The Rutland Learning Trust

*Providing outstanding education for all pupils – today and tomorrow*

By:   
**Working Together**   
*(Real, genuine and planned collaboration)*

**Sustaining Excellence**   
*(Raising standards of achievement)*

**Transforming Learning**   
*(Improving the quality of teaching and learning, curriculum and use of assessment)*

Governors’ Handbook

This must read in conjunction with the:  
 Scheme of Delegation  
Terms of Reference

Governor Monitoring Schedule

Ketton Church of England Primary School

St Nicholas Church of England Primary School

Whissendine Church of England Primary School

September 2017 Edition

This handbook sets out the key functions of both Trustees and Local School Governors.

It draws on current DfE advice and local school practice and organisation.

It will be reviewed annually.

TABLE OF CONTENTS

A shared vision 23

The Seven Principles of Public Life 24

GOVERNORS – THE LOCAL GOVERNING BODY 30

Induction. 34

Governors’ visits 39

Governor Monitoring Visits - RECORD of VISIT 41

Governor Visits 42

Resources Committee 43

School Finance – Boards and Local Governing Bodies - an overview 44

Individual Governor Roles 48

Pupil Premium 49

Safeguarding 51

Inclusion 54

Culture and Christian Ethos 57

Outcomes, Standards and Progress 58

Behaviour and Welfare 59

Appendix 1 - Governance Handbook - November 2015 61

External Reviews of Governance 66

Admissions and School Organisation 68

Funding, Capital, Building and Development 70

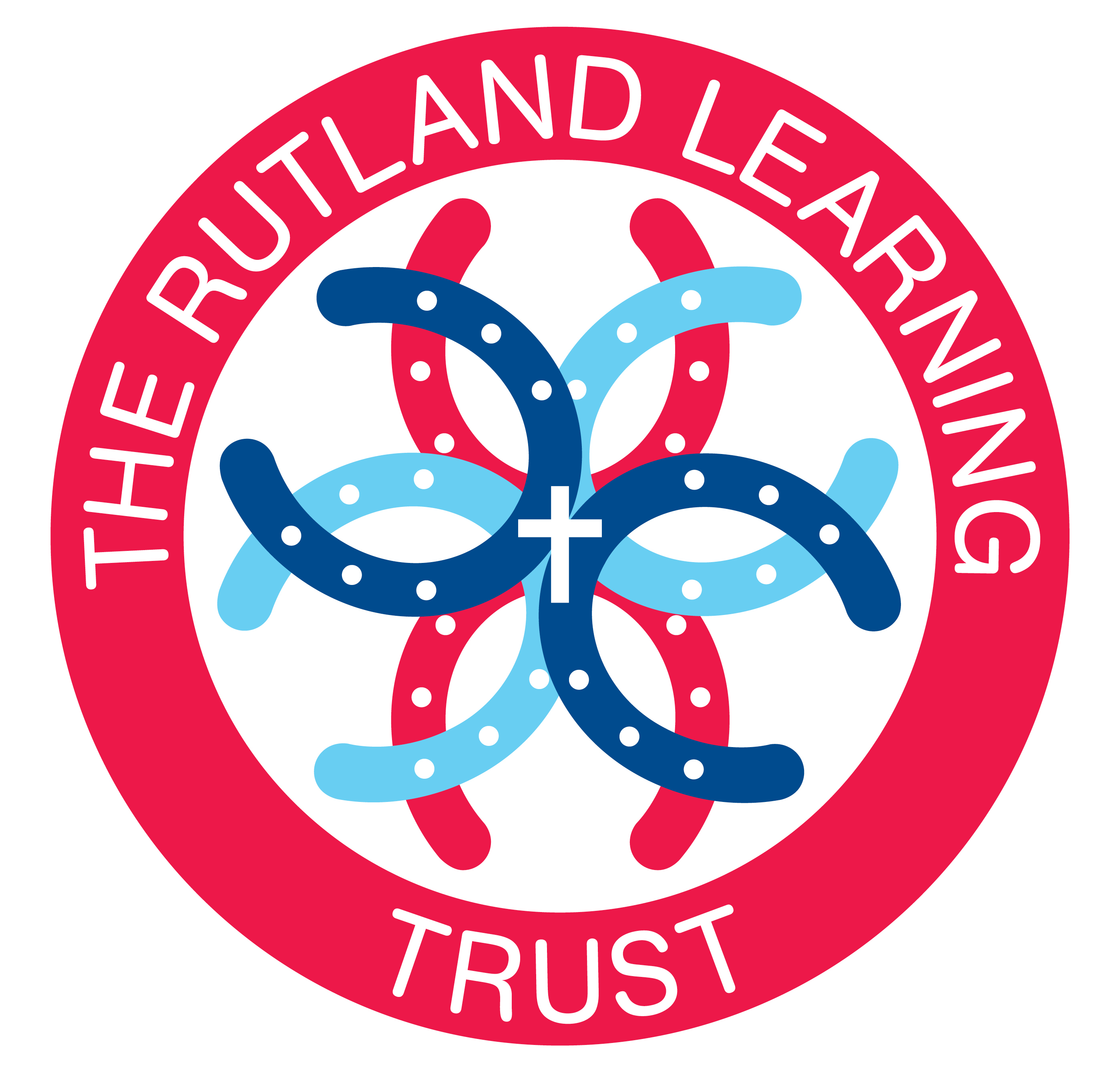
Information Sharing 71

Other relevant Legislation 74

The Rutland Learning Trust

Providing outstanding education for all pupils – today and tomorrow!

*World-class education and care that allows every child to achieve their potential, regardless of location, prior attainment or background.*

By

Working Together  
Sustaining Excellence

Transforming Learning

By **‘Working Together** to **Sustain Excellence** and **Transform Learning’**   
we believe that we can improve outcomes for all children – today and tomorrow.

By working in this way we know that every child will be valued, cared for and have the very best chance to excel and achieve their potential.

We seek high levels of attainment and achievement across a broad, creative and inspirational curriculum.  Memorable learning experiences are at the heart of all we do.  Every child deserves to be successful and our role is to help them blossom and believe everything is possible!

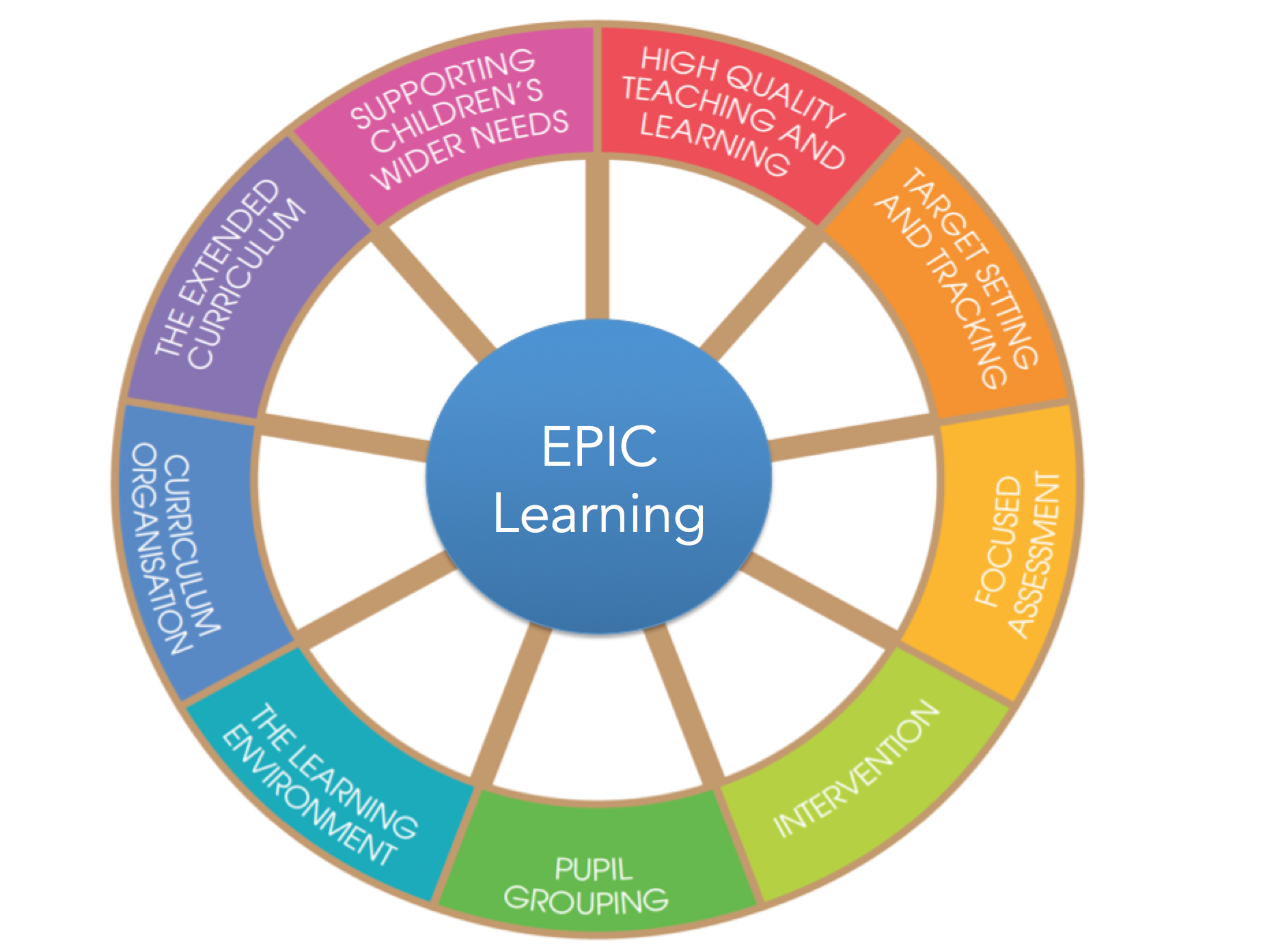
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**The Rutland Learning Trust aims to…**

* Promote real, genuine and planned collaboration - Working Together.
* Sustain Excellence - raise standards of achievement for all pupils.
* Transform Learning - provide world-class education and care that allows every child to achieve their potential, regardless of location, prior attainment or background.
* Provide a broad, balanced and inspirational curriculum for all children.
* Produce independent thinkers and learners who are ready for 21st Century Learning:  
  Resilient, Responsible, Resourceful, Risk Taking, Reflective and Respectful learners.
* Develop confident, creative, self-assured, collaborative pupils who love to learn, to contribute and to achieve.
* Encourage pupils to be inquisitive and passionate about their learning.
* Cultivate a desire within our children to protect and care for the environment and contribute positively to the local community of which they are members.
* Encourage all pupils to grow in stature, confidence and self-esteem through encouragement, reward and recognition.
* Provide a wide range of extra curricular and enrichment activities to enhance and deepen skills.
* Foster a healthy competitive attitude, a desire to be successful, a commitment to fair play and to appreciate and enjoy the pleasure of taking part.
* Ensure all children reach their full potential by providing relevant and challenging technological educational experiences.
* Strengthen partnerships with families so that they feel fully involved in their child’s education.
* Teach the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs – reinforced through our Christian values.

Our ethos and vision is underpinned by a strong commitment to   
Personalised Learning – we call this EPIC or NICE LEARNING.

**What is EPIC or NICE Learning?**



**EPIC** Learning

**Enjoy – make Progress - Include – be Creative!**

**New Learning - Inclusive learning - Creative Learning - Enjoyable Learning**EPIC or NICE Learning is our promise to children and their families.   
It is also a vehicle for sustainable whole school improvement - creating a self-evaluating, reflective system. EPIC or NICE Learning puts our vision of personalisation into practice.   
EPIC or NICE Learning is all about putting our children first!

* It means shaping teaching around the way different children learn.
* It means taking the care to nurture the unique talents of every pupil.
* It means developing the intrinsic motivation of succeeding; pupils working at the very edge of their ability - the struggle, the challenge and the love of learning.
* It means making sure our teaching and learning is the best it can possibly be.
* It means that we remove barriers to learning, and help children get better at getting better!

Our personalised curriculum aims to enable all pupils to become… EPIC or NICE Learners!

* Successful learners*, who enjoy their learning, make great progress and achieve* well;
* Confident, creative individuals, who are able to live safe, healthy and fulfilling lives,
* Active and responsible people, who do the right thing - in the right way!

**How will we achieve our aims?**

**By…**

* Working Together, Sustaining Excellence, Transforming Learning – communicating and inculcating a shared vision;
* Ensuring outstanding learning in order to support, excite and challenge all pupils in every aspect of the curriculum;
* Providing an engaging, relevant and inspiring learning environment;
* Involving children in their own learning; listening to children and learning from children;
* Consistently tracking, intervening and supporting individual children’s learning;
* Removing barriers to learning;
* Promoting EPIC/NICE Learning skills in order to develop and enhance our 6Rs;
* Effective policy and practice in safeguarding and child protection;
* Working with and engaging parents and families in their children’s learning;
* Working within the local community to support and sustain all learners;
* Establishing, extending and enhancing national and international learning;
* Experiencing and celebrating diversity and challenging injustice.

**Christian Ethos:**

Christian values and practice are at the heart of our shared life as Church of England Schools and they shape an enquiring and respectful approach to everything we do. We have strong, well-established links with our local churches that contribute regularly to our schools programmes and we seek to learn about and from other faith-traditions in today’s world.

**Christian Values:**

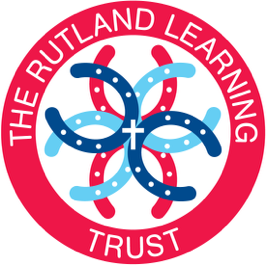
**Joy, Kindness, Patience, Faithfulness, Unselfishness, Honesty, Tolerance,   
Forgiveness, Loyalty, Trust, Empathy, Love**

**Through our Christian commitment…**

* We will provide a warm, caring and Christian atmosphere in which children feel happy and secure and therefore receptive to learning.
* Children will gain an understanding of the Christian faith and what it means to be part of the world wide Anglican family.
* We will promote the values of love, trust and forgiveness as shown to us through the teachings of Jesus.
* Children will develop a social, spiritual and emotional awareness through these teachings.
* Children will be taught to be sympathetic to the needs of others in society, to conduct their lives with honesty, pride and respect for all and to form valued and lasting relationships through experience of Christian teaching and practice.
* Children will receive a broad, balanced and inspirational education, including the exploration of faith questions that will provide the basis of a successful, informed life.

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| Vision |  | **The Rutland Learning Trust Strategic Overview**  *Providing outstanding education for all pupils – today and tomorrow!*  2016-2020  *World-class education and care that allows every child to achieve their potential, regardless of location, prior attainment or background.* | | | | | | | | |
|  |  |  | | | | | | | | |
| Aims |  | **Working Together**  *(Real, genuine and planned collaboration)* | | | **Sustaining Excellence**  *(Raising standards of achievement)* | | | **Transforming Learning**  *(Improving the quality of teaching and learning, curriculum and use of assessment)* | | |
|  |  |  | | | | | | | | |
| Delivery priorities |  | Ensure The Rutland Teaching School Alliance provides effective school improvement | Ensure flexible staffing structures across the Trust to build capacity and deliver high quality school improvement | | Ensure effective talent management and succession planning | Refine our Pupil Premium Strategy | | Ensure high quality teaching | | Build character and the 6Rs |
| Strengthen Governance | Promote strategic growth of the Trust | | Raise standards of achievement | | | Enhance our Trust enrichment programme | | Strengthen the whole-school learning environment |
| Support our families | Sustain and enhance our relationship with the Diocese, local churches and local community | | Enhance learning using emerging technologies (at home and at school) | Stretch and challenge pupils of all abilities | | Improve our approach to curriculum planning, assessment and reporting: Planning and Assessment | | Creating a centre of excellence at each school |
|  |  |  |  | |  |  | |  | |  |
| Financial Aims |  | **Value for Money Effectiveness Sustainability** | | | | | | | | | |
| Critical Success  Factors |  | **Demand** Pupils numbers, reputation and credibility | | **Growth** 10 – 12 schools over three years | | | **Funding** National funding formula, sponsorship, grants | | **Effective resource management** Staffing, central services, procurement | |
|  |  |  | | | | | | | | | |
| Values |  | The Rutland Learning Trust promotes high achievement and learning for life through our commitment to NICE/EPIC LEARNING.  Alongside our Christian and British values, vision and ethos, this underpins everything we do. | | | | | | | | | |

The Rutland Learning Trust Strategic Intent

*Providing outstanding education for all pupils – today and tomorrow*

*World-class education and care that allows every child to achieve their potential, regardless of location, prior attainment or background.*  
By:

