GOVERNANCE ACCOUNTABILITY AND RESPONSIBILITY IN A SMALL

OUR GUIDING PRINCIPLE
Developed from ideas shared by Simon Sinek

Our governance jou... ...ool MAT. Expanding the Trust and the be... ...ures and autonomy

The Three Rivers Learning Trust

Start with the
WHY?

→

Then consider
HOW?

→

Before planning the
WHAT?

Governance - the WHY?

Our vision and values

VISION

Our vision for the next 5 years is
- to provide engaging and enriching opportunities for all of our students to become **accomplished**
- to empower all of our people to be **fulfilled** in their work
- to deliver education services that **delight** parents
- to grow to optimum size to **share excellence** and become more **operationally efficient**

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CORE VALUES

- **Integrity** - We do the right thing and do things right
- **Inclusion** - We deliver comprehensive education which is accessible for all
- **Innovation** - We continuously learn and improve

MISSION

To provide a happy and outward-looking learning community which is **engaging, enriching and empowering** in which we show each individual that they matter, will be valued for their contribution to the world and will achieve their potential.

I'm involved with the Learning Trust as I believe in its Vision, Values and Mission and because ………….

Governance of the Learning Trust

Perhaps the most important group - where the most robust scrutiny happens. Also has external "experts"

We are now a "mixed" MAT with two diocesan schools so our membership is also mixed

MEMBERS (5)

AUDIT COMMITTEE
3 directors
School staff and academy councillors in attendance

BOARD OF DIRECTORS
12 directors
including CEO

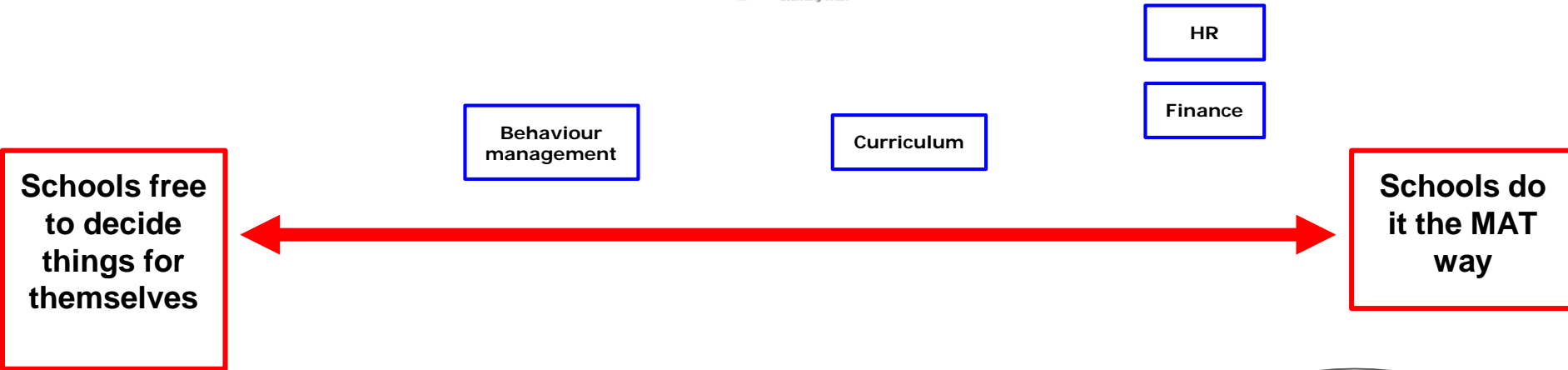We did have committees for education and for resources but we got rid of them

ACADEMY COUNCILS (7 schools)
Up to 12 councillors
School staff in attendance

System of academy councils future proofed for growth of MAT. Recruitment, training and development is vital and on-going. We now have over 60 people involved from all walks of life. Succession planning vital.

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Governance - the HOW?

A MAT continuum?

Area	Priority	
	Academy Council	**Board**
Working **IN** the Trust	- School improvement - Communication - Safeguarding - School risk register - School staff appraisal, cpd - School business	- Strategy monitoring - School Improvement, Growth, People, Communication, Finance - Risk Management - Procurement - Audit
Working **ON** the Trust	- Strategy feedback - Board assurances	- Trust strategy - Policy setting - New OfSTED framework
Working **OUTSIDE** the Trust	On Trust projects	- Support schools/trusts - Professional networks

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A Guide to governance

The Three Rivers Learning Trust

Why do we undertake the role?

