



Inspiring Schools Partnership

2018/19

Governance Handbook

The academies within the MAT are:

Stoke Damerel Community College (1460 PAN)

Montpelier Primary School (682 PAN)

Scott Medical and Healthcare College (350 PAN)

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Note

In this handbook the term Executive Principal refers to a traditional CEO role

Those sitting on the Trust Board are known as Trustees but are also Directors and Governors

Welcome

Our family of schools is committed to remaining rooted in, and reflective of, the communities we serve and to working in collaboration to share best practice and expertise which is key to achieving the best possible outcomes for our students and opportunities for our staff.

Our current plans to expand our MAT are focused on working with schools who share our ethos and values and can demonstrate an unswerving passion for improving the life chances of the young people they are responsible for educating.

The values that underpin our MAT:

As a MAT comprising of a primary, secondary and studio school we embrace the opportunities presented to collaborate together and to eradicate disadvantage providing new experiences, progression and new career paths for all our young people and members of staff.

Teaching and learning is at the heart of all that we do together and individually. We recognise that we are all teachers and learners, regardless of age, stage, context or experience, hence every member of our MAT is valued for their contributions, their needs and their investment in our MAT becoming “better together”.



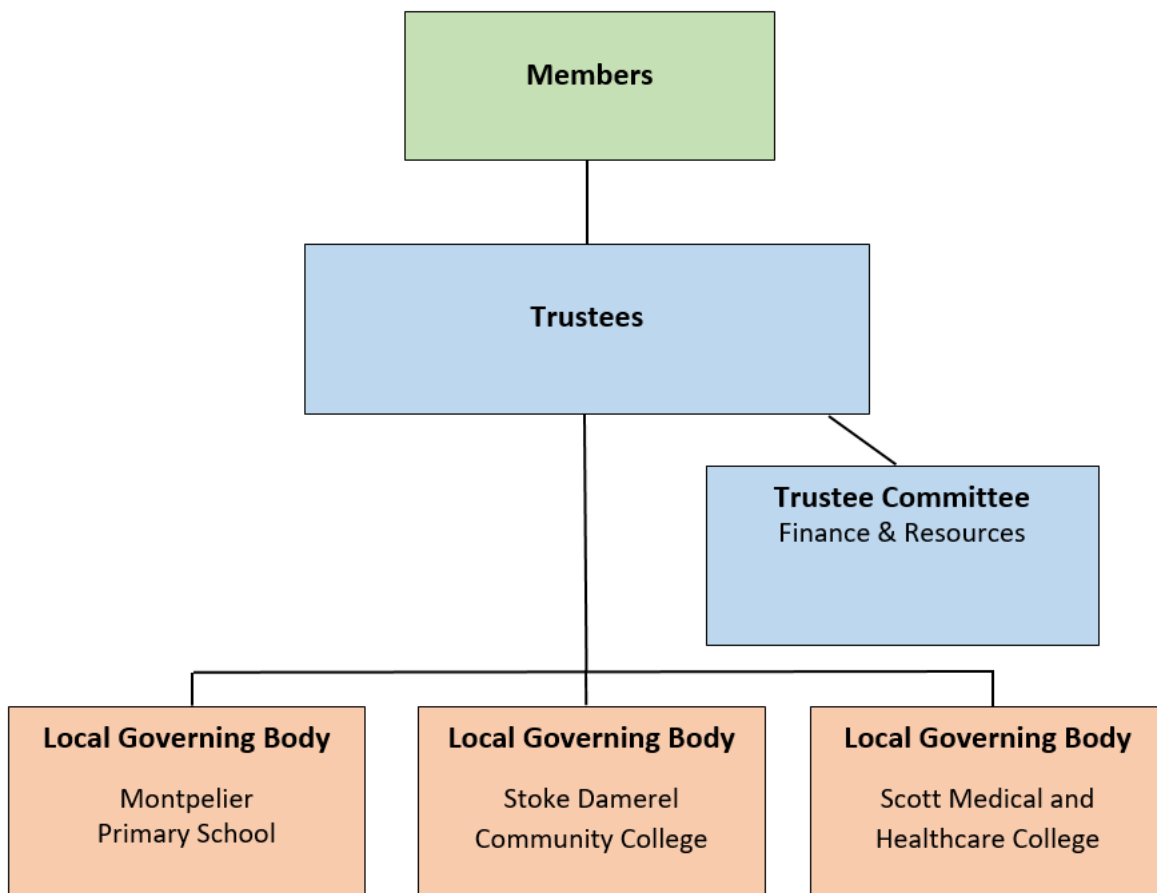
Anita Frier – Executive Principal



Chapter 1

How the Trust is governed

The Inspiring Schools Partnership Trust



Inspiring Schools Partnership - The Trust

The Multi-Academy Trust was formed on 9 March 2011 and is registered at Companies House with company number 07557634. The Company's Registered Office is Stoke Damerel Community College, Somerset Place, Plymouth, Devon, PL3 4BD.

The Members

The Members are appointed to make sure the Trust meets their Charitable and Educational objectives, including the ethos of the Trust. They take part in annual and extra-ordinary general meetings and appoint one of the Trustees to the ISP Trust Board.

The names and short biographies are available on the ISP Trust website:
www.inspiringschoolspartnership.co.uk

The Trustees

The corporate management and trustee responsibility for the actions of the company is vested to the Trustees of the multi-academy trust (MAT) (referred to as ‘the Trust Board’), who are Company Directors registered with Companies House. The Trustees are personally responsible for the actions of the Academy Trust and the Academies and are accountable to the Members, to the Secretary of State for Education and to the wider community for the quality of the education received by all pupils of the Academies and for the expenditure of public money. The Trustees are required, as Trustees and pursuant to the Funding Agreements, to have systems in place through which they can assure themselves of the quality, safety and good practice of the affairs of the Academy Trust.

As a MAT is a charitable company limited by guarantee, the Trustees have duties as Directors under Company Law, and Trustees under Charity Law. All Trustees hold the position of Trustee and Director of Inspiring Schools Partnership. They are expected to attend the board meetings as well as any committee meetings they are linked to.

The Trustees’ work is detailed in the Articles of Association – dated 11 July 2018. This is the Trust’s governance document and the first point of reference for questions related to procedure and powers. The legal power and responsibility of the Trust are held with the ISP Trust Board and are accountable to the Department for Education.

The Articles allow for a minimum number of 3 and a maximum number of 12 Trustees. The Chair of each LGB and the Executive Principal sit on the Trustee board.

The names and short biographies are available on the ISP Trust website:
www.inspiringschoolspartnership.co.uk

Functions of the Trust Board

The details of how the Trust operates is set out in the Articles of Association.

The Trust Board – as the governing body - has 3 functions:

- Setting the strategic direction
 - Clarity of vision, values and ethos
 - Engaging stakeholders and meeting statutory duties
 - Understanding boundaries of role
- Creating robust accountability
 - Using data to provide challenge and hold leaders to account for teaching, achievement, behaviour and safety
 - Strengthening school leadership, including the LGB

Supporting and performance managing headteachers
Evaluating the school and governing bodies impact

- Ensuring financial probity
 - Solvency and effective financial management
 - Use of Pupil Premium and other resources to overcome barriers to learning

Trust Board

The role of the Trust Board is reflected in the '21 questions that every Multi-Academy Trust should ask itself' identified by the All-Party Parliamentary Group on Education Governance and Leadership (January 2015) - See Chapter 3 – Resources.

- Setting the vision, ethos and strategy for the Academy Trust and its academies over the next three to five years;
- Establishing the governance structures for the Academy Trust, from Members to Academy level, in keeping with the Articles of Association;
- Providing clarity, through the published Terms of Reference of the level at which the following governance functions are exercised:
 - determining each individual Academy's vision, ethos and strategic direction
 - recruiting each Academy's Headteacher
 - performance management of each Academy's Headteacher
 - determining Human Resources policy and practice
 - oversight of each Academy's budget
 - assessment of the risks for each Academy.
- Setting the level at which the LGBs will have authority and accountability through the scheme of delegation;
- Engaging with the Academies' communities, parents, pupils and staff;
- Contributing to developing collaborative relationships beyond the Academy Trust;
- Ensuring that there is a strong and effective executive leadership structure and personnel in place across the Trust;
- Overview and scrutiny of Academies' education performance data;
- Overview and scrutiny of the Academy Trust's financial capability and management systems to ensure compliance with the Academies Financial Handbook, and deliver best value for money.
- Ensuring senior leaders within Academies are challenged to improve the education of pupils;

- Developing the Trust Board to ensure that it has the capacity, skills and succession plans to have a positive impact on outcomes for pupils. See Appendix 3 for succession planning procedure.

The Trust Board sets Trust-wide policy. Local Governing Board Chairs will sit on the Trust Board in order to improve effective governance and partnership at all levels of the organisation.

The Board will carry out a regular skills audit of its Trustees. Where key skills are missing on the Board, expertise will be procured to support the challenge and scrutiny of specialist areas such as human resources or educational performance.

Size of the Trust Board

Up to 1 Trustee appointed by the Members

Up to 5 Trustees comprising of the Chairs of each Local Governing Body

The Executive Principal

Any number of co-opted Trustees

How the Board Operates

The Members have agreed a Scheme of Delegation. Trustees remain accountable for all governance arrangements but have delegated certain aspects to local governance. The Scheme of Delegation is included in Chapter 4 page 45.

The Trust Board has 1 committee – the Finance and Resources Committee.

The Trust Board will have many duties but will keep a strong focus on standards, The Trustees will: -

- ensure that the highest possible standards are set and maintained across the Academy Trust
- receive a termly report from the Executive Team regarding standards and performance of the Academy Trust against key performance indicators
- identify any areas of concern in respect of standards and performance and implement an action plan with the Executive Team
- ensure that the Academy Trust's curriculum is balanced and broadly based
- scrutinise and review Academy Trust policies for recommendation to the Trust Board

- ensure that effective processes are in place for the quality assurance of teaching and learning, the curriculum, inclusion and the sharing of good practice across the Academy Trust
- support the Executive Principal in the creation, implementation and monitoring of the Academy Trust's self-evaluation development plan and any post-Ofsted action plan
- advise the Trust Board with respect to targets for student achievement across the Academy Trust
- ensure that effective arrangements are in place across the Academy Trust for pupil support and representation, for monitoring pupil attendance and for pupil discipline
- review, on a regular basis, its own performance, constitution and terms of reference to ensure it is operating at maximum effectiveness

Terms of Reference for Finance and Resources Committee

The Board of Trustees (the Trust Board) of Inspiring Schools Partnership (the Academy Trust) has established a committee of the Board to be known as the Finance and Resources Committee (the Committee). Its terms of reference are detailed below.

Membership The Committee will be appointed by the Trust Board and will comprise no more than five and no fewer than three members, of whom a majority will be Trustees. The Board will appoint one of the members of the Committee as its Chair (the Chair). The Committee will elect a Clerk to the Committee.

Attendance The Committee may ask the Executive Principal and the Chief Finance Officer and any other senior executives to attend meetings of the Committee either regularly or by invitation, to provide information. The Committee will have at least one annual meeting, or part of one meeting, with each of the external auditor and the head of internal audit without the senior executives being present.

Voting The quorum for each meeting shall be one half of the members of the Committee rounded up. Decisions of the Committee shall be taken by a simple majority of those present and voting. The Chair will have a casting vote on an equality of votes.

Meetings The Committee shall meet termly on such dates as shall be determined by the Committee from time to time and at such other time as the Clerk shall specify at the request of any member of the Committee. Unless otherwise agreed, notice of each meeting confirming the venue, date and time together with an agenda shall be sent to each member of the Committee and any other person invited or required to attend no fewer than seven working days prior to the date of the meeting.

Minutes The Clerk will minute the proceedings and resolutions of the Committee and ascertain, at the beginning of each meeting, the existence of any conflicts of interest and

minute them accordingly. Minutes of each Committee meeting will be sent to all members of the Committee and the Trust Board within seven working days of the meeting.

Authority The Committee is authorised by the Trust Board to investigate any activity within its terms of reference. It is authorised to seek any information it requires from any employee and all employees are directed to cooperate with any request made by the Committee. The Committee is authorised by the Trust Board to obtain outside legal or other independent professional advice and to secure the attendance of any person at any Committee meeting with relevant experience and expertise if it considers this necessary.

Duties The duties of the Committee shall be to:

Finance

- develop a financial strategy for the Academy Trust and consider policies, procedures or plans required to realise such strategy
- consider the Academy Trust's indicative funding, once notified by the EFA, and to assess its implications for the Academy Trust, in consultation with the Executive Principal and the CFO, in advance of the financial year, drawing any matters of significance or concern to the attention of the Trustees
- consider and recommend acceptance/non-acceptance of the Academy Trust's budget to the Trustees
- monitor any variances from the budget and ensure the EFA is notified as required;
- receive and make recommendations on the broad budget headings and areas of expenditure to be adopted each year, including the level and use of any contingency fund or balances, ensuring the compatibility of all such proposals with the development priorities set out in the Academy Trust development plan
- monitor and review income and expenditure on a regular basis and ensure compliance with the overall financial plan for the Academy Trust, drawing any matters of concern to the attention of the Trust Board
- monitor and review procedures for ensuring the effective implementation and operation of financial procedures and internal control system on a regular basis, including the implementation of bank account arrangements and, where appropriate to make recommendations for improvement
- prepare the financial statement to form part of the annual report of the Trustees
- receive reports (management and internal controls assurance) from the Trust's auditor and to recommend to the Trust Board action as appropriate in response to the auditor's findings
- ensure the Academy Trust's commercial and fundraising activities are carried out effectively

- examine and review new initiatives for financial development, including fundraising
- oversee significant investment and capital financing decisions
- consider from time to time any activities which are outside the usual planned range of activities that may require Secretary of State approval including without limitation:
 - write offs and unrecoverable debts or overpayments
 - recognising losses of stocks or other assets
 - special payments including a special staff severance payment or compensation payment above the contractual entitlement of £50,000 or more
 - taking on liabilities by issuing specific guarantees or providing a letter of comfort or providing indemnities and
 - gifts or hospitality received or given
- approve and keep under review the Academy Trust's investment policy
- approve and keep under review the Academy Trust's reserves policy
- monitor the impact of the proposed expenditure from Pupil Premium funding and other targeted grants
- promptly notify the Trust Board of all financial matters of which the Committee has knowledge and which may materially affect the current or future position of the Academy Trust
- advise generally on the provision of resources and services to the Academy Trust
- consider any other matters where requested to do so by the Trust Board such as legal issues
- to monitor and review procedures for ensuring the effective running of the premises and health and safety provision
- to monitor and review procedures for ensuring the effective running of the ICT functions
- on a regular basis, its own performance, constitution and terms of reference to ensure it is operating at maximum effectiveness Remuneration Sub-Committee
- establish a Remuneration Sub-Committee (the Sub-Committee) which shall comprise no more than five and fewer than three members of whom a majority will be trustees.

