



Mayfield Primary School

Governance Development Plan Three Year Cycle (2019/20 – 2021/22)

Based Upon the Six Features of Effective Governance & Governance Handbook





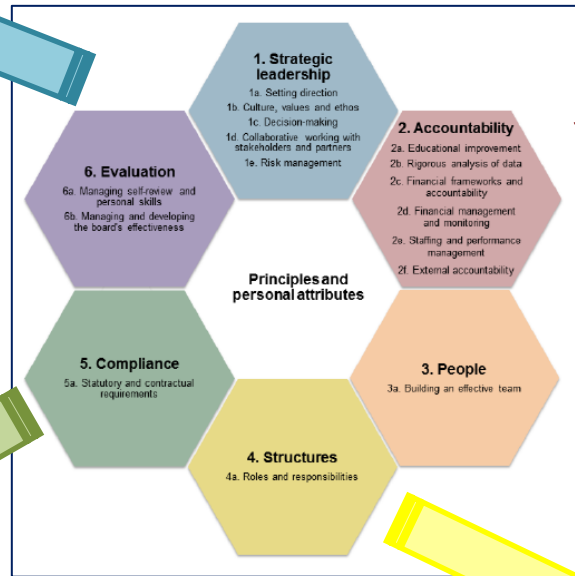
INTENT/RATIONALE

SKILLS AUDIT & SELF EVALUATION

OUTCOMES & NEXT STEPS

Completed against each aspect of the six areas of governance.

After the appointment of the new headteacher, Glyn Denton, in September 2019, the Governing Body began the process of creating a three-year Governance Development Plan of sustainable improvement that would support the objectives of the wider, two phase School Development Plan, run in parallel to this, and enable the governing body to have the knowledge, capacity, skills and understanding to provide challenge, support and direction during this crucial next period in the school's journey.



DURING THE CURRICULUM REVIEW PERIOD, REFRESH THE VISION, ITS DEFINITION AND SUPPORT ITS IMPLEMENTATION INTO ALL ASPECTS OF SCHOOL LIFE. MONITORING AND SUPPORTING OUTCOMES.

TO SUPPORT THE HEADTEACHER THROUGH THE PROCESS OF WORKING WITHIN A REDUCED AND INCREASINGLY CHALLENGING BUDGET.

ESTABLISH GOVERNANCE CHALLENGE AS A MEANS FOR INDEPENDENT IMPACT GATHERING TOOL VIA SEC.

ESTABLISH NEW REPORTING DOCUMENTATION WITH HEADTEACHER – OUTLINING OUR REQUESTS FOR SPECIFIC INFORMATION.

PLAY A WIDER ROLE WITH PARENTS/FAMILIES. ENGAGING MORE DIRECTLY WITH THEIR VIEW AND SHARING THE WORK OF THE GOVERNING BODY.

AS PART OF AN ENHANCED BESPOKE TRAINING PLAN – CREATE A STUDY GROUP TO CONSIDER KEY DOCUMENTATION AND PRIMARY EDUCATION PHILOSOPHY.

ESTABLISH NEW REPORTING DOCUMENTATION WITH NEW HEADTEACHER – OUTLINING OUR REQUESTS FOR SPECIFIC INFORMATION.

ADD A LAYER OF GOVERNANCE TRAINING – VIA THE BESPOKE STUDY GROUP AIMED AT FURTHERING KNOWLEDGE TO CHALLENGE AND INCREASE ACCOUNTABILITY.