We want the very best for our students as set out in our vision, our mission and each school's own ethos Vision of the Learning Trust	*We have a moral purpose and know that effective governance makes a real difference to young people* Our values	*We have high expectations of governance based on the highest principles of public life* Code of conduct

How do we do it?

We have a clear legal basis for our work Articles of Association and Members' agreement	*We clearly set out the roles of different groups.* Scheme of delegation	*We clearly set out the expertise, skills and roles of each person.* Governance directory	*We make sure we have the right people round the table with high expectations.* AC Appointment and Governance recruitment	*We make sure that everyone has the knowledge & skills needed* Skills Audit, NGA CPD, Gov Dev't Prog and Induction, Gov forum	*We plan effectively, set ambitious targets and check progress regularly.* Strategic plan, KPIs and Risk register	*We have a range of policies to guide our work* Policies overview	*We have a clear school improvement strategy which guides our work* School Improvement Strategy	*We believe that accountability should be at the heart of our work* Accountability overview Register of business interests

What do we do?

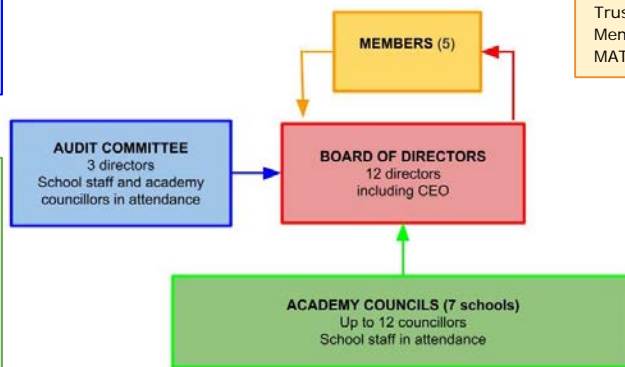|								
We have standardised agendas for meetings AC agenda AC reporting template School risk register template	*We structure our visits into school carefully and always provide feedback* Governance visits protocol Visit feedback Visit log	*We have a clear monitoring schedule for schools.* Academy council plan for the year Quality and standards group	*We set agendas and dates a year in advance.* Business rhythm and key dates for the year	*We set out our strategic goals and share them widely.* Learning Trust's strategic plan	*We plan to improve our governance at every opportunity.* Governance development plan	We endeavour to make our communications of the very highest quality and clarity Communications strategy	*We ensure that self evaluation should drive everything we do.* Self evaluation, outcomes and external reviews of governance	*We make use of best expertise available nationally.* e.g DfE, Guide for governors, NGA and School Bus

Governance of the Learning Trust

The **Audit Committee** is responsible for ensuring the integrity of all Learning Trust systems, process and procedures. It will have an annual programme of work and can identify investigations into any area of the Learning Trust. It will prioritise this work based on significance of the impact and likelihood of occurrence of perceived or identified risks.

The **Members** of the Learning Trust have a different status to Trustees, they have ultimate responsibility for oversight of the Learning Trust. The Members appoint Trustees to ensure that the Learning Trust's charitable objectives are carried out and so they are able to remove Trustees if they fail to fulfil this responsibility. Accordingly, the Learning Trust board submits an annual report on the performance of the Learning Trust to the Members. The Members hold an AGM to approve this report from the board as well as the annual accounts and reports from auditors, whom they must appoint annually. Members will meet at least once more per year to review progress. Not all Members are allowed to be Trustees. Members are not permitted to be employees of the Learning Trust. Two Members will be representatives of the Church of England to reflect the Mixed MAT status of the Trust.

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The **Board of Trustees** has three core functions:

-Ensuring clarity of vision, ethos and strategic direction;
-Holding the CEO and the Headteachers of the schools in the Learning Trust to account for the educational performance of the school and all their students, safeguarding, and the performance management of all staff; and
-Overseeing the financial performance of the Learning Trust and making sure its money is well spent.

The Board is accountable for all of the schools within the Learning Trust but it has delegated some governance functions to the Academy Council of each school in the Learning Trust, as set out in the scheme of delegation. It has also delegated internal and external audit activities to the Audit Committee.

