

## **Ralph Butterfield Primary School - Governing Board Development Plan 2023/24**

**To ensure that the Governing Board's contribution to the Leadership and Management of the school is outstanding.**

### **Our Vision**

We have a clear and ambitious vision for providing high-quality, inclusive education and training to all of our children. This is realised through strong governance, leadership and management, supported by shared values, policies and practice.

### **Our Keys**

We recognise that 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.

### **Our Roles and Responsibilities**

Overall, our role can be described as monitoring and evaluating the progress of the school. This involves being curious, critical, and confident in asking difficult questions. As governors, we recognise that we need to be good at problem-solving and prepared to give and take advice. We all recognise that there is a clear relationship between effective governance, the quality of leadership and management, and student outcomes and achievements.

Our responsibilities are split into four main categories:

- Strategy - we set the strategic direction for the school, its aims and objectives and works out how the school will achieve them – for example, by setting targets and outcomes to be achieved.
- Finance - we set the annual budget for the school and determine how it will be spent, as well as the three-year financial plan. This means that we are able to prioritise where the money should go first, as well as in the long term.

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- Educational performance – we are responsible for ensuring that the school’s agreed curriculum is being taught well, and deciding how the school should encourage students’ spiritual, moral, and cultural development and monitor educational performance for all studies with scrutiny of support for students with SEND and/or receive Pupil Premium.
- Management - we recognise that one of our most important responsibilities is to look after the wellbeing of the headteacher, providing support to them (such as ensuring that their workload is manageable, supporting them and defending their decisions when necessary), but also challenging them if they are not performing as they should be.

Our key objectives for this academic year are below.

Objective	Actions	By whom	Time frame	Monitored by/how
Monitor RB’s main priorities from the SDP <ul style="list-style-type: none"> <li>• Evidence based approach to teaching and learning especially for rapid progress for PP and SEND</li> <li>• Improve school assessment strategies for foundation subjects so pupils can evidence</li> <li>• Develop a cohesive curriculum plan</li> <li>• Evidence based approach to teaching and learning especially for all pupils</li> </ul>	Additional link governor roles so that they are linked to the priority subjects: Core, Humanities, Creative and Early Years	Chair	Autumn Term FGB	Termly FGB meetings where governors will have the opportunity to raise questions.
	HT also to include progress on the three main priorities in SDP and on the priority subjects in termly HT reports.	HT	Spring/Summer Terms	Internal assessment data at the end of December and end of spring term, & internal/external data at the end of the summer term.
	New subject leader/nominated governor reporting timetable to be in place.	Chair	End of Autumn Term	
	Nominated governors to report to FGB in spring and summer terms	All Governors	Spring/Summer Terms	Opportunity to raise questions.
	Verbal update on progress towards 3 targets at the termly C&S committee meeting and in termly HT’s report	HT, C&S, FGB	Autumn/Spring Summer FGB	

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<p>Ensure that all governors have access to the best possible up to date advice and documentation.</p>	<p>Ensure all governors have access to NGA learning hub</p> <p>Complete skills audit</p> <p>Highlight key training provided by LA governance services</p>	<p>SBM/Chair</p> <p>Chair/Vice Chair</p>	<p>Autumn Term</p> <p>Autumn Term</p> <p>Throughout</p>	
<p>Ensure that all governors are fully conversant with their role and are ready to take leadership responsibilities</p>	<p>Governor reporting timetable in place and adhered to</p> <p>All governors to be encouraged to visit phases and curriculum links at least once a term.</p> <p>Create a, and contribute to, Ofsted Governor pack</p> <p>Governors to view Twitter feeds which frequently provide updates on work in the school.</p> <p>Subject leaders to report on priority subjects at the C &amp; S committee meetings. (timetabled).</p> <p>Discuss at Dec FGB the implementation of Chair terms of office to ensure leadership is nurtured</p>	<p>Chair</p> <p>FGB</p> <p>Chair/FGB</p> <p>FGB</p> <p>HT</p> <p>Chair/FGB</p>	<p>Autumn Term</p> <p>Throughout</p> <p>Autumn/Spring Terms</p> <p>Throughout</p> <p>Termly C&amp;S Meetings</p> <p>Dec FGB</p>	<p>Specific governor reports on FGB agenda. File of these reports to be retained in school and on Governor Shared Drive</p> <p>Chair to ensure the reporting timetable is adhered to as far as possible.</p> <p>FGB via HT's report; and verbal updates of members of the C &amp; S committee. Evidence retained in FGB minutes and retained copies of HT's reports.</p>

