

Marine Academy Plymouth: Governance Action Plan, 2016/17



The purpose of the Academy's Governance Action plan is to ensure that the Academy's governance continues to evolve in line with the needs of the Academy, with Ofsted expectations and with current best practice. The plan is not intended to be exhaustive but rather to provide focus for the coming year and it is designed to run alongside our usual activities and responsibilities as Governors.

Area of focus	Specific Action	By whom	By when	Success Criteria	Status Not yet started In progress Complete	Notes/updates
1.0 Committee structure and agenda setting	1.1 Embed the Academy's annual cycle of business which will deliver all statutory items of business as well as allowing focus on specific areas within the Academy, linked to the AIP.	SM	Feb 2017	<ul style="list-style-type: none"> • Cycle of business agreed and implemented • Cycle is used as the basis for agenda items for all Board and sub committee meetings • Cycle is monitored and updated after its first year of implementation 		Completed but needs to embed
	1.2 Review the Academy's committee structure to ensure that the Academy's needs continue to be served and the 'all through' approach to governance remains central to discussions and decision making.	VM	June 2017	<ul style="list-style-type: none"> • Review conducted and recommendations implemented. • Terms of Reference updated. • Reviewed structure is integrated in to the Academy's terms of business. 		Review completed and governors assigned to committees. Final work on TOR required
2.0 Governor's roles and responsibilities	2.1 Ensure that governors are fully aware of their responsibilities through the sustained development of their role, the introduction of an induction programme for new governors and the creation of a MAP governance handbook.	VM/SM	May 2017	<ul style="list-style-type: none"> • Existing induction programme is reviewed and updated. • An induction programme of meetings and activities is in place for all new governors. • A handbook to support new governors is developed. 		

	2.2 Update the skills audit conducted in 2014 and develop and then implement an annual training plan. As part of this, continue to support the development of the Clerk to the Board in professional clerking skills.	SM	May 2017	<ul style="list-style-type: none"> • Training will be scheduled into the annual cycle of business and the learnings from individual training shared with others on the governing body (for note Governors have indicated the usefulness of eLearning). 		
	2.3 Develop a Governor succession plan focusing specifically on the Chair, Vice-Chair and Chairs of Committee to ensure where possible, full occupancy of Governor roles.	VM	September 2017	<ul style="list-style-type: none"> • Succession plans are in place and the Chair has discussed possible occupancy with all Governors. 		
	2.4 Continue to hold governor off-sites and development days which are scheduled at the start of the year, linked to the annual cycle of business.	VM	Ongoing	<ul style="list-style-type: none"> • The governing body commits to 2 governor days or ½ days per year in order to have time to discuss and debate important matters of Academy business or education policy. • At least one meeting will contain a development aspect, linked to the annual development plan. 		
3.0 Increase the visibility of governors in the school and community.	3.1 Ensure governors' link visits are uploaded to the governor only part of the website and are regularly discussed at the relevant subcommittee meetings and the headlines and themes shared at an annual full board meeting,	JO	TBC by Justin	<ul style="list-style-type: none"> • A termly calendar of visits is planned and governors are aware of the monitoring work completed by their colleagues. 		

	3.2 Share MAP's annual calendar of events with governors each year. At the start of the school year governors sign up to attend in advance to ensure a full distribution of attendance across the governing body.	MS & BG	TBC by Michelle and Beth	<ul style="list-style-type: none"> Increased governor attendance at MAP events and increased interaction with parents and other stakeholders. 		
	3.3 Continue to add to MAP's termly newsletter to parents and carers to advise of the roles of governors and share updates on the governors' work.	MS & TOH	TBC by Michelle and Tanya	<ul style="list-style-type: none"> Parents, carers etc. have access to information on governor roles through the school newsletter. 		
	3.4 Ensure that the Academy's website provides useful information on governance and fulfils the expectations on what is publically shared.	JO & BG	TBC by Justin and Beth	<ul style="list-style-type: none"> Website is easy to navigate and is statutorily compliant. Governors have access to a shared space on the website for storage and information sharing purposes. 		
4.0 Improve the quality of governor monitoring	4.1 Review and reset the Link Governor process to ensure that monitoring roles are linked to areas of strategic importance for the Academy and governors are clear of their role as regards monitoring.	VM	July 2017	<ul style="list-style-type: none"> New process introduced after the December offsite. Increased number of high quality monitoring forms are received and uploaded on to the governance section of the website. Key findings from monitoring visits are shared at governor meetings and sub committee meetings. 		

<p>5.0 Ensure governors have a sound understanding of best practice in safeguarding.</p>	<p>Ensure that all governors have a copy of - and have read and understood - Inspecting safeguarding in early years, education and skills settings – Aug 2015; Working together to safeguard children, March 2015 and Keeping children safe in education, July 2015.</p>	<p>KS</p>	<p>TBC by KS</p>	<ul style="list-style-type: none"> Governors have all received and read a copy of the statutory guidance and are fully aware of their responsibilities. 		<p>99% of governors have completed online training on Safeguarding in the last year. Next round planned for Autumn Term.</p>
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