**Working Together**   
*(Real, genuine and planned collaboration)*

**Sustaining Excellence**

*(Raising standards of achievement)*

**Transforming Learning**   
*(Improving the quality of teaching and learning, curriculum and use of assessment)*

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| **Working Together**  *(Real, genuine and planned collaboration)* | 2016 Actions/Impact | 2017  Next Steps | 2017-18 |
| Ensure The Rutland Teaching School Alliance provides effective:   1. **School-led initial teacher training** 2. **NQT support** 3. **High quality professional development opportunities** 4. **School to school support** 5. **Deployment of Specialist Leaders of Education Identification and development of staff with high leadership potential.** 6. **Research and development that impacts on pupil outcomes: Action Research** | Successful application for National Leader in Education and National Support School.  Sponsor status achieved.  The Rutland Teaching School Alliance is making good progress as evidenced against key performance indicators in the BIG 6: Please refer to the RTSA Transformation Plan for more specific details  The RTSA is a member of EMSTA (East Midlands Teaching School Alliance - strategic group and support network). This enables the RLT/RTSA to have a more strategic voice for Rutland – system leadership; developing a school lead system.  Developing partnerships with other local schools and Teaching Schools contribute to, and develop, the alliance’s capacity to offer school improvement work. | Appoint CPD Director (Primary) for 2 days per week  Review impact of the Rutland Teaching School Alliance using the quality assurance framework. Good progress is evidenced against key performance indicators in the BIG 6 and outlined in the Transformation Plan.  Mini-region maturity action plan is created and shared with all RTSA Trustees.  1. SCITT bid in collaboration with NTU Explore opportunities to be aligned with an University Technical College (UTC)  2. Ensure all Appropriate Body work continues to meet statutory requirements and reflects best practice. NQT training events are well attended and evaluations are high.  3. CPD Training focuses on agreed Local Authority and school based strategic priorities and intelligence gathered from local networks of schools  4. Develop a shared protocol of how school to school support is brokered and deployed between the LA, NLEs, SLEs, and the RTSA. Develop PAY POLICY and protocols.  5. SLE/NLE appointments and deployment show high impact on school improvement. Review of the talent management and succession planning documentation to include NQT, NQT+1 and RQT.  6. Action research – create R&D programme in conjunction with NTU based on local intelligence.  Develop partnerships with other local schools and Teaching Schools to contribute to and develop the alliance’s capacity to offer school improvement work. Review the structure of the RTSA Leadership and Governance.  Develop training and conference facilities at Whissendine and Ketton |  |
| Strengthen Governance  **OFSTED Leadership and Management grade will be outstanding in all schools within 2 years of joining the Trust/ at first OFSTED Section 5 Inspection – whichever is the sooner**  **100% skills coverage at all times: Education, legal, HR, business – as evidenced through an annual skills audit**  **Robust financial parameters are maintained:  All school maintaining: <75% total income on staffing, <23% of total income non-staffing costs, 2% surplus**  **Self evaluation and external reviews of Governance show all Governors understand their roles and responsibilities as Members, Trustees and Local Governors (as an Academy and Church school).** | OFSTED Leadership and Management is graded as outstanding at each school (LA, Self evaluation, Section 48 Inspection Reports and INSTEAD). Please also refer to SEF Summary Documentation for each school – LGB minutes.  100% skills coverage at all times across the Trust: Education, legal, HR, business – as evidenced through the annual skills audit.  Robust financial parameters has been maintained:  <75% total income on staffing,  77% Ketton 75% St Nicholas  72% Whissendine  Surplus 2.7% Ketton 1% St Nicholas  2% Whissendine  Vision and strategic aims of the Trust reviewed and shared with LGBs.   A delegated and accountability framework is fully established for each level of Governance: Members, Trustees and LGB.  Through training and induction almost all Governors understand their roles and responsibilities as Members, Trustees and Local Governors (as an Academy and Church school).  Governor responsibilities are informed by a skills audit and aligned to the strategic priorities of the school.  Almost all Governors understand the rationale and implications (accountability process) of being part of a Multi-Academy Trust, National Support School and Sponsor Academy.  Almost all Governors are aware of the main targets in the school’s Way Forward Action Plan (School Improvement Plan).  Almost all Governors have a good understanding of the steps required to secure the outcomes identified in the Way Forward School Improvement Plan, Self Evaluation Summary and Leadership reports.  Governors have a clear understanding of the strengths of the school, areas for improvement and key actions to be undertaken.  LGB minutes and monitoring visits show that Governors are challenging school leaders about their actions and evidence of impact.  Governors can confidently review and evaluate the impact of our Pupil Premium and Sports Funding strategy on pupil outcomes.  Safeguarding procedures are fully embedded and are highly effective - Safeguarding audits updated as part of Governor monitoring visits and the school leadership report to LGB. | Review the vision and strategic aims of the Trust and individual schools informed by self-evaluation, SWOT and PESTLE analysis.  The Governor competency framework and external reviews ensure all Governors know and understand their roles and have a deep awareness of the vision, strategy, OFSTED accountability frameworks.  Succession plan created for all LGB and Trustees in place by December 2016.  Appoint Pupil Premium Champion to REVIEW Pupil Premium in each school.  Invest in Business Intelligence software to provide interactive data dashboards: standards, finance and strategic planning  Termly CoG meetings with Exec HT and CoT.  Attend Executive HT/CEHT training events and system leadership networks.  Develop a RLT Website (including mobile features) and intranet for the Trustees and each LGB by November 2016.  Full review of Central Services, value for money and group procurement. Policies and procedures incorporated into the RLT Financial Procedures Handbook.  Investigate and evaluate National Framework for Procurement; Efficiency Metric (benchmarking exercise – Report Card to Trustees).  Evaluate the effectiveness of Trustee Governance using The 10 Characteristics of Successful Multi Academy Trusts maturity matrix | Review the vision and strategic aims of the Trust  Update the Trust financial aims and strategy  External review of Governance for each LGB: Governor Competency Framework – self evaluation  Review Scheme of Delegation, Terms of Reference and Decision Planner  Leading Governors to offer peer support and challenge to colleagues in new Academies |
| Support our families  **OFSTED Behaviour and Safety grade will be outstanding in all schools within 2 years of joining the Trust/ at first OFSTED Section 5 Inspection – whichever is the sooner.**  **All parents have free access to a suite of family learning events: strengthening our ability to provide early intervention for pupils and families with emerging needs.**  **We are Safe and Healthy schools: strategies are in place to promote high attendance (98%), mental health and well being.**  **Parental surveys and other monitoring activities indicate high levels of satisfaction and engagement with the schools: (90% of parents agree or agree strongly) Leadership and Management, Happiness, Quality of teaching, Curriculum offer and Behaviour.** | OFSTED Behaviour and Safety is graded as outstanding at each school (LA, Self evaluation, Section 48 Inspections, INSTEAD). Please also refer to SEF Summary Documentation for each school – LGB minutes.  All parents have access to a suite of family learning events at each school.  Families and parents are aware of our curriculum offer: What we teach, how we teach and how they can support their children at home. (Website, showcase events, newsletters, Social Media)  Families are more involved in school life, in particular with projects that affect their children’s progress.  Parental surveys and other monitoring activities indicate high levels of satisfaction and engagement with the school: (90% of parents agree or agree strongly)… - Effectiveness of communication is at least good in each school.  - Standards and progress; refer to data dashboards - Pupil happiness is securely good with many outstanding aspects - Safety and behavior is outstanding - The Quality of teaching and learning – securely good with outstanding aspects - Quality of L&M is outstanding | Review our approaches to reporting to parents so that our families have clear and timely information on how well their children are progressing in relation to the standards expected. ‘Chance to Share’ (or similar) days will be planned regularly (at least three times) throughout the year to complement our usual Parent Consultation Evenings.   All families will have daily broadcasts using social media to showcase learning in school and provide a purposeful home- school communication pathway.  Appoint Lead Practitioner/Learning mentor to: -Create a suite of events to involve families in school life, in particular with projects that affect their children’s progress;  -Ensure parents are given guidance about how to support their child to improve -Provide clear and timely information on how well their child is progressing in relation to the standards expected – reports and publications.  All schools to have at least one fully trained Emotional First Aider to: -Ensure we are Safe and Healthy schools: strategies are in place to promote mental health and well being  -Strengthen our ability to provide early  intervention for pupils and families with emerging needs.  Language and literacy coordinator to support early speech development across the Trust. 10 days in each school.  Curriculum offer review – to include explicit teaching of SEAL, 6Rs, Mindfulness (yoga trial) and Prevent.  Establish Curriculum ‘Learning Teams’ to review and evaluate the impact of our new curriculum; coach, share and disseminate great practice. New curriculum published for all stakeholders October 2016.  Recognise and celebrate pupil and family achievements through awards ceremony/evening, accreditation, recognition certificates and competitions.  Review our Pupil Premium Offer – determine a shared strategy across the MAT  Full review of school based interventions using the Teaching & Learning Toolkit | Education Endowment Foundation | Lead SENDCo to champion inclusion across the Trust.  Appoint Lead Practitioner/Pupil Premium Champion to evaluate PP strategy.  Full review of school based interventions using the Teaching & Learning Toolkit Education Endowment Foundation  Review impact of Language and literacy coordinator. |
| Ensure flexible staffing structures across the Trust build capacity and deliver high quality school improvement  **OFSTED Leadership and Management grade will be outstanding in all schools within 2 years of joining the Trust/ at first OFSTED Section 5 Inspection – whichever is the sooner**  - A School Improvement Team is established across the Trust to deliver high quality school improvement.  -Increase, in depth and scope, the range of leadership and teaching expertise across the Trust -Create a portfolio of school improvement specialisms to provide S2S support - Ensure quality assurance systems are in place across all schools to monitor and evaluate performance | Successful application for National Leader in Education and National Support School.  Sponsor status achieved.  OFSTED L&M is graded as outstanding at each school (LA, Self evaluation, Section 48 Inspections, INSTEAD). Please also refer to SEF Summary Documentation for each school – LGB minutes.  We have Increased, in depth and scope, the range of leadership and teaching expertise across the Trust (NLE, Leading teacher/SLE applications)  A School Improvement Team: Executive HT, HT, NLE, SLE, Lead Practitioners to provide school improvement visits has been established. Impact: Langham OFSTED Report and Re-inspection report.  Quality assurance systems are in place across all schools to monitor and evaluate performance.  Staffing structure across the trust have been reviewed: specialist teachers for PE/Sports, Music, Languages, Mindfulness… have been appinted | Appoint CPD Director (Primary) for 2 days per week: Update CPD Succession Planning/ Talent Management documentation  Director of Primary – GALLUP Strengths based coaching accreditation  Create a portfolio of school improvement specialisms to provide S2S support – Sponsor Capacity Fund application.  Aspirant NLE, LLE training toolkit to support succession planning and system leadership.  Identify potential aspirant NLEs  Appoint Deputy CEO to provide support and challenge for schools  Review opportunities to employ specialist staff e.g. educational psychologist, SENCO across the Trust. Each school to have an SEN specialism e.g dyslexia, Downes, Aspergers, Working memory, Early Language intervention etc.  Increase portfolio of school improvement specialisms to provide S2S support -, the range of leadership and teaching expertise across the Trust (Leading teacher/SLE appointments)  Review impact of School Improvement Team: Report to Trustees and DfE RSC. | Review staff structure across the trust: identify specialist teachers for IT, maths, Science and potential joint appointments to create a school improvement team and strengthen capacity LEAD PRACTITIONERS |
| Promote strategic growth of the Trust  **Sustainable and progressive strategic growth in line with Governments funding strategy (10-12 schools / or over 1200 pupils by 2020: Up to 3 schools per year)**  -Ensure READINESS:  Capacity and capability to raise outcomes; provide high quality school improvement and ensure financial sustainability  (Only 1 school in an OFSTED category per year unless they have had a recent change in leadership and can demonstrate strong capacity to improve) | Successful application for National Leader in Education and National Support School.  Sponsor status achieved.  Langham CE Primary School working towards becoming part of the RLT in 2016. Currently working via a memorandum of understanding. Consultation to begin September 2016.  **“Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection in order to become a good**  **school.” OFSTED July 2015**  Reviewed protocol and methodology for growth and school improvement: Succession planning, financial strategic plan, due diligence documentation and risk management.  RLT fully engaged in conversations with local schools re formalized collaboration and academisation.  Introduced new financial management infrastructure: - Appoint Central Business Admin Support  - Set up new finance management software  - Establish central services provision - Establish group procurement operation  Facilities management review: Appointed Lead Premises Officer | Up to 3 additional schools to join RLT MAT. (Only 1 school in an OFSTED category per year unless they have had a recent change in leadership and can demonstrate strong capacity to improve).  Langham CE Primary School to join RLT MAT by December 2016  RLT Website completed by November 2016  Due Diligence EXTON CE PRIMARY SCHOOL  Application for DfE Capacity funding, to: -Provide IT infrastructure related to growing the trust, including data reporting and finance packages -Appoint/nurture leadership capacity across the Trust including business administrator and PA for Exec HT -Utilise educational experts - Appoint Trust Business Admin support across the RLT  Suitability and condition survey for all schools to inform capital allocations and funding priorities  Implement a new Financial Management system across the Trust. Centralised policy and procedures.  Fully develop group procurement strategy  Review reserves policy  Introduce investment policy  Establish a central capital fund for small school projects that fall outside of the CIF funding streams. | Up to 3 additional schools to join RLT MAT (Only 1 school in an OFSTED category per year unless they have had a recent change in leadership and can demonstrate strong capacity to improve).  Explore opportunities for Free Schools: Centre of Excellence/Specialisms strategically and geographically positioned around the county  External review of all support services |
| Sustain and enhance our relationship with the Diocese, local churches and local community  **SIAMS INSPECTION All areas will be graded as outstanding in each school within 2 years of joining the Trust/ at first SECTION 48 Inspection – whichever is the sooner.** | All schools in our MAT have now achieved Outstanding in each area of the Section 48 SIAMS Denominational Inspection.  St Nicholas – July 2016 Section 48 Inspection: Outstanding in all areas:  -Overall Effectiveness: Outstanding - The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners - The impact of collective worship on the school community is outstanding - The effectiveness of the religious education is outstanding - The effectiveness of the leadership and management of the school as a church school is outstanding. | Utilise the Diocese SLA to support school improvement, quality assurance, governor support, CPD and bespoke projects.  Establish a “working relationship’ with the Diocese to support ‘hard to reach’ Rutland Schools and schools requiring significant support.  Cultural difference and diversity projects across the Trust. In collaboration with the Diocese, establish sustainable learning partnerships and projects locally, nationally and internationally. | Utilise the Diocese SLA to support school improvement, quality assurance, governor support, CPD and bespoke projects |