Mayfield Primary School: Governance Development Plan

GOVERNOR ROLES & RESPONSIBILITIES

| FULL GOVERNING BODY | RESOURCES | STANDARDS | PAY & APPRAISAL | H/T APPRAISAL | COMPLAINTS/DISCIPLINE/ GRIEVANCE/APPEALS |
|--|--|---|--|---|--|
| MARK BURGE (CHAIR) LISA MUSSON (VICE-CHAIR) COLIN BALLARD (CO-OPTED) GILL BECCONSALL (CO-OPTED) JENNY CLARKE (DEPUTY VICE-CHAIR & LA) GLYN DENTON (HEADTEACHER) LIZ FLEMING (CO-OPTED) JOHN HATJOULLIS (PARENT) HELEN LAMB (PARENT) JO MILLER (STAFF) MAR VAN DE KAA-THOMSON (CO-OPTED) | COLIN BALLARD (CHAIR) LISA MUSSON (VICE-CHAIR) MARK BURGE (CO-OPTED) GLYN DENTON (HEADTEACHER) LIZ FLEMING (CO-OPTED) HELEN LAMB (PARENT) JO MILLER (STAFF) JANICE THOMASON (BURSAR – OBSERVER) RACHEL HINCHLIFFE (OBSERVER) JENNI GASKELL (OBSERVER) | MAR VAN DE KAA-THOMSON (CHAIR) HELEN LAMB (VICE-CHAIR) MARK BURGE (CO-OPTED) GLYN DENTON (HEADTEACHER) LISA MUSSON (CO-OPTED) JO MILLER (STAFF) LIZ FLEMING (CO-OPTED) JANICE THOMASON (BURSAR – OBSERVER) RACHEL HINCHLIFFE (OBSERVER) JENNI GASKELL (OBSERVER) | JENNY CLARKE (CHAIR) MARK BURGE (VICE-CHAIR) HELEN LAMB (PARENT) GLYN DENTON (HEADTEACHER) | MARK BURGE (CHAIR) HELEN LAMB (PARENT) LISA MUSSON (CO-OPTED) + LA ADVISER LEAD | LISA MUSSON (CO-OPTED) MARK BURGE (CO-OPTED) + 1 OTHER UNTAINTED GOVERNOR OTHERS MAY BE REQUIRED IF NAMED GOVERNOR TAINTED |
| STUDY GROUP | GOVERNOR CHALLENGE | | DESIGNATED ROLES | | |
| OPEN TO ALL GOVERNORS – SIGN UP AS AVAILABLE PER SESSION | SDP PRIORITY 1 (CLASSROOM CRAFT): HELEN LAMB, MAR VAN DE KAA-THOMSON, LISA MUSSON SDP PRIORITY 2 (LEADERSHIP CRAFT): MARK BURGE, MAR VAN DE KAA-THOMSON SDP PRIORITY 3 (CURRICULUM CRAFT): MARK BURGE, LISA MUSSON | | PUPIL PREMIUM: MARK BURGE HEALTH & SAFETY: MARK BURGE SAFEGUARDING: M BURGE & L MUSSON SEND: JENNY CLARKE PARENT COMMUNICATION & STAKEHOLDER REVIEW: HELEN LAMB GOVERNOR DEVELOPMENT PLAN/SKILLS AUDIT: LISA MUSSON WEBSITE: M VAN DE KAA-THOMSON GDPR: MARK BURGE ENGLISH/MATHEMATICS: JOHN HATJOULLIS/LISA MUSSON CURRICULUM & PSHE OVERVIEW: JOHN HATJOULLIS TRAINING LINK: JENNY CLARKE SFVS: MARK BURGE & JO MILLER WEBSITE COMPLIANCE: M VAN DE KAA-THOMSON COVID-19 RECOVERY FUNDING & REMOTE LEARNING: M BURGE | | |



GDP ACTION PLAN

START WITH WHY? Our Rationale/Intent (taken from most recent Governor Skills Audit & Self-Evaluation against six areas of governance)

* Governors have identified the need for to develop their independent systems for accountability in line with the Areas for Improvement from the March 2018 inspection. The governors recognise the ideal opportunity to develop these alongside the new headteacher as the school's new, longer term development plan is established and the need to monitor the impact of planned and funded actions. This is the ideal opportunity to develop a calendar of work, fresh reporting systems and ways to discover school based evidence through more direct first hand approach. Our evaluation highlighted not only these aspects but, moreover, this being the ideal time to plan for them and take them forward. Governors highlighted the importance of this from a Classroom Craft and Curriculum Craft perspective in relation to the extensive and vital work planned in the School Development Plan.

