge, enabling governors to maintain a holistic oversight into curriculum areas.
- Outcome to the governors' skills audits suggest that there is scope to further deepen governors' knowledge of some aspects of school improvement outside of their expertise so that they feel equipped to challenge and support executive leaders in these areas (demonstrated through the actions included in this plan)
- Outcome to the 2022 self-evaluation exercises show that the induction of new governors is greatly improved, helping new recruits to feel able to contribute quickly to the work of the Governing Body. With new appointments ongoing, the quality of the governor induction programme will continue to be monitored and evaluated.
- The Clerk/ Governance Professional role will potentially be vacant at the start of the academic year. This role is key to the effective functioning of the GB and therefore the successful appointment will be supported and encouraged to attend all relevant training to ensure the post holder is able to deliver high quality support for the Governing Body.
- If supported by the GB, the co-chairing arrangement will embed during the academic year.
- There have been a number of new members of the GB during the previous and current academic year, the 'open door' policy must continue to ensure these new members become effective in their roles as quickly as possible.

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OBJECTIVE	OWNER	ACTION (RAG RATED TO INDICATE PROGRESS)	TIME FRAME	IMPACT
A robust and effective governance structure to give assurance that governors have access to the information necessary to carry out their core duties.	co-Chairs & Vice Chairs	Assign and confirm key roles on the basis of skills/experience/interest, mindful of succession planning (Achieved in 2021/22, but relevant to continue considering number of vacancies on GB)	Throughout academic year	Governors are confident in their roles, are equipped to effectively challenge and support, governor-monitoring visits are effective and demonstrate scrutiny and challenge.
Ensure the governor induction is thorough	Link Governor	Update as appropriate: for example, include Strategy Presentation (June 2022) to ensure strategy is fully understood	Ongoing	An effective induction process enables governors to effectively contribute to the GB
Ensure there are sufficient members of the board to share key responsibilities	EHT/Clerk	Move forwards with the recruitment strategy to appoint new governors	Ongoing during 2022/23	Effective and thorough monitoring and support of ELT Diversity of thought and effective decision making
Ensure continuity of high quality governance support from incoming Governance Professional	Chair / co-Chairs	Review Clerking Competency Framework and Skills Audit to identify training necessary	On appointment	Governance support is high quality and underpins effective governance

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AREA FOR DEVELOPMENT 2: EVALUATION & REFLECTION

Governance Competency Framework:

“Monitoring the board’s effectiveness is a key element of good governance. The board needs to assess its effectiveness and efficiency and ensure ongoing compliance with its statutory and legal duties under review. Individuals should also reflect on their own contribution helping to create a stronger and more motivated board”

RATIONALE 2: EVALUATION & REFLECTION

- Although the output to the skills audit shows all governors are able to recognise their own strengths and areas for development, there could be a benefit to be gained from individuals to maintain a personal development plan to improve their effectiveness linked to the strategic aims of HPP, and to evaluate their personal contribution to the Governing Board.
- Governors expressed a wish to strengthen their understanding of the work of the committee of which they are not a member.

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OBJECTIVE	OWNER	ACTION	TIMEFRAME	IMPACT
Opportunities for self-reflection as individuals, to be clear that governance strategy has a direct impact on school development priorities and outcomes for children	JF Co-Chairs	Create and formalise a personal development plan for all governors, which links to the strategic aims of the SDPs Undertake conversations with all governors about their performance and development needs, and if appropriate, commitment or tenure	During 2022/23 Spring 2023	Everyone on the Governing Body recognises their own strengths and areas for development and seeks support and training to improve knowledge and skills where necessary
Deepen governors' knowledge in the board's legal & compliance responsibilities	Mentor Governors To Share As Part of Induction; individual governors	Ensure awareness of sources of information Ensure knowledge of statutory guidance, such as the Governance Handbook Encourage registration to NGA e-Learning Link provides a series of modules addressing all legal and compliance responsibilities	Ongoing	Skills and knowledge gaps are addressed. There is a further improvement in the output to the self-evaluation tools, and the Risk Register notes a reduced risk for governance
Deepen Equality knowledge	Polly Davies	Presentation to autumn FGB	September 2022	Achieve compliance

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OBJECTIVE	OWNER	ACTION	TIMEFRAME	IMPACT
Strengthen knowledge of committee of which not a member	Co-Chairs; Chairs of Committees; mentor governors	<p>Promote 'open door' policy & encourage questions to enhance understanding of education policy/terminology</p> <p>Committee Chairs circulate 'WhatsApp' message after meetings to welcome any questions</p> <p>Ensure governors are aware they can attend any meeting of a committee as an observer</p>	Ongoing	Enhance effectiveness and contribution to discussion

EVALUATION OF THE PRIORITY AREAS – END OF 2022/23

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