|  |
| --- |
| Insert School Badge |

**X School**

Local Governing Body Development Plan and Work Planner

2023-2024

**Please insert school name**

**Introduction**

The purpose of this document is to plan and evidence the work and development of the Local Governing Body during the 2023-24 academic year.

The work we undertake as a Local Governing Body is based on 3 core functions, which 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
* Overseeing financial performance of the organisation and making sure its money is well spent in supporting pupils and their education, for example SEND, disadvantaged pupils, pupil premium and sports premium

We also endeavour to improve our own practice by identifying and acting on our own development needs, which are outlined within this document.

|  |
| --- |
| This information sets out the purpose of the development plan and planner, and reminds Governors of the 3 core functions of governance. The 3 core functions of governance should underpin the work of the Local Governing Body |

**School Vision**

Please insert the school ethos/vision/mission statement

|  |
| --- |
| Governors should be mindful of the school ethos/vision/mission statement (and ideally that of the Multi-Academy Trust if an academy).  This is the school’s vision for the future. It should be captured in a clear statement, in collaboration with school (or trust leaders).  The vision statement will make the school’s ambitions for current and future pupils/students clear. Ideally, it should also focus on their progress and achievement.  The strategic direction of the school is aimed at achieving this vision. The vision statement should make sure that the school’s vision can be communicated to all key stakeholders (including the local community), so that everyone can work towards it. |

**Key Governor Positions**

|  |  |
| --- | --- |
| **Chair of Governors** |  |
| **Vice-Chair of Governors** |  |
| **Headteacher** |  |
| **Safeguarding Governor** |  |

**School Self-Evaluation (SEF) 2023-24**

The School Self Evaluation Form (SEF) is our school's evaluation of how it is performing in the following areas: effectiveness of leadership and management; quality of teaching, learning and assessment; personal development, behaviour and welfare; and outcomes for children and other learners.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Current School Self-Evaluation (RAG Rated)** | | | | | | |
|  | **QUALITY OF EDUCATION** | **BEHAVIOUR & ATTITUDES** | **PERSONAL DEVELOPMENT** | **LEADERSHIP AND MANAGEMENT** | **EARLY YEARS EDUCATION** | **OVERALL EFFECTIVENESS** |
| e.g. | Good | Inadequate | Requires Improvement | Good | Outstanding | Good |
| **RAG**  **Aut 23** | Insert judgement | Insert judgement | Insert judgement | Insert judgement | Insert judgement | Insert judgement |
| **RAG Spr 24** | Insert judgement | Insert judgement | Insert judgement | Insert judgement | Insert judgement | Insert judgement |
| **RAG Sum 24** | Insert judgement | Insert judgement | Insert judgement | Insert judgement | Insert judgement | Insert judgement |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| The school should have a School Self-Evaluation (SEF) and will be required to provide this to inspectors during an Ofsted inspection. The SEF is a snapshot of where the school is at a point in time.  The SEF identifies the school’s strengths and weaknesses and grades the school against the current Ofsted inspection framework or some other basis for grading. In completing the SEF, the senior leadership team can determine which areas of improvement to focus on.  It is important that Governors are aware of the SEF and how the school judges itself against the current Ofsted inspection framework. The table above gives Governors a quick snapshot of this. The school will have the full SEF and Governors should ask for details of this on at least a termly basis (possibly via the Headteacher’s Report to Governors). This will allow them to complete the table above and monitor (via the RAG ratings) whether the school is moving in a positive direction. In an instance where, for example, the SEF sees slippage (e.g. a category goes from ‘good’ (green) to ‘requires improvement’ (yellow), this can be quickly identified via the table and Governors should challenge senior leaders and be aware of the reasons behind this. For example, under the category ‘leadership and management’, a change at leadership level could see this category go from green to yellow, should an experienced Headteacher leave the school and a new one, with less experience, be appointed.  There is no right or wrong way in how Governors complete this section of the planner. For example, they might wish to add the simple table below, which allows them to give commentary/context around the SEF.  Example comments   |  |  | | --- | --- | | Date | Comments | | Aut 23 | Personal Development remains ‘RI’, but we are confident that the school is 80% where it needs to be in order to get to good. | | Spr 24 | Personal Development has now moved into the category of good, but this needs to continue to be worked on in order for this judgement to be secure.  Behaviour and Attitudes – we have seen a significant reduction in the number of exclusions since the autumn term and attendance continues to improve. The school is near to moving from RI to good in this category | | Sum 24 | Behaviour and Attitudes – during Spr 24 the school has continued to see improvements in attendance and there have been no exclusions. The school now assesses itself as ‘good’ in this category. | |

