

## Item 5 - Draft Governance Improvement Plan 2025-6

**Aim** - The aim of the Plan is to work on areas of governance that will have a demonstrable positive impact on the governance arrangements of the RNN Group to support the Group’s vision and strategic priorities in the new Strategic Plan 2025-30 and deliver an outstanding student experience. The Governance Improvement Plan is informed by self-assessment and the views of our governors and senior team, the new five-year Plan, the adopted AoC Code of Good Governance, the new Ofsted framework and research work on board behaviour dynamics and governance maturity maps. This is an ambitious Plan with some of the actions likely to continue into 2026-7. During 2026-7 the Board will also have an External Governance Review.

**Background** – Last year’s Plan had seven priorities and the focus was on moving governance to a stable position. The Plan was completed in June 2025.

**Embedding and driving forward the Group’s strategic vision and priorities in the Strategic Plan 2025-30 in all areas of the Board’s work by:**

### 1. A review of Board and Committee meetings and information

Timeline	Responsible	Actions	Progress
<p>Pilot until December 2025</p> <p>Full roll out by July 2026</p>	<p>Chair and Dir of Gov</p> <p>All Chairs</p>	<p>Providing the right papers, briefings and governor development to support governors to carry out their roles. Including:</p> <ul style="list-style-type: none"> <li>• Putting students at the heart of Board and Committee discussions</li> <li>• Providing governors with the right information to carry out their role (executive summaries)</li> <li>• Agendas allowing time for strategic discussion and decision making</li> <li>• Cycle agile to changing external and internal priorities, meeting local skills needs and government priorities, and regional opportunities and risks</li> <li>• Trust, openness and transparency in reporting</li> <li>• All governors to have a detailed insight into the Group’s strengths and areas for development with board business and succession planning linked to the five-year plan (Ofsted)</li> </ul>	

		<ul style="list-style-type: none"> <li>• Principal 1 of the Code – Determination of aims and strategic oversight <i>The values are lived by the Board and underpin all board decisions.</i></li> <li>• All governors understand the curriculum and are committed to their role in improving standards, particularly for those who are disadvantaged (Ofsted)</li> <li>• Utilising the work of the task and finish groups</li> <li>• Board briefings</li> </ul>	
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## 2. Enabling the Board to come together as a collective body

Timeline	Responsible	Actions	Progress
By July 2026	Dir of Gov	(Using maturity map) <ul style="list-style-type: none"> <li>• Board and Committee composition</li> <li>• Appointing, reappointing and succession planning</li> <li>• Inducting, training and developing</li> <li>• Evaluating (self-assessment)</li> </ul>	

## 3. Continuing to align governance with the Principles in the AoC Code of Good Governance

Timeline	Responsible	Actions	Progress
By July 2026	Chairs/link governors	Including: <ul style="list-style-type: none"> <li>• Greater oversight of environment and sustainability and social responsibility matters by the Board</li> <li>• Foster positive relationships with stakeholders</li> <li>• Increase the Board's oversight and involvement in stakeholder engagement</li> <li>• Increase the Board's promotion and understanding of equity, diversity and inclusion across all of its work</li> </ul>	

### 3. Reviewing and improving the governor link scheme

Timeline	Responsible	Actions	Progress
Review by December 2025 and in place by July 2026	Chair and Vice Chairs	<i>Actions to follow when the Chair and Vice Chairs have met to take forward.</i>	

### 4. Focusing on the well-being and development of governors and staff

By July 2026	Chair and Dir of Gov	Including: <ul style="list-style-type: none"> <li>• Board development and training opportunities</li> <li>• Review of governance workload for governors and the senior team and ways to reduce, including the capacity of senior team and governors in writing and reading papers</li> <li>• How governors' skills, knowledge, energy time and efforts can be best utilised</li> <li>• Boardroom behaviours and inclusion</li> <li>• Developing Board relationships and working as a team</li> <li>• Balanced engagement in meetings</li> <li>• Maintaining management/governance boundaries</li> <li>• Opportunities outside of the boardroom for engagement</li> <li>• Support for governors</li> </ul>	
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