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# Brockenhurst College

## Governance Review

January to March 2024

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## Introduction

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This external review of governance at Brockenhurst College was commissioned by the Governing Board in the July 2023.

The Brockenhurst College website states that the college delivers a wide range of A level, vocational and apprenticeship programmes. It also delivers skills and training courses for adults, adult leisure and learning courses and two HE programmes. The college has over 3,000 16-19 students and around 5,000 adult learners.

The external review of governance was undertaken in the context of the most recent inspection by Ofsted (November 2023) which graded the overall effectiveness of Brockenhurst College as 'good'. The following quotation is taken from pages 6 and 7 of the Ofsted inspection report:

*Governors work closely with leaders to provide effective oversight. They share leaders' vision and strategic aims. They have an accurate understanding of the strengths and weaknesses of provision and the areas that leaders are working to improve. Governors use their significant skills and experience to support and challenge leaders to secure improvements, such as increasing the number of apprentices who complete their courses on time. As a result, they support continuous improvement in the college very well.*

The review was undertaken by Stone King LLP, specifically Rachel Robson (Governance Consultant).

## Code of Good Governance

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The Governing Board of Brockenhurst College has adopted the AoC Code of Good Governance for English Colleges (the Code) and, as stated in the Statement of Corporate Governance for year ended 31 July 2023, mainly complies with the provision of the Code. The Governing Board have reviewed the newly issued AoC Further Education Code of Good Governance has resolved to adopt that code with effect from July 2024.

This review takes the Code as the basis for the review. However, this review does not constitute an audit of compliance.

## Methodology

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The methodology adopted for this review, undertaken between January and March 2024, was as follows:

- Observation of the Governing Board (5<sup>th</sup> March 2024, via Teams);
- Observation of Audit Committee (6<sup>th</sup> February 2024, via Teams);
- Interviews with the Chair of Brockenhurst College, the Vice Chair, the Chair of the Audit Committee, the Principal and CEO, and the Clerk to the Corporation (the Clerk);
- A review of core governance documentation supplied by the Clerk.

## Executive Summary

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This review seeks to consider the overall effectiveness of governance, including the quality and impact of Governing Board behaviours, and to support continuous improvement by recommending actions to strengthen governance culture, policies and practices, where appropriate.

In summary, taking account of meeting observations, interviews and documentation shared, this review recognises that the governance of Brockenhurst College demonstrates governor commitment to the success of students through engagement with the College and areas of effective and good practice as highlighted throughout this report. Areas of practice that would benefit from further development have also been identified. It is noted that the College and the Governing Board have been going through a period of transition, which is reflected throughout the report.

To continue to improve the effectiveness of the Governing Board we provide a series of recommendations in this report which encourage the Governing Board to:

- Continue the work with the new Principal and CEO to develop a three year strategic plan and identify in-year targets to enable effective oversight of the progress of implementation.
- Refine the presentation of the risk register to enable a strategic risk register that is aligned to the achievement of the strategic plan to promote better engagement with risk, and increased understanding of the alignment between the strategic objectives and risk.
- Further develop link governor arrangements to ensure that the roles enable governors to achieve the desired outcomes from visits.
- Use timed agendas and succinct reporting to better stimulate and encourage effective discussion that supports governors to take the desired decisions.

Recommendations for ways to develop and strengthen the effectiveness of governance at Brockenhurst College are presented both in the text, marked as [R], and in a collated table at the end of this report. Within the report there are also suggestions for further consideration which will be of interest to the Governing Board in seeking to improve its overall effectiveness. The reviewer would like to thank all governors and staff who contributed to this review, with particular thanks to the Clerk for the time given throughout the process.

How the Governing Board approaches and addresses the recommendations contained in this report will necessarily be a further measure of the Governing Board's effectiveness.