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| **Sustaining Excellence**  *(Raising standards of achievement)* | 2015 - 16 | 2016-17 | 2017-18 |
| Raise standards of achievement  **Standards in achievement and attainment at all schools are consistently high; well above national and local averages at EYFS, KS1 and KS2**  **From each different starting point, the proportions of pupils making and exceeding expected progress measures in English and in Mathematics are high compared to national figures.**  **The percentage of pupils attaining the expected standard Reading, Writing and Mathematics combined are well above floor targets and national averages.** | Please refer to the performance data above.  Progress/Achievement Measures TBC  EYFS: GLD and progress measure are very high compared to the National picture. Continued priority is to stretch and challenge our pupils so that a greater percentage exceed the ELG in identified areas and attain at least in line with 2015 EYFS LA averages.  Year 1: 100% in each school achieved the expected standard in the phonics screening test.  KS1: All schools high and above the National picture in each subject area.  KS2: Reading/Writing and GPAS – all schools above the National Average.  Whissendine in line with the National Picture for maths – Ketton and St Nichs above.  Progress Measure  Ketton: Reading 1.2, Writing -2.8, Maths 0.7  St Nicholas: Reading -1.3, Writing -1.7, Maths -1.3  Whissendine: Reading 2.2, Writing 0.1, Maths -4.3 | SCHOOL DATA TARGETS  Ensure standards in achievement and attainment at all schools are consistently high; well above national and local averages at EYFS, KS1 and KS2.  From each different starting point, the proportions of pupils making and exceeding expected progress in English and in Mathematics are high compared with national figures.  The progress of disadvantaged, service or higher attaining pupils pupils matches or is improving towards that of other pupils nationally.  Full review of school based interventions using the Teaching & Learning Toolkit | Education Endowment Foundation | SCHOOL DATA TARGETS  Ensure standards in achievement and attainment at all schools are consistently high; well above national and local averages at EYFS, KS1 and KS2.  From each different starting point, the proportions of pupils making and exceeding expected progress in English and in Mathematics are high compared with national figures.  The progress of disadvantaged, service or higher attaining pupils pupils matches or is improving towards that of other pupils nationally.  Full review of school based interventions using the Teaching & Learning Toolkit | Education Endowment Foundation |
| Stretch and Challenge  **Standards in achievement and attainment at all schools are consistently high; well above national and local averages at EYFS, KS1 and KS2.**  **The percentage of pupils working at greater depth in each subject area is well above NA.**  **66% of pupils will attain above average scaled scores in each subject area.**  - Stretch and challenge our most able pupils whilst providing personalised support for those children with additional needs  -Routinely plan for mastery and depth | Please refer to the Performance Data above  Progress/Achievement Measures  EYFS: GLD and progress measure very high compared to National picture. Continued priority is to stretch and challenge our pupils so that a greater percentage exceed the ELG in identified areas and attain at least in line with 2015 EYFS LA averages.  KS1: All schools high and above the National picture in each subject area.  % working within the expected reading standard but at **greater depth**  Ketton: 33%, St Nichs: 24%, Whiss: 41%  % working within the expected writing standard but at **greater depth**  Ketton: 26%, St Nichs: 14%, Whiss: 38%  % working within the expected maths standard but at **greater depth**  Ketton: 30%, St Nichs: 19%, Whiss: 34%  KS2  Reading:  % above the national average scaled scores Ketton: 59%, St Nichs: 67%, Whiss: 52%  Attainment of scaled score 110+  Ketton: 33%, St Nichs: 33%, Whiss: 15%  Writing  % working at greater depth within the expected standard  Ketton:10 %, St Nichs: 33%, Whiss: 37%  GPaS:  % above the national average scaled scores Ketton: 48%, St Nichs: 75%, Whiss: 58%  Attainment of scaled score 110+  Ketton: 35%, St Nichs: 17%, Whiss: 11%  Maths:  % above the national average scaled scores Ketton: 66%, St Nichs: 67%, Whiss: 33%  Attainment of scaled score 110+  Ketton: 21% St Nichs: 33%, Whiss: 0 | 95% of children will achieve their individual targets – as indicated through cohort and individual tracking and scrutiny of PAGs.  End of key stage achievement data shows that all HAPs are making good progress – in line or above their national counterparts.  Cross Academy projects for our HAPs focus on developing Mastery and Deep learning: fluency, reasoning and problem solving – application of new skills and knowledge.  Appoint Lead Practitioner to Stretch and Challenge our HAPs across the MAT – competitions and projects from Term 3. | 95% of our HAPs pupils make at least nationally expected progress measures as outlined in the PAGs and Test Base assessment materials.  95% of children will achieve their individual targets – as indicated through cohort and individual tracking and scrutiny of PAGs.  End of key stage achievement data shows that all HAPs are making good progress – in line or above their national counterparts.  Cross Academy projects for our HAPs focus on developing Mastery and Deep learning: fluency, reasoning and problem solving – application of new skills and knowledge. |
| Talent Management and Succession Planning  **80% of teachers pursuing career progression/development training route within the last three years**  **<5% of posts are advertised twice**  **90% retention of recently qualified teachers**  **80% retention of outstanding teachers**  **Staff attendance >95% in all schools**  **At least 80% of staff record high levels of well being**  **Staff surveys and appraisal demonstrate high levels of engagement and satisfaction at school** | All teachers pursuing career progression/development training route within the last three years  No posts are advertised twice  100% retention of recently qualified teachers  90% retention of outstanding teachers  1 teacher has left teaching  Staff attendance >95% in all schools  Identify and develop staff with high leadership potential: bespoke programme of support in place at each school.  Appointed: Director of Teaching including CPD (Rutland Teaching School Alliance and RLT) for 2 days per week  SLE applications/appointments TBC  (Maths, English, EYFS, IT Assessment ) SLEs focus on developing leadership capacity and school improvement  Lead Premises officer appointed  Middle Leaders lead by example and are more able to hold colleagues to account for the outcomes for all pupils. They are are more able to: - Make accurate judgements of the school’s performance - standards.  - Understand how well our pupils attain and achieve.  - Track pupil progress from starting points, towards targets, within and beyond milestones.  - Independently evaluate the quality of provision - our curriculum offer, the quality of teaching and impact of intervention.  -Make accurate evaluations and identify specific improvement priorities within appropriate timeframes and cost  - Demonstrate that they have improved pupil outcomes by mentoring and coaching staff. | Establish Curriculum ‘Learning Teams’ to review and evaluate the impact of our new curriculum; coach, share and disseminate great practice. New curriculum published for all stakeholders October 2016.  Create and implement a talent management and succession planning CPD framework (based on the 2016 standards) in each school and across the Trust (align with the Rutland Teaching School and LA key priorities) to include targeted training opportunities for support staff and teaching assistants  Extend the Director of Teaching appointment to include a school improvement/lead practitioner role: TEEP Facilitator/Trainer, coaching, mentoring, advising, training, planning, policy development, data analysis.  Targeted CPD for identified individuals: NPQH, Aspirant Head-teacher Programme, NPQML, Pathways to leadership NCTL, SENCO Accreditation, Developing leaders for tomorrow, Coaching  Create and implement RLT Leadership Induction Programme: as part of weekly/termly leadership meetings  Utilise specialist support from other Heads of School/Head-teachers in the Trust. Allocate funds for training and accreditation.  Improve standards in Maths, English, EYFS and IT by identifying, appointing and deploying leading teachers to support colleagues across the Trust (application process)  SLE appointment (English, EYFS, Curriculum, IT, Use of Assessment) SLE focus on developing leadership capacity  OFSTED type training for all Head-teachers: Lesson observation, evaluation frameworks, QA for INSTEAD: reliability and validity of judgments  Gallup – Strengths based coaching accreditation for Director of CPD  Gallup Q12 Satisfaction surveys introduced to al members of the team during appraisal.  Utilise the new CPD standards to Identify and develop staff with high leadership potential  Create and implement a bespoke talent management and succession planning CPD framework in each school and across the Trust to include targeted training opportunities for support staff and teaching assistants  Establish SLE/NLE brokerage and deployment framework; linked to Strategic Action Planning and LA priorities | Appoint leading head teachers to offer peer support and challenge to colleagues.  Bespoke RLT Programme for Aspirant Head-teachers/Leaders of Tomorrow – develop reflective leadership practice though strengths based coaching  Improve standards in IT and Maths by appointing and deploying leading teachers. |
| Enhance learning using emerging technologies (at home and at school)  **Almost all pupils achieve the nationally expected – age related standard in IT – 30% will be working at a greater depth.**  **All Year 5/6 pupils will complete the RLT Coding Award – or similar.**  **All pupils will have full access to the school website and Microsoft 365 in lessons and at home: Word processing, presenting apps, email, document storage, blogs etc**  **All families will have daily broadcasts using social media to showcase learning in school and provide a purposeful home- school communication pathway.** | Microsoft 365  Access for all staff and governors to improve communication and inculcate sharing best practice.  St Nicholas and Governors have created a RLT Coding Award to be taught across KS2.  All families have daily broadcasts using social media to showcase learning in school and provide a purposeful home- school communication pathway. | Microsoft 365 access – accounts and emails for all pupils.  Reviewed curriculum offer to include: E-safety, Programming, Handling Data Multi-media, Technology in our lives. Audit of hard/software – aligned to new POS (PAG).  All schools to undertake a full IT audit to inform a 3 year replacement, development and training programme.  Each school to host extra curricular IT and homework clubs to support learning for disadvantaged and HAPs.  All schools to review impact of social media– the daily broadcast to parents and families. Class DoJo/ Twitter etc  All Y5/6 pupils to complete the RLT Coding and IT Award. | Microsoft 365 access – accounts and emails for all pupils.  Each school to have an access to an IT Champion across the Trust (application process)  All pupils across the Trust to have full access to IT equipment to support learning in school – new curriculum POS  Each school to host extra curricular IT and homework clubs to support learning for disadvantaged and HAPs.  All Y5/6 pupils to complete the RLT Coding and IT Award. |
| Refine our Pupil Premium/Inclusion Strategy  **In all schools the progress across the curriculum of disadvantaged pupils, service pupils, disabled pupils and those with special educational needs matches or is improving towards that of other pupils with the same starting points.**  **Innovative and creative approaches to intervention facilitates good attendance (98%), emotional well-being, 100% access to extra curricular activities and inculcates high achievement.**  **Bespoke and targeted support enables all disadvantaged children to make progress in line with their peer group.** | Each school has a shared Pupil Premium Strategy and evaluation framework using research to inform best practice. Bespoke and targeted support enables our PPG children to make progress in line with their peer group.  The attainment GAP in each school.  Our Local Offer is published and held as an example of good practice.  Provision maps in place for all Disadvantaged/SEND – please refer to the impact statements and data dashboards for each cohort for progress measures.  Innovative and creative approaches to intervention facilitates good attendance (>97% in each school), emotional well-being of these pupils, 100% access to extra curricular activities – before and after school. | Whole school reviews of Pupil Premium Strategy, Policy and Evaluation Framework.  Bespoke and targeted support enables our PPG children to make progress in line with their peer group. The progress of disadvantaged or service pupils matches or is improving towards that of other pupils nationally. 90% of pupils make at least expected progress measures as outlined in the PAGs  Innovative and creative provision ensures good attendance, emotional well-being, access to extra curricular actives and improved achievement.  All pupils have access to a trained Time to Talk – Learning Mentor. |  |

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| **Transforming Learning**  *(Improving the quality of teaching and learning, curriculum and use of assessment)* | 2015 - 16 | 2016-17 | 2017-18 |
| High quality teaching – Curriculum and use of assessment  **The quality of teaching is at least good in each school.  There is no inadequate teaching. 100% good or better.**  **All schools to attain an OFSTED grading of 1 within two years of joining the Trust, at first Section 5 Inspection – whichever is soonest.**  **The outstanding use of formative assessment; underpinned by a strong commitment to EPIC/NICE LEARNING, ensures the quality of teaching is at least good in each school.**  *Ensure consistently high quality teaching and learning by:*   1. Embedding our NICE/EPIC Teaching and Learning Framework: Setting high expectations, which inspire, motivates and challenges all pupils. Fine-tune practice and pedagogy to re-affirm consistently good and outstanding teaching and learning 2. Promoting good progress and outcomes by pupils 3. Planning and teaching well structured teaching sequences 4. Demonstrating good/outstanding subject knowledge 5. Making accurate and productive use of assessment to secure pupil progress. Adapting teaching to respond to the strengths and needs of all pupils. Assessing pupils’ work accurately to identify next steps in learning. 6. Introducing The *Professional Standards for  Teaching Assistants:* Personal and professional conduct  Knowledge and understanding  Teaching and learning  Working with others | Teacher Profiles show that all lessons (100%) are judged as securely good (over 30% outstanding in each school).  OFSTED Grading for the quality of teaching Ketton 2, St Nicholas, 2 Whissendine 1.  Teachers reinforce an expectation that all pupils are capable of achieving high standards.  Teachers are beginning to plan and teach for mastery and depth – stretching and challenging all pupils.  The quality of presentation in all books is at least good in each school.  Our remodelled curriculum enables almost all pupils to achieve age related expectations across all subjects in our PAGs.  Teachers use a range of questioning techniques. Monitoring shows teachers use precise questioning in class to test conceptual and procedural knowledge and assess pupils regularly to identify those requiring intervention so that almost all pupils keep up.  Lesson observations show that questioning in maths is beginning to develop fluency, reasoning and mastery of key objectives for all pupils.  Teachers provide pupils with incisive feedback to ensure visible, rapid progress and enable pupils to know how to improve their own learning (at the point of learning).  Pupil interviews indicate that all pupils know what they do well, what they need to improve, and how to do it (targets are well embed in most classes in each school).  AfP strategies (including targets) are embedded in routine classroom practice in each setting. | QFT: High quality teaching challenges all learners, consistency of teaching & provision across the Trust. INSTEAD/QA strategies ensure the quality of teaching and learning is at least good with many examples of outstanding practice.  Update EPIC /NICE Learning Framework based on latest research and best practice.  Emerging trends for 2016: - Closing the Gap with disadvantaged pupils  -Stretch and challenge all pupils  -Increase teacher/teaching assistant subject knowledge to fully develop their understanding of Mastery and Deep learning across all subjects.  - Use teaching sequences to introduce subject content progressively and provide dedicated time to embed knowledge, understanding and skills securely – working independently and collaboratively across the curriculum.  -Training of Teaching Assistants  Fine-tune practice and pedagogy to re-affirm consistently outstanding teaching and learning: Way Forward Action Plan addressees recommendations and priorities identified in the SEF Summary and Leadership Reports to LGB.  Refine assessment strategy:  Web-based PAGs and Management tracking system - moderation across school, Trust and Academy.  Embed our learning to learn curriculum further: EPIC/NICEC 6Rs, independence, collaboration and growth mindset (metacognition).  Continue to develop the role of middle leaders to secure better outcomes for pupils.  Explore Teacher Exchange Programme. | QFT: High quality teaching challenges all learners, consistency of teaching & provision across the Trust. NSTEAD/QA strategies ensure the quality of teaching and learning is at least good with many examples of outstanding practice.  Update EPIC /NICE Learning Framework based on latest research and best practice.  Explore Teacher Exchange Programme – evaluate and extend. |
| Enhance our Trust enrichment programme  **All pupils are involved in enrichment activities across the school/Trust .**  **All pupils have access to intra/inter school competitions and activities across the Trust and county.** | All KS1 and KS2 pupils have been involved in enrichment activities.  All KS2 pupils have access to intra school competitions and activities across the Trust  e.g. Math academies, Writing academies and a calendar of competitive and non-competitive sporting events  All upper KS2 pupils took part in the first RLT Musical Festival – extremely positive feedback from Governors, staff and pupils.  Character Grant Application £100K | As part of our EPIC/NICE Learning entitlement, enhance our enrichment programme across each school – new activities, visits, visitors and staff.  Determine a shared Sports Premium Strategy in align with RCC school sports partnership or RTSA Sports Offer.  Determine a joint Inclusion Local Offer  RLT intra school competitions and activities: Math academies, Writing academies, Creative Arts, Go MAD shared school councils and a varied calendar of competitive and non-competitive sporting events: Reading/Writing/Spelling/Enterprise competitions (PPG and HAPs)  RLT Music Festival and Talent Show  RLT Artist in Residence  Instigate an annual RLT celebration/awards evening.  Peer tutoring established across RLT. Investigate GALLUP accreditation.  Introduce RLT Independent Learning Award/Dare Award: Awards Ceremony |  |

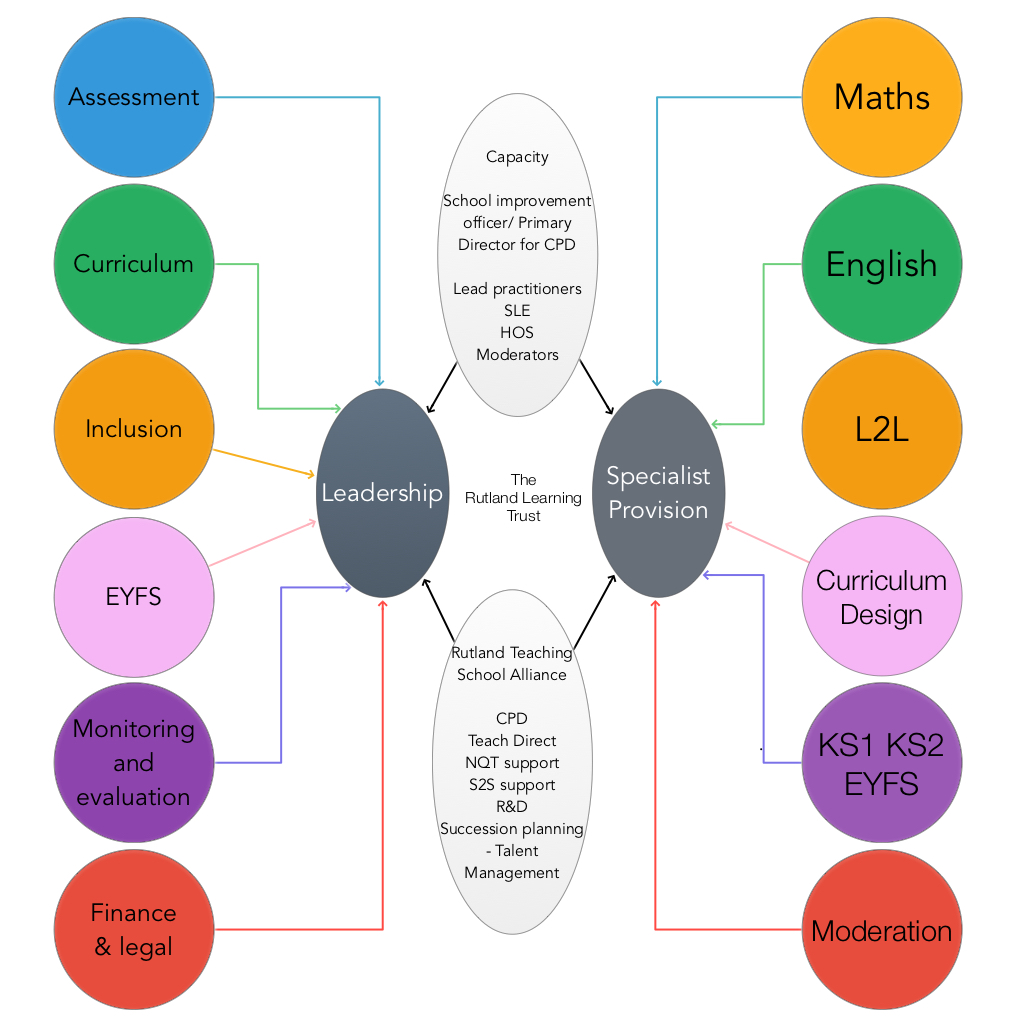
# A shared vision

We have a dynamic and high performing team.  There is tremendous team spirit - we are all committed to the success of our school and we always seek to put the children’s best interests first.

