



Highworth Warneford School

Putting Excellence First

TRUSTEES' STRATEGIC DEVELOPMENT PLAN

Governor Strategic Plan Objectives

- Provide an outstanding environment, with excellent staff, to support learning and enable students to fulfil their potential
- Create a positive, yet challenging culture, where everyone works towards continuous improvements in the quality and standards of learning
- To be a supportive and inclusive school, where both staff and students are valued
- Work with partners and the local community to improve and extend learning and other opportunities
- Achieve and maintain a robust financial status within a culture of compliance

OUR VISION

Excellence – every student must aim for excellence

Aspiration - students should aspire to do amazing things and not settle for just enough

Challenge - we will improve students' resilience and help them to adapt to face life's challenges

Values - our students will develop independence and confidence and become moral, curious and enterprising learners, leaders and adults

Community - The school is part of a local, national and international community – staff and students recognise and engage with this

Whole School Priority 1 OUTSTANDING TEACHING

This is the key function of the school. Outstanding teaching is an integral part of outstanding learning. We want lessons to have impact, engaging students in a way that makes them want to learn and allows them to become increasingly independent.

Trustees will support this by gaining an understanding of developments in pedagogy in general and how staff are being supported to improve their practice.

Where necessary, they will be asked to take on specific strategic responsibility to support and challenge areas of relative weakness.

Whole School Priority 2 OUTSTANDING CURRICULUM

Outstanding teaching is supported by an outstanding curriculum. Students clearly need to gain excellent results in a broad range of subjects. However, there are other success criteria and the development of broader skills is of equal importance.

Trustees will support this by having an overview of and input into overall curriculum intent, ensuring that there is the correct balance between academic and other priorities.

Whole School Priority 3 LEADERSHIP

Without strong leadership, there is no capacity to develop, improve or respond to situations. Students need to understand what good leadership is, why it is so important, and be given opportunities to develop these skills.

Trustees will support the development of leadership at all levels in the school, from the Headteacher to students, ensuring systems are in place to give both opportunity and guidance.

This includes a commitment to constant review of the leadership aspects of governance, to ensure that broad competencies are covered and trustees are as effective as possible.

Whole School Priority 4 DATA & INTERVENTION

Understanding how students are progressing compared to expectation is vital if teaching is to be effective. Any issues can be picked up at the earliest opportunity and necessary actions taken.

Trustees will support this goal by gaining an excellent understanding of both academic and financial metrics, allowing them to gain a deeper understanding of the school's strengths and weaknesses and be able to have productive and strategic conversations with the school's leadership about all aspects of the school.

Whole School Priority 5 CARE, ETHOS, VALUES AND BEHAVIOUR

The school is a well-ordered environment with clear expectations around ethos, values and behaviour. We want our students to develop important skills other than being able to pass exams.

Trustees will support this priority by ensuring that actions are taken to impact specifically and positively on the school's ethos. The school is here for all members of the community and the expectation is that we continue to be inclusive and promote positive values. Safeguarding has the highest strategic priority.

Whole School Priority 6 MONITORING & EVALUATION

Raising standards does not happen by accident. Implementation of improvement plans needs to be monitored and their impact reviewed to ensure effective use of time and resources. Staff need to be given both appropriate support and challenge to make sure that they meet the school's expectations.

Trustees see this as a key function and will expect to see evidence of this happening both internally and externally and be able to make an input into strategic plans as a result.

Other Specific Trustee Objectives 2022-23

Objective	Actions
All trustees to engage with research into Multi Academy Trusts and subsequent decision making	<ul style="list-style-type: none"> • Review possible partnerships and develop a roadmap to potentially joining a MAT that will work in the best interests of the school
To ensure that trustees challenge Senior Leaders' responses to external evaluation	<ul style="list-style-type: none"> • Identify and rectify any gaps in understanding • Ensure lessons are learned from any external review and followed up
All trustees to engage with appropriate training to increase their effectiveness	<ul style="list-style-type: none"> • Core competency training identified and carried out by all • Specific training for some roles e.g. SEN or Safeguarding governor • Broader training given to all trustees about different aspects of education (during meetings)
All trustees to develop their roles, especially additional responsibilities, to ensure the greatest possible impact	<ul style="list-style-type: none"> • Regular communication, questioning and engagement with the identified school link • Report back to all trustees – especially where strategic issues are raised or intervention needed
To ensure that the governing body has a full complement of trustees, with the skills necessary to best support the school	<ul style="list-style-type: none"> • Regular audit of skills to find any gaps • Use a full range of tactics to identify and recruit high-quality, committed trustees
Manage risk effectively	<ul style="list-style-type: none"> • Support the school to identify and mitigate any risks to the smooth functioning of the school • Specifically, for 2022-24, manage the financial and other subsequent risks of the school's planned reduction in size
Help the school to successfully maintain and develop its site	<ul style="list-style-type: none"> • Research opportunities to get funding to develop and improve other aspects of the site