## 1. Strategy and Planning

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### Strategic Plan and Reporting

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- 1.1. The reviewer has been provided with the document 'Strategic Plan 2023-24'. It is appreciated by the Governing Board that it is more usual for a college to develop a longer-term three-year strategic plan. However, due to the leadership changes the College has faced in the recent past, the Governing Board agreed that the previous 2022-23 Strategic Plan should be developed for a further year. This arrangement has enabled the Principal and CEO, who came into post in June 2023, to develop her knowledge and understanding of the College and to work with all stakeholders throughout 23-24 on a new three-year strategic plan. The Governing Board have been actively involved in the development of the new strategic plan through various activities. It is anticipated that the new plan will be reviewed and approved by the Governing Board in July 2024.
- 1.2. The current plan identifies four key strategic priorities:
- Curriculum and study programmes
  - Quality and outstanding outcomes
  - Sustainability, growth and reform
  - People, community and culture

Beneath each of the key strategic priorities are more detailed objectives that identify how achievement of success will be measured by reference to '*By the end of 23-24 we will have...*'.

- 1.3. When the new plan is approved it is suggested that the Governing Board considers how it will measure progress against the key objectives through each year and over the three years of the plan. Agreed in-year targets will enable the Governing Board to exercise clear oversight. During interview it was clear that this work is in progress whilst the plan is being developed.

### Strategic Thinking

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- 1.4. The Governing Board creates the time and space to consider strategic issues outside formal meetings. Strategic planning events are included in the annual meeting cycle.

### Risk Management

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- 1.5. The risk register is a very detailed document when considered as a whole, it is taken to both the Governing Board and the Audit Committee for consideration in its entirety. It currently has 22 risks identified, although none of these risks are directly linked to the strategic plan. There was considerable

discussion at both the observed Audit Committee and Governing Board meetings on the risk register and how this should now be further developed to ensure that governors have a clear line of sight on key risks. At present the risk register combines both strategic and more operational or business as usual risks.

- 1.6. Moving forward it is suggested that a strategic risk register is developed that identifies no more than a dozen key risks that pose a threat to the success of the strategic plan. This strategic risk register could then be reviewed at Governing Board meetings immediately after a review of progress of the strategic plan. [R1]
- 1.7. More operational risks, which sit beneath the strategic risks and provide mitigations for those risks, could still be reviewed by governors at the appropriate committee level. So, for example more operational risks identified as relating to quality could be taken to the Quality and Curriculum Committee. The effectiveness of oversight of all of these risks could continue to be reviewed by the Audit Committee, leaving the full Governing Board to focus more on strategic risks.

### **Key Performance Indicators**

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- 1.8. KPIs that enable governors to have oversight of college performance and progress are monitored through individual reports and committees (e.g. financial KPIs in management accounts). The Governing Board may find it useful to have an agreed set of KPIs that they receive at each meeting as a useful addition to other reports. A governor dashboard that reports against agreed KPIs may be an effective way for the Governing Board to review progress against the strategic priorities.

### **Scheme of Delegation**

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- 1.9. The Governing Board does not currently have a separate Scheme of Delegation. Delegated responsibilities are appropriately documented in the Instrument and Articles, Standing Orders and Terms of Reference of Committees.
- 1.10. It is recommended that all delegated responsibilities are drawn together into one document for the sake of clarity. A Scheme of Delegation, often presented in a tabulated format for ease of reference, distinguishes between matters reserved exclusively for the Governing Board's approval or decision, and matters delegated to committees and individuals. Any such document would take account of the framework for governing colleges, for example the Instrument and Articles and the Post-16 Audit Code of Practice. Whilst the Governing Board can delegate aspects of decision-making, it must retain overall control. [R2]

## Agenda Planning

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- 1.11. There is a Schedule of Business in place for all Governing Board and committee meetings. This also includes planned strategic events. This workplan could be further improved by assurance mapping – i.e. what does the Governing Board need to consider in relation to compliance requirements, to meet expectations of governor responsibilities and to monitor key risks and when. This would also provide greater visibility of items in relation to their assurance significance for Governors and senior staff. [R3]