“**Ketton** provides its pupils with an outstanding quality of education so that they become imaginative and enthusiastic learners, soaring academically and personally.  Pupils bubble with the excitement of learning and discovery.” OFSTED

“**St Nicholas** has achieved more progress in the last sixteen months that some schools ever achieve… Amazing progress across all year groups… Areas of the curriculum are inspiring, exceptional and hugely successful at ‘grabbing learners’.” OFSTED

“**Whissendine** is an outstanding school. This school is a beacon of exceptional practice in all key areas of its work. Pupils are highly enthusiastic about learning at every age throughout the school. The exciting range of taught subjects and the school’s innovative learning methods are particular strengths.” OFSTED   
  
We seek high levels of attainment and achievement in the core subjects and across a broad, creative curriculum, including a full suite of visits and visitors.  Memorable learning experiences are at the heart of all we do.  Every child deserves to be successful and our role is to help them blossom and believe everything is possible



# The Seven Principles of Public Life

(originally published by the Nolan Committee)

**Selflessness**

Holders of the public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

**Integrity**

Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

**Objectivity**

In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

**Accountability**

Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

**Openness**

Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

**Honesty**

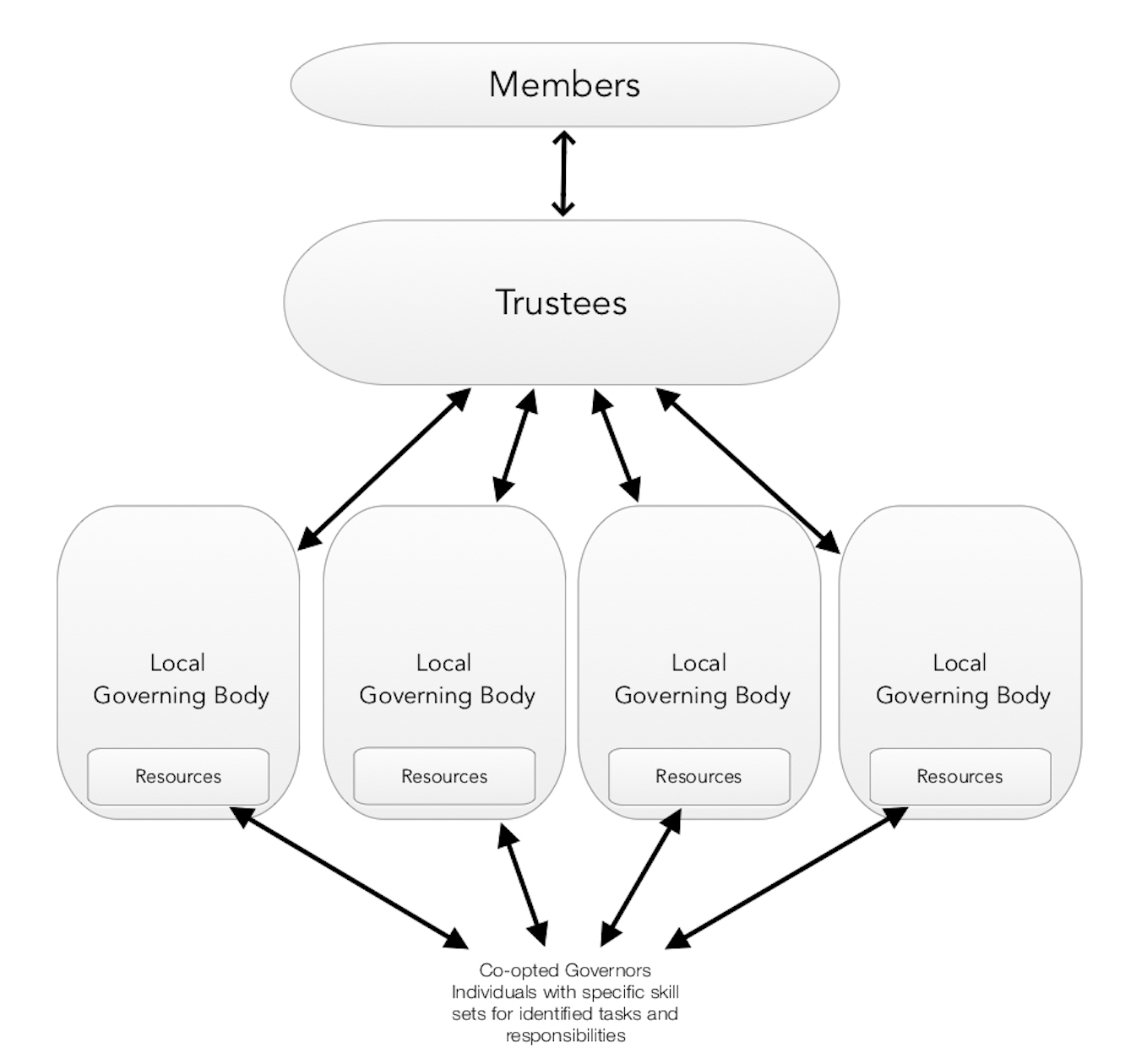
Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

**Leadership**

Holders of public office should promote and support these principles by leadership and example.

The Committee of Standards in Public Life was established by the then Prime Minister in 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations.

The Rutland Learning Academy Trust – Governance Structure



MEMBERS:

The members are akin to the shareholders of a company. They have ultimate control over the academy trust, with the ability to appoint/remove some of the trustees and the right to amend/review the trust’s articles of association. They also sign off the financial statement and annual report. The Chair of the Board of Trustees will also be a Member. The separation of Members and Trustees is desirable for achieving robust accountability.

**In the Rutland Learning Trust the majority of Members will be appointees of or representatives from the Peterborough Diocese Church Schools Trust.**

* The Peterborough Diocese Church Schools Trust
* Two individuals appointed by the Peterborough Diocese Church Schools Trust
* The Chair of Trustees
* An additional Member appointed under Article 16.

Article 16 allows the Members to appoint and remove an Additional Member, with the written consent of the Diocesan Board of Education.

Our 5 Trust Board Members

* Peterborough Diocese Church Schools Trust – Corporate - Representative Member: Peter Goringe
* Two indivduals appointed by the Peterborough Diocese Church Schools Trust: Alexandra Martin, Dr Revd Andrew Rayment
* The Chair of Trustees: Zar Sheikh (to be amended)
* An Additional Member appointed under Article 16:

David Evans – until 27th May 2016

Ed Burrows – from 27th May 2016

The Members

* Appoint/remove Trustees
* Review the Articles of Association
* Sign off the financial statement and annual report

**In the Rutland Learning Trust the majority of Trustees will be Foundation Governors.**

The trustees are responsible for the same 3 core governance functions performed by the governing body in a maintained school:

* setting the direction,
* holding the school to account and
* ensuring financial probity.

As charity trustees, they must also ensure that they are complying with charity law requirements.

The model articles state that the chair of the board of trustees will also be a member, thereby ensuring a link between the 2 layers.

The trustees are responsible for the same 3 core governance functions performed by the governing body in a maintained school: setting the direction, holding the Headteacher to account and ensuring financial probity.

As charity Trustees, they must also ensure that they are complying with charity law requirements.

Academy Trusts are charitable companies and the trustees are company directors and must comply with company law requirements. The duties are largely the same as those of a governor of a maintained school, such as regularly attending meetings, managing conflicts of interest, seeking advice from the academy’s leadership team and ensuring the academy has appropriate procedures in place for reporting financial information. In the Rutland Learning Trust financial and budgetary decision-making will usually be delegated to the Local Governing Body – who will then report to the Trustees (please refer to scheme of delegation document).

Trustees should have the skills and attributes to:

* Constantly focus on what’s best for the school and pupils by challenging in a constructive manner, asking probing questions and visualising the strategic picture, in terms of both the MAT and the academies within it.
* Understand and effectively carry out their roles, responsibilities and accountabilities, with the ability to take risks and consider dynamic and innovative options.
* Measure and lead school improvement and drive the necessary changes.
* Understand the financial and the business elements of leading a MAT, as well as the legal aspects of the role and how the trust and the business work.
* Work as part of a team and accept shared responsibility and accountability, as well as undertaking frequent self-evaluation in order to remain effective.
* Act with a strong moral purpose, integrity and honesty, and as an advocate for the MAT’s values, ethos and philosophy.
* Express disagreement in a rational and professional manner.
* Adopt an entrepreneurial mind-set in order to see and make the most of opportunities that are outside the day-to-day practices of the MAT or academy.
* Be innovative, creative and open-minded by engaging in futures thinking and ‘horizon scanning’.
* Ensure that they have the commitment and stamina to drive forward the MAT, as well as the will to abandon the ‘good’ in order to find the ‘outstanding’.

TRUSTEES are appointed based on their particular skill set: LEADERSHIP, PEDAGOGY, FINANCE, BUSINESS, PERSONNEL, CURRICULUM, COMMUNICATION, LEGAL and STRATEGY

The Trustees meet at least 4 times a year to scrutinise/evaluate: STRATEGY, FINANCE, STANDARDS, ACCOUNTABILITY and POLICY. Trustees have complete discretion over what is delegated to each Local Governing Body

**The TRUSTEES**

Set the strategic direction of the Trust by:

* Setting the vision, values, aims and objectives for the Trust
* Agreeing the policy framework for achieving those aims and objective
* Appoint/remove/suspend Trustees or members of the Local Governing Body
* Reviewing the scheme of delegation arrangements annually
* Elect a chair, vice chairs and any other officers

Challenges and supports the school by monitoring, reviewing and evaluation:

* The effectiveness of the school in relation to external benchmarks
* The implementation and effectiveness of the policy framework
* Progress towards annual priorities as detailed in the strategic plan

Ensures accountability by:

* Ratifying the annual evaluation of school effectiveness
* Holding the Executive Headteacher / Headteacher / Head of School / School Leadership Team to account for the performance of the school including finance and achievement of pupils
* Responding to OFSTED and other commissioned reports, where necessary
* Ensuring parents and students are involved, consulted and informed as appropriate
* Making available information to the community

Appoints and performance manages the Executive Headteacher who, with the SLT and staff, delivery the vision (through the day to day leadership and management of the school, implementation of the agreed policy framework and school improvement strategy, and delivery of the curriculum) and report appropriately to the Trustees.

The details of what has been delegated from the Trustees to the Local Governing Body are detailed in our Scheme of Delegation. This makes it clear what functions of the Trustees have delegated to the Governors and is published on each school website.

**The Executive Head Teacher is an ex officio Trustee and is responsible for:**

**School Improvement/Development Planning - Strategy**  
Monitoring and Evaluation Schedules, Policy Development  
**S**elf **E**valuation **F**ramework

**The Overall Quality of Teaching across the Trust**

The leadership and management of teaching and learning by the Leadership Team

**Overall Standards and Progress across the Trust**

In consultation with Heads of School

**Ethos: Vision and Aims**

Pupils’ spiritual, moral, social and cultural development

**Appraisal**

In collaboration with Heads of Schools and Senior Teachers

**Finance**   
The effectiveness with which the Trust deploys resources to achieve value for money

**Behaviour, safety and welfare across the Trust**

In collaboration with Heads of Schools and Senior Teachers …  
The effectiveness of safeguarding procedures and the extent to which pupils feel safe across the Trust

Pupils’ behaviour in lessons and around the school, Pupils' attendance & Punctuality.

**Communication**  
The effectiveness of the Academy Trust’s engagement with stakeholders

A Headteacher/ Head of School and Senior Teacher support the Executive Head-teacher in each setting.

**Risk management**

The Trustees have a duty to identify and review the risks to which the academy trust is exposed and to ensure appropriate controls are in place to provide reasonable assurance against fraud and error.

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| **TRUSTEES  3 Vacancies** | |  |
| **Trustee** | **Skill Set** | **Brief Biography/Experience** |
| Gareth Williams | LEADERSHIP, STRATEGY, PEDAGOGY/EDUCATION, CURRICULUM, GOVERNANCE. | Education Consultant. Has been a primary school teacher, headteacher, a Registered Inspector with Ofsted and an LA Officer. Served as a Deputy Director of Education (Wigan MBC, 1999-2005) and a Director of Education (Leicestershire CC, 2005-6) and Director of Children and Young People Services (Leicestershire CC 2006-2013). Also served as a Governor in a CE school in Merseyside and as Church Warden in a rural Leicestershire parish. Works for Virtual Staff College Nottingham developing Leadership Training and has been a mentor for senior educationalists in various organisations in England. Works part time as a ministerial adviser to the Welsh Government and sits on a number of Boards that are working with failing schools and Local Authorities in Wales. Chairs the Welsh Government group developing national accountability strategies for schools, Local Authorities, Consortia and Central Government. Also works on a part time basis with a number of national educational bodies in England. |
| David Evans | LEADERSHIP, STRATEGY, FINANCE, BUSINESS, CHANGE MANAGEMENT | Member and Director of RLT.  Previous Chair of Governors. 15 years of business and team leadership. Married with two young sons schooled within the RLT. Interests in running and cycling. |
| Stuart Fry | LEADERSHIP, STRATEGY, FINANCE, BUSINESS, CHANGE MANAGEMENT | Previous Governor at Whissendine. Chartered mechanical engineer (C.Eng) and Fellow of Institute of Mechanical Engineers (IMechE). Managing Director of Linecross Group for past 16 years. Married with 3 children. Interests in Rugby (coaching at Oakham RFC), football, squash and music. |
| Adrienne Holland | LEADERSHIP, STRATEGY, PEDAGOGY/EDUCATION, CURRICULUM, | Since retiring from 17 years of Headship, was the temporary Primary Strategic Lead for RCC and was interim Head for a very small rural school in Leicestershire. Has been a School Improvement Partner for schools in Leicestershire, Nottinghamshire and Warwickshire and is also Vice Chair of Governors for a local Primary School and Vice Chair of Home-Start Melton and Rutland. She is a Trustee for Raynes Trust, a Charitable Foundation and have acted as an External Assessor for both Warwick and Nottingham Trent Universities, from 2005-2011.  She remains passionately committed to education and continuous school improvement. I have 2 children and 2 grandchildren and live in Melton Mowbray. |
| Niki Eastwood | PERSONNEL | Director of NGE Consulting Ltd.  More than 20 years HR and PM experience gained in blue chip organisations.  In the process of going freelance, specialising in change management and business transformation.  Previously served 4 years as a parent governor. Single parent with 3 children.  Enjoy being active and outdoors: currently training for London marathon. |
| Sue Hickey | LEADERSHIP, STRATEGY, PEDAGOGY/EDUCATION, CURRICULUM, | Previously a headteacher of both small rural primaries and latterly in large city schools. After thirteen years as a headteacher, she left headship to become a School Improvement Partner. For the last seven years, she has been an Education Adviser and has considerable experience in supporting, monitoring and challenging school performance through school improvement work with senior leadership teams. |
| Nick Horrigan\* | BUSINESS, COMMUNICATION, IT | Chair of Governors at Langham Primary School and on the strategic board of trustees of the RLT.  Work for a local IT company-developing solutions for local and central government and the financial sector. |
| Julia Seary\* | COMPANY LAW | Previous school governor/director of an Academy. Qualified solicitor – Company and Commercial partner at Roythornes solicitors. Local JP Magistrate for Leicestershire and Rutland.  Married with 4 children. Interests include running, cycling skiing and sailing. |
| Rob Gooding | EXECUTIVE HEAD TEACHER of the Rutland Learning Trust | |
| Associate Board Members | | |

# GOVERNORS – THE LOCAL GOVERNING BODY

Individuals who sit on a Local Governing Bodies (LGB) are referred to as ‘Local Governors’. This is because trustees can delegate governance functions to the local level. The continuous focus on Teaching and Learning and high standards requires local governors (particularly Chairs of Governors) to be able to interpret data and monitor performance expertly.

**Membership**

- Chair

- Vice

- Head teacher/Head of School

- Staff member

- At least 2 parents

- At least 3 Foundation Governors   
(St Nicholas must maintain a Foundation Governor majority overall)

**Secretary/Clerk:** Nicola Tyers

**Senior Management:**   
Rob Gooding CEO Executive Headteacher   
Megan Lucas – Headteacher Whissendine CE Primary School   
Sarah Lyons – Headteacher St Nicholas CE Primary School  
Glenn Fraser – Headteacher Ketton CE Primary School

**Policies and procedures adopted for the induction and training of Trustees and Governors.**

**Governor and Trustee training**

As a Trust we subscribe to Leicestershire Governor Development Service and the Peterborough Diocesan Support Service for the provision of governor training programmes.

Whilst appreciating that the role of governors and trustees is voluntary and requires a time commitment, equally the Trust recognises that good school governance is rooted in individuals who come together with a range of experience. As part of our governance structure we will require an annual skills audit and details of training that governors have attended to ensure that the skill mix is suitable for their important role in governing our schools.

Key areas of training are:-

* What is good governance – roles and responsibilities?
* Safe recruitment for schools
* Data – Raise online and the Data Dashboard
* Strategic Planning
* Self Evaluation
* Admissions
* School finance

The training and induction provided for new Trustees will depend on their existing experience. Where necessary induction will provide specific training on roles and responsibilities of Trustees, church governance, charity and educational legal and financial matters. A skills audit is completed to inform appropriate training requirements. All new Trustees will be given a tour of our schools and provided with access to copies of policies, procedures, minutes, accounts, budgets, plans and other strategic documents that they will need to undertake their role as Trustees. A full induction meeting with the CEO - Executive Head-teacher and Chair of Trustees is undertaken within the first six weeks of appointment – this includes discussing the terms of reference and scheme of delegation. Induction is then carried out informally and is bespoke to the individual.

There are nominated Governors for each of these key areas of responsibility:

|  |  |
| --- | --- |
| Area of Responsibility | Governor(s) |
| School Improvement: Outcomes - Standards and Progress | Whissendine: Clare Rowbotham & Alex Martin  St Nicholas: Richard Bingham & Tracey Bedford  Ketton: Jo Ramsden & Chris Young |
| Safeguarding | Whissendine: Helen Atkinson  St Nicholas: Tracey Bedford and Wayne Faulconbridge  Ketton: Antonia Scott |
| Inclusion | Whissendine: Helen Atkinson  St Nicholas: Kirsty Gaul  Ketton: Antonia Scott |
| Teaching, Learning and Assessment Strategy | Whissendine: Clare Rowbotham & Michelle Greening  St Nicholas: Richard Bingham & Kirsty Gaul  Ketton: Claire Hatton, Chris Barrett & Jo Ramsden |
| Culture and Christian Ethos | Foundation Governors |
| EYFS | Whissendine: Emma Studdert-Kennedy  St Nicholas: Richard Bingham & Kirsty Gaul  Ketton: David Knowles |
| Behaviour and Welfare | Whissendine & Ketton: Foundation Governors  St Nicholas: Anna Sawyer |
| Admissions | Whissendine: Meg Lucas & Phillipa Andrews  St Nicholas: Peter Wilson & Kate Bates  Ketton: Glenn Fraser, Chris Young and Karen Greenwood |
| Communications | Whissendine: Michelle Greening  St Nicholas: Richard Bingham & Anna Sawyer  Ketton: Antonia Scott |
| Appraisal – pay recommendations | Chair and Vice Chair |
| RESOURCES:  Personnel, Finance, Premises, Health and Safety | Whissendine: Alex Martin, Meg Lucas, Colin Miles, Nicole Topham, John Rawlings & Kate Bates.  St Nicholas: Catherine Drury, Sarah Lyons, Kate Bates, Sarah Day, Wayne Faulconbridge  Ketton: All governors |

Governors are also responsible for monitoring and evaluating specific sections of the   
‘Way Forward – School Development Plan’.

|  |  |
| --- | --- |
| **Way Forward Action Plans** |  |
| Governance | Chair & Vice Chair |
| Teaching and Learning | Whissendine: Clare Rowbotham & Michelle Greening  St Nicholas: Richard Bingham & Kirsty Gaul  Ketton: Claire Hatton, Chris Barrett & Jo Ramsden |
| EYFS | Whissendine: Emma Studdert-Kennedy  St Nicholas: Richard Bingham & Kirsty Gaul  Ketton: David Knowles |
| Middle Leadership | Chair & Headteacher |
| Working with families | St Nicholas: Richard Bingham & Anna Sawyer  Whissendine: Emma Studdert Kennedy  Ketton: |
| Inclusion | Whissendine: Philippa Andrews  St Nicholas: Kirsty Gaul  Ketton: Karen Greenwood |
| IT | Whissendine: Colin Miles  St Nicholas: Richard Bingham & Anna Sawyer  Ketton: David Knowles |
| Section 48 Ethos | All Foundation Governors  St Nicholas: Revd. Marcus Purnell |
| English | Whissendine: John Rawlings  St Nicholas: Tracey Bedford  Ketton: |
| Maths | Whissendine: Alex Martin  St Nicholas: Pete Wilson  Ketton: |
| Pupil Premium Champion | Whissendine: Colin Miles  St Nicholas: Catherine Drury  Ketton: |
| Sports Premium Champion | Whissendine: Colin Miles  St Nicholas: Wayne Faulconbridge  Ketton: |

The LGB consider:

* The Head of School Report – self-evaluation against current OFSTED criteria
* Impact of key actions undertaken from the Way Forward School Development Plan
* Monitoring activities undertaken by the school and Governors
* Local and contextualised issues
* Resource Committee minutes
* Recommendations for the Trust Board

The Resources Committee meets at least 4 times a year to consider:

Health and Safety, Finance, Personnel, Premises.   
Please refer to the Resources Committee – Terms of Reference.