**School Development Plan (SDP) 2023-24**

Our School Development Plan (SDP) is a strategic plan for improvement. It brings together, in a clear and simple way, our school’s priorities.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2023-24 School Development Plan Priorities** | | | | |
|  | **Priority** | **Aut 23** | **Spr 24** | **Sum 24** |
| **1.** |  | Insert RAG Colour | Insert RAG Colour | Insert RAG Colour |
| **2.** |  | Insert RAG Colour | Insert RAG Colour | Insert RAG Colour |
| **3.** |  | Insert RAG Colour | Insert RAG Colour | Insert RAG Colour |
| **4.** |  | Insert RAG Colour | Insert RAG Colour | Insert RAG Colour |

**Key**

|  |  |
| --- | --- |
| Implementation Stage |  |
| Partially Completed |  |
| Fully Completed |  |

|  |  |
| --- | --- |
| Comments | |
| **Priority 1** |  |
| **Priority 2** |  |
| **Priority 3** |  |
| **Priority 4** |  |

|  |
| --- |
| The governing board should approve the school development plan (SDP) every year. Governors should understand what to look out for and what questions to ask in relation to holding senior leaders to account in relation to the school’s development priorities. The SDP is sometimes called a school improvement plan or strategic plan. |

**Local Governing Body Information**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name of Governor** | **Appointment**  **Category \*** | **Term of Office** | | **Skills** | **Roles and Responsibilities** |
| **From** | **To** |
| *e.g. Paul Smith* | *Co-opted* | *01/09/21* | *31/08/25* | * *Finance skills – is an accountant.* * *Governor in another school* * *Has previous experience of working in a school as a SEND Support Teaching Assistant.* | * *Safeguarding Governor* * *SEND Governor* |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

\* This information can be found within the Articles of Association and/or Scheme of Delegation.

|  |
| --- |
| This table should be completed to include information about all Governors, as directed. This helps Governors identify when terms of office are ending and also where their skillsets are (and also helps identify any possible gaps/training needs). This helps to inform the Governing Body which Governors are best suited to take on individual areas of responsibility, as they can be assessed against their specific skillsets. |

**Meeting Agenda Items and Monitoring/Evaluation Activities**

The information below gives a list of suggested and recommended agenda items for Governing Boards which operate with two main committees (i.e. a Resources and a Standards and Curriculum Committee).

We use the information below to help formulate our Governing Board meeting agendas and monitoring and evaluation activities.

If your school does not operate with this type of committee structure please amend this table so that it reflects your governing board’s committee structure