These terms of reference shall apply to the Sub-Committee save that its duties are as follows:

- to consider, determine and keep under review a framework or policy for the remuneration, benefits and incentives of the Executive Principal and such other members of the Executive Team as the Trust Board shall from time to time direct
- in determining that framework, to seek evidence of the remuneration, benefits and incentives paid to senior executives in comparable employment within the commercial and voluntary sectors
- to consider the outcome of every appraisal of the performance of the Executive Principal and such other senior executives as the Board shall from time to time direct
- to make recommendations to the Trust Board as to the remuneration, benefit and incentives that should be paid to the Executive Principal and such other senior executives as the Trust Board shall from time to time direct with a view to ensuring that they are encouraged to enhance their performance and are, in a fair and responsible manner, rewarded for their individual contributions to the success of the Academy Trust and its progress towards fulfilling its objectives
- to make recommendations to the Trust Board as to the remuneration, benefits and incentives of newly appointed senior executives
- to determine the policy for and scope of pension arrangements, service agreements for senior executives, termination payments and compensation commitments
- to consider other topics, as defined by the Trust Board from time to time
- to review, on a regular basis, its own performance, constitution and terms of reference to ensure it is operating at maximum effectiveness

Human Resources

- consider, determine and keep under review any strategies and policies for human resources and organisational development
- consider, determine and keep under review effective arrangements for consultation with staff as a whole and for negotiation and consultation with appropriately recognised Trade Unions and/or other representatives.
- undertake the role of the disputed resolution panel to consider appeals against the Executive Principal or Academy Trust decisions
- ensure effective measures are in place to promote equality and diversity in employment
- consider the details of restructuring programs following any necessary approvals in principle by the Trust Board

- develop strategy and policy in all matters relating to the recruitment, reward, retention, motivation and development of the Academy Trust's staff
- review annually, adopt and monitor the procedures for dealing with staff discipline and grievances and ensure staff are kept informed of these
- review relevant statutory policies annually

The duties placed on Trustees and Directors

Trustees' duties

1. Duty to ensure compliance

Trustees must:

- Ensure that the Trust complies with charity law, and with the requirements of the Secretary of State for Education as its principal regulator. In particular, they prepare and submit annual accounts as required by law.
- Ensure that the Trust does not breach any of the requirements or rules set out in its governing document, the articles of association, and that it remains true to the charitable purpose and objects set out there – i.e., the advancement of education.
- Comply with the requirements of other regulators that govern the activities of the Trust.
- Act with integrity and avoid any personal conflicts of interest or misuse of charity funds or assets.

The duty of compliance is wide. One habit for the board to form, when making decisions, is always to ask: *Does this directly further the MAT's objects?* If that question is difficult to answer it will be quickly clear that the activity/proposal may not be aligned and therefore not compliant with the MAT's purpose.

2. Duty of prudence

Trustees must:

- Ensure that the MAT is and will remain solvent.
- Use funds and assets reasonably, and only in furtherance of the charity's objects.
- Avoid undertaking activities that might place the MATs funds, assets or reputation at undue risk.
- Take special care when investing the funds of the MAT.

This duty focuses particularly on the assets of the MAT; the trustees have a responsibility to protect those assets. For MATs this may also include consideration of the reserves held. MATs, as charities, should not hold excessive reserves, the overarching principle being that the assets of the MAT should be used for the benefit of the young people in the school at the time. If the MAT wishes to hold a large reserve for some reason, trustees should take advice. Trustees also need to be aware that if the MAT's assets are used by third parties, (for example, profit making companies), that those should not be offered without charge but subject to an appropriate fee.

3. Duty of care

- Trustees must use reasonable care and skill in their work as trustees, using their personal skills and experience as needed to ensure that the charity is well run and efficient.
- Trustees should consider getting external professional advice on all matters where there may be material risk to the MAT, or where the trustees may be in breach of their duties.

Directors' duties

1. Duty to act within their powers

Directors must ensure that all decisions are within the scope of the objects and powers of the MAT's Articles of Association.

2. Duty to promote the success of the company

Directors are required to act in good faith in a way which they consider would be most likely to promote the success of the MAT, and in achieving its purpose.

In practice this also means considering the long-term implications of their decisions as well as:

- the interests of the MAT's employees
- fostering the MAT's relationships with suppliers, customers and others
- the impact of activities on the community and environment
- maintaining a reputation for high standards of conduct.

3. Duty to exercise independent judgment

A Director is on the board to act in the best interests of the MAT as a whole, not to represent the interests of just one academy. That applies irrespective of the circumstances in which the Director has been appointed. Every Director's duty is to the MAT as a whole. A Director must not be partisan. Nor can Directors give away their decision-making role. Of course, they can sign agreements that commit the MAT to a particular course of action, and they can do anything that the articles authorise them to do, but as a general rule they cannot delegate their powers without the ability to take them back or to change their mind.

4. Duty to exercise reasonable care, skill and diligence

The law requires a Director to use reasonable care, skill and diligence in carrying out their tasks. Directors of MATs should view their role not as an honorary position; it's a 'proper' job, requiring a reasonable input, even from an unpaid non-executive.

The Companies Act sets out a double test in respect of this duty. First, there is an objective standard: a director must have the knowledge, skill and experience that would *reasonably* be expected of anyone doing that role. Second, a subjective standard must also be met: a director has to perform according to the knowledge, skill and experience they actually have.

So there is a basic level of competence expected of all directors. But there is also a higher standard expected of those with special skill or experience. For example, a qualified

accountant doing the job of finance director will be judged against the standard of a fellow professional with a detailed understanding of the company's finances. A non-executive director (who is also a qualified accountant) may not have day-to-day knowledge of the MAT's business and will not see all of the information, but they will have a broader experience and will be expected to use that to probe and challenge the executive. All will be expected to bring relevant professional skills and qualifications to bear.

The next three duties relate to conflicts of interest. Directors' obligations to the MAT must not clash with other interests they may have. Transparency in their dealings and relationships is vital. These are the principles behind the following three duties.

5. Duty to avoid a situational conflict of interest

A director must avoid a situation in which he or she: 'has, or can have, a direct or indirect interest that conflicts, or possibly may conflict, with the interests of the company' (Companies Act).

In practical terms this means that directors should declare any private interests relating to their MAT duties, and take steps to reduce the conflict. From a practical perspective this includes maintaining a register of interests, and keeping it up to date.

Directors' decisions should be taken in the public interest and not for financial benefit. Decisions should be based on merit, and reasons should be given for decisions reached. If directors have other outside interests they should remember that while it may be clear to them in what capacity they are acting, it may not be so clear to others around the board table, or externally. The procedure you should follow if you believe there may be a conflict of interest is to check your articles and your code of conduct. The articles give examples of conflict and sets out what you should do. If you are in doubt, declare it and leave the meeting.

6. Duty not to accept benefits from third parties

A director is not permitted to accept a benefit from a third party conferred by reason of their being a director or doing (or not doing) anything as a director. This applies not only to financial benefit; it could be a position or interest.

7. Duty to declare an interest in proposed transactions with the company

If the basic principle is that the MAT 'company' and a director should not have conflicting interests, it follows that there should be restrictions on them entering into a contract with each other. When the MAT is entering into a contract for services a director must disclose any interest they have in the contract, whether direct or indirect, before the contract is signed. The disclosure must be full and frank so that, before the board approves the contract, it is aware of the nature and extent of the director's interest.

Directors should be aware that this extends to include any 'connected party/person'. A connected person includes a member of a director's family (his or her parents, children, stepchildren, civil partner and the children of a civil partner).

Chair of the Trust Board

The Trustees will each academic year elect a chair and a vice chair from among their number. A Trustee who is employed by the Trust shall not be eligible for election. The chair and vice chair shall hold office until such time as a successor is appointed.

Executive Team

The Executive Team is the executive management arm of the Academy Trust, focusing on operations and the educational performance of the Academies. They operate under the leadership and direction of the Executive Principal, who is by virtue of his/her position a Trustee of the Academy Trust. The Executive Team work directly with the staff in each Academy and both the Board and the Local Governing Bodies to ensure that the required outcomes are achieved in accordance with the direction and vision of the Trust Board.



Chapter 2

The Role of the Local Governing Body (LGB)

The Role of the Local Governing Body

The role of an LGB is an important one. It is to provide focused governance for the Academy at a local level and it is the intention of the Trust Board to ensure that the responsibility to govern the Academy is vested in those closest to the impact of decision-making. The LGB monitors the Academy's key performance indicators and acts as a critical friend to the Headteacher and the Academy's senior leadership team, providing challenge where appropriate. The LGBs carry out their functions in relation to their respective Academy on behalf of the Trust Board and in accordance with policies determined by the Trust Board. The act of delegation from the Trust Board to the LGBs is a delegation of powers and duties, and not a delegation or shedding of responsibilities.

The Local Governors are accountable to the Trust Board (who in turn is accountable to the Department for Education) as well as to the communities they serve.

The broad duties of the Local Governing Body are summarised as:

- To contribute to and fulfil the vision and ethos of the MAT in so far as it relates to the Academy, ensuring that the Academy achieves the aims and ambitions it has for its pupils, having regard in particular to the benefits of being part of a family of schools which stresses the importance of collaboration and mutual support;
- To implement and review from time to time the strategic plan for the Academy, focussing on the Academy's performance and achieving sustained school improvement and having regard to any locally agreed priorities identified by the Trust Board;
- To act as a critical friend to the Academy's senior leadership team, being ready to challenge and hold senior leaders to account for all aspects of the Academy's performance;
- To oversee the management of the finances of the Academy, assessing the annual budget prepared by the Academy's Headteacher (with the support of the Academy's senior leadership team) and submitting such for approval by the Trust Board, ensuring that the Academy works within its budget and the Academy's senior leadership team adopts and implements appropriate risk and financial management policies and practices;
- To support the Trust Board in ensuring that insurance or equivalent risk protection is put in place and maintained for all risk areas including damage to property, employer liability, public and third party liability and director liability in accordance with any policy issued by the Trust Board from time to time;
- To support the Academy's Headteacher in the development and review (from time to time) of an appropriate staffing structure for the Academy, ensuring there is robust and accountable monitoring of the performance of staff and implementing all and any policies relating to staff adopted by the Trust Board;

- To support the Trust Board in its monitoring and evaluation of the delivery of any central services and functions provided or procured by the Academy Trust for the Academies, reporting any issues or concerns to the Executive Principal or the Chair of the Trust Board;
- To promote within the organisation and externally the benefits of collaboration with the other Academies and to actively seek opportunities to work together either with the aim of improving economic efficiencies within the Academies or identifying and implementing best practice;
- To develop effective links within the Academy's community, communicating openly and frequently as appropriate and ensuring that the Academy meets its responsibilities to the community and serves the community's needs in relation to the safeguarding and education of its pupils; and
- To engage fully and openly with any inspection of the Academy, whether by the Trust Board, Ofsted or any other appropriate public body to whom the Academy is accountable.
- With the Executive Principal two members of the LGB will appraise the Headteacher of each school through the Headteacher appraisal process and set clear and measurable targets – see Chapter 3 page 65.

Local governors are a key part of the overall system for school accountability and have a vital role in moving each school forward in terms of performance as well as ensuring that resources are used effectively to ensure that all children receive the best possible education.

Size of the Local Governing Body

Each LGB comprises a maximum of twelve local governors:

- the Headteacher or Principal of the Academy;
- up to four local governors appointed by the Trust Board;
- at least two elected parents or guardians of a pupil at the Academy (Parent Local Governors);
- up to two employees of the Academy, usually comprising one teacher and one non-teaching staff member, elected by employees of the Academy (Staff Local Governors); and
- up to three members co-opted by the Local Governors.

Each LGB shall have a Chair and a Vice-Chair. The length of service of all Local Governors and the Clerk to the LGB shall be four years. Subject to remaining eligible, any Local Governor may be reappointed or re-elected at the end of his or her term. Every person wishing to

become a Local Governor will be required to sign a declaration of acceptance and of willingness to act as a Local Governor and shall make disclosures for the purposes of a criminal records check by the Disclosure and Barring Service.

Intervention

The Trust Board and the LGB acknowledge that they each play a crucial role in the governance of the Academy and commit to working together in the best interests of the Trust and the Academy.

The LGB will work closely with the Board and the Executive Team and shall promptly implement any advice or recommendations made by the Trust Board or the Executive Team in respect of standards and performance, particularly where areas of weakness have been identified (either internally within the Trust or by Ofsted).

However, the Trust Board reserves the right to review or remove any power or responsibility conferred on the LGB, in circumstances where serious concerns in the running of the Academy are identified, including where:

- there are concerns about financial matters;
- there is insufficient progress being made against educational targets (including where intervention by the Secretary of State is being considered or carried out);
- there has been a breakdown in the way the Academy is managed or governed; or
- the safety of pupils or staff is threatened, including a breakdown of discipline.

They also acknowledge that the duties and responsibilities in relation to the operation of the Trust sit with the Trust Board and as such the Trust Board is entitled:

- to overrule a decision of the LGB; and/ or
- to remove delegated powers from an LGB if (in their reasonable opinion) they consider it to be in the best interests of the Academy or the wider Academy Trust.

Further guidance is included in Chapter 4 page 66.