Draft agendas are set out in the ‘Monitoring Schedule’.

Documents forwarded to the Trustees for their consideration include:

* Head of School report – self-evaluation against OFSTED criteria
* Impact statement – progress towards priorities in the Way Forward School Development Plan
* Minutes of Local Governing Body
* Minutes of RESOURCES Committee
* SEF SUMMARY at the end of each academic year to inform new Way Forward School Development Plan
* Recommendations of the LGB

**Governor and Trustee Training**

As a Trust we subscribe to Leicestershire Governor Development Service and the Peterborough Diocesan Support Service for the provision of governor training programmes.

Whilst appreciating that the role of governors and trustees is voluntary and requires a time commitment, equally the Trust recognises that good school governance is rooted in individuals who come together with a range of experience. As part of our governance structure we will require an annual skills audit and details of training that governors have attended to ensure that the skill mix is suitable for their important role in governing the school.

Key areas of training are:-

* What is good governance?
* Safe recruitment for schools
* Data – Raise online and the Data Dashboard
* School finance

**School Improvement**

## Contents of the self evaluation and school improvement plan - for governors to review

• Do we have a clear calendar of events to help put together the School Plan?

• Do we consult with everyone and involve staff and governors in monitoring?

• Do we use a range of reports to inform our self-evaluation?

• Do the targets in the School Plan reﬂect our vision?

• Does the School Plan have success criteria so it can be monitored?

• Do we use visits to better inform us as to the working life of the school?

## External Reports

Ofsted and SIAM – Diocese Section 48 reports

[Ketton CE Primary School](http://www.ketton-school.co.uk/ofsted-reports/)

[St Nicholas CE Primary School](http://www.stnicholasprimary.co.uk/ofsted-reports/)

[Whissendine CE Primary School](http://www.whissendineschool.com/ofsted-reports/)

Langham CE Primary School   
  
Engagement with Pupils and Parents

As part of the role of good governance across all schools and across the Trust it is important that there is active engagement with the wider school community. To do this we provide parent (and pupil) feedback questionnaires. We offer Parents as Partner sessions on a bi-termly basis and use the school newsletter and website to give both LGB and Trust updates about school life.

Monitoring and Evaluation**: Sources of information for governors**

Reports – do we get them and do they help?

• Pupil/student progress

• Teaching and learning

• Performance management

• Professional development

• Curriculum review

• Financial planning and review

• Head Teacher reports and governor reports

• Pupil/student, parent and staff surveys

• SATs / exam results

• Raise online, Data dashboards, Fischer Family Trust Data

• SEF (Self-Evaluation Form)

• Attendance

• SEN (Special Educational Needs)

• Safeguarding children

• Exclusions

• Bullying

• Racist incidents

# Induction Whilst appreciating that the role of governors and trustees is voluntary and requires a time commitment, equally the Trust recognises that good school governance is rooted in individuals who come together with a range of experience. As part of our governance structure we will require an annual skills audit and details of training that governors have attended to ensure that the skill mix is suitable for their important role in governing our schools.

Key areas of training are:-

* What is good governance – roles and responsibilities?
* Safe recruitment for schools
* Data – Raise online and the Data Dashboard
* Strategic Planning
* Self Evaluation
* Admissions
* School finance

The training and induction provided for new Trustees will depend on their existing experience. Where necessary induction will provide specific training on roles and responsibilities of Trustees, church governance, charity and educational legal and financial matters. A skills audit is completed to inform appropriate training requirements. All new Trustees will be given a tour of our schools and provided with access to copies of policies, procedures, minutes, accounts, budgets, plans and other strategic documents that they will need to undertake their role as Trustees. A full induction meeting with the CEO - Executive Head-teacher and Chair of Trustees is undertaken within the first six weeks of appointment – this includes discussing the terms of reference and scheme of delegation. Induction is then carried out informally and is bespoke to the individual.   
  
The induction programme for all new Governors (LGB) is highlighted in the Governor Handbook.

1. An initial meeting with the Executive Head Teacher, Chair of Governors and Head of School/Headteacher: Composition of the Local Governing Body – names and areas of responsibilities, a brief overview of strategic intent, vision and aims, meet key staff members.
2. Complete key documentation e.g. DBS/Barred List check, Safeguarding Policy and any other declarations of pecuniary interests, complete governors skills audit. Declaration of business interests form.
3. Briefing by Chair and Clerk to Governors on how your Local Governing Body (LGB) operates, its committees, proceedings and protocols at meetings.
4. Initial Diocese and Academy training: What it means to be a governor in a church school, roles and responsibilities of governors.
5. Identify further training needs.
6. Buddy with an experienced governor across the Trust.
7. Familiarization with the previous OFSTED Report, previous Denominational Inspection Reports, minutes of most recent LGB meeting, SEF, Way Forward School Improvement Plan, Terms of Reference, Scheme of Delegation, Monitoring/Evaluation and meeting schedule.
8. Microsoft 365 login and passwords – polices and key documentation: OFSTED reports, Reports to Governors, Minutes of meetings, RAISE, Datadashboards,
9. Introduction to The Key and Guide to the Law for School Governors.
10. Meeting with Chair/Academy Finance Office if on the Resources Committee.

**Two key questions:**

**A Is yours a `good' school educationally?**

Three specifics you must know and be involved in:

1. The School Self Evaluation Form (SEF): School self-evaluation is a crucial activity which all governors should be involved in -Where are we now, where is the evidence that supports this, what we have to do to improve further' - judgments agreed by the LGB and recorded in a standardised Rutland Learning Trust format. You must be thoroughly familiar with your SEF, usually through regular reviews at LGB meetings. Expect to see this document regularly and be thoroughly involved in keeping it updated.
2. Targets: Each year your Executive Headteacher meets with the Headteacher and representative Governors to agree a set of specific targets for that academic year; and then reports on the achievement of these targets.
3. Ofsted report. Ofsted will also inspect your school at least every three years (sooner if it has had problems) to provide an independent judgment on overall performance. Ask for and read thoroughly the latest Ofsted report - and again contribute actively at GB meetings in addressing any weaknesses identified in the report.

If all the school targets are being achieved, continue to support and enjoy the school and push to make it even better (the best it can be!). Celebrate the successes, and consider if your good practices might be useful to other schools in the Trust.

If targets are consistently not being achieved, your LGB should consider bringing in external advice and support. Not to do so is to ignore the best interests of your local children - the very reason you became a Governor. Have no doubts about the need for your LGB to take positive action if it is necessary.

**B. Is your school well run?**

The level of complaints from parents and the community (genuine complaints, you will quickly learn what is not `genuine') is a general indicator as to whether the school is properly managed and run. Behaviour, bullying and exclusion statistics are others, and also the routine administration - happy staff, paperwork in good time, end of year accounts clear and convincing, etc. The Ofsted report will also inform you on this. Monitor the overall picture, and ask penetrating questions if in any doubt.

It is not your job to get involved in individual complaints or issues. Governors do not `run' schools - that is solely the job of the Head. You should therefore never find yourself in the middle of `how to' issues regarding the way the school goes about its role as an educational establishment, or particularly in any issue involving individual staff or pupils. Remember governors are not permitted to even enter the school without the Head's permission.

It is the responsibility of the GB to prevent (or at least minimise) such complaints/issues by ensuring the school has good, clear policies within which it operates.

There are some 30 mandatory policies, which every Acamedy must publish. They should be up to date - ie at least reviewed and re-signed within the past year, and they must be readily available for governors, staff, pupils and parents to refer to on a daily basis.

PLEASE REFER TO GOVERNOR TRAINING POWERPOINT PRESENTATION.

New Governor Checklist

|  |  |  |
| --- | --- | --- |
| **Meeting the governing body** | | |
| **Action** | **Completed**? | **Notes** |
| Meet the chair of governors |  |  |
| Complete a tour of the school |  |  |
| Meet the Head teacher/Head of school |  |  |
| Attend first full governing body meeting |  |  |
| Observe RESOURCE Committee meeting |  |  |
| **Training and paperwork** | | |
| **Action** | **Completed**? | **Notes** |
| Book induction training |  |  |
| Complete skills audit |  |  |
| Complete paperwork. This may include:   * Governor declaration form * DBS/barred list check * Declaration of business interests form |  |  |
| **Items the new governor should receive** | | |
| **Action** | **Completed**? | **Notes** |
| Information on the composition of the governing body |  |  |
| List of school staff and their responsibilities |  |  |
| Terms of reference for the governing body |  |  |
| Terms of reference for each committee |  |  |
| List of future meeting dates |  |  |
| Governors’ code of conduct |  |  |
| Information on governor visits |  |  |
| Information on where governors can access all of the school’s policies |  |  |

|  |  |  |
| --- | --- | --- |
| Information on:   * Number of pupils at the school * Number of boys and girls * Percentage of children eligible for the pupil premium * Number of children with English as an additional language (EAL) * Breakdown of pupil ethnicity * Number of children on the special educational needs (SEN) register * Number of children with SEN statements * Number of looked after children |  |  |
| Access to the Way Forward School Improvement Plan |  |  |
| Minutes from the last governors’ meeting |  |  |
| A list of current governors and their contact details |  |  |
| The clerk’s contact details |  |  |
| Memorandum and articles of association |  |  |
| **Actions for the new governor** | | |
| **Action** | **Completed**? | **Notes** |
| Ask your workplace about time off for governor duties (if applicable) |  |  |
| Read the Rutland Learning Trust Governor Handbook |  |  |
| Read the school’s latest Ofsted report |  |  |
| Look at the school website |  |  |
| Research recent news items on school governance/education |  |  |
| **Other actions** | | |
| **Action** | **Completed**? | **Notes** |
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# Governors’ visits

**Context**

Individual governors do not have an automatic right to enter the school whenever they wish. However, they need to be able to visit from time to time to develop their understanding of the school. These visits enable them to fulfil their statutory responsibility for the conduct of the school. Governors should arrange their visit with the headteacher, who has responsibility for the day-to-day management of the school.

The governing body should plan visits to cover a wide range of school work and each visit should have a clear purpose. They do not replace professional inspections or the monitoring and evaluation carried out by the headteacher.

**Purpose of the visit**

Visits are undertaken to:

* Improve governing body knowledge of the school and the people that work in it
* Assist the governing body in monitoring the implementation of the school development plan
* Assist a governor to fulfil a specialist governor role such as inclusion
* Assist the governing body in fulfilling its statutory duties
* Assist the governing body in making informed decisions

Governors should not pursue personal agendas or arrive with inflexible preconceived ideas.

Governors are not to make any judgements about pupil’s work, behaviour, any teacher’s classroom practice or issues relating to the day to day running of the school. Those are the responsibilities of the headteacher.

**Planning the visit**

Visits should be undertaken only as part of a strategic programme formally organised by the governing body, or one of its committees and with approval of the headteacher.

The headteacher should be kept informed of, and agree, the subsequent details of the planned visit

If the visit is to involve any member of staff, then that member of staff must be fully involved in the planning through the appropriate member for the leadership group.

The governor(s) making the visit should make themselves fully acquainted with health and safety procedures, including fire safety, prior to making the visit.

**During the visit**

Governors will at all times report to reception upon arrival and follow the procedure for visitor in order to provide a good example for other visitors.

If visiting a classroom, the governor must arrive at the time planned to avoid disrupting the learning process, and follow the agreed purpose of the visit. Governors must be aware that some teachers may feel nervous or stressed about having a visitor in the classroom. At the end of the visit thank everyone concerned including the children.

Governors should be aware of their behaviour and avoid any implication that they are inspecting, such as by using a clipboard.

**Following the visit**

After visiting the school the governor(s) should:

* Give some time and thought to reflection
* Write a note of thanks to all staff visited
* Complete a visit report, outlining the purpose and results of the visit (the visit report will be shared with all appropriate staff involved by the schools leadership team)
* Raise any concerns sensitively with the headteacher
* Consider what went well and what did not go so well with respect to your involvement in the visit
* Consider what you would do differently in a future visit

Following completion of the agreed monitoring programme the governor should report back to the governing body or committee as appropriate.

**Protocol for visits**

Governors visit their school to enhance their understanding of the school’s work and to help fulfil their responsibilities of monitoring an evaluating the school.

We have an agreed schedule of governors visits to the school, reflecting the priorities in the school development plan and the specific interest and responsibilities of governors, and we keep a file of visit reports.

|  |  |  |
| --- | --- | --- |
|  | **ALWAYS** | **NEVER** |
| BEFORE | Agree purpose of visit.  Agree how much time (a timetable is a good idea).  Agree when you will discuss the visit with the headteacher.  Consider practicalities (dress, parking, time of arrival, who to report to, how to make notes, breaks and lunch).  Find out how each teacher wants to contribute (or not). | Turn up unannounced. |
| DURING | Introduce yourself to staff and pupils.  Note and praise the positive.  Ask questions to increase understanding,  Remain focussed on the purpose of the visit. | Walk in with a clipboard.  Arrive with preconceived ideas.  Interrupt the teacher.  Make professional judgements about staff expertise (governors are not inspectors).  Pursue your own personal agenda/focus on the progress of your own child. |
| AFTER | Thank the teacher and pupils.  Discuss visit with the teacher.  Write a thank you note to teacher and pupils.  Compile a report (use framework if appropriate).  Raise any concerns sensitively with the headteacher. | Leave without a word. |

# 

# Governor Monitoring Visits - RECORD of VISIT

To report back to staff and governors please complete a **Governors Record of Visit** Sheet to include:  
  
**A Contextual Statement – when, what, why…  
A statement to illustrate how what you have seen addresses your focus – commenting on the extent that you feel we are being successful/unsuccessful?**

**Identify salient points to be discussed or shared**

|  |  |
| --- | --- |
| **Record of Governor Monitoring Visit** | |
| **Date:**  **Time:** | |
| **Focus:** Link to SEF Question(s) Whole school Key priorities |  |
| **Key Personnel** |  |
| **Monitoring Strategy** |  |
| **Salient Discussion points/findings** |  |

# Governor Visits

Governor and Trustee visits should be welcomed, planned (unless as part of an agreed mock inspection process) and purposeful.

The purpose of the visit needs to be to monitor and evaluate the actual delivery and impact of the strategic aims that have been set out. Visits need to be based on data received from the reports to the LGB and even the Trust Board. Spending decisions, impact of projects and initiatives should be the focus of visits.

A walk round the school, and an opportunity to meet the children is important but trying to monitor teaching in a class in not the governor’s role.

*2.4.3 School visits*

*45. Governors need to know their school if accountability is going to be robust and their vision for the school is to be achieved. Many governors find that visiting, particularly during the day, is a helpful way to find out more about the school. Through pre-arranged visits that have a clear focus, governors can see for themselves whether the school is implementing their policies and improvement plans and how they are working in practice. Visits also provide an opportunity to talk with pupils, staff and parents to gather their views, though are unlikely to be sufficient for these purposes.*

*46. Governors are not inspectors and it is not their role to assess the quality or method of teaching or extent of learning. They are also not school managers and should make sure they do not interfere in the day-to-day running of the school. Both are the role of the headteacher. If governors wish to spend time within a classroom, they need to be very clear why they are doing so*

# Resources Committee

The Resource Committee of each LGB has a vital role to play in enabling the school to be efficient and able to deliver the strategic objectives of the Trust on an operational day to day basis.

The function of the committee is to ensure that the school budget is developed to take account of available funds, key learning objectives and to meet areas of need that may need additional resources.

The obligations on academies to be financially prudent are set out in the Academies Financial Handbook and also in the Governors’ Handbook. The key elements of the Governor’s Handbook are set out below.

Financial prudence, a clear understanding of spending decisions, future planning for a 1, 3 and 5 year cycle are all the functions of the LGBs. Money for the school is to be spent in line with the schools needs and wider obligations. Pupil Premium money has to be spent in a way that shows improved outcomes for disadvantaged pupils. As governors this needs to be checked, not only in terms of what the spending choice was, but what was the impact of that choice.

Obtaining best value, clear procurement strategies and policies are all required to be in place.

Spending decisions should be based on data and on need.

The committee as part of this function also deals with staffing provision, recruitment issues, HR matters and ensures compliance with the requirements for NQT training, staff performance and appraisal. Making plans for the future is part of the remit of this committee. It needs to be informed by the head of school about developments in the other trust schools so that recruitment decisions can benefit the whole trust and skills deficits identified and to limit unnecessary duplication of roles to the detriment of other parts of the curriculum.

Spending limits, audit controls and processes for ensuring effective financial stewardship needs to be implemented and overseen by the LGB and Trust Board.