Name	Governor Type	House	Term From	Term To	Roles	Additional Roles
Mrs Fiona Carr	Trustee	Coleshill	4 May 2022	4 May 2026		Marketing/Fundraising
Mrs Catherine Coffey	Trustee	Stanton	16 Sep 2020	16 Sep 2024		SEN
Mr Richard Gaskell	Trustee	Coleshill	17 Mar 2021	17 Mar 2025	Vice Chair of Finance	Curriculum Support
Mr Malcolm Holbrook	Trustee	Stanton	16 Sep 2020	16 Sep 2024	Chair of Trustees	
Mr Robin James	Trustee	Coleshill	14 Sep 2012	14 Sep 2026	Chair of Finance	Health & Safety
Mr Gary Llewellyn	Trustee	Hampton	16 Sep 2020	16 Sep 2024		Safeguarding/Premises
Mr Simon Rhodes	Trustee	Buscot	23 Nov 2020	23 Nov 2024		Pupil Premium/Attendance
Mr Andy Steele	Headteacher	All	Ongoing		Headteacher	
Mr Jonathan Williams	Trustee	Hampton	16 Sep 2020	16 Sep 2024	Vice Chair of Trustees	Careers
Vacancy	Trustee (Teacher)					
Mr Kyle Gaskin	Trustee (Support)	Coleshill	1 Sep 2022	1 Sep 2026		
Vacancy	Trustee					

Mr Malcolm Holbrook	Member	16 Sep 2020	16 Sep 2024	Chair
Mrs Rachel McGuigan	Member	18 Oct 2019	17 Oct 2023	
Mrs Julie Murphy	Member	15 Nov 2020	15 Nov 2024	
Mr Jeremy Samson	Member	18 Oct 2019	17 Oct 2023	
Dr Judy Robbins	Member	1 Jul 2021	1 Jul 2025	

Also in attendance (depending on agenda)

Mrs Katie Green	Assistant Head
Mrs Lorraine Hayward	Business Manager
Mr Steve McKinstry	Deputy Head
Mr Mark Nye	Deputy Head
Mrs Carli Williams	Clerk
Mrs Fiona Stanley	Associate Assistant Head



Highworth Warneford School Governance Structure and Code of Conduct

Additional Trustee Roles 2022-23

These roles require trustees to become the expert on the governing body in a particular area and, in some cases, provide specific support for the school.

Expertise may be gained from conversations with staff, visits to the school, training courses, literature review etc.

Some roles will be enhanced if governors are able to do school visits.

Trustees who are not school employees, or the Chair, should have at least one additional role but can double-up.

This expertise will be vital when looking at strategic plans for the school.

Role	Responsibility	Trustee	School Link(s)
Safeguarding	Annual review of safeguarding procedures; serious case overview	Gary Llewellyn	Designated Safeguarding Lead
Careers	Overview of Gatsby benchmarks; understanding of careers education	Jon Williams	Careers Leader
Pupil Premium	Annual review of Pupil Premium procedures and online statement; review of progress of PP students	Simon Rhodes	Associate Assistant Head (Inclusion)
Attendance	Overview of Attendance policy and procedures; review of attendance of students and cohorts	Simon Rhodes	Associate Assistant Head (Inclusion)
SEN/LAC	Annual review of SEN/LAC procedures; review of progress of SEN/LAC students	Catherine Coffey	Associate Assistant Head (SENCO)
Curriculum Support x2	Governor overview of support for focused subject areas	Richard Gaskell	Deputy Head (Academic)
Health & Safety	Ongoing review of Health & Safety processes and documentation	Robin James	Business Manager; Site Manager
Marketing/Fundraising	Support and advice in marketing and raising additional funds the school	Fiona Carr	Deputy Head (Pastoral); Business Manager
Premises	Ongoing review of Premises issues	Gary Llewellyn	Business Manager; Site Manager
Staffing, CPD and HR	Support and advice in managing staff - including staff welfare; overview of delegated staffing policies	Vacant	Assistant Head (CPD); Business Manager; Head

Gary Llewellyn also takes on an informal role with Premises issues.

Code of Conduct

This code sets out the expectations and commitment required from Warneford's Trustees in order for the board to properly carry out its work as a *critical friend*.

It is generally accepted that being an effective trustee is a demanding task that requires significant commitment from individuals and needs everyone to work together as a team.

Aims and Standards

The purpose of the governing body is to help the school provide the best possible education for its students. We are accountable to statutory bodies and also to the parents and wider local community. We act in accordance with the requirements laid down in Acts of Parliament and the latest Governance Handbook.

We also act at all times in accordance with the principles laid down by the Seven Principles of Standards in Public Life (Nolan Principles):

Selflessness: Holders of public office should act only in the public interest and not to gain financial or other benefits for themselves, their family or their friends

Integrity: Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

Objectivity: In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

Accountability: Holders of public office are accountable for their decisions and actions to the public and must submit themselves to appropriate scrutiny.