Local Governors' Commitment

Local Governors must commit to:

- preparing for and making an active contribution at meetings of the LGB;
- championing the Academy in the local community;
- familiarising themselves with the Academy's policies;
- visiting the Academy both during school hours (with prior arrangement with the Headteacher) and for evening events to get to know the Academy and to be visible to the Academy community; and
- attending training sessions for Local Governors

Appointment, election and particular responsibilities of Local Governors

Chair

The Chair is appointed by the Local Governors. The term of office of the Chair is two years, but the Chair is eligible for reappointment at the end of that term. The Trust Board are entitled to remove the Chair from office at any time, although this would not necessarily affect the individual's position as a Local Governor. The Chair and Vice-Chair will ordinarily meet with the Headteacher of the Academy and the Clerk before the start of the academic year to plan the work of the LGB for the year.

The responsibilities of the Chair include the following:

- to chair meetings of the LGB;
- to set the agenda for meetings with the Headteacher and Vice-Chair;
- to report to the Trust Board in writing following any LGB meeting, if requested;
- to give an oral summary of the LGB's deliberations, if requested, at meetings of the Trust Board; and
- to provide a direct link between the LGB and the Trust Board. In the event of a need to make genuinely urgent decisions between meetings on matters falling within the remit of the LGB, the Chair of the LGB (or the Vice Chair of the LGB in his or her absence) in consultation with the Chair of the Trust Board, shall take appropriate action on behalf of the LGB. The decisions taken and the reasons for urgency shall be explained fully at the next meeting of the Trust Board and of the LGB.

Vice-Chair

The Vice-Chair is appointed by the Local Governors. The term of office of the Vice-Chair is two years, but the Vice-Chair is eligible for reappointment at the end of that term. The Trust Board is entitled to remove the Vice-Chair from office at any time, although this would not necessarily affect the individual's position as a Local Governor. The responsibilities of the Vice-Chair include the following:

- to deputise for the Chair in his or her absence;
- to set the agenda for meetings of the LGB with the Chair, if requested; and
- to provide a link between the LGB and the Trust Board. In the absence of both the Chair and the Vice-Chair at a meeting, the LGB will elect a temporary chair from among their number.

Staff Local Governors

Two staff members of the LGB shall be elected by members of staff of the relevant Academy. They are not eligible to be chair or vice chair of the LGB.

The responsibilities of the Staff Local Governors are to represent the interests and opinions of staff at the Academy to the LGB.

Elected Parent Local Governors

Parent Local Governors for each LGB shall be elected in accordance with the process set out below:

- When a vacancy arises, the LGB will write to all parents of pupils at the Academy seeking nominees for the vacancy. Nominees will be asked to provide a short statement about why they are interested in being a Parent Local Governor and their background and experience that makes them suitable for the role.
- In the event that the number of nominees equals or is less than the number of vacancies on the LGB, the LGB can choose to appoint all (or any) of those nominated.
- If there are more nominees than places available, the LGB will write to all parents of pupils at the Academy asking them to vote for their preferred candidate.

A Parent Local Governor should be a parent or carer of a registered pupil at the relevant Academy or where this is not reasonably practical, a person who is the parent of a child of compulsory school age. The responsibilities of the Parent Local Governor are to represent the interests and opinions of the Parent Body of the Academy to the LGB.

Other responsibilities

Each LGB should appoint from among its members individuals with specific responsibilities which shall include:

- a Local Governor with responsibility for special educational needs and inclusion;
- a Local Governor with responsibility for safeguarding;
- a Local Governor with responsibility for statutory grants;
- a Local Governor with local oversight of resources and finance.
- a Local Governor with local oversight of Early Years or Post 16.

Each governor(s) with specific responsibilities will be expected to write a short report on their activities since the last meeting each term (terms 2, 4 and 6)

Ceasing to be a Local Governor

A Local Governor's term of office will be terminated if:

- any event or circumstance occurs which would disqualify him or her from the office of Trustee under the Articles were he or she to hold such office;
- he or she has, without the consent of the LGB, failed to attend LGB meetings for a continuous period of six months, beginning with the date of the first such meeting he or she failed to attend and the Chair and the Vice Chair agree that the term of office should be terminated;
- he or she resigns from office by notice to the Trust;
- he or she is removed from office by the Trust Board/Executive Principal.

There must be an ongoing review of succession planning for the chair and vice chair - Chapter 3 page 64.

Clerk to the Local Governing Body

The LGB shall appoint a Clerk to the LGB who must not be a Local Governor. In the absence of the Clerk, the LGB shall elect a replacement for the meeting (who may be a Local Governor).

The responsibilities / functions of the Clerk to the LGB are as follows:

- convene meetings of the LGB including sending notices and papers of meetings;

- attend meetings of the LGB and ensure minutes are produced;
- maintain a register of members of the LGB including their terms of office and report any vacancies to the LGB;
- maintain a register of business interests of LGB members;
- maintain a register of Local Governors' attendance at meetings and report on non-attendance to the LGB;
- report to the LGB as required on the discharge of the Clerk's functions; and
- perform such other functions as shall be determined by the LGB from time to time.

Convening meetings of the Local Governing Body

Meetings of the LGB will be held in each term. The Clerk to the LGB shall give written notice of each meeting and circulate an agenda and any reports or other papers to be considered at the meeting at least seven clear days in advance of each meeting.

However, where the Chair determines there are matters demanding urgent consideration, it shall be sufficient if the written notice of the meeting states that fact and the notice, copy of the agenda and other papers are given within such shorter period as the Chair directs. Any two Local Governors may call a meeting by giving written notice to the Clerk, which includes a summary of the business they wish to carry out. It shall be the duty of the Clerk to convene a meeting as soon as reasonably practicable.

The Local Governors may invite persons who are not Local Governors (such as a member of a committee, any employee, any pupil, any professional adviser and any experts of any kind) to attend the whole or part of any meeting for purposes connected with the meeting. The convening of a meeting and the proceedings conducted at meetings shall not be invalidated by reason of any individual not having received written notice of the meeting or a copy of the agenda.

Voting at meetings of the Local Governing Body

The quorum for meetings of the LGB and for any vote on a matter at such meetings is one half of the total number of Local Governors in office at that time (rounded up to the nearest whole number). A meeting shall be terminated if the number of Local Governors present ceases to constitute a quorum.

Where a meeting is not held or is terminated before all the matters specified as items of business on the agenda for the meeting have been disposed of, a further meeting shall be convened by the Clerk as soon as is reasonably practicable, but in any event within seven days of the date on which the meeting was originally to be held or was so terminated.

Any Local Governor shall be able to participate in, and be counted as present at for the purposes of the quorum, meetings by telephone or video conference provided that:

- he has given notice of his intention to do so detailing the telephone number on which he can be reached and/or appropriate details of the video conference suite from which he shall be taking part at the time of the meeting at least 48 hours before the meeting;
- and the LGB has access to the appropriate equipment; and provided that, if after all reasonable efforts it does not prove possible for that Local Governor to participate by telephone or video conference, the meeting may still proceed with its business provided it is otherwise quorate.

Every question to be decided upon at a meeting of the LGBs shall be determined by a majority of the votes of Local Governors present and voting on the question. Votes tendered by proxy shall not be counted. Where there is an equal division of votes, the Chair has a casting vote.

The Local Governors may act notwithstanding any vacancies, but, if the number of Local Governors is less than the number fixed as the quorum, the continuing Local Governors may act only for the purpose of filling vacancies. A resolution in writing, signed by all Local Governors entitled to receive notice of a meeting shall be valid and effective as if it had been passed at a meeting duly convened and held. Such a resolution may consist of several documents in the same form, each signed by one or more Local Governors and may include an electronic communication by or on behalf of the LGB indicating his or her agreement to the form of resolution providing that the Local Governor has previously notified the LGB in writing of the email address or addresses which the Local Governor will use.

Personal interests of Local Governors

Local Governors shall complete a register of their business interests, which shall be reviewed annually. Any Local Governor who has any duty or personal interest that conflicts or may conflict with his or her duties as a Local Governor shall:

- disclose that fact to the LGB as soon as he or she becomes aware of it. A Local Governor must absent himself or herself from any discussions of the LGB in which it is possible that a conflict will arise between his or her duty to act solely in the interests of the Academy and such duty or personal interest;
- withdraw from any meeting for that item unless expressly invited to remain in order to provide information;
- not be counted in the quorum for that part of any meeting; and
- withdraw during the vote and have no vote on the matter.

Committees of the Local Governing Body

It is not anticipated that the LGB should need to establish committees to carry out functions of the LGB, except for complaints. The establishment of any new committees other than temporary, ad hoc committees required to deal with specific issues, must be agreed in advance with the Executive Principal.

Minutes

Attendance at each LGB meeting, issues discussed and recommendations for decisions shall be recorded and the minutes signed by the Chair at the next meeting of the LGB. The draft minutes shall be forwarded to the Clerk to the Trust Board within 14 days of the LGB meeting. Sample minutes are included in Chapter 4 page 69.

LGB agendas

Sample agenda

Term 1	Term 2
<p><u>Procedural</u></p> <p>Welcome and apologies</p> <p>Declarations of interest</p> <p>Annual Review of membership and every two years a skills audit</p> <p>Complete annual pecuniary interest forms and Code of Conduct</p> <p>Minutes of the last meeting and matters arising</p> <p>Chair's and Principal's urgent business</p> <p><u>Academy Improvement, overview and scrutiny</u></p> <p>Receive report on summer testing results and trends</p> <p>Presentation on pupil tracking system</p> <p>Set target for attendance</p> <p>Overview from Principal on people and finance at start of academic year</p> <p>Safeguarding update</p> <p>ISP update</p> <p>Barriers to progress</p> <p><u>Local Governance monitoring and development</u></p> <p>Other Governor visits</p> <p>Clerk's Update</p> <p>Governor training</p> <p>Formulation of a LGB Action Plan</p>	<p><u>Procedural</u></p> <p>Welcome and apologies</p> <p>Declaration of interests</p> <p>Minutes of last meeting and matters arising</p> <p>Chair's and Headteacher/Principal's urgent business</p> <p><u>Academy Improvement, overview and scrutiny</u></p> <p>Questions on Headteacher/Principal's trend report</p> <p>Review progress on School Improvement Plan</p> <p>ASP/Data dashboard review</p> <p>Report on planned use of pupil premium</p> <p>Report on staff appraisal and Chair's confirmation that Headteacher/Principal's Performance Management is complete</p> <p>Review School Self Evaluation</p> <p>Admissions update</p> <p>Update on collective acts of worship</p> <p>Safeguarding update</p> <p>ISP Update</p> <p>Barriers to progress</p> <p><u>Local Governance monitoring and development</u></p> <p>Reports from Link Governors</p> <p>Other Governor visits</p> <p>Clerk's Update</p> <p>Governor training</p> <p>LGB Action Plan</p>

Term 3	Term 4
<p><u>Procedural</u></p> <p>Welcome and Apologies Declaration of interests Minutes of the last meeting and matters arising Chair's and Principal's urgent business</p> <p><u>Academy Improvement, overview and scrutiny</u></p> <p>Monitor the success of the phonics programme Review progress on School Improvement Plan Overview from Principal on people and finance Review Parent View and plan parent surveys Update on the risk register Monitor the experience of work placement of trainee teachers Enrichment update Admissions update Safeguarding update ISP update Barriers to progress</p> <p><u>Local Governance monitoring and development</u></p> <p>Other Governor visits Clerk's Update Governor training</p>	<p><u>Procedural</u></p> <p>Welcome and Apologies Declaration of interests Minutes of last meeting and matters arising Chair's and Principal's urgent business</p> <p><u>Academy Improvement, overview and scrutiny</u></p> <p>Questions on Principal's trend report Review progress on School Improvement Plan Mid year review of staff appraisal Review parent survey results Report on impact of pupil premium Report on predicted outcomes for cohorts and years Plan survey of staff/pupils (as required) Review of academy website ISP update Barriers to progress</p> <p><u>Local Governance monitoring and development</u></p> <p>Reports from Link Governors Other Governor visits Clerk's Update Governor training LGB Action Plan</p>

Term 5	Term 6
<p style="text-align: center;"><u>Procedural</u></p> <p style="text-align: center;">Welcome and Apologies Declaration of interests Minutes of the last meeting Matters arising Chair's and Principal's urgent business</p> <p><u>Academy Improvement, overview and scrutiny</u> Overview from Principal on people and finance including Budget setting recommendations Review progress on School Improvement Plan Review staffing structure for following year Presentation on behaviour Review of staff CPD Values for Britain presentation Safeguarding update ISP Update Barriers to progress</p> <p><u>Local Governance monitoring and development</u> Other Governor visits Clerk's Update Governor training LGB Action Plan</p>	<p style="text-align: center;"><u>Procedural</u></p> <p style="text-align: center;">Welcome and Apologies Declaration of interests Minutes of last meeting Matters arising Chair's and Principal's urgent business</p> <p><u>Academy Improvement, overview and scrutiny</u> Overview from Principal on people and finance Questions on Principal's trend report End of year testing results Review progress on School Improvement Plan and adopt a new plan for the coming year Safeguarding update ISP Update Barriers to progress</p> <p><u>Local Governance monitoring and development</u> Reports from Link Governors Other Governor visits Clerk's Update Governor training Governor Action Plan – new items for following year Election of Chair and Vice Chair Appoint governors with specific responsibilities for the year ahead Set up a hearings committee (staffing, exclusions and complaints) Evaluation of LGB's work</p>



Chapter 3

Link governors

Link Governors

Local governors, collectively, strategically improve our academies by holding the Headteacher or Principal to account for providing high quality teaching and learning, which will lead to the highest possible levels of attainment and progress for our children and students, in a safe, caring environment that allows them to develop spiritually, morally, socially and culturally.

The purpose of a link governor is to take a lead monitoring role on a specific strategic area for development and improvement. The priorities for link governors are reflected in the annual School Improvement Plan, and also ensure the academy's longer-term vision and aims are being achieved.

Local governors play an important role in knowing their academy well and working with parents, children and staff. However, there is also an expectation that link governors will develop their skills by communicating, and where possible visiting, their partner champions in other ISP academies to ensure clarity and consistency of approach.