## 2. Capability and Culture

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### Board Membership

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- 2.1. The Instrument and Articles provide for Governing Board membership of between twelve and twenty governors. This may be comprised of up to sixteen external members appointed based on their skills, the Principal and CEO, at least one and up to three staff members, and at least two and up to three student members. Standing Orders confirm that the Governing Board has agreed a membership of seventeen to be comprised of twelve external members, the Principal and CEO, two staff governors and two student governors. At present there is a vacancy for one external member. The Governing Board have identified the existence of extenuating circumstances in the last couple of years and as a response have agreed short extensions to the terms of office of two governors to ensure stability in membership over this period.

### Attendance

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- 2.2. The overall attendance at Governing Board meetings for 2022/23 was 75% (excluding extraordinary meetings) and 69% (including extraordinary meetings), with attendance at committees ranging from 67% to 100%. The Governing Board has set an attendance target of 75%, this is a relatively low target, other colleges would usually seek to set and achieve a higher target of 80%. The FE clerks' network annual survey confirmed mean average attendance (based on the response of 101 colleges) was 82.68% for 2022/23 with the range of attendance rate from 69% to 94%. An annual attendance and participation report is reviewed by the Strategy, Governance and Search Committee at every meeting.

### Governors' Skills and Expertise

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- 2.3. A skills audit is undertaken annually, and the outcome is reported to the Strategy, Governance and Search Committee. This is considered to be good practice to support ongoing governor recruitment,

development/training and the allocation of governors to committees. A review of the outcome of the skills audit undertaken in 2023 and discussion in interviews suggest a well-rounded membership with significant expertise and experience in key areas such as financial strategy and strategic leadership.

### Appointment of Governors

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- 2.4. The Governing Board delegates responsibility to the Strategy, Governance and Search Committee to determine the appropriate selection procedures for governors and to advise the Governing Board on candidates for appointment, as detailed in that Committee's Terms of Reference. Whilst there are checklists for recruitment procedures there is no formal recruitment and appointment policy in place that details a transparent recruitment and selection process for the appointment of external members, it is recommended that a policy is put in place. That policy could also be extended to set out a clear process for the recruitment and appointment of staff and student. [R4] The outcome of the annual equality and diversity questionnaire completed by governors is reported to the Strategy, Governance and Search Committee and, recognising the importance of seeking to develop the diversity of the Board, this is actively used to inform the recruitment process.

### Induction

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- 2.5. An induction process is in place that includes meetings with the Principal and CEO, the Clerk and members of the Senior Leadership team. It is suggested that induction could be further enhanced if the process were to include facilitated interactions with staff and students. The session with the Clerk includes an introduction to key governance documentation and the roles and responsibilities of governors. New governors are also directed to internal and external training sessions.
- 2.6. A Governance Handbook can be a helpful tool in the induction process to provide an overview of governance within the College, the responsibilities of the Governing Board and to direct attention to key documents. At present the college has a useful 'Information Pack for Potential New Governors.' This could be repurposed as a Governance Handbook that would sit above key documents and provide an overview that would add value and clarity. In addition such a Handbook would also provide a useful aide memoire throughout a governor's time on the Governing Board. The documents included in the induction meetings should be reviewed, as at present the focus is on internal documents. New governors should be directed to documents that highlight their responsibilities as governors and trustees such as the Charity Commission guidance 'The essential trustee' and the DfE FE and sixth form college corporations' governance guide. [R5]

## Training

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- 2.7. The Governing Board has identified four mandatory training modules (safeguard, prevent, GDPR and Equality and Diversity) that must be completed every two years. In addition a comprehensive training and development programme is offered throughout the year. The reviewer has been provided with the training record for 2022-23 which shows that governors actively engage with training that is relevant to their responsibilities and roles within the Governing Board throughout the year. This is an area where good practice is clearly undertaken and evidenced.