The guidance on HR and personnel issues in the Handbook and key considerations are set out below. Governors must be satisfied that compliance with safer recruitment practices is embedded within the school. Individual development and ongoing training for governors is critical to effectively deliver in this role. There needs to be one or more governors who are suitably trained.

The LGB need to be aware of relevant policies for staff appraisal and development, complaints, whistleblowing, capability and disciplinary procedures. These are to be reviewed, in conjunction with other LGBs, and amendments to the trust policy or any local variations needs to be submitted to the Board for approval.

Information about staffing and personnel should be part of the report from the head of school to the LGB, but may need to be confidential in respect of information available to staff governors.

Health and Safety is the responsibility of the Trust. The LGBs need to ensure that schools are safe places for pupils, staff and visitors. Site walks with the premises manager, head of school and a designated governor or governors should take place termly. Reports back to the LGB should be focussed on risks, changes and development proposals. These should all have time frames set out and key responsibilities identified as part of the report. These can then be monitored for effective delivery of the key elements.

The minutes of the Resource Committee and any reports should be available to the full LGB, and Trust if so required.

The minutes should identify actions, responsibilities and key dates for completion. Issues that are effectively standing items on agendas should be reviewed to see what actions are required.

**The Resources Committee is entitled to seek advice and information from school staff and from the Trust in order to be effective in decision-making and future planning. Information should be provided from within school and external advice and reports may be required e.g. Fire and Safety.**

# School Finance – Boards and Local Governing Bodies - an overview

## Financial Responsibility

***Section 12 – School finance***

*1. This section explains the financial responsibilities of governors. Section 12.2 provides*

*information about financial requirements for academies.*

***12.1 Efficiency and value for money***

*2. In schools, ‘value for money’ means achieving the best education for children in*

*relation to budget spent on the school. There is a wide range of tools available to*

*support boards achieve value for money from a school’s resources.*

***3. NCTL workshops for governors***

*3. NCTL has licensed the delivery of training workshops for governors on understanding*

*and driving up financial efficiency in schools.*

***4. Benchmarking***

*The department provides schools’ spending data annually in the performance tables.*

*The data is grouped into categories of income and expenditure alongside measures of attainment. This allows schools, parents and the wider public to compare how schools spend their money with the outcomes they achieve.*

***Procurement***

*5. As well as complying with basic procurement rules, all schools should ensure they are getting the best deal when buying goods and services.*

***School business managers***

*6. Skilled school business managers (SBMs) have a big impact on the effective financial management of a school. They save headteachers’ and teachers’ time and help to ensure that resources are deployed effectively.*

***Collaboration***

*7. Schools working together have greater opportunities to generate efficiencies as they can pool funding, purchase services jointly and share staff, functions, facilities and technology across sites. Collaboration can also help schools raise standards and maintain local provision.*

***12.2 Financial requirements for academies***

*8. Academy trustees have wide responsibilities to ensure their trust assets and funds are used only in accordance with the law, articles of association, funding agreement and the Academies Financial Handbook . Trustees have wide discretion over their use of funds, and are responsible for the proper stewardship of those funds by exercising reasonably discretion by ensuring value for money, regularity and propriety on all transactions and in all decision-making. EFA and independent auditors will look at academies to gain assurance over the regularity and propriety of spending. The Accountability system statement explains the system of accountability for schools in detail.*

*9. It is a requirement of all academy trusts’ funding agreements to follow the Academies*

*Financial Handbook, which sets out expectations on governance and financial oversight, alongside a structure of delegated authorities. Trustees should understand the Academies Financial Handbook in detail, and be aware of the Charity Commission’s guidance The essential trustee: what you need to know, what you need to do (CC3) and Internal financial controls for charities (CC8).*

*10. Academy trusts have a number of other characteristics, which distinguish their financial management arrangements from those of local authority maintained schools, meaning that they:*

*• must appoint a senior executive (usually the principal in a single academy trust and the chief executive in a multi-academy trust) as accounting officer (AO) who will carry an overriding and personal responsibility for the proper stewardship of public funds, including the securing of value for money, regularity and propriety. ;*

*• must appoint a chief financial officer to act as the trust’s finance director, business manager or equivalent;*

*• are responsible, through their board of trustees and AO, for all financial transactions within delegated authority limits set out in the Academies Financial Handbook;*

*• must establish a control framework and establish processes to provide assurance over the suitability of, and compliance with, its financial systems and internal controls; this includes the establishment of an audit committee or a committee which fulfils the functions of an audit committee, depending on trust income level;*

*• must, because academies are publicly funded bodies and part of central government, participate in annual accounts consolidation exercises;*

*• must approve a balanced budget each financial year;*

*• must refer potentially novel and contentious transactions to EFA for explicit prior authorisation;*

*• must maintain a register of interests, publishing as a minimum on their websites, the relevant business and pecuniary interests of members, trustees and local governors;*

*• must appoint a registered statutory auditor and prepare annual financial statements in line with EFA’s Academies Accounts Direction. The AO must also complete and sign a statement on regularity, propriety and compliance each year as part of the audited financial statements;*

*• can be subject to a published Financial Notice to Improve where weaknesses in governance or financial management are identified.*

*11. The academy trust must ensure that it has adequate insurance cover in compliance with its legal obligations or has opted into the academies risk protection arrangements (RPA). Not all risks are covered in the RPA (e.g. motor vehicles).*

***12.2.1 Liabilities***

***12.5 Charging for school activities***

*36. Boards and local authorities cannot charge for admission to a state funded school or for the provision of education, subject to the limited exceptions referred to in the Charging for school activities advice and supporting legislation. Schools may also invite voluntary contributions for some activities, if they make clear that the contributions are voluntary and that the child’s participation in the activity is not dependent on whether or not the parent contributes. No charge can be made unless the board or local authority has drawn up a charging and remissions policy, which must be made available to parents on request.*

*37. Academies are required through their funding agreement to comply with the law on*

*charging for school activities.*

***12.5.1 School minibuses***

*38. Schools may only charge for transport in their minibuses if they hold a permit issued*

*under section 19 of the Transport Act 1985.*

***12.6 Payments to governors***

*40. School governance in England is rooted firmly in the principle of voluntary service.*

*The government is committed to maintaining and promoting this principle for governors of both academies and maintained schools. This is in line with charity law and corporate governance practice in other parts of the public sector.*

*41. There are limited, specific, circumstances in which individuals serving as governors can receive payments from their school. However, this should only take place where it is clearly in the best interests of the school or academy.*

***12.6.1 Governor allowances and expenses***

*44. Boards in academies are free to determine their own policy on the payment of allowances and expenses.*

***12.6.2 Payment for serving as a governor***

*45. Paying governors for their role as a governor is subject to very specific legal restrictions.*

*Should the issues of potential payment arise it is essential to consider each case individually and refer to the legal requirements and it would be sensible to take legal advice about the specific issue.*

***12.6.3 Payment for services***

*53. In both maintained schools and academies it is legal for boards to pay for goods and/or services, including those provided by an individual who is also serving as a governor, although the individual must not put themselves in a position where their personal interests conflict with their duty unless they are authorised to do so.*

*54. The department places very clear expectations on academy trust boards in how they should manage any conflicts of interest. It is essential that all contracts and arrangements for payments of good and/or services follow proper procurement processes. In addition, where a contract is awarded to an academy member, trustee or a party connected to them the service/goods must be provided at cost and no profit is allowed to be made.*

***12.7 Responsibilities of charity trustees***

*56. Academies, sixth-form colleges, voluntary and foundation schools are ‘exempt charities’. Unlike most other charities, schools that are charities do not have to register with the Charity Commission because they are exempt. As the principal regulator, the department monitors charitable schools to make sure that they comply with charity law. Governors of charitable schools must make sure that they:*

*• comply with requirements in the governing document;*

*• act responsibly and in the interests of the charity and its beneficiaries (who will be specified in the governing document);*

*• manage any conflicts of interest; and*

*• exercise reasonable care and skill, taking professional advice where necessary.*

***8.8.3 Safe recruitment procedures***

*48. A key aspect of safeguarding is the vetting of applicants and prospective volunteers working with children to ensure they are not unsuitable. Guidance about these requirements is set out in Section 9.1.3 and in Keeping children safe in education.*

*49. The statutory guidance ‘Disqualification under the Childcare Act 2006’ provides information to help schools and local authorities to understand their responsibilities under the Childcare Act 2006 where staff are working in childcare provision in schools.*

***Employment law and appointing staff***

*9.1 Appointing staff*

*9.1.1 Appointing a headteacher*

*9. Appointing a headteacher is a pivotal decision in the life of a school. It is crucial that*

*a board has the skills it needs to carry out a thorough and effective selection process.*

*Governors may need to seek help or training, for example, on good interviewing techniques or on how to secure meaningful and accurate references.*

***Section 9***

***Staffing 9.1***

*Appointing staff*

*9.2 Statutory induction for newly qualified teachers (NQTs)*

*9.3 Teacher qualifications*

*9.4 Teacher and headteacher appraisal*

*9.5 Pay and conditions of service*

*9.6 Discipline, grievance and capability procedures*

*9.7 Referring cases to the NCTL and Disclosure and Barring Service*

*9.8 Trade unions and disputes with staff*

*9.9 Teachers’ Pension Scheme (TPS)*

*9.10 The Local Government Pension Scheme*

***11.1 Day-to-day control of school premises***

*1. Academy trusts are responsible for the day-to-day running of the school land and buildings and health and safety of the pupils.*

# Individual Governor Roles

## Provision; Linked with Teaching and Learning, Outcomes, Standards and Progress

**Quality of the Curriculum Offer**

*Section 6*

*Curriculum*

*The law says that the school curriculum should be balanced and broadly based, and should:*

*• promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and*

*• prepare pupils at the school for the opportunities, responsibilities and experiences of later life.*

*Responsibility for the curriculum in state schools is shared between the headteacher and the board*

Ofsted expect to see challenge from governors about pupil progress. To be effective the questions need to be objective, responses need to be backed up with data.

Any groups of children who are not performing as well as hoped need to be identified and their progress specifically tracked. What measures are in place?

Are high achievers really doing as well as they could be? How is this monitored?

**Pupil/student progress**

• How well are we doing? Local and national standards to be considered.

• How do we compare?

• What does the data tell us?

• What is the attainment proﬁle of different groups of pupils/students?

• How well do all subject areas perform?

• Are we setting challenging targets?

• What other achievements do we value?

• What are our strengths?

• Where do we need to improve?

• What do our past pupils achieve/go on to do with their lives?

• Do we celebrate success?

**Curriculum monitoring and review**

* Are we meeting statutory requirements?
* Are we providing a relevant curriculum?
* Is our curriculum accessible by all pupils/students?
* Are we well informed about all subjects and do we receive regular information from heads of departments/co-ordinators?
* Are we providing enrichment and varied extra-curricular activities?
* How well is preparation, planning and assessment (PPA) time covered and used?
* Do we provide adequate study support?
* How is ICT used to maximise educational opportunity?
* Are standards of achievement rising – if not why not (contextual information)?
* Do pupils/students receive their full entitlement of 190 days of teaching?
* What changes to government monitoring are pending?
* Do we need to change our delivery and teaching methods to comply with wider new standards or expectations?

# Pupil Premium

These questions come from a toolkit that accompanies Ofsted’s Pupil Premium report (January 2013).

1. Have leaders and governors considered research and reports about what works to inform their decisions about how to spend the Pupil Premium?

2. Do governors know how much money is allocated to the school for the Pupil Premium? Is this identified in the school’s budget planning?

3. Is there a clearly understood and shared rationale for how this money is spent and what it should achieve? Is this communicated to all stakeholders including parents?

4. Do governors know how the school spends this money? What improvements has the allocation brought about? How is this measured and reported to governors and parents via the school’s website?

5. If this funding is combined with other resources, can governors isolate and check on the impact of the funding and ascertain the difference it is making?

6. Do governors know whether leaders and managers are checking that the actions are working and are of suitable quality?

A. Do the school’s improvement/action plans identify whether there are any issues in the performance of pupils who are eligible for the Pupil Premium?

B. Do the actions noted for improving outcomes for Pupil Premium pupils:

- give details of how the resources are to be allocated?

- give an overview of the actions to be taken?

- give a summary of the expected outcomes?

- identify ways of monitoring the effectiveness of these actions as they are ongoing and note who will be responsible for ensuring that this information is passed to governors?

- explain what will be evaluated at the end of the action and what measures of success will be applied?

1. Is the leader responsible for this area of the school’s work identified?

2. How do governors keep an ongoing check on these actions and ask pertinent questions about progress ahead of any summary evaluations?

3. Are the progress and outcomes of eligible pupils identified and analysed by the school’s tracking systems? Is this information reported to governors in a way that enables them to see clearly whether the gap in the performance of eligible pupils and other pupils is closing?

A. Does the summary report of RAISEonline show that there are any gaps in performance between pupils who are eligible for free school meals and those who are not at the end of key stages?

B. Do the school’s systems enable governors to have a clear picture of the progress and attainment of pupils who are eligible for the Pupil Premium in all year groups across the school, not just those at the end of key stages?

C. If there are gaps in the attainment of pupils who are eligible for the Pupil Premium and those who are not, are eligible pupils making accelerated progress – are they progressing faster than the expected rate – in order to allow the gaps to close? Even if all pupils make

expected progress this will not necessarily make up for previous underperformance.

D. Is the school tracking the attendance, punctuality and behaviour (particularly exclusions) of this group and taking action to address any differences?

Overall, will governors know and be able to intervene quickly if outcomes are not improving in the way that they want them to?

# Safeguarding

The role of the Safeguarding governor is to ensure that relevant policies are up to date, that the school is fulfilling the obligations to ensure that vulnerable children are protected, that any concerns are properly reported and that LAC children are properly monitored and care for in school.

The role should include liaison with the teacher with specific responsibility for safeguarding, but this is to have an overview of the effective implementation of policy, to understand any resource issues and be in a position to take recommendations back to the LGB or Trust as necessary. It should not be an operational role, individual children should not be identified – unless there are exceptional reason which should then be recorded as such.

Having an oversight of implementation of any reviews and recommendations, ensuring that there is a Senior Designated Person in the required role. Checking staff training and development meets requirements and that policies are communicated with staff.

Attending basic safeguarding training every three years is an important element of the role.

Being aware of how to mange allegations against staff and pupils in the school setting, and ensuring that policies are adhered to in the event of an investigation. These functions are closely tied to an HR role and external advice should be sought as required.

## LAC Children

*52. Boards of all maintained schools are required to appoint a designated teacher to promote the educational achievement of looked after children who are on the school roll . Academies are under an obligation to do this through their funding agreements.*

*Statutory guidance on the roles and responsibilities of designated teachers is available online.*

*53. Boards must ensure, as a minimum, that:*

*• a designated teacher is appointed;*

*• the teacher undertakes appropriate training;*

*• it considers an annual report from the designated teacher; and*

*• it acts on any issues that the report raises.*

*54. Regulations specify that the role should be carried out by:*

*• a qualified teacher, within the meaning of section 132 of the Education Act 2002, who has completed the appropriate induction period (if required); or*

*• the headteacher or acting headteacher at the school.*

*55. All looked after children have a personal education plan (PEP) as part of the care plan that is drawn up by the local authority that looks after them. The PEP forms part*

*of the child’s education record.*

***8.8*** Safeguarding and promoting the welfare of pupils

***8.8.1 General duty***

*37. Section 175 of the Education Act 2002, and regulations under section 157 relating to safeguarding pupils in Independent Schools (including academies), place a duty on the boards of maintained schools, and academy trusts, to have arrangements in place to ensure that they:*

*• carry out their functions with a view to safeguarding and promoting the welfare of children; and*

*• have regard to the statutory guidance issued by the Secretary of State in considering what arrangements they need to make for the purpose of that section.*

*38. The statutory guidance, Keeping children safe in education, places statutory requirements on all boards. Boards must ensure their schools have effective safeguarding policies and procedures in place that take into account local risks, any statutory guidance issued by the Secretary of State, any local authority guidance and locally agreed inter-agency procedures.*

*39. Educational settings have a central role to play in the early identification of any welfare concerns about a child, additional needs they might have and indicators of possible abuse, neglect or other safeguarding concerns.*

***8.8.2 Allegations made against staff and volunteers***

*42. Employers have a duty of care to their employees. Boards should make sure that the school provides effective support for anyone facing an allegation. They must also provide them with a named contact within school if they are suspended. Where an allegation is made, the headteacher or chair of governors should discuss the case with the Designated Officer (DO) immediately. This initial discussion allows both parties to consider the nature, content and context of the allegation and agree an appropriate course of action.*

*43. Part 4 of Keeping children safe in education sets out the procedures all schools must have in place for dealing with allegations.*

*44. Schools should ensure that all staff understand, and their procedures make clear, that all allegations should be reported straight away, normally to the headteacher.*

*The procedures should also identify the person, often the chair of governors, to whom reports should be made in the absence of the headteacher, or in cases where the headteacher themselves are the subject of the allegation or concern. Schools should make available to staff the contact details for the DO responsible for providing advice and monitoring cases.*

*45. Chairs are expected to work with the headteacher (unless the allegation concerns the headteacher) and DO to confirm the facts about individual cases. They are also expected to reach a joint decision on the way forward in each case. Chairs have a key role in deciding courses of action, including disciplinary action, in those cases where a criminal investigation may not be required. In cases where allegations have been found to be substantiated, the chair should work with the DO and headteacher to determine whether there are any improvements to be made to the school’s procedures or practice to help prevent similar events in the future.*

*46. It is helpful if all board members have training about safeguarding, whether the board acts collectively or an individual member takes the lead. This will make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.*

*47. Boards should make sure that a senior member of the school’s leadership team is designated to take lead responsibility for dealing with safeguarding issues; providing advice and support to other staff; liaising with the local authority; and working with other agencies.*

# Inclusion

The role of the SEN and Inclusion governors is to ensure that there is compliance in school with the requirements of the Code of Practice 2015 and other relevant guidance and legislation. It is strategic and not operational, and individual children should not be identified except in exceptional circumstances.

