**Example Governance Development Plan**

**Lead Governor / Governor Steering Group:**

**School Vision**

**Effective Governance**

* **Ensuring clarity of vision, ethos and strategic direction;**
* **Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff; and**
* **Overseeing the financial performance of the organisation and making sure its money is well spent.**

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| Priority for improvement | Action Required | By Whom | By when | Success criteria | R  E  D | A  M  B  E  R | G  R  E  E  N |
| **Priority 1:** |  |  |  |  |  |  |  |
| **Review delegation on the governing body to ensure it is fit for purpose** | * Review, decide on and allocate key governor roles |  |  | All governors have clear roles and are fulfilling them – effective delegation is in place. |  |  |  |
|  | * Review committee terms of reference to ensure effectiveness and consider how to streamline reporting from committees to FGB |  |  | Meaningful terms of reference are approved and in place for committees. |  |  |  |
|  | * Review the governor’s code of conduct to ensure relevance * All governors to read and sign to show they agree with code of conduct. |  |  | Code of conduct stating clearly the expectations of governors is in place |  |  |  |
|  | * Ensure clerking is effective in supporting the governing body to fulfil its three main roles. |  |  | Effective clerking (as stated in the Clerking Competency Framework) is in place.  Terms of reference are up to date and relevant. Reporting from the committees to FGB is efficient. |  |  |  |
| **Priority 2:** |  |  |  |  |  |  |  |
| **Improve the effectiveness of governor monitoring** | * All governors to undertake eLearning on school visits * Review and agree governor’s visit to school policy |  |  | All governors are aware of visits policy and have completed training. |  |  |  |
|  | * Review and update the governor’s monitoring form * Write a governor’s monitoring plan linked to the school’s strategic priorities and improvement plan * Undertake training in monitoring and evaluation |  |  | Targeted, planned and meaningful governor monitoring visits, linked to school improvement, are taking place |  |  |  |
|  | * Capture, share and review action points from monitoring * Set up central place, eg Governor Hub where reports can be stored and shared * Have oversight of progress with monitoring against the plan and chase as necessary |  |  | Timely completion of monitoring forms with outstanding actions to be captured at in meeting minutesand followed up – trail from report to report for follow-ups is evident |  |  |  |
|  | * Maintain regular statutory monitoring – finance, personnel, health and safety, website, equalities, prevent duty, online safety |  |  | Governors are aware of, and holding to account for, the additional income spend (pupil premium, sports premium, SEND) in the school and the impact it is having  Governors are aware the school’s website is complaint with the latest regulations – *new website being created, current kept up-to-date* |  |  |  |
|  | * Ensure monitoring of safeguarding is completed regularly * Ensure the actions from the safeguarding review are actioned and completed |  |  | Monitoring of safeguarding is carried out rigorously. |  |  |  |
|  | * Ensure the school regularly collects stakeholder views from its pupil, staff and parents. |  |  | Stakeholder views are systematically captured and fed in to decision making. |  |  |  |
| **Priority 3:** |  |  |  |  |  |  |  |
| **Governor development** | * Ensure there is a recent skills audit * Ask all new governors to complete a skills audit |  |  | Skills audit completed. |  |  |  |
|  | * Draw up a governor training plan, based on the skills audit and governor roles, for example, the headteacher performance review panel. * Set the expectation that all governors will book themselves on, and attend, training * All governors to feedback two points from training to improve effectiveness of governance * Have training on all FGB agendas to discuss * Training undertaken, governors to feed back their 2 points * Training booked ahead * Any actions outstanding from whole governing body training |  |  | Relevant training plan is in place with all governors regularly undertaking training.  Minutes demonstrate a link between training and improving governance.  The HT performance review panel have all attended training. |  |  |  |
|  | * Review and update the new governor in school induction * Introduce a buddy system for new governors. |  |  | A new governor induction process is in place with new governors settling quickly into role.  All new governors are allocated a ‘buddy’ who supports them settling into the role.  Governors have an understanding that continued development is central to role. |  |  |  |
| **Priority 4:** |  |  |  |  |  |  |  |
| **Ensure information is ‘triangulated’** | * Governors to cross check the school’s SEF with external reports from HIAS, particularly from the LLP * Governors to check the SDP addresses all the areas for development identified in the SEF * All paperwork for meetings to be received by governors at least 7 days in advance of meetings * All governors to read paperwork and devise at least two meaningful questions. |  |  | Holding leaders to account – robust challenge demonstrated in GB minutes and followed up at subsequent meetings.  Governors are able to articulate clearly the school’s strengths and areas for development. |  |  |  |
|  | * Governors to receive and discuss all external reports and attend feedback meetings with the LLP * Introduce a rolling programme of middle leaders in the school presenting to governors at meetings. |  |  | Clear accountabilities, robust interrogated data presented at meetings |  |  |  |
|  | * Governors to work with HT to ensure HT report provides the information the governors require. |  |  | HT reports informing governors of the full range of information. |  |  |  |