## Link Governors

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- 2.8. The college is currently developing link governor roles and processes. There are link governor roles in place including those for safeguarding, SEN and careers. It is suggested that an overarching protocol or policy is introduced to express the purpose of a link governor scheme and the expectations of all involved including the managers working with link governors. The college values the link governor roles in place; we were told at interview that the safeguarding link role is undertaken diligently and is valued by the staff member involved. This established process could be used as the basis for the development of other link roles. It would be useful if every link governor role had a full role description that sets out what is required of the governor undertaking that role. The processes around visits could be further improved if an agreed report format were completed at the end of each visit by the governor, together with clarity on how the outcome of visits will be reported to the Governing Board. [R6]

## Succession Planning

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- 2.9. Succession planning for key governance roles is delegated to the Strategy, Governance and Search Committee, although no specific succession planning policy is in place. A succession planning policy could cover all key governor roles and set notice periods to enable the Governing Board to plan for the replacement of key skills. Training activity should also be included to ensure that governors can be fully prepared when being appointed to key roles. [R7]
- 2.10. The Governing Board places value on the balance of their membership in terms of skills and experience when considering succession planning, the need to refresh the membership and the positive impact that brings is understood. Recruitment is undertaken professionally with an external recruitment firm regularly engaged to support the process to ensure candidates with the required skills are considered for membership.
- 2.11. At the time of this review the Governing Board was undertaking a recruitment process for a new Chair of the Governing Board supported by a recruitment firm with considerable experience in the FE sector.

During interview both the Principal and CEO and the Clerk reflected positively on the robustness of the process. It is suggested that when appointed the new Chair is signposted to the training offered by the ETF/IOD for new Chairs and to the FE Commissioner 'Just one thing' programme.

### **Governance Documentation**

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- 2.12. The key governance documents (Instrument and Articles and Standing Orders) are reviewed regularly. Updates are brought forward for consideration by the Clerk that support continued best practice.

### **Self-Assessment of Governance**

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- 2.13. All FE College Corporations are required to undertake an annual self-assessment process to review effectiveness and to ensure continuous improvement. This requirement for regular Governing Board self-assessment/evaluation is also reflected within all codes of governance that the Governing Body may choose to adopt to comply with funding requirements.
- 2.14. An annual governance self-assessment report 22-23 was agreed by the Governing Board at the meeting held in December 2023. This report reflects on the strengths of the Governing Board based on governors' responses to and involvement with key events in the previous academic year. How the aspects of self-assessment that are undertaken feed into this report is unclear. The Governing Board also reviewed and approved a governance QIP for 23-24, but it is unclear how the improvement actions were identified through the self-assessment process due to the nature and content of the self-assessment report.
- 2.15. At present the Governing Board undertakes considerable valuable self-assessment processes that support governance improvement, but these activities are not reported on in the self-assessment report. The self-assessment activity undertaken includes:
- reviews at the end of every meeting, annual governor appraisals with the Chair or Vice Chair;
  - annual Chair appraisal;
  - annual committee effectiveness reviews;
  - attendance review;
  - EDI review;
  - training and development review; and
  - committee review of adherence to terms of reference.
- 2.16. Other activities that could also be included would be an annual review of compliance against an adopted code of governance to support the relevant statements to be made in the corporate governance statement, a review of progress against the previous QIP, feedback from the college senior leadership

team on their views of governance, consideration of the contribution of the Governing Board in meeting strategic objectives and reflecting on any other external reviews of governance (e.g. Auditors or Ofsted). Many of the elements that a robust process would include are already undertaken but they are not pulled forward into an overarching annual governance self-assessment report that underpins the actions identified in the governance QIP. It is noted from a review of Strategy, Governance and Search committee minutes that the Principal and CEO will lead this process with increased governor involvement. It would be more usual and appropriate for this process to be led by the Clerk and the Chair of the Governing Board with the support of the Principal and CEO. [R8] The Governing Board could also consider the introduction of governance KPIs.