There’s certain basic information that every SEN Governor should know:

* how the school identifies children with SEN – make sure you understand how the school identifies a pupil with SEN and what happens once a pupil has been identified;
* how SEN money from is allocated and spent for all pupils with SEN in your school;
* ensure that the school’s SEN information report is reviewed annually, that it has been made available on the website
* provision reflects the changing needs of the school, its circumstances, and the law; and
* develop good relationships in the school – developing good relationships with the key people involved in the school is essential. It’s particularly important to get to know the head and the SEN coordinator (SENCO).

The list of requirements on schools as set out in the Handbook gives more detail about what the SEN governor needs to be advised of by the SENCO or others in the school.

*6.4 Children with special educational needs (SEN)*

*33. Legally, a child or young person is defined as having SEN if he or she has a learning*

*difficulty that calls for special educational provision to be made for him or her. A learning difficulty means that the child or young person has significantly greater difficulty in learning than most of their peers, or a disability that prevents or hinders him or her from making use of educational facilities of a kind generally provided for children or young people of the same age in schools within the area of the local authority.*

*6.4.1 Responsibilities of the board with regard to SEN*

*34. Boards of maintained schools and academy trusts have legal duties in relation to pupils with SEN.*

*35. In practice, the functions these duties require of the board can be delegated to a committee, an individual governor or to the headteacher; although the responsibility is still with the board itself to ensure that the functions are carried out. It should decide, with the headteacher, the school’s general policy and approach to meeting children and young people’s SEN, including those with and without SEN statements or Education, Health and Care (EHC) plans. Statements and EHC plans are documents drawn up by local authorities that set out a child or young person’s SEN and the provision that must be made for the child or young person to meet those needs.*

*36. The board must set up appropriate staffing and funding arrangements and oversee the school’s work. The general duties of boards and the ‘responsible person’ are set out in paragraphs 1:24 to 1:38 and Chapter 6 of the Special Educational Needs and Disability Code of Practice 0-25 (January 2015).*

*38. In summary, maintained schools and academy trusts have the following legal duties under the Children and Families Act 2014. Academies must also meet these requirements by virtue of their funding agreement. They must:*

*• use best endeavours in exercising their functions to ensure that the necessary special education provision is made for any pupil who has SEN;*

*• ensure that parents or young person are notified by the school when special educational provision is being made for their child, because it is considered that he or she has SEN;*

*• make sure that the responsible person makes all staff likely to teach the pupil aware of the pupil’s SEN;*

*• make sure that the teachers in the school are aware of the importance of identifying pupils who have SEN and of providing appropriate teaching;*

*• ensure that there is a qualified teacher designated as special educational needs co-ordinator (SENCO) for the school. A newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment;*

*• consult the local authority and the boards of other schools when it seems necessary to co-ordinate special educational teaching in the area;*

*• ensure that pupils with SEN join in the everyday activities of the school together with children without SEN, as far as is compatible with them receiving the necessary special educational provision; the provision of efficient education for all other pupils; and the efficient use of resources;*

*• take account of the ‘SEN and Disability Code of Practice’ when carrying out their duties towards all pupils with SEN;*

*• where a local authority or the First-tier Tribunal (Special Educational Needs and Disability) names a maintained school as the school the child will attend on an SEN statement or Education and Health Care Plan, the board must admit the child to the school. Before naming a maintained school on a statement, the local authority must consult the board of the school (see below);*

*• cooperate with the local authority in developing the local offer;*

*• ensure the school produce and publish online its School SEN Information Report in accordance with section 69 of the Children and Families Act 2014; and*

*• ensure the school has arrangements in place to support children with medical conditions (section 100 Children and Families Act 2014).*

*39. The responsible person is generally the headteacher, but may be the chair of the board or a governor appointed by the board to take that responsibility. If the responsible person is the headteacher, it is advisable to have one other governor with an interest in SEN.*

*40. In accordance with the Equality Act 2010, boards are also under a duty to make reasonable adjustments to any provision, criterion or practice to avoid disabled pupils being put at a substantial disadvantage compared to non-disabled pupils.*

*Boards providing auxiliary aids and services is part of the ‘reasonable adjustments’ duty. Technical guidance on schools’ reasonable adjustments duty is available from the Equality and Human Rights Commission.*

***6.4.2 Admission of pupils with SEN: duties of Admission Authorities (including boards)***

*41. The ‘School Admissions Code’ makes clear that all children and young people whose statement of SEN or EHC plan names the school, must be admitted. The admission of pupils with SEN but without statements or EHC plans should be handled in the same way as for all other pupils.*

# Culture and Christian Ethos

This will involve the designated governors taking a direct interest in the culture and ethos of the school. As a Church School it is particularly important that the Foundation style appointed governor is willing to work closely with the school staff responsible for developing and ensuring that the nature of the school reflects the principles of the Church of England.

The role shall also require liaison with the local incumbent and with the Diocese as required.

Ensuring that children at the school receive a broad based education that enables them to become responsible citizens in later life will be relevant to this role also.

Taking advice and support from the Diocese is important in this particular role.

Guidance in about the

***6.1.2 Cultural Education***

*9. It is a legal requirement for both maintained schools and academies to promote the*

*cultural development of their pupils through the spiritual, moral, cultural, mental and*

*physical development education requirements.*

***6.1.3 Sex and relationship education***

*15. All boards should reassure themselves that the school has a written statement of the*

*policy they adopt on sex education and make it available to parents.*

***6.1.6 Collective Worship***

*Religious character may be identified within the Articles and Funding Agreement.*

***8.8.4 The Prevent Duty***

*50. From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-*

*Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.*

# Outcomes, Standards and Progress

## EYFS

The nominated governor who takes a special interest in the EYFS can help to ensure that relevant issues remain high on the school’s agenda.

The role provides a link between the governing body, and the staff of the school and ultimately the Trust.

To fulfil the role it is necessary to be aware of current policy and practice for teaching in EYFS:-

* ensuring that all governors are familiar with the EYFS framework and requirements
* with the head of school and EYFS leader reporting to the LGB about how the EYFS is being applied in school
* supporting and promoting the involvement of parents in EYFS.

As the EYFS Governor, you should consider:-

* attending some of the whole-school training days devoted to EYFS;
* meet with the EYFS coordinator once a term to discuss how the strategy is going in the school
* talk to the head from time to time about EYFS issues
* use termly visits to the school to talk with teachers and see some daily lessons.

*6.3 The early years foundation stage (EYFS)*

*32. The EYFS sets out requirements for both learning and development, and safeguarding and welfare provision for children from birth to five. It is mandatory for all providers. This includes maintained schools, academies and all providers on the Early Years Register. The EYFS includes requirements for a number of policies and procedures that may be needed by schools, and boards of establishments delivering the EYFS should reassure themselves that, where such policies and procedures are required, they are in place.*

# Behaviour and Welfare

This role requires the governor to ensure that the school has appropriate policies in place to promote pupil welfare, and also to ensure that the policies are effective and active. Policies that set out expectations on pupils, staff and visitors to school are important. Anti bullying, behaviour and exclusions policies should be in place and subject to review in line with the Trust aims and values as well as national guidance and legal requirements.

How the school works with the more vulnerable members of the school community is very important. Pupils with medical conditions need to be properly considered, relationships between school, social care and health should be reviewed.

All policies should be reviewed regularly and tested for effectiveness.

Any issues that school staff have about provision, inter a contact should be raised with this governor at LGB level and pursues if need be by the Trust.

Information about behaviour, exclusions and welfare issues should not identify individual children unless there are exceptional circumstances.

***Section 8 – Pupil wellbeing***

***8.1 Promoting the general wellbeing of pupils***

*1. The Education and Inspections Act 2006 places a duty on boards of maintained schools to promote wellbeing. ‘Wellbeing’ is defined in the Children Act 2004 as:*

*• physical and mental health and emotional wellbeing;*

*• protection from harm and neglect;*

*• education, training and recreation;*

*• the contribution children make to society; and*

*• social and economic wellbeing.*

***8.3*** Behaviour and discipline

*7. An academy trust must make sure that a written policy is drawn up and carried out that promotes good behaviour among pupils and defines the sanctions to be adopted where pupils misbehave.*

*9. The board must also make, and periodically review, a written statement of principles to help the headteacher determine the measures that make up the school’s behaviour policy.* ***This duty cannot be delegated****.*

***8.3.2 Excluding pupils***

*13. An explanation of boards’ legal duties in relation to exclusion, as well as statutory guidance on performing these duties, are provided in ‘Exclusion from maintained schools, Academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion’.*

*14. The board has key responsibilities in relation to reviewing the headteacher’s exclusion decisions and must arrange suitable full-time education for excluded pupils from the sixth school day of fixed-period exclusion.*

*15. Academy trusts are also responsible for arranging an independent review panel to consider permanent exclusions, where requested by parents. For maintained schools, this duty rests with the local authority.*

*16. Boards have a wider role to hold headteachers to account for the lawful use of exclusion. Exclusion must be for disciplinary reasons and all exclusions must be done in line with the legal requirements. Where a pupil is removed from the school premises without being excluded there needs to be a lawful basis for this decision, for example, under the powers of a maintained school to direct a pupil offsite to improve their behaviour (Section 8.3.1).*

***8.6.2 Pupils unable to attend school through ill health***

*26. The duty to provide suitable education for children of compulsory school age who cannot attend school due to illness or injury (alternative provision) rests with local authorities. All schools, including academies, have a key role in ensuring that children on their roll with medical needs also receive a good education. They should involve the relevant local authority immediately when it is clear that a pupil’s health will prevent them from attending school for 15 days or more.*

***8.6.3 Supporting pupils in school with additional health needs***

*27. Some pupils have additional health needs and may require medicines, adaptations or support to keep well. Boards must oversee the development of policies that cover their own circumstances. Having an additional health needs policy (or including information in health and safety and/or SEN policies) helps ensure consistent arrangements are in place. Where the school is the employer the board will be directly responsible for the policy. For other schools, the local authority will usually delegate the responsibility. The policy should address emergency procedures, training, supervision, record keeping, including storage and disposal. It should also set up a named staff member to coordinate health care needs and to link with parents.*

***8.6.5 Pupils with disabilities and special educational needs (SEN)***

*29. The board must reassure itself that the school prepares and implements an accessibility strategy to improve the physical environment of the school for pupils with disabilities and SEN. This should include consideration of particular health and safety needs on the school premises and how these can be met.*

*30. Boards providing extended services must also consider their duties under the Equality Act 2010. In particular, whether proposed extended services affect their functions and responsibilities towards their pupils, the users of these services or their employees. When services are provided by a third party on schools’ premises, either independently of the school or on behalf of the school, boards should establish who would be regarded as the service provider with the responsibility to make ‘reasonable adjustments’ and/or access improvements for disabled users, pupils or employees.*

# Appendix 1 - Governance Handbook - November 2015

## Additional Extracts

The DfE Summary of Governing Boards and their responsibilities

Unless otherwise stated, references to ‘the board’ should be taken to refer to the accountable body. In the case of maintained schools, this will be the governing body and in a single or multi-academy trust (MAT), it will be the board of trustees. Where the responsibilities of the board are discussed, this should be taken to refer to the responsibilities of the accountable body, or in a MAT to any local governing body (LGB) or other committee to which the board has delegated responsibility (but not accountability) for the governance function in question.

References to ‘governors’ means whomever is responsible for fulfilling governance functions - whether that be the governors of a maintained school, the trustees of an academy or MAT, or the local governors to whom the function in question has been delegated within a MAT. However, when specific reference is made to particular governance roles in an academy context the term ‘trustee’ will be used for those on the board of the trust and ‘local governor’ for those on a LGB. References to academies include free schools, university technical colleges (UTCs) and studio schools.

All boards, whether in the maintained or academy sector and no matter how many schools they are responsible for, have three core functions:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and

3. Overseeing the financial performance of the school and making sure its money is well spent.

The core features of effective governance also apply at any scale and in any context, and are common to good governance practice in the charity and corporate sectors. They include the importance of the board having:

• The right people with the necessary skills, time and commitment, and sufficient diversity of perspectives to ensure internal challenge, all actively contributing in line with clearly defined roles and responsibilities under an effective chair and an explicit code of conduct, and with active succession planning;

• Clear governance structures with tightly defined remits, particularly in relation to functions delegated to committees or other bodies;

• Clear separation between the strategic and operational in terms of the role of the board and its school leaders;

• A positive relationship between the board and its school leaders enabling robust constructive challenge on the basis of a good understanding of objective data particularly on pupil progress, staff performance and finances;

• The support and advice of an independent and professional clerk and, in the case of academies, company secretary;

• Robust processes for financial and business planning and oversight and effective controls for compliance, propriety and value for money; and

• Processes for regular self-evaluation, review and improvement including; skills audits, training and development plans, and independent external reviews as necessary.

## Strategic Planning

Boards are the key strategic decision-making body of every school. It is their role to set the school’s strategic framework and to ensure all statutory duties are met.

The board should ensure that the school has a clear vision – which it may be helpful to articulate in a specific written vision statement. This should include ambitions for current and future pupils, as well as for the school’s relationship with other schools. For multi-academy trusts (MATs), the vision should set out the level of ambition they have for future growth.

The board should make sure there is a strategy in place for achieving this vision.

High Expectations

Foundation role to promote the ethos and founding documents

British values Equality Act

Power to suspend any governors (contrary to company law) contrary to ethos of school

Extremism - contact Counter Extremism team 0207 340 7264 - counter.extremism@education.gsi.gov.uk

## Holding Headteacher to account

11. Headteachers are responsible for the internal organisation, management and control of schools. It is their job to implement the strategic framework established by the board. Boards should work to support and strengthen the leadership of the headteacher or executive headteacher, and hold them to account for the day-to-day running of their school(s), including the performance management of staff. Boards should play a strategic role, and avoid routine involvement in operational matters. They should focus strongly on holding the headteacher to account for exercising their professional judgement in these matters and all of their other duties.

12. However, since the board is responsible in law for the school, it may need to intervene in operational matters if a circumstance arises where, because of the actions or inactions of the headteacher, the school may be in breach of a duty if the board did not intervene. Having advised the board, the headteacher must comply with any reasonable direction given by it.

Good use and understanding of data is critical

Performance management of head (and SLT)

## 2.2.2 Asking the right questions

16. Effective boards hold their headteacher and other senior school leaders to account for improving pupil and staff performance by asking the right questions. It is essential that boards use and are familiar with specific data about their school to help inform these questions (see Sections 2.3 and 2.4 for more information). This might include asking:

• Which groups of pupils are the highest and lowest performing, and why? Do school leaders have credible plans for addressing underperformance or less than expected progress? How will we know that things are improving?

• How is the school going to raise standards for all children, including the most and least able, those with special educational needs, those receiving free school meals, boys and girls, those of a particular ethnicity, and any who are currently underachieving?

• Which year groups or subjects get the best and worst results and why? How does this relate to the quality of teaching across the school? What is the strategy for improving the areas of weakest performance?

• Is the school adequately engaged with the world of work and preparing their pupils for adult life, including knowing where pupils go when they leave?

• How is the school ensuring that it keeps pupils safe from, and building their resilience to, the risks of extremism and radicalisation? What arrangements are in place to ensure that staff understand and are implementing the Prevent duty?

• Are senior leaders including (where appropriate) the chief executive and finance director getting appropriate continuous professional development?

Does the school have the right staff and the right development and reward arrangements? What is the school’s approach to implementation of pay reform and performance related pay? If appropriate, is it compliant with the most up to date version of the School Teachers’ Pay and Conditions Document? How is the school planning to ensure it continues to have the right staff?

• Have decisions been made with reference to external evidence, for example, has the Education Endowment Foundation (EEF) Toolkit been used to determine Pupil Premium spending decisions? How will the board know if current approaches are working and how will the impact of decisions and interventions be monitored using appropriate tools such as the EEF DIY Evaluation Guide?

• Are teachers and support staff being used as effectively and efficiently as possible and in line with evidence and guidance?

• To what extent is this a happy school with a positive learning culture? What is the school’s record on attendance, behaviour and bullying? Are safeguarding procedures securely in place? What is being done to address any current issues, and how will it know if it is working?

• How good is the school’s wider offer to pupils? Is the school offering a good range of sports, arts and voluntary activities? Is school food healthy and popular?

• Is the school encouraging the development of healthy, active lifestyles by using the PE and sport premium for primary schools to fund additional and sustainable improvements to the provision of PE and sport?

• How effectively does the school listen to the views of pupils and parents?

**2.3** Overseeing financial performance

19. The board’s third core function is to make sure money is well spent. It should do this by ensuring it has at least one governor with specific, relevant skills and experience of financial matters. However, all governors should ideally have a basic understanding of the financial cycle and the legal requirements of the school on accountability and spend. This is important in all schools, but particularly important in MATs or large schools or federations. Their larger budgets make it even more critical that the board not only oversees delivery of the best possible education for pupils, but also provides robust corporate governance to ensure the viability and efficiency of the organisation through effective business and financial planning.

20. Asking the right questions is equally important in relation to money as it is to educational performance. Appropriate questions might include:

• Are resources allocated in line with the school’s strategic priorities?

• Does the school have a clear budget forecast, ideally for the next three years, which identifies spending opportunities and risks and sets how these will be mitigated?

• Does the school have sufficient reserves to cover major changes such as re-structuring, and any risks identified in the budget forecast?

• Is the school making best use of its budget, including in relation to planning and delivery of the curriculum?

• Does the school plan its budgets on a bottom up basis driven by curriculum planning (i.e is the school spending its money in accordance with its priorities) or is the budget set by simply making minor adjustments to last year’s budget to ensure there is a surplus?

• Are the school’s assets and financial resources being used efficiently?

• How can better value for money be achieved from the budget?