Openness: Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

Honesty: Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership: Holders of public office should promote and support these principles by leadership and example.

Collective Responsibility

Trustees work together as a team in a collaborative manner. In certain circumstances, such as when the Chair has to take urgent action, individual Trustees may be formally delegated to act on their own. However, in every other respect, all Trustees have equal power and enjoy the same esteem and status, with an equal right to participate and to state his or her view, while respecting the views of others.

Some Trustees are elected by particular groups, e.g. parents or staff, to which they may feel some loyalty. However, we are representative of these groups and not delegates reporting back.

We recognise that our individual commitments may be uneven due to personal circumstances. However, this should never cause us to work as an 'A' Team (those willing and able to give up the time) and a 'B' Team (those willing to rubber stamp decisions of the 'A' Team). We may delegate some of our responsibilities to others but we may not delegate our accountability.

Each Trustee makes up his or her own mind about specific issues. However, once decisions are made by the group, individual Trustees are bound by them and are loyal to them.

Confidentiality

All reports or minutes relating to the governing body, or its committees, are public papers after the meeting has considered them and are made available at the school to anyone wishing to inspect them, unless we decide they should be confidential.

If the latter is the case, each Trustee is expected to be mindful of any confidential items discussed and must not disclose what individual Trustees have said or how they have voted (if applicable). Any reports that name individuals, including teachers, students or candidates for admission, are treated as confidential to the committee that receives them.

Trustees are not expected to mention school business on social media. They are not allowed to be ‘friends’ with students and should carefully consider whether any connections with staff are appropriate, or could be misconstrued.

Meetings

All Trustees’ meetings are private in nature but open in recording and outcome. If we wish to do so, we may invite people to contribute to specific agenda items and others to observe our meetings.

A good deal of our time is spent preparing for, travelling to, attending and following up meetings. We are committed to making the most effective use of this time by planning well-structured agendas and running efficient meetings. We keep our meeting practice under regular review.

Decisions are collective. We always aim to move toward consensus, but there will be occasions where it will be necessary to take a vote. The main arguments on either side will be recorded impersonally. Having arrived at a decision – whether by vote or consensus – it is vital that we all remain loyal to that decision and will not speak against majority decisions outside the governing board meeting.

We always ask ourselves the question “How will this decision benefit the education of the students of this school?”

Conflicts of Interest

We avoid putting ourselves in a position where there is conflict – actual or potential – between our personal interests and our duties to the governing body. If any such conflicted matter arises in a meeting we will offer to leave the meetings for the appropriate length of time. We will also declare any conflict of interest at the start of any meeting should the situation arise. We will act in the interest of the school as a whole and not as a representative of any group.

Non-exhaustive examples where a Trustee must withdraw from a meeting include:

- When the behaviour or progress of that trustee’s child is being discussed.
- When a personnel issue is being discussed that could impact on a colleague’s relationship with teacher/staff trustees.
- When a contract for building work is being discussed and a trustee has an interest in or is employed by one of the companies quoting.

We record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing board’s business in a Register of Business Interests. We accept that this information will be published on the school’s website.

Commitment to the School

Induction: In order to welcome new Trustees properly and to enlist their lasting commitment, we have established a well-planned induction for all new Trustees, which includes opportunities to speak to current Trustees and the Senior Leadership of the school.

Meetings: We commit ourselves to attend **all** full governing body meetings, recognising that this might not always be possible. To facilitate the best possible attendance, these meetings are scheduled for the academic year in advance. To make the most effective use of meetings, we also commit to prompt starts and full preparation, including having read and considered any circulated papers.

Trustees may also be asked to contribute their time for other things such as disciplinary meetings, admissions meetings, exclusion panels, pay panels etc.

Additional Duties and Visits: It is difficult to be an effective trustee without knowing about the school, the staff who run it or the children who learn in it. We 'link' our Trustees to different strategic aspects of the school, and any related visits are undertaken not as inspectors but to support the school's strategic development. It is worth noting that Trustees are not best placed to make operational judgements. The day-to-day running of the school is the responsibility of the Headteacher.

Training: We are dedicated to the development of the school and of those who work in it. We recognise that the central role we have in that development will be effective only if we ourselves seek appropriate training and support.

Harnessing Talent: We conduct a skills audit of the full governing body each year. Where possible we will recruit new members to the governing body who possess the skills we require. We show respect for and utilise the different knowledge, skills and experiences of all our Trustees.

Breach of this Code

Any breaches of this code will be raised with the Chair of Trustees in the first instance, who can choose to take informal action or investigate more formally if a serious or repeated breach has occurred. The Vice Chair will be involved if the breach involves the Chair.

In some cases, this will mean recommendations being taken to the school's Members for discussion and action.