### **Principal and CEO**

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- 2.17. The Principal and CEO joined the college in June 2023. It was clear from the interview that the Principal and CEO places great importance on the challenge and support offered to her and to senior managers by the Governing Board both in and outside of formal meetings. She highlighted the value to the College of the skills and experience that governors bring.

### **Governance Professional**

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- 2.18. The Governing Board is supported by an experienced and highly capable Clerk to the Corporation. The Clerk works with the college on an external part-time basis. To provide further capacity the Clerk is in turn supported by an effective Corporation Administrator who undertakes activities such as preparing agendas, minutes and reports under the direction of the Clerk.
- 2.19. It is noted that governance at the college is in a period of transition with the appointment of a new Principal and CEO less than a year before this review took place and the current recruitment process for a new Chair. The role of the Clerk in this situation is critical to ensure stability in the governance function.

### **Culture**

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- 2.20. We would make the following observations in relation the culture of the Governing Board:
- There is a respectful relationship between governors and senior staff during meetings. Governors and staff alike are invited to contribute to discussion and are thanked for their contributions. Scrutiny and challenge offered by governors is done so appropriately, in a non-combative manner.

- The relationship between the Chair, Principal and CEO and Clerk remains important to the success of a Governing Board. The working relationship between this 'triumvirate' at Brockenhurst College is positive; all reflect on the beneficial nature of the relationship confirming that they understand each other's roles in relation to the Governing Board and how to work together. How this relationship works moving forward with the new role holders will be of considerable importance to the governance of the college.
- Good use is made of the wider governance space outside of formal meetings. Governors are invited to college events outside of the formal meetings, encouraged to undertake learning walks and enjoy attending events to celebrate the success of their students. Ahead of the observed Governing Board meeting governors had been in college on learning walks and in student forums. The Principal and CEO wishes to further develop student and learning focussed activity for governors which would enhance their understanding of issues brought to meetings and their overall engagement with the college.

### 3. Structures and Processes

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#### Committee Structure

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- 3.1. The Governing Board has established the following committee structure with Terms of Reference in place as approved by the Governing Board:
  - Audit Committee
  - Strategy, Governance and Search Committee
  - Remuneration Committee
  - Resources Committee
  - Quality and Curriculum Committee
- 3.2. This committee structure was approved by the Governing Board with effect from the start of 23/24. Prior to that there had been a combined Curriculum and Resources Committee, which is highly unusual in the sector. The remit of the Governance and Search Committee was expanded at the start of 23/24 to include strategy. The Principal and CEO is keen to ensure that the new strategic plan receives extensive governor input and scrutiny ahead of the planned approval in the summer term 2024. The purpose of the addition of strategic items for review to the expanded remit of the Strategy, Governance and Search Committee is to provide that further opportunity for scrutiny and discussion. Terms of Reference for all committees have been approved by the Governing Board. At present the Terms of Reference of the new/revised committees are considered at every meeting of those committees to ensure that those

terms are being met and that they are enabling the work of those committees to deliver the required assurance to the Governing Board.

- 3.3. To ensure that the governance model enables the Governing Board to gain the necessary assurance required to take all necessary decisions the model should be reviewed on an annual basis.
- 3.4. The Governing Board should consider extending the membership of the Quality and Curriculum Committee to include student governors. Student governors can add valuable input to a committee of this kind, whereas not involving student governors in the work of committees makes student governors appear distant from the overall work of the Governing Board.

### **Meeting Calendar**

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- 3.5. There is a governance meeting calendar for 2023/24 which provides for scheduled meetings of the Governing Board and committees. It is suggested that an additional Governing Board meeting is taken in the first half of the autumn term given the amount of time that passes between the July and December meetings is relatively long.