The responsibilities of a link governor

- Building a trusting, professional working relationship with the member of academy staff responsible for the identified curriculum/priority area, so that the governor champions can become true 'critical friends';
- Investing in the curriculum/priority area and attend occasional team meetings / visit with the relevant academy staff regularly;
- Regularly reviewing and evaluating the strategies in place to improve outcomes for all children within the curriculum/priority area;
- Scrutinising the data/information used for self-evaluation within the identified curriculum/priority area;
- Ensuring that the ISP policies are followed in the identified curriculum/priority area and highlight any concerns about short-comings in policy/practice;
- Reporting back to the Local Governing Body (LGB) and via Minutes;
- Being an advocate for the identified curriculum/priority area within the LGB meetings.

The link governor role works more effectively if succession planning is built in from the start. Therefore, each local governor should be the link governor in one area and play a supporting role in another. This also helps new governors develop their skills and confidence.

- Take a special interest in your link area
- Ensure that your link governor area remains high on the academy and ISP agenda
- Attend in-school training where possible
- Meet termly with the subject/area lead to discuss strengths and areas for further development
- Be involved in the school's work with parents
- Ask about resourcing of your subject/area
- Attend external training in order to keep up to date with developments.

Monitoring and reporting schedule

Link Governors will need to meet with the relevant teacher/staff member at least once a term and will formally report to the local governing body in terms 2,4, and 6

Before each meeting contact the relevant link teacher/member of staff to arrange a convenient time for the visit, giving them at least one week's notice and agree an agenda for the meeting so that all parties can be fully prepared.

What should link governors ask?

A list of sample questions is included on pages 34-41. These are not meant to be prescriptive but a starting position to determine what you already know or what you might like to find out. Each link governor will generate additional questions once visits take place and as each governor gains confidence and knowledge.

Writing your report

Please use the pro-forma provided on page 42. Whilst you are expected to report three times a year the number of visits/activities is not prescribed. Therefore, your report might cover more than just one visit with the co-ordinator and may include a visit to a lesson and/or a parent event. Your report is a summary of any engagement.

All reports must be shared with the Headteacher or Principal before being shared with staff or being presented at any governors' meeting. The reports will form a termly Governors Monitoring Report that will be presented to the LGB and then to the Trust Board. Please ensure you meet your monitoring reporting deadlines as all academies within the Trust report during the same month to enable the Trust Board and Executive Principal to monitor effectively.

Sample link governor questions

Safeguarding (includes Looked After Children (LAC and Child Protection)

Key staff

- Who are the key staff?
- Who provides cover whenever the designated person is unavailable?
- Have all staff members (including the designated teacher) received training at the appropriate level?
- Are all staff aware of relevant policies in place and familiar with referral processes?
- Does safeguarding training include teaching assistants and mealtime assistants?
- How are staff aware of the Whistleblowing policy and its contents?
- What resources/training are required for this year? What is the expected impact of these?
- Do all staff receive induction training on child protection appropriate to their role and responsibilities?

Children and families

- What measures do we take to help parents to understand the safeguarding agenda?
- How do we help parents keep children safe online at home and at school?
- How do we know our children feel safe?

Staffing and training

- Has the Headteacher/Principal and at least one governor completed the Safer Recruitment training?
- Has the academy a written safer recruitment and selection policy in place?
- Are references sought for all shortlisted candidates prior to interview so that any issues can be taken up with the candidate at interview?
- When did the designated staff member last attend safeguarding training?
- Who is the designated teacher to promote the educational achievement of Looked after Children (LAC)?
- Does the designated safeguarding lead, through the teacher for Looked after Children have the details of the child's social worker, and the name of the virtual school head in the authority that looks after the child?
- Are all the staff aware of reporting requirements with regards to known cases of female genital mutilation?
- How often are staff trained on how to identify children who may need extra help or who are suffering, or are likely to suffer, significant harm?
- How vigilant are staff in monitoring children who go missing, particularly on repeat occasions and alert to the possibility that this may be linked to abuse and neglect, including child sexual exploitation (CSE)?

- Have all the staff had Prevent training?
- Is the number of children on the child protection register increasing?
- How much time does dealing with case reviews and other agencies involve?
- How does the academy ensure it meets all health and safety legislation?
- How does the academy control and administer medicines?

Special Educational Needs and Disabilities (SEND)

Practice

- Does the SEND policy reflect current practice?
- How are SEND needs identified and met?
- What strategies were successful last year? Are they embedded? Will they continue?
- What strategies didn't work as well? Why? Will they be revised?
- How are things progressing towards the identified success criteria / targets?
- Are all relevant policies up to date and relevant?
- What is the achievement of SEND pupils compared to similar schools nationally?
- What improvements have you seen? For example, how have attainment or progress rates improved in this particular group?
- What is the range of provision in place? Is it leading to improved outcomes for identified pupils?
- Is the Accessibility Plan up to date? Are there any actions/decision that need to take place before the next review? When and who by? When is it next due to be reviewed?
- How does the attendance of pupils with SEND compare with the attendance of the pupils as a whole? If significantly lower, why is this?
- How does the number of pupils with SEND excluded compare with that of all pupils excluded?
- How does the academy support the transition of SEND pupils between year groups and schools?

Staffing

- Who is the Special Educational Needs and Disabilities Co-ordinator (SENDCO)? Is he/she appropriately experienced, qualified and supported?
- Is the SENDCO on the senior leadership team?
- What SEND training is undertaken and planned for all staff?
- How are TAs deployed to support children with SEND?

Resources

- What external services from outside agencies does the academy draw upon?
- What resources/training are required for this year? What is the expected impact of these?
- What is the SEND budget and how it is being spent? Can value for money be demonstrated?
- How confident are you that money for pupils with SEND is being used efficiently and effectively compared to other pupils?

Families

- How are parents informed that their child has SEND?
- How does the academy communicate with and involve parents in giving and getting support for their child?
- How are parents involved in reviews of individual education plans or education, health and care plans (EHC) Plans?
- What is the attendance rate of parents at annual reviews of statements / EHC Plans?
- How does the academy develop self-advocacy skills for pupils with SEND?
- Is information for parents available in accessible formats

Early Years

Review of the previous year

- How well did children achieve in Early Years last year?

The current year

- How many children have joined us this year?
- Is this an increase or decrease?
- How have they settled in?
- What preparation was made for their transition?
- What are the entry levels of the children joining us?
- When do baseline assessments take place?
- What number of staff do we have?
- What training have practitioners accessed to ensure that they know and understand how to deliver Early Years effectively?
- What sort of support do we offer parents during times of transition and during a child's time in Early Years?
- What is the breakdown of different groups? (PP, SEND, girls vs boys)
- What resources/training are required for this year? What is the expected impact of these?

Progress

- What were the key achievements over recent terms?
- How is progress in Early Years tracked?
- How often does this take place? How do you know assessments are accurate? What moderation activities take place?
- How well are children achieving? (attainment and levels of progress)
- What challenges have arisen in the Autumn terms?
- What successes have been achieved?
- Have priorities changed?
- What is ongoing evaluation revealing?
- Are the children in Early Years enjoying an active approach to learning with opportunities to play, explore and be creative? What evidence do you have of this?

- How are those children with SEND identified early, and what support do we give to parents of children with SEND in Early Years?
- How is the early years curriculum designed?

Attainment

- What are the children's exit levels predicted to be in Early Years at the end of the year?
- Are there any particular areas which need to be focused on? Are these cohort specific or academy specific? How are these areas being addressed?
- What strategies have proven successful? Are they embedded? Will they continue to be implemented next year?
- Is there a disparity between the outcomes for different groups? (PP, SEND, girls vs boys)

Resources

- What is the budget for Early Years? How has this been spent and how does it improve the outcomes for children?
- How is the transition to Key Stage 1 managed?

KS3, KS4, KS5 and Post 16

Curriculum

- How do we deliver the highest possible standards in the curriculum?
- How does our curriculum ensure we actually do provide a stepping stone for lifelong successful careers?
- How do we support our students in choosing options for Key Stage 4?
- Is the curriculum appropriately staffed?
- How do we use the academy environment effectively to develop and grow the whole person?

Teaching and learning

- What methods do we use to help our students become effective learners?
- How do we develop personalisation?
- Do we outsource bespoke programmes?
- How does a Science, Technology, Engineering and Mathematics (STEM) curriculum benefit our students?
- What groups of students are achieving well?
- How do we identify students who have potential to be able, gifted and talented?
- What is the main barrier to learning in school?
- Is our academy budget suitably allocated?
- What interventions do we offer?
- How do we deploy Teaching Assistants?

Student welfare

- How do we encourage and support our students to develop all their talents; academically, imaginatively, physically, emotionally and socially?
- How are students supported in career development selection?
- How is behaviour managed and rewarded?

Parents and carers

- How do we communicate effectively with parents and carers?
- Are parents and carers supportive of our academy?
- How do we promote our school in primary schools?

Statutory Grants

Eligibility and numbers

- How do pupils become eligible?
- How many and what percentage of pupils across all year groups are classed as Pupil Premium pupils?
- What is the percentage split between Free School Meals/ Looked After Children and children of Service Personnel?

Staffing

- Are all staff aware of which pupils are eligible for Pupil Premium and the strategies they should be using to support these pupils? What is the amount the academy receives?
- Have all staff received the training they need to support the disadvantaged children effectively? How is the funding used?
- What intervention is implemented to support Pupil Premium pupils? How effective is this at 'narrowing the gap'?
- Is the academy using its best teaching and support staff with Pupil Premium eligible pupils?

Making a difference

- How do we evaluate the effectiveness of its Pupil Premium strategy?
- Is our academy checking the impact it is making with the Pupil Premium funding against impact in successful schools in the country?
- How much progress is being made by each pupil receiving Pupil Premium, given that she/he must make at least good progress?
- What is the school's ambition for the attainment and progress of Pupil Premium eligible pupils and is that in line with the national average?
- What are the barriers to learning that staff members have identified for Pupil Premium pupils?
- What specific outcomes does the academy aim to achieve with Pupil Premium funding in relation to raising attainment, accelerating progress, improving attendance, reducing gaps and increasing opportunities?

- Because high expectations of pupils are so important, what is the academy doing to raise expectations for what Pupil Premium eligible pupils can achieve among the children themselves, their parents and the school staff?
- What evidence has the academy used to learn about the most effective strategies in the context in which it works?
- Looked-after children (i.e. children in care) need particular support with Pupil Premium. What interventions are making a positive difference for them?
- On the academy website, how detailed is the account of the Pupil Premium spend? How much is being received and how well it is used?

Parents

- Is the academy using Pupil Premium to improve the engagement of parents with the educational progress of their children; if so how and is it effective?
- How does the academy promote awareness of eligibility among the parents so that all eligible pupils claim and are supported?

PE and Sports premium

- Has there been an impact on whole academy improvement as a result of Primary PE and Sport Premium funding
- How is the Primary PE and Sport Premium funding being used to enhance, rather than maintain existing provision?
- How will these improvements be sustainable in the long term? What will the impact of the changes be for pupils in the next 10 years?
- Where external specialist coaches are being used in curriculum time, are they working alongside class teachers to improve their skills and securing long-term impact?
- What has been the most notable impact of the Primary PE and Sport Premium funding in terms of outcomes for your pupils?
- How has the Primary PE and Sport Premium funding impacted on attainment in national curriculum physical education?

Questions Local Governors may ask relating to standards in English and maths

Maths and English

Review of the previous year

- How good was achievement (attainment of progress) across Key Stages?
- What are the key achievements of the previous year, for the children and staff?
- Are the results for reading/writing similar?
- What strategies were successful last year? Are they embedded? Will they continue?
- What strategies didn't work as well? Why? Will they be revised?
- What strengths and weaknesses have been identified?
- Is there a disparity between the outcomes for different groups? (PP, SEND, girls vs boys)

Priorities for the forthcoming year

- Have there been any changes to staffing?
- What are the key priorities for the forthcoming year?
- How aspirational vs realistic are these?
- What resources/training are required for this year? What is the expected impact of these?

Progress

- What were the key achievements over the last two terms?
- How are things progressing towards the identified success criteria / targets?
- How good is children's achievement (attainment of progress) across Key Stages?

CPD

- What Continued Professional Development (CPD) is available for staff this term?
- What is ongoing evaluation revealing?
- Are additional resources/training required to meet the success criteria?
- What is the expected impact of these?
- How is ICT used in teaching this subject?
- How are parents encouraged to help support their children in this subject?
- Does the co-ordinator have sufficient time to monitor and support other teachers?

End of year review

- How prepared is the team for SATs/how did SATs week go? (primary only)
- How prepared is the team for KS4 and KS5 examinations? (secondary only)
- How good is students' achievement (attainment of progress) across the Key Stages?
- What strengths and weaknesses have been identified?

- Is there a disparity between the outcomes for different groups? (PP, SEND, girls vs boys)
- Are we on track to achieve our targets?
- What support have we provided for parents in supporting their children's learning?
- What changes are being discussed for next year?
- How is best practice shared?
- Is the academy receiving any external advice/support for subject delivery?



Link Governor Monitoring Report Form

Linked Area:

Link Governor:

Successes and strengths

Areas undergoing development

Engagement with children/students and feedback

Any pupil premium observations

Overall evaluation and link governor's conclusions

Signed..... Date



Chapter 4

Resources and documents

The Scheme of Delegation

The Scheme of Delegation sets out who is accountable for delivering each element of the Trust's governance.

The act of delegation from the Trust Board to the LGBs, Executive Team or Headteacher is a delegation of powers and duties, and not a delegation or shedding of responsibilities.