* Areas such as IDSR, internal data, teaching and learning developments and inspection readiness were highlighted as elements for training in Autumn 2019 and as time has progressed, and context has changed, the governors had added remote learning and use of Covid-19 funding and associated catch-up funding to be additional priorities for study. As a governing body, it was felt that the formation of a regular study group would be a way to delve deeper into these aspects in a way that meets the needs of the group in an efficient manner. Senior leaders, within school, have been asked to prepare a diary of bespoke training according to governor request in addition to external training.

ADDENDUM: From March 2020, the Study Group moved to Zoom meetings and 30 minute training sessions instead of face-to-face sessions. This has proved successful and remains the case even after restrictions have altered.

* SEC highlighted to governors the need to develop reporting systems that fulfil a clear set of requirements outlined by members of the governing body and supported by MIT and the LCC advisory team. Attendance, behaviour, disadvantaged pupils and internal progress data were aspects highlighted during the audit and in due course the governing body have expressed a desire to hold other middle and senior leaders to account regarding their work when this is deemed appropriate: this is particularly relevant in relation to the Curriculum Craft and the governors need to be trained in the latest refreshed curriculum, be able to see the curriculum in action, independently gather views about its progress and ensure that the knowledge and skills taught meet the statutory expectations of the National Curriculum, meet the needs of Mayfield pupils and are progressive. These reporting and accountability systems need to link with the first-hand evidence gathering opportunities which were highlighted earlier.

* The need to further develop means of communication with the school community is an identified thread. More frequent, direct communication which considers views and offers updates on our work and activities will increase transparency and potential aid the future recruitment of governors to aid and enhance sustainability. The governors have highlighted importance of such work in relation to developing the reputational aspects of the school in light of its journey since last inspection.

* Finally, the governing body is aware of the increasingly challenging financial climate due to the context surrounding the requiring improvement judgement and the fall in numbers on roll. In order to ensure long term sustainability, the governing body will need to support the new headteacher in reducing costs yet retaining levels of staffing and provision which do not compromise the school's journey to good. This work is already ongoing as we reach the third year of the cycle.

IT IS IMPORTANT TO NOTE THAT THESE ARE NOT THE ONLY ASPECTS IDENTIFIED BUT FORM THE SALIENT POINTS GATHERED FROM ALL GOVERNORS IN RELATION TO ACHIEVEABLE NEXT STEPS FOR GOVERNING BODY DEVELOPMENT DURING THE ACADEMIC YEAR.

IMPACT - IF WE ARE SUCCESSFUL WE WILL SEE THE FOLLOWING SUCCESS CRITERIA MET:

- New reporting systems working effectively and allowing for greater challenge and understanding on behalf of the governors.
- Governors have enhanced understanding of key documents, developments in primary teaching and provision at Mayfield.
- Governors understand and can articulate the core intent for Mayfield Primary School.
- Governors have communicated their work to the school community and have effectively established a means to gather stakeholder views.
- Governors are able to validate and supplement evidence provided by senior leaders by drawing upon additional, independent evidence streams.
- The headteacher is supported through the management of a successful, reduced model budget.



IMPLEMENT: TO ACHIEVE THESE WE MUST.....

| Actions | Who | Resources | Milestones/Events/Dates to Measure Progress and Impact | to Measure Progress and Impact | RAG Rating |
|---|--|---|--|---|------------|
| Establish a study group timetable and list of priorities e.g. IDSR, Ofsted Report, Curriculum Overviews, Subject Overviews, Pupil Premium | Governors as signed up for session. | Time for GD to prepare resources for training. External input brokered through existing MIT contract to assist with input. | At least monthly sessions from October 2019 onwards. | Monthly to April 2020 Resumed June 2020 | Green |
| Accountability reports working group established to formulate reporting system requirements for 2019/2020. | JG/GD/JM Alison Mitchell – MIT Advisor LCC Advisor | Advisory team time under existing contract at no further cost from that already allocated. | By end of September 2019 the reporting systems will be ready to share with FGB at training session. Deliver training at SEC session. Full implementation at SEC 2. | July 2019 Mtg September 2019 Mtg 8 th October 2019 7 th January 2020 | Green |
| Governors have, in partnership with HT, generated systems for gathering parent views and sharing updates to governor work. | Governors as required (CoG/CoG to oversee.) | School building used for Parent Forum events i.e. Performance Theatre x 3 times. Refreshments for families – as required. Paper documentation kept to minimum as electronic 'paperless' systems used. | PARENT FORUMS X 3 ESTABLISHED GOVERNOR NEWS (TERMLY FROM SPRING 2020) | 07/10/19 25/02/20 17/06/20 Covid Restrictions Autumn 2020 Covid Restrictions Summer Term 2021 Remote | Yellow |
| To review current vision/core school intent, alongside HT, and offer input into underlying rationale and curriculum drivers. | FGB | Pre-appointment Summer Term 2019 meeting with new headteacher. Time within Autumn Term 2019 governing body meeting to offer analysis. Time for challenge events to consider impact of implemented curriculum in Summer 2020 and then programmed continuously – potential to extend work of SEC. | Complete audit of views and curriculum feedback in writing for HT Monitor impact of actions through challenge events across the academic year. | July 2019 FGB Challenge events continuous Curriculum, Leadership, Classroom, Safeguarding Taking Place Termly | Green |