### **Agenda Formation, Reporting, Minutes**

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- 3.6. There is a standardised agenda format for Governing Board and committee meetings, with a good flow created through the agenda. The first substantive item on the Governing Board agenda is the report from the Principal and CEO, which provides valuable context for the items that follow. Subsequent Governing Board agenda items are themed around feedback and assurance from each committee to frame the items that follow that have been considered by that committee. This process enables the Governing Board to be updated on key issues considered by a committee ahead of being asked to take any decisions. The value and purpose of the work of committees is underpinned by this style of agenda.
- 3.7. Following the approval of the new strategic plan it is suggested that the consideration of progress against the plan, including the review of KPIs and the strategic risk register follows the Principal and CEO report. This would enable the Governing Board to spend time at the start of the meeting considering and discussing key strategic issues. At present agendas are not timed. It is recommended that timings are added to agendas, this would enable governors and senior managers to understand where the key focus of the meeting would be in terms of the time to be spent and to plan accordingly.  
[R9]
- 3.8. Each item on the agenda should require a recorded decision from the Governing Board regarding satisfaction (or otherwise) with progress towards agreed targets and expectations. This will provide more active and effective governing throughout each meeting. So, for example, rather than recording

that the Governing Board ‘received’ or ‘noted’ a report, this could be recorded as ‘received with concern’ or ‘the Governing Board were pleased to receive the report and noted the positive progress made.’

- 3.9. Thought needs to be given as to what items are included in the part 2 agenda and whether any governors need to leave the meeting at that point. The Governing Board should be guided by the Instrument and Articles and the responsibilities that attach to all governors. This issue is also referred to below in the section on the observation of the Governing Board meeting. [R10]
- 3.10. Reports to the Governing Board and committees include an executive summary; the summary seeks to direct governors to the purpose of the item, to summarise the key points and to confirm the decision that will be required. At present the executive summary is not completed in a way that actively supports governing; the ‘summary’ section is frequently nothing more than a contents page or a few words that introduce the subject matter. The executive summary section needs to pull out the key points of the report (no more than five or six) that the author wants the discussion generated by the report to focus on and that will lead to governors being in a position to take the decision required. At the observed Governing Board meeting governors’ contributions focussed on a few reports; where discussion was stimulated and encouraged this was effective and led to good outcomes. Some reports did not generate the same level of debate. It is clear from observations and interviews that governors understand the college and their roles and responsibilities as governors. It is now important for papers to be written and presented in such a way as to stimulate not just questions but discussion on key issues. The current template could be improved by the inclusion of a reference to the learner implications of the paper, by a link to a strategic priority and to a strategic risk. The subsequent presentation of reports should assume that governors have read their papers and can therefore focus on the key elements that will drive the discussion and encourage ‘governing.’ Valuable meeting time is taken up by the presentation of papers that have already been shared rather than ensuring that there is sufficient time and space for governing. [R11]
- 3.11. Minutes are succinct and concise; they accurately record discussions and decisions. Actions placed are tracked and reported to the next meeting by means of an action tracker shared under the matters arising item.

## Observation of Meetings

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### Governing Board

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- 3.12. The observation of the meeting on 5<sup>th</sup> March 2024 identified the following points (some of which are developed in other sections of this report):

- Papers are circulated via email or are available on the college SharePoint. Alternatives ways of sharing papers that would provide a more secure and interactive format for governors should be considered. An external Board portal that enables marking up of papers, sharing comments and asking preparatory questions ahead of the meeting could enhance governors' engagement with written reports.
- Neither student governor was able to attend. Student governor attendance was low in 22/23. Ways to better engage the student governors could be considered but it is appreciated that this can be difficult.
- The agenda provided good opportunity for assurance from committees ahead of the Governing Board being asked to approve items recommended for decision. It is suggested that committee feedback is supported by the use of an Executive Summary that highlights areas where the committee can give assurance to the Governing Board, where there are matters of particular concern and to confirm the items for approval. [R12]
- Governors undertook a valuable discussion on how they would like to consider risk moving forwards
- A timed agenda would enable all present to identify the key items for discussion
- Executive summaries need to be sharper and the ask of governors made clear to support more effective governing in terms of discussion and decision making.

