

Nanpean Community Primary School

Nurturing **C**hildren's **P**assion to **S**ucceed



Governance Development Plan

2021 – 2022

Introduction

This plan has been created in order to focus upon roles and responsibilities of Governors and gives a summary of the work planned for the Governing Board for the academic year 2021 - 2022. In the last few years there have been considerable changes, although existing Governors have taken on new responsibilities and new Governors have been welcomed to the board. When applicable, vacancies are filled considering the needs and skills required of the Governing Board as succession planning is paramount. The Governing Board are expected to provide appropriate challenge and support to the school whilst fulfilling the expectations of the role of the Governing Board as outlined in the Department for Education Governance Handbook.

The 'Governance Handbook' says the purpose of governance is to:

- Provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance.

The three core functions of the Governing Board are:

- 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.

Our overall aim is to continue developing our school to ensure all the children and their families are provided with outstanding educational opportunities in an environment that has the child as the focus. This reflects our commitment to providing the children of Nanpean Community Primary School with rich, varied, purposeful and exciting learning opportunities that will equip them with the skills and attitudes to become successful, responsible citizens of the future.

Effective Governance is based on six key features:

- Strategic leadership that sets and champions vision, ethos and strategy.
- Accountability that drives up educational standards and financial performance.
- People with the right skills, experience, qualities and capacity.
- Structures that reinforce clearly defined roles and responsibilities.
- Compliance with statutory and contractual requirements.
- Evaluation to monitor and improve the quality and impact of governance.

Governance

Success Criteria:

- Governance of the school is strong. Governors have a clear understanding of the work of the school. Governors provide high quality support and challenge which combined with their commitment to on-going development of skills result in continually improving outcomes for pupils and ensuring engagement of stakeholders.
Each governor will complete at least one training session this year, provided externally or in-house.
Ensure stakeholders are fully engaged and well informed.

Priorities	Action(s) required	Lead person	Completion Date	Time	Cost	Indicators of success	Monitoring (evidence) AND Impact on Governing Board and Nanpean CP School
1.Roles and responsibilities	All Governors attend meetings unless there is a clear reason and apologies are given and accepted.	LC (Clerk)	July 2022	-	-	All Governors are present at Full Governor and appropriate Committee Meetings (expected attendance is to attend at least 75% of meetings).	Minutes of all meetings clearly show Attendance and any apologies received / accepted. This is available on our school website.
	Committee Membership is agreed and Chairs appointed (where appropriate). All governor Roles and Responsibilities are agreed at the Admin Full Governing Board meeting held at the end of the Summer Term for the next academic year and updated as required.	LW LC (Clerk)	Admin Meeting (July 2021)	-	-	All Governors are clear about their committee membership, roles and responsibilities for the next academic year and these link to school improvement priorities. Monitoring happens on a Termly basis with Governors e-mailed (from HT) at the beginning of each term to arrange a visit convenient to all involved. Governors write a brief summary of monitoring for the school newsletter and share completed monitoring during next FGB meeting.	Minutes of Admin Full Governing Board meeting clearly show how roles are shared. Monitoring Reports available from all Governors and are evidenced / reviewed in FGB meetings. These focus on the whole school but specifically their role and responsibilities. Governors regularly contribute to school newsletters. Ensure that there is no unnecessary repetition at meetings. Agenda and documents discussed in committee meetings to be shared with all Governors once minutes have been approved by the Headteacher and committee chair. This then gives Governors an opportunity to voice their views via email or when these minutes are reviewed at the next FGB meeting.

	All Governors have strong knowledge of the school, particularly in relation to Q of E, outcomes and improvement priorities.	MN / LW	Autumn Term	-	-	Governors are able to articulately talk about the school, including the Quality of Education provided, Data (Attainment and Progress), recent school improvement initiatives, and further school improvement priorities.	Governors can confidently talk about the school. Governors also provide more information to (and regularly update) the document titled 'OFSTED Governor QandA...'
	Increase communication within the Governing Board and Wider Community.	LW / MN	Ongoing	-	-	Governor section of website is updated regularly. Chair to do a brief note (to report to parents) for the school newsletter related to the previous meeting. HT to include Governor Monitoring information on the Newsletter.	Website and Newsletters are informative (in relation to Governance) and therefore show good evidence. Impact will be improved awareness (within the school community) of the members of our Governing Board and their roles. Governors regularly contribute to School Newsletter (following meetings / monitoring).
2. Training	Governor training courses are shared and Governors are targeted to attend training to support their role.	LW / MN / Clerk	Ongoing	tbc	£200	Governance is well informed.	Governors to regularly attend training and feedback to other Governors through reports being shared at Full Governing Board Meetings.
	New Governors are supported by an allocated mentor and attend LA's 'New Governor training courses'.	LW / Clerk	Ongoing	-	-	New Governors feel supported during their first year in post and have increased confidence in their role.	Allocate possible Governor mentors so that each new Governor is provided with a mentor who offers support during and between meetings.
3. Safeguarding	All new Governors to complete Tier 1 Safeguarding training and complete S158 return.	MN	Induction Autumn Term	1 hour		All governors have undertaken the training and understand safeguarding. All Governors complete S158 return.	Governor training reports received, agenda item and fed back at Full Governing Board meeting. Certificate copies in Section 175 / 158 folder (SP, administrator, to liaise with LC, clerk). Have all Governors attended training? Induction covers the basic requirements – is this enough? MN to provide tier 2 training for Governors?
	All Governors to have read (and understand) the CP and Safeguarding Policy.	MN	Induction Autumn Term	1 hour		Governors given a chance to read and contribute to this policy. They should understand this and agree to it being adopted.	All Governors to sign / email the clerk to say it has been read and understood. Record of contributions added to minutes, and this should also show understanding of the Policy by Governors. Signature sheet completed to say it has been read and understood.

	Safer Recruitment: Training organised and completed to ensure all members of interview panels have completed training.	LW / MN	Dec 2021	3 hrs	£50	Staff recruitment is of a high and compliant standard.	All interviewers are confident in their role and aware of safer recruitment requirements. Notes of interview process are available.
4. Ensure that the LGB has a Clerk who is fully aware of the requirements in respect of clerking and able to support the FGB appropriately meeting the Clerking Competency Framework							