The Learning Trust Board will establish **Academy Councils** for each school in the Learning Trust, appoint the chair, ensure two parents are chosen and will determine what will be delegated based upon the strength of the school, using a system of earned autonomy. The Academy Councils of Church schools will have some Academy Councillors nominated by the Diocese and/or local parochial church Council. However, no Diocese nominees will sit on the Academy Councils of non-church schools. As a committee of the Board, delegation can be removed at any time. Where a school is underperforming and a concern to the Board, membership of the Council will reflect the need for greater support and scrutiny. Typically, an Academy Council will:

-Set and review the ethos and direction for the school within the framework of the Learning Trust's Strategic Plan
-Set and review the School Improvement Plan in line with the Learning Trust's Strategic Plan
-Act as a critical friend for the school and the Head
-Receive reports on curriculum developments, the academic performance of the school and monitor the School Improvement Plan
-Oversee Safeguarding at the school
-Monitor Health and Safety across the school and contribute to the risk register as appropriate
-Support the Head with a number of delegated statutory duties, e.g pupil exclusions
-Recommend capital improvement programmes for consideration by the Board
-Engage with stakeholders and receive reports on their views of the school
-Build an understanding of how the school is led and managed
-Monitor whether the school is:
      Working within agreed policies
      Is meeting the agreed targets
      Managing its finances well
-Attend Learning Learning Trust Strategy meetings (3 per annum) to develop the Learning Trust and share school priorities, plans and achievements
-Report to the Board through the the cycle of scheduled meetings and activities

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Governance - the WHAT?

Leadership tower

Governance tower

Emails, reports and

What can governors expect from leaders?
an understanding of governance, including acknowledging the role of the school's accountable body

a willingness to provide information in the most appropriate way in order that the governing board can carry out its role

a willingness to be challenged

reasonable time to devote to ensuring professional relationships are established with governors and trustees

the skills and understanding to develop effective working relationships with the governing board

What do visits that make a difference look like?

Planned in advance

Focused on making a difference

Take account of staff workload and responsibilities

Provide effective feedback highlighting next steps

Not too long or frequent

Don't encroach upon day to day management

In line with strategic and school improvement plans

Fulfil the role of critical friend

What can leaders expect from governance?
the right people around the table

an understanding of their role and responsibilities

a good chair and professional clerking

good relationships based on trust

a knowledge of the school – the data, the staff, the pupils, the parents, and the community

a commitment to asking challenging questions

the confidence to have courageous conversations in the interests of the children and young people

Strong foundations built upon rigorous selection process and on-going development

The **links** between the towers are key

Strong foundations built upon rigorous selection process and on-going development

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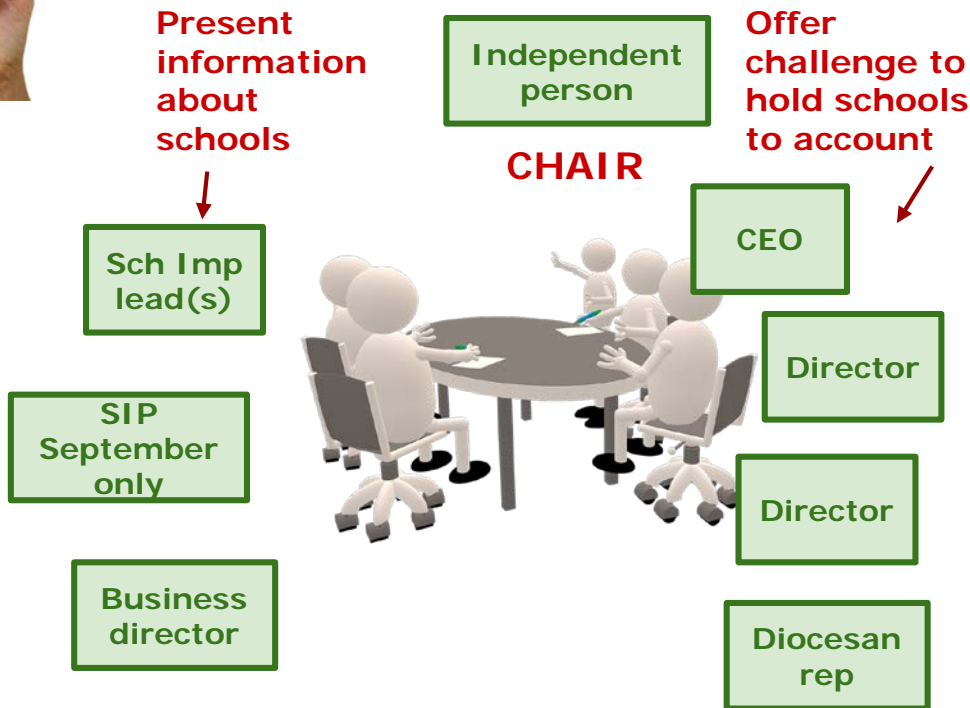
Academy Council programme for the year 2018-19