Strategic Direction

Members	Trustees / Directors	Executive Team	LGB	Headteacher
To set the vision for the Trust	To adopt a 3-5 year Strategic Plan for the Trust	To produce a 3-5 year Strategic Plan for the Trust		
		To prepare annual updates on the Strategic Plan		
		Support the preparation of academy strategic plans which reflect the Trust's vision but at a local level	To monitor the academy Strategic Plan	To prepare an academy Strategic Plan
	Trust Board to review and agree any proposals for new academies	To negotiate new additions to the MAT	To be made aware of new additions	To be made aware of new additions

Admissions and Organisational changes

Members	Trustees / Directors	Executive Team	LGB	Headteacher
	To consult before amending the Admissions policy	To advise the Trust Board on changes to the Admissions Policy	To be consulted on changes to the Admissions Policy	To meet the requirements of the Trust Admissions Policy
	To form an Appeals Panel for admissions			If appropriate to appeal against LA directions to admit pupil(s)
	To publish proposals to change category of school	To draw up and publish proposals to change a category of school	To be consulted on any proposal to change school category	To be consulted on any proposal to change school category
		To monitor pupil numbers and the promotion of school in the Plymouth and surrounding community	To oversee the promotion of the academy in the academy community and to potential pupils	Recruitment of pupils

Governance reporting and compliance

Members	Trustees / Directors	Executive Team	LGB	Headteacher
To agree and review the Articles	To be consulted on any change to the Articles	To be aware of changes	To be informed of any change	To be informed of any change
To appoint and remove Members	To be advised of changes to membership	To be advised of changes to membership	To be advised of changes to membership	To be advised of changes to membership
To appoint and remove Directors (inc the chair)				
	To remove, if required, the chair of the LGB		To appoint and remove the Chair of the LGB	
			To appoint and dismiss the clerk to the LGB	
	To remove any local governors		To seek, appoint, elect and remove members of the LGB	
	To adopt the scheme of delegation (SOD) for governance and review annually	To recommend a scheme of delegation for governance	To deliver all aspects of local governance as set out in the SOD	
	To adopt a governance handbook	To compile and review a governance handbook	To use the governance handbook as part of a local governor's induction	
	To agree an annual local governance management plan	To prepare an annual governance management plan	To hold 6 meetings as set out in the local governance management plan	To support requests for information by the LGB
			To appoint local governors to champion Safeguarding, SEND, PP and H&S, Literacy and Numeracy and in primary EYFS and in secondary Post 16	
	To meet publishing requirements about the membership of the Trust Board and LGBs (website and GIAS)	To ensure a register of Trustees and local governors is drawn up and maintained	To provide information to the Trust Board clerk on membership and to publicise membership, attendance and pecuniary interests on the academy website	
		To maintain an overview of the LGB skills, recruitment, training and capacity		
	To ensure succession planning for Trustees		To ensure succession planning for local governors	
	To ensure Members receive an annual	To prepare an annual report of the work of the Trust		

	report on the work of the Trust			
	To be advised by the EP on the effectiveness of local governance	To monitor the work of the LGBs		
				To report to the LGB on academy performance
	To be legally accountable for all data protection legislation and good practice	To ensure compliance for all data protection legislation and good practice	To monitor the Trust policy at academy level	To comply with Trust policy
	To be legally accountable for Company and Charity Law, Education law and Funding Agreements	To ensure compliance of Company and Charity Law, Education law and Funding Agreements	To meet all aspects of the scheme of delegation	

Policies

Members	Trustees / Directors	Executive Team	LGB	Headteacher
	To draw up a 3 year policy review plan for all statutory policies	Ensure Trust policies are in place for management and curriculum areas	Monitor Trust Policies relating to school improvement	Work within policies set by the Trust
		To have access to all policies whether Trust-wide or academy specific policies	To be aware of Trust-wide and academy specific policies	To provide the Trust with any academy specific policies

Structures

Members	Trustees / Directors	Executive Team	LGB	Headteacher
		To maintain an overview of the times of school sessions and dates of school terms and holidays	To set the times of school sessions and the dates of school terms and holidays	To set the times of school sessions and the dates of school terms and holidays
		To be consulted on any proposals for changes to the school day	To consult stakeholders on proposals to change the school day	To consult on any changes to the school day
		To check that the academy meets the statutory requirements for 380 sessions in a school year		To ensure the academy meets the statutory requirements for 380 sessions in a school year

Trust Continuous Improvement

Members	Trustees / Directors	Executive Team	LGB	Headteacher
	To set and monitor the Trust Improvement Plan. To hold the EP to account	To provide information to Trustees on the performance of the academies across the Trust	To maintain an overview of how the Trust works	To be aware of the academy's contribution to the Trust Improvement Plan
		To review each Academy's Improvement Plan	To monitor the Academy Improvement Plan	To set, with the Executive Team, the Academy Improvement Plan
		To set the review and evaluation cycle for each academy	To visit school to learn about how school collects and uses data	To meet the review and evaluation cycle expectations
	To adopt the Trust SEF	To prepare a Trust SEF		To contribute to the Trust SEF
		To prepare with the headteacher the academy SEF	To monitor the academy SEF	To complete the academy SEF
	To be advised by the EP of the academies' readiness for Ofsted	To support Ofsted readiness	To be prepared for Ofsted and have evidence of effective local governance for scrutiny	To deliver a good or outstanding education
	Set and monitor Trust KPIs	Ensure KPIs are measured and met		To contribute to KPI achievement
	To set academy KPI (high level)	To prepare and monitor Academy KPIs (high level)	To monitor and hold academy to account for achieving KPIs	To support the monitoring and achievement of academy KPIs
		To monitor academy KPI (low)	To monitor and hold academy to account for achieving KPIs	To support the monitoring and achievement of academy KPIs
		To produce and monitor a post Ofsted action plan	To monitor a Post Ofsted action plan	To prepare post Ofsted action plan
To receive data on the academic performance of academies twice a year	To monitor the Trust and academies data at standards meetings	To prepare data for the Trust on academy and Trust outcomes at key points in the year	To monitor the academy data at standards meetings	To assemble data for pupil assessment and other returns as agreed

Safeguarding

Members	Trustees / Directors	Executive Team	LGB	Headteacher
	To adopt a Safeguarding Policy in line with statutory requirements and best practice	To draw up a Safeguarding Policy in line with statutory requirements and best practice	To monitor the academy's adherence to the safeguarding policy	To adhere to the Trust Safeguarding policy
				To maintain accurate and effective and secure pupil records
	To conduct an appeal panel against an exclusion	To support headteacher's needing to exclude a pupil	To review the use of exclusion and to decide whether or not to uphold the headteacher's decision to exclude	To exclude pupils in line with directions in the Trust Exclusion Policy

Education

Members	Trustees / Directors	Executive Team	LGB	Headteacher
	To hold the Executive Team to account for the delivery of an effective curriculum policy	To work with the academies to develop and implement a curriculum policy	To monitor the curriculum	To deliver the Trust curriculum policy
	To receive reports on the quality of teaching and learning	Monitor and evaluate the quality of teaching and learning	Monitor and evaluate the quality of teaching and learning	Monitor and evaluate the quality of teaching and learning
			Monitor and evaluate the quality of individual children's education	Monitor and evaluate the quality of individual child's education
	To hold the Executive Team to account for the delivery of an effective assessment and feedback policy	To work with the academies to develop an assessment, feedback policy, to agree key moderation and data collection points	To monitor the assessment and feedback policy	To deliver the Trust assessment & feedback policy
	To ensure provision of RE in line with school's basic curriculum		Monitor the provision of RE in the academy	To ensure provision of RE in line with the academy's basic curriculum

Pupils

Members	Trustees / Directors	Executive Team	LGB	Headteacher
	Receive reports from the EP on the impact of Pupil Premium, Sports Premium, catch up funding spend on pupil outcomes		Monitor the impact of Pupil Premium, Sports Premium, catch up funding spend on pupil outcomes	Ensure effective use of the pupil premium and other grants
	To discharge duties in respect of pupils with special educational needs and disabilities	To discharge duties in respect of pupils with special educational needs and disabilities	To monitor the effectiveness of strategies for children with SEND	To discharge duties in respect of pupils with special educational needs and disabilities
	To receive reports on attendance	To oversee attendance across the Trust	Review pupil attendance	Report on pupil attendance
	Ensure the prohibition of radicalisation, promotion of equality, diversity & tolerance, and a balanced treatment of political issues is part of all policies and the Strategic Vision	Prohibit radicalisation, promote equality, diversity & tolerance, ensuring a balanced treatment of political issues	Monitor school policies and practice in relation to equality and diversity during visits	Prohibit radicalisation, promote equality, diversity & tolerance, ensuring a balanced treatment of political issues
	To ensure provision of free school meals to those pupils meeting the criteria	To ensure provision of free school meals to those pupils meeting the criteria	To monitor the provision of free school meals to those pupils meeting the criteria	To ensure provision of free school meals to those pupils meeting the criteria

Staffing

Members	Trustees / Directors	Executive Team	LGB	Headteacher
	To appoint a EP(through a selection panel) including pre-recruitment checks			
	To appoint a principal or headteacher (through a selection panel) including pre-recruitment checks		To contribute to the appointment process for a principal or headteacher (through a selection panel)	
	To agree the staffing structure of the Executive team within the agreed budget	To appoint to the Executive Team		
	To agree the staffing structure of the Central Service Team within the agreed budget	To appoint to the Central Service Team		

		To give support on the appointment to a SLT	To support the appointment of a SLT (through a selection panel)	To appoint a SLT (through a selection panel)
			To be advised of the appointment of academy staff	To appoint academy staff
	To adopt Trust HR & Employment Policies (Appraisal, capability, complaints, disciplinary, grievance, pay policy)	To oversee Trust HR & Employment Policies (Appraisal, capability, complaints, disciplinary, grievance, pay policy)	To be aware of Trust HR & Employment Policies (Appraisal, capability, complaints, disciplinary, grievance, pay policy)	To work within Trust HR & Employment Policies (Appraisal, capability, complaints, disciplinary, grievance, pay policy)
		To support pay discretions (within Trust Pay Policies)		To exercise pay discretions (within Trust Pay Policy)
	To form an Appeals Panel for complaints regarding the headteacher	To support the headteacher's with regard to complaints	To form an Appeal Panel for complaints if unresolved	To follow the Trust complaints policy
	Members - Form an Appeals Panel to consider dismissal of headteacher/principal.	To dismiss / suspend / end suspension of principal/headteacher	Chair LGB informed of suspension of headteacher/principal	
	Trustees - Form an Appeals Panel to consider staff appealing against redundancy	To exercise redundancy procedures as required by the academy	To be consulted on staff redundancies within the academy	To exercise redundancy procedures as required by the academy
	Trustees form Appeals Panel in the cases of dismissal of staff	To support the dismissal / suspension/ end of suspension of other staff	Chair LGB notified of suspension of staff. LGB form Appeals Panel in the cases of dismissal of staff	To dismiss / suspend / end suspension of other staff
	To determine dismissal payment/early retirement of the principal/headteacher	Determining dismissal payment/early retirement of the principal/headteacher	To be consulted on the dismissal payment/early retirement of the principal/headteacher	
		Determining dismissal payment/early retirement of others	LGB - To be aware of the dismissal payment/early retirement of others	Determining dismissal payment/early retirement of others within the Trust policy
	To complete the statutory appraisal of EP			
		To work with local governors to complete the headteacher's appraisal	To undertake the appraisal of the headteacher with the support of the EP	

		To deliver the statutory appraisal of central service staff		
			To be advised of the progress of the appraisal process	To secure the statutory appraisal of all academy staff
		To maintain accurate and effective and secure employee records	LGB Safeguarding Governor - inspect the Single Central Record	To maintain accurate and effective and secure employee records

Finance

Members	Trustees /Directors	Executive Team	LGB	Headteacher
			To oversee the proposal of an academy budget	To develop and propose the individual academy budget
	To approve the first formal budget plan each financial year	To approve the first formal budget plan each financial year		
		Plan/manage/monitor monthly expenditure & finance reports: identify actual/potential budget over/underspend		Plan/manage/monitor monthly expenditure & finance reports: identify actual/potential budget over/underspend
			To be aware of any significant changes to the budget	To approve any amount to be transferred between budget headings and/or likely budget overspends
	To establish Financial Decision Levels and Limits			
	To adopt Financial Decision Levels and Limits	To establish Financial Decision Levels and Limits		
		Enter into additional contracts that exceed agreed budget allocations within limits specified in financial regulations.		
	To authorise acquisition of assets within limits specified in the financial regulations manual	To acquire assets within limits specified in the financial regulations manual		To acquire assets within limits specified in the financial regulations manual

	To authorise disposal of assets within limits specified in the financial regulations manual	To dispose of assets within limits specified in the financial regulations manual		To dispose of assets within limits specified in the financial regulations manual
	To agree the appointment of internal and external auditors	To support the appointment of internal and external auditors		
		To make payments within agreed financial limits		To make payments within agreed financial limits
		To collect income due to the academy		To collect income due to the academy
		To give guidance on the maintenance of proper financial records for the academy		To maintain proper financial records for the academy
		To prepare monthly accounts for the Trust		To support the preparation of monthly accounts for the Trust
		To monitor compliance with approved financial procedures		
	To develop risk management strategies	To develop risk management strategies		
		To implement IT strategy, policies & systems		To implement IT strategy, policies & systems
		Premises - design & maintenance		
	Establish, review & monitor risk register	Establish, review & monitor risk register		
	Be advised of Trust wide benchmarking outcomes	Benchmarking	Benchmarking & ensure Trust-wide value for money	Benchmarking & ensure Trust-wide value for money

Relationships and communications

Members	Trustees / Directors	Executive Team	LGB	Headteacher
	To develop a Trust strategy for branding, logos etc	To support a Trust strategy for branding, logos etc		To use Trust branding as supplied
	To ensure good relations and communication with the DfE and national agencies	To ensure good relations and communication with the DfE and national agencies		To ensure good relations and communication with the DfE and national agencies

		To develop and maintain good relations with the press, LA and other forums including Trade Unions and Professional Associations		To develop and maintain good relations with the press, LA and other forums including Trade Unions and Professional Associations
			To develop and maintain good relations and communication with the academy community	To ensure good relations with the school community