### **Audit Committee**

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3.13. The observation of the meeting on 6<sup>th</sup> February 2024 identified the following points (some of which are developed in other sections of this report):

- The committee considered at some length how it wishes to take forward internal audit reporting as there is currently a very limited engagement with the internal audit provider. It was agreed that the Principal and CEO will bring forward a risk based matrix to show potential internal audits to be undertaken over the next three years. The committee emphasised the need for a risk based approach to be followed and for whoever undertakes each audit, be that the current internal auditors or another provider, to have the required level of specialist knowledge to provide the assurance required.
- The risk register was considered in detail. Governors highlighted the need for risks to be linked to strategic priorities as the new strategic plan is developed and approved. At present the risk register is very operational.

- The committee meets three times per year, the agenda for the meeting observed was relatively short. Thought needs to be given to ensure that the committee can give the required assurance to the Governing Board throughout the year and through the annual report to the Governing Board. Having reviewed the annual report and discussed this in interviews, it is recommended that the format is updated to ensure full compliance against the Audit Code of Practice and that the report is written by the Clerk and the Chair of the Audit Committee to ensure an appropriate level of independence. [R13]

### Annual Reporting

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- 3.14. Annual reports are provided to the Governing Board regarding Safeguarding, Health & Safety and EDI. The Governing Board could require an action plan with impact statements to accompany each of these core reports. The action plan can be monitored by the Governing Board mid-way through the year to review the degree to which progress is being achieved.

### Voice Frameworks

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- 3.15. An annual stakeholder voice report, which was shared with the previous Standards and Finance Committee, has been provided to the reviewer. This report summarises student voice feedback across various ways in which student voice is captured. In addition the Governing Board receives a Student Union Activities Report at every meeting. It is unclear from the documentation provided how the Governing Board receives reports on staff voice and wider stakeholder engagement, if these reports are not currently received these should be added to the annual business cycle. [R14]

## 4. College Website

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- 4.1. The governance pages on the College's website meet requirements and present a clear picture of the College's governing arrangements

## 5. Recommendations

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- 5.1. Any recommendations which are adopted by the Governing Board should be placed in priority order with a specific plan for design, implementation and monitoring of effectiveness.
- 5.2. The Governing Board is encouraged to use the text of the report as well as the summary table below in reaching an agenda for continued improvement.

Strategy and Planning		Recommendation
R1	Risk Management	To revise the Strategic Risk Register to only include strategic risks, to link strategic risks to the Strategic Plan and to present the strategic risk register to the Governing Board in consecutive agenda items
R2	Scheme of Delegation	To draw all delegated responsibilities together into one Scheme of Delegation document
R3	Agenda planning	To assurance map the schedule of business
	<b>Capability and Culture</b>	<b>Recommendation</b>
R4	Appointment of governors	To put in place a recruitment and appointment policy
R5	Induction	To develop a Governance Handbook to support induction, to include DfE and Charity Commission guidance
R6	Link governors	To develop a link governor protocol to include full role descriptions and a feedback format/process
R7	Succession Planning	To put in place a succession planning policy for key roles
R8	Governance Self-Assessment	To extend the elements included in the annual self-assessment report and to include governance KPIs
	<b>Structures and Processes</b>	<b>Recommendation</b>
R9	Agenda formation	To time agendas

R10	Agenda formation	To consider when governors are asked to step out of meetings to ensure governors attend items required to enable them to meet their responsibilities
R11	Executive summaries	To further develop executive summaries to drive the required discussion
R12	Observations of meetings	To develop summary reports from committees to highlight areas of assurance, items of concern and items for approval
R13	Audit Committee	To review the format of the annual report to the Governing Board and to consider who should prepare that report
R14	Voice Frameworks	To consider how staff voice and stakeholder voice are reported to the Governing Board

**Rachel Robson (Consultant)**

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**March 2024**

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