



Governor Section - School Development Plan Bloxham C.E Primary School – 2023-24

Approved by the Full Governing Board – 18th July 2023

The Governing Board is clear that it has a strategic role across all areas of the School Development Plan and so not all areas and tasks the governors will undertake during the year will be recorded here. However, there are three agreed priority objectives governors would like to explicitly state given the current context of the school.

Objective and Actions	Measurable Outcomes
<p>Objective One: Governance is impactful, robust, and sustainable.</p> <ul style="list-style-type: none"> • Successful Implementation of Circle Model of Governance • All Statutory and best practice governance arrangements are in place. • All governor vacancies are filled and all governors contributing positively to the work of the governing board through their lead governor roles. • Governing Board has the right mix of skills and experiences. • All new governors are trained and supported in fulfilling their roles fully and being professional governors. • Governors’ skills and experiences are leveraged to ensure the maximum impact. • All governors understand and fulfil their role under the SIAMS Framework and enabling the translation of a school’s original foundation and purpose into its present-day policies and practices, thereby enabling people to flourish. • Succession Planning is in place for Chair, Vice Chair • Structure of the governing board ensures maximum impact on pupils. • Governor meetings are effective and impactful. 	<ul style="list-style-type: none"> • Impact of Circle Model of Governance assessed each term. • Documented file audit shows that all statutory and best practice elements of good governance are in place and all documentation is up to date and organised both on Governor Hub and in-school files. • Skills audits • Ofsted Report • Succession plans • Documented structure review • Assessment of governing board meeting effectiveness • Governor training up to date and evidence of tailored training sessions based on needs of the school. • Meeting impact reviews at each FGB meeting

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<p>Objective Two: The Full Governing Board contributes towards rapid school improvement.</p> <ul style="list-style-type: none"> • Governors involved in the creation of the SDP and final approval; the SDP accurately reflects the key priority areas for the school. • SDP plan and SEF is a dynamic document which is regularly reviewed by governors and leaders and amended as needed. • Governor monitoring plan in place and is aligned to the SDP, statutory and governor priority areas including the impact of leadership changes. • Governing Board meetings and other actions effectively hold the school leadership team to account for rapid school improvement. • Chair of Governors has an open and constructive relationship with the headteacher. • Governors are visible in school including monitoring visits. • Governors monitor the impact of external support on pupil outcomes. • Governors have a good knowledge of the school data and are confident that the SDP is addressing the right areas. 	<ul style="list-style-type: none"> • Governor FGB minutes show that the SDP has been discussed and approved. • Governor monitoring plan in place, aligned to SDP and monitoring reports completed and on file, monitoring is evaluated at the end of the year by the FGB with the Headteacher to assess impact including where monitoring has led to a positive change in the school. • Governors receive notes of visits (where applicable) from external support and with the school data and Head teacher assess the impact. • Chair meets with Headteacher at least once per month to discuss key issues, share updates and support. • Committee and FGB minutes show that school data is scrutinised, used to hold the school leadership to account and to inform governing monitoring

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<p>Objective Three: Governor Community Engagement is impactful, and the community works together under a clear vision, ethos and values set.</p> <ul style="list-style-type: none"> • Vision, ethos, and values review completes and embeds successfully across the school and community. • The whole school community is positively included in all the work governors do, are kept full informed in a transparent way, and understand the critical role governors play in the success of the school. • The long-term vision for the school (including ethos and values) is set in an inclusive way, embedded, and understood by the whole community. • Parents understand the boundaries between themselves, school, and governors and who they should raise concerns to • The website is statutory and best practice compliant, and all governor information is shared in a transparent way. 	<ul style="list-style-type: none"> • All community members can articulate the school's vision, ethos, and values. • Community feedback (including Parent views) is positive about leadership and key elements within the school. • Increased community participation at school and governor community meetings • Increase in the number of communications from governors to the school community. • Pupils, parents, and staff understand the role of modern governance in the school and can when asked to explain the role of governors. • Pupils and parents/guardians recognise governors as familiar faces around the school. • Community communications include reminders on how to raise concerns. • Website audits conducted and actions monitored. • Community sessions to discuss and input into the school vision and values. • Pupils, Parents, and staff can clearly articulate the school ethos, values, and what they mean to them.

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<p>Objective Four: School Promotion, Pupil Growth and Sustainability (in collaboration with the Headteachers)</p> <ul style="list-style-type: none"> • The school regularly shares positive news stories with the wider community including in local press. • Parent and Staff events with governors • School ensures that all families (and where possible beyond but within catchment) are aware of it and what it has to offer – including through communications, leaflets to new housing developments etc. • Prospectus information is reviewed and updated. • School organises (when possible) events for the wider community so they can come and learn about the school and help to share the positive message. 	<ul style="list-style-type: none"> • Communications • Community and parent voice • Website review • Events taking place. • Increases in pupil numbers