Buildings – improvements and inspection

Members	Trustees / Directors	Executive Team	LGB	Headteacher
	To develop academy buildings and facilities estate long term strategy or master plan	To support academy buildings and facilities estate long term strategy or master plan		To give input to a long term strategy or masterplan
	To ensure academies are maintained, including development of a properly funded maintenance plan	Producing and maintaining buildings, including developing properly funded maintenance plan		To work within the Trust maintenance policy
	To ensure Health & Safety regulations are met	To provide services to support health and safety	To oversee H&S of the academy	To follow the Trust H&S policy
	To receive a report on premises security & management	To provide services to support premises security & management	To monitor premises security and management	Ensure premises security & management at local level
	To consider additional central services to be procured on behalf of the academy	To identify additional central services to be procured on behalf of the academy		To be consulted on additional central services to be procured on behalf of the academy
	To determine the scope of central services to be delivered to and on behalf of the academy and to ensure value for money	To determine the scope of central services to be delivered to and on behalf of the academy and to ensure value for money	To monitor quality of central services	

Information sharing

Members	Trustees / Directors	Executive Team	LGB	Headteacher
		To maintain an overview of the School Prospectus		To prepare and publish the School Prospectus
	To ensure the Trust and academy websites are fully compliant	To support the academies and Trustees to ensure website compliance	To monitor the academy website to check compliance	To ensure the academy website is fully compliant

Inspiring School Partnership

Scheme of Delegation of Financial Powers

Budgeting and Reporting

Role	Value	Delegated Authority	Method
Budget setting process		Executive Principal and Principals/Head Teachers	Agree academy improvement priorities
		Academy Principals / Head Teachers and Leadership Team	Draft budget plan
		Local Governing Bodies	Review budget plan and recommend to Trust Board
		MAT full Board of Trustees	<p>Approve or reject budget</p> <p>If the MAT board require the Local Governing body to reconsider the budget then the MAT Board must provide a full explanation to the Local Governing Body of its reasons and the timescale by which an alternative budget should be provided.</p> <p>If the MAT board has lost confidence in the ability of the Local Governing Body to set a budget, it will provide a full written explanation to the Local Governing Body for its judgement. Under these wholly exceptional circumstances, the MAT Executive Principal will take</p>

			responsibility for recommending a budget plan to the board
Budget Holders responsibilities	As per the individual budgets set	Principals / Head Teachers, SLT and other budget holders	Budget monitoring is the responsibility of the budget holder and must not be overspent at any time during the year unless through prior agreement from the appropriate authorisation level
Monthly Management Accounts		Finance Manager and Principal / Head Teachers in conjunction with Finance	All transactions to be process and reconciled by the academies finance staff for the timely checking and production of the monthly management accounts and governors reports as per the Financial Timetable
Virements	Up to £10,000	Chief Financial Officer	Reported to the Finance Committee
	£10,001 - £50,000	Principals / Head Teachers	Reported to the Finance Committee
EFA Reporting		Chief Financial Officer, Executive Principal/Accounting Officer in conjunction with ISP Auditors and Financial Consultants	An annual Financial Reporting Timetable will be released by the ESFA dates and requirements will be included on this timetable
Collection and receipt of cash and cheques	Any	Finance Manager or delegated Finance/Admin Assistant	Cash must be receipted by the person with delegated authority and recorded in the appropriate ledger. All on site cash and cheques must be locked in the safe until banking
Sales Invoices	Up to £10,000	Finance Manager	All sales invoices must be processed through the financial management system, and issued in a timely manner
	£10,001 to £50,000	As above plus Principals / Head Teachers, Chief Financial Officer	Principal to authorise the issuing of sales invoices above £10,001, and then as above
	Over £50,001	Finance Committee	Finance Committee to approve the issuing of sales invoices above £50,000, and then as above
Banking of cash and cheques	Any	Finance Manager or delegated	Cash and cheques should be banked on a regular basis and should not be allowed to

		finance/admin assistant	accumulate above £10,000. Banking should be checked and agreed by another member of staff before being banked and should relate back to receipts issued
Reconciliation of bank accounts		Finance Manager or delegated finance/admin assistant	Bank accounts should be reconciled at least on a monthly basis by someone other than the person doing the banking. Bank reconciliations should then be signed, dated and filed
Petty Cash	£500	Finance Manager or delegated finance/admin assistant	Petty cash should be kept in a locked tin and stored in the school safe. Petty cash payments should be kept below £20. Receipts must be provided for any claim. Pre-approval from the appropriate budget holder must be obtained before any purchases take place. Periodic checks should take place by Finance Manager or responsible officer

Purchases and Payments

Role	Value	Delegated Authority	Method
Purchase Orders	Up to £1,000	Finance Manager and budget holders	Orders should be placed with approved suppliers unless agreed otherwise with the Finance Manager. Orders should be processed in the financial management system before order is placed with supplier.
	£1,001 to £5,000	Budget holders within allocated spend	As above and three quotes must be obtained. These can include both written and verbal
	£5,001 to £10,000	Chief Financial Officer	As above and three quotes must be obtained. These can include both written and verbal
	£10,001 to £25,000	Principals / Head Teachers	As above however minimum three quotes must be written
	£25,001 to £100,000	Finance Committee	Following tendering procedures in Finance Policy
	Over £100,000	Trust Board	Following tendering procedures in Finance Policy
Payment by cheque or bacs	No limit	Two signatories required	Cheques or payment notification must be accompanied by authorised supporting documentation
Business Charge Card	Limited to £5k	Principals/Head Teachers, Chief Financial Officer, Finance Manager, Personal Assistants to SLT if required	Must be kept in a safe place when not in use. All transactions must be supported by an order requisition and VAT receipts/online order confirmation and invoice. Reconciliation should be completed by someone other than the person who places the orders
Standing Orders / Direct Debits	As per the limits of the BACS payments	As per limits for cheque and bacs payments	As per limits for cheques of bacs payments
Liabilities and Write-Offs	Up to £1,000	Chief Financial Officer	
	£1,000 to £5,000	Executive Principal	
	Above £5,001	Finance Committee	
	1% of total annual income or £45,000	Trust Board	This must be reported at Trustee level. Anything above these limits must be

Role	Value	Delegated Authority	Method
	(whichever is smaller) per single transaction. Cumulatively, 2.5% of total annual income in any one financial year per category of transaction for any ATs that have not submitted timely, unqualified financial returns for the previous two years. This includes new academies that have not had the opportunity to produce two years of financial statements. Cumulatively, 5% of total annual income in any one financial year per category of transaction for any ATs that have submitted timely, unqualified financial returns for the previous two financial years.		approved by the Secretary of State through the ESFA
Purchase or sale of any freehold property	Any	ESFA approval required	
Granting any leasehold or tenancy agreement on land and buildings	Any	ESFA approval required	
Taking up any leasehold or tenancy agreement for more than seven years	Any	ESFA approval required	

Wages and Salaries

Role	Value	Delegated Authority	Method
Appointment of staff	Executive Principal, Principals and Head Teachers	MAT Trust Board	
	Senior Leadership Team	Principal/ Head Teachers in consultation with Executive Principal	Approval of all staff appointments within authorised establishment
	Up to Deputy Principal / Head Teacher	Principals / Head Teachers	Approval of all staff appointments within authorised establishment
	Establishment changes	Finance Committee	Authorise permanent head count change to the Academies establishment in excess of the approved budget
Payroll Processing		Finance Manager and Principals/ Head Teachers	Finance Manager to check monthly payroll and make any necessary adjustments. Monthly payroll and any changes must be authorised and signed off on by the HR Manager, Chief Financial Officer and Principals/Head Teachers. Payroll reports and payments made will be checked and agreed by the Finance Manager and Principals/Head Teachers.
Contract of employment		Human Resources Manager	All employee contracts need to be kept up to date. Any contract changes need to be authorised by the appropriate authority level as per (Appointment of staff) authority and filed in the staff members file. These contracts will be periodically checked by the responsible officer and the auditors.

Assets

Role	Value	Delegated Authority	Method
Fixed Asset Register	Over £1,000	Finance Manager	All assets to the value of £1,000 either individually or as a group will need to be recorded in the asset register

Governors Skills Audit

Experience, skills and other attributes	Level of experience/skill: rate on scale of 1 (none) to 5 (extensive) Do remember to think about all the situations in which you may have developed/used these skills				
	1	2	3	4	5
Essential for all governors/trustees					
Commitment to improving education for all pupils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work in a professional manner as part of a team and take collective responsibility for decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willingness to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commitment to the school's vision and ethos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has basic literacy and numeracy skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has basic IT skills (i.e. word processing and email)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Should exist across the governing board					
Understanding and/or experience of governance					
Previous experience of being a board member in another sector or a governor/trustee in another school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience of chairing a board/ governing board or committee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience of professional leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vision and strategic planning					
Understanding and experience of strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to analyse and review complex issues objectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to identify problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to propose and consider innovative solutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience reviewing the impact of new ideas and initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to learn from failure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to make difficult decisions in the best interests of pupils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change management (e.g. overseeing a merger or an organisational restructure, changing careers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of current education policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Holding the head to account					
Communication skills, including being able to discuss sensitive issues tactfully	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to analyse data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to question and challenge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Governors Skills Matrix

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
1	Skills Audit - Inspiring Schools Partnership January 2017		Questions to consider: Do these responses match expectations? Are there any implications for our role description or code of conduct? Do any of the responses have implications for our recruitment strategy? Do any of the responses raise questions about our induction strategy? Are the lower scoring competencies issues that could be dealt with by training? Could we improve any of the lower scoring competencies by mentoring and coaching? Do we need to review our committee membership based on these responses? Are there any implications for succession planning?																		
2	Level of experience/skill: 1 = none, 5 = extensive A 'D' denotes a skill that is desirable to have in the governing board, and an 'E' denotes a skill that is essential within the governing board.																				
3		Desirable or essential?	Overall	Governor A	Governor B	Governor C	Governor D	Governor E	Governor F	Governor G	Governor H	Governor I	Governor J	Governor K	Governor L	Governor M	Governor N	Governor O	Governor P	Governor Q	Governor R
4	Essential for all governors/trustees																				
5	Commitment to improving education for all pupils		E	-																	
6	Ability to work in a team and take collective responsibility for decisions		E	-																	
7	Willingness to learn		E	-																	
8	Commitment to the school's vision and ethos		E	-																	
9	Has basic literacy and numeracy skills		E	-																	
10	Has basic IT skills (i.e. word processing and email)		E	-																	
11	Should exist across the governing board																				
12	Understanding/experience of governance																				
13	Previous experience of being a board member in another sector or a governor/trustee in another school		D	-																	
14	Experience of chairing a board/governing board or committee		D	-																	
15	Experience of professional leadership		D	-																	
16	Vision and strategic planning																				
17	Understanding and experience of strategic planning		E	-																	
18	Ability to analyse and review complex issues objectively		E	-																	
19	Ability to identify problems		E	-																	
20	Ability to propose and consider innovative solutions		E	-																	
21	Experience reviewing the impact of new ideas and initiatives		D	-																	
22	Ability to learn from failure		E	-																	
23	Ability to make difficult decisions in the best interests of pupils		E	-																	
24	Change management (e.g. overseeing a merger or an organisational restructuring, changing careers)		D	-																	
25	Understanding of current education policy		E	-																	
26	Holding the head to account																				
27	Communication skills, including being able to discuss sensitive issues tactfully		E	-																	
28	Ability to analyse data		E	-																	
29	Ability to question and challenge		E	-																	
30	Experience of project management		D	-																	
31	Performance management/ appraisal of someone else		E	-																	
32	Experience of being performance managed/appraised yourself		D	-																	
33	Financial oversight																				
34	Financial planning/management (e.g. as part of your job)		E	-																	
35	Experience of procurement/purchasing		D	-																	
36	Experience of premises and facilities management		D	-																	
37	Knowing your school and community																				
38	Links with the community		D	-																	
39	Links with local businesses		D	-																	
40	Knowledge of the local/regional economy		E	-																	
41	Working or volunteering with young people (e.g. teaching/social work/youth work/sports coaching/health services for young people)		D	-																	
42	Understanding of special educational needs		E	-																	
43																					

Inspiring Schools Partnership Succession Planning

There must be an on-going review of succession planning for positions of Chair and Vice-Chair.

- When considering succession, consideration must be given to the development of existing governors and of promotion from within existing membership.
- An indication should be sought from existing governors if there is any governor prepared to put themselves forward for consideration as either the future Chair or Vice-Chair. This will be undertaken 12 months before the end of the Chair/Vice-Chair's term of office.
- The Clerk or the Chair will seek expressions of interest from governors in either being Chair or Vice-Chair. If there are governors who are prepared to undertake either of these roles, then arrangements should be made to enable prospective Chairs and Vice Chairs to shadow the existing Chair and Vice-Chair over a period of time.
- If there are no governors willing to put themselves forward for Chair or Vice Chair, then the option to search and advertise will need to be considered.
- There should be an on-going review of planning for future Board membership. The Clerk will monitor the terms of office of existing members to alert the board of future vacancies that will occur in 12 months' time and areas of board skills expertise that may be impacted as a result of future vacancies.
- The board will conduct a risk assessment of the skills audit and review the criteria used within the skills audit to ensure that it matches the current strategic aims of the Trust and its changing needs.
- Existing members will, where possible, give the Clerk 12 months' notice if it is their intention to resign before the expiry of their term of office.

Features of effective headteacher performance management

Successful headteacher performance management is characterised by ten features.

Effective headteacher performance management:

- is integrated with the school development plan and the performance management of all staff
- has a secure annual cycle of setting and reviewing objectives, together with interim monitoring
- is underpinned by sound relationships, characterised by openness, trust and integrity, among all those involved
- involves the setting of meaningful and challenging but achievable objectives for the headteacher
- strikes an appropriate balance among internal and external accountability, development and reward
- makes use of evidence from a range of sources to inform decision-making
- is evaluated and adapted over time to meet evolving requirements of individual circumstances and shifting school needs within a dynamic context of governance
- is appropriate for the stage of development of the school and the HT
- is viewed as part of an on-going and wider process of working with the headteacher and all staff to ensure high levels of performance
- is integral to the development of overall governing body capacity to meet the needs of the school.

Effective headteacher performance management is an attribute of highly effective governance.