## Establishing Effective Boards

**3.1 Constitution of Board**

Boards must be effective

Committees or panels can be established specifically for these purposes, to which non-board members may be appointed, and/or a committee may be established as a joint committee with another school.

Boards should therefore develop a skills-based set of criteria for governor selection and recruitment which can also be used to inform ongoing self-evaluation and governor training.

Meaningful and effective engagement with parents, staff and the wider community is vital, and not achieved by the presence of various categories of governor on the board…Stakeholder engagement is an important, but distinct, activity for which boards will need to assure themselves that appropriate structures and arrangements are in place.

8. …it is for whoever is appointing the governor to be confident that they have the necessary skills, including the willingness and ability to learn and develop as a governor. To make an informed decision on the matter an interview or detailed discussion will need to take place with each prospective candidate, with references (oral or written) taken as necessary and appropriate. Boards and others responsible for nominating or appointing governors should make use of all available channels to identify suitable governors. Where governors are elected, every effort should be made to inform the electorate about the role of a governor and the specific

9. Only to be on one board - It is likely that only in exceptional circumstances will an individual have the capacity to serve effectively on more than two boards – but this is rightly a matter for the board and/or other appointing body to decide.

10. Role is not operational - For example, a governor with financial expertise should use their skills to scrutinise the school’s accounts, not to help prepare them.

11. Succession planning and moving - suggested x2 terms of office

12. Close relationship with school important but also some objectivity

13. Delegation to committees and individual governors can be helpful - but no stat obligation

14. Protected if acting in good faith – liability to board not individual members

**WHO SHOULD BE ON THE BOARD?**

Skill set is important

Commitment to improving outcomes for children

Good interpersonal skills

Numeracy skills to understand basic data

Developing skills sets, data, finance and budgets important

DBS checking

Time off work – recommended!!

Induction and Training

Development budget

Clear expectations

Training and dev, time

Vice chair or other governor responsible for ensuring governor training and CPD with assistance of clerk

Skills audit annually

Succession planning

3.4 Transparency - In the interests of transparency, all boards should publish on their school website up-to-date details of their governance arrangements in a readily accessible format

# External Reviews of Governance

Section 7 – Board Improvement and Inspection

7.1 Self-evaluation

1. Boards should regularly evaluate their own effectiveness. As explained in departmental advice for maintained schools, the chair has a particular responsibility for ensuring the effective functioning of the board. Good chairs also ask for regular feedback from their board to improve their own effectiveness and have an annual conversation with each governor to discuss the impact of their contribution to the work of the board.

2. Academy trusts producing audited accounts for the first time, for example newly converted academies, must set out in the governance statement published within the annual accounts, details of what they have done in their first year to review and develop their governance structure and the composition of the board of trustees.

Established trusts should also include in their annual accounts an assessment of the trust’s governance, including a review of the composition of the board in terms of skills, effectiveness, leadership and impact.

**7.2 External Reviews of Governance**

4. An objective independent external review of the effectiveness of the board can be a more powerful diagnostic tool. This is particularly important before the board undertakes any significant change – such as conversion to academy status or before a MAT grows significantly. Advice on commissioning and conducting an external review has been published by the NCTL.

5. Where governance is judged by Ofsted to be ineffective, inspectors will include an external review of governance in their recommendations. This will help the school to identify how this aspect of leadership and management may be improved.

6. It is crucial that a board takes this recommendation for an external review as a wakeup call and moves promptly and decisively to commission a high quality independent review and act upon its plan of SMART actions to improve its effectiveness. To inform the focus of the external review, governors should use their attendance at the end of inspection feedback meeting to make sure they understand the reason(s) the external review of governance was recommended and the specific weaknesses inspectors have identified.

7. It is for the board to decide how the external review will take place, and to commission and pay for it, having regard to the advice published by the NCTL on the form and nature of such reviews. It is essential that boards recognise that an external review of governance should be independent and objective, and not conducted by a “friend” of the board. NCTL, many local authorities, and governor support organisations are able to signpost boards to a growing choice of potential providers that may be commissioned to undertake the review. Such reviews aim to be developmental and do not represent a further inspection.

8. The impact of the external review will be assessed and reported on by inspectors conducting subsequent monitoring visits and the next section 5 inspection. If the board has not undertaken a review by the time of the next section 8 or section 5 inspection, or is not acting on its findings, inspectors may take account of this when evaluating the progress made by the school and the school’s overall effectiveness. In some cases, this may lead to a school being judged to be inadequate.

9. The statutory guidance for local authorities on schools causing concern tells local authorities to take note of all recommendations made to maintained schools for an external review. This is because the recommendation could potentially signal that there has been a failure of governance that is prejudicing standards, which could in turn warrant the use of a local authority warning notice to improve.

10. Boards do not need to wait for an Ofsted inspection recommendation to seek a review and can arrange an external review of governance at any time to improve the effectiveness of the work of the board.

# Admissions and School Organisation

## Section 10 – Admissions and organisational changes

**10.1 School admissions**

1. The purpose of the School Admissions Code is to ensure that all school places for maintained schools (excluding maintained special schools) and Academies are allocated and offered in an open and fair way. The Code has the force of law, and where the words ‘must’ or ‘must not’ are used, these represent a mandatory requirement.

2. The School Admissions Code is the statutory guidance that schools must follow when carrying out duties relating to school admissions. This handbook is a summary reference but is not a substitute for the full Codes.

**10.1.1 Admissions arrangements**

6. Admission authorities must set admission arrangements annually, notify their local authority and publish the arrangements on their website in accordance with the School Admissions Code.

**10.1.2 Admission appeals**

15. Admissions appeal panels are independent panels set up by admissions authorities in line with the School Admission Appeals Code. They hear appeals against admission decisions. The Appeals Code provides details on appeal procedures and outlines a parent’s or child’s right of appeal. Where a panel finds in favour of the parent or child, the decision is binding on the school.

**10.2 The school day and school year**

18. Academies set their own school day and term dates. The provisions on school sessions do not apply to them. The board will decide the length of the school day, including session times and breaks, taking into account the recommendation of the headteacher. School employers determine the term dates. Maintained schools must open for at least 380 sessions (190 days) in a school year. The school year must begin after July. If a school is prevented from meeting and it is not reasonably practicable for arrangements to be made for it to make up the lost session(s), it can be deemed to have been open for the required 380 sessions.

**10.3 Conversion to academy status**

19. Boards play a pivotal role in deciding whether conversion to academy status is right for their school. The board must pass a resolution confirming its desire to convert to academy status before the school can make a formal application to start the conversion process. Those who appoint any foundation governors must also give their consent before the board can apply.

20. Maintained school boards considering conversion to academy status must consult people that they think appropriate. Schools with a religious designation must also consult their Diocesan Board or relevant religious authority and must secure that body’s consent before submitting an application.

21. Schools can consult in a number of ways such as via a website, newsletters and face-to-face meetings or discussions. It is important that people being consulted are given all relevant information about what is proposed and have a fair chance to respond. There is no set time for carrying out the consultation, although it is useful to have discussions early in the process. The consultation process must be completed before a funding agreement is signed with the Secretary of State.

22. The board must be able to confirm that a consultation has taken place, when it was carried out and that the views obtained were properly considered. Schools do not have to provide documentary evidence of this as part of the academy conversion process but will need to make sure it is available on request.

23. Under equalities legislation, public bodies must have ‘due regard’ to the need to eliminate discrimination, promote equality of opportunity and foster good relations when carrying out their duties. Boards should consider whether they have met the requirements under the Equality Act 2010 or whether any further action needs to be taken in relation to their conversion to academy status.

24. When a school converts to an academy, TUPE legislation entitles staff to transfer under the same employment terms and conditions. The current employer (the local authority in community and voluntary-controlled (VC) schools and the board in foundation and voluntary-aided schools) has a statutory obligation to inform their employees’ representatives (i.e. trade union or elected representatives) that:

• the transfer is to take place;

• the date of the transfer and the reasons for it;

• the legal economic and social implications of the transfer; and

• whether the current employer, or as the new employer, the academy trust, expects to make changes connected to the transfer that will affect the employees’ terms and conditions of employment and, if so, what those changes will be.

25. It is also good practice to provide this information to the employees themselves at an early stage in the process. Employers should consider seeking legal advice to make sure that they can identify the potential implications for employees of the transfer.

26. Where an employer (current or new) decides that changes are to be made to employees’ terms and conditions of employment, it is important to make sure that the process for introducing those changes complies with employment law. This will usually involve consultation both with employees’ representatives and with the affected employees.

**10.3.1 Support for another school**

29. Schools which convert to academy status should work to support one or more other schools, whether maintained schools or academies. Academies can choose what they do to support another school or schools and how they do it, but it must be intended to raise standards. This is a key aspect of the creation of a self-improving school system. The board of an academy has a role in making sure that it delivers its commitment to other schools, however it is done. The board might itself be directly involved in offering support to raise standards of school governance. To keep bureaucracy to a minimum this commitment will not be regularly monitored by the department.

**10.4 Other organisational changes**

30. School type determines the ‘prescribed alterations’ and significant changes that the board can propose. Examples are:

• a change of school type;

• transfer of site or discontinuance of a split site;

• co-educational to single sex or vice versa;

• changes to SEN etc.; or

• school closure (including in order to add, change or remove religious character).

31. Boards are able to make some changes to their school’s size and characteristics without following a statutory process, such as:

• a change of age range of up to 2 years (provided that this does not add a sixth form);

• expanding the school;

• adding boarding provision.

33. Academy trusts can apply to the Secretary of State, via the Education Funding Agency (EFA) to make changes to their existing arrangements.

34. Fast track significant changes – expansions, age range changes (by up to three years), adding boarding provision and amending admissions arrangements in old style funding agreements – do not require a formal business case. Approval from the Secretary of State is still required but the majority of these requests will be approved, provided that adequate local consultation has taken place, financial arrangements are sound, and that appropriate planning permissions have been secured. Guidance on these changes is available on GOV.UK.

# Funding, Capital, Building and Development

**12.8 Schools forums**

58. Each local authority must establish a schools forum. It advises the local authority on the operation of the local Schools Budget. The forum has limited powers to make decisions about central expenditure by the local authority from the schools budget.

**12.9 School premises**

**12.9.1 Ownership of land and buildings**

60. Boards should know who owns the land and buildings from which their school operates. School land is usually owned freehold by the local authority, but leasehold interests are possible and there may be several parcels of land with different ownership arrangements that together constitute the school site. This is especially true of church land.

**12.9.2 Disposal and protection of publicly funded school land**

63. Under Schedule 1 of the Academies Act 2010, the prior consent of the Secretary of State for Education is required to dispose of any land – whether or not it is playing field land.

**Capital Funding**

A bidding process unless a MAT is of a certain size (5 schools and 3000 pupils)

**12.10.2 Basic Need Capital**

70. ‘Basic need’ supports the capital requirement for providing additional pupil places both in new or expanded maintained schools, and academies. Basic need funding is allocated on a purely formulaic basis using data from the Annual Schools Capacity Survey.

**12.10.4 Developments at schools**

75. The Building Regulations 2010 set standards for the design and construction of buildings in England and Wales. Their prime purpose is to ensure the safety and health of people in or around buildings, but they also cover energy conservation and accessibility. They cover the construction of new schools and many alterations of, and improvements to, existing school buildings.

**12.10.6 School premises regulations**

78. Regulations set minimum standards for the premises of all existing and new schools

in England. The regulations cover toilet and washing facilities, medical

accommodation, health, safety and welfare, acoustics, lighting, water supplies and

outdoor space

# Information Sharing

**Section 13 – Information sharing**

1. This section details the roles and responsibilities of boards, headteachers, local authorities and other educational establishments in giving information to each other, parents, pupils and the Secretary of State for Education.

2. Any reference to parents in this section includes all adults with parental responsibility.

It also acknowledges the rights, duties, powers, responsibilities and authority that parents have by law.

**13.1 Information from the board to the Secretary of State**

3. Academy trusts must provide EFA, or its agents, with the information required in order to exercise its responsibilities, and to meet funding requirements.

Compliance with EFA requirements is effectively mandatory.

**6. The trust must notify EFA of:**

• the vacating or filling of the positions of chair of trustee, accounting officer and chief financial officer, including direct contact details; and

• the appointment of all members and trustees within 14 days of that change.

**13.1.2 Edubase**

8. Edubase is the department’s register of educational establishments in England and

Wales. Schools need to keep it up to date.

**13.1.4 Performance Tables and RAISEonline**

14. Information from the school performance tables and RAISEonline provide a valuable tool to help governors monitor and compare school performance.

Governors need to check this information when it becomes available.

19. Boards of all schools, including community and foundation special schools and academies must on request, provide certain information110 to parents of pupils or prospective pupils, to local authorities and to primary care trusts, including:

• basic information about the school’s SEN provision;

• information about the school’s policies for the assessment and provision for all pupils with SEN; and

• information about school staffing policies and relationships with external partners.

**13.4** Information from the headteacher to the board

22. The headteacher must give the board any information asked for to help it carry out its functions.

23. An academy headteacher has a contractual relationship with the board. As the employer, the board would expect requests for information to be met.

**13.5 Annual report to parents**

24. Before the end of the summer term of each school year, headteachers of maintainedschools are responsible for preparing and providing parents of all children in the reception year and above with a written report on their child’s achievements. The information to be included in the annual report to parents is set out in legislation.

**13.6 Information from the board to parents**

**13.6.1 School prospectus and publishing school information online**

25. Boards of maintained schools are required to publish on a website the information specified in the School Information Regulations.

27. Academies must comply, by their funding agreements, with the relevant sections of independent schools standards prescribed under section 157 of the Education Act 2002.

28. The current model funding agreement requires academies to publish the same information on their website as maintained schools. Any academy should refer to its funding agreement for specific requirements.

29. All boards should publish on their school website up-to-date details of their governance arrangements in a readily accessible form.

**13.6.2 Publishing School Performance Information**

30. Schools must publish whole-school results from key stages 1–3115 The department also publishes national analyses of the results.

**13.6.3 The Home-School Agreement**

32. All boards of maintained schools and academies should reassure themselves that a written home-school agreement is in place. *No longer a statutory requirement Dec 15*

**13.7 Pupils’ information**

35. The Data Protection Act 1998 gives all pupils, regardless of age, the right of access to their own educational records held at school or by the local authority. In certain circumstances, a parent, on behalf of their child, may make requests for this information. The DPA’s subject access rights only give parents the right to see personal information about their child when the child is unable to act on their own behalf, or gives their consent.

37. The provision in the Pupil Information Regulations for the secure transfer of educational records applies to all schools throughout the United Kingdom. This includes transfers from maintained schools to academies and independent schools. However, the Pupil Information Regulations and the need to transfer educational records and CTF do not apply where a child changes schools between academies or from an academy to a maintained school. 13.8 Retention of pupil educational records

38. All schools are directly responsible under the DPA for the collation, retention, storageand security of all information they produce and hold. This includes educationalrecords, headteacher’s reports and any other personal information of individual’s -pupils, staff and parents. As such, many schools should consult their legal advisers and develop a data retention policy in accordance with the DPA.

**13.9 Data Protection Act (DPA) 1998**

39. Schools have direct responsibility for ensuring that they comply with the DPA andhandle personal data in line with it.

40. The DPA places certain statutory obligations on schools. These include:

• notifying the Information Commissioner’s Office (ICO) of the school’s register entry (name and address of the data controller and a general description of how personal information is processed);

• providing a statement or ‘privacy notice’ to individuals, such as pupils and parents, whose personal data is being processed or held; and

• responding to requests for personal data or ‘subject access requests’ within 40 calendar days.

41. Schools should also consider:

• obtaining their own data protection and/or legal advice;

• formulating their own data protection or data handling policies;

• ensuring that staff understand and follow policy when handling personal data.

**13.10 Freedom of Information Act 2000**

44. The board is responsible for making sure that the school complies with the Freedom of Information Act 2000 (FOIA). It should also reassure itself that the school has in place a Freedom of Information publication scheme. The legal presumption of openness makes it more important that a school decides its policies and conducts its day-to-day operations in a way that stands up to public scrutiny.

45. As requests for information can be directed to the school through anyone who works there, the board should make certain that all members of staff are aware of the FOIA and how requests for information are handled by the school. Boards may choose to charge a fee, which must be calculated according to the Freedom of Information and Data Protection (Appropriate Limits and Fees) Regulations 2004. The ICO publishes guidance on its website.

46. Schools are under a duty to provide advice and assistance to anyone requesting information and must respond to the enquiry promptly, and in any event, within 20 working days of receipt (not including school holidays).

# Other relevant Legislation

**5.3 Equality Act**

**Applies to all Academies**

9. The Equality Act’s general and specific public sector equality duties mean that schools must:

• have due regard to the need to eliminate discrimination;

• advance equality of opportunity and foster good relations across all characteristics; and

• publish equality objectives and information demonstrating how they are doing this.

10. The Equality and Human Rights Commission (EHRC) can enforce this duty by issuing a compliance notice to order a school to meet the duty within a certain timescale. The departmental advice on the Equality Act 2010 gives detailed information for schools.

**5.4 Charitable and corporate duties**

13. Academy trustees are charity trustees. As such, they must comply with the following duties under charity law:

• ensure the charity is carrying out its purposes for the public benefit;

• comply with the charity’s governing document and the law;

• act in the charity’s best interests;

• manage the charity’s resources responsibly;

• act with reasonable care and skill; and

• ensure the charity is accountable

15. Academy trustees must also comply with their statutory duties as company directors, which are set out in sections 170 to 177 of the Companies Act 2006. In practical terms, all trustees need to be familiar with their academy’s articles of association as well as their statutory duties under the Companies Act, which comprise the duties to:

• act within their powers;

• promote the success of the company;

• exercise independent judgment;

• exercise reasonable care, skill and diligence;

• avoid conflicts of interest;

• not to accept benefits from third parties; and

• declare any interest in proposed transactions or arrangements.