|  | **Governing Board Meeting** | **Resources Committee (oversees finance, premises and staffing)** | **Curriculum and Standards Committee** | **To Agree Monitoring and Evaluation Areas, along with Actions and Activities** |
| --- | --- | --- | --- | --- |
| **Autumn** | * Staff Presentation (linked to an SDP Priority). * Annual Declaration of Interests and Review of Register of Business Interests – confirm arrangements for publishing updated Governor information on the school website. * Election of Chair. * Election of Vice-Chair. * Review of Governors’ Code of Conduct. * Review of Committee Membership and Terms of Reference. * Performance Data: Evaluate Pupil Outcomes 2022-23. * Finalised School Development Plan Priorities 2023-2024 * Review and Agree the Whole School Self-Evaluation. * Arrangements for Headteacher Performance management and Pay Review. * Staff Appraisal Arrangements. * Review of Safeguarding Arrangements and Procedures. * SEND: Review and Approval of SEND Information Report. * Pupil Premium: Review of Strategy Statement. * PE and Sports Premium: Review Spending and Impact Report. * Governing Board Development Plan and Work Planner 2023-2024. * Schedule of Governor Monitoring and Evaluation Visits for 2023-2024 * Anonymised Summary Report of Staff Performance for Appraisal Year 2022-23 * Arrangements for Headteacher Performance Management 2023-24. | * Review Pay Policy. * Approval of Head’s recommendations of incremental pay progression – Teaching staff to be completed **by 31st October**. * To determine incremental pay progression for Headteacher to be completed **by 31st December**. * Review of Financial Management Policy and Financial Procedures Manual. * Budget Monitoring and Expenditure Proposals including Pupil Premium, Sports Premium and links to SDP. * Audit of School Fund (for academic year end funds). * Review and Approval of the Financial Health Check (FHC) Report. This is in preparation for the for Schools Financial Value Standard (SFVS) * Safeguarding/Health and Safety. | * In Depth Review of Performance Data: Evaluate Pupil Outcomes 2022-23 * School Development Plan –2023-24 priorities. * SEF – Review and Evidence School Self-Assessment Judgments. * Quality of Teaching, Learning and Assessment.(including Provision for Newly Appointed Teachers and Support for Early Career Teachers (ECT) * Review Ofsted’s Inspection Data Summary Report (IDSR) and Analyse School Performance (ASP) (*if available*) * School Curriculum - Update. * Analysis of Pupil Attendance and Behaviour 2022-23 | **Options**   * Meet with School Council. * Visit Link Classes. * Monitoring of Single Central Record * Learning walk – focus on aspect of school development plan (e.g. curriculum). * Complete HT Performance Management. * Staff Performance Management (evidence of completion by **31 October**). * Health and Safety Walk/Tour of Premises. * Attend Staff Monitoring and Evaluation Event (e.g. book review, moderation of work, pupil progress meeting) * Governing Board Development (Agree Priority Areas) |
| **Spring** | * Governing Board Activity OR Staff Presentation (linked to an SDP or Governor CPD Priority). * Update on Quality of Teaching, Learning and Assessment (including continued provision for Newly Appointed Teachers and support for Early Career Teachers (ECT). * Pupil Performance Data: Progress to Targets. * Progress towards School Development Plan Priorities. * Review of Governance Development Plan: Progress to Date. * Review and Approve Schools Financial Standard (SFVS) * Safeguarding (Update) | * Budget Monitoring. * Review and Approve Service Level Agreements (for those SLAs purchased on a financial year basis). * Consideration of 3 Year Budget plan including determination of surplus balance/deficit plans (LA Maintained) * Review and Agree Expenditure Proposals. * Review Schools Financial Value Standard - assessment form to be submitted to LA **by 31st March**. (Maintained only) * Staffing (Review of current arrangements/consideration of staffing model for 2024-25). * Safeguarding/Health and Safety | Pupil Performance Data: Exploration of Progress to End of Year Targets:   * + All Year Groups,   + Disadvantaged Groups   + Vulnerable Groups * Quality of Teaching, Learning and Assessment. (including continued provision for Newly Appointed Teachers and support for Early Career Teachers (ECT) * School Curriculum (Strengths/Areas for Development. * Analysis of Pupil Attendance and Behaviour 2023-24 (to date) | **Options**   * Classroom visits – SDP/Governor Development priorities. * Visit Link Classes. * Meeting with staff – SDP/Governor Development priorities. * HT Performance Management - progress towards targets. * Monitoring of Safeguarding Arrangements and Single Central Record * Health and Safety Walk/Tour of Premises. * Attend Staff Monitoring and Evaluation Event (e.g. book review, moderation of work, pupil progress meeting) |
| **Summer** | * Governing Board Activity OR Staff Presentation (linked to an SDP or Governor CPD Priority). * Review Progress of 2023-24 Development Plans (including Governing Board Development Plan) * Consideration of Development Plan Priorities 2024-25 (including Governing Board Development Plan) * Approval of School Budget 2024-25 (LA Maintained). * Update on Quality of Teaching, Learning and Assessment (including continued provision for Newly Appointed Teachers and support for Early Career Teachers (ECT). * Pupil Performance Data: Progress to Targets. * Safeguarding (Update) | * Budget Monitoring. * Expenditure Proposals 2024-25. * Plans for Use of Pupil Premium – Rationale and Expected Impact for 2024-25. * Plans for Use of Sports Premium – Rationale and Expected Impact for 2024-25 * Audit of School Fund 2023-24 (for financial year end funds). * Financial Year End/Budget Proposal (Academies). * Service Level Agreements (Academies). * Safeguarding/Health and Safety. | * Review and Contribute to the Whole School Self-Evaluation. * School Curriculum (Strengths/Areas for Development. * Analysis of Pupil Attendance 2023-24 * Analysis of Pupil Attendance and Behaviour 2023-24 * In-Depth Analysis of School Development Plan 2023-24.   Pupil Performance Data: Exploration of Progress to End of Year Targets:   * + All Year Groups,   + Disadvantaged Groups   + Vulnerable Groups | **Options**   * Classroom visits – SDP/Governor Development priorities. * Visit link classes. * Review community and parental links * SATS preparation review. * Monitoring of Single Central Record * Monitoring that monthly Financial reports are completed with evidence of review by Headteacher * Monitoring of Single Central Record * Health and Safety Walk/Premises. * Attend Staff Monitoring and Evaluation Event (e.g. book review, moderation of work, pupil progress meeting) * In-Depth Review of Governing Board Development Plan 2023-24 |