The local governing body's role and responsibilities for headteacher appraisal

- To formally delegate the responsibility to work with the Executive Principal on the headteacher's appraisal to two governors who are representative of the local governing body
- To ensure that local governor appraisers are trained for the role;
- To ensure that the headteacher is enabled to achieve a satisfactory work life balance;

Intervention to be used if school improvement is not progressing

Where schools are underperforming and viewed as a cause for concern:

Trustees will make expectations clear, that schools are expected to achieve standards, to meet the trust targets and not trigger interventions through an Ofsted Category or falling below floor targets;

Trustees will take robust and decisive action where;

- a school does not demonstrate its progress towards achieving set targets and is underperforming
- there is little or no evidence that effective action has been taken or is having an impact and take action consistent with the powers of intervention set out in the Trustees Terms of Reference.

In most cases, intervention begins with the issuing of a trustees concern letter.

The concern letter is presented to the local governing body of the school concerned, clearly outlining the problems that have been raised by Trustees and setting out the requirement for a Trust approved improvement plan.

After the warning letter has been issued, if improvements are not made (within an agreed, short, time period), Trustees will take further action, including;

The removal of responsibilities (or complete removal) of a local governing body, including but not limited to;

- removing the local governing body from its post and appointing an interim local governing body
- appointing additional local governors to the school
- removing the local governing body from setting and managing the school budget
- requiring the local governing body to enter into specific arrangements in order to improve school performance
- appointing additional school leaders to support the leadership team implement the agreed improvement plan

Trustees will appoint experienced governors from their number and across the MAT to use as members of an interim local governing body.

Additional or changed local governors are about changing governance in a school, and ensuring that the school goes in a new direction. The new local governors for schools causing concern will be chosen to match the needs of the school.

Self-evaluation - questions a Local Governing Body should annually ask itself

Local Governing Board effectiveness

Right skills: Do we have the right skills on the governing board?

1. Have we completed a skills audit which informs the governor specification we use as the basis of governor appointment and interview? Effectiveness: Are we as effective as we could be?
2. How well do we understand our roles and responsibilities, including what it means to be strategic?
3. Do we have a professional clerk who provides legal advice and oversees the governing board's induction and development needs?
4. Is the size, composition and committee structure of our governing board conducive to effective working?
5. How do we make use of good practice from across the country?

Role of the chair: Does our chair show strong and effective leadership?

6. Do we carry out a regular 360° review of the chair's performance and elect the chair each year?
7. Do we engage in good succession planning so that no governor serves for longer than two terms of office and the chair is replaced at least every six years?
8. Does the chair carry out an annual review of each governor's contribution to the board's performance?

Vision, ethos and strategy

Strategy: Does the school have a clear vision and strategic priorities?

9. Does our vision look forward three to five years, and does it include what the children who have left the school will have achieved?
10. Have we agreed a strategy with priorities for achieving our vision with key performance indicators against which we can regularly monitor and review the strategy?
11. How effectively does our strategic planning cycle drive the governing board's activities and agenda setting?

Engagement: Are we properly engaged with our school community, the wider school sector and the outside world?

12. How well do we listen to, understand and respond to our pupils, parents and staff?
13. How do we make regular reports on the work of the governing board to our parents and local community?
14. What benefit does the school draw from collaboration with other schools and other sectors, locally and nationally?

Effective accountability

Accountability of the executive: Do we hold the school leaders to account?

15. How well do we understand the school's performance data (including in-year progress tracking data) so we can properly hold school leaders to account?
16. Do governors regularly visit the school to get to know it and monitor the implementation of the school strategy?
17. How well does our policy review schedule work and how do we ensure compliance?

18. Do we know how effective performance management of all staff is within the school?
19. Are our financial management systems robust so we can ensure best value for money?

Impact: Are we having an impact on outcomes for pupils?

20. How much has the school improved over the last three years, and what has the governing board's contribution been to this?

Minutes of ABC Academy Local Governing Body Meeting

3 July 2018

Meeting time 6pm – 7.45pm

Local Governors Present:

Kathleen Jones – Chair
Mark Thomas
Sara Thomas – Principal
Sarah Wallace
Shelly Bates
Alex Wallace
Harry Eglinton



Clerk: Denise Ley

Observers: Peter Way – Minute 71 only

64	Apologies Apologies were received and accepted from John Lang Apologies were received but not accepted from Richard Read Apologies were not received from Hannah Way	
65	Declaration of interest No Local Governors declared any person or pecuniary interest on items on the agenda	
66	Minutes of the last meeting held on 14 May The Minutes were agreed as an accurate record and signed by Chair.	
67	Matters arising 52 - DBS – Peter Way confirmed he had now received his completed DBS certificate 60 – The Principal confirmed the staff survey had been sent in June. 90% of staff had responded and the report would be presented at the September meeting.	Staff Survey for Sept agenda
68	Chair's Urgent Business i) The Chair advised that she had attended TWHF conference – he had written a brief report on the day which he would ask the Clerk to circulate. ii) The Chair reported that the LGB had advertised for Parent Governors and received one response. Mrs Janet Butterworth would commence the role from 1 September. The Chair asked for a governor to offer mentoring support and Sarah Wallace agreed to do this.	Chair to send report to clerk
69	The Principal advised that the interviews for a year 5 teacher had been unsuccessful and she was re-advertising the position. Mrs Cook would therefore continue covering this class until December.	SW to contact JB
70	Principal's report The Principal's report had been circulated in advance. Local Governors asked: Q1 Do we know the reason why 6 children have left mid-year? A) This was due to 2 service families being posted to Germany (5 children) and 1 child who was moved to join a sibling who was at St Andrew's Primary. Q2 Attendance seems to be picking up again, how does it compare to national average? A) We had a big drop in term 2, primarily due to chicken pox but is back up to 96% in term 3. National is 95%, Page x of x	Chair's initials

71	<p>Q3 Why was the attendance rate for Year 3 so low this term? A Year 3 suffered a nasty sickness bug which affected children and staff alike. Q4 Why has the number of unauthorised attendances risen? A) We are now refusing requests for holidays for those children who already have an attendance rate of below 95%. Q5 Do we experience any issues with lateness? A) Class teachers generally tackle this themselves and in the main it is usually down to two or three families. In these cases, our family support worker tries to engage with the families but in the main it is generally not a problem Q6 How do we stretch our higher ability children? A) Children with higher ability work as a group on extension tasks with a TA. Q7 Will we be able to sustain two classes in year 4? A) Yes, although these are two classes of 22 the new housing being completed nearby has already produced enquiries about places. Q8 How are we managing the increased number of children with EAL? A) The local demographic is changing and we are changing our staffing to meet this need. We now have two teachers working in small groups to develop literacy ability and we are upskilling TAs to give booster sessions. Q9 Looking at the CPD report what development have middle leaders had? A) They have received training on lessons observations, work scrutiny, book scrutiny and are now carrying these tasks out independently. Shelly Bates added she had attended some of the staff training activities as an observer and had found them helpful in developing her own knowledge. The Principal reminded Local Governors that they were always welcome at the weekly staff training sessions. The subjects of each session were available on the year planner. Q10 How do some teachers feel about being observed by someone with less teaching experience? A) All staff are happy to take constructive criticism and advice as part of an observation whether it is from a more experienced teacher or not. Q11 Do we try and contact those parents who did not attend parents' evening? A) Yes. We offer alternative times to meet and ask all non-attenders why they didn't attend. We are keen to know whether it is a case of the time being inconvenient or a mobility issue.</p> <p>Local Governors thanked the Principal for an informative report which allowed them to review trends easily.</p> <p>Data Review Peter Way - Deputy Principal (Data) joined the meeting for this item. Local Governors had been sent the data from the last data review. Local Governors asked: Q12 Are you pleased that the data is on-track for your year-end predictions? A) Yes, our data is now giving us an accurate picture and teacher assessment is quality assured. Q13 Are all the possible strategies / interventions being used to help the 2 children that had low levels? A) Yes, we are using 1:1 sessions and precision training Q14 Has this shown improvement? A) This will of course be more evident after the SATs but all staff working with these children are seeing clear progress. Q15 How are the year 2 groups getting on considering have been introduced to lots of new concepts this year? A)The children are making good progress and the training given to the TAs has been helpful in allowing them to give greater support. . Q16 How do you monitor pupil premium progress vs non-pupil premium progress? A) The data commentary will show the comparisons. Data is analysed on collection. Peter was thanked for attending the meeting.</p> <p><i>Page x of x</i> <i>Chair's initials</i></p>	All Local Governors
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72	<p>Parent Survey The survey results had been circulated to all Local Governors. Local Governors asked: Q18 Were you pleased with the response rate? A) Yes at 66% it was 10% up on the previous year. Q19 Whilst it is good to use the Parent View questions would it be possible to add a couple of our own questions next time? A) Yes, Local Governors will be invited to add questions Q20 As the uptake is not high have we considered using other methods – such as Survey Monkey? A) Yes, school will review this and other options. Q21 What is the level of response to Parent View. A. There have not been enough responses to generate the graphs. Sadly, Parent View is more often used when parents are not happy about school. We therefore feel our survey gives a truer picture.</p>	
73	<p>Local Governor Training Upcoming training: 5th November Effective challenge. 19th January Evidencing the work of the governing body.</p>	SW and SB
74	<p>Governor's Action Plan Mark Thomas reported that he had updated the plan and good progress had been made. The in-school induction pack needed to be worked on but Sarah and Shelly had agreed to look at this. The next Local Governor day was scheduled for 22 November. Visits are increasing. It was agreed the updated plan will be put on the website and staff will be advised of a further revised copy.</p>	
75	<p>Safeguarding Champion report Ken and Alex' report had been circulated in advance of the meeting. Governors asked: Q23 Do all staff i.e. catering and cleaning staff receive safeguarding training? A) Yes, all staff receive training with additional training for some staff. Everyone is responsible for safeguarding and Local Governors are reminded they too should have a good understanding of the challenges facing the Academy. It was agreed the next governor afternoon should feature a safeguarding walk.</p>	November agenda
76	<p>Other Local Governor Visits 6 visit reports had been circulated covering the monitoring of SATs, Year 5 assembly, staff training and ICT.</p>	
77	<p>Clerk's update Just one parent vacancy remains. It was agreed this would be advertised again in September when new parents may be keen to join. The Chair expressed her thanks to Denise for her work supporting local governance.</p>	
78	<p>Trust update Local Governors noted that : A new LGB handbook is available A new Safeguarding policy is available having been updated in response to the new Keeping Children Safe in Education (July 2018).</p>	All
	<p>Page x of x</p> <p>Chair's initials</p>	

79	<p>Items invited for next Agenda</p> <p>Staff survey results Update on in school induction Breakfast –measuring impact</p>	
80	<p>Impact - What difference have we made to children at our Academy by our monitoring and challenge at this meeting?</p> <ul style="list-style-type: none"> • By reviewing induction, we are ensuring all new Local Governors will be able to drive school improvement effectively. • We have shared staff training which give Local Governors a greater understanding of specialist areas of need relating to our school • We have planned a safeguarding walk <p>The meeting closed at 7.45pm. Date of next meeting 29 September</p> <p><u>Reports due for next meeting</u> SEND and EYFS</p>	

Minutes agreed on _____

Chair _____

Annual Declaration of pecuniary and personal interest – Local Governors

Name: _____

Academy: _____

Position: _____

Please complete this form in ink, not pencil

I declare as a Local Governor of _____ that I hold the following personal and/or pecuniary interest(s):

Pecuniary interests Please provide details of the interest

Current employment	
Businesses (of which I am a partner or sole proprietor)	
Company directorships – details of all companies of which I am a director	
Charity trusteeships – details of all companies of which I am a trustee	
Membership of professional bodies, membership organisations, public bodies or special interest groups of which I am a member and have a position of general control or management	
Gifts or hospitality offered to you by external bodies while acting in your position as a Local Governor and whether this was declined or accepted in the last 12 months	
Contracts offered by you for the supply of goods and/or services to the trust/school	
Any other conflict	

Personal interests	Name	Relationship to me	Organisation	Nature of the interest
Immediate family/close connections to Local Governor				
Company directorships or trusteeships of family/close connections to Local Governor				

Are you a Governor of another school or a Local Governor on another LGB?

If yes, please give details

Name of school/school:

Position held:

Date appointed/elected to post:

Date of termination to post:

To the best of my knowledge the information supplied above is correct and complete. I understand that it is my responsibility to declare any conflict of interest/loyalty, business or personal that relates directly or indirectly, to myself or any relation in any contract, proposed contract or other matter when present at a meeting at the Academy where such contract or matter comes under consideration. I understand that I must withdraw from any meeting during the discussion of such contract or matter and must not vote in respect of it.

I agree to review and update this declaration annually and give consent for the information provided to be used in accordance with Inspiring Schools Partnership policy.

Signed _____

Date _____

Governor Training Audit

We aim to develop a highly effective governing body in order to best meet our three core functions – setting strategic direction, creating robust accountability and ensuring financial probity. For this to happen we need to be proficient in a range of areas such as those listed below.

Please indicate what your level of understanding is in these areas.

	Fully Informed	Partially Informed	In need of training
Pupil premium and pupil premium plus			
ASP			
Data Dashboard			
Pupil tracker – school's tracking methods			
Equality and diversity			
Handling school complaints			
Health and safety in school			
Meeting the needs of pupils with SEND			
Staff appraisal			
Headteacher Appraisal			
Looked after Children			
School finance			
KS1 /KS2 or GCSE/A level testing			
Other (please list)			

Name: _____ Signed: _____

Date _____

Request for Information (RFI)



Confidentiality

All information included in this RFI is confidential and only for use for registration at Companies House pertaining to your membership on the Inspiring Schools Partnership (07557634) Trust Board. No information included in this document or in discussions connected to it may be disclosed to any other party.

RFI procedure

To answer this RFI please fill in the form below. By completing and returning this RFI you consent to act as a director for the Inspiring Schools Partnership and registration as a director at Companies House.