Mayfield Primary School: Governance Development Plan

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|--|---|--|--|---|--|
| <p>Create a new 'Governor Challenge' programme designed to generate independent school based evidence for governors – where the focus is upon impact of SDP actions.</p> | <p>Identified Governor Pairings</p> <p>Ideally Lead Governors and SEC</p> | <p>Time is the key resource. A diary of events established. Bespoke to the pairings and needs of the school.</p> <p>SLT time to support the process during school visits.</p> | <p>Calendar of initial events established</p> <p>Three challenge groups established to consider impact of SDP priorities in three priority areas.</p> <p>H&S event/visit established with MB on annual cycle.</p> | <p>Start of October 2019</p> <p>November 2019 – Events 1&2</p> <p>January 2020 - Events 3&4</p> <p>March 2020 – Event 5</p> <p>Challenge events continuous from hereon.</p> <p>Curriculum, Leadership, Classroom, Safeguarding Taking Place Termly</p> <p><i>(Gap between Apr 20 and Oct 20, then Jan 21 to Apr 21: Covid Restrictions)</i></p> | |
| <p>Assist the HT in the process of staffing re-structure based upon current long-term budget projections i.e. generating relevant supporting committees.</p> <p><i>Two year project. Process not required for 2021/2022.</i></p> | <p>Resource Committee Working Group into Governor Selection Panel</p> | <p>From January 2020 – Governor time will be needed to support HT in the process with HR.</p> <p>HR time paid for as LA school at no additional costs.</p> <p>Governor Working Group to be established to undertake and support the work.</p> <p>Selection Panel to be identified with the support of LA HR.</p> <p>Appeals Committee may be detailed. Untainted governors will need to be identified.</p> <p>Two stages identified for the processes. November 2019 – March 2020 November 2020 – March 2021</p> | <p>Repeated for each process 19/20 & 20/21:</p> <p>Financial projection over three years updated and presented.</p> <p>Ensure mtgs between HT and HR have taken place to draw upon feasibility and process.</p> <p>Agree sustainable structure as presented by HT.</p> <p>Financial update and process update.</p> <p>Selection Panel established and first meeting regarding criteria with HR.</p> <p>Formal consultation mtg with unions.</p> <p><i>VRs identified on both occasions meaning that neither process required work beyond this stage. Resolution reached and revised structure implemented.</i></p> | <p><u>2019/2020</u></p> <p>Resource Committee 1</p> <p>By October 31st</p> <p>FGB 1 – 26/11/19</p> <p>Resource Committee 2</p> <p>Tuesday 25th February</p> <p><u>2020/2021</u></p> <p>Resource Committee 1</p> <p>By October 31st</p> <p>FGB 1</p> <p>Resource Committee 2</p> <p>Remote – Jan 21</p> <p>Panel Mtg: Remote – Feb 21</p> | |