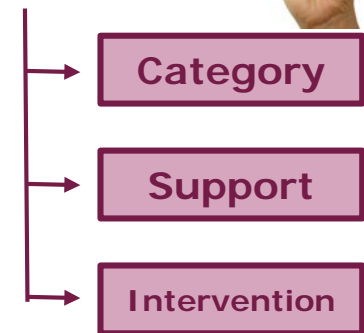| Meeting	Autumn 1 - early October	Autumn 2 - mid November	Spring 1 - February	Spring 2 - March	Summer 1 - April / May	Summer 2 - June
Standing items	Safeguarding Minutes, business interests Risk register Governance visits Reports from the board	Safeguarding Minutes, business interests Risk register Governance visits Reports from the board	Safeguarding Minutes, business interests Risk register Governance visits Reports from the board	Safeguarding Minutes, business interests Risk register Governance visits Reports from the board	Safeguarding Minutes, business interests Risk register Governance visits Reports from the board	Safeguarding Minutes, business interests Risk register Governance visits Reports from the board
School agenda items	The school will set its own agenda items based on current circumstances and may reflect the points raised in the school's risk register					
Trust agenda items	-Election of chair, assignment of other roles and production of governance work programme -Review of outcomes from previous year -Review SEF and set targets -Overview of Sch Imp Plan inc key priorities and actions for coming year	-Curriculum review and plans for next year including implications for staffing & budget -Staff appraisal and performance pay -HT reporting: Review of term Highlights for next term Business manager report (H&S, Estates) -SIP report focusing on student outcomes	-Teaching and Learning / CPD -Stakeholder voice 1 - students -Progress with Sch Imp Plan inc RAG rating of actions -Latest data from teacher assessment -Church ethos and SIAMS (Church schools only)	-Review and updating of SEF -Stakeholder voice 2 - parents -HT report inc: Review of term Highlights for next term Business manager report (Benchmarking, catering, ICT) -SIP report focusing on teaching and learning	-Predictions for end of year assessments -Review enrichment and the wider curriculum -Progress with Sch Imp Plan inc RAG rating of actions -Indicative budget planning	-End of year review of Sch Imp Plan with initial discussion of priorities for next year -Staff appraisal and performance pay -HT reporting: Review of term Staffing update Business manager report (Risk, Comms) -SIP report focusing on PDBW -Stakeholder voice 3 - staff -Academy Council annual report
Key documents	Data dashboard SEF Sch Imp Plan	Sch Imp Plan SIP report HT report	Data dashboard Sch Imp Plan	HT report SIP report	Data dashboard Sch Imp Plan	HT report SIP report Sch Imp Plan
Assurances to Board	(for Nov Board meeting) - Outcomes for all groups of learners are at least at national expectations	(for Dec Board meeting) -Appraisal and performance pay consistent and effective in line with policy and leads to improvement in T&L -Positive SIP report matching school's own self evaluation and appropriate actions taken in response	(for March Board meeting) -Good progress with School improvement plan including identification of potential issues and appropriate actions taken to address -Outcomes for all groups of learners are at least at national expectations -Positive student views with any concerns identified being acted upon quickly and robustly	(for May Board meeting) -Teaching and learning is of high quality with appropriate action taken where it falls below and CPD is effective in promoting improvement and progress -Positive SIP report matching school's own self evaluation and appropriate actions taken in response -Positive parental views with any concerns identified being acted upon quickly and robustly	(for June Board meeting) -School taking appropriate action to ensure budget is set within means -All students have access to a broad curriculum including a full range of enrichment activities -Positive predictions for end of year assessments	(for July Board meeting) -Safeguarding systems are robust following Trust policy and procedures -Students' behaviour development and welfare all positive -Positive SIP report matching school's own self evaluation and appropriate actions taken in response -Staff voice is positive with appropriate steps taken to address any concerns

QUALITY and STANDARDS GROUP

Reports to the Board

The Three Rivers Learning Trust

POLICY

Each school in Learning Trust considered against School Improvement Policy

CALENDAR

Meets twice a year in September and February

Present information about schools

Independent person

Offer challenge to hold schools to account

CHAIR

Sch Imp lead(s)

SIP September only

Business director

CEO

Director

Director

Diocesan rep

OUTCOME

Category

Support

Intervention

Shared with all schools in the Learning Trust

Strategic Priorities and next steps

- Strategy for growth
- Financial security - ability to innovate
- Educational Improvement, only as strong as our weakest school
- Succession Planning
- Initiating change
- Responding to change
- Communicating our vision and values

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