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<p>To ensure that all responsibilities relating to Safeguarding are fulfilled by governors.</p>	<p>All Governors complete NGA Safeguarding module annually</p> <p>DBS checks are done when governors are elected/re-elected</p> <p>HT reports on SG incidents and updates at each FGB</p> <p>Safeguarding governor shares report in Summer Term</p> <p>Chair to do Safer Recruitment Training by LA</p> <p>CPOMS used to store training information</p>	<p>Chair/FGB</p> <p>SBM</p> <p>HT</p> <p>SG Governor</p> <p>Chair</p> <p>HT/SBM</p>	<p>Autumn Term</p> <p>As/When</p> <p>FGB</p> <p>Summer Term</p> <p>When scheduled</p> <p>As/When</p>	<p>Certificates saved in Governor Shared Drive and stored by school</p> <p>By FGB from Information from nominated Governor and HT reports</p> <p>By FGB from Information from nominated Governor and HT reports</p> <p>Certificate saved in Governor Shared Drive</p>
<p>To ensure that staff and HT well-being is at the forefront of the Governing Board's considerations.</p>	<p>Opportunity planned for staff and governors to meet informally.</p> <p>Link governors should be aware of not adding to teacher/HT workload when making appointments for meetings with subject/phase leaders.</p> <p>Staff well-being &amp; workload to be included in the governor and phase/subject leader discussions, so that the issue is raised at the meeting. Any concerns raised to be</p>	<p>Chair/HT</p> <p>FGB.</p> <p>“ “</p> <p>HT Chair</p>	<p>Autumn Term</p> <p>Throughout</p> <p>Throughout</p>	<p>Staff reflect this in the annual survey</p>

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	<p>subsequently shared with the HT, rather than included in their written report.</p> <p>Well-being &amp; workload to be included in discussions held for appraisal with teachers and with HT.</p>	Appraisal committee SLT	Autumn term	
<p>Revisit the document outlining Ofsted criteria for good and outstanding, to ensure that the governors' contribution to the outstanding Leadership &amp; Management of the school are fully in place.</p>	<p>Grid created with Ofsted criteria for Good and Outstanding</p> <p>Governors to be sent document online prior to autumn FGB meeting and invited to edit by adding their comments.</p> <p>Document to be shared at FGB meeting &amp; redrafted with all appropriate comments/ideas. and then printed and included in an Ofsted information pack for all governors to retain. Revised Ofsted pack with all updated documents to be sent out to all governors to retain in readiness for inspection.</p>	<p>All Governors</p> <p>Chair</p> <p>Chair/HT</p>	<p>Autumn Term</p> <p>Autumn Term</p> <p>Autumn Term</p>	<p>To be revisited annually at Spring FGB meeting to ensure that all criteria are fully understood and covered.</p> <p>To be discussed and agreed at spring term FGB, revisited as above.</p>

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<p>To ensure that all governors are fully trained to undertake their governing body roles and responsibilities and if necessary, find appropriate on- line or face to face training with NGA or LA training</p>	<p>Ensure that all new governors have a mentor to aid their induction process. DBS for all new governors and those re-elected</p>	Chair/SBM	By December 2023	<p>Monitored by LA and Chair/Vice Chair</p>
	<p>All new governors to undertake new Governor training provided by LA</p>	Chair	Spring Term	
	<p>Identify training needs from Governor Skills Audit completed in September.</p>	Chair/Vice Chair		
	<p>Plus ensure training required for specific new roles e.g., vice chair of committee etc. Ofsted governor training for the whole governing body/</p>	Chair		