**Governor Attendance**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Name of Governor | Meeting Dates | | | | | |
|  | Aut 23 (1) | Aut 23 (2) | Spr 24 (1) | Spr 24 (2) | Sum 24 (1) | Sum 24 (2) |
| e.g. Paul Smith |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**Key**

|  |  |
| --- | --- |
| Attended |  |
| Apologies submitted (approved) |  |
| No apologies / apologies submitted (not approved) |  |

**Governor and Local Governing Body Development**

**Governing Board Development Priorities 2023-24**

Our Governing Board Development Priorities outline our collective development priorities for 2022-23. These bring together, in a clear and simple way, what we consider to be the main areas we need to address to improve our practice and effectiveness.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2023-24 Governing Board Development Priorities** | | | | |
|  | **Priority** | **Aut 23** | **Spr 24** | **Sum 24** |
| **1.** |  | Insert RAG Colour | Insert RAG Colour | Insert RAG Colour |
| **2.** |  | Insert RAG Colour | Insert RAG Colour | Insert RAG Colour |
| **3.** |  | Insert RAG Colour | Insert RAG Colour | Insert RAG Colour |
| **4.** |  | Insert RAG Colour | Insert RAG Colour | Insert RAG Colour |

**Key**

|  |  |
| --- | --- |
| Implementation Stage |  |
| Partially Completed |  |
| Fully Completed |  |

|  |  |
| --- | --- |
| Comments | |
| **Priority 1** |  |
| **Priority 2** |  |
| **Priority 3** |  |
| **Priority 4** |  |

|  |
| --- |
| Governors should ideally draw up a list of their own development priorities, and it is good practice for them to do so. These could be around addressing skillsets that are lacking on the Local Governing Body (possibly identified via a skills audit, but could also relate to areas such as:   * Recruiting new Governors * Succession Planning (e.g. replacing a Chair who intends to step down) * Allocating Governors with specific responsibilities which relate to School Development Plan priorities (for example, if there is an issue around Reading in KS1, then it would be worthwhile to recruit a Governor with a responsibility for Reading, who could focus on how Reading is being developed and delivered in KS1 and across the school generally. * Increase key stakeholder/community engagement * Increase Monitoring and Evaluation Role via increased visits to school, in connection with SDP and Governing Board development priorities. * Increase/improve communication and dialogue/working with Trustees. |