Form to fill in to answer the RFI

Question	Answer
Name	
Occupation and details of professional role	
Correspondence Address	Registered Office: Stoke Damerel Community College Somerset Place Plymouth, PL3 4BD
Home Address	
Date of Birth	
Nationality	
Consent to act as a director	Yes
Appointment Date	
Summary of experience relevant to the role	
Areas of governance expertise	

Please return the form to: Anita Martin | amartin@sdcc.net

Glossary for Local Governors and Trustees

A

Academies – Publicly funded schools run by an Academy Trust

ACS – Average Class Size

AD(H)D – Attention Deficit (Hyperactivity) Disorder

Admissions Register – Register of the details of pupils in alphabetical order

AEN – Additional Educational Needs

AfL – Assessment for Learning

ALS – Additional Literacy Support

AMP – Asset Management Plan

APA – Annual Performance Assessment

APP – Assessing Pupil Progress

Appraisal – The process of assessing how well a member of staff is carrying out his or her role

APS – Average Point Score

ASD – Autistic Spectrum Disorder

Attainment 8 - is a measure of a pupil's average grade across a set suite of eight subjects.

Audit Commission – Organisation established by Government to monitor the use of funds by local authorities and to promote good practice and efficiency in local government

Authorised Absence – Where the absence has been agreed by the school. This could be for holiday or sickness absence

B

Ballot – A method of voting, normally secret

Baseline assessment – An assessment of a child's skills and ability when joining school

Basic skills – Reading, writing and arithmetic

Behaviour Support Plan – A statement that sets out arrangements for schools and other service providers for the education of children with behavioural difficulties

Benchmarking - Comparing school expenditure with broadly similar schools from the LA, the region and nationally

Best Value – A policy confirming that governing bodies will work with regards to economy, efficiency and effectiveness

BIP – Behaviour Improvement Programme

C

CA – Contextualised Attainment

CAF – Common Assessment Framework

CAMHS – Child and Adolescent Mental Health Service

Capital Expenditure – Spending on building projects and large items of equipment

Carry-forward – Money left unspent at the end of the financial year that is carried forward to the academy's budget for the following year

Casting Vote – An additional vote to be used by the Chair if an equal number of votes are cast for and against a motion

CAT – Cognitive Ability Tests for knowing, thinking and reasoning

Catchment Area – A defined geographical area from which a school takes its pupils

CEO – Chief Executive Officer

CFO – Chief Financial Officer

CFR - Consistent Financial Reporting aims to standardise, simplify and streamline the reporting of school finances in all maintained schools in England giving all maintained schools the opportunity to compare their incomes and expenditures with those of similar schools

Child Protection Register – A central register maintained by Social Services which lists children in the area who are considered to be suffering from, or are likely to suffer, significant harm and for whom there is a protection plan

Children's Centres – Facilities run by Children's Trusts which offer a one-stop shop for services for children and young people including local education, social care and some health services

CLA – Children who are looked after in the care of the local authority

Clerk to the Local Governing Body – A person appointed by governors to carry out administrative duties for the local governing body and to advise on matters of legality and procedure

Competitive tendering – Obtaining quotes or tenders from two or more suppliers before awarding contracts

Contingency Fund – Money set aside for unexpected costs

Co-opted Governor - Co-opted governors are people who in the opinion of the governing body have the skills required to contribute to the effective governance and success of the school.

Core subjects – English, maths and science

COSHH – Control of Substances Hazardous to Health

CPD – Continuing Professional Development - any activity that increases knowledge or understanding on a formal or informal basis.

Curriculum – A broad definition including not just the list of subjects taught but all the pupils' learning experiences at school and the processes of learning as well as the knowledge that is acquired

CVA – Contextual Value Added

D

Data dashboard – Provides a high level summary of each school's performance data. The data is presented in a simple, accessible way to ensure that users do not require an in-depth knowledge of school statistics.

DBS – Disclosure and Barring Service

DCD – Developmental Co-ordination Disorder

DDA – Disability Discrimination Act

Delegated powers – Authority given to a committee or the Head teacher to take action on behalf of the governing body

Delegation – A process where one body or person gives another body or person authority to take decisions on a particular matter

DfE – Department for Education

Diocesan Board – The Christian denominations divide the country into ecclesiastical districts called dioceses

Diocese – The area over which a bishop has jurisdiction

Disapplied Pupils – The National Curriculum has been designed to make sure that all children are assessed. However, there may be a small number of pupils who are not able to take part in some assessment, even allowing for the full range of arrangements that can be made

DRC – Disability Rights Commission

DSG – Dedicated Schools Grant

Dyslexia – Used to describe the specific learning disorder of children who have difficulty in acquiring reading, spelling, writing and numeracy skills

Dyspraxia - Dyspraxia, a type of developmental co-ordination disorder (DCD), is a disability that affects movement and co-ordination

E

EAL – English as an Additional Language

EBD – Emotional and Behavioural Difficulties

ECaR – Every Child a Reader

ECaW – Every Child a Writer

Ed Psych – Education Psychologist

Eleven Plus – Elective test usually taken at age 11 so selective grammar schools can choose the most academic pupils

EMAS – Ethnic Minority Achievement Service

EOC – Equal Opportunities Commission

EOTAS – Education other than at School – alternative education provision for children excluded from schools

Equal Opportunities policy – A governing body's thinking and practice on issues of equality surrounding gender, race, sexuality, disability and class

Ethnic Minority – A group that has different national or cultural traditions from the majority of the population

EWO – Education Welfare Officer employed to help pupils and parents where there are problems, particularly regarding attendance

Exclusion – The temporary or permanent banning of a pupil by the head teacher on disciplinary grounds

Ex-officio – Someone who is a governor by virtue of their office e.g. Vicar

Extended Schools (ES) – Schools which provide a range of extended services and facilities for the benefit of pupils, parents, families and the wider community

EYFS – Early Years Foundation Stage

F

FE – Further Education

Federation – The coming together under one governing body of not more than five maintained schools.

Feeder Schools – Some authorities give priority to children from certain primary schools

FFT – Fischer Family Trust

FGB – Full Governing Body

FOI – Freedom of Information

Form Entry – The number of classes that a school admits each year

Formula – The calculation of the funds given to schools by the LA

Foundation Governors – Governors appointed by the foundation body of a voluntary school for the purpose of securing that the character of the school is preserved and developed, and in particular that the school is conducted in accordance with the provision of any trust deed

Foundation schools – Type of school run by the Local Authority but with more freedom than community schools to manage their school and decide on their admissions. The school's land and buildings are either owned by the governing body or by a charitable foundation

Foundation Stage – The curriculum followed by children below statutory school age, in schools (Nursery and Reception) and pre-school provision

FSM – Free School Meals

FT – Floor Target

FTE – Full Time Equivalent

G

GAP - Governor Action Plan

GDPR – General Data Protection Regulation requires businesses to protect the personal data and privacy of EU citizens for transactions that occur within EU member states

GIAS – Get Information about Schools can be used to find and compare the performance of schools as well as the type, status and phase of each school or centre and information about governors, trustees and headteachers

GNVQ – General National Vocational Qualification

Grammar School – Selective secondary schools – entrance is based on a test of ability, usually at age 11

G&T – Gifted and Talented

H

H2S – Hard to Shift

HASAW – Health and Safety At Work

HCQM - Healthy Child Quality Mark

HE – Higher Education

Healthy Schools Initiative – Government scheme to help improve the health of both pupils and teachers

HLTA – Higher Level Teaching Assistant

HMCI – Her Majesty's Chief Inspector of Schools

HMI – Her Majesty's Inspectorate

HOD – Head of Department

Home-School Agreements – a written contract between school, parents or carers and the pupil. It sets out expectations of attendance, behaviour, standards of education and homework. This is a statutory document for the governing body

HOY – Head of Year

HR – Human Resources

HSE – Health and Safety Executive

I

IAG – Information Advice and Guidance

IAN – Income Allocation Notification

ICT – Information and Communication Technology

IEP – Individual Education Plan devised for meeting the special education needs of individual pupils with needs over and above that of other children

IIP – Investors in People

Inclusion – used to denote that pupils with special and other needs are included in a mainstream school

Increments – Process by which individuals move through their salary scale until they reach the top

INSET – In-Service Education and Training - professional development for teaching and support staff

ISR – Individual School Range

ITT – Initial Teacher Training

J

JAR – Joint Area Review

K

KS – Key Stages - The four stages of the National Curriculum for pupils aged 5-16

KS1 – Pupils aged 3-7

KS2 – Pupils aged 7-11

KS3 – Pupils aged 11-14

KS4 – Pupils aged 14-16

L

LA – Local Authority (previously known as the LEA – the Local Education Authority)

LAC – Looked After Children

LGA – Local Government Association

LLE – Local Leaders of Education

LMS – Local Management of Schools

LSA – Learning Support Assistant – more commonly known as TA – Teaching Assistant

LSP – Literacy Support Program

M

MAST – Multi Agency Support Team

Mentor Governor – An experienced governor who will work with a new governor

MAT – Multi Academy Trust

MFG – Minimum Funding Guarantee

MFL – Modern Foreign Languages

Mixed ability – A teaching group in which children of all abilities are taught together and not streamed or set

MTA – Meal Time Assistant

Multi-disciplinary – Two or more professional trained in different specialisms working together to provide support, help and advice

N

NAHT – National Association of Head Teachers

NAPE – National Association for Primary Education, covering the ages from 3 to 13

NASUWT – National Association of Schoolmasters and Union of Women Teachers

National Curriculum – Disapplication - A term used where Curriculum requirements may not apply to a pupil

NCOGS – National Co-ordinators of Governor Services

NCSL – National College for School Leadership – now the National College

NEET – Not in Education, Employment or Training

NGA – National Governance' Association

NLE – National Leaders of Education

NOR – Number on Roll

NOV – Notes of Visit

NPQH – National Professional Qualifications for Head teachers

NQT – Newly Qualified Teacher -Teachers who obtain Qualified Teacher Status (QTS) must successfully complete an induction period of three school terms (or equivalent) in order to remain eligible for employment as a teacher in maintained schools and non-maintained special schools

NtG – Narrowing the Gap

O

Ofqual – Office of the Qualifications and Examinations Regulator. The body responsible for regulating qualifications, examinations and national curriculum tests in England

Ofsted – Office for Standards in Education. The body which sets standards and arranges school inspections

Outturn – Statement of what the school actually spent by the end of the financial year

P

PAN – Planned Admissions Number - The number of children the LA (or governing body of an Aided School) determines can be admitted to a school

Parent View - gives the chance for parents to tell Ofsted what they think about their child's school. Parent View asks for opinion on 12 aspects of a school, from the quality of teaching, to dealing with bullying and poor behaviour.

PAT – Pupil Achievement Tracker

Performance Management – A review of teachers' performance both as individuals and in teams. It sets a framework for heads, teacher and their team leaders to establish and review priorities and objectives

Peripatetic teacher – Normally a teacher who provides specialist instruction e.g. music at a number of schools

PFI – Private Finance Initiative

PI – Performance Indicators

PIB – Pre-Inspection Briefing

PIPs – Performance Indicators for Primary Schools

PLASC – Pupil Level Annual Schools Census

Plenary – The time at the end of a lesson in which the teacher finds out what children have learnt

PPA – Planning, Preparation and Assessment – 10% non-contact time for teachers

Professional Development Days – Non-pupil days set aside for teachers to attend for planning, in service training curriculum or staff development

Progress 8 – progress 8 is a new secondary accountability measure aimed at measuring the progress of pupils across a selected set of 8 subjects.

PRS – Pupil Referral Service

PRU – Pupil Referral Unit

PSHE – Personal, Social and Health Education

PSA – Parent Support Adviser – member of school staff offering specific but impartial advice to parents

P2S – Pathways to Success

PSP – Pastoral Support Programme/Plan for pupils at serious risk of permanent exclusion

PTA – Parent Teacher Association

PTR – Pupil/Teacher Ratio, calculated by dividing the number of pupils in a school by the number of full-time equivalent teachers

Q

QCDA – Qualifications and Curriculum Development Agency

QTS – Qualified Teacher Status.

Quorum – The number of governors who must be present to validate the proceedings of a governors' meeting.

R

RA – Relative Attainment

Raise Online – Reporting and Analysis for Improvement through School Evaluation – Online performance and assessment reports produced nationally

RAP – Raising Attainment Plan.

ROA - Record of Achievement – A profile detailing the pupil’s formal and informal achievements in secondary school. May include samples of work and pupil’s own self-assessment

Remodelling – Remodelling is set out in a national agreement that aims to reform the workforce. It is about giving teachers more time and support in order to raise standards, increase job satisfaction and improve the status of the profession

Resolution – A formal resolution made at a meeting which has been voted upon and agreed

RI – Registered Inspector, who is authorised by Ofsted to lead an inspection team

RPA – Raising the Participation age

S

SACRE – Standing Advisory Council on Religious Education. Local statutory body which advises on religious education and collective worship

SATs – Standard Assessment Tasks used for curriculum assessment

SDP – School Development Plan

SEAL – Social and Emotional Aspects of Learning

SEBS – Social Environmental Behaviour Skills

SEND – Special Educational Needs and Disability

SENCO – SEN Co-ordinator. The teacher responsible for co-ordinating SEN provision in the school

SI – Statutory Instrument

SIAMS – Statutory Inspection of Anglican and Methodist Schools

SIMs – Schools Information Management Systems

SIP – School Improvement Plan

SLT – Senior Leadership Team

SMART Targets – An acronym for School Attainment Targets – Specific, Measurable, Attainable, Realistic, Time-limited

SMT – Senior Management Team

SPAG – Spelling, punctuation and grammar

Special school – A school for children whose special educational needs cannot be met within a mainstream school

SSAT – Specialist Schools and Academies Trust

SWOT - Strengths Weaknesses, Opportunities and Threats, an analysis tool

T

T&L – Teaching and Learning

TES – Times Educational Supplement

Threshold – Teachers may apply to be assessed to be paid above the threshold of their incremental ceiling

TLRs – Teaching and Learning Responsibility – additional payment for specific teaching and learning responsibilities over and beyond the normal teaching role

U

UCAS – Universities and Colleges Admissions Service – a central agency for processing applications for university courses

UPS – Upper Pay Spine

V

Value Added – Shows the progress made by an individual pupil or groups of pupils compared with the average progress made by similar pupils nationally between the Key Stages

Vertical grouping – Classes formed (in primary schools) with pupils of different age groups

Virement – A local authority term to enable monies to be transferred from one budget heading to another