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| <p>Undertake recruitment drive for governor vacancies. Implementing skills based identification for governors who can fill identified gaps in existing GB. Identified areas: 1) Financial Background 2) Primary Education Experience 3) Prior Parental Engagement</p> | <p>CoG VCoG HT</p> | <p>Meeting time to create criteria for governor recruitment and recruitment timetable. HT to establish timeline and to lead Parent Governor election process in line with agreed LA recruitment process. HT/CoG to lead new two part governor induction process post appointment.</p> | <p>Initial Mtgs: Sept 20 Recruitment Timeline: Oct 20 Induction: Nov/Dec 20</p> | <p>Initial Mtgs: Sept 20 Recruitment Timeline: Oct 20 Induction: Nov/Dec 20</p> | <p style="background-color: #008000;"></p> |
| <p>Implement revised agenda, meeting structure, minute taking and evidence gathering format for SEC from Summer 2021. Focus upon: first-hand evidence opportunities, presentation by middle leaders and other senior leaders and the focus upon governor questions and the recording of these clearly and systematically on meeting minutes.</p> | <p>CoG CoSEC SLT/HT</p> | <p>Agenda drawn up by HT/CoG/CoSEC – work remotely. HT to train new SEC Clerk in minute taking approach requested by Governors.</p> | <p>Agenda: Dec 20 New Clerk Training: Apr/May 21 New Mtg: July 21 2nd Session: Sept 21</p> | <p>Agenda: Dec 20 New Clerk Training: Apr/May 21 New Mtg: July 21 2nd Session: Sept 21 Ongoing SEC Challenge Events</p> | <p style="background-color: #FFA500;"></p> |



IMPLEMENT: NEW GOVERNOR MEETING/TRAINING/EVENT CALENDAR CYCLE

STRATEGIC LEADERSHIP – ACCOUNTABILITY – PEOPLE – STRUCTURES – COMPLIANCE – EVALUATION

Weeks are an indicator rather than a requirement and number of weeks per half-term reflect 2021/2022 at latest point of review.

*** STUDY GROUP ZOOM SESSIONS TO BE INSERTED THROUGHOUT THE YEAR**



| AUTUMN 1 | | AUTUMN 2 | | SPRING 1 | | SPRING 2 | | SUMMER 1 | | SUMMER 2 | |
|----------|-------------------------------------|----------|---|----------|-------------------------|----------|---------------------------|----------|---------------------------------|----------|---------------------------|
| A1 | GOVERNOR SAFEGUARDING TRAINING | A9 | GOVERNOR ATTENDANCE AT OPEN EVENT FOR PARENTS & COMMUNITY | S1 | | S7 | PAY COMMITTEE 2 | SU1 | HT APPRAISAL COMMITTEE (UPDATE) | SU7 | |
| A2 | SEC 1 | A10 | GOVERNOR CHALLENGE 3 | S2 | SEC 2 | S8 | GOVERNOR CHALLENGE 6 | SU2 | SEC 3 | SU8 | GOVERNOR CHALLENGE 9 |
| A3 | GOVERNOR CHALLENGE: SFVS/SCR REVIEW | A11 | PARENT VIEW | S3 | GOVERNOR CHALLENGE: H&S | S9 | | SU3 | | SU9 | STAKEHOLDER EVALUATION |
| A4 | RESOURCES 1 | A12 | GOVERNOR CHALLENGE 4 | S4 | RESOURCES 2 | S10 | FULL GOVERNING BODY 2 | SU4 | GOVERNOR CHALLENGE 8 | SU10 | GOVERNOR CHALLENGE 10 |
| A5 | GOVERNOR CHALLENGE 1 | A13 | HT APPRAISAL COMMITTEE | S5 | | S11 | GOVERNOR CHALLENGE 7 | SU5 | | SU11 | |
| A6 | GOVERNOR CHALLENGE 2 | A14 | | S6 | GOVERNOR CHALLENGE 5 | S12 | GOVERNOR NEWS FOR PARENTS | SU6 | RESOURCES 3 | SU12 | FULL GOVERNING BODY 3 |
| A7 | PAY COMMITTEE 1 | A15 | GOVERNOR NEWS FOR PARENTS | | | | | | | SU13 | GOVERNOR NEWS FOR PARENTS |
| A8 | FULL GOVERNING BODY 1 | | | | | | | | | | |



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