**Governor CPD 2023-24**

In order to maintain/improve the effectiveness of the Local Governing Board, we are committed to attending appropriate and relevant training. Details of the Governor training and development sessions we have attended in 2022-23 are outlined below.

|  |
| --- |
| Please see listed below examples relating to training and CPD events Governors might possibly attend – these were lifted from a Governing Body Development Plan of a school inspected in November 2022. This should give an idea of how these could be recorded within the plan. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Governor Name** | **Training/Development Sessions attended** | **Link to SDP or Governor CPD Priority** | **How this training will improve our practice** |
| A N Other | Pupil Premium | Governing Board Development Priority 1  SDP Priority 2 | Improved knowledge of latest reporting and recording;  Confidence to challenge and support school leaders |
| A N Other | Safeguarding for Governors | Governing Board Development Priority 3 | Safeguarding of children |
| A N Other | Safer Recruitment Refresher | Governing Board Development Priority 3 | Legally complaint with recruitment requirements;  Safeguarding of children |
| A N Other | DFE Webinar: Ofsted & Governance | Governing Board Development Priority 3  SDP Priority 2 | Ofsted myths clarified;  Understanding of the focus from the eyes of Ofsted;  Know which documents to access |
| A N Other | Safeguarding for Governors | Governing Board Development Priority 3 | Safeguarding of children |
| A N Other | Development session with SE Carlton Curriculum Leads | SDP Priority 2 | Greater understanding of school’s curriculum and its intentions, implementation and impact. |
| A N Other | Meeting with Deputy Head re Pupil Premium | Governing Board Development Priority 1    SDP Priority 2 | Increased monitoring and evaluation role and gained greater understanding of provision in situ for disadvantaged pupils, along with how funding has been spent/allocated |
|  |  |  |  |

**Monitoring Visits**

Where possible, we try to coordinate our visits to the school in line with pre-planned school monitoring and evaluating activities, such as Pupil Progress meetings, book scrutinies, curriculum review meetings etc. This helps us strengthen our knowledge of the school, gives us a greater insight into day-to-day school life and better informs us in terms of asking probing and challenging questions of senior leaders. This also shows first-hand our monitoring and evaluation work, which we evidence via written reports of our school visits.

We also visit the school as part of our link governor roles, or to see something which we have an interest in learning more about.

|  |
| --- |
| 'Monitoring visits' are where governors go into school to:   * See how a specific aspect of the school works in practice * Check progress is being made towards the school’s strategic objectives * Ask about and witness whether the things people say are happening, are actually happening   It is good practice for Governors to be assigned to a particular area of the school (as a ‘link governor’). Link Governors will usually visit the school and meet the staff member responsible for this area (and/or visit their class to observe practice and talk to pupils) 3 times over the year. For example, the literacy link governor will meet the literacy subject lead, the Early Years Governor will visit the Early Years Department. Visits are always prearranged and Governors should not turn up at the school to undertake a visit unannounced.  Examples of monitoring visits |

| **Name of Governor(s) and Focus of Monitoring Visit**  ***(e.g. SDP Priority/Curriculum Area/Pupil Premium/Sports Premium/SEND)*** | **Work Undertaken**  ***(What task was performed)*** | **Summary/Evaluation of Visit**  ***(What was seen and learned from visit)*** |
| --- | --- | --- |
| ***How an example monitoring/focus visit might be recorded***  *Paul Smith (SEND Governor): to look at the school’s SEND Provision (as SEND Provision is a School Development Plan priority).* | *Visited the school to meet the SEND Lead and to discuss what has been happening since the recent Ofsted inspection.* | *SEND Governor Visit Report (click on icon below).* |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |